

What makes us who we are?

Year: Y2

Subjects and Issues

Being different	Being yourself	Self-esteem	Bullying
Community	Diversity	Feelings	Respect
Talents	Tolerance	Great get together	Emotions

Resources needed

A4 paper, drawing and writing materials for the activity 'What makes us who we are?'

DfE Relationships Education and Health Education statutory requirements

1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
2. . Practical steps they can take in a range of different contexts to improve or support respectful relationships.

PSHE Association Learning Opportunities

- H21. To recognise what makes them special.
- H22. To recognise the ways in which we are all unique.
- R23. To recognise the ways in which they are the same and different to others.
- L6. To recognise the ways they are the same as, and different to, other people.
- L14. That everyone has different strengths.

National Curriculum Links

- English - Develop positive attitudes towards and stamina for writing by writing for different purposes.

Introduction

Ask the children to stand in pairs facing each other. Ask them to discuss and identify:

- 3 things that make them look similar to each other
- 3 things that make them look different to each other
- 3 things that they have in common with each other (which are not to do with the way they look e.g. both interested in dinosaurs)
- 3 things that they do not have in common with each other (which are not to do with the way they look)

Activity - What makes us who we are?

Discuss as a class the things they found that were similar between each and other and the things that were different to each other. Stress that we are all special because there is no-one else exactly like us on this planet – there never has been and there never will be again! (You can introduce the word '*unique*' here if you feel it's appropriate).

Give each child a piece of paper. Ask them to draw a picture of themselves. The picture must include (either drawn or written):

- Something about themselves which shows a distinct physical feature (e.g: brown hair, blue eyes, light or dark skin)
- A group that they belong to (this could be their family, a particular faith group, a friendship group, a club they belong to in school or out of school etc.)
- A physical activity they enjoy doing (e.g: running, football, cycling, swimming, bouncing on the trampoline etc.)
- A food they enjoy eating
- A favourite toy

You can add further things to this list as you feel appropriate. Or replace some of the above with your own ideas.

Discuss ideas with the class first so that they all have ideas to start them off.

When children have completed their pictures ask them to share their pictures with others. What are the things that the different pictures have in common? What are the things that are in different in the pictures?

After children have finished discussing their pictures ask them if it is OK to have things which make them different to others? If someone looks different to you or likes doing things that you don't like does that mean we should treat them differently?

Set up your circle time in your usual way, reminding the class of your normal circle time rules. You may wish to play a few fun circle time games to warm the class up.

Pass an object around the circle, starting with yourself. Tell the class something which you think is particularly special about yourself in terms of something you can do or something you're interested in (maybe you can play an instrument or ride a horse, juggle or whatever!) You then pass the object to the child on the right who has to say something positive about what you said. You might like to discuss possible responses before you start the activity e.g. 'Wow, that's very impressive,' - 'I would like to be able to do that,' - 'Wow, not many people can do that!' - 'I never knew that about you' - 'It must have taken a lot of effort for you to learn that' - 'That sounds

really interesting' and so on. That child says something special about themselves and then passes the object to their right and so on, all around the circle.

Important points to stress:

- **Everyone has something which makes them special**
- **Each of us has different skills (things we're good at)**
- **Everyone has different interests**
- **Everyone has a chance to be respectful and praise others for those special things**

Summing up

Ask the children what important things they have learnt in this SCARF session. If you haven't used the word '*respect*' introduce it here.

When we are respectful towards other people this means that we accept the things that may make them different to us and don't try to put them down or make them feel sad or uncomfortable because of them.

Explain that over the next week you are going to be looking out for children who are being particularly respectful to others and will be giving rewards in line with your school's normal reward system.

After one week look back on all the kind things that you have heard being said or seen being done and praise the children for all their respectful words and actions.