

Prior Learning (Skills)

- Try to accept people for who they are
- Identify influences that have made them think or feel positively/negatively about a situation
- Identify feelings that a bystander might feel in a bullying situation
- Identify reasons why a bystander might join in with bullying
- Revisit the 'Solve it together' technique to practise conflict and bullying scenarios
- Identify their own uniqueness
- Be comfortable with the way they look
- Identify when a first impression they had was right or wrong
- Be non-judgemental about others who are different

Prior Learning (Knowledge)

- Know that sometimes people make assumptions about a person because of the way they look or act
- Know there are influences that can affect how we judge a person or situation
- Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying
- Know what to do if they think bullying is, or might be taking place
- Know the reasons why witnesses sometimes join in with bullying and don't tell anyone
- Know that first impressions can change

Key Skills

- Identify their own culture and different cultures within their class community
- Identify their own attitudes about people from different faith and cultural backgrounds
- Identify a range of strategies for managing their own feelings in bullying situations
- Identify some strategies to encourage children who use bullying behaviours to make other choices
- Be able to support children who are being bullied
- Appreciate the value of happiness regardless of material wealth
- Develop respect for cultures different from their own



Year 5 – PSHE

Celebrating Differences My



The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Jiggy Jez

Journal

Mindfulness

Jerrie Cat's 'paws'

Key knowledge

- Know what culture means
- Know that differences in culture can sometimes be a source of conflict
- Know what racism is and why it is unacceptable
- Know that rumour spreading is a form of bullying on and offline
- Know external forms of support in regard to bullying e.g. Childline
- Know that bullying can be direct and indirect
 - Know how their life is different from the

Vocabulary

artefacts	an object made by a human being, typically one of cultural or historical interest
belong	be a member of (a particular group or organization).
bullying	seek to harm, intimidate, repeatedly and deliberately
celebration	the action of celebrating an important day or event.
cyber bullying	the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
culture	the ideas, customs, and social behaviour of a particular people or society
conflict	serious disagreement or argument
developing world	A nation or country that is growing or evolving
direct	to control the operations of; manage or govern.
difference	a point or way in which people or things are dissimilar
discrimination	The unfair treatment of different people, especially on the grounds of race, age, or sex
happiness	the state of being happy
homophobic	having or showing a dislike of or prejudice against gay people
indirect	avoiding direct mention or exposition of a subject.
presentation	the giving of something to someone, especially as part of a formal ceremony
Problem solving	the process of finding solutions to difficult or complex issues
racism	prejudice, discrimination, or antagonism directed against a person or people on the basis of their membership of a particular racial or ethnic group
racist	a person who discriminates
rumour	a currently circulating story or report of uncertain or doubtful truth.