

PSHE – Diversity and Communities

What I should already know: I know what makes me 'me' and what makes other people unique. I know that not all boys and girls like the same things. I can say what my family is like and how other families are different. I can say some different groups that I belong to. I know what a stereotype is and give some examples. I know who helps people in my locality and what help they need. I know what 'community' means and can say how it feels to be part of it. I know how people find out about what is happening in my community. I can say how to care for animals and plants. I can say how I can help look after my school.

Enquiry Questions

- How do other people's perceptions, views and stereotypes influence my sense of identity?
- How might others' expectations of girls and boys affect people's feelings and choices?
- What are people's different identities, locally and in the UK?
- How can I show respect to those with different lifestyles, beliefs and traditions?
- Which wider communities and groups am I part of and how does this benefit me?

Key Vocabulary

Community – A particular area where a group of people live; a group of people who live close together or have shared interests.

Diverse – Of different kinds or sorts.

Diversity – The state of being diverse.

Gender – The sex of a person or animal (e.g. male, female).

Identity – All of those things by which a person or thing is known or considered as being.

Prejudice – Hatred or unfair treatment toward a person or group without cause or reason. Prejudice is often directed toward people of a certain race or religion.

Stereotype – An idea or belief many people have about a thing or group that is based upon how they look on the outside, which may be untrue or only partly true. Stereotyping people is a type of prejudice because what is on the outside is a small part of who a person is.

PSHE Skills

Pupils will:

Y4

- Be able to describe aspects of their identity, and to recognise similarities and differences between themselves and others.
- Recognise difference and respect diversity, including the importance of challenging stereotypes.
- Know about groups and communities that exist locally, and the roles some people play in the community.
- Understand some different forms and roles of the media.
- Understand some of the needs of the local environment.
- Know some needs of animals, including pets, and the responsibilities of humans towards them.

Y5

- 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.

Useful images



Links to other curriculum areas: RE – Different faiths; British Values – Tolerance of different faiths and beliefs