

**PSHCE- Diversity, Prejudice and Discrimination Rubric KS5**

**Spring 2023**

Subject curriculum intent:	All learning at NRHS is based on the principle that people should treat each other with respect whatever their gender, race, sexual orientation, religious belief, educational need or disability. In PSHCE pupils are taught to develop a positive attitude towards themselves and other people with a focus on our shared values. By building resilience and self-esteem pupils learn not be influenced by the negative peer pressure they may encounter and to think for themselves. PSHCE provides valuable opportunities for discussing and questioning within the context of learning based on knowledge and understanding. This is in line with Prevent Strategy which is embedded within PSHCE and the whole curriculum.			
End of KS3 intent/outcome	End of KS4 intent/outcome		End of KS5 intent/outcome	
At the end of KS3 pupils will be aware of differences between themselves and other and find the positive of these differences. Pupils will learn how to tolerate and respect others and the differences between them. Pupils will be aware of and may begin to quote the rights linked with this topic.	By the end of KS4 pupils will be able to celebrate differences and be tolerant and respectful of all others. Pupils will be aware of what to do if they see or are subject to prejudice and discrimination in their immediate surroundings. Pupils will know and use the language of the rights related to making choices and identity.		By the end of KS5 pupils will be able to celebrate differences and be tolerant and respectful of all others. Pupils will be aware of what to do if they see or are subject to prejudice and discrimination in their immediate surroundings and will discuss current affairs both nationally and globally that involve prejudice and discrimination. Pupils will begin to be active global citizens and will be clear of the rights/articles linked to this topic.	
Intent for this topic:	In this unit pupils will develop their understanding of what is meant by the terms diversity, prejudice and discrimination. Pupils will begin to recognise the differences between themselves and others and begin to develop their knowledge, skills and understanding of the importance of equality amongst everyone.			
Core vocabulary needed for this subject/topic:	Same, Different, race, gender, equality, diversity, prejudice, discrimination, kind, unkind, friend			
Vocabulary pupils will have accessed in other topics or subject areas:	Kind, unkind, safe, unsafe, friend, same, different			
Key vocabulary taught within this topic:	Same, Different, race, gender, equality, diversity, prejudice, discrimination, kind, unkind, friend			
<b>Prior knowledge: what pupils may already have studied</b>				
Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?

KS3	PHSCE	Recognising & celebrating differences	Spring 1 Year 1	Understanding how to be a kind friend, be kind to others and use of kind words. Pupils may also already be able to recognise differences between themselves and others and be understanding towards themselves and others where differences occur.
KS4	PHSCE	Prejudice and discrimination	Spring 2 year 1	As above and building upon this by learning about injustice towards others, historical events and learning about how to deal with/report prejudice or discrimination.
Links to other subjects: RE				

**RRS Articles:** This unit of work is linked **Articles 2, 8, 12, 23 & 30** of the **UN Convention on the Rights of the Child**  
See the link for a summary of the **Rights Of the Child**.

	<u>B2 P 5-6</u>	<u>B2 P 7-8</u>	<u>B2 Step 1</u>	<u>B2 Step 2</u>	<u>B2 Step 3</u>
<b>Theme- understanding the meaning of the terms diversity, prejudice and discrimination</b>					
<b><u>Key learning focus</u></b>	<p>Is aware that people are different in a variety of ways.</p> <p>Is able to participate in a variety of diverse activities and explore cultures and traditions of others.</p>	<p>Is aware of themselves as part of a multicultural community</p> <p>Can participated in lifestyles and values of different ethnic groups and will have an awareness of how prejudice is damaging to the whole of society</p>	<p>Can match the terms diversity, prejudice and discrimination to their meanings.</p> <p>Explores a range of materials e.g. photos/videos of how people are treated fairly and unfairly, begins to recognise correct and incorrect behaviours and can discuss these with others.</p>	<p>Understands the terms diversity, prejudice and discrimination and can give a good explanation of their meaning.</p> <p>Explores a range of materials e.g. photos/videos of how people are treated fairly and unfairly, is able to recognise correct and incorrect behaviours and can lead discussions about these with others.</p>	<p>Understands the terms diversity, prejudice and discrimination and can give a good explanation of their meaning.</p> <p>Can actively find information about times (historically and present) when communities and/or individuals have been treated unfairly. Describes these and explains what could have been different.</p>
<b><u>Key skills</u></b>	<p>Is able to sort similarities and differences between themselves and others.</p> <p>Is able to recognise signs of prejudice and discrimination</p>	<p>Is able to recognise and begin to describe using one or two words the difference and similarities between themselves and others</p> <p>Is able to recognise signs of prejudice and discrimination and begin to link these to emotions.</p>	<p>Recognise, from given material, two examples of people being treated unfairly because of differences between them.</p> <p>Recognise, from given material, one example of when differences between people have not affected how they were treated.</p>	<p>Understands how society is enriched by ethnic diversity and know how to challenge prejudice effectively</p> <p>Can draw on their own experiences to describe times when they have been victims of discrimination and/or prejudice.</p> <p>Can draw on their own experiences to describe times when they have been treated fairly despite their differences.</p>	

**Theme- Developing good relationships and respecting the differences between people**

<p><b><u>Key learning focus</u></b></p>	<p>Encounters a variety of situations alongside a variety of people in school</p> <p>Encounters a variety of situations alongside a variety of people out of school</p>	<p>Encounters and takes part in a variety of situations alongside a variety of people in school</p> <p>Encounters and takes part in a variety of situations alongside a variety of people out of school</p>	<p>Explores a range of different traditions and cultural experiences of others and describes what is happening and why using a range of given stimulus/materials.</p> <p>Is able to list and describe a range of different relationships they have with others.</p>	<p>Explores a range of different traditions and cultural experiences of others and describes what is happening and why</p> <p>Can explain to their peers in verbal and written format how to respectfully treat others</p>	
<p><b><u>Key skills</u></b></p>	<p>Is able to treat others in the community with respect, kindness and care.</p> <p>Is able to recognise basic emotions and label them correctly</p>	<p>Is able to treat others in the community with respect, kindness and care.</p> <p>Is able to recognise a range of emotions from observations of others</p>	<p>Is able to treat others in the community with respect, kindness and care and is able to describe how and why they do this.</p> <p>Is able to observe others and describe how they might be feeling and why.</p> <p>Is aware that people may be feeling different to how they present themselves.</p>	<p>Is able to treat others in the community with respect, kindness and care and is able to describe how and why they do this.</p> <p>Is able to observe others/themselves and describe how they might be feeling and why.</p> <p>Is aware that people may be feeling different to how they present themselves and can begin to explain why.</p>	
<p><b><u>Personal development</u></b></p>	<p>Team work</p> <p>Problem solving</p> <p>Communication skills</p> <p>Self-belief</p> <p>Self-management</p>	<p>Team work</p> <p>Problem solving</p> <p>Communication skills</p> <p>Self-belief</p> <p>Self-management</p>	<p>Team work</p> <p>Problem solving</p> <p>Communication skills</p> <p>Self-belief</p> <p>Self-management</p>	<p>Team work</p> <p>Problem solving</p> <p>Communication skills</p> <p>Self-belief</p> <p>Self-management</p>	<p>Team work</p> <p>Problem solving</p> <p>Communication skills</p> <p>Self-belief</p> <p>Self-management</p>

**Suggested activities**

**P5-8**

- Sorting activities - recognising differences, begin to describe differences
- Use articles from local and national newspapers, website articles, to explore events happening in other cultures.
- Identify emotions of others
- Identify key words/symbols that describe how we should treat others
- Look at pictures/videos of and begin to identify signs of prejudice and discrimination

### **Level 1 - 3**

Identify differences between themselves and others, begins to explain them in more detail.

Use articles from local and national newspapers, website articles, to explore events happening in other cultures, explain and describe in more depth.

Create anti bullying leaflets/campaigns

Discuss and explain what prejudice and discrimination looks like - create scenarios/case studies

Discuss emotions linked to diversity, prejudice and discrimination.

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### **Online resources**