



PSHE – YEAR 6 - Medium Term Planning – Spring Term

Pupils should be taught (Key Targets):

- That difference and similarities between people arise from a number of factors including family, cultural and ethnic similarities and differences
- That difference and similarities between people arise from a number of factors including racial and religious diversity
- That difference and similarities between people arise from a number of factors including age and sex
- That difference and similarities between people arise from a number of factors including gender identity and sexual orientation
- That difference and similarities between people arise from a number of factors including disability
- To realise the nature and consequences of discrimination including prejudice-based language and how to respond and ask for help
- To realise the nature and consequences of teasing and bullying including cyber bullying, ‘trolling’ and how to respond and ask for help
- To realise the nature and consequences of aggressive behaviours and how to respond and ask for help
 - About the difference between, and the terms associated with, sex, gender identity and sexual orientation
- How to recognise bullying and abuse in all of its forms including prejudice-based bullying both in person, online and through social media

Week	Lesson
4	<p>Learning Objective: That difference and similarities between people arise from a number of factors including gender identity and sexual orientation</p> <p>Note: Lots of sensitive issues will be covered during this terms planning. Whoever is delivering the lesson should reassure children that they can speak to an adult if they are affected by any of the issues discussed in any of the lesson. A slide will be added to the start of every PowerPoint this term.</p> <p>Discussion lesson</p> <p>Success Criteria: 1) Define gender identity and sexual orientation 2) Understand that everyone in the UK has the right to select their own gender identity and sexual orientation 3) Identify that difference and similarity may occur because of gender identity and sexual orientation</p> <p>Starter: Set the ground rules for the lesson and explain that maturity is expected. Discuss and vocabulary check the terms gender identity and sexual orientation and provide a definition from the internet.</p> <p>Main: Share some of the different sexual orientations and gender identities that exist in the UK (very brief) and explain that people in the UK have the right to select their own gender identity and sexual orientation. Explain that this is not the case in different parts of the world and give examples of where certain sexual orientations are highly prejudiced or illegal. Discuss as a class some of the similarities and differences that may occur between people because of gender identity and sexual orientation. This should ideally be a class-based discussion and chn suggesting ideas but some ideas to generate thought will be on the PowerPoint to guide discussions and stimulate thinking if chn are not offering many suggestions. Discuss the term prejudice with chn and discuss the challenges that some gender identities and sexual orientations may face – even in the UK.</p>

This is a discussion-based lesson and the PowerPoint offers a good level of guidance of how far certain topics should be explained or discussed. CT to take a photo of chn discussing the topics at their table and an observation sheet will be used to assess chn against individual success criteria. CT can take assessment notes throughout the lesson and throughout discussions.

BA: Define gender identity and sexual orientation and understand the freedom to select own gender identity and sexual orientation within the UK
MA: Identify some differences and similarities that may occur between people because of gender identity and sexual orientation
HA: Articulate some challenges that may be faced by certain gender identities an sexual orientations

Plenary: Share some facts and figures with chn about the gender identities and sexual orientations within the UK to deepen their understanding of the topic.

10 **Learning Objective: About the difference between, and the terms associated with, sex, gender identity and sexual orientation**

Note: Lots of sensitive issues will be covered during this terms planning. Whoever is delivering the lesson should reassure children that they can speak to an adult if they are affected by any of the issues discussed in any of the lesson. A slide will be added to the start of every PowerPoint this term.

Discussion lesson

Success Criteria: 1) Understand the difference between sex, gender identity and sexual orientation
 2) Understand that sex is determined but individuals within the UK have the right to select their own gender identity and sexual orientation
 3) Understand terms associated with gender identity and sexual orientation e.g. heterosexual, homosexual and bisexual

Starter: Establish ground rules for the lesson and share the ground rules using the PowerPoint. Clarify with pupils that maturity is expected from them throughout the lesson.

Main: Share LO and SC and vocabulary check the terms sex, gender identity and sexual orientation. Provide definitions as a class and then compare them to the definitions from the internet. Are we happy with our class definitions or do we want to change them? Discuss definitions as a class and change them if chn want to. Question what people are allowed to choose out of the 3 within the UK – take feedback and share that, within the UK, people are allowed to choose their own gender identity and their own sexual orientation. Emphasise that all parts of the world are not like this but people do have that right within the UK and that the UK is generally tolerant of people’s wishes and views; however, they will be a few individuals all over the world – in every country – who are intolerant of those with other views and beliefs. Clarify the difference between sex and gender identity. Sex is your scientific and biological gender that you are born as, gender identity is how you choose to identify yourself. Share some of the terms associated with sexual orientation and discuss and clarify what they mean (heterosexual, homosexual and bisexual). After this, provide chn with the opportunity to ask the CT any questions that they may have that the CT will respond to. Provide every child with a post-it note and ask all of them to write something on the post-it note (even if it’s ‘I don’t have any questions’) and fold it up and place it into a pot that the CT brings round. This will allow chn to ask questions anonymously that the CT will address during the plenary if they are not confident to ask questions in front of the class.

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BA: Understand the difference between sex, gender identity and sexual orientation

MA: Understand that sex is determined but individuals within the UK have the right to select their own gender identity and sexual orientation

HA: Understand terms associated with gender identity and sexual orientation e.g. heterosexual, homosexual and bisexual

Plenary: CT to unfold post-it notes with anonymous questions on one at a time and answer and address any questions to the entire class that children may have. Before finishing the lesson, share that chn can discuss topics further with parents at home or with class teachers if they want to.