**Medium Term Plan:** Supporting Implementation of LTP/Progression Grid

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| **Subject: Personal Development; Celebrating Difference Year B : Phase 2** *NB The statutory and non-statutory objectives are continuously revisited in a spiral curriculum using Jigsaw toolkit. Within themed topic’s we teach objectives discreetly in MTP’s whilst revisiting in outline previously taught objectives. For the purpose of this MTP we are emphasising the following objectives that pupils should be taught;* **RSHE Statutory Guidance** Families and People Who Care for Me 1a-f Caring Friendships 2a-e Respectful Relationships 3a-e Online Safety 4b Being Safe 5a,g-h Mental Well-being 6a-j Internet Safety 7e,g Physical Health 8a-d Healthy Eating 9a-c **Non Statutory Guidance Citizenship KS2** Developing confidence and responsibility and making the most of their abilities 1a-c Preparing to play an active role as citizens 2a, c, e-f Developing a healthy, safer lifestyle 3a,e-g Developing good relationships and respecting the difference between people 4a-g Breadth of Opportunities 5a-h  |
| **Prior Learning (what pupils already know and can do)** Know about more complex similarities and difference; physical, faith, families make up Know that difference should be valued and celebrated Know how to make friends Know the term bullying and what it means Know that mental health is as important as physical health and ways to look after it Know how to keep safe around water and electrical appliances within and outside of the home Know that they need to look after mental health and it is normal to do so  |
| **End Points (what pupils MUST know and remember)** Know that families are different and are made of different relationships, LGBT, grandparents, single parents etc. Know that there are different types of bullying and what to do if it happens to you Know how to give a compliment and how to receive one Know what a conflict in friendship or family groups can be Know how conflict makes them feel; sad unhappy, anxious, upset Know what a stereotype and how assumptions works Know how to help their mental health and how bullying can have a negative effect on it Know how to talk about their mental health and can express their feeling Know how to keep safe near open water |
| Key Vocabulary to teach each session; Difference, bullying stereotype, assumption, conflict, witness, unique, influence, protected characteristic, equality, equality act  |
| **Session 1:** Accepting that everyone is different. Understanding that sometimes we make assumptions based on what people look like and learning to accept people for who they are. Understanding the role influences have to play on my assumptions. **Taught Year A Celebrating Difference Unit 2** |
| **Session 2:** Understanding bullying, knowing that it is hard to spot and what to do if you think it is happening. Understanding what a witness is and why a witness could decide to join in and sometimes they decide to tell. **Taught Year A Celebrating Difference Unit 2**  |
| **Session 3:** What is special about me and value the ways I am unique. Why first impressions change and respect the unique features of others’ physical appearance. Understanding why it is good to accept other as they are.. Link to school value of Inclusion and friendship. **Taught Year A Celebrating Difference Units 2** |
| **Session 4: Online relations and internet safety:** Know that the same friendship rules apply to online safety as they do to face-face friendships. This includes respect for each other even when anonymous. To know the risks faced with being online and how to report them. |
| **Session 5: Wider Safety- water safety.** Understand how to stay safe when near open water canals, reservoirs and lakes. Understand cold water shock, hidden dangers under the water and what to do if they fall in. Understand flood risks of living close to water. |

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