

My Diverse Community : PSHE : Social Awareness : Year 3

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand and celebrate the diversity of my local community.	In this first lesson, children explore the people, places, cultures and traditions that make their community special. To apply their understanding, children are asked to get creative by designing a mural wall for their community which celebrates its diversity. Alternatively, why not reach out and invite community representatives into your classroom to discuss what they think about the benefits of living in your diverse community.	<ul style="list-style-type: none"> Do children understand the terms 'community' and 'diversity'? Can children recognise similarities and differences between themselves and others, personally and culturally? Can children identify and describe some of the benefits of living in a diverse community? 	<ul style="list-style-type: none"> Slides Design Sheet Picture Cards Art materials Question Cards (FSD? Activity only) Poster Template (FSD? activity only)
Lesson 2	To know different ways I can contribute positively to my community.	This lesson uses the book 'Do Something For Someone Else' by Loll Kirby to help children understand the different ways we can contribute positively to our communities in order to keep them healthy and strong. Children dive right into active citizenship by conducting a survey to determine what to improve in their school community or by planning and carrying out an activity, such as tree planting, food bank donation or litter picking.	<ul style="list-style-type: none"> Can children identify characteristics that make a community healthy and strong? Can children identify a range of ways to contribute positively to our communities? Do children understand the difference between equality and equity? 	<ul style="list-style-type: none"> Slides Chat Mat Prompt Sheet Prompt Cards Tally Sheet Do Something for Someone Else book by Loll Kirby
Lesson 3	To identify and challenge discrimination in my community.	Children are introduced to a range of forms that discrimination could take in their community. They are encouraged to consider how we can all take action against discrimination. Children apply their understanding by using scripts to rehearse their response to a range of given scenarios.	<ul style="list-style-type: none"> Do children understand what discrimination is and what it can look like? Can children identify discrimination across a range of contexts? Do children have some tools, e.g. scripts, to respond to discrimination? 	<ul style="list-style-type: none"> Slides Scenario Cards Script Mat Challenge Card (FSD? activity only) Picture Cards (FSD? activity only) Idea Mat (FSD? activity only) Tablet or camera (optional)
Lesson 4	To know how to work together to solve problems or conflicts in my community.	In this lesson, children learn that it is normal for communities to have disagreements from time to time. They will find out how communities come together to solve problems and make decisions. Then, children will apply their understanding by making a decision about how to spend money to improve their local park, in a 'Choose Your Own Adventure' style! Alternatively, children can review and reflect on their own conflict resolution skills and set targets for improvement.	<ul style="list-style-type: none"> Do children understand the terms 'conflict' and 'resolution'? Can children identify some of the skills needed to resolve conflicts? Can children work together to negotiate and make a decision? 	<ul style="list-style-type: none"> Slides Worksheet 4A/B Target Card Challenge Card (FSD? activity) Decision Cards (FSD? activity)
Lesson 5	To understand the importance of debate and democracy.	In this final lesson, children find out about the structure and function of the UK parliament. They learn about representative democracy, how MPs are elected, Governments formed and Bills debated and passed into law. Children can apply their understanding by taking part in a topical debate as to whether cities should become car-free zones. Alternatively, they can practise the conventions of arguing for and against a range of topics with their partner.	<ul style="list-style-type: none"> Do children understand the terms 'Government' and 'Democracy'? Can children describe the role of MPs and the House of Commons? Can children apply the conventions of debate, e.g. turn-taking, respectful language, sharing information? 	<ul style="list-style-type: none"> Slides Debate Sheets 5A-F Word Bank Debate Statements (FSD? activity) For/Against Word Bank (FSD? activity)

End of Primary Phase Objectives:

Relationships Education - Caring friendships

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Relationships Education - Respectful relationships

- 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.
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners.
- 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.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Relationships Education - Online relationships

- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous

Relationships Education - Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Health Education - Mental wellbeing

- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Vocabulary

community, citizen, diversity, similarity, difference, celebrate, contribute, volunteer, support, welcome, take part, speak up, report, challenge, educate, include, exclude, fair, unfair, assumptions, discrimination, bullying, hurtful behaviour, age, gender, race, religion, disability, beliefs, traditions, cultures, equity, access, environment, school, school council, food bank, local government, community groups, online, offline, scripts, ideas, interests, experiences, impact, self-esteem, conflict, resolution, rupture, repair, negotiate, compromise, communicate, team work, be assertive, be respectful, listen carefully, think critically, share information, be flexible, manage emotions, democracy, government, vote, general election, parliament, national assemblies, House of Commons, House of Lords, monarch, political parties, Members of Parliament (MPs), Speaker of the House, represent, proposal, debate, topical issue, laws, agree, disagree.

Teacher notes