

Identity and cultural diversity



1

Learning about identity and cultural diversity can help young people to live and work together in diverse communities in the UK and the wider world. It can also help them develop their identity and a sense of belonging, which are fundamental to personal wellbeing and the achievements of a flourishing and cohesive society.

2

The identity and cultural diversity dimension engages pupils critically in the following questions:

- Who do we think we are?
- What connects us with and distinguishes us from others in the UK and the rest of the world?
- What are our roles in shaping a cohesive society?

3

Through this dimension young people learn to:

- develop their own sense of belonging and self-esteem
- recognise the value of diversity within and between identities, groups and communities
- understand the multiple and shared identities, beliefs, cultures, traditions and histories of the people in the UK, and recognise that these have shaped and continue to shape life here
- understand the importance of human rights and the consequences of intolerance and discrimination, and know how to challenge these
- understand the need for everyone living in a democracy to participate in decision-making
- understand the factors that influence and change places, communities and wider society, such as migrations, economic inequality and conflicts
- recognise the UK's changing relationship and interconnections with the rest of the world
- critically reflect on the shared and diverse values in society.

4

To achieve these outcomes learners need opportunities to:

- explore their own identities
- discuss and question a range of opinions, values and beliefs
- engage critically with controversial issues, including national identities
- take action and participate in decision-making with others as informed and active citizens
- communicate with people of different beliefs and faiths
- collaborate with different people, form new friendships and try new and culturally diverse experiences.

These websites will support the development of this dimension in your curriculum:

National curriculum
www.qca.org.uk/curriculum

Who do we think we are?
www.wdwtwa.org.uk

Teachernet community cohesion
www.teachernet.gov.uk/wholeschool/communitycohesion

Case study: Engaging with identity and cultural diversity

Bishop's Hatfield Girls' School wanted to counter the negative views about cultural diversity that learners were hearing from some members of the local community.

The school's citizenship department took the lead in developing the identity and cultural diversity dimension across the curriculum. Learners were given the opportunity to explore what 'being British' means from their own and others' perspectives, for example in creating identity collages in citizenship and art or exploring the experiences of refugees and asylum seekers through citizenship and drama.

For the full case study visit the 'Curriculum in action' section at www.qca.org.uk/curriculum.

This case study links with other dimensions:

➤ community participation

➤ creativity and critical thinking