

<b>Subject:</b>	PSHE
<b>Unit:</b>	2
<b>Year:</b>	9

<p><b>Unit overview (why is it important that students study this unit and why now?)</b> In term 2 of year 8 students looked at human rights, different forms of discrimination and how to be an ally. This unit develops students understanding of rights and discrimination in much more depth to allow them to understand where their own values and beliefs come from in order to better resist peer pressure and to allow them to develop the self confidence to support others who are being discriminated against.</p>		<p><b>Big questions:</b> How can peer pressure affect someone's behaviour? What is discrimination and how can we support those who experience it? How does the history of racism impact us in the present?</p>	
<p><b>Powerful knowledge</b> Why people might be tempted to go against their beliefs/values in the face of peer pressure. The impact of knife crime on those directly involved and the wider community. How the history of race and racism continues to have an impact on society today.</p>		<p><b>Links to prior learning/future learning</b> Students have developed their understanding of discrimination and prejudice in: Year 7 term 2, year 8 term 2 Students will develop their understanding of discrimination and prejudice in: Year 10 term 2</p>	
<p><b>Common misconceptions</b> That knife crime only affects those directly involved in it That everyone should be treated the same in all circumstances</p>		<p><b>Assessment (with a focus on formative assessment)</b> Reflection points throughout followed by class discussion. End of half term review</p>	
<b>Disciplinary Vocabulary (what are the tier 2 and 3 words that are essential knowledge in this unit?)</b>			
<i>(key word)</i>	<i>(Definition)</i>		
Manipulate	Control or influence (a person or situation) cleverly or unscrupulously	Exploitation	The action or fact of treating someone unfairly in order to benefit from their work or an action
Substance abuse	An intoxicating, stimulating or narcotic chemical or drug especially an illegal one being used	Equality	The state of being equal, especially in status, rights or opportunities
Self-worth	Having belief in yourself and your value	Discrimination	Unfairly treating a person or group differently from other people or groups of people
Privilege	Having privilege means having an advantage that is out of your control and that you didn't ask for	Prejudice	An unfair feeling of dislike for a person or group because of race, sex, religion etc
Race	Grouping together people based on their physical features – most often skin colour	Ableism	Discrimination in favour of non-disabled people
		Racism	When someone treats a person or group unfairly because of their skin colour or race

Systemic racism	Systems and/or organisations that are in place which put people at an advantage or disadvantage because of their race	Social construct	A concept that exists not in objective reality but as a result of human interaction		
White privilege	The belief that white people constitute a superior race and should therefore dominate society				
Episode	Key Learning: [overarching knowledge/ learning objective/ composite]	Disciplinary vocabulary	Component knowledge to be taught (What is it students will know?)	"So I can...." (What will the students be able to do/produce?)	How will you assess they have understood this? Today/next lesson/next week?
1	<b>Peer pressure, exploitation and knife crime</b> How can peer pressure affect someone's behaviour?	Manipulate Substance abuse Self-worth Exploitation	<ul style="list-style-type: none"> <li>Why you might be tempted to go against your beliefs/values: feeling left out, wanting to be the same as others, lack of self-confidence</li> <li>How our peers influence us: Positive - supporting our choices, making you want to be the best you can be, wanting you to do well Negative – judging you, wanting to fit in and doing something that goes against our beliefs, getting into trouble at school</li> <li>What CSE (child sexual exploitation) is – being given things such as drugs, money, status in exchange for sexual activity</li> <li>The impact of knife crime: risk of death, being caught with a knife (1<sup>st</sup> offence sent to Youth Offending Team, 2<sup>nd</sup> offence automatically sent to court), how young people can become involved in knife crime because of their environment ( criminal exploitation, gangs, fear of crime, perceived social/peer norma)</li> </ul>	<p>Explain how my peers influence me positively and negatively.</p> <p>Explain what CSE is and why young people may become victims of it.</p> <p>Explain how knife crime affects the person involved and those around them.</p>	<p>Reflection points</p> <p>End of lesson review</p>
2	<b>Discrimination and prejudice</b> What is discrimination and how can we support those who experience it?	Equality Discrimination Prejudice Privilege Ableism	<ul style="list-style-type: none"> <li>What discrimination is and what the protected characteristics are</li> <li>What the difference is between equality (law and government treats everyone the same, irrespective of their status or identity) and equity (in some circumstances people need to be treated differently to provide equality of opportunity) It is important that students understand this difference so that they understand why people may need differing forms of help in different situations in order to provide equality.</li> <li>What discrimination feels and looks like: like you have to work harder than other people to get to the same level, receiving threats, being left out, being judged</li> </ul>	<p>Explain what the protected characteristics are and why they are important</p> <p>Explain why people may need to be treated differently in some situations in order to provide equality</p> <p>Explain how I can support others who are</p>	<p>Reflection points</p> <p>End of lesson review</p>

Episode	Key Learning: [overarching knowledge/ learning objective/ composite]	Disciplinary vocabulary	Component knowledge to be taught <i>(What is it students will know?)</i>	“So I can....” <i>(What will the students be able to do/produce?)</i>	<i>How will you assess they have understood this? Today/next lesson/next week?</i>
			<ul style="list-style-type: none"> <li>How we can support others who are being discriminated against: being open and listening, express how discriminatory language makes you feel, talk about people not numbers (individuals stories)</li> </ul>	being discriminated against	
3	<p><b>Understanding racism</b> How does the history of racism impact us in the present?</p>	Race Racism Systemic racism Social construct White supremacy	<ul style="list-style-type: none"> <li>What racism is</li> <li>The difference between overt racism (hate crimes, racial slurs, lynching) which is socially unacceptable and covert racism (Eurocentric curriculum, victim blaming, inequitable healthcare, Eurocentric beauty standards, housing discrimination) which are often seen as socially acceptable. It is important that students understand that racism can be subtle and therefore can be difficult to challenge</li> <li>What the causes of racism are: the historic social construct of race to justify the perceived superiority of Europeans and how this has been deeply embedded in our subconscious</li> <li>The representation of ethnic minority groups within society: 8% MPs, 7.3% headteachers, 4.3% senior police officers</li> </ul>	<p>Explain what the difference is between overt and covert racism and why this can make racism hard to challenge.</p> <p>Explain how the history of race and racism affects how people are treated today.</p>	Reflection points  End of term review