ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Wellbeing UNIT: Bombs Away! TERM: Autumn 1 YEAR GROUP:5

THE BIG QUESTION	
What makes our identity?	
END OF UNIT OUTCOME	**For pupils to identify who influences them and why. Children to create a mind map with themselves in the middle to show what makes up their identity.**
OBJECTIVES	- 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
CONCEPT: Conflict	- **Stereotyping and Conflict**: Stereotypes can lead to biases and negative assumptions, causing conflicts such as discrimination or bullying. - **Identity and Conflict**: Personal identity (e.g., gender, culture, beliefs) can influence interactions, and conflicts may arise when differences aren't respected. - **Challenging Assumptions**: Encourages students to challenge stereotypes, promoting understanding and reducing conflicts based on misconceptions. - **Influences on Identity and Conflict**: External influences (family, media, peers) can create conflict when individuals feel pressured to conform or are excluded. - **Managing Negative Influences and Extremism**: Focuses on identifying and addressing prejudiced or extremist views that can lead to conflict, teaching students how to manage such influences.
LESSON 1 QUESTION	**What makes up our identity?**
KEY KNOWLEDGE	- 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
RICH TASK	Introduce The Big Question 'what makes our identity?' - what do they already know?

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	Give each pupil **Resource 1: Stereotype baseline activity**. Explain that you want them to think about everything they know and understand about the word 'stereotype'. Use children's thoughts to create a class definition of the word stereotype. Children share examples of stereotypes and when they feel they may have been stereotyped.		
SUPPORT AND CHALLENGE	Support: 'This is me' sheet Challenge:		
KEY VOCABULARY	Stereotype Identity Unfair Unhelpful Negative Positive Actions	**RESOURCES**	**Resource 1: Stereotype baseline activity**.
LESSON 2 QUESTION	**What does it mean to 'stereotype'?**		
KEY KNOWLEDGE	- 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		
RICH TASK	**Retrieval** because, but, so questions: *Stereotypes are assumptions we make about people because...* *People often stereotype _____ , but I think_____* *Stereotypes can affect how we see ourselves or others, so it's important to...* Explain to the class that you want them to think about the different kinds of stereotyping they may have seen or heard. **Using Resource 2: Sentence stems** and working in pairs, ask pupils to fill in what they think the rest of each sentence could be. Working in small groups on large sheets of paper, pupils brainstorm all the reasons why, and ways in which, they think stereotypes can negatively affect people's behaviour. (e.g. All girls… like to wear pink). Invite groups to feedback their ideas to the rest of the class. What different kinds of stereotyping have the class identified? Draw out that these sentences have focussed on gender and age but stereotyping can relate to many things, such as gender, age, religion, race, nationality, disability, job, area someone lives etc.		

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SUPPORT AND CHALLENGE	**Support:** *Resource 2a: Sentence stems support* has fewer sentences and some words pupils can use to help them. **Challenge:** Write a few sentences which promote a positive assumption (e.g. boys sometimes cry, girls don't always like pink, old people have a lot to contribute to society).		
KEY VOCABULARY	Negative Behaviour Stereotype Gender Religion Nationality Disability	**RESOURCES**	**Using Resource 2: Sentence stems**
LESSON 3 QUESTION	**How can we challenge stereotypes?**		
KEY KNOWLEDGE	• Identify examples of different types of stereotyping • Describe how stereotypes can be unfair and unhelpful • Recognise how stereotyping may have a negative effect on someone's behaviour, aspirations and feelings about themselves • Identify positive actions to challenge stereotyping		
RICH TASK	**Retrieval:** Sometimes we make unfair assumptions because we've been influenced by stereotypical thinking. Mind map all the reasons you think stereotypes can negatively affect someone's behaviour. Take feedback (ideas might include: they can be rude or offensive; they're not true of everyone in the group; they might stop people doing what they want to do; people might get bullied for not 'fitting in'; they put people under pressure to behave in certain ways). Finally, ask them to re-write their original sentences from a non-stereotypical viewpoint. Share and discuss their responses. Give each group **Resource 3: Overheard comments** which contains overheard comments that promote stereotypical assumptions, together with an envelope containing a set of cut up prompts from **Resource 4: Challenging stereotypes.** Allocate one speech bubble to each group. Ask pupils to read their overheard comment, then pull out a challenge question from the envelope and respond to it for their comment. Repeat this until they have responded to three or four of the cut-up strips.		
SUPPORT AND CHALLENGE	Support: We are all different – cut out and create different people SEN		

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	Challenge: Ask children to feedback to the rest of the class on how they dealt with one of the different challenges. What was the hardest challenge to manage? Which of the response's pupils decided upon would have the best outcome?		
KEY VOCABULARY	Unfair Behaviour Offensive Rude Bullied Stereotypical Overheard	**RESOURCES**	**Resource 3: Overheard comments** **Resource 4: Challenging stereotypes.** **We are all different support sheet.**
LESSON 4 QUESTION	Who are our personal influences?		
KEY KNOWLEDGE	• identify who or what influences their opinions and beliefs • describe how our opinions and beliefs effect how we think and act • explain why values are important to them.		
RICH TASK	**Retrieval:** Write down a definition of the word 'stereotype' and then share with a partner – is there anything they would add/ change? Watch the film about developing values. Think about: • what the people in the film are saying about how their opinions or beliefs are formed. Discuss: • what values are and where people's values come from. Pupils work in groups of 3 or 4, recording their responses on large paper. Ask pupils to define 'influence' and make a list of responses, for example, 'someone or something that has an effect on how we act, or on what we think or believe.' **Discussion questions:** Pupils might suggest the team manager, or other players in the team might influence a footballer. Ideas for some of the things they really care about are: • the football/other sports team they support • favourite writers or actors • favourite TV programmes/computer games/YouTube channels • pop bands or celebrities they like. Explain that even when people make up their own minds about what they believe, like or care about, their opinions will be influenced by who they know and what they read, hear, experience, etc. People that might influence pupils' choices include: • parents/carers		

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- siblings
- friends
- religion
- culture
- on- or offline media
- social media (acknowledge that pupils may be using social media, whilst taking into account the age restrictions for sites such as Facebook, Snapchat, YouTube).

Ask groups to feed back their ideas to the rest of the class, and use these to generate a class list. Keep this list or the pupils recordings on display.

Using the **Circles of influence activity sheet**, and thinking about themselves, ask pupils to:

- draw or write the people/things that they think most influence what they think in the center
- draw or write people/things that have some influence, but not as much as those in the center, in the next ring
- draw or write the people/things that have some but not much influence in the outer ring.

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<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support – we are all different colourful semantics activity. Children can draw pictures on the circles of influence sheet.

Challenge – Children to write in sentences. Then fill in the ‘match report card’ identifying three of their values using ‘I think’ or ‘I believe’.</td></tr>
<tr><td>KEY VOCABULARY</td><td>View
Opinion
Belief
Values
Influence
Peer pressure
Peer influence</td><td>RESOURCES</td><td>We are all different colourful semantics activity

Circles of influence activity sheet

Film clip</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 5 QUESTION</td><td colspan="3">What is an influence?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">

- describe some of the ways in which people may be influenced by others
- explain what is meant by prejudiced or extreme views
- identify different ways to manage negative influences
- describe where, when and how to seek support for self and others because of worries about prejudice or extremism

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<tr><td>RICH TASK</td><td colspan="3">Retrieval practice: What is an influence? Who has influenced you? Why?
Children create a brain storm of all the people who influence them. Then write a sentence about who influences them the most and why.</td></tr>
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<tr><td></td><td colspan="3">Then, in small groups ask pupils to discuss what they think ‘extremism’, or ‘holding extremist views’ means. Ask them to feedback some of their ideas to the rest of the class.

Share the following definitions:
• Extremism: Vocal or active opposition to commonly held values, particularly British values such as democracy and the rule of law. [Adapted from the government’s Prevent Strategy]
• Extremist views: Extreme political or religious views, that could include promoting illegal, violent, or other extreme action. [Adapted from Oxforddictionnaries.com]

Again, agree a shared definition to add to the working wall.

Explain that there may be times in people’s lives when they feel lonely, excluded, or unhappy, or they might feel a bit uncertain about the way their life is going or unsure about what to do next. When a person feels like this it can make them more open to being influenced in a negative way by someone else’s views or opinions.

Using Resource 1: Dilemmas, allocate pairs of pupils to one of the scenarios.
Ask pairs to read the scenario and, using Resource 2: What’s the impact?, record their thinking about:
• How the person may be feeling – how would they describe their emotions?
• What the person might be thinking?
(Note that they should leave the ‘Do’ section on the sheet – they will think about this in the next activity.)
Take feedback for all four scenarios. After a pair has fed back on a given scenario, ask the rest of the class if anyone has any different ideas to add.
Finally, ask the class if they can identify either stereotypical, prejudiced or extremist thinking in any of the scenarios.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support: Using Resource 3a: Think, feel, do, ask pupils to draw a circle around the thoughts and feelings they think best match their character or add their own ideas.

Challenge: Ask pupils to compare two possible decisions a character could make and explain which they think would be better and why.</td></tr>
<tr><td>KEY VOCABULARY</td><td>Extremism
Political
Religious
Violent
Influence
Negative</td><td>RESOURCES</td><td>Resource 3a</td></tr>
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<table>
<tr><td>LESSON 6 QUESTION</td><td colspan="3">What makes our identity?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">• describe some of the ways in which people may be influenced by others
• explain what is meant by prejudiced or extreme views
• identify different ways to manage negative influences
• describe where, when and how to seek support for self and others because of worries about prejudice or extremism</td></tr>
<tr><td>END OF UNIT OUTCOME</td><td colspan="3">Looking at the same scenario from the previous activity, ask pairs to consider:
• What could the person do to manage the situation?
• What choices do they have?
• From whom or where could they get help and support?
They should record their responses on the ‘do’ section of Resource 2: What’s the impact?
Use follow-up questions to help expand pupils' thinking if needed, e.g.:
1. What might the impact of them thinking or acting this way be for their future lives?
2. Who could help or provide support for the characters?
3. What could happen if they didn’t get help?

What links to our concept have you found?

Children to create a mind map with themselves in the middle showing what makes up their identity. These could be put together in a class book to go in the reading corner.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support: We are all different sheet
Challenge: make a mind map to show links to concept (conflict)</td></tr>
<tr><td>KEY VOCABULARY</td><td>Different
Support
Impact
Extremism
Influence</td><td>RESOURCES</td><td>Activity sheet from previous lesson
Blank advice booklet</td></tr>
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