

## 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 experiences

### Music

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

- learn to sing and to use their voices, to create and compose music on their own and with others

### Slides 1-9 - 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 10-30 - Down Syndrome Awareness

Slide 10 - Open up a discussion about prior knowledge/understanding. Note: children may use incorrect language or have misconceptions at this stage. Address these throughout the session as the children learn more.

Slide 11 - When watching video, ensure that children understand the importance of respecting difference e.g. the way a person may talk.

Slides 12-20 - Share facts. Allow for questions and discussion. Watch the video to recap facts about Down syndrome.

Slides 21-29 - True/False activity: Print this slide and allow children to cut them out and sort them into true or false. Allow time for a discussion about children's ideas and reasoning. Alternatively, place true or false on separate sides of the room and ask children to move to their choice for each statement. Share answers. Allow for questions and discussion.

Slide 30 - 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 32-59 - PSHE - Relationships Education**

Note: If you are completing this part as a separate session, you might choose to start by going over the vocabulary and links to values from slides 3-8.

**Slides 32-47: Aspirations**

Go through slides and complete activity where children will consider what they want TO BE when they are older. Consider jobs/careers, emotions and character traits. Allow lots of time for discussion. Ensure that the themes of acceptance, inclusion, diversity and stereotypes are discussed during this time. There is the opportunity here to refer to prior learning from different curriculum areas where children have considered these themes before.

**Slides 48-52: Being Proud**

Go through slides and complete activity where children will consider what they are proud TO BE. Consider both aspects of who they are and their character traits. Allow lots of time for discussion. Ensure that the themes of respect, tolerance, diversity, celebrating difference and representation are discussed during this time.

**Slides 53-56: Rights/Deserve**

Go through slides and complete activity where children will consider what every person has the right/deserves TO BE. Consider the opportunities that all people should be given, the way that all people should be treated and the human rights that all people have.

**Slides 57-59** - Plenary/summary of learning. Allow time for children to discuss all that they have explored today. Recap all of the key themes of the learning.

**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. Teachers may choose to let children choose which tasks to complete or might choose one/a few tasks to focus on. There is no expectation that every task will be completed - each task works as a standalone task.**

**English Tasks****Slides 61-85**

**Task 1:** This is a story writing task. Children will be writing a story to teach younger children (KS1) about diversity and inclusion. There is an example story, example plot line and planning format that can be used. Alternatively, children could be given more freedom. It is recommended that the children rehearse their stories orally before writing. Children could work individually, in pairs, in groups or as a class. Children could also be given the opportunity to illustrate their stories. If possible, children could share their stories with a younger audience, making their audience real.

**Task 2:** This is a letter writing task. Present children with the different scenarios and allow them to choose one to complete. Alternatively, teachers may choose to select one scenario for children to focus on. These letters could be for an imagined audience or a real-life audience - if the scenarios apply and are true to circumstances, children could actually send their letters off. Use the slides to get the children talking about their writing, planning their writing and then editing and revising their writing at the end. This task could be completed individually, in pairs or groups or as a class.

**Art Tasks**Slides 86-96

**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. They could choose to finish their piece with a message linked to their learning.

**Task 2:** For this task, children will create a piece of art using all of the words linked to their learning. They can experiment with different styles, sizes, orientation and colour. They can repeat words or use size to show words according to how important they think they are. This task could be done individually or in groups/pairs and it could be done on paper or with technology.

**Music Task**

Slides 97-101: For this task, children can work individually, in pairs or in small groups to write a song based on their learning. They will start by writing the lyrics and then will consider how the song should be performed. Children will have to consider the purpose and message of their song in order to help them to use the right language and select an appropriate melody/performance style. There is the option to complete this task with instruments or with use of technology. Note: Teachers could allow children to complete this as a child-led activity, or teachers could complete this as a class session, writing one song using shared writing.

Alternatively, teachers may choose to select a song that they think incorporates the ideas and themes from the learning. The children could learn the song. The children could also learn some Makaton signs to use when performing the song.

**Research Task**

Slides 102-103: For this task, children simply use books and/or the internet to research an inspirational person/group of people linked to the themes explored in the previous session. Note: Teachers can choose for children to research a specific person/group of people (perhaps linked to current learning/topics in school) or can use the list provided/let children choose. The list provided is only a short list: there are many people that the children could explore. Teachers will need to ensure that children are researching in a safe and responsible way. Teachers will need to be mindful of content that might not be age appropriate/suitable based on the people children choose to research. Teachers can allow children to choose how to present their learning or give them a preferred outcome.

**Note: All tasks will require some differentiation in order to suit the needs of the individuals within each class.**

## **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.
- 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/>

**Thank you for joining us in celebrating Down Syndrome Awareness Month!  
It's so important we raise awareness and celebrate what makes us each unique.**

Children with  
Down syndrome  
can't go to school.

Children with  
Down syndrome  
are always happy.

People with  
Down syndrome  
can get a job.

People with Down  
syndrome can get  
married.

People with  
Down syndrome  
can't drive.

People with  
Down syndrome  
can't play sports.

Children with Down  
syndrome like the  
same things as  
other children.