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| Subject: | PSHE |
| Unit: | 2 |
| Year: | 8 |

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| <p>Unit overview (why is it important that students study this unit and why now?) In year 7 term 2 students looked at the harm stereotypes cause and how to support those who are being bullied. This unit further develops their knowledge of discrimination of marginalised groups on the basis of race, sex, sexuality, disability. Students will develop their knowledge of how to support people around them who are being discriminated against.</p> | | <p>Big questions: What are human rights and why are they important for me? What is disability discrimination and ableism? How can I be an ally?</p> | |
| <p>Powerful knowledge What the human rights act is and what children's rights are and why they are important How ableism affects other people How marginalised groups can be discriminated against and how to be an ally</p> | | <p>Links to prior learning/future learning Students have developed their understanding of discrimination and prejudice in: Year 7 term 2 Students will develop their understanding of discrimination and prejudice in: Year 9 term 2 Year 10 term 2</p> | |
| <p>Common misconceptions That human rights laws have nothing to do with me/are irrelevant That because someone looks like they are fine they can't have a disability That we should expect marginalised groups to educate us about their experiences</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> | | |
| UDHR | Universal Declaration of Human rights | Bystander | A person who is present at an event or incident but does not act |
| Human rights | Moral principles or norms for certain standards of behaviour | Racism | Prejudice or discrimination against a person or people on the basis of their membership of a particular racial or ethnic group |
| Ally | A person or group that provides assistance and support in an ongoing effort, activity or struggle. | Homophobia | A dislike or prejudice against people who are gay or lesbian |
| Sexism | Discrimination because of someone's sex | Masculinity | Attributes or characteristics traditionally associated with those assigned male at birth |
| Ableism | Discrimination in favour of able bodied people | Transphobia | Dislike or prejudice of those who identify as transgender |

| 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> |
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| 1 | Know your rights What are human rights and why are they important for me? | UDHR Human rights | <ul style="list-style-type: none"> What does the human rights act protect: right to life, freedom of speech, education, ban on slavery Students must know that the act is vitally important to protect our own and others rights, they should be able to reflect on why the rule of law is important to protect us from harm as defined by the human rights act. What are children’s rights: every child’s life is protected, right to live in a clean and safe environment with proper supervision by parents or other adults, every child must receive quality education, right to healthy food, right to be cared for when sick or injured, right to safe drinking water. Students must know that it is important to be aware of their rights to ensure they are not being violated. | I can describe what the human rights act is, why it was introduced and why it is important. I can describe which children’s rights are enshrined in law. | Reflection points Poster showing a person with one of the human rights and how life would be different for them without that right. |
| 2 | Celebrating equality and diversity What is disability discrimination and ableism? | Ableism Ally Micro-aggressions | <ul style="list-style-type: none"> What ableism is: a learned belief that people with typical abilities are superior. What ableism looks like in society: lack of compliance with disability rights, segregating students into different schools, failing to make building designs accessible to all That the majority of disabilities in the UK are invisible: cancer, heart issues, stoma bag, mental health This is important to ensure that students not judge others on how they present on the outside | I can describe what ableism is and why it is harmful to others. I can describe what hidden disabilities there are and explain why it is important not to judge others on how they present. | Baseline and end of lesson assessment. |
| 3 | Forms of discrimination and allyship How can I be an ally? | Bystander Racism Homophobia Masculinity Sexism Transphobia | <ul style="list-style-type: none"> What are racist, homophobic etc incidents How a person involved might feel: hurt, excluded, annoyed How a witness might feel: critical, offended, frustrated It is important that students recognise how others may feel in these situations to develop empathy for others in line with our British Value of tolerance and respect. <ul style="list-style-type: none"> How to be an ally: educate yourself (watching different programmes, listen to different podcasts), be willing to learn | I can describe what incidents could be racist, homophobic, sexist and describe how the people and witnesses involved may feel. I can say what actions I will take to educate | Reflection points End of term review |

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| | | | from your mistakes, speak out when others are being discriminated against. | myself and become a better ally to marginalised groups. | |