PHSE in Year 5

Difference and Diversity





As part of growing up, all children and young people will spend time exploring their identity and developing a sense of who they are. This will include thinking about whether they experience attraction to others, who they are attracted to (their emotional, romantic and/or sexual orientation), how they feel about their gender (their gender identity), and the different ways they express their gender (gender expression).





What would be covered this term:

Lesson	Learning intention	Whole class	Activity
1	WALT: Celebrate kindness and difference	the book *'Wonder'* by R.J Palacio. Why are some of the children being so cruel? What does it mean that we shouldn't judge a book by its cover? We can't control what other people do but how can we respond if our friends were behaving like this? Use this to explore the saying 'why should we blend in when we're born to stand out?' Create a campaign for your school that celebrates kindness and celebrates difference.	Get CHN to annotate the precept ''why should we blend in when we're born to stand out?' Stick examples in PSHE scrapbook
2	WALT: Understand what makes us different and unique.	Describe the factors that make up a person's identity? Personality, interests, gender identity, sexual orientation, age, culture, religious beliefs. Explore what these mean. Provide a range of diverse characters from films, sport, music, books, etc. Give out a body outline (see page 144). Using their chosen character fill the outline with all the things that make that person who they are.	Create a collage for yourself – CHN could use images, words or a mixture. Ask their peers to add any positive ideas on post-it notes next to their picture. Stick these in the scrapbook and celebrate





3	WALT: Develop strategies to respond to hurtful behaviours.	Read the following letter from Kane to the class: **Dear Agony Aunt, I am in my last year of primary school. I have decided to grow my hair long and I really like it. Some people are starting to be horrible to me. They don't think boys should have long hair. They call me a girl. They are also trying to get me to fight them. This is very silly as I am much bigger and stronger than them. I haven't hit them. They are making me unhappy and angry.** **I am wondering whether I should have my hair cut before I go to secondary school to avoid trouble. I don't want to. I like my hair long at the moment. What do you advise me to do?** Develop a bank of strategies to help someone respond to possible hurtful behaviours.	As a class, write a response to Kane's letter and stick the example in the scrapbook.
4	WALT: Understand what sexual orientation is. (longer lesson needed)	Explore language associated with sexual orientation and gender identity such as: Gender, gender identity, gender dysphoria, lesbian, gay, heterosexual, trans. See page four of the resource link for definitions. www.stonewall.org.uk/sites/default/files/getting_started_toolkit_-_primary.pdf Ask the children why is it important to understand these words and use respectful language? When might people use some of these words inappropriately? What might	CHN to sensitively create a poster that celebrates and respects someone's sexual orientation along the lines of 'love is love'. Stick examples into scrapbook.

5	WALT: Understand the meaning of the prefix 'trans'.	Explore the prefix, trans e.g. A word that can mean: To cross over. To go through. To change from one thing to other. Identify words that have the prefix, trans. Useful resource: https://www.stonewall.org.uk/sites/default/files/putting_it_into_practice.pdf. Discuss what it means to feel accepted. How would you support a friend if they told you they were trans? Why would using the correct pronouns be important?	No explicit work to be stuck into scrapbook due to verbal nature of lesson. Keep it discussion based and lots of opportunities to address misconceptions.
6	WALT: Understand what a refugee is and how we can help.	In groups ask children to use a graffiti wall (see page 140). Explore what the words 'refuge' and 'refugee' mean. Can the class think of synonyms, antonyms etc. Ask the question: What do they know about refugees, what else would they like to find out? Watch the clip: www.bbc.co.uk/teach/class-clips-video/english-ks1--ks2-refugee-boy-by-benjamin-zephaniah/z6rtvk7 Link to WW2	CHN to develop a small group play about helping a refugee. Take pictures for scrapbook and you could also stick graffiti wall examples in as evidence





Vocabulary – LGBTQ+

<u>Gender identity:</u>

Transgender

Cisgender

Non-binary

<u>Sexual orientation:</u>

Lesbian

Bi-sexual

Gay

Homosexual

A-sexual

Queer





How might these words be introduced?

Definition of lesbian for younger children: A lesbian is a woman who falls in love with, or wants to have a relationship or partnership with, other women. For example, some people have two mums that are in love with each other.

Definition of gay for younger children: The word gay is used to describe someone who falls in love with, or wants to have a relationship or partnership with, people who are the same gender as them. For example, some people have two dads that are in love with each other, or two mums that are in love with each other.

Definition of bi for younger children: If someone is bi, it means that they might fall in love with, or want to have a relationship or partnership with someone of the same gender as them or a different gender to them. For example, a person might have had a boyfriend in the past but have a girlfriend now.

Definition of trans for younger children: When they are born, babies are labelled as a boy or a girl. When some people get older, they realise that the label they were given was wrong. They might say '*I'm actually a girl*', 'I'm actually a boy' or '*I'm not a boy or a girl*'. Trans is the word used to describe people who feel like this.

Definition of non-binary for younger children: Non-binary is a word that people use about themselves if they don't feel like they are a boy or a girl.

These definitions may also be more suitable for some children and young people with SEND, depending on their levels of understanding.





LGBTQ+ is something lots of children are now aware of due to social media and the internet.













We would be happy to answer any questions you may have.

