

Subject:	PSHE
Unit:	2
Year:	7

<p>Unit overview (why is it important that students study this unit and why now?) In the previous unit students have explored the values and beliefs that make up their own identity and how to deal with disrespectful behaviours. This unit further develops these skills to enable students to reflect on how stereotypes harm our sense of our own identity. This leads on to them being able to explore why people bully others and how we can support ourselves and others.</p>		<p>Big questions: What do we mean by stereotyping, prejudice and discrimination? How can I support myself and others when bullying occurs? How can I challenge bullies and be an active bystander?</p>	
<p>Powerful knowledge How stereotypes can harm others How to react when someone says something offensive The line between banter and bullying What constitutes bullying How we can support ourselves or others when bullying occurs What the bystander effect is</p>		<p>Links to prior learning/future learning Students have developed their understanding of discrimination and prejudice in: Year 7 term 1 Students will develop their understanding of discrimination and prejudice in: Year 8 term 2 Year 9 term 2 Year 10 term 2</p>	
<p>Common misconceptions Gender stereotypes: all women want children etc That 'banter' between friends is never harmful</p>		<p>Assessment (with a focus on formative assessment) Reflection points throughout followed by class discussion. End of half term review</p>	
Disciplinary Vocabulary (what are the tier 2 and 3 words that are essential knowledge in this unit?)			
<i>(key word)</i>	<i>(Definition)</i>		
Bystander		Bystander	A person who is present at an event or incident but does not take part
Banter	Playful and friendly exchange of teasing remarks	Active bystander	Being aware of when someone's behaviour is inappropriate or threatening and choosing to challenge it.
Bullying	Seek to harm, intimidate or coerce (someone perceived as vulnerable)	Stereotype	A widely held but fixed and oversimplified image or idea of a particular type of person or thing
Harassment	Aggressive pressure or intimidation, this can include physical touching, stares or comments	Discrimination	When a person is treated unfairly because of who they are, for example because of their gender etc
Disrespectful	Showing a lack of respect or courtesy; impolite	Prejudice	Preconceived negative opinion that is not based on reason or actual experience

Compassion		Sympathy, empathy and concern for the sufferings or misfortunes of others.	Sexual orientation	Who someone is attracted to romantically and/or sexually		
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	Exploring identities and differences What do we mean by stereotyping, prejudice and discrimination?	Stereotype Discrimination Prejudice Sexual orientation	Students must know: <ul style="list-style-type: none"> What stereotypes are: sweeping generalisations of others because of their culture etc Why they are harmful: erases sense of each individual person, ignores importance of personal identity and stories How we can react if someone says something that others find offensive: explaining how others might feel and why they might find those comments/assumptions harmful 		I will be able to describe common stereotypes about different groups of people and why they can be harmful. I will be able to describe how I could react when someone makes an offensive comment to myself or others	Reflection points Role play resolving conflict End of lesson review
2	Identifying and understanding bullying How can I support myself and others when bullying occurs?	Banter Bullying Harassment Disrespectful Compassion	Students must know: <ul style="list-style-type: none"> What the line is between banter and bullying: bullying – you know you are doing something bad, makes people feel insecure, damage their self esteem banter- usually between friends, both parties are happy with the playful remarks important that students realise the line is very thin and comments even between friends can be really hurtful, it is important to be mindful. how to identify bullying, it can include: being teased, hitting others, threatening or humiliating someone, constant criticism or spreading rumours, stealing others possessions, posting mean comments on social media advice you can give to someone being bullied: find someone to talk to, be around people who treat you well, having a safe space to go to, find ways to develop self confidence the underlying reasons for someone bullying someone else: insecurity, fear of difference, ignorance of how bullying can make others feel, being bullied by someone else, peer pressure 		I can recognise when banter turns into bullying. I can describe what behaviours may constitute bullying and the advice I would give to someone who was being bullied. I can describe the reasons why people bully others.	Reflection points End of lesson review

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3	Challenging bullying How can I challenge bullies and be an active bystander?	Bystander Active bystander	Students must know: <ul style="list-style-type: none"> • the effects of bullying: feelings of isolation, feeling unsafe, feelings of intense sadness • why someone may bully another person: feeling a lack of attention from parents, feeling left out, being bullied by someone else, to regain power • what the bystander effect is: in a group of 3 or more no one person feels like it is their responsibility to take action so are less likely to help, when no one steps forward they may feel justified in doing nothing. • What steps you can take to help someone who is being bullied: talk to them and let them know you care, ask what you can do to help, get advice from an adult 	Explain how others are affected by bullying. Describe what factors may lead to someone becoming a bully. Describe how I could help someone who is being bullied	Reflection points End of term review