

Teacher Notes/Plan for Sessions

Note: The learning can be split into many stages/sessions and spread across an afternoon/day/week etc.

Curriculum Links

PSHE - Relationships Education

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

Respectful relationships

Pupils should know:

- 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.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.

English

The national curriculum for English aims to ensure that all pupils:

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- consider and evaluate different viewpoints, attending to and building on the contributions of others

Art

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their

Slides 1-7 - Introduction

Use these slides to introduce the learning to the children, pre-teach vocabulary and discuss links to British Values. There is also the opportunity here to discuss how the learning links to your school values.

Slides 8-25 - Down Syndrome Awareness

Slide 8 - Prior knowledge. Note: Children may use incorrect language or have misconceptions at this stage. Address these throughout the session.

Slides 9-21 - Share facts. Allow for questions and discussion.

Slide 22 - Mini plenary. Check understand and address any misconceptions.

Slides 23-25 - Discuss different methods of communication.

Slides 26-42 - 'True or False' Activity. Place a true and false sign at different ends of the classroom to allow this to be an active activity (where you read the statement and children stand by their answer). Allow time for discussion after sharing each answer.

Slide 43 - Plenary/summary of learning. Allow time for discussion. Ensure that, at this stage/by this stage, any misconceptions/stereotypes have been addressed and children are using the correct language.

**Please refer to the
'Guidance on
Language' document
provided to help with
terminology to ensure
correct use of
language.**

Slides 44-95 - PSHE

Note: The two PSHE sessions can be taught as discreet sessions.

Slides 44-67 - Friendship

Slides 45-47 - Proud: Ask children to think of things that they are proud TO BE. Ask them to think of things that they are/special things about them and things that they are proud that they can do/have achieved.

Adult to scribe class ideas on resource sheet. Discuss why children are proud of these things. Start to discuss how some of the things about the children are the same and some of them are different (and start to encourage children to see difference as something positive to be celebrated).

Slide 48 - Read the story 'The Wise Elephant' (in resource pack).

Slide 49-55 - Discuss the story. Teacher to ensure that the ideas of difference, diversity and inclusion are discussed.

Slides 56-63 - Friendship: Complete the activity to create a class idea of what friendship is.

Slides 64-66 - Deserve: Follow slides to come up with a class mind map of ideas for how all people deserve to be treated/what all people deserve to have.

Slide 67 - Plenary - Children orally complete the sentence to summarise their learning.

Slides 68-95 - Aspirations

Slides 69-72 - Allow time for children to think about what they want TO BE when they are older. Give each child a small piece of paper and ask them to draw the job they want to do. Stick these on the class resource sheet and discuss.

Slides 72-76 - Get children thinking about jobs and why they are important. Use the images on the slides to discuss a variety of jobs and why they are important. Teacher to help children to understand that all jobs are important in different ways and we need people to do all different types of jobs.

Slides 77-86 - Use the slides to challenge ideas that certain jobs can only be done by certain people. Help children to understand that all different types of people can do jobs and that what is important is that they have the right character traits to do the job.

Slides 87-95 - Use the slides to help children understand what assumptions are and why they can be harmful to people.

Note: The following are all tasks that children can complete following their initial learning. The tasks could be spread out and completed over an afternoon/day/week etc. There is no expectation that every task will be completed - each task works as a standalone task. All tasks will require some differentiation in order to suit the needs of the individuals within each class.

English Task

Slides 96-100

This is a list poem task. The aim is to work as a class to write a list poem about friendship, considering what friendship is and what it feels like.

Ideas: Friendship is fun/caring/never being alone/having fun/being supported/a caring hug/playing/cheering me up when I am sad/bright like sunshine.

Friendship makes me feel happy/safe/loved/celebrated/supported/like smiling/included/believed in/warm/special.

Art TasksSlides 101-110

Task 1: For this task, children will fill a page with pattern. They can start by splitting their page into sections and then fill each section with a pattern. They could take their pencil for a walk around their page, draw around shapes/a repeated shape or draw random shapes. The purpose of the piece of art is to celebrate the beauty that is difference through the use of colour, shape and pattern.

Task 2: For this task, children will create a class piece of art using all of the words linked to their learning about friendship. Children will each write a word on a slip of paper and then they can place them on a larger piece of paper/the floor/a board to create a piece of art. Children can do 1 slip or multiple.

What Next?**Suggested Follow-on Activities**

- Continue to explore these themes within your own learning and make the use of any opportunity to discuss these themes.
- Follow current news to celebrate inclusion and diversity and to also address when issues in the world arise.
- Make links between the learning you have done here and other special events/months e.g. Black History Month.
- Give children the opportunity to learn about inspirational individuals who have faced challenges or fought for equality and inclusion.
- Provide children with the opportunity to complete some fundraising for a charity/cause linked to the themes explored.

Supporting DSUK

- Complete our feedback form to share your experiences, thoughts and feelings about celebrating Down Syndrome Awareness Month with us.
- Share all that you have done on your school social media channels and with us. We can't wait to see, share and celebrate with you.
- Consider hosting a fundraising event like 'Dress Up for Down Syndrome' or a bake sale. We have included some fundraising resources (including decorations and posters) in this pack for anyone who would like to get involved. Every penny we receive makes a huge difference and allows us to continue our mission for empowerment and inclusion.
- Consider making DSUK your school charity of the year. Get in touch with us to find out more.
- Join us on March 21st as we celebrate World Down Syndrome Day. We will be creating a new resource pack for this special event and would love you to be involved. Keep an eye on your emails for when this launches and follow the link to purchase your pack. Have a sneak peek at what we will be doing by looking at the 'Coming in March' document in your pack.
- Explore our website for more information and ways to get involved: <https://downsyndromeuk.co.uk/>