**Valuing Difference**

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| **National Curriculum** | **Year R** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Pupils will learn: | Children will know (how to)/be able to: | | | | | | |
| **1**. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.  **2.** The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.  **3.** 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.  **4.** What a stereotype is, and how stereotypes can be unfair, negative or destructive.  **5.** 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.  **6.** The conventions of courtesy and manners.  **7.** The importance of self-respect and how this links to their own happiness  **8.** 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.  **9.** That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  **10.** The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  **11.** That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. | **Self-Regulation ELG** - \*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  **Building Relationships ELG**  \*Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others’ needs.  **Past and Present ELG** \*Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;  **People Culture and Communities ELG** \*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. | \*Describe ways in which people are similar as well as different.  \*Explain why things sometimes seem unfair, even if they are not. | \*Explain how I could help myself if I was being left out.  \*Give examples of good listening skills and explain why listening skills help us to understand a different point of view. | \*Give examples of different community groups and what is good about having different groups.  \*Give examples where respect and tolerance have helped to make our classroom a happier, safer place. | \*Describe ways that people are different besides how they look, including religious or cultural differences.  \*Explain why it’s important to challenge stereotypes that might be applied to me or others. | \*Give examples of different faiths and cultures and positive things about having these differences.  \*Explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. | \*Reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.  \*Explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. |
| **Vocabulary** | | | | | | | |
| Children will recall and verbalise: | | | | | | | |
|  | special  same  new  friend  likes  different  kindness  friendship  dislikes  kind  family  home  favourite  unkind | same  unkind  rules  special people  different  unkindness  safe  qualities  unfair  difference  tease  fair  feelings  kind  respect  teasing  unkind  bully  bullying  behaviour | unique  special people  feelings  kind  listening  respect  behaviour  help  cooperate  kindness  being listened to  calm  unkind  listen  aggressive  feelings  problem  solve | Family  Community  Respect  Similarities  prejudice  adoption  belonging  cooperation  differences  disability  fostering  listening skills  identity  name calling  gender  same-sex couple  politeness  respect  bullying  race  blended family  courtesy  colour  manners  sexuality | Negotiation  body space  sharing  aggressive  similarities  stereotype  compromise  invade  acquaintances  apologise  differences  respect | Friendship  listening skills  excluded  metaphor  sex  embarrassed  talking  respect  discrimination  diverse  sexual orientation  reactions  listening  prejudice  multicultural society  gender identify  consequences  gender expression | Witness  unique  point of view  relationships  stereotype  bystander  diversity  cultural norms  identity  friend  gender stereotype  unique  biological sex  respect  prejudice  acquaintance  media influence  positive feedback  sexual orientation  disrespect  respect  assumption  confidence  gender identity  body language  self-esteem  gender expression  empathy  tolerance  stereotype |