

Subject:	PSHE
Unit:	2
Year:	10

<p>Unit overview (why is it important that students study this unit and why now?) In term 2 of year 8 and 9 students looked at human rights, different forms of discrimination and how to resist peer pressure and support others who are being discriminated against. This unit develops these themes in more depth to enable students to critically evaluate how human rights can be violated online and how to support others who are discriminated against online. This unit also aims to give students the tools to recognise how social media and algorithms can lead to them being shown more extreme content and create an echo chamber which can lead to radicalisation.</p>		<p>Big questions: What are the laws around human rights and how can they be abused? How are human rights applied in the online world and how can we stay safe online? How can social media exacerbate extremism and radicalisation?</p>	
<p>Powerful knowledge why human rights laws are important and need to be protected How people's online personas can be different to how they are in real life How algorithms work to continue showing us what we 'want' to keep us engaged How social media can lead to people becoming radicalised</p>		<p>Links to prior learning/future learning Students have developed their understanding of discrimination and prejudice in: Year 7 term 2, year 8 term 2, year 9 term 2</p>	
<p>Common misconceptions That human rights law will continue to exist without people actively holding governments to account That the way people behave online is the same how they are in real life That only 'other' people can be radicalised (it would never happen to me)</p>		<p>Assessment (with a focus on formative assessment) Reflection points throughout followed by class discussion. End of half term review</p>	
<p>Disciplinary Vocabulary (what are the tier 2 and 3 words that are essential knowledge in this unit?)</p>			
<i>(key word)</i>	<i>(Definition)</i>		
CEFM	Child Early and Forced Marriage	Radicalisation	The process by which people come to support extreme or violent ideologies
FGM	Female Genital Mutilation	Extremism	The holding of extreme political or religious views
Discrimination	Making unjustified distinctions between people based on the groups, classes or other categories to which they belong or are perceived to belong	Echo chamber	An environment in which a person encounters only beliefs or opinions that are similar to their own so that their existing views are reinforced and alternative ideas are not considered.
Human rights	Moral principles or norms for certain standards of human behaviour		

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>
1	Know your rights What are the laws around human rights and how can they be abused?	CEFM FGM	<ul style="list-style-type: none"> The importance of human rights laws: making sure everyone can make choices about their own lives, eradicating slavery, you have the right to seek asylum if your government infringes on your human rights, to protect you, our lives are better Human rights abuses in industries: for example palm oil (leading to destruction of rainforests, modern day slavery, labour abuse such as health risks from pesticides) 	Describe why human rights laws are important Research UK law on areas where human rights violations happen and make a speech informing others about this topic.	reflection points speech to the class
2	Online wellbeing How are human rights applied in the online world and how can we stay safe online?	Discrimination Human rights	<ul style="list-style-type: none"> That people sometimes behave differently online than in real life: presenting a ‘curated’ version of their life, having an online persona that is bright/livelier, it can consume you It is important that students understand how people often behave differently/present a different and potentially more extreme version of themselves in order to get engagement from others. How to challenge discrimination online: direct action (typing a comment such as that doesn’t feel right), distract (send a DM to someone who is experiencing discrimination to help them leave the space), delay (not doing something in the moment but reacting to something later once you have reflected), delegate (tell a trusted adult) 	Describe why people sometimes behave differently online. Write a letter giving advice to someone who is experiencing online discrimination	Reflection points Advice letter
3	Media influence, radicalisation and extremism How can social media exacerbate extremism and radicalisation?	Radicalisation Extremism Echo chamber	<ul style="list-style-type: none"> What is an extremist view: a view that causes someone harm, using people to get what you want, being manipulative How we can recognise radicalisation in ourselves and others: spending hours online with online groups eg far right, being drawn in by propaganda which fosters hatred to other groups in society, being coerced into getting others involved How algorithms work: online platforms main aim is to keep people engaged. Students must understand that online 	explain how we can recognise radicalisation explain how algorithms work to keep us watching what it thinks we want and how this can lead to us being	reflection points role play end of half term review

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>
			<p>algorithms show us what we ‘want’ to see and if we have clicked some extreme content it will respond by showing us more of the same.</p> <ul style="list-style-type: none"> • What to do if a friend seems to become increasingly extreme in their views: having a one to one conversation to remind them who they were, try and understand where their views are coming from and support them to critically reflect on why they have become involved. 	<p>shown more and more extreme content</p> <p>explain how we can support a friend who is becoming more extreme in their views</p>	