

Valuing Difference Year 1

Recall	Similarities and Difference Celebrating difference Showing kindness
End Point Disciplinary Knowledge (National Curriculum Statements)	Recognising, valuing and celebrating difference Developing tolerance
Prior Learning	Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation.
Sequence of Learning / Contextual Knowledge (Lesson ideas)	Know the key differences between teasing, being unkind and bullying. Recognise that everyone is different and will have different thoughts and ideas. Celebrate and begin to show empathy for those who are different. Identify those who are special to them (and their special qualities). Identify ways in which we can show kindness towards others and how that makes them feel.
Next steps	Identify differences and similarities between others. Recognise and explain how a person's behaviour can affect other people. Learn and use different ways to show good listening. Explain how it feels to be part of a group and left out of a group. Recognise and talk about acts of kindness and how they can impact others.
Key Vocabulary	Special, likes, dislikes, favourite, same, different, kind, unkind, family, friend, kindness, home, friendship
Teacher Assessment	Do they understand that bullying is often rare and how it is different to someone being unkind? Do they respect differences amongst their peers? Can they understand that people may not always agree or like the same things. Can they notice when a friend might need their help or kindness shown towards them? Do they show interest and inclusive behaviour towards those from different cultures, races, backgrounds or families?
Possible Misconceptions	
Class Teacher Notes	

Valuing Difference Year 2	
Recall	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help
End Point Disciplinary Knowledge (National Curriculum Statements)	Being kind and helping others Listening Skills
Prior Learning	Know the key differences between teasing, being unkind and bullying. Recognise that everyone is different and will have different thoughts and ideas. Celebrate and begin to show empathy for those who are different. Identify those who are special to them (and their special qualities). Identify ways in which we can show kindness towards others and how that makes them feel.
Sequence of Learning / Contextual Knowledge (Lesson ideas)	Identify differences and similarities between others. Recognise and explain how a person's behaviour can affect other people. Learn and use different ways to show good listening. Explain how it feels to be part of a group and left out of a group. Recognise and talk about acts of kindness and how they can impact others.
Next steps	Recognise that there are many different types of families. Identify the different communities that they belong to Learn ways of showing respect through language and communication.
Key Vocabulary	Unique, respect, feelings, behaviour, calm, aggressive, solve, special people, help, kind, kindness, unkind, feelings, listening, problem
Teacher Assessment	Do they value their friends based on their qualities? Do they play with different children according to the activity and their interests? Are they aware when someone's behaviour changes? Can they explain what has happened? Can they explain the emotions involved? Do they follow your expectations when speaking and listening? Do they sit or stand calmly and give eye contact? Do they invite children to join their play? Are they confident to ask to join in? What do other children say about them? Do other staff comment on their behaviour towards others? Do they have close friends that they care for? Are they caring towards their siblings (if they have any)?
Possible Misconceptions	
Class Teacher Notes	

Valuing Difference Year 3

Recall	Being kind and helping others Celebrating difference People who help us Listening Skills
End Point Disciplinary Knowledge (National Curriculum Statements)	Recognising and respecting diversity Being respectful and tolerant
Prior Learning	Identify differences and similarities between others. Recognise and explain how a person's behaviour can affect other people. Learn and use different ways to show good listening. Explain how it feels to be part of a group and left out of a group. Recognise and talk about acts of kindness and how they can impact others.
Sequence of Learning / Contextual Knowledge (Lesson ideas)	Recognise that there are many different types of families. Identify the different communities that they belong to Learn ways of showing respect through language and communication.
Next steps	Identify different origins, national, regional, ethnic and religious backgrounds Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. Recognise potential consequences of aggressive behaviour Define the word respect. Understand and identify stereotypes, including those promoted in the media.
Key Vocabulary	Family, adoption, fostering, same-sex couple, blended family, community, belonging, respect, cooperation, listening skills, politeness, courtesy, manners, similarities, differences, identity, name calling, bullying, prejudice, disability, gender, race, colour, sexuality.
Teacher Assessment	What can they tell you about their community? Do they have a good understanding of their faith, culture and family traditions? Do they understand that a community could be their street, dance club or football team? Have they supported you in making and following class or school rules? Do they treat everyone equally with regards to working/playing together or speaking with? Could they tell you the school rules or expectations on behaviour? Can they talk about the SCARF values? Can they describe different origins, nationalities or religious backgrounds? Can they tell you some qualities that their friends or peers have? Can they explain the difference between bullying and teasing? Do they know that it is important to speak to an adult if the situation is unsafe?
Possible Misconceptions	
Class Teacher Notes	

Valuing Difference Year 4

Recall	Recognising and respecting diversity Being respectful and tolerant My community
End Point Disciplinary Knowledge (National Curriculum Statements)	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes
Prior Learning	Recognise that there are many different types of families. Identify the different communities that they belong to Learn ways of showing respect through language and communication.
Sequence of Learning / Contextual Knowledge (Lesson ideas)	Identify different origins, national, regional, ethnic and religious backgrounds Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. Recognise potential consequences of aggressive behaviour Define the word respect. Understand and identify stereotypes, including those promoted in the media.
Next steps	Describe the benefits of living in a diverse society Develop an understanding of discrimination and its injustice, and describe this using examples. Understand that the information we see online, either text or images, is not always true or accurate; Reflect on the impact social media puts pressure on peoples' life choices. Consider the consequences that behaviour and actions can have on a persons emotions, confidence and behaviour.
Key Vocabulary	Negotiation, compromise, body space, invade, sharing, acquaintances, aggressive, apologise, similarities, differences, respect, stereotype
Teacher Assessment	What can they tell you about their community? Do they have a good understanding of their faith, culture and family traditions? Do they understand that a community could be their street, dance club or football team? Have they supported you in making and following class or school rules? Do they treat everyone equally with regards to working/playing together or speaking with? Could they tell you the school rules or expectations on behaviour? Can they talk about the SCARF values? Can they describe different origins, nationalities or religious backgrounds? Can they tell you some qualities that their friends or peers have? Can they explain the difference between bullying and teasing? Do they know that it is important to speak to an adult if the situation is unsafe?
Possible Misconceptions	
Class Teacher Notes	

Valuing Difference Year 5

Recall	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes
End Point Disciplinary Knowledge (National Curriculum Statements)	Recognising and celebrating difference (including religions and cultural difference) Influence and pressure of social media
Prior Learning	Identify different origins, national, regional, ethnic and religious backgrounds Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. Recognise potential consequences of aggressive behaviour Define the word respect. Understand and identify stereotypes, including those promoted in the media.
Sequence of Learning / Contextual Knowledge (Lesson ideas)	Describe the benefits of living in a diverse society Develop an understanding of discrimination and its injustice, and describe this using examples. Understand that the information we see online, either text or images, is not always true or accurate; Reflect on the impact social media puts pressure on peoples' life choices. Consider the consequences that behaviour and actions can have on a persons emotions, confidence and behaviour.
Next steps	Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences Know that all people are unique but that we have far more in common with each other than what is different about us Understand and explain the term prejudice. Define what is meant by the term stereotype Describe different types of friendships and relationships and their differing positive qualities.
Key Vocabulary	Friendship, talking, listening, respect, excluded, discrimination, prejudice, metaphor, diverse, multicultural society, sex, sexual orientation, gender identify, gender expression, embarrassed, reactions, consequences
Teacher Assessment	Could they tell you what they can learn from those who are different to them? Do they recognise that a diverse world gives greater opportunity? Can they give examples of how to be respectful to those who are different to us? Could they ask or give examples of appropriate questions? Can they say how some cultures or faiths have different expectations some social behaviours. Are they aware of conflicts in the world regarding religion or race? Could they explain how someone may feel or react if they are discriminated against? Are they aware of social expectations on body image and looks? Can they talk about how celebrity is often presented in the media? Can they give examples of how someone might want others to view them? Can they discuss the impact of social media on young people? Have they heard about trolling, airbrushing or social media influencers? Do they have healthy/positive views on body image and lifestyle choices?
Possible Misconceptions	
Class Teacher Notes	

Valuing Difference Year 6

Recall	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media
End Point Disciplinary Knowledge (National Curriculum Statements)	Recognising and reflecting on prejudice-based bullying Understanding bystander behaviour
Prior Learning	Describe the benefits of living in a diverse society Develop an understanding of discrimination and its injustice, and describe this using examples. Understand that the information we see online, either text or images, is not always true or accurate; Reflect on the impact social media puts pressure on peoples' life choices. Consider the consequences that behaviour and actions can have on a persons emotions, confidence and behaviour.
Sequence of Learning / Contextual Knowledge (Lesson ideas)	Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences Know that all people are unique but that we have far more in common with each other than what is different about us Understand and explain the term prejudice. Define what is meant by the term stereotype Describe different types of friendships and relationships and their differing positive qualities.
Next steps	KS3
Key Vocabulary	Witness, bystander, unique, positive feedback, confidence, self-esteem, diversity, biological sex, sexual orientation, gender identity, gender expression, stereotype, point of view, cultural norms, respect, disrespect, body language, empathy, tolerance, relationships, friend, acquaintance, gender stereotype, media influence, assumption.
Teacher Assessment	Amongst their friends and peers, can they demonstrate calm and assertive behaviour? Can they demonstrate or explain what active bystander behaviour looks like? Can they give examples of respectful verbal and non-verbal communication? Could they explain how someone could be upset by certain communication? Do they demonstrate these skills and understanding? Can they give examples of stereotypes and certain groups that are often discriminated against? Are they aware of any examples of this in the community/news or media? Consider the types of communities they may be a part of. Could they say why some people may discriminate or be prejudiced? Can they reflect on how some people fear difference and that which they don't understand? Can they give examples of gender stereotypes? Can they share ways that people may feel uncomfortable if they are forced to follow a particular stereotype? Could they give examples of how the media presents male and female products or ideas.
Possible Misconceptions	
Class Teacher Notes	

