

Y8 learning intentions: PSHE Half Term 1

Our half term 1: *Celebrating the similarities and differences of our society*

Fostering a **sense of belonging**; how **thinking patterns** can affect behaviour; **protected characteristics** and reporting discrimination; **values** and managing disagreement constructively; and the different ways individuals contribute positively to the communities they are a part of, including through **allyship**.

Our half term 1 theme: **Celebrating Diversity & Equality**

What should students know / understand by the end of each lesson?

	Lesson (based on one lesson over two weeks).
Week 1	<ul style="list-style-type: none"> • <i>Introducing PSHE</i>
Week 2	<ul style="list-style-type: none"> • <i>Identity and community</i> - To learn about the factors that can affect feelings of belonging in a community
Week 3	<ul style="list-style-type: none"> • <i>Bias and stereotype</i> - To learn about the impact of stereotypes and bias.
Week 4	<ul style="list-style-type: none"> • <i>Discrimination and the protected characteristics</i> - To learn that everyone is equal, regardless of their similarities and differences
Week 5	<ul style="list-style-type: none"> • <i>Equality</i>- To explore what equality is. To understand what discrimination is and name some examples. To explain how equality links in with British Values.
Week 6	<ul style="list-style-type: none"> • <i>Values and constructive disagreement</i> - To learn how people can have different perspectives about values, and how to manage having different viewpoints constructively and respectfully.
Week 7	<ul style="list-style-type: none"> • <i>Diverse and supportive communities</i> - To learn about the benefits of an inclusive and diverse community and how members of communities can support one another.
Week 8	<ul style="list-style-type: none"> • <i>End of unit assessment lesson</i>

What is needed to master the knowledge?

Lesson 1 - Students will be able to: • describe some of the ways that people can be similar and different to one another • explain what may affect whether someone feels they belong in a community • suggest or identify strategies to help people to feel they belong in a community

Lesson 2 - Students will be able to: • describe a range of cognitive biases (including implicit bias) and how these can affect decisions and behaviours • evaluate strategies to help people address biases and make fairer decisions • explain what a stereotype is and how beliefs might affect someone's wellbeing or sense of belonging • recognise and suggest ways to safely challenge stereotypes across a range of contexts

Lesson 3 - Students will be able to: • identify examples of discriminatory behaviour in a range of contexts • describe the possible effects that discriminatory behaviour can have on someone • explain how the law protects people from discrimination, including what is meant by the term 'protected characteristics' • suggest ways to safely challenge and seek help in relation to discrimination

Lesson 4 – I know what equality is. I can explain why the equality act 2010 was passed. I understand why it is important that people are treated equally. I can explain how the Equality Act 2010 promotes British Values.

Lesson 5 - Students will be able to: • identify a range of values that people might hold • describe different ways that people may view and act upon the same values • describe the feelings that may arise during disagreements and a range of strategies to manage conflict • explain how constructively discussing differences in viewpoints can be beneficial

Lesson 6 - Students will be able to: • explain how a range of viewpoints, backgrounds and experiences can benefit a community • analyse the role of a community in supporting the wellbeing of people within it • describe ways that everyone can play a role or make different contributions to the communities they are part of.