

PCSHE Booklet – Year 7

Topic 3 – Diversity and Relationships

Name: _____

Class: _____

Teacher: _____

Year 7 Curriculum					
Topic 1: Resilience and Self-Esteem Personal identity, positive thinking, confidence, self-esteem and resilience.	Topic 2: Political Systems Political system in the UK, Parliament, voting and elections, liberty.	Topic 3: Diversity and Relationships Diversity, prejudice, and bullying	Topic 4: Your Changing Body Puberty, body image, unwanted contact, and FGM	Topic 5: Building relationships Self-worth and sexting, romance and friendships (including online) and relationship boundaries	Topic 6: Financial decision making Saving, borrowing, budgeting and making financial choices

Who can you turn to for help and support:

- Parents or trusted family members
- Teachers or school staff
- The Police
- NSPCC Helpline 080 800 5000 www.nspcc.org.uk
- Childline: Helpline 0800 1111 <https://www.childline.org.uk>
- National Bullying Helpline:
<https://www.nationalbullyinghelpline.co.uk>
- CEOPS - <https://www.ceop.police.uk/safety-centre/>

Knowledge Organiser

PCSH E – Year 7 Topic 3 – Diversity and Relationships

Definitions:		
<ul style="list-style-type: none">- Stereotypes: thinking all people who belong to a certain group are the same and labelling them, for example all young people who wear hoodies are thugs.- Prejudice: judging someone without knowing them, on the basis of what they look like or what group they belong to, for example all black people are good dancers.- Equality: the state of being equal, especially in status, rights, or opportunities- Protected Characteristics: Protected characteristics are specific aspects of a person's identity defined by the Equality Act 2010. The 'protection' relates to protection from discrimination.- Discrimination: The unfair treatment of someone because of their particular characteristics e.g. race, religion, gender etc.- Hate crime: Any crime can be prosecuted as a hate crime if the offender has either: demonstrated hostility based on race, religion, disability, sexual orientation or transgender identity OR been motivated by hostility based on race, religion, disability, sexual orientation or transgender identity- Gender stereotypes: a generalised view of the characteristics or role that should be held by either gender.- Bullying: Bullying is the repeated and intentional behaviours which cause harm to another person, either physically, emotionally or psychologically.- Banter is the playful exchange of teasing remarks and jokes between friends where all are in on the jokes and enjoy the exchange.- Bystander: A person who doesn't actively engage in the bullying but watches and doesn't do anything to prevent it.- Bully: A person who engages in bullying type behaviour towards one or more people.		
The Equality Act	<p>The Equality Act 2010 aims to prevent discrimination or ill treatment. This act was introduced in 2010 to replace all previous equality laws. The new law was intended to help make equality law easier to understand and simpler to use. It is illegal to discriminate against anyone based on nine protected characteristics:</p> <ul style="list-style-type: none">- Age- Disability- Gender reassignment- Marriage and civil partnership- Pregnancy and maternity- Race: can refer to colour, nationality, ethnic or national origins- Religion or belief: can refer to religious or philosophical beliefs, including a lack of belief- Sex: refers to a person's gender- Sexual orientation <p>Importance of the Equality Act:</p> <ul style="list-style-type: none">• The Act makes it law that every private, public and voluntary organisation must not discriminate against their employees or the people that use their services because of their characteristics.• The Equalities Act has a huge impact on sentencing in courts.• It is used to make vulnerable groups feel safe.• It is used to help convince people to report crimes and know that the police must take them seriously.• The Equality Act 2010 allows Positive Action so that public bodies (such as schools) can provide additional benefits to some groups to help tackle disadvantage.	
Bullying	<p>There is no legal definition of bullying. But it is usually defined as repeated behaviour which is intended to hurt someone either emotionally or physically and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.</p> <p>Types of Bullying:</p> <ul style="list-style-type: none">- Physical: The victim is physically and violently assaulted by the bully. This can include 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.- 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.- Emotional: Psychological and emotional bullying is difficult to see but can include the ostracization of the victim from a particular group, tormenting and humiliating the victim.- 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.- Specific: This is the term used to describe bullying based on a specific aspect of the victim's identity such as homophobic, transphobic, Bi-phobic bullying but can also include racist bullying and bullying based on religion. All these types of bullying are illegal. <p>Dealing with Bullying:</p> <ul style="list-style-type: none">- Remember that it is the victim that determines if they believe the behaviour is bullying not the bully.- 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.- If it is cyber bullying - Screenshot evidence of the bullying. Report the bullying to the website and block the user.	<p>For further support:</p> <ul style="list-style-type: none">- Your tutor- Mr Hayward- Parents or trusted family members- Another teachers or school staff.- Pastoral Team: Mrs Toulson Mrs Aston- Safeguarding Team: Mr Ogden, Mrs Jones, Mrs Loveridge- The Police- NSPCC Helpline 080 800 5000- www.nspcc.org.uk- Childline: Helpline 0800 1111- https://www.childline.org.uk- National Bullying Helpline: https://www.nationallbullyinghelpline.co.uk- CEOPS - https://www.ceops.police.uk/safetycentre/

Low Stake Quiz

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Sliding Scale – Lesson 1

Stereotyping, Prejudice and Discrimination

Task: Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

Sliding Scales

I understand that people have negative attitudes and know what is meant by prejudice and stereotypes.



I can recognise my own and other stereotypical and prejudicial attitudes.



I am aware of the negative consequences of prejudice and stereotypes.



Key words: Stereotypes, Prejudice, Discrimination, Equality, Actions



Task 1: Your need to hire an engineer to set up life on the moon. Choose your apprentice based on the information on the screen.

Round 1 – Cross out the individual you are firing.

Ali	Patrick	Jamie	David	Adriana	Hannah	Delroy
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Round 2 – Cross out the individual you are firing.

Ali	Patrick	Jamie	David	Adriana	Hannah	Delroy
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Round 3 – Cross out the individual you are firing.

Ali	Patrick	Jamie	David	Adriana	Hannah	Delroy
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Round 4 – Cross out the individual you are firing.

Ali	Patrick	Jamie	David	Adriana	Hannah	Delroy
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Round 5 – Cross out the individual you are firing.

Ali	Patrick	Jamie	David	Adriana	Hannah	Delroy
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Round 6 – Cross out the individual you are firing.

Ali	Patrick	Jamie	David	Adriana	Hannah	Delroy
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Who was your choice?

Task 2: Discuss the following questions with your partner.

1. What choice did you make?
2. Are you pleased with your hired apprentice?
3. Would you have made a different decision if you had the qualifications information first?
4. What is wrong with judging people with such little information?
5. What do you think influenced your decisions?
6. Do you think people often judge people like this in our everyday life?
7. What could be the consequences of pre-judging people?

Stereotypes and prejudice

Task 3: How would you define or explain stereotypes and prejudice?

Stereotypes:

Prejudice:

Gender stereotypes

Task 4: Discuss the following questions with your partner:

- Why did Billy Elliot’s family not like him doing ballet?
- Where does his family’s attitudes come from?
- Are there certain sports that are for girls and others for boys?
- Is it fair that some things are labelled as girls or boys?

Task 5: Complete the following table which shows some common examples of gender stereotyping

Examples of gender stereotyping	Ways of thinking encouraged by this stereotype	How might it make girls feel? How might it make boys feel?	Other possible ways of thinking not shown by the stereotype.
Many advertisements and programmes show mothers serving meals to their families but very few show fathers doing this	These advertisements seem to suggest that mothers do all the housework and cooking and really enjoy this	Girls feel that they must cook and clean to be a good mother. boys feel that it might not be macho to cook for their children when they're older	father should do more of the cooking . Some others hate doing housework .
Many magazine photographs show teenage girls putting on makeup, brushing their hair and generally paying a lot of attention to their appearance			
Many television advertisements show young boys playing with action toys such as trucks and super-hero figures			
School has a rugby team and a football team for boys only but has a dance group that all learners can take part in			

Prejudice in the news

Task 6: Read the news extracts on the worksheets. Highlight any evidence of prejudiced attitudes and answer the questions.

News extract 1

James Parke, 22, was on a night out which ended in him fighting for his life. James, who is a trainee police officer, was having fun with friends when up to 20 boys, some as young as 14, started shouting homophobic abuse at them. James was repeatedly punched and kicked in his face and body by the boys and he was left with several skull and facial fractures.

What is the prejudiced attitude?
Who is the prejudice directed towards?

News extract 2

More than 7,600 viewers complained about racism on the reality show; Celebrity Big Brother. Viewers complained that the contestants of Big Brother were racially abusing the Bollywood star Shilpa Shetty. They claimed that Shetty, from India, was being victimised and bullied. Shetty, 31, broke down in tears after allegedly being taunted about her skin colour, accent and cooking.

What is the prejudiced attitude?
Who is the prejudice directed towards?

News extract 3

Sky Sports presenters Andy Gray and Richard Keys have been accused of sexism after making several comments about a female referee, called Sian Massey. They commented on her understanding of the offside rule during a Premier League match. The commentators believed their microphones were switched off but were actually recorded making remarks such as:

‘Somebody better get down there and explain offside to her.’

‘Can you believe that? A female linesman. Women don’t know the offside rule.’

What is the prejudiced attitude?
Who is the prejudice directed towards?

Low Stake Quiz

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Sliding Scale – Lesson 2

The Equality Act

Task: Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

Sliding Scales

I can identify the protected characteristics that are set out in the Equality Act, 2010.



I can recognise the different types of discrimination.



I can assess the extent to which protected characteristics make our country more equal.



Key words: Protected characteristics, discrimination, law, equality,

The Equalities and Human Rights Commission define discrimination as:
*The unfair treatment of someone because of their particular characteristics
e.g. race, religion, gender etc.*

Task 2: Read the resource sheet in your booklet. Summarise what you have learnt so far by answering the following questions:

1. For each of the laws made before 2010, give an example below of how a company could possibly break that law:
2. What is the Equality Act 2010?
3. What are the Protected Characteristics?

The Equality Act 2010

Prior to 2010, workplaces, schools and many other public places had to follow a lot of different legislation:

1.Equal Pay Act (1970)

This act seeks to ensure that men and women are paid equal money for equal work.

2.Sex Discrimination Act (1975)

Passed to ensure that females have the same opportunities as males at school and in the workplace. It also protects against sexual harassment at work.

3.Race Relations Act (1976)

Prevents discrimination on the grounds of race, colour, nationality, ethnic background or religious beliefs.

4.Disability Discrimination Act (1995)

Makes it illegal to treat people with a disability less favourably at work and in the provision of services in public.

5.Employment Equality (Sexual Orientation) Regulations (2003)

Ensures that employees cannot be excluded in work or training on the grounds of sexual orientation or religious belief.

6.Age Discrimination Act (2006)

The newest piece of legislation makes it illegal for businesses to discriminate against someone simply because of their age or experience.

A new Equality Act was introduced in 2010 to replace all previous equality laws. The new law was intended to help make equality law easier to understand and simpler to use. The Act makes it law that every private, public and voluntary organisation must not discriminate against their employees or the people that use their services because of their particular characteristics.

Protected Characteristics:

The 2010 Equality Act protects people with particular characteristics from discrimination. The protected characteristics are:

- a. Age
- b. Disability
- c. Gender reassignment
- d. Marriage and civil partnership
- e. Pregnancy or maternity
- f. Race
- g. Religion or belief
- h. Sex
- i. Sexual orientation (gay, lesbian or bi-sexual)

Positive Action

The Equality Act 2010 allows Positive Action so that public bodies (such as schools) can provide additional benefits to some groups to help tackle disadvantage. For example, a school may provide additional lessons for Travellers and Gypsies.

If any individual believes that they have been discriminated against, harassed or victimised they can make a claim under the Equality Act 2010 and can seek advice from the Equalities and Human Rights Commission.

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Blank lined paper for writing.

Extension Task:

Is learning about prejudice and discrimination essential?
Use examples from modern day contexts to support your
point.

Low Stake Quiz

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Sliding Scale – Lesson 3

Bullying

Task: Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

Sliding Scales

I can describe the meaning of bullying and the impact it can have on an individual.

Not confident

Confident



I can explain the difference between bullying and banter.

Not confident

Confident



I can explain where to seek support and advice on bullying and banter.

Not confident

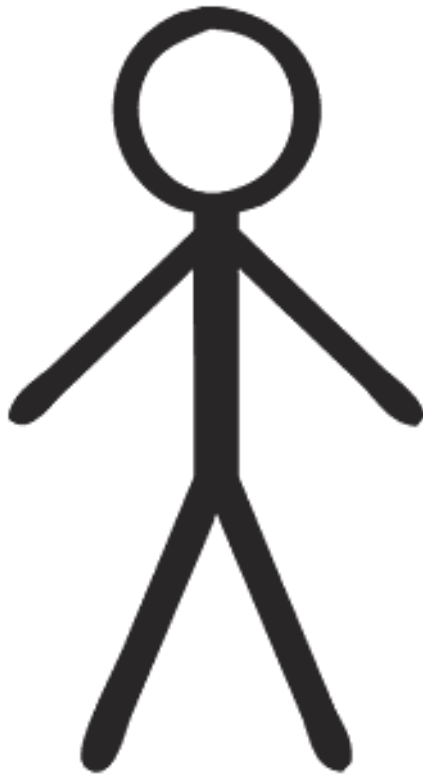
Confident



Key words: social media, discrimination, blackmail, sexting, harassment, race, culture, ethnicity, sex, gender, sexual orientation, prejudice, physical, verbal

DESCRIBE A 'BULLY'

Task 1: Annotate the outline of a person in your booklet.
Use adjectives to describe a 'bully'.



What is bullying?

There is no legal definition of bullying. But it is usually defined as repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.

Bullying can take many forms including:

- physical assault
- social bullying
- threatening behaviour
- name calling
- Cyberbullying
- sexualised bullying

Task 2: Read the case study and discuss the following questions with your partner.

1. How does the person in your case study feel day to day?
2. Why do they feel that way?
3. How do they feel when they're bullying someone?
4. What activities, hobbies or actions could they do to achieve the same feeling in a less harmful way?
5. Would it be helpful to punish them for their behaviour?
6. What else could be done to help them?
7. How do you think helping the perpetrator might be helpful for the person who they are bullying?

CASE STUDY : UNSPECIFIED, AGED 14. LONDON.

"People always pick on me and tease me at school. They call me awful names and laugh at me if I speak in lessons. I know I look different to most other people, and I feel really unhappy when I look in a mirror.

When I'm on the computer I can make other people feel the way I do in real life. I create fake accounts and troll people on instagram and facebook. It's not fair that people pick on me for being different, so why shouldn't I pick on other people? There's one girl in particular who I make fun of a lot. She posts these selfies all the time, so I edit them to make her look ridiculous or gross then post them online."

Task 3: Mark your opinion on the continuum lines in your booklet.

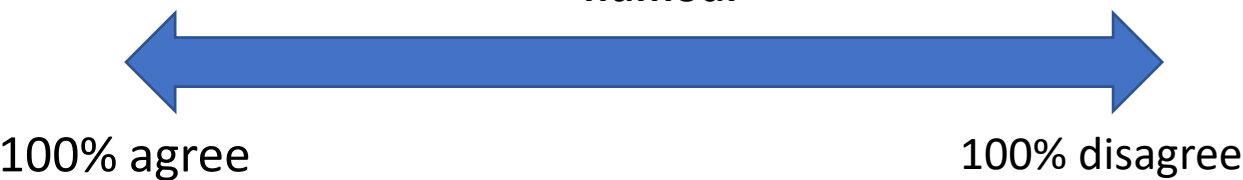
There are no limits to what you can banter about with friends



Being funny is about pushing boundaries



If someone is upset by banter then they're just lack a sense of humour



There's no difference between banter and bullying



Getting it right

Task 4: Read the ‘banter cards’ in your booklet. For each one, decide where on the ‘Banter Scale’ it should sit.



"What are you hiding in your turban? It better not be anything explosive."	"No-one's ever going to date you because you are the ugliest person in the school."	"You are so boring, I'd rather hang out with my grandma. And the only thing she talks about is how much she loves prunes."
"Did you see the match last night? Your team looked like they were playing with their eyes closed."	"Hey Stephen Hawking - nice wheelchair. How's life rolling for you?"	"You're so spotty - you look like a load of maggots are trying to burst out of your face."
"You're so fat you have to take selfies in panoramic mode."	"You're so ugly, if I was your mirror I'd quit."	"When you sing you sound like a cat drowning in the bath."
"That haircut makes you look really gay. Stay away from me when we're getting changed for PE!"	"You're so dyslexic, you'd go to a toga party dressed as a goat."	"You're so stupid you can't even remember how to spell your own name."

What is Banter?

Oxford Definition: the playful and friendly exchange of teasing remarks.'

What to say when it stops being funny.

Task 6: Read the ‘What to say when...’ Choose the best three responses and the worst three responses for when banter gets too much. Discuss what makes a good response, and what makes a bad response when trying to respond to banter.

"Good one!"
"Yeah, I get that one all the time..."
"Yeah, true, but what can you do?"
"Shhhh, I've been trying to keep that secret - I don't want everyone to know, or they'll all want to be like me!"
"Hey, don't try to make me look stupid, that's my job".
"It feels like you're trying to make me look like an idiot. That's not very cool..."
"You're not funny."
"Whatever."
Just leave me along you big bully!!"
"Hahahaha....." *dies inside*
"You're an idiot, I hate you so much."
"I understand you're just joking around, but sometimes it's hard not to take this stuff personally."
"Yes, and..."
"Right, that's it! I've had enough now!"
"OK, OK. You're starting to cross the line now."

We wish there was a simple solution to end bullying

In the meantime we’ve outlined the best ways for you to look after yourself, stay strong, and beat bullying.

Task 7: Match up the actions with the reasons.

How To Beat Bullying	Why It Works
TALK TO SOMEONE	Trusting a responsible adult, who knows how to handle your situation, makes you feel more in control.
FIND A HOBBY OR INTEREST THAT YOU LOVE	Acknowledging your situation and sharing it with someone else helps you to realise that you’re not alone.
SPEAK TO THE PERSON BULLYING YOU	The person bullying you might have no idea how much it’s affecting you, or they might be able to relate to how you feel.
STOP BLAMING YOURSELF	Some bullying actually counts as a criminal offence, so telling the authorities helps to prevent the abuse from continuing.
REPORT IT	You are great exactly the way you are, and if you can remind yourself of that then bullying will not define your worth.
DE-STRESS	Strengthen your self-esteem and realise that you are not alone by reading about similar stories to yours.
READ STORIES FROM ROLE MODELS	Finding ways to cope with stress stops negative emotions from building up and making you feel worthless.
GET SUPPORT FROM GOOD FRIENDS	When you are valued & supported by people who know the real you, you feel more confident about yourself.
TELL A TEACHER	Filling your life with things you enjoy makes you feel good & boosts self-esteem. You are also more likely to meet people just like you and feel less alone.

Task 8: Read the scenario and discuss what should happen next. Your discussions should demonstrate a positive way in which the bullying could be combatted by Ali and the people around them.

Background: Ali and Morgan are at school together. Over the last month, Morgan has started to bully Ali. Morgan called Ali names and posts abusive stuff on Ali’s social media.

At lunch time, Morgan starts filming Ali on their phone, laughing at how Ali looks. Ali asked Morgan to stop but Morgan just laughs and tells Ali that they’re going to post it on Snapchat. There are several other students around who see this.

What could happen next?

This image shows a full page of white paper with horizontal black ruling lines, typical of notebook paper. In the bottom right corner, there is a logo consisting of a green leaf icon next to the text "GREENSHAW LEARNING TRUST".

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