Pipworth Community Primary School PSHE Curriculum

Relationships
What makes a family

This six week unit provides you with a framework for progression, including learning objectives, suggested Historical Association and Key Stage History resources, and clear links to national curriculum to help with topic planning.
Resources are available on …..
Learn Sheffield RSHE curriculum
Useful links RSHE Statutory guidance (DfE - 2019)
RSHE Summary of Guidance (NSPCC 2019)
Science Programme of Study (DfE 2013)
PSHE Programme of Study (PSHE Association 2020)
Mapping PSHE Association Curriculum to RSHE Statutory Guidance
(PSHE Association 2019) Sheffield Primary Online Safety Curriculum

Core Substantive Knowledge
That families are important for children growing up because they can give love, security and stability
A family constitutes people who are related to each other and share an emotional bond and similar values. Family members can be related by birth, marriage, or adoption. Your immediate family includes parents, siblings, spouse, and children.

All pupils are supported to understand the features of healthy relationships, acceptable behaviour and the right of everyone to equal treatment to ensure that pupils treat each other well and go on to be respectful and kind adults. An important part of this process is creating time for pupils to come together to reflect on their learning and to be supported to discuss issues that are important to them. This will help them to form lasting healthy relationships, even with people who have different opinions from themselves.

Prior Knowledge	National Curriculum Links	Substantive Concepts:	Vocabulary
Children will have experience of changes within living memory and should be able to use vocabulary associated with the family. They should have a basic understanding of families, friends and relationships. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children'ssecurity as	R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents): that families of all types can give family members love, security and stability R5. That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R21. about discrimination: what it means and how to challenge it R32. about respecting the differences and similarities between people and recognising what they have in common with others EG physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own 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 L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them	- Understand that families can change - Understand that parents can split up and people can die - Know that these events are not the fault of the child - Appreciate that there are many differences between families and all families are unique - Understand that there are far more similarities than there are differences - - Understand that all people deserve respect, even if they are different to other people - Appreciate that we all have different abilities and find different things challenging	Foster care, adoption, divorce, break-up, death, grief, illness, disability Gender, stereotype, sexism bullying, disability, diversity, religion

they grow up.			
Enquiry Question/Vocabulary	**Activities**		**Success Criteria**
Lesson 1 **LO:** Do families always stay the same? (Pop Back) Revisit Year 3 Lesson	**This lesson may be broken into two segments over two weeks.** See learn Sheffield planning Staffshare, PSHE, 2022-23, Planning, LK2 Page 2 Load the Power point and resources **Retrieval Practice** N.B. This subject matter will be particularly hard for children who have experienced parental separation or the loss of someone close to them. Facilitators should use their professional judgement when deciding how to approach this lesson Do families always stay the same? - Sometimes there are new additions (births, marriages new partners) - Sometimes people leave (divorce, break-ups, illness, death) **Information** Further guidance for schools for supporting children with bereavement, loss and separation: https://www.childbereavementuk.org/primary-schools-supporting-bereaved-children https://www.todaysparent.com/family/kids-and-divorce-an-age-by-age-guide/		I understand that not all families stay the same I know who is in my family I know how families should treat each other

Lesson 2 **LO:** **Are boy and girls treated the same?**	See learn Sheffield planning Staffshare, PSHE, 2022-23, Planning, LK2 Page 6 Load the Power point and resources This lesson may be broken into two segments over two weeks. **Book** The Sissy Duckling by Harvey Fierstein https://www.youtube.com/watch?v=Ic5YMNbow1E - What was Elmer good at? What did he find challenging? - What did he do that made him a good friend? - Who was kind to him? - Who was unkind to him? - Why was Elmer's papa worried about Elmer being called a 'Sissy'? - How did Elmer save his papa? - Was Elmer a strong duck? - Did Elmer stop being a 'Sissy'?	I understand that all people deserve respect, even if they are different to other people I appreciate that we all have different abilities and find different things challenging
End of unit assessment activity:	Revisit key questions, extending with higher order questions. Invite pupils to think of key questions for future learning. If written down, revisit in a different colour – add, amend, expand. Revisit main arguments from baseline discussion; formal debate; presentations. Place all work in the class SMSCD books Annotate any photographs, Use pupils to make comments (Post it notes) **Scaffolding:** This may be broken down into the key questions from each lesson and children may be provided with key vocabulary to use in their writing. Some children may need a scribe to aid them in their writing.	