

Links to the PSHE Association programme of study:

The table below shows the learning opportunities from each of the three PSHE education core themes at KSI-5 which are most relevant to learning about communities, diversity and discrimination.

Core theme	Learning opportunity in key stage 1
Relationships	<p>R6: to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>R8: to identify and respect the differences and similarities between people</p>
Living in the Wider World	<p>L4: that they belong to different groups and communities such as family and school</p> <p>L8: ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p>L9: ways in which we are the same as all other people; what we have in common with everyone else</p>
Core theme	Learning opportunity in key stage 2
Relationships	<p>R13: that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p>
Living in the Wider World	<p>L8: to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>L9: what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>L11: to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p>
Core theme	Learning opportunity in key stage 3
Relationships	<p>R1: the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)</p> <p>R3: to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness</p> <p>R4: to explore the range of positive qualities people bring to relationships</p>
Living in the Wider World	<p>L3: the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying and discrimination on individuals and communities</p>

Core theme	Learning opportunity in key stage 4
Relationships	<p>R2: the characteristics and benefits of positive, strong, supportive, equal relationships</p> <p>R29: the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)</p>
Living in the Wider World	<p>L3: to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern</p>
Core theme	Learning opportunity in key stage 5
Living in the Wider World	<p>L25: recognise and celebrate cultural diversity; understand what is meant by the global market</p>

CREATING A SAFE LEARNING ENVIRONMENT

A safe learning environment helps pupils feel comfortable with sharing their ideas, values and attitudes without attracting negative feedback, and will help teachers to manage discussions on sensitive issues with confidence.

It is good practice for teachers to:

- **work with pupils to establish ground rules about how they will behave in discussion, such as:**
 - Everyone has the right to be heard and respected.
 - We will use language that won't offend or upset other people.
 - We will use the correct terms, and if we don't know them, we'll ask the teacher.
 - We will comment on what was said, not the person who said it.
 - We won't share our own, or our friends', personal experiences.
 - We won't put anyone on the spot and we have a right to pass.
 - We won't judge or make assumptions about anyone.
- **offer opportunities for pupils to discuss issues in small groups as well as sharing views with the class**
- **make boxes available in which pupils can place anonymous questions or concerns, to avoid having to voice them in front of the class**
- **provide balanced information and differing views to help pupils clarify their own opinions (making clear that behaviours such as discrimination and bullying are never acceptable in any form).**



Learning about the life and work of Jo Cox may lead to discussions on sensitive issues,

such as discrimination or extremism, and some pupils may voice potentially discriminatory or extremist views. Teachers should be clear about the age appropriateness of these discussions and feel confident discussing such topics. The resources are intended to celebrate difference and promote community cohesion and to emphasise the positives of living in a diverse society, and teachers should make clear that such views are never acceptable.

Further guidance on creating a safe learning environment is available from the **PSHE Association**.

**SIGNPOSTING
SUPPORT:**

The following websites are recommended for teachers and pupils wishing to seek further advice and information, or for those who seek to support the campaign.

www.greatgettogether.org

www.jocoxfoundation.org

www.pshe-association.org.uk