

 <p>We are all Unique</p> 	Year 2	Topic Don't judge a book by its cover
		Focus Exploring & embracing individual differences
		Big Question How do people's differences make our lives more interesting?
<p>In this unit, children will explore the theme of identity and diversity in the context of similarities and differences between people in the broader context of the whole school. They will extend their learning from Year 1, by examining some of the broader factors which make up our identity, such as personality, hobbies, culture, languages and religion. Children will learn about some of the cultures and languages which contribute to the diversity of our school. They will learn about the negative impact of exclusion and how we all have a collective responsibility to ensure that people are included and made to feel welcome. By the end of the unit, most children will be able to talk about how people's differences make our lives more interesting and should be celebrated.</p>		

Prior Learning	Future Learning
<p>Children will know what makes them feel proud about themselves & will have been introduced to the word 'unique' (Y1, All About Me).</p> <p>Children will know that four factors which make them unique are their looks; where they live; their family; their likes and dislikes (Y1, All About Me).</p> <p>Children will know that some people speak languages that are different to English (Y1, All about Me).</p> <p>Children will know how a new child might find it hard starting a new school, using some basic vocabulary to describe emotions (Y1, Bangladeshi Bear).</p>	<p>-Children will gain an understanding and appreciation of diversity through the context of culture, religion and languages in the wider locality.</p> <p>-Children will gain an understanding and appreciation of diversity through the context of physical and hidden disabilities.</p> <p>-Children will gain an understanding and appreciation of diversity through the context of gender and sexuality.</p> <p>-Children will gain knowledge of the negative impact of prejudice and stereotyping in the contexts of gender, sexuality and race.</p>

Curriculum Links	Global Citizenship Themes	
<p>Citizenship Curriculum: Diversity and Communities:</p> <ul style="list-style-type: none"> -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. 	Identity & Diversity	
	Knowledge & Understanding	Skills
	<p>Similarities & differences between self & others</p> <p>Ways in which a person might be made to feel included or excluded</p>	<p>Show awareness of & concern for people's feelings and how differences are positive and should be celebrated</p>

Key Vocabulary
<p>similarities, differences, culture, religion, identity, opinions, emotions, familiar, unfamiliar, stranger, include, respect, celebrate, include, exclude</p>

Recommended Texts & Web Links
<p>The Proudest Blue by Ibtihaj Muhammad and S.K. Ali, No matter who you are...Everybody's Welcome by Patricia Hegarty</p>

What pupils need to know or do to be secure	
Key Learning	Activities / Application of knowledge / Possible Evidence
<p>SD Goals: Good health & well-being, quality education, gender equality, reduced inequalities</p> <p>What kind of differences can people have?</p> <p>-Children will be introduced to the terms: 'identity', 'similarity' and 'difference'.</p>	<p>Produce short video or audio recordings explaining why differences between people are important.</p>

-Children will begin to explore the concept of 'diversity' by celebrating similarities and differences between themselves and different members of their class, exploring factors such as, physical characteristics, hobbies, personality, religion, place they were born.

-Children will learn that 'being different' makes us all special.

-Children will be learn about some of the different languages and cultures of children throughout the school.

-Children will demonstrate that they can discuss WHY 'differences' are important and talk about some of the differences between children in our school.

What might it feel like to be a stranger in a new place?

-Children recap learning from Year 1 topic 'Bangladeshi Bear' in which they explored how someone might feel when moving to a new country and starting a new school.

-Children will learn some words that describe emotions they might feel when going to an unfamiliar place in which they do not know anyone, relating this to personal experiences, e.g. *scared, afraid, anxious, embarrassed, nervous*.

-Children build on their learning from Year 1 by learning a range of reasons why a child might move schools, e.g. parents moving house for work or personal reasons; not enjoying their previous school; living with foster parents; being a refugee from another country.

-Children will be able to discuss confidently, a small range of strategies that could be used in school to help a new child feel welcome.

How might others be made to feel excluded and how might this make them feel?

-Children will learn the terms: 'include' and 'exclude'.

-Children will explore a range of scenarios in which a child might be excluded. This should be provided in different contexts, e.g. not chosen to participate in a team game, left out of conversation amongst friends, not being given the same opportunities as other children by an adult, not being chosen to answer a question in class, ignoring someone when they are trying to speak.

-Children will learn some of the words for emotions that a child might feel if they are excluded, extending their vocabulary from words they may already know, e.g. *unhappy, sorrowful, depressed, confused, miserable, rejected, dejected, downhearted*.

-Children will learn about people and places in their community that are available to help them if they experience any of these feelings but are unable to speak to a parent or carer, e.g. *school staff, siblings, friends, club leaders, Childline (0800 1111)*

How can we make others feel included and why is this important?

Write a profile or create a written or digital presentation about another child in the school who is different to themselves.

Write about a range of strategies that could be used in school to help a new child feel welcome.

Produce a 'welcome pack' of information that could be provided for a new child starting school. This could be written or produced digitally.

Explore how we can make somebody feel welcome through guided role-play, evidenced digitally.

Explore different ways in which somebody might be 'excluded' and 'included' through guided role-play, evidenced digitally.

Answer their 'big question' by creating a digital recording discussing what factors can make a person 'different' or 'unique' and why these are enriching to our lives.

- Children will learn that the emotions that result from somebody feeling 'excluded' can lead to lasting mental health problems later in life.
- Children will learn that it is our collective responsibility to look after one another and help each other feel 'included' so that we do not feel unhappy later in life.
- Children will explore a range of scenarios in which a child might be included. This should be provided in different contexts, e.g. inviting someone to join in if you see that they are alone; listening to someone when they are giving their opinion; giving positive body language and listening when someone is speaking; making sure people are given equal opportunities to participate in games.
- Children will learn some of the words for emotions that a child might feel when they are included, extending their vocabulary from words they may already know, e.g. *safe, content, confident, cheerful, positive, optimistic, valued.*

How do people's differences make our lives more interesting?

- Children will confidently showcase their learning in either written, verbal or digital format. They will relate this learning to their 'big question'.