

	<p>Year group: Year 2 - Autumn 2</p>	<p>Area/topic: Celebrating Difference</p>
<p>(Objectives from NC/ELG/Development matters)</p> <p>I can identify similarities and differences between myself and other children in my class.</p> <p>I can explain what makes me different and special.</p> <p>I can explain what bullying is.</p> <p>I can understand how it might feel to be bullied.</p> <p>I can explain who I could talk to at school if I didn't feel safe or was being bullied.</p> <p>I can talk about how I can make new friends and help others to make friends</p> <p>I know that sometimes people make assumptions about boys/girls interests, likes/dislikes and that this is called "stereotyping".</p>		

<p>Prior learning</p>	<p>Future learning</p>
<p>Children will link their knowledge of "being a good friend" to our School Values. They will talk about how their class rules/expectations of behaviour help them to feel safe and help them to be good friends to each other. They will consolidate their understanding that everyone is unique but they can share experiences and likes/dislikes.</p>	<p>Children will discuss how their class rules link to our school values. Children will learn about stereotyping [ie; "all girls like pink" and consolidate their understanding that everyone is different and that is ok. They will consider that they are members of their class community but also the whole school community. They will consolidate their understanding on qualities that make a good friend and consider that when bullying occurs, it is sometimes because someone is considered different.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Outcome: Appreciation, Comparing, Being Yourself, Stereotypes</p> <p>School Value: Love</p> <p>Philosophical Question: If you have everything that you want does that always make you happy?</p> <p>I am starting to understand that sometimes people make assumptions about boys and girls [stereotypes].</p> <p>I understand that bullying is sometimes about difference</p>	<p>children could design a friendship badge/bench/area and visit younger classes to talk about how it would work.</p> <p>children could write a rap/learn a song about stereotyping</p> <p>children could design and make anti bullying posters</p> <p>through discussion [paired/group].</p>
Key vocabulary	
<p>stereotyping</p> <p>bullying</p> <p>differences/similarities</p> <p>personal qualities [relating to being a good friend].</p>	
Common misconceptions	Books linking to this area
<p>that all girls like ___/boys like ___</p> <p>That colours are linked to gender</p> <p>That girls are Nurses, boys are Doctors.</p>	<p>Pink is for boys by Robb Pearlman</p> <p>My shadow is pink by Scott Stuart</p> <p>Julian is a mermaid by Jessica Love</p> <p>Mixed by Arree Chung</p> <p>Perfectly Norman by Tom Percival</p>

That having different opinions/ideas is not acceptable.

The boy with flowers in his hair
The Boys
The Girls

Memorable first hand experiences

Opportunities for communication

interviewing children/staff about being a member of our school

school council/class council discussion linked to promoting friendship/preventing bullying

during discussion [class/group].

during drama/Philosophy/

when working collaboratively in pairs/groups

Dereham Church of England Infant and Nursery Academy

Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <ul style="list-style-type: none">simplified stepssongs/videossmaller groupsusing puppets <p>"Time to talk" resource [for ASD/children with communication and understanding difficulties].</p>	<p>Cognition and Learning</p> <ul style="list-style-type: none">social storiesreal life experiencessongs/videossmaller groupsusing puppets <p>"Time to talk" resource [for ASD/children with communication and understanding difficulties].</p>
<p>Social, Emotional and Mental health</p> <ul style="list-style-type: none">Visual/practical activitiesbe aware of home life/experienceshave a trusted adult to talk to them	<p>Sensory and Physical</p> <p>explore ideas with visuals/equipment to reduce the need for vocalised communication [signing]</p>