

Celebrating Difference Overview

| <u>Year Group</u> | <u>Lesson 1</u> | <u>Lesson 2</u> | <u>Lesson 3</u> | <u>Lesson 4</u> | <u>Lesson 5</u> | <u>Lesson 6</u> |
|-------------------|--|---|---|---|--|--|
| Year 3 | <p>I understand that everybody's family is different and important to them. I appreciate my family/the people who care for me</p> <p>Children discuss which pictures show a family and explain their reasons why (Appendix 1). To work in groups to define what makes a family. To explain what family means to them.</p> | <p>I understand that differences and conflicts sometimes happen among family members. I know how to calm myself down and can use the 'Solve it together' technique.</p> <p>To discuss conflicts that you may occur in a family. To be informed that some conflict is normal but everyone has the right to feel safe and should talk to someone if they do not feel safe. Children discuss ways to resolve conflicts within the family.</p> | <p>I know what it means to be a witness to bullying. I know some ways of helping to make someone who is bullied feel better.</p> <p>Children define bullying. To read a bullying story (see Appendix 2). Explain that the word 'gay' should not be used as an insult, defining the word gay appropriate to the maturity of the class. Children discuss what they should do if they witness bullying and what they could do to make the person being bullied feel better.</p> | <p>I know that witnesses can make the situation better or worse. I know how to problem-solve a bullying situation with others.</p> <p>Children to define what a bystander is and use scenario cards (see Appendix 3) to discuss if they are examples of bullying and what they could do to make the situations better.</p> | <p>I can recognise that some words are used in hurtful ways. I will try hard not to use hurtful words.</p> <p>Children play a 'decision making' game, highlighting how hurtful words affect others. To problem solve what they should do if hurtful words are used.</p> | <p>I can tell you about a time when my words affected someone's feelings and what the consequences were. I will give and receive compliments and know how this feels.</p> <p>Children define 'compliment' and share examples with each other. Children share how it feels when they are given a compliment.</p> <p>To review what to do if they witness bullying.</p> |

Relationships Overview

| <u>Year Group</u> | <u>Lesson 1</u> | <u>Lesson 2</u> | <u>Lesson 3</u> | <u>Lesson 4</u> | <u>Lesson 5</u> | <u>Lesson 6</u> |
|-------------------|--|--|--|---|--|---|
| Year 3 | <p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. I can describe how taking some responsibility in my family makes me feel.</p> <p>To discuss job and family role stereotypes. To consider if any role types need to be specific to males or females.</p> | <p>I can identify and put into practice some of the skills of friendship. I know how to negotiate in conflict situations to try to find a win-win solution.</p> <p>To discuss conflict situations (friendship focus) and come up with ways to resolve the conflict.</p> | <p>I know and use some strategies for keeping myself safe online. I know who to ask for help if I am worried or concerned about anything online.</p> <p>To discuss safe and unsafe use of gaming apps and the Internet. To understand how to keep safer online and what they should do if they become worried or upset about anything online.</p> | <p>I can explain how some of the actions and work of people around the world help and influence my life. I can show an awareness of how this could affect my choices.</p> <p>To explore jobs around the world and how their jobs relate to our everyday living. To demonstrate an appreciation of the jobs of others around the world.</p> | <p>I understand how my needs and rights are shared by children around the world and to identify how our lives may be different. I can empathise with children whose lives are different to mine and appreciate what I may learn from them.</p> <p>To explore the term deprivation (examples from around the world). To discuss United Nations and the 'rights of children' (basic needs a child should have).</p> | <p>I know how to express my appreciation to my friends and family. I enjoy being part of a family and friendship groups.</p> <p>To create a piece of artwork demonstrating their appreciation of people in their life, describing why.</p> |

Changing Me Overview

| <u>Year Group</u> | <u>Lesson 1</u> | <u>Lesson 2</u> (from the Year 1 Jigsaw planning) | <u>Lesson 3</u> | <u>Lesson 4</u> |
|-------------------|--|--|---|---|
| Year 3 | <p>I understand that in animals and humans lots of changes happen when growing up. I can express how I feel when I see babies or baby animals.</p> <p>To write down things that a baby can't do and needs an adult to do for them. Give a few minutes thinking time, then ask all the pairs to show what they have written. To draw out the role of a parent in caring for a baby, and why a parent needs to devote a lot of care. Ask the children how it might feel to have a new baby in the family.</p> | <p>To identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina. I respect my body and understand which parts are private.</p> <p>To identify, from a set of animal pictures, which one is the male and which one is the female. To discuss a way that boys and girls look different. To conclude that one way we can tell the difference between boys and girls is by their private body parts. To discuss names for these parts (Appendix 4). To discuss when it is and isn't OK to talk about these private body parts.</p> | <p>I can start to recognise stereotypical ideas I might have about parenting and family roles. I can express how I feel when my ideas are challenged and be willing to change my ideas sometimes.</p> <p>To discuss if certain tasks are specific to males or females. Define stereotypes and how males and females can choose what tasks/jobs they do. To design a stereotypical duvet cover for a boy and girl, linking to adverts that are stereotypical.</p> | <p>To identify what I am looking forward to when I move to my next class. To start to think about changes I will make next year and know how to go about this.</p> <p>Children create a piece of artwork to show what they might be looking forward to during their next year at school.</p> |

Appendix 1



Appendix 2

It was a bright sunny morning in the playground and all the children were running, laughing and playing games before the start of school. On the way into the classroom Simone brushed past Mark and said 'You're gay and your trainers are gay too'. Nobody else seemed to notice. Simone had never been mean to Mark before, so although it was hurtful, he tried to ignore what she had said.

Later that day Mark noticed Simone pass a note around the class while the teacher wasn't looking. Whenever someone got the note they looked at him and laughed. Mark began to feel worried about what Simone had written in the note.

At breaktime Tim and Savannah ran up to Mark on the playground and shouted 'cheese!' and then they ran away laughing. Mark didn't know what they were doing, but he didn't like it. He saw Simone laughing and soon everyone else from the class seemed to be shouting 'cheese!' at him and then running away making disgusting noises.

Mark cringed and pushed himself nearer to a tree. Later Simone came up to him and said 'You know that note I wrote. It told everyone you were gay and smell of cheese!' "What have I done to you Simone?" he asked.

Simone just walked away shouting "Cheese!" and holding her nose. Mark didn't know what any of this was about but it made him feel terrible.

The same thing happened for the next few weeks, it happened every playtime, in the classroom, or the corridors or wherever he was on his own and Simone was near him. Sometimes other children in the class joined in too. They thought it was a game, but it didn't feel like a game to Mark. Someone had even begun to send messages to his tablet's messaging service so he couldn't even escape it at home. He had no idea how they had gotten hold of his online profile and messenger tag?

Mark was feeling more and more unhappy and upset. He could hardly concentrate on his work at school; he also was finding it difficult to sleep and he was beginning to have nightmares. Every time his tablet 'pinged' he got more and more frightened to look. There were at least 50 unread messages now, sent from the same person, who he couldn't recognise from their username. He wondered if it was Simone or someone else.

Mark didn't think his teacher or parents would take him seriously, it would sound silly if he explained that the children were calling him 'gay' and 'cheese'. He could imagine his Grandma criticising, 'Is that all they're saying Mark? Fancy getting upset over something as small as that. You need to stand up for yourself!' Grandma wasn't always good at being understanding. But she didn't have to go into school and face it like he did, so how could she possibly understand?

A new boy called Olu joined Mark's class and he began to notice what was happening. It was always when the teachers weren't looking that someone said something mean to Mark. He felt very upset to see how Mark was being treated. One day, as the class were sent outside for afternoon break Olu waited for Mark and spoke to him, "Are you OK? That Simone is being pretty mean to you. You should tell someone".

"It'll only get worse if I tell someone." said Mark. "She hates me already and if I tell she will hate me even more. I've just got to get used to it."

"No, you mustn't let it happen all the time. You must tell a teacher. I'll come with you if you like?"

"Would you really come and speak to the teachers with me?" said Mark, looking at Olu in disbelief. "Of course," said Olu.

The two boys asked their teacher if they could speak to him after school. He said that would be fine and when all the other children had left, he listened very carefully to what the two boys had to say. The teacher praised Olu for encouraging Mark to say what was happening and how brave and strong Mark had been to tell him everything. Mark told what Simone and some of the other children in the class had been saying to him, how he was feeling and how it was affecting his school work; he even said that he was finding it difficult to sleep. The teacher told Mark that things would get better and he shouldn't be feeling so unhappy or worried from now on. Mark felt relieved to have told someone what had been happening and he felt that the teacher understood.

The teacher asked Mark if he felt he could tell Simone and the class how he was feeling but he said he didn't think he could do that. So, the teacher said, "Would it be OK with you if I spoke with them and told them?" Mark was a little bit worried but he agreed. Olu said he would play with him at playtime if he wanted to so he wouldn't be on his own and this made Mark feel a little better.

The next day the teacher spoke to the class and said how someone in the class was feeling upset and worried about coming to school because other children were being cruel, calling names, and did they realise that this was bullying? He asked the children if they knew the names that were being called.

Reluctantly, one of the children put up their hands and said, "cheese" and "gay." The teacher then asked if they knew what gay actually meant. One of the children said it meant that something is rubbish or stupid. The teacher explained that the word 'gay' actually means someone who, if they are a boy, they have a boyfriend/partner (husband) when they are older, or, if they are a girl, they have a girlfriend/partner (wife) when they are older. He told the children how it was very unkind to call anyone names at all, especially if it is said in a cruel way; the teacher said that he didn't expect anyone in the class to use the words 'gay' or 'cheese' about any other child. He also said, "If a person really is gay, do you think they would like hearing that they were 'rubbish'? How would that make them feel? Would you like being told that you were rubbish?"

The children began to look very uncomfortable and sorry.

Simone shouted out, "It was only a bit of fun, playing that cheese game. I don't see how that can hurt someone!"

The teacher explained that it might sound silly and 'nothing' to someone who wasn't experiencing it, but if it is done to you every day to make fun, it is very upsetting.

The teacher went on to explain that the person they were calling 'cheese' was feeling sick inside as they had no one to play with and always felt scared that they would be called names or laughed at. He also told them that the person couldn't sleep properly and had begun to feel ill every day in school. He also warned the children that people who send nasty messages on social media were called 'Trolls' and can get in trouble with the police.

The teacher then asked the children if they could help solve the problem. They began to look more uncomfortable and looked shocked that someone could be feeling this way from something that they thought was funny and a silly game. "I didn't realise it was that bad. It was just a laugh.", said Simone who looked like she might cry.

"Well", said the teacher, "now we know how this person has been feeling, I wonder if you can think of any ways to help?"

The class had lots of great ideas, including saying they were sorry to Mark, and soon Mark was happy again at school, thanks to everyone in the class (even Simone) being more thoughtful, responsible and kind.

Can you think what you would do to help someone who was being bullied in your school?

Appendix 3

1. Sarah and Ben are playing football. Yussef asks if he can play but Ben says, "No, we've already picked our teams, you can't play." Yussef then grabs the ball and runs away with it, spoiling their game.

2. Sally and Jemma are skipping. Sally accidentally trips Jemma up. Jemma shouts at her, "You idiot! Watch what you are doing!" Sally is upset as she hadn't meant to do it and runs away from the game.

3. Mark pushes into the line knocking into Simion into the wall. "Watch out, you gay", Simion shouts and pushes Mark.

4. Lily is always calling Lee names. She waits for him at playtime and after school, taunting him and saying mean things about his family and his clothes. Lee doesn't understand why she is so mean to him.

5. Flora won't let Emily join in the dance competition and says to Emily, "You're fat; we don't want you on our team."

6. Martin tells Stella and Levi to look at a video on YouTube that he knows will scare them and give them nightmares.

Appendix 4

