

Unit Context



This unit supports the school's approach to community and local cohesion by advocating the inclusion and equitable integration of all children and families, taking account of ethnicity, nationality, colour, religion, belief, cultural and linguistic background, special educational needs or disability, gender, sexual orientation or age, within the school and the local community. The Equality Act (2010) places a duty on public authorities to eliminate discrimination and harassment, to advance equality of opportunity and to foster good relations between people from different backgrounds. DCSF guidance on Community Cohesion (2007) recommends that schools should teach children to explore their identity and their possible contribution to the local, national and global community. This has been reinforced more recently with the requirement on schools to teach British Values. Activities in this unit will support schools in meeting these requirements. The Cambridgeshire document **Equally Safe** provides guidance on responding to prejudice related incidents.

Many schools are serving diverse and increasingly mobile communities, which may include Gypsy, Roma, Travellers, asylum seekers and new arrivals. Children will have increasing opportunities, within school and in the local community, to develop positive relationships and friendships with others from a range of different lifestyles and backgrounds. For schools who may be serving less diverse communities, activities and recommended resources throughout this unit will enable the children to explore and learn about cultural diversity in preparation for life in the U.K. 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 and the International Schools award. Work in this unit will be supported by relevant school policies, such as Community Cohesion, Equality and Diversity, Inclusion, Behaviour Management, Anti Bullying and Safeguarding.

Unit Description

The children will explore why they are special and what makes their own individual identity. They will begin to understand how they mix with others and belong to different groups e.g. their family, class, school, clubs; neighbourhood. They will examine similarities and differences between themselves and other children in the class, and will have opportunities to explore diversity in terms of gender, ethnicity, language, religion, culture, different family groupings, special educational needs and disability. They will learn about some of the similarities and differences between families including the different people in families and where families live. They will explore what is special about different families' lifestyles including how a family's cultural background, their traditions or beliefs can form an important part of their life, and ways in which this is celebrated. They will consider how what they do and say can affect the needs and feelings of other people and how they and everyone else have the right to be valued and treated fairly and equally whatever their cultural background or choice of lifestyle.

Notes for Staff

Work in this unit focuses on the culture of the children's local area and aspects of life in Britain. Learning within this unit should be complemented by a classroom ethos and environment which supports children in valuing and respecting diversity and developing positive relationships with children from a wide range of backgrounds. This may include providing opportunities for play and group work; having strategies that support new children arriving at the school; using bilingual self registration name cards for children whose first language uses a different script; using photographic timetables and labelling of resources to support the independence of children with EAL and SEND; using displays and equipment that reflect cultural diversity; providing multi-sensory and gender friendly approaches to learning and providing buddy systems for children who need support.

Learning Expectations

This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and related **Early Learning Goals**:

The Prime Areas

Personal, Social and Emotional Development

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

The Specific Areas

Understanding the World

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Activities for Recording Assessment

A at the end of an activity indicates an opportunity for recording assessment during practitioner directed activities.

Activity 1.2 Use the children's responses to a sorting activity to assess whether they are able to recognise similarities and differences between themselves and others in their class.

Activity 5.1 Use the children's contributions to a Persona Doll activity to assess whether they are able to empathise with others, recognise hurtful behaviour and explain why it is wrong to be unkind to someone who may be different from them.

The following are suggested contexts for your setting's continuous provision. These contexts provide opportunities for practitioners to assess how children are transferring their knowledge, skills and attitudes acquired in teacher directed activities to their self initiated play / independent learning. Observe children while they:

- Respond to an activity which reflects a theme introduced through the use of fiction e.g. *Suki's Kimono – play with dressing up clothes which reflect different ethnicities and cultures from around the world.*
- Engage in role play which explores cultural diversity e.g. *a restaurant that provides food from around the world and reflects different eating customs.*
- Play and work together and demonstrate that they respect and value the views and opinions of others.

Out of School Learning

Invite parents/carers to support their children in looking for photographs and artefacts that are special to the family because they represent an important part of their family life e.g. special places, religious practices, celebrations.

Sensitive Issues



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

The activities within this unit are intended to promote children's appreciation and respect for family diversity so that all children and their families whatever their circumstances (e.g. lone parents/carers or same sex parents/carers), or lifestyles (e.g. families representing different cultural backgrounds and traditions) are valued and respected. When learning about what makes a family, teachers may need to be sensitive to situations where children may be less aware of their heritage (for example, children who may have experienced adoption or where children have less contact or communication with members of their extended family).

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.

All these resources can be accessed and downloaded using the **PD Planning Tool**.

Additionally, on screen users can access directly any resource shown in red type by clicking on it:

For example:

See **Teaching Guidance** for information on **Circle Time** and using the **Draw and Write** technique.

A full list of resources is included at the end of this guide

Linked Units

BB F Beginning and Belonging

FF F Family and Friends (including anti bullying)



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4. To understand that people and families have different beliefs and customs that are important and special to them.
5. To understand that it is important to respect other people's differences and the ways in which they live their lives.
6. To understand ways that people and families celebrate their beliefs and ways of life.

Section A: Valuing Difference

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
1. To understand how they belong to their class, and to recognise similarities and differences between themselves and others in their class.	To be able to: - talk about ways in which I am special - talk about how other children in my class are special - identify physical similarities and differences between myself and others in the class - talk about other ways in which we are all similar to and different from each other (e.g. <i>what we like doing, what groups we belong to, how we live our lives</i>) - talk about and describe how I and others belong to my class/group	1.1. In Circle Time, provide pairs of children with a photograph of someone in their class. Invite each pair to describe the child in the photograph to the rest of the children in the class. Their descriptions can also include things that the child may enjoy doing or special skills that they may have. Ask the class to listen to the description and guess who the mystery child may be. Once the child has been identified invite this child to use the sentence stem, <i>Something special about me is...</i> , to share information about themselves that not many people know. Reinforce with the children that we all have different reasons for being special.	- See Teaching Guidance for information on Circle Time. - There are close links between this learning objective and those in the unit BB F Beginning and Belonging that explore being special and recognising what is special about others. You may wish to re-cap on activities previously introduced in BB F or introduce activities from this unit that were not previously covered to reinforce learning about valuing ourselves and others and recognising our similarities or differences.
		1.2. In Circle Time, explain that you are going to ask the children to look at some real pictures of children from a real class and place enlarged photographs of all the children from the class on the floor in the centre of the circle. Ask the children to look at the photographs and describe some visual similarities and differences between the children e.g. <i>hair colour and texture, skin and eye colour</i> . Use this information to sort the photographs into different groups and use the children's descriptions to make a class word bank for describing physical features. Repeat the activity but this time ask the children to identify similarities and differences between the children in the class based on what they know about them and their lives e.g. <i>go to after school club, like playing on the trim trail, live in a flat, house, bungalow, trailer; go to ballet or gym lessons; like to worship at the synagogue, mosque, church</i> . Reinforce with the children that we are all different in many ways including what we like look like, what we like doing and how we live our lives. Our differences and similarities are what make us all special. A	- The following stories also explore physical similarities and differences I Love My Hair! Being With You This Way, All the Colours of the Earth, KIDS, People or Elmer. - These photographs, describing words and personal profiles can be put together to make a classroom display. - Learning in this activity can be reinforced with small groups of children by playing games such as <i>Find somebody who...</i>, and <i>Change Places</i>. Also, sing songs such as 'The children in this class like to....', (to the tune of 'The Wheels on the Bus') and finish each verse with an activity that the children enjoy doing. Add verses that mention children by name.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		1.3. In small groups ask the children to use mirrors to help them describe their own faces. Provide the group with a collection of different art and collage materials and ask them to talk about what they would use if they were to make a picture of their face. Use different paints to help the children mix colours together to get a tone that is close to their own skin colour. Using the materials invite the children to make a picture of their face.	- Provide the children with materials including wools and fabrics of different colours and textures. Be sensitive to the different physical characteristics of the children in the class and guide children to speak positively about physical difference and celebrate ways in which we are different from and similar to each other. - Use books, puppets and Persona Dolls to encourage the children to look at children from different countries and nationalities and explore physical differences.
2. To understand how they belong to their family.	To be able to: - talk about how I belong in my family - identify and name all the people in my family - talk about family members and how they can be different in different families	2.1. In Circle Time, encourage the children to talk about their families. Invite them to name members of their families and describe something that each member of their family enjoys doing. Ask the children to draw and label a picture of each member of their family and invite them to share their picture with the rest of the class. Also ask the children to bring a photograph from home which shows their family doing something together. Use the photos to explore similarities and differences between family groupings and the different relationships people have with other members of their family. Explore questions such as: <i>How many people are there in your family?</i> <i>Who are they to you?</i> <i>Where do they live?</i> <i>When do you see them?</i> <i>How do different members of your family care for you and how do you care for them?</i> Use the photographs and drawings to make a display and include captions to describe the different people in the children's families.	 This activity provides opportunities for children to talk about a range of different family arrangements <i>e.g. same sex parents, lone parents, step siblings</i>. Sensitivity is required to ensure that all family situations are valued and respected equally. See Resources to Support this Unit for children's fiction that explores different types of families.  Be aware of any children in your class who may not currently be living with their own family. - See activities in unit FF F Family and Friends to reinforce learning about different family groupings.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
3. To recognise similarities and differences between the ways that families live their lives.	To be able to: - talk about the different things my family enjoys doing together - talk about my family's way of life (e.g. <i>what we enjoy doing, what we eat, where we live, what we believe in, where we worship</i>) - talk about the different ways that other families live their every day lives (e.g. <i>what they enjoy doing, what they eat, where they live, what they believe in, where they worship</i>) - engage positively with practical activities that explore different ways of living including different customs and traditions (e.g. <i>food tasting, learning a new language, singing, dancing</i>) - talk about a place that is special to me and my family (e.g. <i>where I have visited, where I was born, where I enjoy being, where I see my relatives</i>)	3.1. Show the children pictures of different families and their lifestyles including families engaging in every day routines and customs e.g. <i>living arrangements, eating, sleeping, following a religion, washing, dressing etc.</i> Ensure that the pictures reflect the diversity of the families in the class, the local neighbourhood and Great Britain by including different cultures and traditions, skin colours, nationalities, family groupings, disabilities and ages. Invite the children to look at the pictures and describe what they can see. Encourage the children to recognise practices which reflect their own family's lifestyle. Invite them to look for similarities and differences between the different lifestyles of children in their class.	There are close links between this learning objective and those in the unit FF F Family and Friends that explore the diversity of families. You may wish to re-cap on activities previously introduced in My Family and Friends or introduce activities from this unit that were not previously covered to reinforce learning about valuing and respecting different types of families and the different ways families live their lives.
		3.2. Use a technique such as Teddy Goes Home. Invite the children to take the class mascot home with a simple camera. Encourage the children to take photos at home which show their family and the class mascot involved in every day life practices. Use the photographs to compare similarities and differences between the lives of the children in your class. Use the photographs to support the children to develop a frieze entitled, <i>A Day in My Life</i> .	- Develop boxes which reflect cultural diversity that can be used to support learning about different cultures and ways of life. Include items such as books, Persona Dolls, dressing up clothes, musical instruments and cooking implements. Include these resources in class displays which represent all the interests, cultures, lifestyles and languages within the class. - Use books such as Children Just like me and Children of Britain Just like me to help explore diversity between children's lives.
		3.3. Set up activities where the children can explore the similarities and differences in the lifestyles of the families represented in the class. These activities may include engaging the children in cultural awareness activities such as <i>learning new languages; singing songs; making music; dancing; food tasting; dressing up; exploring the different ways in which children play at home; finding out about different religions, special beliefs, festivals and ceremonies including how different families celebrate birthdays.</i>	- Further activities include exploring greeting in a range of different languages and displaying these in the classroom. Think about singing 'Let's say hello to X' in the home language of each child in the class and use a variety of world music for 'How do you do?' songs. Incorporate action songs from a range of different cultures and languages. - Some children may choose to share examples of religious worship that are relevant to their lives. This is an opportunity to raise awareness of how some families have a faith and may visit a place of worship.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		3.4. Reinforce learning about different lifestyles by inviting parents/ carers who have experience of different ways of living to visit the class and talk to the children. These different lifestyles may include ways of living such as <i>shift-working; living in a trailer; living in a large family; living in the town, country, or on a farm etc.</i> Invite the visitors to talk about their experiences and encourage the children to ask questions that will help to expand their knowledge about how everyday life can vary in different households, cultures, regions and countries. 3.5. In Circle Time, invite the children to talk about places which are special to them and their families. Encourage the children to consider places where they and other members of their family were born or grew up; places where other members of their family may live and places that they and their family visit frequently. Make a list of these places and locate them on a world map. Remind the children of the 'ME Box' which they made earlier in the year and ask them to recall some of the special things in their 'ME Box'. Ask the children to consider their special place and think of one thing that they could add to their box which would remind them of their special place. Do a round using the sentence stem, <i>I would put.... in my 'ME box' to remind me of my special place.</i> Invite the children to bring an artefact or picture from home which could be kept in their 'ME Box' at school and used during subsequent Circle Time sessions where the children can share information and personal stories about their special places. 3.6. In small groups, read a book that illustrates children's every day lives around the world such as Wake Up World or A Child's Day, From Dawn to Dusk. Encourage the children to look at and talk about similarities between the daily lives of these children and their own lives. Then discuss some of the differences and some possible reasons for these differences <i>e.g. the effect of climate and weather.</i>	• Ensure you follow the schools policy on use of outside visitors. • See unit BB F Beginning and Belonging for the 'ME Box' activity. • For this activity you will need to ask the children to research and talk to their families about their special places. Parents/carers will need to support their children in choosing artefacts and pictures that reflect their special place. This activity provides an opportunity to develop children's awareness of places within and outside the U.K. • For a global dimension, invite children to talk about other countries in the world that they have visited or other countries where they may have been born and encourage them to bring photographs and artefacts which represent these countries. • This activity introduces the children to a global dimension of learning about the lives of different people and their families.

Section B: Our Beliefs and Ways of Life

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
4. To understand that people and families have different beliefs and customs that are important and special to them.	To be able to: - talk about some of the different ways that people and families live their lives - talk about some of the special things that people and families believe in <i>e.g. religious faiths, cultural traditions</i> - talk about how it is wrong to be unkind to people because they are different from me in some way	4.1. Read the story, The Swirling Hijaab . Afterwards ask the children why the hijaab was so special to the little girl and her mother. Explain to the children that some people and families have a religion or faith and this involves them in believing in something very special. Talk to the children about how people and families sometimes use special objects to help them practice and follow their faith and that this is why the hijaab is so special to the little girl and her mother. Invite the children to share any religions, faiths or practices that are important and special to them and their families. Encourage them to talk about any artefacts which are especially important to their religion or faith.	- Read the book, All Kinds of Beliefs to support children's understanding that some people have a religion or faith that they follow. These activities are designed to support children in respecting the fact that different people have different beliefs and this will include children and families who are agnostic or atheist. - See Resources to Support this Unit for a link to a calendar of religious holy days and festivals.
		4.2. Read the story Suki's Kimono . Stop the story at the part where Suki's sisters tell her that she can not wear her kimono to school because ' <i>people will laugh at her</i> '. Ask the children to comment on the sister's feelings and to consider whether it would be fair or unfair of the other children to laugh at Suki. Continue with the story and stop at various points and ask the children to consider the behaviour of Suki's sisters and the other characters at the school as they laugh and point at Suki. Ask them to consider how Suki must be feeling and whether the other characters' behaviour is kind or unkind. Invite the children to consider why the other characters may be behaving in an unkind way. At the end of the story the other children in Suki's class smile and clap after she has performed her traditional dance. Invite the children to make a Circle of Feelings to explore how Suki must feel when this happens. Invite the class to discuss what is special about Suki and why it is important to appreciate similarities and differences between people and allow others to be themselves. Use the sentence stem, <i>Something special I like to wear is.....</i> , to explore times when the children have felt proud and happy because they were wearing something that was special to them. Invite the children to draw a picture of themselves wearing something special on a special occasion and to share these drawings with the class.	See Teaching Guidance for information on creating a Circle of Feelings.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
5. To understand that it is important to respect other people's differences and the ways in which they live their lives.	To be able to: - talk about how it is wrong to be unkind to people because they are different from me in some way - talk about how it is OK to have any feeling but that it is not OK to behave in any way that I like (if it hurts other people) - show respect for other people's views and beliefs (e.g. <i>listen to the views of others, respond positively to views that may be different from mine, join in and play with all children including children from different backgrounds and lifestyles</i>)	5.1. In small groups, use a Persona Doll to tell a story about the doll's way of life as a way of exploring experiences and raising equality issues. For example, use a doll who has a hearing impairment and who tells the children how happy she/he is because she/he now has a hearing aid. Later a story could be told that involves other children teasing and excluding her/him because of the hearing aid. As the teacher, act as the interpreter for the doll and then facilitate a problem solving process with children as they empathise with the doll's situation. By asking appropriate questions you can encourage the children to name the doll's feelings, listen to each other, think deeply, express helpful ideas and provide support to the doll. Create stories that have a range of possible solutions, ask leading questions, reflect back what the children are saying and pick up particularly on the contributions of those who are affected by the situation being discussed. Start with a simple story and for future Circle Times introduce more complicated ones. Use the stories to enable the children to recognise hurtful behaviour such as <i>name-calling, exclusion and physical abuse</i>. This will help them to stand up against unfairness when they experience it in real life. Keep the ending of the story short and simple and weave in the children's contributions to reinforce learning. A 5.2. Read the story Susan Laughs, and encourage the children to look for similarities and differences between Susan and themselves. Stop the story at various points and discuss what Susan is doing. Ask the children if they are able to do what Susan can do. Stop the story at various points and ask the children how Susan is feeling and if they have ever felt this way and why. At the last page ask the children if they were surprised to see that Susan uses a wheelchair. Some of the children may suggest that children in wheelchairs can not do the same things as able bodied children. Discuss how we can all do the same thing but sometimes we will do it in a different way. Use questions such as the following to explore individual differences in the way we do things and reasons for why we may feel a certain way: <i>What makes you laugh?</i> <i>How do you swim?</i> <i>How do you dance?</i> <i>What makes you angry?</i> <i>What makes you proud?</i> <i>How do you paint?</i>	- See Teaching Guidance for information on using Persona Dolls. - Persona Dolls can represent all kinds of people from every background and ethnicity. Each is given its own name, age, personality, home, family and cultural background, likes, dislikes and friendships. Use dolls that represent the children in your class or develop a doll's persona for a lifestyle that is not reflected in the lifestyles of the children in your class. This activity provides an opportunity to explore a range of family situations and lifestyles such as <i>children living with one parent/carer, same sex parents/carers and young carers</i>.  Think beforehand about any children who might be particularly affected by the story and constantly observe their reactions so you can offer support if they seem uncomfortable. - This activity challenges the stereotyping of people with a disability. The story demonstrates that even though Susan has a disability, she is still able to do the things that other children do and feel the way that other children feel.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
6. To understand ways that people and families celebrate their beliefs and ways of life.	To be able to: - talk about some of the different ways that people and families live their lives - talk about some of the special things that people and families believe in e.g. <i>religious faiths, cultural traditions</i> - talk about why people and families sometimes get together to celebrate - describe some different ways that people and families celebrate	6.1. Read the story Elmer . At the end of the story invite the children to discuss why the other elephants and Elmer decide to have a day of celebration each year. Explain to the children that the elephants wanted to celebrate who they were and how they were all special because they all came in different shapes, sizes and colours. Ask the children to imagine what the elephants would do during their celebration day and use the sentence stem, <i>I think the elephants would...to explore different ways that people celebrate e.g. dress up, use make up and face paint, sing and dance, eat special food</i> . Ask the children to consider what is special about them and their family and if there are ever times when they celebrate their special qualities with a special day. Invite the children to draw or use paint and collage materials to make a picture of their family celebrating a special day.	- Use the children's pictures to add to a display showing different celebrations and customs including religious festivals. See Resources to Support this Unit for a link to a calendar of religious holy days and festivals. - Where appropriate two or more children who share a special day or engage in the same celebratory customs may want to work together to make a small group picture or display. This would provide an opportunity for children to discuss and reflect together on aspects of their cultural identity.
		6.2. Use the story Suki's Kimono to explore celebratory customs and traditions. Involve the children in practical activities to explore an annual celebratory event which may focus on a cultural or religious event e.g. <i>Chinese New Year</i> . Activities may include <i>dress up and role play, listening and dancing to music, making artefacts and decorations, food tasting and engaging in a performance or concert</i> .	- This activity provides opportunities to explore religious and cultural festivals relevant to children in the class and explore diversity of faiths and belief systems. - Invite parents/carers and visitors into school to talk about their special lifestyles and how they celebrate who they are with special occasions.

Resources to Support this Unit

These resources are directly referenced within this unit

Elmer David Mckee

Children Just like Me Anabel Kindersley and Barnabas Kindersley

Children of Britain Just Like Me Anabel Kindersley and Barnabas Kindersley

Wake up World Beatrice Hollyer

A Child's Day, From Dawn to Dusk

This series of books are based around photographs focusing on a particular child's day from around the world.

The Swirling Hijaab Na'ima bint Robert and Nilesh Mistry

Suki's Kimono Chieri Ueagaki and Stephane Jorisch

Susan Laughs Jeanne Willis and Tony Ross

Multi Faith Caldendar [interfaith calendar](#)

A multi faith caldendar of religious holy days and festivals

These may also support work on this unit:

Two Homes Claire Masurel

My Painted House, My Friendly Chicken and Me Maya Angelou

All Kinds of Beliefs Emma Damon

Being With You This Way W.Nikola-Lisa

I Love My Hair Natasha Anastasia Tarpley

All The Colours of The Earth Wendy Cooling and Sheila Moxley

KIDS Catherine and Laurence Anholt

People Peter Spier

The Family Book Todd Parr

Who's in the Family Robert Skutch

The Big Book of Families Catherine and Laurence Anholt

Grandfather and I Helen E. Buckley and Jan Ormerod

And Tango Makes Three Peter Parnell and Justin Richardson

Who's Who In Our Street Jan Ormerod

What Are You Playing At Marie-Sabine Roger Anne Sol

Mister Seahorse Eric Carle

Start-Up Citizenship: Diverse World Louise and Richard Spilsbury

My World Your World Melanie Walsh

Evening Meals Around the World Michele Zurakowski

Breakfast Around the World Casey Null Peterson

My Family and Me: Sharing a Meal Mary Auld

Baa! Moo! What will we do? A.H.Benjamin and Jane Chapman

Something Else Kathryn Cave and Chris Riddell

Handa's Surprise Eileen Browne

Whoever You Are Mem Fox

Small World/Sylvanian figures

Sources of Information and Support

Cambridgeshire Race Equality and Diversity Service, or your local Ethnic Minority Achievement Service.

www.cambridgeshire.gov.uk/learn-together 01223 703882

For guidance and training in developing curriculum approaches and resources which promote understanding of, and positive attitudes to cultural and linguistic diversity and which challenge racism.

DCSF Safe to Learn: Bullying related to Racism, Religion and Culture

This guidance is available in the Cambridgeshire PSHE Service Anti-Bullying Toolkit.

Insted – Equality and Diversity in Education www.insted.co.uk

Insted provides reputable national guidance on diversity and equality issues. This includes guidance on dealing with racist incidents in schools, legislation and policy development.

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. It is endorsed by the DCSF.

SexYOUality www.syacams.org

This Cambridgeshire charity supports schools to challenge homophobia, promote equality and tackle homophobic bullying. The service can provide workshops for pupils and training for staff. SexYOUality will work with individual schools in the planning and delivery of services.

Celebrating Difference www.stonewall.org.uk

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.

Letterbox Library www.letterboxlibrary.com

Specialises in children's books which celebrate equality and diversity.

National Association of Teachers of Travellers www.natt.org.uk

Supports the education of all groups of Traveller children and young people. Includes an e-shop of resources for schools.

Out For Our Children <http://www.outforourchildren.org.uk/>

A group of London based lesbian parents producing books and resources that reflect children's lives and family experiences. See this website for the Real Families Rock poster

Gay's the word www.gaystheword.co.uk

A Lesbian and Gay bookshop with good range of children's fiction

Oxfam Education www.oxfam.org.uk/education

Teaching resources for developing global citizenship in the classroom and the whole school

Unicef Rights Respecting Schools Award www.unicef.org.uk

A programme which enables schools to put the UN Convention on the Rights of the Child at the heart of their planning, policies, practice and ethos.

International Schools Award (British Council) www.britishcouncil.org

An accreditation scheme which recognises curriculum-based international work.

Sustainable Schools <http://se-ed.co.uk/edu/sustainable-schools/>

Sustainable Schools is designed to support schools on their journey to sustainability, introducing the principles of sustainable development and offering guidance on how to embed these principles into the heart of school life.

Cambridgeshire Primary Personal Development Programme • Monitoring Coverage

Class:

Teacher:

Term: Autumn/Spring/Summer

Citizenship 1 ID F Identities and Diversity		R	A	G	Notes
Section A - Valuing Difference					
1. To understand how they belong to their class, and to recognise similarities and differences between themselves and others in their class.					
2. To understand how they belong to their family.					
3. To recognise similarities and differences between the ways that families live their lives.					
Section B - Our Beliefs and Ways of Life					
4. To understand that people and families have different beliefs and customs that are important and special to them.					
5. To understand that it is important to respect other people's differences and the ways in which they live their lives.					
6. To understand ways that people and families celebrate their beliefs and ways of life.					