

Unit Context



This unit supports the school's promotion of community and local cohesion by advocating the inclusion and equitable integration of all children and families, taking account of ethnicity, nationality, colour, religion, belief, cultural and linguistic background, special educational needs or disability, gender, sexual orientation or age, within the school and the local community. The Equality Act (2010) places a duty on public authorities to eliminate discrimination and harassment, to advance equality of opportunity and to foster good relations between people from

different backgrounds. DCSF guidance on Community Cohesion (2007) recommends that schools should teach children to explore their identity and their possible contribution to the local, national and global community. The Cambridgeshire document **Equally Safe** provides guidance on responding to prejudice related incidents.

Activities in this unit will support schools in meeting these requirements. Many schools are serving diverse and increasingly mobile communities, which may include Gypsy, Roma, Travellers, asylum seekers and new arrivals. Children will have increasing opportunities, within school and in the local community, to develop positive relationships and friendships with others from a range of different lifestyles and backgrounds. For schools who may be serving less diverse communities, activities and recommended resources throughout this unit will enable the children to explore and learn about cultural diversity in preparation for life in the UK. Learning within this unit will complement the school's approach to other areas of citizenship, including Global Citizenship and programmes such as the Unicef Rights Respecting School award, and the International Schools award.

The unit also supports children in learning about their responsibilities in relation to the environment. Through learning to care for the environment and look after plants and animals, children will begin to take responsibility for the environment around them and for sustaining and improving it. This will contribute to the "school grounds" theme of the National Eco Schools Green Flag Award scheme and will help the school to become more environmentally sustainable. Where care for the environment is embedded into practice it will also make a significant positive contribution to whole school ethos.

As part of the requirement for schools to provide Spiritual, Moral, Social and Cultural development, they have to demonstrate how they promote British Values and address life in modern Britain. This unit contributes to these agendas, alongside other themes within the Personal Development Programme and within the school's ethos and approach to a range of areas of school life. In particular, this unit includes activities that address respect for others, tolerance and harmony between different cultural traditions, discrimination, contributing to their locality and to society.

Work in this unit will be supported by relevant school policies, such as Community Cohesion, Equality and Diversity, Inclusion, Behaviour Management, Anti-bullying, Safeguarding and Child Protection, Sustainable/ Eco schools, Learning Outside the Classroom and Educational Visits.

Unit Description

This unit aims to develop the children's sense of personal identity and self worth and teaches them to consider and respect the needs and views of others. They will learn about different groups and cultures within their community, and about the importance of not stereotyping people on the basis of difference. They will explore the make up of their community, the needs of different people within it, and the people who help within their roles in the community. They will develop their understanding of the needs of the environment (including the school environment), plants and animals, and also their ability to make a contribution to their care.

Learning Expectations

At the end of this unit most pupils will:

- be able to describe 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 they and other 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.

Some pupils will not have made so much progress and will:

- be able to describe some aspects of their identity, and, with support, to recognise simple similarities and differences between themselves and others.
- know some of the groups they belong to, in and out of school, and understand that people have different lifestyles.
- be able to recognise different places in their community, know what key places are for, and who some of the people are who can help them.
- know how they can help to look after the school environment.
- understand some basic needs of animals and plants, and, with support, have some ideas about how they can help look after them.

Some pupils will have progressed further and will:

- be able to describe a variety of aspects of their identity and differences between themselves and others.
- know about and be able to describe similarities and differences in people's lifestyles, including a range of groups they and others belong to, both in and out of school.
- be able to describe places in their community and their functions, the people who work there and their roles, and how these people can help them.
- understand what is needed to care for the school environment, contribute ideas for how they can help, and carry them out.
- know what animals and plants need to survive, and what they and others can do to look after them.

Notes for Staff

Learning within this unit should be complemented by a classroom ethos and environment which support children in valuing and respecting diversity and developing positive relationships between children from a wide range of backgrounds. As the activities in this unit include sharing aspects of personal identity, and exploring similarities and differences, it is important to have shared class ground rules in place and to review and reinforce them before and during this work. These need to include areas such as listening, being kind, and caring for each other.

The activities within this unit are intended to promote children's appreciation of and respect for diversity so that all children and their families, whatever their circumstances (e.g. lone parents/carers or same sex parents/carers), or lifestyles (e.g. families representing different cultural backgrounds and traditions), are valued and respected. As a teacher, it is important to consider the individuals in your class when planning and delivering this unit.

Ensure that you are familiar with and work within the context of your school's policy and procedures in relation to equality, diversity and inclusion when teaching this unit.

Activities for Recording Assessment

A at the end of an activity indicates an opportunity for recording assessment.

Activity 3.2 Use the Draw and Write about what they and others do at the weekend to assess the children's ability to identify an example of a difference between their lifestyle and someone else's.

Activity 8.1 Use the children's drawings of an area of the school, both 'looked after' and 'not looked after', to assess their understanding of what is involved in caring for the school environment.

Out of School Learning

Activity 1.3 involves the children in choosing and bringing into school six photographs of things they do, and/or places and people that are special to them. This would be best achieved through conversations at home about what is important and special to them that they would like to share with the rest of the class.

Under Learning Objectives 5 - 7, which are to do with the local community, children could be asked to bring from home any information about groups they or their family belong to, and about local places and facilities they use. They may have the opportunity to research this on the internet or in local newspapers or newsletters.

Sensitive Issues



Sensitive issues to be aware of are marked in the Points to Note column with this symbol.

As in **Notes for Staff** above, be aware of and sensitive to the circumstances of individual children when planning and delivering this unit.

Work within this unit may evoke strong opinions, some of which may come from home, regarding issues raised in areas such as diversity, ways of looking after the environment and animal welfare. It is important to support children to recognise the views of others and to help them understand that lifestyle choices, views and attitudes will differ among people.

Resources for This Unit

Specific resources for delivering the **Teaching Activities** in this Unit are referred to in the **Points to Note** column as appropriate.

Generic resources to support teaching and learning are also referred to in the **Points to Note** column.

All these resources can be accessed and downloaded using the **PD Planning Tool**.

Additionally, on screen users can access directly any resource shown in red type by clicking on it:

For example:

See **Teaching Guidance** for information on **Circle Time** and using the **Draw and Write** technique.

A full list of resources is included at the end of this guide.

Linked Units


- BB 1/2** Beginning and Belonging
- RR 1/2** Rights, Rules and Responsibilities
- AB 1/2** Anti-bullying
- FF 1/2** Family and Friends



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Section A - Exploring my identity

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>1. To begin to understand what makes up their identity.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • tell you something special about me • say what I have in common with other people and some differences between us • talk about what I like and don't like • talk about my family and what we like doing together • describe some aspects of identity of a character from a book 	<p>1.1 In Circle Time, ask the children, in a round, to complete the sentence stem, <i>My name is .. and I like ...</i> (something they like to do). Explain that we all have something called our identity, which is what is special about us, and what makes us 'us'. It includes factors such as where we come from, where we live, whether we are a boy or a girl, how old we are, what we look like, who is in our family, what we like to do, what we are good at etc. Everybody's identity is different.</p>	<ul style="list-style-type: none"> • The dictionary definition of 'identity' is <i>the fact of being who a person is and the characteristics that determine this</i>. • Information about Circle Time can be found in the Teaching Guidance. • Different aspects of identity are also explored in units ME 1/2 My Emotions and WT 1/2 Working Together.
		<p>1.2 Read a story, such as Amazing Grace. Ask the children what they have learned about Grace as a person, <i>e.g. she looks about 7, she is a girl, she is black, she has a Mother and a Grandmother, she goes to school, she likes play acting, she loves stories</i>. These are examples that make up someone's identity. Ask them, in pairs, to share things about their identity with each other. Then ask each child to introduce their partner and tell the class three things about them, <i>e.g. this is Sam, he's 6, he likes cars and he has a baby brother</i>.</p>	
		<p>1.3 Invite the children to bring in 6 photographs of anybody, anything and anywhere that is special to them (including photographs of themselves if they choose). In a round, ask them to choose one to share with the rest of the class, saying why it is special to them. The photos can be incorporated into an 'About Me' book for each child, and, with adult support, captions or descriptions can be written next to each photo. Children can share their books in a range of ways in a number of different contexts.</p>	<ul style="list-style-type: none"> • Tell the children to check that their partner is happy with what they are going to share about them with the class. • The photographs can include family holidays, celebrations, homes, trips out, immediate or extended family members etc. • It is important that the correct permissions are obtained and that parents/carers understand how these photos will be used. •  If, for any reason, it is difficult for a child to bring in photographs of themselves, a TA could work with them to take photographs of them in school doing things that are special to them (again ensuring correct photographic permissions).
		<p>1.4 Use the book Children of Britain just like me to talk about the lives of children who live in very different places or who have very different lifestyles from the children in the class. Encourage the children to talk about similarities as well as differences, including between the children in the book and themselves.</p>	

Section B - Valuing difference


Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>2. To understand how roles and characteristics of boys and girls can be stereotyped.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> describe games or toys that I like understand that there are activities that both girls and boys enjoy recognise that people sometimes have limited views of what boys and girls can do or like to do understand that men and women can both do a range of jobs in and out of school 	<p>2.1 In Circle Time, ask the children to complete the sentence stem, <i>My favourite game or toy is..</i>. Keep a mental record of the toys and games that children list for use in the next activity.</p> <p>2.2 Ask the children to talk to a partner about their favourite activities. As they share some examples with the class, make a whole class list on the IWB of activities they enjoy. Back in pairs, ask them to choose from the list two activities that they think a girl would really like and two that a boy would really like. As they feed back their ideas, mark the activities on the list with a 'B' or a 'G' or another symbol to indicate 'boy' or 'girl'. Invite the children to discuss why some toys may only have a 'B' or 'G' symbol, and encourage them to challenge these reasons and consider why the toy could be enjoyed by the opposite sex as well. Draw their attention to the fact that some activities do have both symbols next to them. Emphasise that it doesn't matter whether you are a boy or a girl, interests and hobbies can be enjoyed by both sexes.</p> <p>2.3 Collect pictures of boys and girls from newspapers, magazines and comics. Ask the children to sort these into pictures with boys, pictures with girls and pictures with both boys and girls. Ask the children to stick the pictures on to sheets of paper. As a class, look at the sheets of paper and list the activities being carried out in each one. Make a list of the activities that both boys and girls do, and invite the children to suggest why both boys and girls can do these activities. Emphasise that boys and girls are able to participate in the same activities (<i>e.g. because they are capable of having the same knowledge, understanding and skills and sometimes enjoy doing the same things</i>).</p>	<ul style="list-style-type: none"> You could provide a list of activities and ask the children to decide whether they think a boy or girl would like them, rather than asking the children to make their own suggestions. You may choose to introduce and explain in a simple way the concept of stereotyping here. The books Toby's Doll's House and Katie Morag and the Dancing Class could support the challenging of stereotypes. This has also been used in unit ID F Identities and Diversity. An alternative here is to use a store catalogue or website which includes toys and to ask the children to categorise the toys into the top 10 boys' toys and the top 10 girls' toys. This can lead to similar discussions about gender stereotyping. This provides an opportunity to explain that people can also be stereotyped in other ways, <i>e.g. through race or age</i>.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>2.4 Return to Amazing Grace. Talk about how other children tell her that she can't be Peter Pan because she is a girl and because she is black, and discuss with the children how she overcomes these views. Ask the children if they have ever been told that they cannot do something because they are either a girl or a boy, and to share about it if they are happy to. Ask them to consider whether they think this was the right or wrong view and why.</p> <p>2.5 Ask the children to help you make a list of all the jobs/tasks that need to be done around the school, (this should include jobs/tasks carried out by a range of people, including children and adults and visitors to the school), e.g. <i>tidying, moving chairs, washing up after painting, watering the plants, cooking lunch, making repairs</i>. Ask the children whether a male or female usually does that job in your school or classroom. Then ask whether that would be the same in every school or classroom. Emphasise that both males and females can do a range of jobs around the school.</p> <p>2.6 In Circle Time, ask the children to mime the job they would like to do when they grow up. Ask the other children in the class to guess. Make a note of the jobs that boys choose and those that girls choose. Invite the children to explain why they would like to do these jobs and to discuss whether or not they can be carried out by both males and females. Emphasise that males and females can do the same jobs.</p>	<ul style="list-style-type: none"> As an extension of this activity, you could also focus on job titles and roles of people who carry out the tasks listed in this activity, for example site manager, headteacher, lunch time supervisor, teacher, pupils. Again you might discuss which of these tasks only that person could do and which different people could do. Other books that challenge different kinds of stereotyping include Elephants don't do Ballet and The Lion Who Wanted to Love. To support this, use books which include men and women doing a range of different jobs.


Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>3. To understand about their own culture and beliefs and those of other people.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • share with others some of what I and my family do at the weekend • understand what other children do during their weekend that is different from me • know about some different places of worship that people visit 	<p>3.1 Talk with the children about which days make up 'the weekend', and give a few examples of things they like to do at the weekend. Using the children's 'About me' books and their photographs to help prompt them, ask them to share, in a round, one thing they do at the weekend. In small groups, children could be invited to share further details about their weekends, through a 'draw and write' activity for example. Invite sharing and discussion about the way they live their lives, and what people in their families do together – the children could be asked to identify similarities and differences within the class.</p> <p>3.2 Ask the children to choose one picture from their 'draw and write' about their weekend. On an A4 sheet of paper, folded in half, ask them to redraw and label that picture, and on the other side, to draw something they have heard someone else in the class talk about that is very different from them, e.g. <i>I go shopping with my mum on Sundays, X goes to church with her family and Y goes with his brother to rugby training.</i> A</p> <p>3.3 Read the book All Kinds of Beliefs to support children's understanding that some people have a religion or faith that they follow. Discuss with the children different aspects of religions e.g. <i>Where do different groups of people pray? What do different groups of people wear to show their beliefs? What is important to your family?</i> Ask the children if they have a faith and make a list of the different religious groups in your class e.g. <i>Christians, Jews, Muslims, Buddhists, Sikhs, Hindus etc.</i> In small groups, invite the children to find out if they believe in the same things as their friends and help them to identify the similarities and differences. These activities are designed to support children in respecting the fact that different people have different beliefs and this will include children and families who are agnostic or atheist.</p>	<ul style="list-style-type: none"> • Some children may choose to share examples of religious worship - this is an opportunity for them to understand that some people and families have a faith, and may visit a place of worship at the weekend. People of different religions visit different places of worship. This links with the RE curriculum. • The Draw and Write approach is described in the Teaching Guidance. <p>• You could prompt the children to talk about places of worship with questions such as 'Does anybody go to a synagogue, mosque, church, gurdwara etc?' A book such as All Kinds of Beliefs will provide illustrations of a range of faiths if the children do not offer a variety of examples.</p> <ul style="list-style-type: none"> • See Resources to Support this Unit for a link to a calendar of religious holy days and festivals. •  Ensure the children know that they do not have to share about their faith or beliefs if they choose not to. • It is important to ensure that discussions include values and beliefs that might be shared by many people of different faiths and none. This will help ensure that the views of children whose families do not belong to a specific faith are equally valued.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>4. To recognise different groups they belong to and the different backgrounds of people in their community.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • talk about different groups I belong to, in and out of school • know some of the different groups that people in my class belong to 	<p>4.1 Continuing from these discussions, make a class list of different groups the children belong to. These can relate to ethnicity, religion, interests, language, school etc. Make a display of drawings and writing about groups that children in the class belong to. This can be displayed in three big concentric circles – at the centre write 'Me' or 'Us', the next circle is class based groups, then school based groups, then community based groups.</p> <p>4.2 Through discussion, point out that there may be some groups that only one person in the class belongs to, some that a few children belong to, and some that many children belong to. During the discussions, encourage the children to share and compare what the groups do.</p>	<ul style="list-style-type: none"> • Children could also complete their own individual diagram of groups they belong to, which could include family groups as well as school and community based groups. They could then share these with other children in the class, identifying similarities and differences between them.

Section C - Exploring my community

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>5. To understand what 'my community' means.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> describe different places to go in my community know where different people go for different purposes share with other children some information about my home understand the range of types of homes people may live in 	<p>5.1 Ask the children the following questions and note down their answers on the IWB: <i>Where would you go in our community if you wanted to play, walk your dog, meet your friends, buy some medicines, buy some food?</i> If appropriate ask the children to imagine they are the parent of a toddler and then ask, <i>Where would you go to meet other parents, so that your baby could play, or to seek medical help?</i> You might ask the children to imagine they are an elderly person and ask <i>Where would you go to meet other people, play games, buy food etc?</i> The list on the IWB should then give a fairly broad spread of the different facilities there are in your community.</p> <p>5.2 Ask the children to draw a picture of their home in the centre of a page and then to draw the places where they like to go in their community around their house. Ask them to annotate their drawings with the sentence <i>I like to go to ... because...</i></p> <p>5.3 Share the range of homes that the children live in. This can be extended by exploring a range of different types of homes (e.g. <i>flats, trailers, bungalows, houses, caravans</i>) through pictures from the internet, or again using a book such as Children of Britain just like me. Children could be invited to make a small model of their home from modelling material, and use their models as a focus for discussing different types of homes.</p>	<ul style="list-style-type: none"> The dictionary definitions of 'community' include: <i>A group of people living in the same place or having a particular characteristic in common, and a particular area or place considered together with its inhabitants.</i> Google maps (www.maps.google.co.uk) can be used to explore with the children the community around the school or around their home. <p>Again within Google maps street view, children could take a snapshot of their home (using the Smart notebook tool) and add annotations around it.</p> <ul style="list-style-type: none">  Be sensitive to different types of homes and be aware that homes are not necessarily where the parents are for all children. Also some children may have had a lot of mobility in their lives for different reasons. Some may live in more than one home, if their parents live apart, for example.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>6. To know who the people are who help them in their community and what they do.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • know the jobs of some people who help in the community • describe different roles these people carry out • understand that these people help a range of different people 	<p>6.1 In Circle Time, ask the children to talk to the person next to them and think of anyone that helps them. As a class complete the sentence stem ... <i>helps me to ...</i>, e.g. <i>My teacher helps me to read; a paramedic will help me if I'm knocked over</i>. As the children make suggestions, write the title of each person on the IWB. Ask the children to volunteer to come to the board and put a circle around each type of person who is not one of their 'special people', but who still helps them. Emphasise that some people will help us even if they don't know us very well. The list might contain some of the following: <i>police, crossing patrol, paramedic, doctor, nurse, shopkeeper, swimming coach etc.</i></p> <p>6.2 In groups, invite the children to take it in turns to choose one person from the list and mime to the rest of the group what that person does. The other children have to guess what the person's job or role is.</p> <p>6.3 Ask the children to select a person from the list of those who help them. This person must not be one of their special people. Ask them to draw a picture of that person, and to add notes or drawings to show the ways that person helps different groups of people in their community e.g. <i>children, babies, elderly people, people who have a disability.</i></p>	<ul style="list-style-type: none"> • This links with cross curricular work on 'People who help us'. • Make links here too with work developed previously on Safety Circles (introduced in unit BB 1/2 Beginning and Belonging), and with personal safety guidance about asking for help (unit PS 1/2 Personal Safety). • Safety Circles are explained in the Teaching Guidance. • 'Special People' are explored in unit FF 1/2 My Family and Friends. • You may need to explain certain roles, for example a paramedic. <ul style="list-style-type: none"> • This work builds on the foundation stage unit MW F Me and My World. People in the community who may help keep us safer are also covered in unit MR 1/2 Managing Risk.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>7. To understand the needs of particular groups in their community.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • understand some of the different needs of people in my community • know about some of the places in the community that different people need to go to 	<p>7.1 Recap with the children all their needs which are met in the community. Remind them that they need to have places to play safely, to learn, to go to the dentist and doctor, to cross the roads safely, to have food and drink, to have a place to live where people care for them. Write this list on the board.</p> <p>7.2 Mix the children into small groups. Give each group a picture of a different person, e.g. <i>child (different ages), mother of a baby, adult man/woman, elderly person, disabled person</i>. Invite each group to make a list or drawings about the needs of that person. Then ask them to list the places that person might go to have their needs met, e.g. <i>a park to play, the surgery to see the doctor</i>. Collect their ideas together and explore any crossovers, e.g. <i>the village/ community hall can be used for older people to meet up at lunch club, and also for children to have birthday parties</i>.</p> <p>7.3 To focus particularly on older people, you could use a story, such as any of the Grace stories, or Katie Morag and the Two Grandmothers. Use these stories to explore the role that a grandparent plays, and their different needs.</p>	<ul style="list-style-type: none"> • Activities for Group Mixing can be found in the Teaching Guidance. • Examples of groups that could be included here are: older people, children, teenagers and people with disabilities. <ul style="list-style-type: none"> • Encore Grace and My Grandmother's Clock could also be used here. •  If focussing on grandparents, be sensitive to those children who do not have contact with or have lost grandparents.

Section D - Caring for the environment, animals and plants

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>8. To know how they can help look after the school environment.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> describe what areas of the school look like when they have been looked after use my senses to explore and describe places around the school grounds talk about places around the school grounds that I like/don't like and explain why understand how I can help to look after the classroom and the school take action to make improvements to the school environment 	<p>8.1 Refer children back to the class or school rules and ask them to point out any rules that explain how to look after the school environment. Ask the children individually to choose one area of the school (classroom, playground, cloakroom, hall) and to draw two pictures. The first will show their chosen place when it has been looked after carefully and the second will show their chosen place when it has not been cared for. Ask the children to describe their drawings to a partner. As a class, make a list of all the ways we can tell that a place in school has not been looked after. Alternatively, if they are going to embark on developing the environment, the children could, for example, take before and after photos of uncared for/cared for places, in the school grounds. A</p> <p>8.2 Choose one of the children's drawings of each place in the school in their 'not well looked after' guise, and ask the children to imagine they were stepping into that picture. In Circle Time, ask the children to respond to the sentence stem, <i>If I were in that picture I would say/feel...</i> Then ask the children to stand up if they can think of something an adult would say if they walked into the same picture. Encourage the children to discuss why they may feel less positive in uncared for places. Emphasise that if places have not been looked after we can lose possessions, not want to work or play, feel frightened etc.</p>	<ul style="list-style-type: none"> You could challenge the children to tell you when they see a place in school which has been very well looked after. Take a photo of the place and display it, to prompt care in the future. If the school grounds are in the process of being reviewed or developed, the children could become involved in designing, planning and implementing changes. This could link to the work of the school council. For a longer term view and for display, take photos of places in the school grounds in different seasons. This could be made into an Interactive display, using a digital photo frame. <ul style="list-style-type: none"> <i>Possible improvements to the school environment could include:</i> <i>Designing litter bins</i> <i>Putting up 'switch off' signs for lights and computers, and 'turn off' signs for taps</i> <i>Planting flowers and vegetables</i> <i>Setting up a compost area for fruit waste</i> <i>Putting a paper recycling bin in the classroom.</i>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>8.3 Ask the children to suggest different ways they can look after the classroom. Make a list of these ways. As a class, hold a vote to decide on the five most important things they can do to look after the classroom. Over the period of a week, focus on each of the five ways to look after the classroom. Encourage the children to tell you when someone carried out one of these strategies. Make a list of all these 'good tales' and reward the children as and when appropriate.</p>	
		<p>8.4 Take the children for a sensory walk around the grounds. Talk about sights, smells, sounds and textures, avoiding taste.</p>	<ul style="list-style-type: none"> When talking about the five senses, explain to the children why it is important not to use 'taste' for this activity.
		<p>8.5 As a class, after walking around the grounds, make a happy face/ sad face pictorial map of the grounds. Talk about why the happy places are happy, why the sad ones are sad and what can be done to make them happier.</p>	<ul style="list-style-type: none"> This links to mapping activities about where and to what extent children feel safe around the school (see unit PS 1/2 Personal Safety and unit AB 1/2 Anti-Bullying). The Mapping activity is described in the Teaching Guidance. Orienteering maps of your school site could be used here. These are available through the Outdoor Education Adviser Service (see Sources of Information and Support). An example of a Site Map can be found in the Teaching Guidance.
		<p>8.6 Depending on the outcome of the above activities, discuss, agree and take action on improvements that could be made to the grounds.</p>	<ul style="list-style-type: none"> CEES (or your local environmental education service) can support these activities through training and resources (see Sources of Information and Support below). The National Eco Schools Green Flag Award scheme (www.eco-schools.org.uk) offers a framework for auditing and improving the school's environmental credentials. It also includes many activities suitable for KS1.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>9. To know how to care for animals and plants.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • name a range of animals, and know whether they are wild, pets or farm animals • know what some animals need in order to be healthy and happy • recognise what I can do to help wild animals • name a range of plants and know whether they are wild plants, garden plants or food plants • know what plants need to survive • know how to look after plants 	<p>9.1 In <i>Circle Time</i>, ask the children to mime their favourite animal. Ask the other children to guess the mimes. As the children take their turns, note down on the whiteboard all the different animals the children choose. Ensure that the list includes pets and wild animals, e.g. <i>dogs and squirrels</i>. Suggest more ideas to add to the list if they do not give a wide range. Ask them which animals they themselves might play a part in looking after. Ensure the children understand the difference between pets and wild animals.</p> <p>9.2 Introduce three or four different toy animals to the class, and ask the children to identify whether each is a pet or a wild animal, and the needs of each one. What does the animal need in order to be healthy and happy? Make a shared list of the basic needs all animals have in common.</p> <p>9.3 Ask the children to choose one of the animals from the toy animals or one from the list. Ask them to draw and write about the needs of the animal and our responsibilities towards it, by drawing and labelling the animal in the middle of the page and adding small pictures and words around it. Play the Animal Name game, where a child describes their animal, its needs and any other characteristics to the class or to their group and the other children have to guess its name.</p>	<ul style="list-style-type: none"> • RSPCA advice is that it is usually not advisable to bring live animals into the classroom. The animal's welfare may be compromised, and there are health and safety considerations. There may be a local charity or voluntary organisation that can bring animals to visit the class. These will be animals that are used to visiting schools and other organisations. Toy animals or images from the internet can be used as an alternative. Always follow school policy on use of outside visitors, including health and safety considerations. • This is an opportunity to link with the science curriculum.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>9.4 Ask the children to name all the wild animals they think live in the school grounds/neighbourhood/local countryside. List them under the headings <i>Minibeasts, Birds, Animals</i>. Show photographs on the whiteboard of common British wild animals <i>e.g. hedgehog, squirrel, owl</i>. Ask the children what they think these animals need in order to live, and how they can help, <i>e.g. putting appropriate food on bird tables</i>. Invite the children to devise simple rules for behaviour in areas where wild animals live, <i>e.g. not stamping on insects, making sure they don't disturb birds' nests, putting litter in bins</i>.</p> <p>9.5 Use real plants or photos to identify and name plants, and allocate them to categories. Choose some plants to grow in the classroom or in the school grounds. Talk about the things plants need to survive and the jobs that could be shared amongst the children to support plant growth, including <i>planting, weeding, watering, harvesting</i>.</p>	<ul style="list-style-type: none"> • If the school has a wildlife area, children can play an active role in looking after plants and animals in it. • CEES (or your local environmental education service) provides training and resources to support this work (see Sources of Information and Support for details). • Advice and information about growing plants is available from RHS Campaign for School Gardening www.rhs.org.uk/Children/For-schools.

Section E - Processing the learning

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>10. To understand what they have learned in this unit and be able to share it.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • say what I have learned • share my ideas with others 	<p>10.1 Ask the children to draw a small picture of themselves in the middle of a sheet of paper. Around the picture, invite them to draw and write about anything they think they have learnt about in this unit in relation to themselves, people around them, and their community and environment. Invite them to share their drawings with a partner.</p>	<ul style="list-style-type: none"> • You could ask prompting questions here, such as <i>What do you think are the most important things about your identity? What are some similarities and differences between you and others in the class? What groups in your community have you found out about? What in your environment do you think needs caring for?</i>
		<p>10.2 In a round, ask each child to share with the class one thing they have learned in this unit.</p>	

Resources to Support this Unit

These resources are directly referenced within this unit:

Children of Britain just like me Barnabas and Anabel Kindersley

All Kinds of Beliefs Emma Damon

Amazing Grace Mary Hoffman

Katie Morag and the Two Grandmothers Mairi Hedderwick

Encore Grace Mary Hoffman

These may also support work on this unit:

Toby's Doll's House Ragnhild Scamell

Katie Morag and the Dancing Class Mairi Hedderwick

Elephants Don't Do Ballet Penny McKinlay

The Lion Who Wanted to Love Giles Andrae

My Grandmother's Clock Geraldine McCaughrean

Oliver Button is a Sissy Tomie de Paola

Picnic in the Park Joe Griffiths Tony Pilgrim

Frog and the Stranger Max Velthuijs

William's Doll Charlotte Zolotow

Be Who You Are Jennifer Carr

The Sissy Duckling Harvey Fierstein

King and King Linda de Haan

Melissa to the Rescue Sandy Madden (see NATT below)

SEAL photocards

Festivals and Celebrations

<http://resources.woodlands-junior.kent.sch.uk/homework/religion/calendar.htm>

A multi faith calendar of religious holy days and festivals which may give you food / cooking activity ideas.

BCA (Black children's achievement) Photopack

Excellence and Enjoyment: learning and teaching for black children in the primary years: [BCA Photopack](#)

Google maps www.maps.google.co.uk

For use in exploring the local community. Includes street view, where views of the school and of the outside of homes can be viewed.

Sources of Information and Support

Cambridgeshire Race Equality and Diversity Service, or your local Ethnic Minority Achievement Service.

Guidance and training in developing curriculum approaches and resources which promote understanding of, and positive attitudes to cultural and linguistic diversity.

www.cambridgeshire.gov.uk/learntogether 01223 703882

Insted – Equality and Diversity in Education www.insted.co.uk

Insted provides reputable national guidance on diversity and equality issues. This includes guidance on dealing with racist incidents in schools, legislation and policy development.

The Schools Linking Network www.schoolslinkingnetwork.org.uk

Promotes community cohesion by facilitating links between schools in England to help children and young people explore their identity, celebrate diversity and develop dialogue.

The Runnymede Trust www.runnymedetrust.org

Includes policy for race equality in schools, and support for schools to include ethnic diversity in the curriculum.

Stonewall www.stonewall.org.uk

The lesbian, gay and bisexual charity – includes guidance for schools on preventing and responding to homophobia and homophobic bullying. The site also includes a booklist for primary schools.

Celebrating Difference www.stonewall.org.uk

Based on interviews with school staff, governors, parents and children, this 28 minute training DVD aims to provide primary school staff with the confidence to talk about and celebrate different families as well as tackle issues like homophobic language in an age-appropriate way. The DVD includes chapters on Families, Being yourself, Homophobic language, Homophobic bullying, Making it happen.

Free posters, postcards and sticker sheets illustrating the 'Different Families, Same Love' campaign are also available from Stonewall.

Letterbox Library www.letterboxlibrary.com

Specialises in children's books which celebrate equality and diversity.

National Association of Teachers of Travellers www.natt.org.uk

Supports the education of all groups of Traveller children and young people. Includes an e-shop of resources for schools.

Cambridgeshire Environmental Education Service (CEES)

www.cees.org.uk

Support for Eco Schools, Sustainable Schools and Environmental learning outside the classroom is available from CEES in the form of staff and governor training, and day and residential courses for children (including exploring the environment, minibests, plants and eco action). Available to schools in and outside Cambridgeshire.

Email: cees.stibbington@cambridgeshire.gov.uk Tel 01780 782386

Eco Schools www.eco-schools.org.uk

An international "green flag" award scheme which offers a simple seven-step process for schools to follow to help them address a variety of environmental themes, ranging from litter and waste to healthy living and biodiversity.

Sustainable Schools <http://se-ed.co.uk/edu/sustainable-schools/>

Sustainable Schools is designed to support schools on their journey to sustainability, introducing the principles of sustainable development and offering guidance on how to embed these principles into the heart of school life.

Learning Outside the Classroom www.lotc.org.uk

The Learning Outside the Classroom Manifesto, launched by the DES in 2006, acts as a shared statement of intent for all who see the benefits to young people and want to help bring about this vision of high quality, meaningful learning experiences outside the classroom. The site also includes practical guidance, resources and CPD modules.

Cambridgeshire Outdoor Education Adviser Service

www.cambridgeshire.gov.uk/learntogether

For advice and guidance for schools in Cambridgeshire and Peterborough about planning and organising visits and out of school learning opportunities, this is the Evolve website.

For national information and guidance see www.oepng.info

For your local OE adviser, a list is available on www.oepng.info

RHS Campaign for School Gardening

www.rhs.org.uk/Children/For-schools

Advice and information about growing plants.

Anglian Water www.anglianwater.co.uk/community/education

Offer educational programmes aimed at helping children and young people to understand the water industry and why water is vital to life including water conservation. They have an education website www.captainsplish.co.uk containing KS1 and 2 materials for teachers and children and young people.

Sources of Information and Support (continued....)

RSPCA <http://education.rspca.org.uk>

For interactive resources and activities, including teachers' notes, covering topics including pet care, animal needs, animals and the law and charities and volunteering.

Wood Green Animal Shelter www.woodgreen.org.uk

For information, guidance, visits and teaching resources on animal welfare and responsible pet ownership.

Life Education Centres (LEC) www.lifeeducation.org.uk

(National Coram Life Education website)

Programmes to support and enhance Drug and Health Education in primary schools. This work is predominantly delivered through a visit from the LEC classroom with trained educators.

Cambridgeshire and Peterborough - contact Cambridgeshire PSHE Service - 01480 376256

Links between Unit DC 1/2 and the LEC programmes:

The Year 1 and Year 2 LEC programmes both include time to reflect on the people who help them.

Class:

Teacher:

Term: Autumn/Spring/Summer

Citizenship 4 DC 1/2 Diversity and Communities	R	A	G	Notes
Section A - Exploring my identity				
1. To begin to understand what makes up their identity.				
Section B - Valuing difference				
2. To understand how roles and characteristics of boys and girls can be stereotyped.				
3. To understand about their own culture and beliefs and those of other people.				
4. To recognise different groups they belong to and the different backgrounds of people in their community.				
Section C - Exploring my community				
5. To understand what 'my community' means.				
6. To know who the people are who help them in their community and what they do.				
7. To understand the needs of particular groups in their community.				
Section D - Caring for the environment, animals and plants.				
8. To know how they can help look after the school environment.				
9. To know how to care for animals and plants.				