





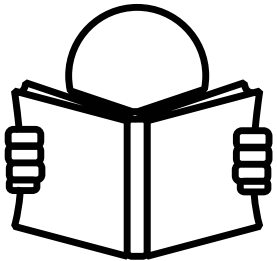


Youth Social Action Curriculum Integration Map

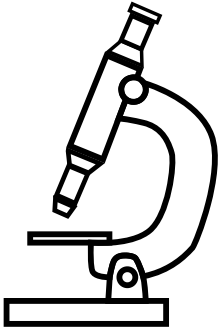
The following table provides an overview of the connections made with the National Curriculum to identify opportunities to integrate the topic of 'Inclusion and Diversity in teaching and learning activities. The contents may also inform the planning of activities that will teach social action skills or inform future social action planning.

Lower Key Stage 2 - Years 3 and 4

	<p>'Lots: the Diversity of life on Earth' by Nicola Davies (diversity in nature) 'Lift-the-flap questions about racism' by Jordan Akpojaro (diversity and people) 'Ben has something to say' by Laurie Lears (neurodiversity: stuttering) 'Knockin' on wood' by Lynne Barasch (physical disability/ racism)</p>
	<p>When learning about the continents and countries/cities of the world, Young peoples can focus on the study of particular landmarks that were built through common efforts, or explore the diversity of landscapes to develop their knowledge of places, physical and locational geography. Diversity is reflected in the forms of the natural world, this can also inform works linking to Science, and the study of biodiversity (e.g. the rainforest)</p>
	<p>The PSHE schemes can offer a starting point to undertake works of diversity and inclusion. This can be done when working on responses to discrimination or when learning about similarities and differences between people.</p>
	<p>Exploring the role and purpose of art through the work of artists who changed the art paradigm (e.g. Picasso, Frida Khalo and Leonora Carrington, etc.) This can inform research and the creation of artwork.</p>
	<p>Design or create a work that celebrates your own uniqueness (e.g. a box containing special objects, a scrapbook, journal, a sculpture, etc.)</p>

Upper Key Stage 2 - Years 5 and 6

	<p>'100 Great Black Britons' by Patrick Vernon and Angelina Osborne (Black History)</p> <p>'The boy with the butterfly mind' by Victoria Williamson (neurodiversity)</p> <p>'Ian's walk' by Laurie Lears (neurodiversity: autism)</p> <p>'El Deafo' by Cece Bell (hearing impairment and friendship)</p> <p>'Wonder' by R.J. Palacio (physical differences)</p>
	<p>Learn about the origins of the Olympics when studying Ancient Greece. Ancient Greece is sometimes also studied at lower KS2. Young peoples can then look at the values embodied by the Olympic Games today, and learn about the life of athletes. They can also look at the Paralympic games and the work of paralympians.</p> <p>Possibility to pursue work on Black History. Looking at Black History develops the skills and knowledge that Young peoples should acquire through the statutory learning of the National Curriculum, such as securing knowledge of the world history, establishing clear narratives of the periods they study, understanding how knowledge is constructed from different sources, etc.</p>
	<p>Young peoples should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Young peoples should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.</p>



There are many opportunities to extend work undertaken in Science at Lower or Upper Key Stage 2 to explore the topics of diversity and inclusion. This can be when learning about the role of different parts of the human body in its functioning. For example, when learning about the digestive system, exploring the role of microbiomes in our gut can help Young peoples make sense of the strength of diversity. Looking at the diversity of food in our diets or studying the diversity in nature through the ecosystems and the role of the elements, plants and animals in specific biomes are other ways to realise this work.



The topics on valuing difference of PSHE schemes can offer starting points to undertake works of diversity and inclusion. This can be done when working on responses to discrimination, or when learning about similarities and differences between people and the topics of ethnicity and gender.