

Year 5 Term 1

What makes up our identity?

PSHE



Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance

The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.

What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.

Essential Prior Learning:

Understand that we are all different and suggest some of the ways in which we differ.

Show respect of differences between people.

Name some of your strengths and skills.

Progression in Skill:

Name some of the factors that contribute to a person's identity, e.g. ethnicity, family, faith, culture, gender, hobbies, likes & dislikes.

Know that what makes us individuals and our personal qualities contributes to our identity, including gender identity and that, for some people, this does not correspond to their biological sex.

Know what a stereotype is, that they are not always accurate and can negatively influence a person's attitudes and behaviours.

Know how to challenge a stereotype or assumption made about others.

Recognise examples of racism and why it is important to stand up to it.

Understand what sexism is and how and why it can be challenged.

Demonstrate safe behaviours near roads, rail and water.

Understand the importance of learning to swim.

Long-term Memory Knowledge:

Name some of the things that make up someone's identity, giving examples; know that some of these are inherited and others can be chosen.

Know why stereotypes can be harmful/hurtful.

Suggest ways to safely challenge assumptions, stereotypes and discrimination – show a willingness to do so yourself.

Know what racism and sexism are, giving examples.

Demonstrate safe behaviours walking to and from the swimming pool.

Understand why swimming is an important skill to have.

Key Vocabulary

identity	all the things that make someone a unique person, e.g. ethnicity, faith, gender, culture, etc.
ethnicity	someone's cultural background, e.g. language, religion, traditions, ancestry, food
culture	a way of life shared by a group of people, including values, beliefs, behaviours, etc.
biological sex	the sex we are born with, according to our genitalia.
stereotype	an unfair or over-simplified assumption made about an entire group of people

racism	treating someone unfairly or unkindly because of their skin colour, ethnicity or where they come from
sexism	treating someone unfairly or unkindly because of their gender

Progression in Resources:

- Pol-Ed & PSHE Association resources appropriate for the year group

Relevance

Now	Children appreciate and respect the uniqueness of us all, recognising that people cannot and should be judged on one part of their identity (e.g. race, sex, religion) alone.
Future	Children show respect for all, both in their immediate community and more broadly for those they may never meet; they can safely challenge negative stereotypes and discrimination they encounter.
Aspiration	Work or personal life involves working towards equality for all. This may be within government departments, for charities or NGOs. They are willing to stand up for others and campaign on their behalf when they see inequality, in their workplace, their community or elsewhere in the world.