

## Valuing Difference Progression Grid - Whole School

### Link to Zones of Regulation and online safety

Nursery	Reception	Year 1	Year 2	Year 3/4	Year 4/5	Year 5/6
Minimum learning is highlighted				Minimum vocabulary is in bold		
Valuing Difference Spring 2						
<p>To know that some people are <b>different</b> eg <b>religion, race, ethnicity</b></p>	<p>To be able to talk about <b>differences</b> between <b>classmates</b> understanding that these differences are not <b>better/worse</b></p>	<p>For pupils to share their <b>opinions</b> with one other person and the whole class</p> <p>To identify and <b>respect</b> the differences and <b>similarities</b> between people</p>	<p>For pupils to share their opinions/<b>beliefs</b> on things and explain why things matter to them through <b>discussions</b> (formal and informal) with one other person and the whole class whilst listening to others</p> <p><b>To identify and respect the differences and similarities between people</b></p>	<p>To realise the nature and consequences of <b>discrimination</b>, teasing, bullying and aggressive behaviours (including <b>cyber bullying</b>, use of <b>prejudice</b>-based language, <b>'trolling'</b>, how to respond and ask for help).</p> <p>How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p>	<p>To be able to listen and respond <b>respectfully</b> to a wide range of people, to feel <b>confident</b> to raise <b>their own concerns</b>, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their <b>points of view</b></p>	<p>To learn that differences and similarities between people arise from a number of factors, including family, <b>cultural, ethnic</b>, racial and religious <b>diversity</b>, age, sex, sexual orientation, and <b>disability</b> (see 'protected characteristics' in the Equality Act 2010) . To recognise and challenge stereotypes. To understand the difference between, and the terms associated with sex, gender identity and sexual orientation</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).</p> <p>How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p>

Planning taken from School B example

Wee numbers may change depending upon number of weeks in a term