Diagram

Description automatically generated

‘Being Me’ progression of knowledge and skills at Grange Primary School

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| Early Years: FS2 | Year 2 | Year 4 | Year 6 |
| Being Unique and Special | Being Unique and Special | Being Unique and Special | Being Unique and Special |
| •See themselves as a valuable individual.  • Build constructive and respectful relationships | •Recognise and share facts about themselves.  • Identify their likes and dislikes and what they are good at.  • Talk about some ways that they are special. | •Explore what contributes to who we are.  • Identify and talk about their own strengths and interests.  • Recognise what makes them unique and understands that being different is something to celebrate. | •Identify a range of factors that what contributes to our identity.  • Express their talents and strengths with confidence. Set goals for how they would like to develop them.  • Explain ways in which they respect and value other people’s differences. |
| Understanding Similarities and Differences | Understanding Similarities and Differences | Understanding Similarities and Differences | Understanding Similarities and Differences |
| •Can talk about likes and dislikes as well as how they differ from others.  •Explain some similarities and differences between life in this country and life in other countries as well as different religions | • Recognise how friends can have both similarities and differences.  • Show some simple ways to respect and celebrate other’s differences. | • Identify visible/invisible differences between people.  • Explain why it is important to respect and celebrate the differences and similarities between people. | • Respect the differences and similarities between people.  • Reflect on how discrimination and our own behaviour can affect others. |
| Being Part of a Community | Being Part of a Community | Being Part of a Community | Being Part of a Community |
| •Talk about how we can care for others and their feelings  •Develop their sense of responsibility and membership of a community  •Form positive attachments to adults and friendships with peers | • Name some groups that they belong to.  • Talk about how being part of a group makes them feel. | •Identify the different groups that make up their community.  • Recognise that they belong to different communities as well as the school community.  • Describe what is positive about their community and how it supports them. | •Explain some of the benefits of communities.  • Reflect on diversity and what it means. Understand the benefits of living in a diverse community and how we value diversity within our communities.  • Explore how shared events and experiences can create a stronger community. |