

What I should already know : Children have heard of different types of communities, cultures and religions. Children have touched on different religions such as Islam, Hinduism, Christianity and Sikhism in their RE lessons and have learnt about diversity in school assemblies.

At the end of this unit most pupils will:

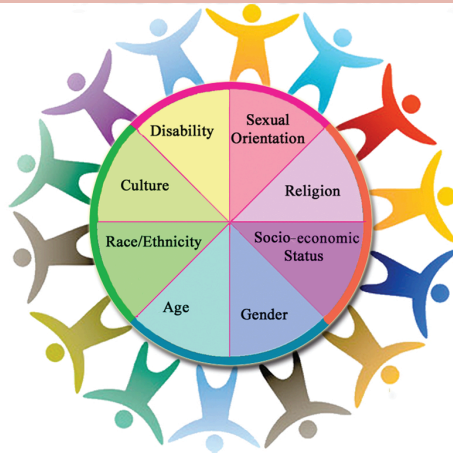
Can we describe aspects of our identity, and to recognise similarities and differences between ourselves and others?

Can we recognise our family structure and respect diversity, including the importance of challenging stereotypes?

Do we know about groups and communities that exist locally, and the roles some people play in the community?

Can we understand some different forms and roles of the media?

Do we know some needs of animals, including pets, and the responsibilities of humans towards them?



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.: "Caribbean culture" "people from many different cultures

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

Stereotypes- a widely held but fixed and oversimplified image or idea of a particular type of person or thing- a general belief about something or someone which may not be true.

Skills

Year 2:

Be able to describe some aspects of their identity, and recognise some similarities and differences between themselves and others. To 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.

Year 3:

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.



Links to other areas of the Curriculum: RE-morality and choices- different religions and cultures. Literacy- tales from different cultures- History- black lives matter campaign- equality act.