

	LKS2 Diverse Britain		
	PSHE Association Objectives	Health Objectives	Relationships Objectives
<b>Lesson 1: Living in the British Isles</b>	<p><b>H25.</b> about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p><b>R33.</b> to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p><b>L3.</b> about the relationship between rights and responsibilities</p> <p><b>L6.</b> about the different groups that make up their community; what living in a community means</p> <p><b>L8.</b> about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>		<p><b>Families and People Who Care for Me:</b> that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p><b>Respectful Relationships:</b> 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</p> <p><b>Respectful Relationships:</b> 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</p>
<b>Lesson 2: Democracy</b>	<p><b>L2.</b> to recognise there are human rights, that are there to protect everyone</p> <p><b>L4.</b> the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p><b>L7.</b> to value the different contributions that people and groups make to the community</p>		<p><b>Respectful Relationships:</b> 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</p> <p><b>Respectful Relationships:</b> practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p><b>Respectful Relationships:</b> 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</p>
<b>Lesson 3: Rules, Laws and Responsibilities</b>	<p><b>L1.</b> to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p><b>L3.</b> about the relationship between rights and responsibilities</p>		<p><b>Respectful Relationships:</b> practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p><b>Respectful Relationships:</b> 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</p>
<b>Lesson 4: Liberty</b>	<p><b>H25.</b> about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p>	<p><b>Mental Wellbeing:</b> that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p>	<p><b>Respectful Relationships:</b> 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</p> <p><b>Respectful Relationships:</b> practical steps they can take in a range of different contexts to improve or support respectful relationships</p>

	<p><b>R31.</b> to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p><b>L2.</b> to recognise there are human rights, that are there to protect everyone</p> <p><b>L9.</b> about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>		<p><b>Respectful Reationships:</b> 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</p> <p><b>Respectful Relationships:</b> what a stereotype is, and how stereotypes can be unfair, negative or destructive</p>
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p><b>Lesson 5:</b></p> <p><b>Tolerance and Respect</b></p>	<p><b>R21.</b> about discrimination: what it means and how to challenge it</p> <p><b>R32.</b> about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p><b>L8.</b> about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p><b>L10.</b> about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>		<p><b>Respectful Relationships:</b> 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</p> <p><b>Respectful Relationships:</b> practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p><b>Respectful Reationships:</b> 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</p> <p><b>Respectful Relationships:</b> what a stereotype is, and how stereotypes can be unfair, negative or destructive</p>
<p><b>Lesson 6:</b></p> <p><b>What Does It Mean to Be British?</b></p>	<p><b>R34.</b> how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p><b>L4.</b> the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p><b>L8.</b> about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>		<p><b>Respectful Relationships:</b> 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</p> <p><b>Respectful Relationships:</b> practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p><b>Respectful Reationships:</b> 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</p>