

## 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 the unit **Rights, Rules, 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 the unit HL 56 Healthy Lifestyles.)

This unit enables children to develop an age appropriate understanding of inclusion and equality, 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 and Child Protection, Learning Outside the Classroom and Educational Visits.

## Unit Description

This unit covers a range of aspects of citizenship, and also includes areas of PSHE. It aims to develop the children's sense of personal identity and self worth, as well as teaching them to consider and respect the needs

## Learning Expectations

**At the end of this unit most pupils will:**

- be able to recognise aspects of their identity and understand how other people can influence their perception of themselves
- be able to describe the ethnic make-up of their community and different groups that live in Britain
- recognise the negative effects of stereotyping and prejudice
- know about how they and others, including volunteers, contribute to the community
- understand about the role of the media and its possible influences
- understand some ways of caring for the environment and the contribution they can make.

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

- be able to describe aspects of their identity, and understand that their perceptions of themselves can change
- be able, with support, to describe aspects of the ethnic make-up of their community and of Britain
- recognise aspects of stereotyping and prejudice
- understand they have a role in their community, to which many people make a contribution
- recognise different forms of the media and that it can influence people
- understand, with support, some ways of caring for the environment.

**Some pupils will have progressed further and will:**

- be able to describe confidently a range of aspects of their identity, and how their and other people's perceptions of themselves are influenced by others
- be able to describe the make-up of their community and the range of nationalities, cultures and ethnic groups that live in Britain
- recognise and know how to challenge stereotyping and prejudice, and support others to do so
- know about their own role in the community, and also about the contribution made by others, including voluntary organisations and volunteers
- know about the media and its possible influences on themselves and their community
- understand the needs of the environment and ways in which they and others can care for it.

and views of others. The children begin by exploring their identity, and how their perceptions of it can be affected by the behaviour and attitudes of others. They will consider the ethnic make-up of both the local and national community and the benefits of living in a diverse society. They will develop their understanding of the negative effects of stereotyping and prejudice, and of the possible effects of racism, sexism, heterosexism and homophobia. They will have the opportunity to explore their place within the school and local community, and the contributions of others, including volunteers and community organisations. The unit also includes a brief look at the role and influence of the media, and some aspects of caring for the environment.

## Notes for Staff

Learning within this unit should be complemented by a classroom ethos and environment which support 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 shared 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 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 self-assessment materials provided for this unit (see **Assessment**) are an effective way of enabling pupils to assess 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 children's recipes to assess their understanding of the range of identities that make up a community.

**Activity 5.10** Use the children's poems to assess their understanding of the negative effects of stereotyping.

## Out of School Learning

Encourage the children to talk with parents and carers about what they might gather from home in their shoe box that helps to show what is important to them (Activity 1.2).

Some of the research for Activity 4.2 (finding out about what exists for different groups in their local community) could also be carried out at home.



## 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, racism and intolerance 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 was often avoided, however in the light of the learning from the Black Lives Matter movement, this unit addresses race and culture explicitly 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 different sorts of families. 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 parents 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, parents 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. Parents 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 have the opportunity to explain their concern and religious views, that parents are aware of the school's duties under the Equality Act and that schools have a duty to 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 use as models. The values reflected in these units must be part of the whole school ethos to be fully effective.

## Resources for This Unit

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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 and books is included at the end of this unit.

Downloadable resources can be accessed using the links in the resource, or via the website [www.pshecambridgeshire.org.uk](http://www.pshecambridgeshire.org.uk)

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

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



## Linked Units

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**BB 5/6** Beginning and Belonging

**RR 5/6** Rights, Rules and Responsibilities

**AB 5/6** Anti-Bullying

**FF 5/6** Family and Friends

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4. To understand why people should show respect for those with different lifestyles, beliefs and traditions and explore ways to demonstrate respect. (RR)
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6. To recognise the different local and wider communities they belong to, and explore the contribution that belonging makes to wellbeing and happiness. (MW)
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## Section A - Exploring My Identity


Framework question/s	How do other people's perceptions, views and stereotypes influence my sense of identity? (RR)	
Learning Objective	1. To explore the elements that make up people's identities and how other's perceptions can influence identity. (RR)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> <li>describe aspects of my identity and empathise with some other people</li> <li>talk about how my views about my identity might have changed over time</li> <li>give examples of how the way you treat someone can affect their views about their identity.</li> </ul>	
Teaching Activities		Points to Note
<p>1.1 In Circle Time, ask the children to write their name on a big sheet of paper or on the whiteboard, and then to say something about why they have that name, whether it is shortened, whether it has a history in their family or reflects their family's lives in some way. (Children may say something about any part of their name – first, middle or family name.) This might be extended into a piece of written work where children find out what their name means and write an explanation of how they got their name. Discuss that our name is often the first thing people know about us. A name can say a great deal about a person's identity. Watch <b>Why My Name Matters</b> to consolidate the learning.</p>		<ul style="list-style-type: none"> <li>Children can have the option just to sign and say their name if they would prefer not to talk about it.</li> <li>For information about Circle Time see <b>TG Circle Time</b>.</li> <li>You may wish to explain that when people apply for a job, those these with names signifying a non-British origin are more often passed over for the post. Is this fair? What would help make applying for a job fairer?</li> <li>Watch the Newsround clip <b>Why My Name Matters</b>.</li> </ul>
<p>1.2 Ask the children to bring in from home a box, such as a shoe box. If time allows, they could decorate and personalise their box. Invite them to put in their box pictures and objects from home that explain different aspects of their identity. Give them headings, including <i>My history, My origins, My gender identity, Dreams for the future, Important events in my life, What I like doing, Important people to me, What I believe in, Favourites</i>. Adults can compile similar boxes to bring in. First, one of the adults can share their box and its contents with the class, explaining what the objects/pictures in it mean to them, and what they think they say about their personality/identity. Children can ask questions or comment. Then invite the children to share their boxes with each other, either in pairs or small groups, and then to choose two or three objects to share with the whole class.</p>		<ul style="list-style-type: none"> <li>The dictionary definition of 'identity' is the fact of being who a person is and the characteristics that determine this.</li> <li>Ensure that clear class ground rules are in place and are reinforced, so that the children feel safe to share personal information with each other here. Consider especially Looked After or previously Looked After children.</li> <li><b>DC 3/4 Diversity and Communities</b> includes some basic work on identity, and there are also links with <b>FF 5/6 Family and Friends, WT 5/6 Working Together</b> and <b>AB 5/6 Anti -Bullying</b>.</li> </ul>
<p>1.3 Invite the children to draw a <b>Mind Map</b> about their identity using the same headings (above). If the children can remember doing the 'melting pot' activity on identity in Year 3/4, they could be asked how their views on their identity have changed or developed since then. Around the figure in the middle of the page, ask the children to sum up different aspects of their identity <i>e.g. brother, son, grandson, friend, pupil, dancer, reader, dog owner, helper</i>. Talk about the fact that how we see our identity can vary depending on where we are, who we are with and what we are doing. Different aspects may be more important to us at different times, depending on the circumstances. Ask the children to highlight aspects of their identity that they feel are most important to them, and to consider if they would highlight different things at different times.</p>		<ul style="list-style-type: none"> <li>Resource 1 shows an example of an <b>Identity Mind Map</b>.</li> </ul>




## Section A- Exploring My Identity Continued

Framework question/s	How do other people's perceptions, views and stereotypes influence my sense of identity? (RR)
Learning Objective	1. To explore the elements that make up people's identities and how other's perceptions can influence identity. (RR)
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> <li>describe aspects of my identity and empathise with some other people</li> <li>talk about how my views about my identity might have changed over time</li> <li>give examples of how the way you treat someone can affect their views about their identity.</li> </ul>
Teaching Activities	Points to Note
<p>1.4 Develop a mind map of a character from a book to illustrate how other people can influence how we view our identity. For example the book <b>Edwardo</b> could be used – read the story, then stop at the point where Edwardo is called 'the horriblemest boy in the whole wide world'. Create on the whiteboard a mind map with Edwardo in the centre, and add around it what they know about him from the book so far, including his age, that he is a boy, that it looks as if he has a sister and a baby brother or sister etc. Then add what they think are other characteristics, such as the fact that he is messy, noisy, rough etc. Ask the children to consider what he might think about himself and how that might be affected by what other people say to him. Read the rest of the story. Ask the children, in pairs, to list all the things they would now want to add to the mind map about Edwardo. Share these as a class, and add them to the mind map in a different colour. Discuss how Edwardo's behaviour changed once he and others had a different perception of him.</p> <p>Working in pairs ask the children if they can think of any other characters from stories or films where other people's expectations defined their goals, behaviour or view of themselves <i>e.g. Neville Longbottom (Harry Potter series), Bradley Chalkers (There's a Boy in the Girls Bathroom) or the Beast (Beauty and the Beast)</i>. Have they themselves ever behaved in a way they wouldn't normally, because of someone else's expectations?</p>	<ul style="list-style-type: none"> <li>Refer to <b>Edwardo</b>. (If you don't have a copy of the book, search on YouTube for a reading. To avoid pop ups and comments, view the YouTube link through <a href="http://viewpure.com">viewpure.com</a> or <a href="http://safeshare.tv">safeshare.tv</a>, insert the YouTube video into another presentation tool <i>e.g. Powerpoint</i>).</li> </ul>
<p>1.5 Collect images of children's t-shirts which have slogans such as 'Little Monster', 'Trouble Maker', 'Cheeky Monkey', 'Princess' and 'Little Angel'. Show the images to the children and ask them what they notice about them. Can they sort them into images which have positive and negative messages? How about t-shirts aimed at boys and girls? Ask the children why they think the t-shirt manufacturers sell products with these messages targeted at boys and girls. Do these messages feed the stereotypes of how girls and boys are expected to behave? Ask the children to devise a letter to the manufacturers of such clothing explaining what they think about the messages on the clothing. A letter template can be found at <b>Let Clothes be Clothes</b>.</p>	<ul style="list-style-type: none"> <li>For more materials to support this content see <a href="#">Let Clothes be Clothes</a></li> </ul>

## Section A- Exploring My Identity Continued

Framework question/s	How do views of gender affect my identity, friendships, behaviour & choices? (RR)	
Learning Objective	2. To explore how perceptions of gender amongst peers and the media affect identity, emotions, friendships, behaviour and choices. (RR)	
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> <li>describe some different perceptions of gender</li> <li>explain how a person's view of gender might affect what they choose to read, wear or do</li> </ul>	
Teaching Activities		Points to Note
2.1 Collect pictures of shoes marketed for boys and shoes marketed for girls. Also collect pictures of children's feet. Share the pictures of shoes with the children and, perhaps using a smartboard, ask for volunteers to group the shoes into boys' shoes and girls' shoes. Next, share the pictures of children's feet with the class. Again, ask them to sort the pictures into girls' feet and boys' feet. The expectation is that they will find this impossible – feet are feet! Ask the children to work in groups to discuss why the shoes are easy to categorize, when the feet are the same. Share ideas. Next, ask the children to think about the effects on children's behaviour and choices which might be caused by the shoes they wear. Are there activities which would be more difficult in some types of shoes? How might a girl who loved dinosaurs or a boy who loved unicorns feel about the shoe choices available to them? Ask the children, in their groups, to look at their own shoes and see if they are gendered in anyway e.g. <i>decorations, colours, linings, sole prints</i> ? Invite each group to design a school shoe which is gender neutral and which does not restrict the wearer's activity choices.		<ul style="list-style-type: none"> <li>A similar activity can be carried out with lunch boxes, instead of shoes.</li> <li>If you choose pictures of feet with nail polish and the children decide that these must be girls' feet, challenge the children by asking whether only girls can wear nail polish.</li> </ul>
2.2 Read <b>10,000 Dresses</b> . What did the children notice about the use of pronouns in the story? Ask the children to draw Bailey in the centre of a Circle of Feelings. Invite them to draw and write about how Bailey felt after speaking with Mum, Dad and brother. How did Bailey feel after talking with Laurel?		<ul style="list-style-type: none"> <li>Refer to <b>10,000 Dresses</b>. (If you don't have a copy of the book, search on YouTube for a reading. To avoid pop ups and comments, view the YouTube link through <a href="http://viewpure.com">viewpure.com</a> or <a href="http://safeshare.tv">safeshare.tv</a>, insert the YouTube video into another presentation tool e.g. <i>Powerpoint</i>).</li> <li>Alternatively, read extracts from <b>The Boy in the Dress</b> or <b>George</b>.</li> </ul>
2.3 Read <b>Alien Nation</b> and share the <b>Exploring Gender</b> poster with the children. Talk about the idea that when babies are born a 'planet' is chosen for them based on their genitalia. In the story, if they have a penis it is decided they should be a boy and follow the 'rules' for boys. If they have a vulva/vagina it is decided that they should be a girl and follow the 'rules' for girls. Explain that for some people those rules, which are made up of expectations about dress, behaviour and lots of stereotypes, don't feel right to them. They don't feel they can be themselves AND match up to the planet's rules. <ul style="list-style-type: none"> <li>Some people feel they want to challenge the 'rules' or stereotypes which traditionally go with being male or female, but they still feel the sex they were born. Lots of people challenge the stereotypes without seeing themselves as trans.</li> <li>Some of the people who feel that they don't fit with expectations for boys or girls want to live outside the 'planet's rules'. They might call themselves non-binary i.e. <i>they don't feel comfortable with saying they are either male or female</i>.</li> <li>Some people feel that, to be themselves, they need to follow the dress and behaviour 'rules' for the opposite gender. Some of these people might call themselves 'trans'.</li> </ul> Ask the children to work in groups to make posters. Ask some of the groups to write a list of what they think the stereotypical 'rules' might be on 'Planet Boy', and some to write about the stereotypical 'rules' on 'Planet Girl'. Ask the groups to swap posters and discuss the ideas. Next ask the groups to discuss what rules there might be on a planet where everyone could be themselves without worry about the stereotypical rules. The groups could think up a name for this planet where stereotypes and behaviour expectations didn't exist, where people could follow their own interests and dreams and where people were accepted for who they are.		<ul style="list-style-type: none"> <li>Refer to <b>Alien Nation</b> and download the posters from <a href="http://The Proud Trust">The Proud Trust</a>.</li> <li>            Be aware that between 1% and 2% people are intersex. This means that they do not fit neatly into the categorisation of male and female sex due to having physical sexual characteristics different to the medical definitions of male and female genitalia. Intersex refers to physical sexual characteristics, not gender identity.         </li> <li>'Trans' means 'crossing over'. People who feel that they can follow most of 'the rules' for their birth sex are sometimes called 'cisgender' which just means 'on the same side'.</li> <li>Be aware that families may have faith or cultural perspectives which may make them concerned about teaching about trans identities. Encourage open discussion and 2 way dialogue about this where possible.</li> <li>Be careful not to equate challenging the stereotypical behaviours for males or females with being trans. There are many people who challenge stereotypes, but feel comfortable with their assigned birth sex. Children need to be aware that there are those who do not feel comfortable living with their birth sex, in order to develop empathy and respect for members of the trans community.</li> </ul>

## Section B - Valuing Difference


Framework question/s	What are people's different identities, locally and in the UK? (RR)
Learning Objective	3. To explore the variety of origins, national identities, religious beliefs, cultural traditions and lifestyles locally and in the UK. (RR)
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> <li>know about the range of nationalities, cultures and ethnic groups that live in Britain</li> <li>describe the make-up of our community to others</li> </ul>
Teaching Activities	Points to Note
<p>3.1 Ask the children to discuss in pairs the meanings of the words 'migrant' and 'immigrant'. Share some ideas and correct misconceptions. Read the poem <b>The British</b>. Ask the children if they know what it means, and which places or nationalities they recognise. A map could be used to explore where all the places referred to in the poem are located. Refer to learning you have done in History e.g. <i>Roman, Saxon or Viking migrations</i> or Geography e.g. <i>natural or human disasters causing refugees</i>. Ask if they know why it has been written as a recipe, and what the key messages of the poem are. On a copy of the poem, ask the children to underline all the words that are used to make the poem sound like a recipe. Ask how these words help the author to get the messages across. Emphasise the idea that Britain is made up of a range of nationalities, cultures and ethnic groups. Ask to what extent this matches the children's picture of Britain. The author thinks this is a good thing. Ask the children if they have heard any other views about that? Do they think these views are fair and balanced? Are some of these views racist? How would they respond?</p>	<ul style="list-style-type: none"> <li>See Resource 2 for the poem <b>The British</b>.</li> <li>Be sure to discuss groups from different parts of the world, drawing attention to your local area and how its character is shaped now and in the past by migrant groups. Refer to <b>Gripping History</b> for insight into historical migration in Cambridgeshire.</li> <li>If the children are less confident in talking about and describing different ethnic groups, it might be helpful to revisit activities in unit <b>DC 3/4 Diversity and Communities</b>.</li> <li>The <b>Schools Linking Network</b> facilitates links between schools in England, to promote empathy and respect.</li> <li>This also links to 'Fundamental British Values'. If your school has developed a set of shared values, this would be an opportunity to discuss them in the context of migration.</li> <li> It is important to clarify ground rules about expressing views which may be perceived as racist. Explain to the children that, whilst they might want to explore and share within the lesson negative attitudes they have encountered, if they were to repeat these opinions in a different context, they might be considered racist.</li> </ul>
<p>3.2 In pairs, ask the children to write their own recipe to show the make-up of their own class, school, street, village, town or community. If the school has a partner/link school in another part of the country, or overseas, the children could send their 'recipes' to that school as a way of telling the children in the other school about their community. <b>A</b></p>	
<p>3.3 Explore the experience of refugees. Read <i>My Name is not Refugee</i>. This is written for very young children. Ask the class how they can tell that. Reread the book and pause to allow the children to note down what the mother in the story is actually thinking and how she tries to make the experience bearable for her young child. Or read <i>The Island</i>, carefully exploring the additional layers the pictures add to the story. Ask the children to note down what the refugee felt at different points of the story. At no point does the refugee speak. What might he have said? Use Thought Tracking to explore this.</p> <p>Watch <b>New Boys in Town</b>. Ask the children to discuss in pairs the experiences described. Each pair should then devise two lists: one describing the needs a refugee might have when they arrived and the second suggesting ways people could act to help them to feel safe.</p>	<ul style="list-style-type: none"> <li>Refer to <b>My Name is not Refugee</b> or <b>The Island</b>. (If you don't have a copy of the book, search on YouTube for a reading. To avoid pop ups and comments, view the YouTube link through <a href="http://viewpure.com">viewpure.com</a> or <a href="http://safeshare.tv">safeshare.tv</a>, insert the YouTube video into another presentation tool e.g. <i>Powerpoint</i>).</li> <li>Alternatively read extracts from <b>Refugee Boy</b>, <b>The Boy at the Back of the Class</b> or the poem <b>We Refugees</b>.</li> <li>Watch <b>New Boys in Town</b> <a href="http://www.bbc.co.uk/cbbc/watch/my-life-new-boys-in-town">www.bbc.co.uk/cbbc/watch/my-life-new-boys-in-town</a></li> <li>For guidance on Thought Tracking see further guidance in <b>TG Drama Strategies</b>.</li> </ul>




## Section B - Valuing Difference Continued

Framework question/s	How can I show respect to those with different lifestyles, beliefs & traditions? (RR)	
Learning Objective	4. To understand why people should show respect for those with different lifestyles, beliefs and traditions and explore ways to demonstrate respect. (RR)	
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> <li>• explain how to talk about difference respectfully</li> <li>• describe ways to support people who are not being treated respectfully by others.</li> </ul>	
Teaching Activities		Points to Note
4.1 Read <b>Perfectly Norman</b> . Explain that Norman's wings are a metaphor for something which makes him feel different. Challenge the children to think of a list of things that the wings might represent <i>e.g. a special skill, an interest, his religion, an ambition, gender identity, his sexuality</i> . Ask the children to reflect for a moment, individually, on whether they have any 'wings' which they sometimes want to hide away. Can they empathise with Norman? Ask the children if they can define the word 'normal'. Perhaps they will say they can't: there is no such thing as 'normal'. In Circle Time, or in writing, complete the sentence stem <i>We don't feel 'normal' when... e.g. people make fun of what we wear or how we look, people laugh at the games we like, people tease us for enjoying something they don't enjoy, say our family is weird</i> . Ask the children to devise a motto which explains how there is no such thing as 'normal' <i>e.g. We're all normal for us, We're all weird in our own special ways or We're all different, no one is 'normal'</i> . Agree a version as a class and display it on your classroom door/wall.		<ul style="list-style-type: none"> <li>• Refer to <b>Perfectly Norman</b>. (If you don't have a copy of the book, search on YouTube for a reading. To avoid pop ups and comments, view the YouTube link through <a href="http://viewpure.com">viewpure.com</a> or <a href="http://safeshare.tv">safeshare.tv</a>, insert the YouTube video into another presentation tool <i>e.g. Powerpoint</i>).</li> </ul>
4.2 Describe a situation to the class and ask them to picture it in their mind. A pre-school child is walking in the town with his father. They are going shopping. The child doesn't often go to town, so there lots of sights and sounds which interest him. Every so often the child points at something or someone and says 'Look at that...' Ask the class to jot down anybody or anything the child might point at. Who or what does he see that is unusual? Why does he point? Once the lists are complete, ask the class to think about the scene they imagined. Did they imagine their town, a big city or a town in another country? Was the child black or white? Was the child a wheelchair user? Ask the class to change something about the little boy's identity. Does this change what he might point at? Discuss their thoughts about this. Collect some of the things the children have listed. Ask the children to work in small groups and discuss the following questions: Is it okay to point? If not, why not? Is it okay to be interested in someone different to you? How might you show you are interested without being disrespectful? How could you explain that you don't want to talk, if someone is interested to find out about you, your background, identity or family?		<ul style="list-style-type: none"> <li>• This activity links with learning in <b>RR 5/6 Rights, Rules and Responsibilities</b> about courtesy and manners.</li> </ul>
4.3 Read <b>The Proudest Blue</b> . Discuss the disrespect, rudeness and prejudice experienced by the girls because Asiya was wearing a hijab, which made her look different in the eyes of the other children. Ask the children to imagine they were standing in the playground and heard the boy. What would they say to him? What would they do to help Faizah and Asiya? In your school, who would they tell?		<ul style="list-style-type: none"> <li>• Refer to <b>The Proudest Blue</b>. This reflects a true story describing prejudice and Islamophobia. The author is an Olympic fencer and inspired the first Barbie doll wearing a hijab. (See note above regarding Youtube.)</li> </ul>

## Section B - Valuing Difference Continued

Framework question/s	What are the negative effects of stereotyping? (RR)
Learning Objective	5. To recognise the negative effects of stereotyping and how they might lead to prejudice and discrimination. (RR)
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• explain different prejudice-based phobias</li> <li>• describe how someone might feel if they experienced or observed prejudice-based behaviour</li> <li>• talk about how someone might challenge prejudice-based behaviour.</li> </ul>
Teaching Activities	Points to Note
<p>5.1 On a sheet of A4 paper, divided into four, ask the children independently to draw a ballet dancer, a doctor, a nurse and a builder. As a class, examine the children's drawings and identify similarities and differences in the way the children have represented these roles. Provide the children with some pictures which show a conventional and common representation of each role, e.g. <i>a white female ballet dancer in a pink tutu, an older white male doctor and a black, female nurse, a young, white male builder</i>. Explore the meaning of stereotyping, and ask the children whether the people in the pictures could be seen as stereotypes. Consider together whether any of the children's drawings challenge these stereotypes. If you aspired to be ballet dancer and you did not fit the stereotype, how would that make you feel? Do you need a role model? Can the children think of any role models who support those who want to challenge stereotypes? Refer to <b>Goodnight Stories for Rebel Girls</b>, <b>Being Mankind</b> or <b>Stories for Boys who Dare to be Different</b> for ideas.</p>	<ul style="list-style-type: none"> <li>•  Some of the stereotypical views children might contribute in this unit may have been heard at home. You need to challenge these sensitively and constructively.</li> <li>• Some helpful definitions: <p>Sexism – prejudice, stereotyping, or discrimination, typically against women, on the basis of sex.</p> <p>Racism – conduct or words which disadvantage people because of their colour, culture or ethnic origin.</p> <p>Heterosexism – the assumption that heterosexuality is the norm / default position, which results in discrimination or prejudice against the LGBT+ community.</p> <p>Homophobia/ Biphobia/ Transphobia - Active prejudice and discrimination directed towards the LGBT+ community.</p> <ul style="list-style-type: none"> <li>• Prejudice-based bullying is covered in unit <b>AB 5/6 Anti-Bullying</b>.</li> <li>• It is important to understand that stereotyping (even 'positive' stereotyping) limits people's views of what can be achieved and places people in one dimensional boxes. For instance, the view that all black people are fast runners may promote the opinion that they should be athletes and cannot be doctors or vets, for example. This is often described as 'unconscious bias'. You may also want to explore examples of how the media can reinforce or challenge unconscious bias and stereotypical views.</li> </ul> </li> </ul>
<p>5.2 Ask the children to search for different people who challenge stereotypes. They might know of famous people or other role models who do this. Ensure that they look for pictures which include people who represent different ethnic groups, religions, cultures, genders, sexualities and abilities e.g. <i>white male nurse, black male teacher, disabled athlete or dancer, a family with two fathers or mothers</i>.</p> <p>Ask the children to explain why stereotyping is potentially destructive to people's identity and how it can affect people's ambitions and their behaviour towards others. Explain that stereotyping can lead towards people being prejudiced towards others who do not conform to a stereotype. Ask the children what they think 'prejudice' means and explore their answers.</p>	<ul style="list-style-type: none"> <li>• Refer to <b>Goodnight Stories for Rebel Girls</b>, <b>Being Mankind</b> or <b>Stories for Boys who Dare to be Different</b> for real life stories of stereotype challengers.</li> </ul>

## Section B - Valuing Difference Continued

Framework question/s	What are the negative effects of stereotyping? (RR)
Learning Objective	5. To recognise the negative effects of stereotyping and how they might lead to prejudice and discrimination (RR)
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> <li>explain different types of prejudice-based phobias</li> <li>describe how someone might feel if they experienced or observed prejudice-based behaviour</li> <li>talk about how someone might challenge prejudice-based behaviour.</li> </ul>
Teaching Activities	Points to Note
<p>5.3 Explain to the children that stereotyping groups of people can often lead to them being treated unfairly, often because others may perceive them to be 'different'. Give the children some statements involving stereotypes which might have a negative impact, such as <i>All people with red hair are bad tempered; Girls can't play rugby; All black people are fast runners; All people who wear glasses are clever; Women are not strong enough to be builders; All teenagers are rude time wasters; Boys only fall in love with girls; Girls only fall in love with boys or Mums make the best dinners</i>. Ask the children, in groups, to say how much they agree or disagree with each of the statements, (this could be done on a continuum line). Ask them to discuss and list how each of these people might feel if they heard these statements. Then ask each group to devise a statement which challenges the stereotypical view, <i>for example My sister would feel angry if she heard someone say that girls shouldn't play rugby, because last week she scored two tries against a team with only boys in it. My Dad would be upset if he heard that mums make the best dinners, as he is a great cook and makes the best roast dinners in the world.</i></p>	<ul style="list-style-type: none"> <li> School policies and practice need to be in place so that racist, sexist and homophobic incidents are dealt with consistently. This includes inappropriate use of the word 'gay', for example.</li> <li>The use of Continuum lines is explained in the <a href="#">TG Classroom Strategies</a>.</li> </ul>
<p>5.4 Access <b>The Present</b> and watch it carefully yourself before starting the lesson. Watch the film until the point the boy is about to open the present (0.53). Pause and ask the children to think about 3 words to describe the boy. Collect these on a board. Continue watching until the dog spots the ball (1.27). What can the children add to their perceptions of the boy? Add their further ideas to board. Watch to the end of the film. Ask the children to explain what they think about the boy now. Explore how their view of him changed as the story unfolded. Explain that some of the children might have prejudged the boy, because they did not know very much about him. As we learned more about him we might not be able to excuse his behaviour, but at least we can understand it a little better. Explain that many people, children and adults, find that they have prejudged something or someone at different times in their lives. Recognising that we might have made assumptions about someone, is the first step to learning how to be more open minded, accepting and respectful.</p>	<ul style="list-style-type: none"> <li><b>The Present</b> - a short film. (To avoid pop ups and comments, view the YouTube link through <a href="#">viewpure.com</a> or <a href="#">safeshare.tv</a>, insert the YouTube video into another presentation tool e.g. <i>Powerpoint</i>).</li> <li>Some of the children might feel embarrassed that they prejudged the boy. Sensitively explore that feeling.</li> <li>Emphasis that whoever a person is, it is always wrong to mistreat animals. The boy's behaviour can't be excused, but at least we understand why he behaved like that.</li> </ul>
<p>5.5 Read or listen to the poem <b>Walking Black Home</b>. Ask the children to explain why the taxi did not stop for the poet. Have they heard the word 'racism' before? Explain how stereotypes, leads to prejudice which leads to racism, sexism, homophobia, Islamophobia etc.</p>	<ul style="list-style-type: none"> <li>Refer to poem <b>Walking Black Home</b> by Benjamin Zephaniah.</li> </ul>

## Section B - Valuing Difference Continued

Framework question/s	What are the negative effects of stereotyping? RR	
Learning Objective	5. To recognise the negative effects of stereotyping and how they might lead to prejudice and discrimination. (RR)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• explain different types of prejudice-based phobias</li> <li>• describe how someone might feel if they experienced or observed prejudice-based behaviour</li> <li>• talk about how someone might challenge prejudice-based behaviour.</li> </ul>	
Teaching Activities	Points to Note	
5.6 Ask the children to work in groups. Write the terms Racism, Sexism, Ableism and Other on the whiteboard. Ask each group to choose either the term 'racism', 'sexism' or 'ableism' and to say what it means. Share these definitions as a class and correct any misconceptions. In the same groups, ask them to try to classify each of the statements in activity 5.3 under each of these three headings (some statements may come under more than one heading) You could add more statements to the ones above, especially related to disability. Invite the children, in small groups, to research their chosen heading and examples of it. Collect the children's ideas together and discuss differences of opinion.	<ul style="list-style-type: none"> <li>• The <b>Show Racism the Red Card</b> campaign also provides a way of exploring what it feels like to experience racist behaviour.</li> <li>• It is important to ensure children understand appropriate aspects of the law, and what it means, such as: <ul style="list-style-type: none"> <li>• It is a criminal offence to incite prejudice-based hatred.</li> <li>• Crimes motivated by prejudice carry a heavier sentence than other comparable crimes.</li> <li>• Schools have a legal duty to record and report any prejudice based incidents.</li> </ul> </li> </ul>	
5.7 Watch the three short films <b>Experiencing Racism 1 &amp; 2</b> and <b>Life as a Traveller</b> which describe children's experiences of racism. What are the similarities and differences between the experiences of the Asian child and the Traveller child?	<ul style="list-style-type: none"> <li>• <b>Experiencing Racism 1</b> and <b>Experiencing Racism 2</b> and <b>Life as a Traveller</b> from BBC Bitesize.</li> </ul>	
5.8 Show <b>A World of Difference</b> . Ask the children how the green people treat the purple people, and to give examples. Ask why they think the purple people are treated so badly. What is 'tokenism'? What did the school do which was anti-purple or which did not include them? Was the school institutionally racist? In small groups, ask the children to brainstorm the different ways in which they could help combat the prejudice and lack of inclusion for the purple people in their school. They could also be asked to develop ways of raising awareness and inclusivity amongst people in your school. Invite the children to work together to develop a presentation that could be displayed and shared with others and/or incorporated into the school's Equality statement/policy.	<ul style="list-style-type: none"> <li>• A World of Difference is purchasable (£1) from <b>Leeds Animation</b>.</li> <li>• The presentation could take the form of posters, a quiz, a written news report or magazine article, a power point presentation, a video, an assembly, a statement of commitment or a class message.</li> </ul>	
5.9 Ask the children if they know what DNA is? Collect some ideas. Ask them to think about how much DNA each person in the class has in common with others, expressed as a percentage. Ask the children get in a line from low to high. Each child gives their answer. Explain that actually every human on the planet shares 99.9% of their DNA with everyone else on the planet. Watch <b>Only Human</b> . Ask the children if they could define racism and the effects it might have on different people.  As a class make a list of behaviours, or write a code, to enable everyone to understand how to be anti-racist or anti-prejudice. Share this guide with others in the school community.	<ul style="list-style-type: none"> <li>• DNA stands for deoxyribonucleic acid, should any of the children ask.</li> <li>• Watch <b>Only Human</b> <a href="http://www.youtube.com/watch?v=DTg2NKqHzAM">www.youtube.com/watch?v=DTg2NKqHzAM</a></li> <li>• Empathy is explored in more detail in unit <b>ME 5/6 My Emotions</b>. It can be defined as 'the ability to feel/understand what another person feels'.</li> <li>• Refer to <b>AB 5/6 Anti-Bullying</b>.</li> <li>• The Black Lives Matter movement highlights how 'not being racist' is not enough. We must be anti-racist and more broadly anti-prejudice.</li> </ul>	
5.10 Individually, or in pairs or groups, ask the children to write a poem about possible negative effects of stereotyping, drawing on what they learned from the <b>Only Human</b> film. They could also consider writing about the importance of valuing diversity and enabling people to feel positive about difference. <b>A</b>		

## Section C - Exploring my community


Framework question/s	Which wider communities & groups am I part of & how does this benefit me? (MW)
Learning Objective	6. To recognise the different local and wider communities they belong to, and explore the contribution that belonging makes to wellbeing and happiness. (MW)
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> <li>describe the community around my home</li> <li>identify facilities and support available in my community</li> <li>present to others positive aspects of my community and possible issues/challenges for people who live there.</li> </ul>
Teaching Activities	Points to Note
<p>6.1 Share with the children the book <b>Window</b>, which shows how the view from the window of someone's home changes over time. Ask the children to think about the view from a window of their own home and whether and how it has changed over the time they have been there, <i>e.g. trees have grown, a new neighbour has made changes to their house, a shop has closed, a new building has been built</i>. Explain that, as well as their street and immediate neighbourhood, they are also part of wider communities, including the school community and a local community, which might be a village, town or city. Ask the children what other communities they feel they are part of.</p>	<ul style="list-style-type: none"> <li>Refer to <b>Window</b>, or alternatively <b>Belonging</b>. (If you don't have a copy of the book, search on YouTube for a reading. To avoid pop ups and comments, view the YouTube link through <a href="http://viewpure.com">viewpure.com</a> or <a href="http://safeshare.tv">safeshare.tv</a>, insert the YouTube video into another presentation tool <i>e.g. Powerpoint</i>).</li> <li>Google maps can also be used for exploring the local community.</li> </ul>
<p>6.2 Divide the class into small groups (the children could be grouped so they are working with others who live near them). Allocate to each group a category of people whose needs they are going to consider, <i>e.g. parents/carers with a toddler, elderly people, people with a disability, adults who work long hours, teenagers, children their own age</i>. Ask the children to research, through websites, local papers, newsletters, notices in shops etc. what is available for those people to do, what is available to support them, and what some of the issues are that pose challenges to living there <i>e.g. safety issues, cost of activities, lack of space/ appropriate facilities</i>. They could share with the rest of the class what they find out, through a multi-media presentation, a radio or TV style report or a poster. In the same groups, or as a whole class, take a few of the issues raised, and ask the children to explore possible solutions. Ask the children to think about whether there are any contributions they could make.</p>	<ul style="list-style-type: none"> <li>Depending on how much time is available, children could become involved in writing to or interviewing relevant adults, such as councillors, people in caring roles, local professionals or the actual users of services and facilities.</li> <li>This could link to possible active citizenship activities in unit <b>RR 5/6 Rights, Rules and Responsibilities</b>. This includes suggestions for using the researched information, for example writing a letter to the council.</li> <li>This will also link to the following activities on volunteers.</li> </ul>



## Section C - Exploring my community

Framework question/s	What are voluntary organisations and how do they make a difference? (MW)	
Learning Objective	7. To understand the role of volunteers and voluntary organisations (MW)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• know what 'to volunteer' means</li> <li>• give examples of voluntary, community, pressure groups and charities</li> <li>• describe aspects of what these groups might do.</li> </ul>	
Teaching Activities	Points to Note	
7.1 Ask the children what it means to be a volunteer in school. Collect examples from them of when someone might volunteer <i>e.g. to tidy up, to carry, to pick up some litter, to look after someone who is upset</i> . Ask the children to identify the good things about volunteering at school. Ask them to think about what someone at home might say if they volunteered to carry out a job at home, rather than being asked to do it. What would the benefits be then? Finally, ask the children to think of ways in which adults volunteer in the community. Check that all the children know that this entails offering to do something without being paid. Ask the children to devise, in pairs, 'Volunteer webs', which show many different types of volunteers. These might include: <i>running sports clubs, cubs/brownies, working in a charity shop, taking meals to the elderly, being a school governor, raising money for the school etc.</i>	<ul style="list-style-type: none"> <li>• Volunteers from any of these groups could be invited in to talk with the children about what they do.</li> </ul>	
7.2 Write 'Voluntary Group', 'Community group', 'Charity', and 'Pressure group' on the whiteboard and ask for ideas of what each one is and how they are different from each other. Ask the children for examples under each of these headings. <i>For example, Governors are a voluntary group, because they help our school and they don't get paid to do it; Friends of the Earth is a pressure group, because it tells people about the dangers of harming the environment; Toddler group is a community group because it's a chance for parent/carers to talk and support each other and for children to play together.</i> Ask the children if they belong to, or have attended, any groups under these headings.	<ul style="list-style-type: none"> <li>• This can be linked back to activity 6.2 where children explore different groups, services and facilities in their community.</li> </ul>	
7.3 Divide the class into groups and give each group different copies of local newspapers/magazines/websites. Ask them to look through and make a list of groups that operate in their community under the type headings listed in activity 7.2. Some groups may fit into two categories, so you might ask the children to show their findings as a Venn diagram. This activity could be extended by enabling children in pairs or groups to select one charitable or voluntary organisation and to research it and its work. This could then be presented back to the class.	<ul style="list-style-type: none"> <li>• For a Venn diagram template see <a href="#">TG Teaching Templates</a>.</li> </ul>	
7.4 As a whole class, make a list of achievements of local pressure groups, charities, community and voluntary groups. <i>e.g. environmental campaigns, fundraising groups</i> . In pairs, ask the children to think of things they have done or contributed to in or out of school that have achieved some of the same outcomes, <i>e.g. charity events, harvest festival, clubs etc.</i> Gather some words which describe how it feels to be part of a voluntary or community group.		

## Section D - What is the Media?

<b>Framework question/s</b>	What is the role of the media and how does it influence me and my community?
<b>Learning Objective</b>	8. To know about the role of the media nationally, and understand how it can affect them and their community.
<b>Possible Success Criteria</b>	To be able to: <ul style="list-style-type: none"> <li>• identify different forms of the media and what they do</li> <li>• recognise that the media can influence the way we think.</li> </ul>
Teaching Activities	Points to Note
<p>8.1 As a whole class, carry out a brainstorm of types of media they may be aware of, e.g. magazines, comics, newspapers, television, Youtube, radio, podcasts, internet. Form a Continuum Line showing whether children agree or disagree with the statement: <i>The media I consume influences how I think and behave</i>. Discuss their views.</p>	<ul style="list-style-type: none"> <li>• If the children have a limited understanding of the media, return to activities in unit <b>DC 3/4 Diversity and Communities</b>, which include keeping a media diary for a week.</li> <li>• For more on Brainstorm and Continuum Lines see <a href="#">TG Discussion Strategies</a>.</li> </ul>
<p>8.2 Show the children the first slide of the Images and Meaning PowerPoint presentation, showing a child's face. Ask the children to describe what they see, for example – <i>Tell me about the child. How do you think he/she is feeling? Why is he/she feeling like that? Where do you think he/she is? What is happening?</i></p> <p>Show the next slide, which is of the whole picture. Ask them if that changes their responses to any of the above questions – <i>Does this confirm what you thought? How does it change your view? If you think the child looks worried about being examined by the doctor, do you think lots of people might feel like that? Where do you think this picture might appear? (E.g. in a charity leaflet, on a billboard, in a newspaper?) What might it be used for?</i></p> <p>Show the next slide, with Caption 1: 'Africa's nightmare: the dying children'. Ask the children how well they think this caption describes the picture and whether it helps them to understand it, and repeat some of the above questions – <i>Does this change what you think about this picture? Where might you see this? What is it trying to say to you? What is its message?</i></p> <p>Show the next slide with Caption 2: 'Child Aid: new hope for Africa's children'. Ask the children if this changes their view of the picture, and if so, how? <i>Do you see anything different in his/her face? Where might you see this version? Look at the font/ typeface, and the way it appears – what does it suggest to you?</i></p> <p>Show the next slide with Caption 3: 'NHS: caring for tomorrow's adults today'. Ask the children how that changes their views again. <i>Where do you think this child is now? Is it different from where you thought when you saw the first picture? Look at the font – what does that make you think/feel? What about the colour of the writing? What is the poster trying to say?</i></p>	<ul style="list-style-type: none"> <li>• See Resource 3 <a href="#">Images and Meaning</a> (Powerpoint).</li> <li>• Depending on the ideas the children contribute, it may be appropriate to link this back to discussions on stereotyping (Learning Objective 1).</li> <li>• The questions and responses you use at any point may depend on what the children say. For example, if the children immediately say 'he', you might ask – Do you think this could be a girl? If so, why? If not, why not?</li> </ul>
<p>8.3 Discuss with the children why their views of the picture, its meaning, its message and its purpose may have changed during the course of looking at the series of pictures. Why wasn't the response you gave to the last picture the one you thought of with the first picture? If you went back to the first picture, would you view it differently now? Explain to the children that a picture can stay the same, but its meaning is affected by how it has been constructed, where it appears, what it is used for, what the person looking at it brings to it, and how it is 'anchored' (i.e. the colours around it, the text/font used, the wording in the captions). Help the children to understand that this is one of the ways that the media can influence the way we think – how we see images can change in the context of the different factors above.</p>	<ul style="list-style-type: none"> <li>•  It may be appropriate to explore with the children the idea that their view of a picture can be shaped by their previous/existing experience. For example, do we always assume that pictures of black children who are distressed come from a country in the developing world? Is this an unconscious bias? The way in which you explore this may depend on the children in your class and the responses they give.</li> </ul>

## Section E - Caring for the environment, animals and plants

<b>Framework question/s</b>	Who cares for the wider environment and what is my contribution?
<b>Learning Objective</b>	9. To understand some ways of caring for the wider environment and the contribution they can make.
<b>Possible Success Criteria</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>understand some of the regulations used by national and local government to protect the environment <i>e.g. planning, waste management, protection of endangered species</i></li> <li>demonstrate an understanding of the need for sustainable lifestyles.</li> </ul>
Teaching Activities	Points to Note
9.1 Invite the children, in small groups, to investigate a local issue (preferably real) from the different points of view of the various people involved, <i>e.g. The proposed conversion of a disused quarry to a waste disposal site; the proposed building of a wind farm adjacent to the school; plans for a new railway line on the site of a woodland</i> . They could then be asked to role play different groups involved in the debate.	<ul style="list-style-type: none"> <li>This activity links to unit <b>RR 5/6 Rights, Rules and Responsibility</b>, where children develop skills of debating.</li> <li>For more information on Role Play see <b>TG Drama Strategies</b>.</li> </ul>
9.2 Remind the children of visits they have made during their time in school. Talk about the different environments they have visited <i>e.g. town, village, mountain, forest, coast, farm</i> . Ask each child to complete Outdoor Favourites, and then to share it with other children to see if anyone shares the same 'favourites' as them. As a whole class, share some examples under each 'Favourite' heading.	<ul style="list-style-type: none"> <li>Refer to your school's policies on Educational Visits and Learning Outside the Classroom.</li> <li>See Resource 4 <b>Outdoor Favourites</b>.</li> </ul>
9.3 Set up a Continuum Line and ask children to indicate whether they agree or disagree with the following statement: <i>Children are too young to have a positive effect on the environment</i> . Discuss the children's ideas and talk about what you already do in school, or what they do at home which is sustainable. Read Greta and the Giants and discuss the real life impact young people can have on behaviour and attitudes.	<ul style="list-style-type: none"> <li>For more on Continuum Lines see <b>TG Discussion Strategies</b>.</li> <li>Refer to <b>Greta and the Giants</b>.</li> </ul>
9.4 Ask the children to draw and write about a sustainable invention or behaviour change which they think will have become common by the time they are adults. Share the children's ideas. Ask some older adults about the changes connected to the environment that have happened in their lifetimes <i>e.g. re-useable glass milk bottles, fast-food wrappers, electricity generation</i> .	
9.5 Discuss and agree activities which promote sustainability which can be carried out at home and at school <i>e.g. those associated with Eco-schools awards, such as reducing waste, minimising energy and water use, encouraging biodiversity</i> .	<ul style="list-style-type: none"> <li>The <b>National Eco Schools Green Flag Award</b> scheme offers a framework for auditing and improving the school's environmental credentials. It also includes many activities suitable for KS2.</li> <li>These activities could be linked to the work of school and class councils, or the school could set up an eco-schools group.</li> </ul>

## Section F - Processing the learning

<b>Framework question/s</b>	What have I learned?	
<b>Learning Objective</b>	10. To understand what they have learned and share it with others.	
<b>Possible Success Criteria</b>	<p>To be able to:</p> <ul style="list-style-type: none"><li>• give examples of changes to my thinking since the beginning of this unit</li><li>• share some of my learning with other people.</li></ul>	
<b>Teaching Activities</b>		<b>Points to Note</b>
10.1 Recap with the children the wide range of areas of learning in this unit. Ask them, in pairs or small groups, to prepare a short presentation about an aspect of their learning in this unit, and to share it with the class. Suggest that they choose an area where they have learned something new or where they have changed their mind or developed their thinking about something.		<ul style="list-style-type: none"><li>• For information about Circle Time see <a href="#">TG Circle Time</a>.</li></ul>

## Resources to Support this Unit

The following resources are included in the DC 5/6 Resource Pack linked to this unit:

1. Sample identity mind map
2. The British Benjamin Zephaniah
3. Images and Meaning
4. Outdoor Favourites

These resources are directly referenced within this unit:

**Edwardo** John Burningham

**Window** Jeannie Baker

**10,000 Dresses** Marcus Ewert

**The Boy in the Dress** David Walliams

**George** Alex Gino

**Alien Nation** Matty Donaldson

**The Island** Armin Greder

**My Name is not Refugee** Kate Milner

**Refugee Boy** Benjamin Zephaniah

**The Boy at the Back of the Class** Onjali Q. Rauf

**We Refugees (Poem)** Benjamin Zephaniah

**Perfectly Norman** Tom Percival

**The Proudest Blue** Ibtihaj Muhammad

**Goodnight Stories for Rebel Girls** Elana Favilli

**Being Mankind** Superbeing Labs

**Stories for Boys who Dare to be Different** Ben Brooks

**Greta and the Giants** ZoeTucker

These may also support work on this unit:

**Belonging** Jeannie Baker

**Yokki and the Parno Gry** Richard O'Neill

**Our House** Michael Rosen and Bob Graham

**Molly's Hair** Emma Damon

**Crossover** Kwame Alexander

**Ghost Boys** Jewell Parker Rhodes

**What do you know about Racism?** Pete Sanders and Steve Myers

**The Unforgotten Coat** Frank Cottrell Boyce

**Dear Earth** Isabel Otter

**Being Mankind** [beingmankind.org](http://beingmankind.org)

## Sources of Information and Support

**The Kite Trust** [www.thekitetrust.org.uk](http://www.thekitetrust.org.uk)

The Kite Trust are the Cambridgeshire charity supporting young LGBT+ people. They offer training for schools and manage the Rainbow Flag Award.

**Equaliteach** [equaliteach.co.uk](http://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](http://www.theredcard.org/education)

National campaign organisation supporting schools with resources to challenge racism.

**The Schools Linking Network** [www.schoolslinkingnetwork.org.uk](http://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](http://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](http://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](http://travellermovement.org.uk)

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

**Letterbox Library** [www.letterboxlibrary.com](http://www.letterboxlibrary.com)

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

**Cambridgeshire Environmental Education Service (CEES)**

[www.cees.org.uk](http://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, minibests, plants and eco action). Available to schools in and outside Cambridgeshire.

Email: [cees.stibbington@cambridgeshire.gov.uk](mailto:cees.stibbington@cambridgeshire.gov.uk) Tel: 01780 782386

**Eco Schools** [www.eco-schools.org.uk](http://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](http://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](http://schoolgardening.rhs.org.uk/home)

Advice and information about growing plants.

**Anglian Water** [www.anglianwater.co.uk/in-the-community/schools/](http://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/](http://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](https://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](https://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](mailto: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](https://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 5/6 and the LEC programmes:

The Year 5 and Year 6 LEC programmes both include time to reflect on the people who help them.

# ***Cambridgeshire Primary Personal Development Programme***

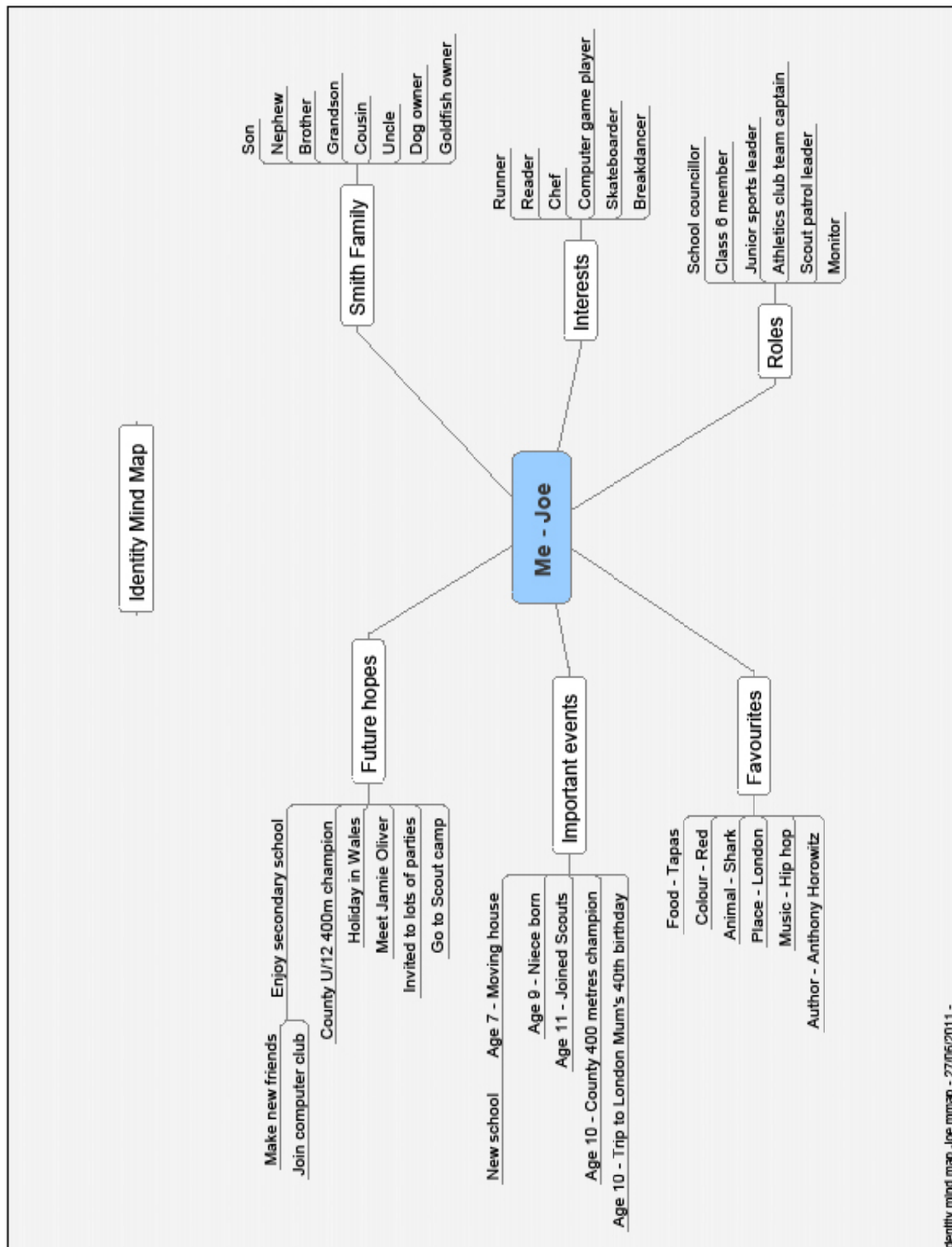
**Citizenship 10 • DC 5/6 Diversity and Communities**

## **Contents**

Resource 1 - Sample identity mind map	1
Resource 2 - The British by Benjamin Zephaniah	2
Resource 4 - Outdoor Favourites	3

Click on the title of the resource you require.

## Resource 1 - Sample Identity Mind Map



### Resource 2 - The British

Serves 60 million

Take some Picts, Celts and Silures  
And let them settle  
Then overrun them with Roman conquerors.

Remove the Romans after approximately 400 years  
Add lots of Norman French to some  
Angles, Saxons, Jutes and Vikings, then stir vigorously.

Mix some hot Chileans, cool Jamaicans, Dominicans,  
Trinidadians and Bajans with some Ethiopians, Chinese,  
Vietnamese and Sudanese.

Then take a blend of Somalians, Sri Lankans, Nigerians  
And Pakistanis,  
Combine with some Guyanese  
And turn up the heat.

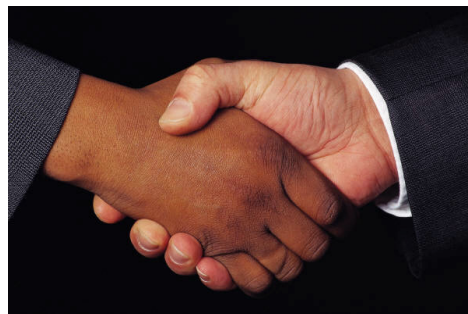
Sprinkle some fresh Indians, Malaysians, Bosnians,  
Iraqis and Bangladeshis together with some  
Afghans, Spanish, Turkish, Kurdish, Japanese  
And Palestinians  
Then add to the melting pot.

Leave the ingredients to simmer.

As they mix and blend allow their languages to flourish  
Binding them together with English.

Allow time to be cool.

Add some unity, understanding, and respect for the future,  
Serve with justice  
And enjoy.



*Note: All the ingredients are equally important. Treating one ingredient better than another will leave a bitter unpleasant taste.*

*Warning: An unequal spread of justice will damage the people and cause pain.*

Give justice and equality to all.

### Resource 4 - Outdoor Favourites

	My favourite	Signature
 Colour		
 View		
 Smell		
 Animal		
 Plant		
 Building		
 Place		



## Cambridgeshire Primary Personal Development Programme • Monitoring Coverage

Class:

Teacher:

Citizenship DC 5/6 Diversity and Communities	R	A	G	Notes
Section A - Exploring my identity				
1. To explore the elements that make up people's identities and how other's perceptions can influence identity. (RR)				
2. To explore how perceptions of gender amongst peers and the media affect identity, emotions, friendships and behaviour. (RR)				
Section B - Valuing difference				
3. To explore the variety of origins, national identities, religious beliefs, cultural traditions and lifestyles locally and in the UK. (RR)				
4. To understand why people should show respect for those with different lifestyles, beliefs and traditions and explore ways to demonstrate respect. (RR)				
5. To recognise the negative effects of stereotyping and how they might lead to prejudice. (RR)				
Section C - Exploring my community				
6. To recognise the different local and wider communities they belong to, and explore the contribution that belonging makes to wellbeing and happiness. (MW)				
7. To understand the role of volunteers and voluntary organisations. (MW)				
Section D - What is the media?				
8. To know about the role of the media nationally, and understand how it can affect them and their community.				
Section E - Caring for the environment, animals and plants				
9. To understand some ways of caring for the wider environment and the contribution they can make.				