

**What I should already know** : Children have heard of different types of communities, cultures and religions.

### Enquiry Questions

- Can we begin to understand what builds their sense of identity through exploring similarities and differences?
- Can we begin to understand that perceptions of gender may limit personal expression and choice?
- Can we express our family's structure, traditions, culture and beliefs and recognise that other families are different?
- Can we recognise different groups we belong to and the different backgrounds of people we know?
- Can we understand how people might be affected by stereotypes?
- Do we know about people who help different groups in our community?



### Key Vocabulary

**Choices** - an act of selecting or making a decision when faced with two or more possibilities.  
**Community** - a feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals.  
**Culture** - the customs, arts, social institutions, and achievements of a particular nation, people, or other social group.  
**Diversity** - the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders etc.  
**Equality** - the state of being equal, especially in status, rights, and opportunities.: "an organization aiming to promote racial equality"  
**Expectations** - a strong belief that something will happen or be the case in the future. An expectation is something somebody thinks you should do.  
**Feelings** - an emotional state or reaction.  
**Identity** - who we are - what a person is.

### PSHE Skills

#### **Pupils will be taught:**

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

**Links to other areas of the Curriculum:** Spoken Language - Speaking and Listening