



**PSHE Topic:** What makes up a person's identity?

**Year: 5 Term:** Autumn 1

**Key Knowledge/Content:**

**Health and well-being**

- To know about personal identity and what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).
- To understand that for some people gender identity does not correspond with their biological sex.
- To recognise their individuality and personal qualities.

**Relationships**

- To know how to respect the differences and similarities between people and recognising what they have in common with others e.g., physically, in personality or background.

**Links to:**

**Prior learning:**

To discuss how to treat people with respect.

**Future learning:**

To discuss discrimination.

**Key vocabulary with definition:**

**Prior vocabulary:**

- Peer approval- Is distinct from friendship in that it refers to the degree to which individuals are liked or not liked by classmates in a setting.
- Conflict- A serious disagreement or argument, typically a protracted one.
- Differences- A point or way in which people or things are dissimilar.

**New vocabulary:**

- Biological sex- Person's biological sex usually refers to their status as female, male.
- Self-esteem- Confidence in one's own worth or abilities; self-respect.
- Self- recognition- Conscious knowledge of one's own character and feelings.

**By the end of this unit**

**All children can:** recognise how respect similarities and differences between people and what they have in common with others.

**Most children can:** demonstrate that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes).

**Some children can:** demonstrate and explain 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).

**Background understanding for teachers and parents:**

Children will learn to respect similarities and difference between people including their likes and interests and will understand that there are a range of factors that contribute to a person's identity.

**Curriculum Driver (one):**

Communication

**Evidence outcome:**

Children will be able to communicate their likes and dislikes and discuss what qualities they have.