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

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| **Subject: Personal Development; Celebrating Difference Year B : Phase 3***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-b Caring Friendships 2a-b, e Respectful Relationships 3a-f Online Safety 4a-e Being Safe 5a,d-h Drugs, Alcohol &Tobacco 10a **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-f, Developing a healthy, safer lifestyle 3d-f Developing good relationships and respecting the difference between people 4a-d,f-g Breadth of opportunities 5a-i  |
| **Prior Learning (what pupils already know and can do)** 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  |
| **End Points (what pupils MUST know and remember)** Know and describe some cultural differences Know what racism means Know that name calling and rumour spreading is a form of bullying Know what the difference is between direct and indirect bullying Know that people have different perceptions of what normal means Know that difference is something to be valued and respected Know that difference can be a course of conflict Know the risks of being a gang member Know what county lines is and what to do if they feel unsafe Know how to see their own self worth Know that domestic violence is never OK  |
| Key Vocabulary to teach each session; difference, culture, perception, normal, disability, racism, county lines, domestic violence, gang, drugs, abuse  |
| **Session 1:** Understand that there are different perceptions of what normal is. Understand that being different could affect someone’s life - disability. Difference can be a source of conflict or celebration.**Taught Year B Celebrating difference Unit 2**  |
| **Session 2:** Understand that one person or group can have power over another. Explore some reasons why people bully.**Taught Year A Celebrating Difference Units 2**  |
| **Session 3:** Celebrating difference. Can give example of people with disabilities who can lead amazing and fulfilling lives. Learn to appreciate people for who they are. **Taught Year A Celebrating Difference Units 2**  |
| **Session 4: SMSC** Children learning about self a concept. They learn to gradually differentiate self from others and evaluate what self-worth is. They learn about self-reflection and its key benefits. Help to consider challenges and unresolved issues and providing next steps to work through them. They learn that most things worth doing take effort and can be hard. They learn that uncomfortable things push us and help us to grow. They learn how to ask for support and be the best version of themselves.  |
| **Session 5: Gangs and County Lines:** Learn about joining a gang**,** why gangs form**,** risk of gang membership. Learn about what county lines is. How children can become involved in county lines activities. How to seek help, if they feel unsafe. Learn what domestic violence is, its different forms, the risk of violence and it is not normal behaviour and always unacceptable. Learn how to seek help and where help can be found.  |

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