

Valuing Difference		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Reception	Pre-Unit Focus	I'm Special, You're Special	Same and Different	Same and Different Families	Same and Different Homes	I am Caring	I am a Friend
	Creating a Safe space – circle Time – turn taking, whispering answers to Goldie the Bear or sharing with the class.	Describe their own positive attributes.  Share their likes and dislikes.  Listen to and respect the ideas of others.	Recognise the similarities and differences amongst their peers.  Discuss why differences should be celebrated.  Retell a story.	Talk about their family, customs and traditions.  Listen to others talk about their experiences.  Compare their own experiences with those of others.	Recognise the similarities and differences between their home and those of others.  Talk about what makes their home feel special and safe.  Be sensitive towards others.	Suggest ways in which we can be kind towards others.  Demonstrate skills in cooperation with others.	Show friendly behaviour towards a peer.  Build relationships with others.
Year 1		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
	Pre-Unit Focus	Same or Different?	Unkind, Tease or Bully?	Harold's School Rules	It's not Fair!	Who are Our Special People?	Our Special People Balloons
	Create a safe Space, circle time games. Meet 'Freedo' the alien... what might he say about us? What we look like, how we act, witnessing a falling out between two friends.	Identify the differences and similarities between people;  Empathise with those who are different from them;  Begin to appreciate the positive aspects of these differences.	Explain the difference between unkindness, teasing and bullying;  Understand that bullying is usually quite rare.	Explain some of their school rules and how those rules help to keep everybody safe.	Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others.	Identify some of the people who are special to them;  Recognise and name some of the qualities that make a person special to them.	Recognise that they belong to various groups and communities such as their family;  Explain how these people help us and we can also help them to help us.

Year 2		<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>	<b>Lesson 6</b>
	<b>Pre-Unit Focus</b>	<b>What Makes Us Who We Are?</b>	<b>My Special People</b>	<b>How Do We Make Others Feel?</b>	<b>When someone is Feeling Left Out</b>	<b>An Act of Kindness</b>	<b>Solve the Problem</b>
	<p>Reflect: Someone is being left out by a group of friends. What can you do about this?</p> <p>Think of all the things that you can do to be kind to friends.</p>	<p>Identify some of the physical and non-physical differences and similarities between people;</p> <p>Know and use words and phrases that show respect for other people.</p>	<p>Identify people who are special to them;</p> <p>Explain some of the ways those people are special to them.</p>	<p>Recognise and explain how a person's behaviour can affect other people.</p>	<p>Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of;</p> <p>Suggest and use strategies for helping someone who is feeling left out.</p>	<p>Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings;</p> <p>Suggest kind words and actions they can show to others; Show acts of kindness to others in school.</p>	<p>Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</p> <p>Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</p>
Year 3		<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>	<b>Lesson 6</b>
	<b>Pre-Unit Focus</b>	<b>Respect and Challenge</b>	<b>Family and Friends</b>	<b>My Community</b>	<b>Our Friends and Neighbours</b>	<b>Let's Celebrate Our Differences</b>	<b>Zeb</b>
	<p>Reflect: What makes people different from each other?</p> <p>What do people have in common?</p>	<p>Reflect on listening skills;</p> <p>Give examples of respectful language;</p> <p>Give examples of how to challenge another's viewpoint, respectfully.</p>	<p>Recognise that there are many different types of family;</p> <p>Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p>	<p>Define the term 'community';</p> <p>Identify the different communities that they belong to;</p> <p>Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</p>	<p>Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</p> <p>Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</p>	<p>Recognise the factors that make people similar to and different from each other;</p> <p>Recognise that repeated name calling is a form of bullying;</p> <p>Suggest strategies for dealing with name calling (including talking to a trusted adult).</p>	<p>Understand and explain some of the reasons why different people are bullied;</p> <p>Explore why people have prejudiced views and understand what this is.</p>

Year 4		<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>	<b>Lesson 6</b>
	<b>Pre-Unit Focus</b>	<b>Can You Sort It?</b>	<b>What Would I Do?</b>	<b>The People We Share Our World With</b>	<b>That is Such a Stereotype!</b>	<b>Friend or Acquaintance?</b>	<b>Islands</b>
	<p>Reflect: Imagine two friends in the same class. Think of as many things as you can that might make them different from each other (not just how they look).</p> <p>What's good about people being different from each other?</p>	<p>Define the terms 'negotiation' and 'compromise';</p> <p>Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</p>	<p>List some of the ways that people are different to each other (including differences of race, gender, religion);</p> <p>Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively.</p>	<p>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</p> <p>Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences.</p>	<p>Understand and identify stereotypes, including those promoted in the media.</p>	<p>Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</p> <p>Give examples of features of these different types of relationships, including how they influence what is shared.</p>	<p>Understand that they have the right to protect their personal body space;</p> <p>Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</p>
Year 5		<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>	<b>Lesson 6</b>
	<b>Pre-Unit Focus</b>	<b>Qualities of Friendship</b>	<b>Kind Conversations</b>	<b>Happy Being Me</b>	<b>Land of the Red People</b>	<b>Is it True?</b>	<b>Stop, Start, Stereotypes</b>
	<p>Reflect: Think about the qualities for friendship.</p> <p>What is being a good friend?</p> <p>How can people show friendship in school?</p>	<p>Define some key qualities of friendship;</p> <p>Describe ways of making a friendship last;</p> <p>Explain why friendships sometimes end.</p>	<p>Rehearse active listening skills:</p> <p>Demonstrate respectfulness in responding to others;</p> <p>Respond appropriately to others.</p>	<p>Develop an understanding of discrimination and its injustice, and describe this using examples;</p> <p>Empathise with people who have been, and currently are, subjected to injustice, including through racism;</p> <p>Consider how discriminatory behaviour can be challenged.</p>	<p>Identify and describe the different groups that make up their school/wider community/other parts of the UK;</p> <p>Describe the benefits of living in a diverse society;</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p>	<p>Understand that the information we see online, either text or images, is not always true or accurate;</p> <p>Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference between a person's biological sex, gender identity, gender expression and sexual orientation.</p>	<p>Recognise that some people can get bullied because of the way they express their gender;</p> <p>Give examples of how bullying behaviours can be stopped.</p>

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<b>Year 6</b>	<b>Pre-Unit Focus</b>	<b>Ok to be Different</b>	<b>We Have More in Common Than Not</b>	<b>Respecting Differences</b>	<b>Tolerance and Respect For Others</b>	<b>Advertising Friendships</b>	<b>Boys Will Be Boys – Challenging Gender Stereotypes</b>
	Reflect: Discuss the terms Tolerance and Respect.	<p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</p> <p>Suggest strategies for dealing with bullying, as a bystander;</p> <p>Describe positive attributes of their peers.</p>	<p>Know that all people are unique but that we have far more in common with each other than what is different about us;</p> <p>Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</p> <p>Demonstrate ways of offering support to someone who has been bullied.</p>	Demonstrate ways of showing respect to others, using verbal and non-verbal communication.	<p>Understand and explain the term prejudice;</p> <p>Identify and describe the different groups that make up their school/wider community/other parts of the UK;</p> <p>Describe the benefits of living in a diverse society;</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p>	<p>Explain the difference between a friend and an acquaintance;</p> <p>Describe qualities of a strong, positive friendship;</p> <p>Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</p>	<p>Define what is meant by the term stereotype;</p> <p>Recognise how the media can sometimes reinforce gender stereotypes;</p> <p>Recognise that people fall into a wide range of what is seen as normal;</p> <p>Challenge stereotypical gender portrayals of people.</p>