

# Year Six

## Lesson 2

Lesson length: 60 minutes

### Unit title: Being a respectful and responsible individual

Lesson title: Respecting differences in other people

Year  
6

#### Learning Objectives

To recognise that actions have consequences for themselves and others

To consider why some groups are disadvantaged in society

To be able to express feelings in different ways and recognise the impact on others

To be aware of the importance of respect when dealing with others

#### Suggested Activities

**Activity** Review the last lesson and explore whether the pupils can give a definition of what 'equality' means. How does it apply to life in school and do they think society in England treats everyone equally? Can anyone identify how inequality is sometimes shown in society.

(You can also provide the pupils with the list of key vocabulary below).

**Activity** As a class - The Equality Car park - 20 children

- 10 children to receive a character card
- Each character has a specific partner to observe them
- Select 10 pupils and ask them to assume the characters given out to them. Character cards will have backgrounds of people who are one of the 9 protected characteristics (one character will have a card that do not fit any of the characteristics. 10 character cards altogether).

#### Relationships and Health Education

##### Learning Outcomes

##### Respectful relationships

- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

##### Being Safe

- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice e.g. family, school and/or other sources

Equality Act 2010 (Protected characteristics).

- Race
- Religion
- Sex
- Gender reassignment
- Age
- Disability
- Pregnancy/maternity
- Marriage/Civil partnership
- Sexual orientation

**Activity** Pupils to stand in line across back of classroom, assume their roles and consider feelings and emotions of character after each statement. Pupils to listen to the statement read out by teacher and if they feel comfortable in that situation, they are to take a step forward. If they are not comfortable, they should remain where they are.

As the statements are read some pupils will move forward right to the front of the classroom – the line will be staggered.

At the end of the statements – explore which statements they did not move forward to and why- Allow observers to ask and answer questions

Then highlight that many of the people at the back of the line are people from the 9 protected characteristics and that the government recognised that some people are disadvantaged because of their life situation.


**Activity** Respecting others

As a class discuss the following:

- How can we treat people more equally?
- Introduce the term discrimination refer to protected characteristic above and provide examples of how they might be discriminated against
- How could we make our school more inclusive? (Include Children's rights to support this action list)
- You may also discuss how pupils would deal with a situation if they or someone else experienced discrimination. Pupils should have the opportunity to recognise their emotions and think about how this may affect an individual's mental wellbeing

Continued



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<p><b>Relationships and Health Education</b></p> <p><b>Learning outcomes</b></p> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• how to recognise and talk about emotions, including having a varied vocabulary of words to use when talking about own and others' feelings</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> </ul>	<p><b>Debrief</b> discuss</p> <ul style="list-style-type: none"> <li>• How did assuming this new character make them feel?</li> <li>• Are they now more empathetic towards others who are different?</li> <li>• Are there any more groups that they think should be included in this group, if so why?</li> </ul> <p>Finally, we do our best to treat others fairly and equally and sometimes we get it wrong – however, by apologising and learning from our mistakes we can make the life of others who are less vocal and visible easier. Some of these characteristics are easily visible but some can be easily forgotten and so having an approach to treat everyone with respect will help reduce disagreements and victimisation.</p>	
<p><b>Unicef Articles</b> Article: 2-25, 28, 30, 31</p>	<p><b>Resources</b> 9 Protected Characteristics of Equality Act 2010 cards-see separate sheet Scenario cards Statements-see separate sheet</p>	<p><b>Key vocabulary</b> Protected Characteristics Xenophobic Victimisation Disadvantaged Discrimination Inequality Empathetic</p>

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## Activity instructions

Year  
6

**Activity Instructions** 10 pupils to make a line at back of room, read and assume character on card and share only their new name & number but not card content. Observers select a person to observe.

Teacher reads statements out; pupils in line take a step forward if they feel confident in this situation. If not, they stay where they are.

### Take a step

- Parents are coming to parents evening to find out about your achievements at school
- Dads have been invited to take part in sports day activities on children in need day to raise money for the charity
- You have a 5-day school residential – you are expected to wear own clothes and not uniform and take part in all activities. You have been told there is a school picnic instead of lunch – you will be in mixed groups and everyone expected to bring a contribution
- You have been sent an invitation by post to a sleep over at your best friend's house. You find out all your friends are going with trips to cinema and ice skating all day
- You are going to the new secondary school fun day. It is a non uniform day at the secondary school so all pupils will be in their own clothes
- In your friendship group everyone takes turns to invite the group round on a Saturday to play/hang out- you realise that you are next on the list
- There is a school prom for leavers from 6-9pm on the last Friday of term. Pupils are invited to a buffet, games and music

## Detailed description of background and protected characteristics

### No characteristics

Tom is an English boy in Y6 with 2 married parents. Only child and the family are very affluent. Very popular at school with pupils and staff. He is excelling academically and is captain in the football team/ plays on the cricket team. Chair of the school council. Goes on regular holidays around the world.

### Pregnancy and maternity

Phillip is a German boy who lives with his mum who is pregnant, but she has become bed bound because of the pregnancy. He has become her carer. They are both worried about baby, Mum's partner works abroad, and so is not always accessible. Phillip is struggling with chores and keeping the house clean. Mum's maternity money is barely enough for them to manage. He wants to invite friends over or go out but because mum needs his help, he is reluctant to go.

### Age

Adam is a Caribbean decent. He has been adopted by his grandparents. He has no contact with his parents. His home has lots of adaptations for the elderly. Grandparents live on pensions only. They cannot afford named products for football or sport. Majority of his friends have the latest gadgets. His grandpa has recently been in and out of the hospital. His grandma has high levels of anxiety. He never invites others around.

Continued



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Year  
6

### Disability (hidden)

Sarah from Israel has just started to attend school in Y6. She has made a few friends but gets teased because she regularly bumps into things. Her friend at school are unaware that she has been prescribed glasses which are very strong – but they are uncomfortable. she wore them once but was teased- so has broken two pairs and hid the last pair. She has to wear them on the weekend, she hates seeing school peers out on the weekend. Parents assembly is due, selected to read from the Torah.

### Gender reassignment

Keisha is Nigerian comes from a large traditional family where dad has 2 wives and she has older 4 brothers who are encouraged to follow their dreams. She is doing well at school especially in science and maths. She likes to get involved in experiments and lots of the activities that the boys seem to take part in. At home she is expected to follow family female traditions and roles. She wants to be a quantum physics scientist, but her parents want her to be a teacher or nurse. She has shared her dreams, but it has been ignored. Careers week is coming up, but she is nervous about parents coming to school.

### Race

Halima from Bangladesh – is new to the country. Her family – single parent with 5 siblings 3 older/ 2 younger, family get food from the foodbanks, and mom gives home cooked food for lunch boxes. People tease her because of her lunch box contents- so she has stopped eating at lunch time. Comment have been made about her dark colour and she found skin lightening cream in her bag.

### Sex

Jo has been going to school with mates. She is dual heritage with friends from both genders. Her older brother has recently started to wear makeup and skirts. There is lots of gossip about him that she has been denying however on transition day she is going to secondary school. Her mum knows her dad doesn't. She doesn't invite anyone home.

### Religion

Imran is an Algerian boy - very confident and is doing well academically and wants to be involved in some of the clubs during lunch and afterschool. Family are strict Muslims and he has to use the school prayer room at break and lunch times. He is not allowed to stay for clubs after school as he has to go to mosque. His friends often have sleep overs, but he has not been allowed to stay or have one.

### Mariage and Civil partnership

Alice is English living with her parent and a step-parent. She has 4 siblings but there is never enough money for luxuries. She does a lot of baby- sitting as parents have to be at work. Finds academic work challenging, often too tired to concentrate at school. Is involved with the cheer leader team and rights respecting team at school. Looking forward to secondary school.

### Sexual orientation

Jermaine is a welsh boy with same gender parents. (Female) No one at school knows he comes from a same gender family. He has lost contact with father. He has excellent sports skills – all rounder and plays on the football team. The team have been given letters for the Dads/Lads team with a match due in a month and all his friends are talking about it. They share their excitement about having competition that includes dads. Being one of the key team players- friends are asking if his dad will attend because they want him on their team.

Continued



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Year  
6

<p><b>Name:</b> Jo <b>Religion:</b> None <b>Race/Ethnicity:</b> Dual Heritage <b>Family:</b> Mum, Dad, brother is transgender aged 14yrs</p> <p>Concern –Secondary school transition non uniform day</p>	<p><b>Name:</b> Imran <b>Religion:</b> Muslim <b>Race/ Ethnicity:</b> Algerian <b>Family:</b> Mum, grandad, grandma, sister, two brothers, strict traditional customs followed</p> <p>Concern: sleepover parties/ school clubs</p>
<p><b>Name:</b> Jermaine <b>Religion:</b> Buddhist <b>Race/ Ethnicity:</b> Welsh <b>Family:</b> Mum, mum, sister Concern: Dads and Lads football day and parents evening</p>	<p><b>Name:</b> Tom <b>Religion:</b> Christian <b>Race/ Ethnicity:</b> English <b>Family:</b> Dad, mum Concern none</p>
<p><b>Name:</b> Keisha <b>Religion:</b> Muslim <b>Race/ Ethnicity:</b> Nigerian <b>Family:</b> mum, dad, sisters, brothers, grandparents, aunt <b>Concern:</b> Aspirations day - expectations by parents to follow traditional roles</p>	<p><b>Name:</b> Adam <b>Religion:</b> Jehovah Witness <b>Race/ Ethnicity:</b> Barbadian <b>Family:</b> grandparents, 1 sister – home adapted for elderly Concern: poverty, sleep over days,</p>
<p><b>Name:</b> Alice <b>Religion:</b> C of E <b>Race/ Ethnicity:</b> English <b>Family:</b> stepfamily, brothers 6,5, 4yrs and 1 half-sister 2yrs old mum works long shifts discrimination due to c/ partnership status</p> <p>Concern- poverty, tired struggles in lessons</p>	<p><b>Name:</b> Phil <b>Religion:</b> Mormon <b>Race/ Ethnicity:</b> German <b>Family:</b> separated parents- mum pregnant no other siblings</p> <p>Concern- losing time from school to care for mum</p>
<p>Name: Sara <b>Religion:</b> Judaism <b>Race/ Ethnicity:</b> Israeli <b>Family:</b> dad, mum, 1 sister, grandmother Concern- Selected to read out story from the Torah in school parent assembly- so will have to wear newly prescribed glasses Already teased in school, very few friends</p>	<p><b>Name:</b> Halima <b>Religion:</b> Hindi <b>Race/ Ethnicity:</b> Bangladeshi <b>Family:</b> dad, grandmother, sisters, brothers-strict cultural food/practices only allowed</p> <p>Concern: 1 friend, teased for dark skin colour by peers, class picnic</p>