**PSHE/C Curriculum – EYFS Spring Term 1**

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| **Theme: Citizenship – Identity and Diversity** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 1. To name and describe themselves and people in their class and notice how they are similar and different. (PCC)  2. To recognise similarities and differences between classmates’ everyday activities at home. (PCC)  3. To notice and describe some features of life in other countries. (PCC)  4. -To show interest in and equally value a range of people and the variety of ways they live their lives.  and  -To understand different ways that people and families celebrate their beliefs. (PCC)  5. No Outsiders – Red Rockets and Rainbow Jelly – It’s ok to like different things | | **Keyword** | **Definition** | **Keyword** | **Definition** | | Understanding the World:  ELG: People, Culture and Communities  - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class  - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. | |
| different | not the same (individual and unique) what makes you special | value | the beliefs that people have – things that are special, important and mean a lot to you | |
| similarities | being similar (the same) and alike to something or someone else | belief | the feeling of being certain that something exists or is true | |
| differences | being different (not the same) - the way in which two or more things which you are comparing are not the same | welcoming | being friendly to others when they arrive somewhere, so that they feel happy and accepted | |
| respect | recognising their value and importance as a human being and treating them accordingly - being respectful of other people is an important value | festivals | special days or periods when people celebrate something, especially a religious | |
| physical boundaries | personal space and personal touch (awareness of what is appropriate and what is not e.g. hug, handshake or kiss etc) | Diwali | a Hindu festival with lights, held in the period October to November | |
| celebrate | to rejoice in or have special festivities to mark (special occasions) | cultural | the way of life of a particular people | |
| country | a country is a nation, a body of land with one government | religious | having a strong belief in a god or gods | |
| **Current Learning (EYFS)**  This unit of learning in EYFS will explore why they are special and what makes their own individual identity. They will verbalise similarities and differences between themselves and other children in the class and will have opportunities to explore diversity in terms of gender, ethnicity, language, religion, culture, different family groupings, special educational needs and disability. They will learn about some of the similarities and differences between families including the different people in families and where families live. They will explore what is special about different families’ lifestyles including how a family’s cultural background, their traditions or beliefs can form an important part of their life, and ways in which this is celebrated. They will consider how what they do and say can affect the needs and feelings of other people and how they, and everyone else, have the right to be valued and treated fairly  and equally whatever their cultural background or choice of lifestyle. | | | | **Future Knowledge (Year 1)**  In year 1, children will develop their sense of personal identity and self-worth. They will learn how to consider and respect the needs and views of others. They will learn about different groups and cultures within their class community and about the importance of identifying and challenging stereotypes. They will explore the makeup of their community, the needs of different people within it and the people who help within their roles in the community. They will develop their understanding of the needs of the environment (including the school environment), plants and animals, and also their ability to make a contribution to improving the environment. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. Who are the people in my class and how are we similar to and different from each other? (PCC) 1.1 – 1.8  \*resource - *photographs of children in class* | * Identify physical similarities and differences between myself and others in the class * Able to talk about other ways in which we are all similar to and different from each other | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2. What are some of the similarities and differences in the way people live their lives? (PCC) | * Describe something about their home life * Recognise that other people live their everyday lives in different ways | | | | |
| 3. What is life like in other countries? (PCC) | * Able to share with others some perceptions of life in other countries | | | | |
| 4. How can we value different types of people including what they believe in and how they live their lives?  and  How do we celebrate what we believe in and how is this different for different people? (PCC) | * Able to talk about some of the different ways that people and families live their lives * Able to talk about why people and families sometimes get together to celebrate * Describe some different ways that people and families celebrate. | | | | |
| **No Outsiders**  5. Red Rockets and Rainbow Jelly – It’s ok to like different things | * I know my friends can like different things to me * I know we can still be friends | | | | |