



Waterbeach Community Primary School

Curriculum Capture for Year 5 PSHE: Citizenship

Theme: Diversity and Communities

Key Knowledge/Skills	
<p>To understand aspects of the ethnic make up of the local community and the national context.</p> <ul style="list-style-type: none"> To describe aspects of my identity. To talk about how my views about my identity might have changed over time. To give examples of how the way you treat someone can affect their views about their Identity. To name different ethnic groups that live in the local community. To know about the range of nationalities, cultures and ethnic groups that live in Britain. To describe the make up of our community to others. 	<p>To recognise the negative effects of stereotyping and prejudice, and explore the different communities that they belong to.</p> <ul style="list-style-type: none"> To give examples that show stereotyping. To explain what 'racism', 'sexism' and 'homophobia' mean. To describe how such behaviour might make someone feel. To talk about how someone might challenge such behaviour. To describe the community around my home. To identify facilities and support available in my community. To present to others positive aspects of my community and possible issues/challenges for people who live there.
<p>To know about the role of the media, and understand how it can influence them and their community.</p> <ul style="list-style-type: none"> To identify different forms of the media. To be able to discuss what each form of the media does and who its targeted audience are. To recognise that the media can influence the way we think. To give examples of how the media could make us think in different ways about something. To discuss some of the ways that we might have had our own opinions changed by media, using recent examples of our own and sharing these as a class. To identify the particular issues with "fake news" and the overlap between reputable news sources and un reputable ones (via social media). 	<p>To understand some ways of caring for the environment and the contribution they can make.</p> <ul style="list-style-type: none"> To know what 'to volunteer' means. To give examples of voluntary, community, pressure groups and charities. To describe aspects of what such groups might do. To understand some of the regulations used by national and local government to protect the environment <i>e.g. planning, waste management, protection of endangered species.</i> To experience emotional relationships with the environment: awe, wonder, delight, respect, concern. To take action to demonstrate an understanding of the need for sustainable lifestyles.

Key Vocabulary	
Identity	Who you are and what things you think are important about yourself. (E.g. Being of Canadian descent is an important part of my identity).
Ethnic group	A group of people who are considered to be the same in some or multiple ways. (E.g. they may have the same ancestors, speak the same language or have the same religion).
Community	A group who live or work together in the same area. You can also belong to communities of people who share similar interests.
Discrimination	Treating one group of people differently – in a negative way – because of some part of their background.
Racism	A form of discrimination based on someone's race (see: ethnic group).
Sexism	A form of discrimination based on someone's gender.
Homophobia	A form of discrimination against homosexuals and others who are not heterosexual (attracted to the opposite gender).
Media	Ways of communicating. Written media = magazines, books, leaflets, blogs, websites... Visual media: Television, movies, YouTube... Audio media: Radio, podcasts, music, audiobooks...
Social Media	Websites or apps that allow users to create and share content with each other.
Volunteer	Providing your time and efforts to a cause without expecting to be paid.

