|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key stage:** 3 | **Year: 3** | **Term: 2a** | **Subject: PSHE- Equality and diversity** | **Assessment focus: Relationships/ Living in the wider world** |
| **Objectives:** Pupils should be taught* How to listen and respond to a wide range of people
* about sharing their points of view
* about similarities and differences between people, but understand everyone is equal
* to realise the nature and consequences of discrimination, hate crime, use of prejudice-based language and how to respond and ask for help
* what is meant by stereotypes
* to appreciate difference and diversity
* about the values and customs of people around the world
 | **Key words:** diversity, same, different, belief, culture, custom, discrimination, racism, homophobia, sexism, language, colour, hate crime, equality, respect, prejudice |
| **Essential skills and attributes developed:**Respect for others right to their own beliefs, values and opinionsvaluing and respecting diversityidentifying links between values and beliefs, decisions and actionsDeveloping and maintaining a healthy self concept |
| **The boxes below show both suggested activities and actual skills you are trying to develop through this topic at each level. These are not definite lists – You should look at the individual mix of pupils within your groups and alter the planning accordingly.**  |
| **Low (p3-4)****Encountering** | **Middle (P5-7)****Foundation- core** | **High (P8+)****Development, enrichment, enhancement** |
| **Key skills (expected outcomes)**  |
| * enjoys the company of a friend
* initiates appropriate physical contact
* Is attentive to everyday sounds
* actively explores his environment
* looks for a familiar adult
* uses gesture to gain attention
* recognises familiar voices
* shows sympathy with someone who is upset
* repeats action
* shows work with pride
* passes object when asked
* gives familiar people a name
* listens to an adult
* gazes from one speaker to another
 | * Explores new environment
* plays an instrument in a group
* chooses to work/ play with other children
* is aware of the feelings of others
* claps hands to show appreciation
* passes an object requested by a peer
* demonstrates empathy
* takes part in a short adult led discussion
* acts out individual directed role play
* response to others ideas
* shares equipment
* appreciates that others have feelings
* shows awareness that not everyone feels like they do
 | * realise what they do affects others
* show awareness that others ideas although different are not wrong
* can identify physical similarities and differences
* identify actions which are cruel
* relates own experiences to that of others
* accepts others ideas and opinions
* talks about the differences between themselves and others in the class
* know it is wrong to treat people differently because of their ; colour, sex, differences
* identify differences in beliefs
* identify how people may be treated differently
* treat everyone in the group with consideration
* find out about the customs of different people
* recognise that different countries have different celebrations
* identify racial/ ethnic stereotypes
* identify gender stereotypes
 |
| **Activities** |
| At this level pupils should share experiences and interact with staff and other pupils in daily routines, for example, through eye contact, imitation, fun sequences, songs, mealtimes. They should begin to recognise certain people and associate them with particular events, for example, adult helpers for swimming, lunch time staffAction games/ songs What’s in the bag?- objects from different cultures e.g. instrumentsMassageSensory storiesChoosing activities/ games/ musicPicture collage of pupils and others from around the worldart based project around a different culturelooking in mirrors at selveslooking at photographs of family/ close friendsexplore stimuli relating to topic | * Class project finding out about different cultures
* sorting/ matching activities
* team building/ circle time games
* explore items/ music from around the world
* dressing up
* identifying similarities/ differences
* art work e.g. collage of faces from around the world
* drama/ role play
* explore books about different cultures/ religions
* identifying likes and dislikes focusing on our similarities and differences
* showing respect charades (cards enclosed)
 | As previous plus-* define diversity- check pupils understanding by asking them to produce a drawing of a ‘diverse community’ they should write or explain what makes it diverse
* research different cultures and present findings to class
* roleplay e.g. dealing with discrimination
* explore art/ music/ literature from other cultures
* write a definition for ‘discrimination’, come up with list of reasons why people have been discriminated against
* discuss how we are all different e.g. favourite music, tv, food preferences, family, culture, ethnicity. This could be explored through circle games etc. Re-enforce that despite all our differences we are all part of the same human family and we are all special.
* identify ways we can show respect to others
* Discuss stereotyping e.g. sort jobs into boys and girls but then challenge that stereotype by finding out about men women successful in fields generally believed to be sex specific
* find out what the law says about equality and diversity, what are our rights?
* bingo game- enclosed in pack- pupils to find other pupils in class that fit the criteria on the cards and write their name in the space
* discuss/ sort different scenarios- scenarios enclosed
 |
| **Web links:**  <https://www.redcross.org.uk/get-involved/teaching-resources/refugees-and-migration><https://www.pshe-association.org.uk/content/government-equalities-office-anti-homophobic><https://www.equalityhumanrights.com/en/primary-education-resources>[https://www.pshe-association.org.uk/sites/default/files/u26918/Barnardo's%20Primary%20School%20Resource%20Pack.pdf](https://www.pshe-association.org.uk/sites/default/files/u26918/Barnardo%27s%20Primary%20School%20Resource%20Pack.pdf) | **Outdoor learning opportunities:**Visits to mosque, temple, china town, museum | **Resources:**worksheets, powerpointsVarious books in PSHE resource box ‘Citizenship’Culture box containingFlash cards- Cultures/ beliefs/ customsYour world/ my world photo pack |