

Curriculum Plan: Relationships Education

Department/subject: PSHE Spring Term Year 8

Our Vision: We take opportunities and aspire to excellence

Our Intent: To build upon relationships education in year 7 that analysed the nature of friendships

Year 7	Autumn																	
Knowledge to be taught	Key Subject Knowledge and Content:	Skills:																
	<p>Key words:</p> <table border="0"> <tr> <td>Xenophobia</td> <td>Racism</td> </tr> <tr> <td>Extreme Nationalism</td> <td>Prejudice</td> </tr> <tr> <td>Discrimination</td> <td>Religious prejudice</td> </tr> <tr> <td>Islamophobia</td> <td>Extremism</td> </tr> <tr> <td>Cult</td> <td>Radical</td> </tr> <tr> <td>Consent</td> <td>Force</td> </tr> <tr> <td>Vulnerable</td> <td>Manipulation</td> </tr> <tr> <td>Pornography</td> <td></td> </tr> </table>	Xenophobia	Racism	Extreme Nationalism	Prejudice	Discrimination	Religious prejudice	Islamophobia	Extremism	Cult	Radical	Consent	Force	Vulnerable	Manipulation	Pornography		<p>Key Concepts:</p> <p>Acceptance Prejudice Equality Diversity</p>
Xenophobia	Racism																	
Extreme Nationalism	Prejudice																	
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Pornography																		
<p>How knowledge is assessed</p>	<p>TBC</p>																	

<p>Links to Prior Knowledge and Addressing Gaps</p>	<p>Whilst primary schools develop a PSHE curriculum specific to their needs the DfE has detailed statutory guidance as to what students should know by the end of primary education. This unit has been structured using that guidance as a starting point but using the presumption that children will have met the end points in their primary education.</p> <p>ONS figures for 2020 show that the majority of Letchworth identifies as white British meaning that the student’s experience of racial and religious diversity is limited. It can be presumed that knowledge around racial and religious diversity within the homes of our students may also be limited and that maintained contact with people from diverse racial and religious communities is low. This unit encourages students to consider relationships they have with people outside in the wider world even if they may be fleeting. The unit also encourages students to consider why people may hold racist thoughts and behave in a discriminatory manner: this also allows them to compare their views and behaviours as well as those in the closer circles to consider whether they may be holding subconscious bias. Students develop skills of empathy to try to understand the impact of prejudice and discrimination.</p>
<p>Cultural capital lessons</p>	<p>Show Racism the Red Card Investigate links with Icknield School where students could meet and discuss life experiences, similarities and differences.</p>