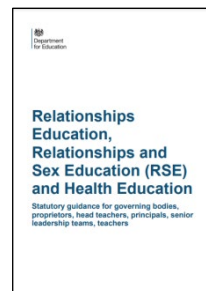


Y5 Autumn 1 What makes up a person's identity?

<p>Year 5 Autumn 1 What makes up a person's identity?</p> <p>Theme :Health and wellbeing Identity, personal attributes and qualities; similarities and differences; individuality; stereotypes</p>		
<p>PoS Core theme 1 Health and wellbeing</p>	<p>Core theme 2 Relationships</p>	<p>Core theme 3 Living in the wider world</p>
<p>Ourselves growing and changing 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</p>	<p>Safer relationships R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns Respecting self and other 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</p>	<p>Communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>
<p>Prior Learning: Y4 Autumn 1 What strengths, skills and interests do we have?</p>		
<p>End points :-</p> <ul style="list-style-type: none"> • how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (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) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others 		
<p>Key vocabulary Ethnicity, faith, culture, gender, individuality, stereotypes, assumptions</p>		

Relationship education, relationships and Sex education RSE and Health education statutory guidance

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>



Relationship Education – graduated age appropriate programme links

Relationship
Respectful relationships
Pupils should know Importance of respecting others, even when they are very different from them – physically, character, personality, backgrounds, make different choices or have different preferences or beliefs
What a stereotype is, and how stereotypes can be unfair, negative or destructive

Citizenship	Character Education –	British values	Careers Curriculum
	Penketh Powers Resilience Responsibility Respectfulness Kindness: Penketh School expectations Listen, Do as asked Work well with others Be the best you can be	Rule of Law Tolerance and respect Democracy Individual Liberty Protected Characteristics Equality Act	

Spiritual	Moral	Social	Cultural
ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and	ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and,	use of a range of social skills in different contexts, for example working and socialising with other pupils, from different religious, ethnic and socio-	understanding and appreciate the range of cultural influences that have shaped their own heritage and that of others

Y5 Autumn 1 What makes up a person's identity?

<p>respect for, different people's faiths, feelings and values</p> <p>sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>use of imagination and creativity in their learning</p> <p>willingness to reflect on their experiences</p>	<p>in so doing, respect the civil and criminal law of England</p> <p>understanding of the consequences of their behaviour and actions</p> <p>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</p>	<p>economic backgrounds</p> <p>willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</p> <p>acceptance and engagement with the fundamental British values</p>	<p>understanding and appreciate the range of different cultures as an essential element of their preparation for life in modern Britain</p> <p>ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</p> <p>knowledge of Britain's democratic parliamentary system and its role in shaping history and values, and continuing to develop</p> <p>willingness to participate positively to artistic, musical, sporting and cultural opportunities</p> <p>interest in exploring, improving understanding and respect for different faiths and cultural diversity and to understand, accept and respect diversity.</p>
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Y5 Autumn 1 What makes up a person's identity?

Sequence of lesson to follow

Lesson Plans and resources DfE approved

Email: penketh.head@wpat.uk

Password: penketh22!

https://pshe-association.org.uk/_hcms/mem/login?hsLang=en

[Build your programme \(pshe-association.org.uk\)](https://pshe-association.org.uk)

PSHE Association power points, resources linked to topic – click on the purple links to download

NB: You will need to be logged in to the PSHE Association to access resources

Autumn 1 What makes up our identity?	Health and wellbeing Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes PoS refs: H25, H26, H27, R32, L9	<ul style="list-style-type: none">• how to recognise and respect similarities and differences between people and what they have in common with others• that there are a range of factors that contribute to a person's identity (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)• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others• how to challenge stereotypes and assumptions about others	PSHE Association - Inclusion, belonging and addressing extremism Premier League Primary Stars - Developing values Coram Life Education - 'The Belonging Toolkit' Changing Faces - A World of Difference PSHE Association - Personal Identity
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