

Year 3 Spring 2 What makes a community? Theme :Living in the wider world Community; belonging to groups; similarities and differences; respect for others		
PoS Core theme 1 Health and wellbeing	Core theme 2 Relationships	Core theme 3 Living in the wider world
	Respecting self and other R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	Communities L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
Prior Learning: Year 1 Summer 2 How can we look after each other and the world?		
End points :- <ul style="list-style-type: none"> •how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them 		
Key vocabulary Communities Diverse community Values contributions		

Relationship Education – graduated age appropriate programme links

Relationship
Respectful relationships
Pupils should know Importance of respecting others, even when they are very different from them – physically, character, personality, backgrounds, 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
Conventions of Courtesy and manners
What a stereotype is, and how stereotypes can be unfair, negative or destructive

Citizenship	Character Education –	British values	Careers Curriculum
	Beamont core values	Rule of Law	
	Aspiration	Tolerance and respect	
	Belonging	Democracy	
	Compassion	Individual Liberty	
	Respect	Protected Characteristics Equality Act	

Spiritual	Moral	Social	Cultural
ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in	ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England understanding of the	use of a range of social skills in different contexts, for example working and socialising with other pupils, from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and	understanding and appreciate the range of cultural influences that have shaped their own heritage and that of others understanding and appreciate the range of different cultures as an essential element of their preparation for

<p>learning about themselves, others and the world around them</p> <p>use of imagination and creativity in their learning</p> <p>willingness to reflect on their experiences</p>	<p>consequences of their behaviour and actions</p> <p>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</p>	<p>social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</p> <p>acceptance and engagement with the fundamental British values</p>	<p>life in modern Britain</p> <p>ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</p> <p>knowledge of Britain's democratic parliamentary system and its role in shaping history and values, and continuing to develop</p> <p>willingness to participate positively to artistic, musical, sporting and cultural opportunities</p> <p>interest in exploring, improving understanding and respect for different faiths and cultural diversity and to understand, accept and respect diversity.</p>
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Sequence of lesson to follow

Lesson Plans and resources DfE approved

https://pshe-association.org.uk/_hcms/mem/login?hsLang=en

[Build your programme \(pshe-association.org.uk\)](https://pshe-association.org.uk)

PSHE Association power points, resources linked to topic – click on the purple links to download

NB: You will need to be logged in to the PSHE Association to access resources

Y3 Spring 2 What makes a community?

<p>Spring 2</p> <p>What makes a community?</p>	<p>Living in the wider world</p> <p>Community; belonging to groups; similarities and differences; respect for others</p> <p>PoS refs: R32, R33, L6, L7, L8</p>	<ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them 	<p>PSHE Association - Inclusion, belonging and addressing extremism</p> <p>Premier League Primary Stars – Diversity</p> <p>Worcester University - Moving and moving home</p>
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