

Living in the Wider World: Diverse Britain

PSHE and Citizenship | LKS2 | Planning Overview

About the Topic

This unit is inspired by the idea that we live in a diverse, multicultural and democratic society and that this is important and brings many benefits. It aims to enable the children to identify that they should be respectful of difference. In this unit, children learn about British people, rules, the law, liberty and what living in a democracy means. They also learn about the importance of being tolerant of differences within their society.



Home Learning

My Britain: In this activity, the children draw a picture of what living in Britain means to them on a day-to-day basis and then write a description of it. The children are then encouraged to share these with their classmates to highlight the fact that 'being British' means something different to them all.

School Rules: In this activity, the children explore the school rules and answer questions about them to identify how and why they are in place and how they are enforced.



Wider Learning:

Why not arrange a school trip to the **Houses of Parliament**? If this is not possible, arrange a visit from your local police to discuss law enforcement and how they protect the local area.

Assessment Statements

All children should be able to...

- describe what it is like to live in Britain;
- talk about what democracy is;
- talk about what rules and laws are;
- talk about what liberty means;
- describe a diverse society;
- describe what being British means to them.

Most children will be able to...

- describe the benefits of living in a diverse and multicultural society;
- understand why democracy is important;
- identify how rules and laws help them;
- identify the rights of the British people;
- describe what being British means to others.

Some children will be able to...

- show empathy for situations where people are not living in a democracy;
- think in detail about what society would be like without rules and laws;
- explain in detail their own thoughts on human rights;
- discuss with confidence why showing respect and being tolerant of others is important;
- identify how respect of differing opinions and ideas to their own can be shown.

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. Living in the British Isles

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

L3. about the relationship between rights and responsibilities

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 describe what it is like to live in the British Isles.

- Coloured pens
- Large pieces of paper
- Glue sticks



2. Democracy

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

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

L7. to value the different contributions that people and groups make to the community

I can talk about what democracy is and understand why it is important.



3. Rules, Laws and Responsibilities

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

L3. about the relationship between rights and responsibilities

I can talk about what rules and laws are and identify how they help us.



4. Liberty

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

R31. 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

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

I can talk about what liberty means and I can identify the rights of British people.

- Paper



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5. Tolerance and Respect

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

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

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

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

I can describe a diverse society and talk about why it is important.

- Paper
- Coloured pens
- Sticky notes



6. What Does It Mean to Be British?

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

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

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

I can explain what being British means to me and to others.

- Sticky notes
- Large piece of paper

