

National Statutory Requirements

(DFE Statutory Guidance on Health Education and Relationship Education)

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- 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

Series of Lessons

- Explain what it means to have self-esteem.
- Manage setbacks and understand how resilience helps people.
- Explore what identity means.
- Identify gender stereotypes and how to challenge them.
- Show respect to all gender identities.
- Explore a part of Black British History.
- Explore how our identity is linked to our history.
- Recognise the contributions of Commonwealth volunteers in the World Wars.

PSHE



Personal Identity – Year 6

Progression of Skills

(PSHE ASSOCIATION PROGRAMME OF STUDY 2020)

- H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- H26. that for some people gender identity does not correspond with their biological sex
- H27. to recognise their individuality and personal qualities
- H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- H29. about how to manage setbacks/perceived failures, including how to reframe unhelpful thinking
- H35. about the new opportunities and responsibilities that increasing independence may bring
- R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- L7. to value the different contributions that people and groups make to the community
- L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
- L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
- L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
- L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them

Unit Outcome

In this unit of work, pupils learn:

- about what contributes to who we are (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)
- how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex).
- how to recognise positive things about themselves and their achievements
- how to set goals to help achieve personal outcomes
- how to manage setbacks and perceived failures
- how to reframe unhelpful thinking
- about new opportunities and responsibilities that come from increasing independence

R&R and Herne Harmony Values

Article 8, Article 13, Article 14, Article 15

Respect, Independence, Motivation

Vocabulary

Attributes, difference, similarity, personal strength, personal achievement, skill, self-esteem, pride, goal, perseverance, challenge, develop, improve, self-reflection, identity, similarities, differences, diversity, unique, individuality, pride, unity,

Resources

Flipcharts
Worksheets on system,
Baseline Assessments,
Resources on system.