Diversity Progression Document
EYFS – Year 6

	Families	Brains	Appearances	Cultures	Religions	Ideas/opinions
EYFS	To discuss their own family and who they live with.	What are our talents? Share similarities and differences of the class in discussion.	What do we look like? To share what we look like to each other. Explore the book: CM Harris - What if we were all the same?	To explore the culture of our school. (Rainbow values, school rules, class rules etc.)	To explore/introduce Christianity/Holy Trinity Church school and the rainbow values.	On-going all year using Community time – supervised by adult. Children to share their ideas/opinions and discuss events that have happened in the class appropriately with an adult. A focus on waiting/turn-taking whilst sharing ideas.
Year 1	To discuss similarities and differences of families in our own classroom.	Share the book 'Every brain is beautiful' Sara Furlong and explore how people's brains can work very differently and we can like/dislike different things.	To self-reflect about themselves and to identify things that they love about themselves. Explore the book 'I love me' Sally Morgan & Ambelin Kwaymullina – from this book, children to create their own poem about everything they love about themselves.	To explore the culture of Somerset (historically and present day).	To explore the religions that are in Yeovil and the religious buildings that we have.	To share with a group of people what they dislike/likes. (Stand up/sit down debates - who likes/dislikes). Discuss how we can share similar opinions with others but also disagree on other matters and that is OK too. A focus on waiting/turn-taking whilst sharing ideas.
Year 2	To explore family trees and the term 'generation'.	Work on Year 1 work of how our brains are different. To better understand how our brains work.	To explore similarities and differences between what they look like and	To explore the culture of England and what we are	To explore the different religions that are in Somerset and how this has	To hold a class debate whilst treating people with respect that they can

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		To discuss that our brains all work differently and reflects in our talents. To explore 'Flip the lid' teaching and how our emotions can be 'flipped' and in our reactions.	what other people look like. To make a portrait of what we look like exploring similarities and differences in skin, hair, eye colour, glasses, hearing aids, moles and freckles and other things that we notice by looking at an individual.	known for culturally (historically and present).	changed over time.	a different opinion to ours. *To discuss the* ***British Value*** *– Individual liberty. We are allowed to be who we want to be with our own opinions/ideas on topics. Discuss how this links with mutual respect – how we articulate these ideas is important.*
Year 3	To discuss and explore what the word 'family' means to other people.	To explore how our brains work differently. To study different individuals whose brains work slightly differently? Explore how this benefits/disadvantages (e.g. Autism, OCD, ADHD. Dyslexia etc.) These are ways our brains can work differently.	To explore other ways we can look different from each other. Use Paralympics as an example. Lots of people have things to help them – e.g. hearing aids, crutches, wheelchairs etc. We can see this visibly when we look at somebody. Use Paralympics to view this in a positive and inspiring light.	Explore the term 'stereotype' and what this means. To learn about the culture of China.	To explore the different religions that are in urban area and explore the differences between Somerset (rural area) and London (Urban area).	To explore freedom of speech – what this means to us in the UK. Discuss the **British Value – Individual liberty.** We are allowed to be who we want to be with our own opinions/ideas on topics. Discuss how this links with mutual respect – how we articulate these ideas is important.
Year 4	To explore different types of families (same-sex, step-families etc.)	**Case Study** Rose Ayling-Ellis To explore the case study of Rose. An individual who is deaf but hasn't let this	**Case Study** Katie Piper To explore the case study of Katie. A woman who had an	To compare similarities and differences between the English culture and the Chinese culture.	To explore the religions that are in England and how this has changed over time.	Explore historical events where people's opinions have had a significant impact on other people.

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		impact her life and things that she can achieve. She has adapted to learn sign language to communicate. She also achieved Strictly Come Dancing and her brain adapted to ways to keep in count and dance to music without hearing it.	accident in which left her appearance scarred for life. Explore how people can be born with defects or it can happen as a result of an injury or accident. Explore how the individual feels and how we can show respect and kindness no matter what we look like. Discuss the term 'discrimination' and how this is legally not allowed in the UK.			Case Study Segregation (racism) – Rosa Parks To explore the case study of Rosa Parks and what happened and why. People had the opinion that black and white people should be separated
Year 5	To recap different types of families; Same-sex, step- families etc. To discuss care homes, foster caring and adoption.	To explore the 'The brain house' (Gym Paradox). This will focus on the impact between mind-set and well-being.	Explore the Equality Act 2010 – age, disability, gender, marriage, race, religion/beliefs. Case Study Nick Vugici – no arms, no worries. To explore the case study of Nick. A man who was born without limbs.	Discuss/recap the Equality Act 2010 – age, disability, gender, marriage, race, religion/beliefs. To explore how the English culture has changed over time and the influences that have led to this change.	Case Study To explore how religion has caused conflict historically. To explore the conflict that happened in Northern Ireland (Protestant and Catholics).	Case Study Explore historical events where people's opinions have had a significant impact on other people. To explore how religion caused conflict during World War 2 – Hitler and the Jews. Hilter had an opinion/idea and acted upon this

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			Explore his achievements and mind-set of a marvellous life.			which had a worldwide effect.
Year 6	To explore different types of families; Same-sex, step- families. To discuss how on occasions, families may not legally be allowed to see each other.	To explore the scientific model of the brain and the different parts of the brain and what each part is responsible for.	Explore the Equality Act 2010 – age, disability, gender, marriage, race, religion/beliefs. Case Study To explore historical discrimination that has happened due to appearance. Racism and slave trade origin. Explore who Nelson Mandela was and why he was significant.	Discuss/recap the Equality Act 2010 – age, disability, gender, marriage, race, religion/beliefs. To explore how the UK culture is viewed from across the world.	Discuss/recap the Equality Act 2010 – age, disability, gender, marriage, race, religion/beliefs. Case Study To explore when religions have caused conflict. To explore how religion caused conflict during World War 2 (Hitler and the Jews).	Explore an event where people's opinions have had a significant impact on other people. Explore what a dictatorship is and countries that do not follow Democracy (Russia). Is this fair for one person to lead a country following their idea only?