

Year 7 PDC Booklet

Relationships and Sex Education I

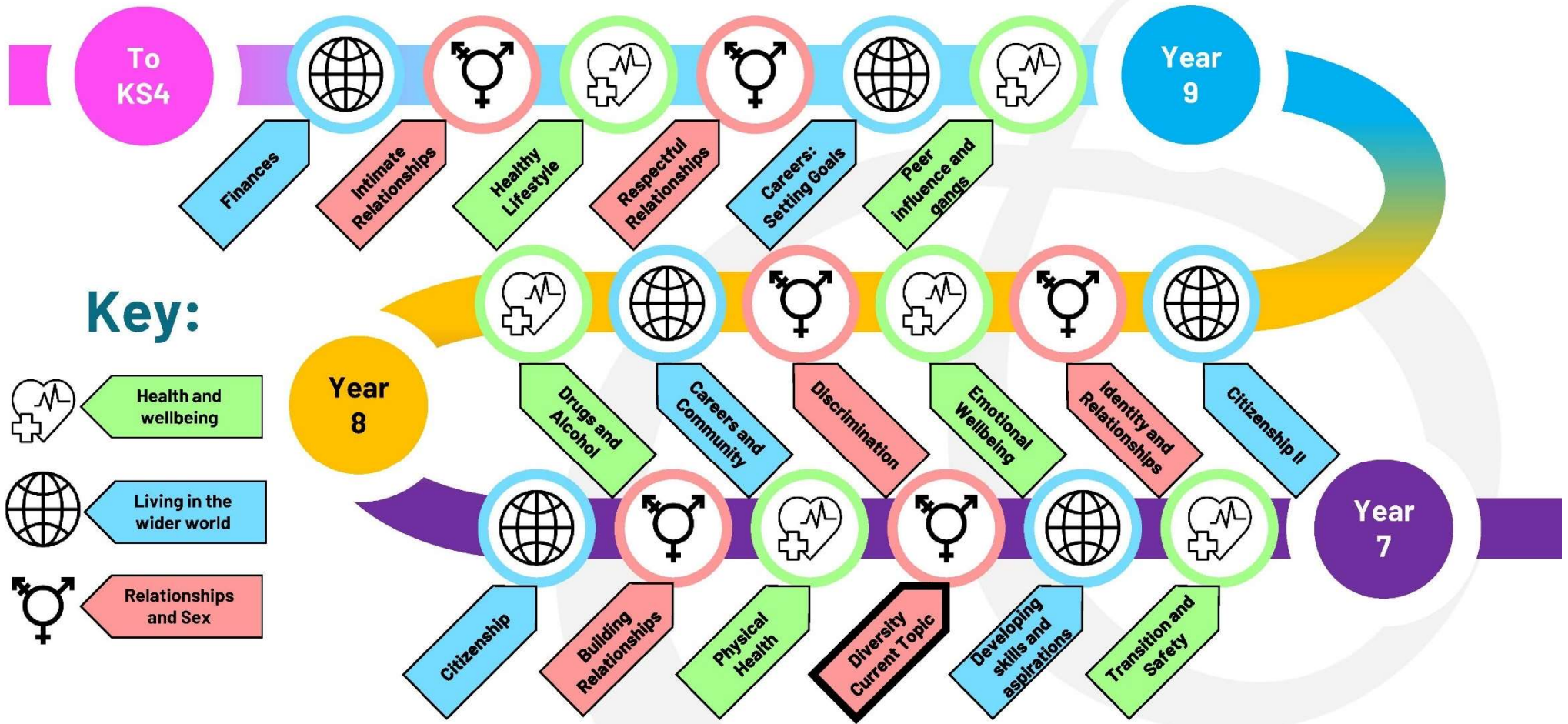


LIONHEART EDUCATIONAL TRUST

Name:

Form:






Personal Development Curriculum KS3 Learning Journey





Year 7 – Block 3: Relationships and Sex Education Knowledge Organiser



Key Words		Types of Bullying		Dealing with Bullying											
Identity	Identity encompasses the memories, experiences, relationships and values that create ones sense of self.	 Physical	The victim is physically and violently assaulted by the bully. This can including being beaten up, pushed and shoved or the physical taking of items from the victim. This sort of bullying is against the law and should be reported to the police.	<p>Remember that it is the victim that determines if they believe the behaviour is bullying not the bully.</p> <ul style="list-style-type: none"> • Tell someone –don't keep it to yourself, find a trusted adult who you can talk to. • Don't retaliate, try and ignore them if you can. • Try not to react in front of the bully. • Stay with trusted friends who will support you. 											
Human Rights	Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death.	 Verbal	This can include name calling, snide comments and the spreading of rumours; it can also constitute harassment in some cases which is illegal and should be reported to the police.												
Diversity	The existence of variations of different characteristics in a group of people.	 Emotional	Psychological and emotional bullying s difficult to see, but can include the ostracization of the victim from a particular group, tormenting and humiliating the victim.												
Equality	The state of being equal, especially in status, rights, or opportunities.	 Cyber	Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature, but can also include setting up of malicious websites or posting personal and embarrassing images and videos without the persons permission.												
Discrimination	The unjust or prejudicial treatment of different categories of people	 Specific	This the term used to describe bullying based on a specific aspect of the victims identity such as homophobic, transphobic, Bi-phobic bullying but can also include racist bullying and bullying based on religion. All of these types of bullying are illegal.	<p>Dealing with Cyberbullying</p> <p>Cyber Bullying can be harder to handle as it anonymous and can impact all aspects of your life.</p> <ul style="list-style-type: none"> • Tell someone – don't keep it to yourself, find a trusted adult who you can talk to. • Report the bullying to the website and block the user. • Do not retaliate • Screenshot evidence of the bullying. 											
Stereotypes	A stereotype is a fixed idea about the characteristics of a group of people. This can happen when a person or a social group is represented in a similar way over and over again by the media.	Where To Go For Support:													
Prejudice	Preconceived opinion that is not based on reason or actual experience.	Teachers and School Staff, Parents, Friends, Parents													
Bullying	To pick on or seek to harm someone, or treat someone in an unfair way, sometimes over and over again.	NPSCC	https://www.npscc.org.uk												
Cyberbullying	The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.	Childline	https://www.childline.org.uk												
Upstander	A person who speaks or acts in support of an individual or cause, particularly someone who intervenes on behalf of a person being attacked or bullied.	National Bullying Helpline	https://www.nationalbullyinghelpline.co.uk/												
Kindness	The quality of being friendly, generous, and considerate.	<table border="1"> <thead> <tr> <th colspan="2">9 Protected Characteristics</th> </tr> </thead> <tbody> <tr> <td>1. Age</td> <td>2. Sex</td> </tr> <tr> <td>3. Disability</td> <td>4. Race</td> </tr> <tr> <td>5. Marriage and Civil Partnership</td> <td>6. Pregnancy and Maternity</td> </tr> <tr> <td>7. Gender Reassignment</td> <td>8. Sexual Orientation</td> </tr> <tr> <td colspan="2" style="text-align: center;">9. Religion or belief</td> </tr> </tbody> </table>		9 Protected Characteristics		1. Age	2. Sex	3. Disability	4. Race	5. Marriage and Civil Partnership	6. Pregnancy and Maternity	7. Gender Reassignment	8. Sexual Orientation	9. Religion or belief	
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Empathy	Empathy is considering other people's feelings – it's putting yourself in someone else's shoes.														

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Identity and Rights

Retrieval Practice

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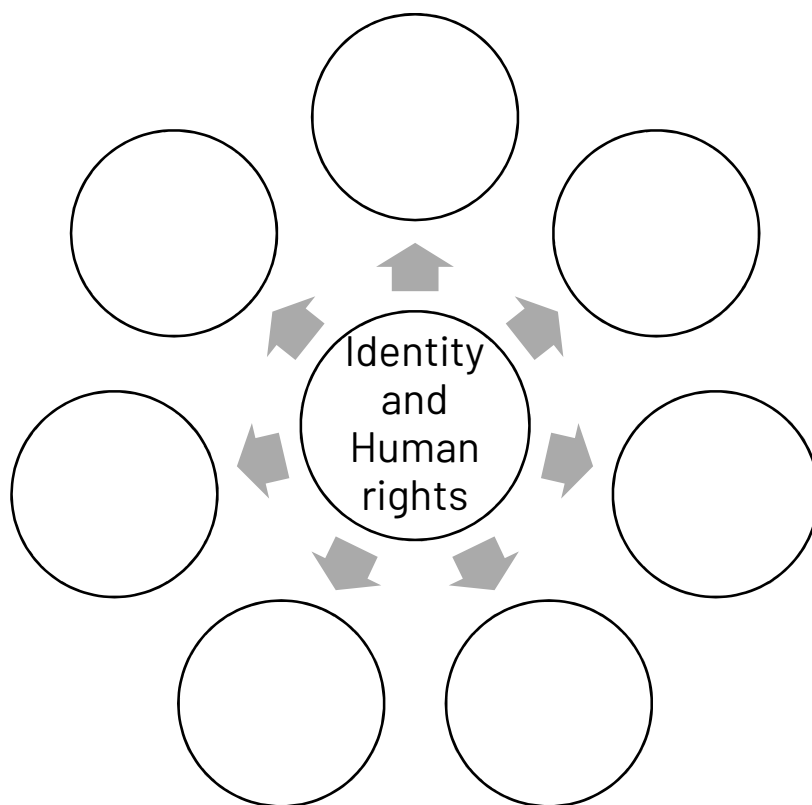
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Baseline Assessment

Complete the diagram below to name as much information about human rights as you can. At the end of the lesson we will add to this in green pen



Task 1: Questions

What makes up Sarah's identity?

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What aspects contribute to the making of your identity?

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Task 2: Human Rights Video Questions

1. What are human rights?

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2. Who do human rights apply to? (Who has human rights?)

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3. Human rights are u_____.

4. How many human rights are there according to the United Nations?

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5. Where are the human rights listed?

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6. What did Cyrus the Great do when he conquered Babylon?

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7. What did the Magna Carta say about kings/rulers?

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8. What did Mahatma Gandhi believe about human rights?

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9. Why was the United Nations formed?

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10. Who supervised the introduction of the Universal Declaration of Human Rights (UDHR)?

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Living in a Diverse Society

Retrieval Practice

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Baseline and Endpoint Assessment

	Baseline Assessment	Endpoint Assessment
<p>What are the positive benefits of living in a diverse society?</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Why is it important to celebrate diversity?</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Task 1: Encouraging Inclusivity



Task 2: Case Studies

Case Study	What can we do to help?
Sarah recently moved to a new school from a different country. She speaks English as a second language and finds it hard to join in conversations with her classmates. They sometimes exclude her from group activities and talk fast, making it difficult for her to keep up.	
Alex loves dancing, but he's the only boy in his dance class. Some of his classmates tease him and say dancing is only for girls. He feels left out and sometimes thinks about quitting.	
Jamila wears a headscarf as part of her religious tradition. Some kids at her school don't understand and make fun of her. They don't invite her to events and sometimes exclude her from group activities.	
Max uses a wheelchair because he has difficulty walking. Some of his classmates forget to include him in games or activities because they're not sure how to include him.	
Chris hasn't told anyone at school yet, but he's gay. He overhears some classmates making jokes about LGBTQ+ people and feels scared to be himself.	

Retrieval Practice

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Baseline and Endpoint Assessment

	Baseline Assessment	Endpoint Assessment
What is bullying? Why do people experience bullying?
What is cyberbullying? What should someone who is being cyberbullied do?

Task 1: Watch the clip and fill in your table as much as you can. Your teacher will pause the clip in places for you to catch up. You need to fill in:

- What is bullying? What kind of things might bullies do?
- How much does this happen? How can we help to stop it?
- Why do people bully? Why is it important to show bullies it's not okay?

What?	How?	Why?

Task 2: Questions

1. Is this film realistic? Could a similar situation happen in this school?

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2. The title of this toolkit is called 'Crossing the Line'. In this film, where do you think the line was crossed?

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3. Why do you think Jason was bullied? Why do you think anyone is bullied?

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4. How did Jason respond to the cyberbullying? What could he have done differently? What did he do well?

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5. Could Jason have done anything to stop the bullying? If yes, what could he have done?

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6. What advice would you give to someone if they are being cyberbullied?

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Challenging Stereotypes: Diversity

Retrieval Practice

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Baseline Assessment

Baseline Assessment – How many stereotypes can you think of?	Endpoint Assessment – Choose 3 of the stereotypes you listed at the start. How can we address them?

Task 1: How does diversity impact your life?

List things in your everyday life that are influenced or come from other countries. It can be a person in your family or a friend, music or food, fashion or sport. List as many things as you can.

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Task 2: Case Studies

Case Study	What stereotypes are being portrayed?	Why are these stereotypes wrong?	How can we tackle these stereotypes?
<p>Sarah, a 13-year-old girl, has a passion for football. She spends hours practicing her skills, and her dedication pays off as she becomes the star player on her local youth team. However, in school, her classmates often tease her for not conforming to traditional gender norms. They make comments like, "Football is a boys' sport, girls shouldn't be playing it."</p>			
<p>Jamal, a 14-year-old student, excels in both art and science. He enjoys creating intricate paintings and conducting experiments in his makeshift home laboratory. However, his classmates find it puzzling that he's equally passionate about both subjects. They make comments like, "Artists can't be good at science, can they?"</p>			
<p>Maria and Ahmed, both 12-year-old students, come from different cultural backgrounds and speak multiple languages at home. Some classmates assume they must struggle with English and overlook the richness of their linguistic abilities. They make</p>			

<p>comments like, "It must be hard for them to speak English properly."</p>			
<p>Emma, a 14-year-old student, has a physical disability. Despite her intelligence, creativity, and kindness, some classmates tend to exclude her from group activities. They assume that she won't be able to participate fully, and often make plans without including her.</p>			
<p>Alex and Jamie are 15-year-old openly LGBTQ+ students. They face derogatory comments and exclusion from some classmates who hold prejudiced views about their sexual orientations. These classmates make hurtful remarks, suggesting that being LGBTQ+ is abnormal or wrong.</p>			
<p>Amina, John, and Carlos are 13-year-old students who come from different religious backgrounds. Some classmates make assumptions about their beliefs and engage in religious stereotypes, assuming that Amina must only celebrate Islamic holidays, that John must not eat certain foods, and that Carlos can only speak Spanish.</p>			

Retrieval Practice

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Baseline and Endpoint Assessment

Baseline Assessment What methods of tackling discrimination can you think of?	Endpoint Assessment Rewrite your answer to the question on the left hand side, adding in information from this lesson

Task 1: Case Studies

Case Study	What stereotypes are being portrayed?	Why are these stereotypes wrong?	How can we tackle these stereotypes?
<p>Hassan, a Muslim student, has been consistently receiving lower grades than his classmates despite his evident effort and understanding of the subject. His friend makes comments about his religion and suggests that he might not be as capable academically.</p>			
<p>Maria, a girl with a hearing impairment, is not provided with necessary accommodations during discussions and activities. Her mentor frequently forgets to use the microphone and does not provide written materials for her to follow along.</p>			
<p>Liam, a boy with autism, is consistently excluded from group activities during break time. His classmates intentionally avoid him and make fun of his social interactions.</p>			
<p>Anaya, a girl who has recently transitioned, faces derogatory comments and exclusion from some of her classmates. They make jokes about her appearance and openly mock her.</p>			

Retrieval Practice

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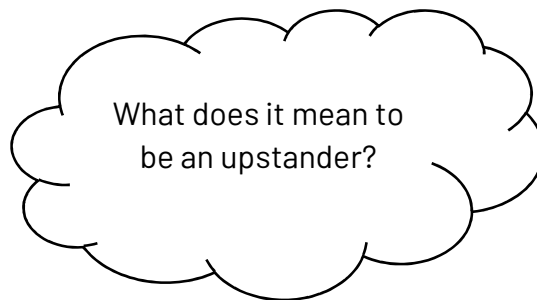
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Baseline and Endpoint Assessment



Task 1: Scenarios

a. You hear someone in your form bragging about taking photos of one student editing them and posting them on Snapchat

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b. Every time one particular student walks past your friends in the corridor one of your group hisses

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c. Your friend keeps creating groups on PS5 for Fortnite. They name these groups making fun of one of your school friends. It is really upsetting them

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d. A student deliberately barges this one boy every time he sees him in the corridor. The boy now has bruises on his arm

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Task 2: Examples of Upstanders

Can you give an example of when you have been an upstander or have seen someone be an upstander?

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