

Living in the Wider World – Diverse Britain

PSHE and Citizenship | UKS2 | Planning Overview

About the Topic

This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. It aims to enable the children to identify how they can make a positive contribution to the community. In this unit, children learn about the law and the consequences of not respecting it. They will also learn about the workings of local and national government and the role of charities and voluntary groups in British society.



Home Learning

Local Government: In this activity, the children think about a local issue which is important to them. They then write a letter to their local MP explaining their thoughts.

Making a Difference: In this activity, the children choose a charity which they feel passionate about and design a poster to raise awareness for this charity.



Wider Learning:

Why not arrange a school trip to the [Houses of Parliament](#)? If this is not possible, arrange a visit from your local MP to discuss their job and how the children can become involved in local government.

Assessment Statements

By the end of this unit...

All children should be able to...

- talk about the range of faiths and ethnicities in Britain;
- explain how and why laws are made;
- explain what a community is;
- discuss some roles of local government;
- describe the basic structure of national government;
- talk about the role of charities and voluntary groups in the community.

Most children will be able to...

- identify ways of showing respect to people of all faiths and ethnicities;
- explain what it means to belong to a community;
- identify how laws help them;
- discuss local government in relation to democracy and human rights;
- discuss national government in relation to democracy and human rights;
- identify how charities and voluntary groups help meet the needs of all people in the community.

Some children will be able to...

- show empathy for different people, including those who might have experience of not being respected;
- think in detail about what society would be like without rules and laws;
- explain in detail how they can make a positive contribution to their community;
- discuss, with confidence, how they could be actively involved in local and national government;
- identify how they can make a positive difference to their community and country.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

Lesson Breakdown

Resources

1. Identities

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

L2. to recognise there are human rights, that are there to protect everyone

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

I can talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people.

- Large piece of paper – displayed at the front of the teaching area
- Paper
- Coloured pens
- Sticky notes



2. Communities

L3. about the relationship between rights and responsibilities;

L4. 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;

L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).

L6. about the different groups that make up their community; what living in a community means

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

I can explain what a community is and what it means to belong to one.



3. Respecting The Law

L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws

L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced

Cg. what democracy is, and about the basic institutions that support it locally and nationally

I can explain why and how laws are made and identify what might happen if laws are broken.



4. Local Government

R21. about discrimination: what it means and how to challenge it

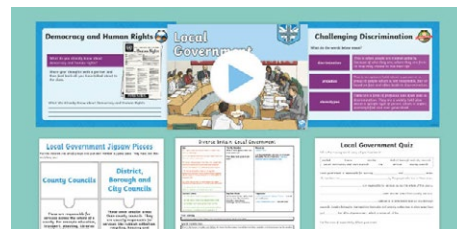
L2. to recognise there are human rights, that are there to protect everyone

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced

Cg. what democracy is, and about the basic institutions that support it locally and nationally

I can discuss the terms democracy and human rights in relation to local government.



5. National Government

R21. about discrimination: what it means and how to challenge it

L2. to recognise there are human rights, that are there to protect everyone

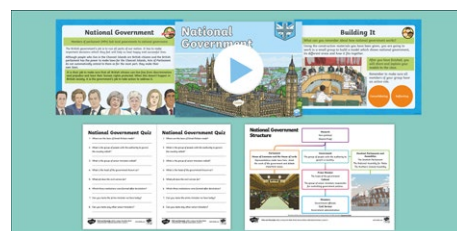
L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced

Cg. what democracy is, and about the basic institutions that support it locally and nationally

I can discuss the terms democracy and human rights in relation to national government.

- Plain paper and coloured pens
- Construction sets of some type



6. Making a Difference

L4. 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

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

I can investigate what charities and voluntary groups do and how they support the community.

- Sticky notes
- Large piece of paper displayed at the front of the class
- Tablets/PCs/ Laptops

