Holy Family Catholic School PSHE Year 10 HT 2

Learning Intention	Vocab	Concept (from celebrating diversity and equality, rights responsibilities and British Values, staying safe online and offline, and life beyond school) And British Value (from Respect, Democracy, Rule of Law, Individual liberty, Tolerance)	Retrieval to prior learning	Success Criteria	Hinge question	Red Zone – 10 minute independent writing task to assess learning from lesson. Could be scenario based, could be creative, could be straight forward.
Lesson 1: Introduction to Human Rights **LI:** Understand what human rights are, their origins (UDHR, Human Rights Act 1998), and why they matter.	**Vocabulary:** Human rights, UDHR, Human Rights Act, equality, law, justice	**Concept:** Rights, responsibilities & British Values **British Value:** Rule of Law	**Retrieval:** Recall key terms related to rights and equality from KS3 or earlier PSHE topics.	**Success criteria:** • Define human rights and identify key documents (UDHR, Human Rights Act) • Explain why human rights are important in society • Recognise how laws protect human rights	**What are human rights?** **1. Basic rights and freedoms that belong to every person, whoever they are.** **2. Special privileges that people earn by following the law.** **3. Rules that only apply to people living in the UK.** **4. Rights that are only given to adults.**	**Red zone task:** Write a short essay explaining why human rights are essential in a fair society, referencing UDHR or the Human Rights Act. **Stretch task:** Research a specific human right from the UDHR and present a real-world example of how it is protected or violated.
Lesson 2: The Equality Act	**Vocabulary:** Equality, protected	**Concept:** Celebrating diversity &	**Retrieval: Recall human rights discussed in**	**Success criteria:** • List the protected	**What is a protected characteristic?**	**Red zone task:** Write a persuasive paragraph on why

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2010 and Women's Rights **LI:** Explore equality, protected characteristics, and the history and progress of women's rights in the UK. ADD IN; Challenge sexist language and harmful gender stereotypes as part of creating an inclusive school community.	characteristics, discrimination, gender equality, stereotype NEW STATUTORY CONTENT: MISOGYNY	equality **British Value:** Respect	**Lesson 1, particularly equality rights.**	characteristics under the Equality Act 2010 • Explain how the Act protects individuals from discrimination • Describe key milestones in women's rights in the UK	**1. A personal choice that everyone must agree with.** **2. An aspect of someone's identity, such as their religion, disability or sex, that is protected by law from discrimination.** **3. A skill or talent that makes someone successful.** **4. A rule that only applies to people at work.**	gender equality is vital in modern Britain. **Stretch task:** Create a timeline of important events in women's rights in the UK.

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Lesson 3: Active Citizenship and Responsibilities **LI:** Understand the connection between rights and responsibilities, and ways citizens can engage in society (voting, volunteering).	**Vocabulary:** Citizenship, responsibility, community, volunteering, participation	**Concept:** Rights, responsibilities & British Values **British Value:** Individual liberty	**Retrieval: Recall equality and rights from previous lessons and what citizenship means.**	**Success criteria:** • Define citizenship and explain the relationship between rights and responsibilities • Identify different ways to participate in the community • Describe how individual actions can impact society	**A student notices that their local park has broken lighting and feels unsafe. What would be the best example of active citizenship?** **1. Avoiding the park and hoping someone else fixes it.** **2. Damaging the park further to get attention.** **3. Posting complaints online but taking no further action.** **4. Reporting the problem to the**	**Red zone task:** Write about a responsibility citizens have and how fulfilling it benefits society. **Stretch task:** Plan a small community project or volunteering activity and outline its potential impact.

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					council and encouraging others to raise their concerns.	
Lesson 4: Democracy and Decision-Making in the UK **LI:** Understand the UK government structure and how decisions are made through democracy.	**Vocabulary:** Democracy, executive, legislature, judiciary, constitution, free press	**Concept:** Rights, responsibilities & British Values **British Value:** Democracy	**Retrieval: Recall citizenship and responsibilities from Lesson 3.**	**Success criteria:** • Identify the main parts of the UK government and their roles • Explain the importance of democracy and free press • Describe how government decisions affect citizens	**What does democracy mean?** 1. **Citizens have power through voting, elections and having a say.** 2. **The Prime Minister makes every decision without asking anyone.**	**Red zone task:** Explain why democracy is important for protecting citizens' rights. **Stretch task:** Research a recent government decision and discuss its impact on your community.

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					3. **Only wealthy people are allowed to vote.** 4. **The police decide which political party runs the country.**	
Lesson 5: Elections, Political Power and Representation **LI:** Learn about electoral systems, political parties,	**Vocabulary:** Election, political party, voter turnout, representation, manifesto	**Concept:** Rights, responsibilities & British Values **British Value:** Democracy	**Retrieval: Recall democracy and government roles from Lesson 4.**	**Success criteria:** • Describe different electoral systems used in the UK • Explain the role of political	**What is a political party?** **1. A group of people who organise protests against the government.**	**Red zone task:** Write an opinion piece on why voting is important for democracy. **Stretch task:** Compare two

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and how citizens can influence political decisions.				parties and manifestos • Discuss ways citizens can influence politics beyond voting	**2. A group of people with shared ideas about how to run the country who aim to win elections.** **3. A group of people who make laws without being elected.** **4. A group of people who work for the police.**	political parties' manifestos and identify key differences.
Lesson 6: Global Politics and International Relations **LI:** Explore the role of global organisations and	**Vocabulary:** United Nations (UN), European Union (EU), Commonwealth, fair trade, diplomacy	**Concept:** Life beyond school **British Value:** Tolerance	**Retrieval: Recall democracy and political participation from Lessons 4 and 5.**	**Success criteria:** • Identify key global organisations and their purposes	**What is the main purpose of the United Nations?** **1. To control all the world's governments.**	**Red zone task:** Discuss why global cooperation is important in solving world problems.

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concepts like fair trade and world power.				• Explain the concept of fair trade and why it matters • Describe how global politics affects local lives	**2. To maintain peace and support cooperation between countries.** **3. To decide which countries are allowed to trade.** **4. To run elections globally.**	**Stretch task:** Investigate a global issue (e.g. climate change, refugees) and suggest how international organisations address it.
Lesson 7: Human Rights in the Modern World – Review and Challenge **LI:** Evaluate contemporary human rights issues using case	**Vocabulary:** Refugee, censorship, human trafficking, equality, activism	**Concept:** Rights, responsibilities & British Values **British Value:** Respect	**Retrieval:** Recall human rights and equality from Lesson 1 and 2.	**Success criteria:** • Analyse case studies of modern human rights issues • Assess how human rights are protected	**Who is responsible for protecting human rights?** **1. Only the United Nations** **2. Only charities**	**Red zone task:** Write a reflective essay on one current human rights challenge and how it could be addressed. **Stretch task:** Design a campaign

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studies (e.g. refugees, gender equality, censorship).				or violated today • Reflect on personal and societal responsibility to uphold human rights	**3. Governments, organisations, and individuals** **4. Only courts**	poster or social media post raising awareness of a human rights issue.