

Unit Context



In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School.

This unit contains teaching which directly addresses the requirements for:

Relationships Education:

Families and people who care for me (FP)

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.

Respectful Relationships (RR)

- 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. (This is also addressed in RR 1/2 Rights, Rules and Responsibilities).
- practical steps they can take in a range of different contexts to improve or support 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.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.

This unit also contains teaching which directly addresses the requirements for:

Health Education:

Mental Wellbeing (MW)

- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. (This is also addressed in **HL1/2**)

This unit enables children to develop an age appropriate understanding of inclusion and equality for all, taking account of race, ethnicity, religion, culture and language, different abilities, gender, sexual orientation and age, within the school and the local community.

The Equality Act (2010) places a duty on public authorities, including schools, to eliminate discrimination and harassment, to advance equality of opportunity and to foster good relations between people from different backgrounds. The Cambridgeshire document **Equally Safe** provides guidance on responding to prejudice related incidents.

The duty to actively promote fundamental **British Values** which include individual liberty, acceptance of people's beliefs and identifying and combatting discrimination, is also a theme which runs through this unit.

Activities in this unit will support schools in meeting these requirements. All schools serve diverse communities, although, in some, the diversity may be less visible. Children will have opportunities, to develop skills which enable them to build positive relationships based on mutual respect, equality and enthusiastic engagement, free from prejudice. This unit is essential in preparing children for life in modern Britain, developing awareness, respect and interest in a variety of identities. Learning within this unit will complement the school's approach to other areas of Citizenship, including Global Citizenship and programmes such as the **Unicef Rights Respecting School Award**, **International Schools Award** and the **Rainbow Flag Award**.

The unit also supports children in learning about their responsibilities in relation to the environment. Through learning to care for the environment and look after plants and animals, children will begin to take responsibility for the environment around them and for sustaining and improving it. This will contribute to the **National Eco Schools Award**.

Work in this unit will be supported by relevant school policies, such as Equality, Inclusion, Behaviour Management, Anti-bullying, Safeguarding, Learning Outside the Classroom and Educational Visits.

Unit Description

This unit aims to develop the children's sense of personal identity and self-worth and teaches them to consider and respect the needs and views of others. They will learn about different groups and cultures within their class community and about the importance of identifying and challenging stereotypes. They will explore the makeup of their community, the needs

Learning Expectations

At the end of this unit most pupils will:

- be able to describe some aspects of their identity, and recognise some similarities and differences between themselves and others.
- know about some similarities and differences in people's lifestyles, including different groups people belong to.
- be able to describe places in their community, how they and others might use them, and who is available to help them.
- understand how they can help look after the school environment, and make a contribution to doing so.
- know what animals and plants need to survive and how they can help look after them.

Some pupils will not have made so much progress and will:

- be able to describe some aspects of their identity and, with support, recognise simple similarities and differences between themselves and others.
- know some of the groups they belong to, in and out of school, and understand that people have different lifestyles.
- be able to recognise different places in their community, know what key places are for, and some of the people who help them.
- know how they can help to look after the school environment.
- understand some basic needs of animals and plants and, with support, have some ideas about how they can help look after them.

Some pupils will have progressed further and will:

- be able to describe a variety of aspects of their identity and differences between themselves and others.
- know about and be able to describe similarities and differences in people's lifestyles, including a range of groups they and others belong to, both in and out of school.
- be able to describe places in their community and their functions, the people who work there and their roles, and how these people can help them.
- understand what is needed to care for the school environment, contribute ideas for how they can help, and carry them out.
- know what animals and plants need to survive, and what they and others can do to look after them.

of different people within it and the people who help within their roles in the community. They will develop their understanding of the needs of the environment (including the school environment), plants and animals, and also their ability to make a contribution to improving the environment.

Notes for Staff

Learning within this unit should be complemented by a classroom ethos which supports children in valuing and respecting diversity and developing equal relationships. As the activities in this unit include sharing aspects of personal identity and exploring similarities and differences, it is important to have agreed class ground rules in place and to review and reinforce them before and during this work. These need to include areas such as listening, being kind, and caring for each other. See **TG Ground Rules** for further guidance on developing a safe learning environment in this context.

The activities within this unit are intended to promote children's appreciation of and respect for diversity so that all children and their families, whatever their circumstances (e.g. lone parents/carers or same-sex parents/carers), racial identities, or lifestyles (e.g. different cultural backgrounds, traditions or beliefs), are valued and respected. As a teacher, it is important to consider the varying needs of individuals in your class when planning and delivering this unit.

Ensure that you are familiar with and work within the context of your school's policy and procedures in relation to equality, diversity and inclusion when teaching this unit.

Activities for Recording Assessment

In the statutory requirements the DfE state that 'Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.... Teaching should be assessed and assessments used to identify where pupils need extra support or intervention.' The assessment materials provided for this unit (see **Assessment**) are an effective way of pupils assessing their own confidence in a range of skills both at the beginning of the unit of work and at the end, thus demonstrating progress. You may also wish to use the unit assessments which enable you to assess individual children against the learning expectations for this unit.

A at the end of an activity indicates an opportunity for recording assessment.

Activity 3.2 Use the Draw and Write about what they and others do at

the weekend to assess the children's ability to identify an example of a difference between their lifestyle and someone else's.

Activity 10.1 Use the children's drawings of an area of the school, both 'looked after' and 'not looked after', to assess their understanding of what is involved in caring for the school environment.

Out of School Learning

Activity 1.3 involves the children in choosing and bringing into school photographs of things they do, and/or places and people that are special to them. This would be best achieved through conversations at home about what is important and special to them that they would like to share with the rest of the class.

Under Learning Objectives 5 - 7, which are to do with the local community, children could be asked to bring from home any information about groups they or their family belong to, and about local places and facilities they use. They may have the opportunity to research this on the internet or in local newspapers or newsletters.

Sensitive Issues



Sensitive issues to be aware of are marked in the notes column with this symbol.

As in **Notes for Staff** above, be aware of and sensitive to the circumstances of individual children when planning and delivering this unit. Every child should see themselves and their family reflected back to them in the learning they do at school.

Work within this unit may evoke strong opinions, some of which may come from home, regarding issues raised in areas such as race, culture, religion, sexual orientation, gender identity, ways of looking after the environment and animal welfare. Children may give prejudiced or offensive views about these topics because that is what they have heard from adults. They might not understand that their views are racist/homophobic/biphobic/transphobic or otherwise prejudiced and there will be opportunities to explore why these views are not acceptable. When responding to such views staff should respond to the behaviour rather than labelling the perpetrator. (See **Equally Safe** for further guidance.) It is important to support children to recognise the views of others and to help them understand that lifestyle choices, views and attitudes will differ among people, but that prejudice, intolerance and racism are always unacceptable.

Throughout these units, children will explore ways to express different aspects of their identity, including their racial and cultural identities. Teachers should accept the ways in which children identify themselves racially and culturally and should avoid imposing labels. In the past, exploration of racial and cultural identities were often avoided, however in light of the learning from the Black Lives Matter movement, this unit talks explicitly about race and culture to enable all children to describe aspects of their identity confidently and learn ways to challenge inequality and to understand privilege.

Part of the scope of this unit is that children understand that there are many family structures. The family structures discussed in this unit will include those represented in the class group. Every family structure which is the lived experience of the children, will be given equal weight and value. There may be families who are concerned about 'how LGBT+' will be discussed and when the topic will be introduced to children. Families with same-sex parents will be discussed alongside those who live with one parent/carer, parents/carers of different sexes, looked after children and children who live in extended family groups. In this way, all children will feel valued and all will see their family situation reflected back. Families who are concerned about the acknowledgement of different family structures might be reassured that no discussion about sexual practice is included. Schools should ensure that parents/carers have the opportunity to explain their concerns and religious views, that they are aware of the school's duties under the Equality Act and that schools must teach about what is legal in our country whilst acknowledging that people have varying views. In the context of same-sex families and trans identities, a child might be able to express, as they get older, their own view, the view of their religion/community, an understanding that other people might think differently and what the law says. E.g. *'In my community we don't think people of the same-sex should get married, but I know other people disagree and I respect that. I know the law in our country allows people of the same sex to get married.'*

As with learning in all areas of PSHE, the full effect of lessons about equality and mutual respect will only bear behaviour-changing fruit if children see the values they learn about in PSHE reflected in their school environment, in the literature they read, in the art they emulate and in the adult relationships they see as models. The values reflected in these units must be part of the whole school ethos in order to be fully effective.

Resources for This Unit

Specific resources for delivering the Teaching Activities in this Unit are referred to in the Points to Note column as appropriate.

Generic resources to support teaching and learning are also referred to in the Points to Note column.

A full list of resources is included at the end of this unit.

Downloadable resources can be accessed using the links in the unit, or via the website www.pshecambridgeshire.org.uk

For example: See [TG Classroom Strategies](#) for information on Draw and Write.

Linked Units

BB 1/2 Beginning and Belonging

RR 1/2 Rights, Rules and Responsibilities

AB 1/2 Anti-bullying

FF 1/2 Family and Friends



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Section A - Exploring my Identity

Framework question/s	What makes me 'me', what makes you 'you'? (RR)	
Learning Objective	1. To begin to understand what builds their sense of identity through exploring similarities and differences. (RR)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> describe something about my identity say what I have in common with other people and some differences between us talk about my family and what we like doing together. 	
Teaching Activities	Points to Note	
1.1 In Circle Time, ask the children, in a round, to complete the sentence stem, <i>My name is ... and I like ...</i> (something they like to do). Explain that we all have something called our identity, which is what is special about us, and what makes us 'us'. It includes factors such as where we live, our gender, how old we are, what we look like, who is in our family, our religion, what we like to do, what we are good at etc. Everybody's identity is different. We may have some things in common with others, but we are not completely the same as anyone else.	<ul style="list-style-type: none"> Identity may be described as the way each person is and the characteristics that determine this. Information about Circle Time can be found in TG Circle Time. Different aspects of identity are also explored in units ME 1/2 My Emotions and WT 1/2 Working Together. 	
1.2 Read a story, such as Amazing Grace . Ask the children what they have learned about Grace as a person, e.g. <i>she looks about 7, she is a girl, she is black, she has a Mother and a Grandmother, she goes to school, she likes play acting, she loves stories</i> . These are some aspects of Grace's identity. Ask them, in pairs, to share things about their own identity with each other. Then ask each child to introduce their partner and tell the class three things about their partner's identity.	<ul style="list-style-type: none"> Refer to Amazing Grace. Alternatively read Luna Loves Library Day. 	
1.3 Invite the children to draw and label 6 pictures of anybody, anything, anytime and anywhere that is special to them (including a picture of themselves if they choose). In a round, ask them to choose one to share with the rest of the class, saying why it is special to them and what it says about their identity. The pictures can be incorporated into an 'About Me' book or poster for each child. Children can share their books/posters with older buddies or reading partners.	<ul style="list-style-type: none"> Alternatively, children could bring in objects or photographs of their special things. The pictures can include family holidays, celebrations, homes, trips out, immediate or extended family members etc. Tell the children to check that their partner is happy with what they are going to share about them with the class. 	
1.4 Share My World, Your World with the children, pointing out the repeated structure of two children who do two things differently and then one the same e.g. <i>Ben says 'Hello', Luc says 'Bonjour', but they both say 'he he he' when they are tickled</i> . Ask the children to come up with similarly structured phrases for people in their class. Build these phrases into a prose poem which can be read aloud.	<ul style="list-style-type: none"> Refer to My World, Your World. 	

Section A - Exploring my Identity Continued

Framework question/s	Do all boys and all girls like the same things? (RR)	
Learning Objective	2. To begin to understand that perceptions of gender may limit personal expression and choice. (RR)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • describe games or toys that I like • understand that both boys and girls may enjoy the same activities • recognise that people sometimes have limited views of what boys and girls like • understand that men and women do a range of jobs. 	
Teaching Activities	Points to Note	
2.1 In Circle Time , ask the children to complete the sentence stem, <i>My favourite game or toy is...</i> Keep a record of these.	<ul style="list-style-type: none"> • Information about Circle Time can be found in TG Circle Time. 	
<p>2.2 Show the children a collection of toys e.g. <i>soft toy, animal, doll, construction toy, colouring book, craft kit, push-along vehicle, dinosaur figure, pack of colouring pencils</i>. Ask the children to talk to a partner about what sort of person would like each toy. Take each toy in turn and ask children to feed back the results of their conversation. It is likely that some/most of the children will assume a gender for the person who would like each toy. If they do, note these down. Once all the toys have been discussed ask questions about the likes and dislikes of the people who might choose the toys e.g. <i>Which toy would someone who wanted something to snuggle up with choose? Which toy would someone who like using their imagination choose? Which toy would someone who wanted to make a birthday card for their friend choose?</i></p> <p>Compare the class's first answers to those they gave you about the likes and dislikes of children. Ask the class if there are rules about which toys girls and boys should play with? If the children present you with stereotypical answers, offer them a specific example which goes against the stereotype.</p>	<ul style="list-style-type: none"> • Try to avoid choosing toys which have stereotypically male or female colours. You could show pictures of toys instead of the actual toys. • You may choose to introduce and explain in a simple way the concept of stereotyping here. • Proving that stereotypes do not work is best done with concrete examples <i>E.g. If a child says 'Only girls like pink.' The adult might reply 'Anyone can like pink. My dad has got three pink shirts.'</i> If a child says 'Boys don't like playing dressing up.' The adult might reply 'Anyone can like dressing up. My son has got a whole box of dressing up.' Examples of real people, rather than generalisations (e.g. <i>Boys can like dressing up/pink too</i>), are more effective at breaking down stereotyped perceptions. 	
2.3 Read Toby's Dollhouse and discuss how the expectations of adults sometimes affect what they choose for children. Ask the children if they know of anyone who may have had similar experiences to Toby's. If they want to talk about their own experiences, ensure they don't name people, but instead use a phrase like " <i>Someone in my family said...</i> "	<ul style="list-style-type: none"> • Refer to Toby's Doll's House. Alternatively Katie Morag and the Dancing Class (Katie Morag is also available as a TV programme. www.dailymotion.com/video/x6lcvdw You will need to login.) Dogs Don't Do Ballet and William's Doll also address the way that stereotypes and other people's perceptions affect children and their aspirations. 	
2.4 Collect pictures of children doing a variety of different activities e.g. <i>swimming, art, dancing, climbing trees, camping, playing football</i> . Ask the children to sort these into pictures with boys, pictures with girls and pictures with both boys and girls. As a class, look at the sorted groups and list the activities being carried out in each one. Are there some activities which are in all three groups? Are there some activities which are just in one group? Everyone can choose to participate in the same activities depending on their interests (e.g. <i>because they are capable of having the same knowledge, understanding and skills and enjoy doing the same things</i>).	<ul style="list-style-type: none"> • The pictures you choose will affect the learning point. You are not trying to reinforce stereotypes here by restating them, but to build children's belief that everyone can choose activities which interest them. They should not fear the stereotypical views of others, which will reduce their choices. • You might use the mantra 'Stereotypes stop people being themselves.' 	

Section A - Exploring my Identity Continued

Framework question/s	Do all boys and all girls like the same things? (RR)	
Learning Objective	2. To begin to understand that perceptions of gender may limit personal expression and choice. (RR)	
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> • describe games or toys that I like • understand that both boys and girls may enjoy the same activities • recognise that people sometimes have limited views of what boys and girls like. 	
Teaching Activities		Points to Note
2.5 Return to Amazing Grace . Talk about how other children tell her that she can't be Peter Pan because she is a girl and because she is black, and discuss with the children how she overcomes these views. Ask the children if they have ever been told that they cannot do something because of who they are, and to share about it if they are happy to. Ask them to consider whether they think this was the right or wrong view and why.		<ul style="list-style-type: none"> • Refer to Amazing Grace.

Section B - Valuing Difference

Framework question/s	What is my family like and how are other families different? (FP)	
Learning Objective	3. To express their family's structure, traditions, culture and beliefs and recognise that other families are different. (FP)	
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> • share with others some of what my family and I do at home • understand what other children do at home that is different • know about some different places of worship that people visit. 	
Teaching Activities		Points to Note
3.1	Talk with the children about which days make up 'the weekend', and give a few examples of things they might do at the weekend, or which you like to do. Ask them to share, in a round, one thing their family does at the weekend. You might challenge the children to think of something no one else has said yet. Children could share further details about their weekends, through a 'draw and write' activity. Invite sharing and discussion about the way they live their lives, and what people in their families do together. In Circle Time, play 'Change places if...' using different activities that children have described doing at the weekend to show the similarities and differences.	<ul style="list-style-type: none"> • Some children may choose to share examples of religious worship - this is an opportunity for them to understand that some people and families have a faith, and may visit a place of worship at the weekend. • The Draw and Write approach is described in the TG Classroom Strategies. • For information about Circle Time see TG Circle Time.
3.2	Ask the children to choose one weekend activity. On an A4 sheet of paper, folded in quarters, ask them to draw and label a picture of their chosen activity. In two of the other quarters, they should draw something they have heard other people talk about that is very different from them. In the final quarter, they draw about something that lots of people like to do at the weekend e.g. <i>I go shopping with my mum on Saturday, X goes to synagogue with her family and Y goes with his brother to rugby training. But lots of us..... A</i>	<ul style="list-style-type: none"> • You could prompt the children to talk about places of worship with questions such as 'Does anybody go to a synagogue, mosque, church, gurdwara etc?' A book such as All Kinds of Beliefs will provide illustrations of a range of faiths if the children do not offer a variety of examples. • There are opportunities to link with your RE curriculum here.

Framework question/s	What different groups do we belong to? (RR)	
Learning Objective	4. To recognise different groups they belong to and the different backgrounds of people they know (RR)	
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> • talk about different groups I belong to, in and out of school • know some of the different groups that people in my class belong to. 	
Teaching Activities		Points to Note
4.1	Continuing from these discussions, make a class list of different groups the children belong to. These can relate to ethnicity, religion, interests, language, school etc. Make a display of drawings and writing about groups that children in the class belong to. This can be displayed in four big concentric circles – at the centre write 'Me' or 'Us', the next circle is class based groups, then school based groups, then community based groups.	<ul style="list-style-type: none"> • Children could also complete their own individual diagram of groups they belong to, which could include family groups as well as school and community based groups. They could then share these with other children in the class, identifying similarities and differences.
4.2	Through discussion, point out that there may be some groups that only one person in the class belongs to, some that a few children belong to, and some that many children belong to. During the discussions, encourage the children to share and compare what the groups do.	

Section B - Valuing Difference Continued

Framework question/s	What is a stereotype and can I give some examples? (RR)	
Learning Objective	5. To understand how people might be affected by stereotypes. (RR)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • identify some stereotypes about people who do different jobs • explain how stereotypes about jobs might affect ambitions. 	
Teaching Activities	Points to Note	
<p>5.1 Give each child paper and pencils. Explain that they are going to draw people who do different jobs. They can give the person a name and draw things they use for their jobs next to the person. First, ask them to draw a firefighter, then a surgeon and then a fighter pilot. Be careful throughout the drawing not to give any hint of approval about issues relating to stereotypes. Just comment on the concentration levels and the quality of the drawing. Once all the children have drawn each person, explain that another class did exactly the same activity they have done and that you are going to watch what happened. Watch the Redraw the Balance film. Ask the children for their reflections on the reactions of the children when they saw that the 3 people were women. Collect feelings words. Then consider the feelings of the three women. How would they have felt when they heard that most of the children assumed men did their jobs? Finally, count up the pictures the children in your class drew and give the male versus female total. Discuss that if children their age think a job is done by either men or women it affects their thinking about what they might aspire to later in life. Explain that thinking certain jobs are done by women and others by men is called stereotyping. Stereotypes can stop people being themselves and following their interests.</p>	<ul style="list-style-type: none"> • Redraw the Balance Film. • You may have people in your school community who jobs are a-stereotypical. They may be able to support you here. 	
<p>5.2 Read Rosie Revere, Engineer with the children. Discuss Rosie's dream and when she stopped believing she could really be an engineer? Ask about the effect that one person (Great-Great-Aunt Rose) believing in Rosie and taking her seriously had on her belief in herself. Ask the children to think of something they would like to be or something they would like to be able to do (not necessarily for an adult job). Ask them to talk in pairs about what they might need to do to achieve their goal. Then ask them what they would say to their partner if their partner was finding it difficult to believe they could reach their goal. E.g. <i>Keep on practising, You'll get it soon, or I believe in you.</i></p>	<ul style="list-style-type: none"> • Refer to Rosie Revere, Engineer or Ada Twist Scientist. • Listen to Benjamin Zephaniah's short poem Who's Who. • Further work on goal setting can be found in unit WT1/2 Working Together. 	
<p>5.3 Ask the children to draw a granny or a grandpa. Ask the children to label their drawing if they can, or tell you about it. Note any stereotypes of grandparents and explore where these stereotypes come from. Do they come from fairy stories, books or real life? Ask the children to explain whether older people they know (perhaps their own grandparents) fit these stereotypes. Read a book together which busts some stereotypes about older people. Read Encyclopaedia of Grannies or The Truth about Old People with the children. In Circle Time, ask the children to complete the sentence stem <i>I like spending time with an older person because...</i></p>	<ul style="list-style-type: none"> • Refer to Encyclopaedia of Grannies, The Truth about Old People or Katie Morag and the Two Grandmothers. • Information about Circle Time can be found in TG Circle Time. 	

Section C - Exploring My Community

Framework question/s	Who helps people in my locality and what help do they need? (MW)	
Learning Objective	6. To know about people who help different groups in their community. (MW)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • know the jobs of some people who help in the community • describe different roles these people carry out • understand that these people help a range of different people. 	
Teaching Activities	Points to Note	
<p>6.1 In Circle Time, ask the children to talk to the person next to them and think of anyone that helps them. As a class complete the sentence stem ... <i>helps me to ...</i>, e.g. <i>My teacher helps me to read; a paramedic will help me if I'm knocked over</i>. As the children make suggestions, write the title of each person on a board. Ask the children to volunteer to come to the board and put a circle around each type of person who is not one of their 'special people', but who still helps them. Emphasise that some people will help us even if they don't know us. The list might contain some of the following: <i>police, crossing patrol, paramedic, doctor, nurse, shopkeeper, swimming coach etc.</i></p>	<ul style="list-style-type: none"> • For information about Circle Time see TG Circle Time. • This links with cross curricular work on 'People who help us'. • Make links here too with work developed previously on Networks of Support (introduced in unit BB 1/2 Beginning and Belonging), and with personal safety guidance about asking for help (unit PS 1/2 Personal Safety). • Networks of Support are explained in the TG Personal Safety. • 'Special People' are explored in unit FF 1/2 My Family and Friends. • You may need to explain certain roles, for example a paramedic. 	
<p>6.2 In groups, invite the children to take it in turns to choose one person from the list and mime to the rest of the group what that person does. The other children have to guess what the person's job or role is.</p>		
<p>6.3 Ask the children to select a person from the list of those who help them. This person must not be one of their 'special people'. Ask them to draw a picture of that person, and to add notes or drawings to show the ways that person helps different groups of people in their community e.g. <i>children, babies, elderly people, people who have a disability</i>.</p>	<ul style="list-style-type: none"> • People in the community who may help keep us safer are also covered in unit MSR 1/2 Managing Safety and Risk. 	
<p>6.4 Mix the children into small groups. Give each group a picture of a different person, e.g. <i>child (different ages), teenagers, mother and baby, adult man/woman, elderly man/woman, disabled man/woman</i>. Invite each group to make a list or drawings about the needs of that person (safety, education, medical care, emergency help, social events). Then ask them to think about the people who might help each group. Are there some people who help everyone? Are there some people who have specialist jobs where the focus is on just some of the groups?</p>	<ul style="list-style-type: none"> • Activities for Group Mixing can be found in the TG Discussion Strategies. 	

Section C - Exploring My Community Continued

Framework question/s	What does 'my community' mean and how does it feel to be part of it? (MW)	
Learning Objective	7. To understand what 'my community' means and the benefits of belonging to community groups. (MW)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • know where different people go in my community for different purposes • share with other children some information about my home • understand the range of types of homes people may live in. 	
Teaching Activities	Points to Note	
<p>7.1 Ask the children the following questions and note down their answers: <i>Where would you go in our community if you wanted to play, walk your dog, meet your friends, buy some medicines, buy some food?</i> Ask the children to imagine they are the parent of a toddler and then ask <i>Where would you go to meet other parents, so that your baby could play, or to seek medical help?</i> You might ask the children to imagine they are an elderly person and ask <i>Where would you go to meet other people, play games, buy food etc?</i> The list should then give a fairly broad spread of the different facilities there are in your community.</p>	<ul style="list-style-type: none"> • The dictionary definitions of 'community' include: <i>A group of people living in the same place or having a particular characteristic in common. And a particular area or place considered together with its inhabitants.</i> • Google maps (www.google.co.uk/maps) can be used to explore with the children the community around the school or around their home. 	
<p>7.2 Ask the children to draw a picture of their home in the centre of a page and then to draw the places where they like to go in their community, around their house. Ask them to annotate their drawings with the sentence <i>I like to go to ... because...</i> Collect some of the places the children have included in their drawings on the board. Ask pairs of children to choose one or two of the locations and think of some words which explain how they feel when they go to these places in their community. As a class, add these feelings words to the list of places. You could make a feelings map of your locality.</p>	<ul style="list-style-type: none"> • Again, within Google maps street view, children could take a screen shot of their home and add annotations around it. 	
<p>7.3 Explore with the children What does 'home' mean? What is it like? What happens there? What would you expect it to look like? What would you expect to find inside? Who is there? How does 'home' make you feel? Is home a little community within a bigger one?</p> <p>Share the range of homes that the children live in. This can be extended by exploring a range of different types of homes (e.g. <i>flats, mobile homes, bungalows, houses, caravans</i>) through pictures from the internet, or using a book such as Children of Britain Just like me. Children could be invited to make a small model or drawing of their home and use these as a focus for discussing different types of homes.</p>	<ul style="list-style-type: none"> •  Be sensitive to different types of homes and be aware that homes are not necessarily where the parents/carers are for all children. Some children may have a lot of mobility in their lives for different reasons. Some may live in more than one home, if their parents live apart. • Refer to Children of Britain Just like Me. 	
<p>7.4 Read Homes with the children. Ask them about the different homes they see in the story. Are some made up? Are some real? Are there some sorts of homes which real people live in, which aren't shown? Ask the children to respond to the author's final questions <i>Where is your home? Where are you?</i> Ask them to add feelings words they associate with home to their drawing/model.</p>	<ul style="list-style-type: none"> • Refer to Homes. Alternatively, read Two Homes and ask the children about the experience of the child in the story. Some children will live in a similar way and can add their views to those of the main character in the story. 	

Section C - Exploring My Community Continued

Framework question/s	What does 'my community' mean and how does it feel to be part of it? (MW)	
Learning Objective	7. To understand what 'my community' means and the benefits of belonging to community groups. (MW)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • know where different people go in my community for different purposes • share with other children some information about my home • understand the range of types of homes people may live in. 	
Teaching Activities	Points to Note	
<p>7.5 Ask the children if they know of any people who live in different places and take their homes with them. Show a picture of a static home. In pairs, ask the children what is the same or different to their homes. Show a picture of a modern traveller caravan or stopping place. Ask the pairs to discuss what is the same or different to their homes. Describe the terms Gypsy, Roma and Traveller. Ask the children to design their own caravan, perhaps using an outline of a traditional Vardo.</p> <p>Read a story which reflects Traveller culture, such as Ossiri and the Bala Mengro and ask the children about the way of life shown in the book. Explain that this is a fairy tale from Traveller culture, rather than an up-to-date representation.</p>	<ul style="list-style-type: none"> • <i>Traveller</i> is often used as an umbrella term for several minority groups e.g. <i>English Gypsies, European Roma, Irish travellers, Showmen, Circus families, New Travellers</i>. Gypsy, Roma, Traveller (GRT) is often used to include all these identities. Most GRT folk in the UK live in houses, not caravans, but being a Traveller is their ethnic identity and most still feel part of the GRT community. • Crystal's Vardo has resources for designing and furnishing a traditional Vardo. • Refer to Ossiri and the Bala Mengro. Alternatively read Yokki and the Parno Gry. 	
<p>7.6 In Circle Time, play <i>Change Places if...</i> Ask the children to swap places according to the place or places they call home e.g. <i>if they have moved house, if they live in two houses, if they have a good view from their house, if they have close neighbours, if they live close to the shops, if they have lived in lots of different places</i>. Once you have given enough examples of this to show the children that no one has exactly the same experience of 'home' to anyone else, ask if we should treat people differently, because they live in a different sort of house. Are people who live in bigger houses better than people who live in smaller houses? Are people who live in single storey houses better than people with two or more storeys? Ensure that the children know that where or how we live does not make us good or bad. Picking on anyone or treating them differently because of where or how they live is wrong and they should ask for help from a trusted adult if they hear it happening.</p>	<ul style="list-style-type: none"> • For information about Circle Time see TG Circle Time. • Racism towards the GRT community is often described as the 'last acceptable form of racism', as high numbers of GRT people experience unchallenged racism. Ensuring that young children do not perpetuate stereotypes, which lead to prejudice, is one way racism can be reduced. 	

Section D - Understanding the Media

Framework question/s	How do people find out about what is happening in my community? (MW)	
Learning Objective	8. To begin to understand the role of the media in their local community. (MW)	
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> Describe some ways information about community is shared. 	
Teaching Activities	Points to Note	
8.1 Ask the children to think about all the ways they could let people in their community know that there was a special event going on at school. Collect a list e.g. <i>local newspaper, community magazine, school newsletter, local social media pages, school social media, posters</i> . Share with the children a copy of your school newsletter or webpage. Ask the children to explore this and decide what someone from outside their community might find out about their school from the newsletter/webpage. What would the children like to add to this information? You might write something up, based on the children's ideas, for your class webpage, or weekly bulletin.	<ul style="list-style-type: none"> If appropriate, use a forthcoming school event as an example. Media is defined as a means of mass communication and includes broadcast, print and electronic forms. 	
8.2 Share some examples of posters/adverts/information for school and local events. Include information about groups who use your school premises and those in the wider community. Ask the children to map the events onto your local map.	<ul style="list-style-type: none"> An events listing from a local magazine or newsletter might be a good source of information. 	

Section E - Caring for the Environment, Animals and Plants

Framework question/s	How do we care for animals and plants?	
Learning Objective	9. To know how to care for animals and plants in their own environment.	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • name a range of animals and plants, and know whether they are wild or domesticated • know what some animals need in order to be healthy and happy • know how to look after plants in my environment. 	
Teaching Activities	Points to Note	
<p>9.1 In Circle Time, ask the children to mime a favourite animal they might see in our country. Ask the other children to guess the animals which are being mimed. As the children take their turns, note down on the whiteboard all the different animals the children choose. Ensure that the list includes pets, domestic and wild animals. Suggest more ideas to add to the list if they do not give a wide range. Ask them which animals they themselves might play a part in looking after. Ensure the children understand the difference between pets, domestic and wild animals.</p>	<ul style="list-style-type: none"> • For information about Circle Time see TG Circle Time. • RSPCA advice is that it is usually not advisable to bring animals into the classroom. The animal's welfare may be compromised, and there are health and safety considerations. There may be a local charity or voluntary organisation that can bring animals to visit the class. These will be animals that are used to visiting schools. Toy animals or images can be used as an alternative. • Always follow school policy on use of outside visitors, including health and safety considerations. • This is an opportunity to link with the Science curriculum. 	
<p>9.2 Introduce three or four different toy animals to the class, and ask the children to identify whether each is a pet, domestic or a wild animal, and the needs of each one. What does the animal need in order to be healthy and happy? Make a shared list of the basic needs all animals have in common.</p>	<ul style="list-style-type: none"> • Domestic animals include farm animals. 	
<p>9.3 Ask the children to choose one of the animals from the toy animals or one from the list. Ask them to draw and write about the needs of the animal and our responsibilities towards it, by drawing and labelling the animal in the middle of the page and adding small pictures and words around it.</p> <p>Play the Animal Name game, where a child describes their animal, its needs and any other characteristics to the class or to their group and the other children have to guess what type of animal it is.</p>		
<p>9.4 Ask the children to name all the wild animals they think live in the school grounds/neighbourhood/local countryside. List them under headings e.g. <i>Minibeasts, Birds, Animals</i>. Show photographs on the whiteboard of common British wild animals e.g. <i>hedgehog, squirrel, owl</i>. Ask the children what they think these animals need in order to live, and how they can help, e.g. <i>putting appropriate food on bird tables, not leaving litter, not dropping plastic in water</i>. Invite the children to devise simple rules for behaviour in areas where wild animals live, e.g. <i>not stamping on insects, making sure they don't disturb birds' nests, putting litter in bins</i>.</p> <p>Read Tidy to the children and ask them to think about looking after their local environment. Can they describe something which might happen if they don't look after it?</p>	<ul style="list-style-type: none"> • If the school has a wildlife area, children can play an active role in looking after plants and animals in it. • CEES (or your local environmental education service) provides training and resources to support this work (see Sources of Information and Support for details). • Advice and information about growing plants is available from RHS Campaign for School Gardening. • Refer to Tidy. 	

Section E - Caring for the Environment, Animals and Plants

Framework question/s	How do we care for animals and plants?	
Learning Objective	9. To know how to care for animals and plants in their own environment.	
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> • name a range of animals and plants, and know whether they are wild or domesticated • know what some animals need in order to be healthy and happy • know how to look after plants in my environment. 	
Teaching Activities	Points to Note	
9.5 Use real plants or photos to identify and name plants, and allocate them to categories. Choose some plants to grow in the classroom or in the school grounds. Talk about the things plants need to survive and the jobs that could be shared amongst the children to support plant growth, including <i>planting, weeding, watering, harvesting</i> .	<ul style="list-style-type: none"> • Connect this piece of work with Science and also any gardening or food growing activities in your school. 	

Framework question/s	How can I help look after my school?	
Learning Objective	10. To know how they can help look after the school environment.	
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> • describe what areas of the school look like when they have been looked after • use my senses to explore and describe places around the school grounds • understand how I can help to look after the classroom and the school. 	
Teaching Activities	Points to Note	
10.1 Refer children back to the class or school rules and ask them to point out any rules that explain how to look after the school environment. Ask the children individually to choose one area of the school e.g. <i>classroom, playground, cloakroom, hall</i> and to draw two pictures. The first will show their chosen place when it has been looked after carefully and the second will show their chosen place when it has not been cared for. Ask the children to describe their drawings to a partner. As a class, make a list of all the ways we can tell that a place in school has not been looked after. Alternatively, if they are going to embark on developing the environment, the children could, for example, take before and after photos of uncared for/cared for places, in the school grounds. A	<ul style="list-style-type: none"> • You could challenge the children to tell you when they see a place in school which has been very well looked after. Take a photo of the place and display it, to prompt care in the future. • If the school grounds are in the process of being reviewed or developed, the children could become involved in designing, planning and implementing changes. This could link to the work of the school council. • For a longer term view and for display, take photos of places in the school grounds in different seasons. This could be made into an interactive display. • Possible improvements to the school environment could include: <i>Designing litter bins, Putting up 'switch off' signs for lights and computers, and 'turn off' signs for taps, Planting flowers and vegetables, Setting up a compost area for fruit waste, Putting a paper recycling bin in the classroom and encouraging people to use it.</i> 	

Section E - Caring for the Environment, Animals and Plants Continued

Framework question/s	How can I help look after my school?	
Learning Objective	10. To know how they can help look after the school environment.	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • describe what areas of the school look like when they have been looked after • use my senses to explore and describe places around the school grounds • understand how I can help to look after the classroom and the school. 	
Teaching Activities	Points to Note	
10.2 Choose one of the children's drawings of each place in the school in their 'not well looked after' guise, and ask the children to imagine they were stepping into that picture. In Circle Time , ask the children to respond to the sentence stem, <i>If I were in that picture I would say/feel...</i> Then ask the children to stand up if they can think of something an adult would say if they walked into the same picture. Encourage the children to discuss why they may feel less positive in uncared for places. Emphasise that if places have not been looked after we can lose possessions, not want to work or play, feel frightened etc.	<ul style="list-style-type: none"> • For information about Circle Time see TG Circle Time. 	
10.3 Ask the children to suggest different ways they can look after the classroom. Make a list of these ways. As a class, hold a vote to decide on the five most important things they can do to look after the classroom. Over the period of a week, focus on each of the five ways to look after the classroom. Encourage the children to tell you when someone carried out one of these strategies. Make a list of all these 'good tales' and reward the children as and when appropriate.		
10.4 Take the children for a sensory walk around the grounds. Talk about sights, smells, sounds and textures.	<ul style="list-style-type: none"> • When talking about the five senses, explain to the children why it is important not to use 'taste' for this activity. 	
10.5 As a class, after walking around the grounds, make a happy face/ sad face pictorial map of the grounds. Talk about why the happy places are happy, why the sad ones are sad and what can be done to make them happier.	<ul style="list-style-type: none"> • This links to mapping activities about where and to what extent children feel safe around the school (see unit PS 1/2 Personal Safety and unit AB 1/2 Anti-Bullying). • Orienteering maps of your school site could be used here. These are available through the Outdoor Education Adviser Service (see Sources of Information and Support). An example of a Site Map can be found in TG Teaching Templates. 	
10.6 Depending on the outcome of the above activities, discuss, agree and take action on improvements that could be made to the grounds.	<ul style="list-style-type: none"> • CEES (or your local environmental education service) can support these activities through training and resources (see Sources of Information and Support). • The National Eco Schools Green Flag Award scheme (www.eco-schools.org.uk) offers a framework for auditing and improving the school's environmental credentials. It also includes many activities suitable for KS1. 	

Section F - Processing the Learning

Framework question/s	
Learning Objective	11.To understand what they have learned in this unit and be able to share it.
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> • say what I have learned • share my ideas with others.
Teaching Activities	Points to Note
11.1 Ask the children to draw a small picture of themselves in the middle of a sheet of paper. Around the picture, invite them to draw and write about anything they think they have learnt about in this unit in relation to themselves, people around them, and their community and environment. Invite them to share their drawings with a partner.	<ul style="list-style-type: none"> • You could ask prompting questions here, such as <i>What do you think are the most important things about your identity? What are some similarities and differences between you and others in the class? What groups in your community have you found out about? What in your environment do you think needs caring for?</i>
11.2 In a round, ask each child to share with the class one thing they have learned in this unit.	

Resources to Support this Unit

These resources are directly referenced within this unit:

All Kinds of Beliefs Emma Damon

Rosie Revere, Engineer Andrea Beaty

Ada Twist, Scientist Andrea Beaty

Amazing Grace Mary Hoffman

My World Your World Melanie Walsh

Luna Loves Library Day Joseph Coelho

Toby's Doll's House Ragnhild Scamell

Katie Morag and the Dancing Class Mairi Hedderwick

Dogs Don't do Ballet Anna Kemp

Encyclopaedia of Grannies Eric Veillé

The Truth about Old People Elina Ellis

Katie Morag and the Two Grandmothers Mairi Hedderwick

Children of Britain Just like Me Dorling Kindersley

Homes Carson Ellis

Two Homes Clare Masurel

Ossiri and the Bala Mengro Richard O'Neill

Yokki and the Parno Gry Richard O'Neill

Tidy Emily Gravett

These may also support work on this unit:

Katie Morag and the Two Grandmothers Mairi Hedderwick

The Lion Who Wanted to Love Giles Andreae

Living with Mum, Living with Dad Melanie Walsh

Encore Grace Mary Hoffman

Frog and the Stranger Max Velthuis

William's Doll Charlotte Zolotow

SEAL photocards

Festivals and Celebrations www.reonline.org.uk/festival-calendar/

A multi faith calendar of religious holy days and festivals which may give you food / cooking activity ideas.

Google maps www.google.co.uk/maps

For use in exploring the local community. Includes street view, where views of the school and of the outside of homes can be viewed.

Sources of Information and Support

Equaliteach equaliteach.co.uk

EqualiTeach is a nationwide not-for-profit equality and diversity training and consultancy organisation, which inspires and empowers people to create equal, diverse and inclusive environments where everyone feels safe, valued and able to succeed.

Show Racism the Red Card www.theredcard.org/education

National campaign organisation supporting schools with resources to challenge racism.

The Schools Linking Network www.schoolslinkingnetwork.org.uk

Promotes community cohesion by facilitating links between schools in England to help children and young people explore their identity, celebrate diversity and develop dialogue.

The Runnymede Trust www.runnymedetrust.org

Includes policy for race equality in schools, and support for schools to include ethnic diversity in the curriculum.

Stonewall www.stonewall.org.uk

The lesbian, gay and bisexual charity – includes guidance for schools on preventing and responding to homophobia and homophobic bullying. The site also includes a booklist for primary schools. 'Celebrating Difference' - Based on interviews with school staff, governors, parents and children, this 28 minute training DVD aims to provide primary school staff with the confidence to talk about and celebrate different families as well as tackle issues like homophobic language in an age-appropriate way. The DVD includes chapters on Families, Being yourself, Homophobic language, Homophobic bullying, Making it happen. Free posters, postcards and sticker sheets illustrating the 'Different Families, Same Love' campaign are also available from Stonewall.

Traveller Movement travellermovement.org.uk

Good Practice Guide for improving outcomes for GRT children in education.

Letterbox Library www.letterboxlibrary.com

Specialises in listing and reviewing children's books which address a variety of themes, including equality and diversity.

Cambridgeshire Environmental Education Service (CEES)

www.cees.org.uk

Support for Eco Schools, Sustainable Schools and Environmental learning outside the classroom is available from CEES in the form of staff and governor training, and day and residential courses for children (including exploring the environment, minibeasts, plants and eco action). Available to schools in and outside Cambridgeshire.

Email: cees.stibbington@cambridgeshire.gov.uk Tel: 01780 782386

Eco Schools www.eco-schools.org.uk

An international "green flag" award scheme which offers a simple seven-step process for schools to follow to help them address a variety of environmental themes, ranging from litter and waste to healthy living and biodiversity.

Learning Outside the Classroom www.lotc.org.uk

The Learning Outside the Classroom Manifesto acts as a shared statement of intent for all who see the benefits to young people and want to help bring about this vision of high quality, meaningful learning experiences outside the classroom. The site also includes practical guidance, resources and CPD modules.

RHS Campaign for School Gardening schoolgardening.rhs.org.uk/home

Advice and information about growing plants.

Anglian Water www.anglianwater.co.uk/in-the-community/schools/

Offer educational programmes aimed at helping children and young people to understand the water industry and why water is vital to life including water conservation. They have resources at www.anglianwater.co.uk/in-the-community/schools/primary-resources/ containing KS1 and 2 materials for teachers and children and young people.

RSPCA education.rspca.org.uk

For interactive resources and activities, including teachers' notes, covering topics including pet care, animal needs, animals and the law and charities and volunteering.

Wood Green Animal Shelter woodgreen.org.uk/educational-resources

For information, guidance, visits and teaching resources on animal

welfare and responsible pet ownership.

To book a free 'Woody's Dog Safety Workshops' email community@woodgreen.org.uk This workshop which can be presented live digitally onto your whiteboard and is full of activities to teach children what dogs like and don't like and times when it's best to leave a dog alone.

Life Education Centres (LEC) www.coramlifeeducation.org.uk

Programmes to support and enhance Drug and Health Education in primary schools. This work is predominantly delivered through a visit from the LEC classroom with trained educators. Cambridgeshire and Peterborough - contact Cambridgeshire PSHE Service - 01480 376256

Links between Unit DC 1/2 and the LEC programmes:

The Year 1 and Year 2 LEC programmes both include time to reflect on the people who help them.

Cambridgeshire Primary Personal Development Programme • Monitoring Coverage

Class:

Teacher:

Citizenship DC 1/2 Diversity and Communities	R	A	G	Notes
Section A - Exploring my Identity				
1. To begin to understand what builds their sense of identity through exploring similarities and differences (RR)				
2. To begin to understand that perceptions of gender may limit personal expression and choice (RR)				
Section B - Valuing Difference				
3. To express their family's structure, traditions, culture and beliefs and recognise that other families are different (FP)				
4. To recognise different groups they belong to and the different backgrounds of people they know (RR)				
5. To understand how people might be affected by stereotypes (RR)				
Section C - Exploring My Community				
6. To understand what 'my community' means and the benefits of belonging to community groups (MW)				
7. To know about people who help different groups in their community (MW)				
Section D - Understanding the Media				
8. To begin to understand the role of the media in their local community (MW)				
Section E - Caring for the Environment, Animals and Plants.				
9. To know how to care for animals and plants in their own environment				
10. To know how they can help look after the school environment				
Section F – Processing the Learning				
11. To understand what they have learned in this unit and be able to share it				