



Lower Key Stage 2

Being Me

Themes: Living in the Wider

World: L6, L7, L8, L10, L25

Relationships: R30, R32, R33

Health and Wellbeing: H25

L6. Identifying the different groups that make up their community.

L7. Identifying the different contributions that people/groups make to the community.

L8. Explore diversity: what it means; the benefits of living in a diverse community.

L10. Recognising behaviours/actions which discriminate against others.

L25. Recognising positive things about themselves/achievements.

H25. Identifying what contributes to who we are.

R30. Recognising that our own behaviour can affect other people.

R32. Recognising the differences and similarities between people.

R33. Listening to and responding respectfully to a wide range of people.

Activities

- Form a circle of chairs. Play the game and create your own questions for example, change places if... You like football, you like pineapple, you are eight years old, you have curly hair, you have freckles, you like cabbage, you were born in a different country, you are kind, you dislike dogs, etc. Ask each member of the class to write down three facts about themselves. Two of the facts are true and one is false. In pairs, ask the children to see if they can find out which fact is false.
(L25)

- Place pairs of the same numbers/pictures cards in a hat. Ask each child to pick out a card. Once every child has a card they have to find their partner.

Challenge one: Find out what your partners interests are.

https://www.stem.org.uk/system/files/elibrary-resources/2017/09/A4%20employability%20fold%20out_Interactive_v4.pdf

Challenge 2: Make something to show the rest of the class about your partner's hobbies/interests (model an example). This might be a picture, a poster, a graffiti wall or a news report. You have 10 minutes to get thinking, 30 minutes to complete the challenge and two minutes to present your ideas to the class.

(H25)

- What makes you, you? Think about your:

1. Personality
2. Ethnicity
3. Interests
4. Culture/Beliefs
5. Gender

If we were all class clones, how would we know it was you? Provide each child with a gingerbread outline (see page 139). In groups support each other to build up a picture of what makes you, you. Make an identity circle.

<https://thelinkingnetwork.org.uk/resource/identity-circles/> (Ensuring the ground rules are clear at the start). Model an example. Make a class display.

(H25)

- Discuss the word, 'discrimination'.

Watch the clip: <https://www.bbc.co.uk/teach/class-clips-video/history-ks1-ks2-rosa-parks/z7rtvk7>

How was Rosa treated differently? Why?

How did this clip make you feel?

Record what you would like to say to Rosa?

Listen to the song; <https://www.bbc.co.uk/cbbc/watch/horrible-histories-song-rosa-parks-sat-on-a-bus>

(L10, R33)

Warm Up and End Game

The world would be a better place if everyone...

Children discuss their opinions.

Begin 'I think the world would be better if ...'

No put-downs. Allow children who pass a chance to go at the end.

Warm Up and End Game

The 'If' game...

If you could go anywhere in the world, where would you go?

If I gave you £1, what would you spend it on?

If you could watch your favourite film now, what would it be?

If you could ask anyone in the world for tea, who would it be?

If you could wish one thing to come true this year, what would it be?

If you could live in any period of history, when would it be?

- Watch the bbc clip: www.bbc.co.uk/teach/class-clips-video/pshe-ks2-downs-syndrome/znfb92p
Down's Syndrome - Alexandra's Story. What are the similarities and differences between the sisters? Work in pairs to create a Venn diagram (see page 147) to recognise and celebrate your visible and invisible differences. How can we respect each others differences?
(R32, R33)
- Write SCHOOL in the middle of the board. Who makes a school? Which people are important? What roles and responsibilities do they have? Why are pupils' responsibilities in school important? How can we make sure that everyone is respected and feels like they belong? Discuss what living in a community means? Draw a map of your community. Include what people, groups, activities etc. Play the song 'Proud' by Heather Small. What does it mean to be proud? Think of all the things that you and others do that you are proud of in your school and community. In pairs, brainstorm ideas of more things we could do to celebrate and respect difference.
(L6, L7)
- If you were a local councillor and you wanted people to come together to form a stronger community what events would you organise? In pairs plan an event and explain why you have chosen this idea. Write a letter to a local councillor.
(L6, L7)
- Using all the information you have learnt about yourself and the community that you live in, create a personal shield which celebrates you, your school and your community. Use symbols and images.

What would be your motto be at the bottom? Can class members guess which shield belongs to who?
(L6, L7)

- In a large area, split the class into two teams. Provide each team with two large mats. The aim is to collect their class mates from the opposite side of the lake (room). Brainstorm ways they could do this by only standing on the mat. (If they fall off the mat they get a five second penalty). Remind them to support each other with positive comments. Brainstorm a list of helpful/unhelpful comments. Time the groups. Can they beat their time? What strategies helped? What makes good team work? What does it feel like being part of a group/team? Finish with a round. My team was awesome today because...
(R30)
- Introduce the phrase: 'Somewhere inside all of us is the power to change the world'. Roahl Dahl. What does this mean? Use the story of the BFG by Roahl Dahl as a stimulus to discuss how the BFG collected his dreams in a jar. Create a dream jar, include how you would like to change the world. Share, celebrate and display. How could we all be part of making the world a better place?
(L8, L10, R33)

Assessment Suggestion

Baseline:

Create cards with good qualities written on them. For example, I am strong, I forgive people, I am kind, I am brave, etc. Children can pick cards that apply to themselves or to a partner and explain why they have picked them.

Summative:

Repeat the process. Have children become more confident and self-aware?

PSHE Matters Passport Idea

Being proud matters because...