



Medium Term Plan – Y5 and Y6, Discrimination, Prejudice and Equality (PSHE and English)

Y5 and Y6 PSHE Discrimination, Prejudice and Equality and English Speaking, Reading and Writing

RSE Guidance

31. Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.
36. ...schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act (2010)... under which sexual orientation and gender reassignment are amongst the protected characteristics.
37. Schools should ensure that all of their teaching is sensitive and age-appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.
56. Respect for others should be taught in an age-appropriate way.
60. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.
- By the end of Primary School, pupils should know:** (Respectful Relationships)
- the importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs.
 - practical steps they can take in a range of different contexts to improve or support respectful relationships.
 - the importance of self-respect and how this links to their own happiness.
 - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others.
 - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
 - what a stereotype is, and how stereotypes can be unfair, negative or destructive.

Promoting Fundamental British Values

British Values:

- The Rule of Law; Individual Liberty; Mutual Tolerance and Respect for those with Different Faiths and Beliefs.

National Curriculum Key Learning Objectives

National Curriculum English Spoken Word

Pupils should be taught to:

- ask relevant questions to extend their understanding and knowledge.
- articulate and justify answers, arguments and opinions.
- participate in discussions...and debates.
- consider and evaluate different viewpoints, attending to and building on the contribution of others.

National Curriculum UKS2 English Reading and Writing

Pupils should be taught to:

- plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

PSHE Association Programme of Study	PSHE Association Programme of Study, Core Theme: Relationships This work links to R10, R11, R12, R 19, R20, R21.						
Child Speak LO	<ul style="list-style-type: none"> - I know that people are all different and difference is a good thing. - I know about The Equality Act and how it helps to protect people from discrimination. - I know that life can be easier or harder for some people depending on their identity. - I can say what discrimination and prejudice are and what they might look like in school or the wider world. - I know the impact of bullying and some ways I can help. - I show respect to other people and expect other people to show respect to me. - I know what gender stereotyping is and how it might impact us. - I can say some ways that school helps to ensure that people are treated equally. - I can suggest some ways that things could be improved at school, either verbally or in written form. 						
Suggested Activities	1. What Does Equality Mean? <ul style="list-style-type: none"> • Use the Lesson Slides to introduce protected characteristics and the Equality Act (2010). • Watch the video Discrimination and the Equality Act and discuss. • Equality Act Poster • Equality Act Word Search • Equality Act Borderd Paper 	2. Privilege <ul style="list-style-type: none"> • Use the Lesson Slides to introduce the concept of privilege. • Watch the video Privilege Explained for Kids and discuss. • World of Shapes • What impacts privilege? 	3. Prejudice and Discrimination <ul style="list-style-type: none"> • Use the Lesson Slides to introduce prejudice and discrimination. • Use Scenarios to explore case studies. • Extension Activity: Is Your School Wheelchair Friendly? 	4. Gender Stereotypes <ul style="list-style-type: none"> • Use the Lesson Slides to explain gender stereotypes. • Gendered? Sorting and Discussion. • Extension Activity: Write poetry based on Pink or Blue? 	5. Representation <ul style="list-style-type: none"> • Use the Lesson Slides to discuss representation. • Are We Representing Diversity? 	6. Find Out More <ul style="list-style-type: none"> • Use the Lesson Slides to find out more. • Equality Questionnaire • Extension Activity: The School Inclusion/Equality/ Anti-bullying Policy. 	7. Speaking Up: Being an Ally <ul style="list-style-type: none"> • Use the Lesson Slides to recap. • Watch the video Privilege Explained for Kids • Create an assembly to share learning.

***This plan is flexible - you do not need to complete all sessions.**

([Highlighted](#) resources are available at popnolly.com/membership)