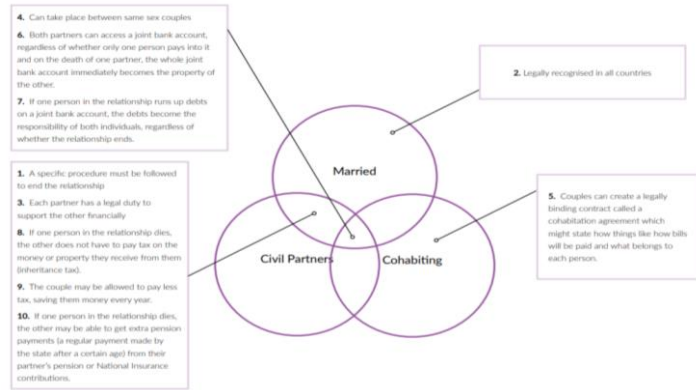


Meden School Curriculum Planning							
Subject	PD	Year Group	7	Sequence No.	1	Topic	1

Retrieval	Core Knowledge and Student Thinking
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning? What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and ‘do something about them!’
Using the information learnt about the positives of relationships in a scenario. Would you rather oracy task – uses information from the types of relationships.	<p><u>What is marriage and why is it important?</u></p> <p>Marriage – a legal union between a man and woman or same-sex couple. Civil partnership – a relationship that can be registered by two people of the same sex. Cohabitation – living together as a couple without being married/civil partners. Ceremony – a formal religious or public occasion, celebrating a particular event eg marriage. Illegal/void marriage – a marriage that is invalid from its inception and cannot be made valid.</p> <ul style="list-style-type: none"> Statement True or False? Comments <ol style="list-style-type: none"> A person can only get married or form a civil partnership in England or Wales if they are 18 or over. FALSE If an engagement is broken, a woman can keep the engagement ring. TRUE The only way to get married is in a religious ceremony. FALSE ‘Common law’ partners (couples who live together) have the same legal rights to married couples. FALSE In England and Wales, 28 days’ notice must be given to the Register Office before the marriage or civil partnership can take place. TRUE If a couple wanted to, they could get married in a hot air balloon. FALSE From 2020, mixed sex couples will be able to form a civil partnership. TRUE Individuals can choose to marry whomever they want. TRUE/FALSE EG can anyone explain why it is false to state that ‘The only way to get married is in a religious ceremony.’? ANSWER - A person can also marry in a civil ceremony. In both cases, the marriage must be directed by a person authorised to register and the marriage must be entered in the marriage register and signed by both parties, two witnesses, the person who directed the ceremony. 1. A person can only get married or form a civil partnership in England or Wales if they are 18 or over. FALSE - A person can get married at 16, but permission is needed from parents or guardians to get married or form a civil partnership at this age in England or Wales. 4. ‘Common law’ partners (couples who live together) have the same legal rights to married couples. FALSE - Although the terms common-law wife or husband are frequently used to describe a couple who live together, these relationships do not have legal recognition.

- 6. If a couple wanted to, they could get married in a hot air balloon. FALSE - Hot air balloons are not approved as venues for weddings. To be approved, the premises must be regularly open to members of the public, e.g. stately homes or hotels.
- 8. Individuals can choose to marry whomever they want. TRUE/FALSE - Everybody has the right to choose their partner, but both must be 16 or over, not already married/in a civil partnership and not closely related.
- What are some of the positives of each type of relationship?



- Peter and his civil partner have been together for 9 years now. Peter has unfortunately passed away. Why might being in a civil partnership be good for his partner?

Answer:

- Peter's partner does not have to pay tax (a compulsory contribution to the government) on the money and property they have inherited.



WOULD YOU RATHER?



Talk Task:

Consider and refine the options
Think – make a decision and give reasons
Pair – justify your reasons to your partner
Share – feedback to the rest of the class



- 1 Would you rather be in a civil partnership?
- 2 Would you rather be married?
- 3 Would you rather be single?
- 4 Would you rather be in a relationship but not take it any further?

ASPIRATION EXCELLENCE ACHIEVE

What is a hate crime?

- The term 'hate crime' can be used to describe any crime where the wrongdoer is motivated by, or demonstrates, aggression or prejudice towards the victim.
- What does the word prejudice mean?
- Hatred or unfair treatment toward a person or group without cause or reason.
- A hate crime can be verbally attacking someone because of their race, disability, etc. Or it can involve physical violence such as slapping, punching or kicking.
- Which different groups could be victims of hate crimes? Race, religion, sexual orientation, disability or because they are a member of the LGBTQ community.
- Read through Sam's story (on the next two slides) as a class. Is Sam at any point, subjected to a hate crime? Yes at 15.00.

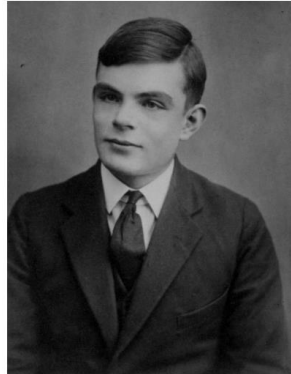
Sam is an adult with a learning disability. This is an account of one day in Sam's life.

08:00	Sam leaves the house in the morning to catch the bus to work. Walking down the street to the bus stop, Sam counts the houses and checks the colours of all the front doors to make sure that everything is the same as yesterday.
08:10	Sam waits at the bus stop for the #34 bus. Three buses arrive before the 34, and as they pull in Sam says their numbers and destinations out loud. Two teenagers in school uniform stare at Sam and start to laugh.
08:15	The bus arrives and Sam gets on it. "Hello Sam, how are you today?" asks the driver. Sam replies, "I'm fine thank you." The bus is busy. Sam doesn't like sitting next to strangers but takes a deep breath and sits in the last empty seat next to a man. "I am going to work," Sam says, but the man just turns away and looks out of the window. The man gets off at the next stop, but although there are still people standing up, no-one sits down next to Sam.
08:30	After a few miles there are some roadworks with one-way traffic signals. This delays the bus, which means Sam won't arrive at work at the usual time. "We're going to be late," he says to the woman standing up next to him. "Just ignore the weirdo," the woman says to her child.

12:30	Sam has made sandwiches for lunch, but walks to the supermarket close by. Sam walks around all the aisles but doesn't see anything else to buy. As Sam leaves the supermarket the security guard demands to see what is in Sam's bag. Sam doesn't want to open the bag but the security guard forces it open. Inside are the sandwiches Sam brought from home, a book and Sam's phone. The security guard says, "If you bring that bag in here again I'll have you for shoplifting."
14:30	Sam finishes work in the afternoon, and goes to catch the bus home. "The bus might be late because of the road works," Sam says to a lady with a pram. "That's ok," she says, "I'm not in a rush." There are plenty of empty seats on the bus so Sam doesn't have to sit next to anyone. The lady with the pram smiles at Sam as she gets on.
15:00	The bus drops Sam off in town. The teenagers from the morning are at the bus stop again. As Sam gets off the bus one of them shouts, "Retard." People have said that word to Sam before.
15:05	Walking back down the street to home, Sam thinks about the friend who is coming over later for a film night. Sam remembers that it is the friend's turn to choose the film this time. Sam's sister is waiting outside the house with her baby boy. She hands the baby to Sam, who smiles, and gives him a big kiss and a cuddle.

- Would Alan Turing be treated like this today? Why not?

Alan Turing



Alan Turing was a mathematician that played a crucial role in the Second World War. Turing developed a computing machine that cracked the codes being used by Nazi Germany to plan attacks.

Nowadays we recognise that Turing was probably autistic. However, that kind of diagnosis wasn't readily available at the time so there is not factual evidence one way or the other. Turing was also gay at a time when it was illegal, and was convicted of 'gross indecency' in 1952. He chose a 'chemical castration' treatment over imprisonment, and died in 1954 at the age of 41. The inquest into his death concluded that he committed suicide.

In 2009 a public apology on behalf of the British government was issued by the then Prime Minister Gordon Brown, for the appalling way that Turing was treated. He was granted a posthumous pardon by the Queen in 2013.

No – being gay in this country is no longer illegal.

Why is it important to be aware of hate crime?

- Which incidents are hate crimes worksheet – 1, 3, 4 and 6.
- 1. Yes – she is being singled out for her head scarf, a religious item of clothing.
- 2. No – not a hate crime as she isn't being singled out because of race, sexual orientation etc.
- 3. Yes – the students are participating in mocking a group because of their sexual orientation.
- 4. Yes – other students are physically throwing paper at the disabled student and messages on that paper insult his disability.
- 5. No – this is a question of extremism and terrorism.
- 6. Yes – even if the victim of a hate crime is not gay, as in this example, using sexuality as a way of insulting someone is a hate crime.
- **Reporting a hate crime - Stop Hate UK works to support any who are affected by hate crime and discrimination**
- You can use the Stop Hate UK Call Hate Out helpline for young people to anonymously report a hate incident and ask for support if you want it
- This Helpline is also available to teachers reporting incidents that relate to pupils in the school
- If there is immediate danger, call 999.

The impact of Hate Crime

The impact of Hate Crime is greater than for the same crime where there is no hate motivation:

Depression: 25%
compared to 8% for other crimes

Fear: 46%
compared to 15% for other crimes

Annoyance: 61%
compared to 64% for other crimes



Loss of confidence: 39%
compared to 15% for other crimes

Anxiety: 38%
compared to 9% for other crimes

Anger: 78%
compared to 68% for other crimes

- A build-up of Hate Incidents creates a climate of fear for certain groups of people.
- It can also push an individual to drastic and harmful action for themselves or others.
- If Hate Crime is not reported, police cannot act.
Since the occurrence of several high-profile cases, the Police are much more aware of the effects of Hate Crime on individuals and communities.
- **The story of Fiona Pilkington.**

Jan 2004: Youths set fire to the gates of Fiona's property and threw stones at the house

Jan 2004: Fiona's son is threatened by youths in the street outside the house

April 2004: Fiona's son is attacked and money demanded of him

June 2004: Fiona's daughter is taunted by youths

June 2004: The son is now bullied by a neighbour's son, who was the school bully

July 2004: Fiona's son is locked into the shed by local youths

July 2004: Fiona's son is beaten up by youths

Dec 2004: Stones and rubbish bags are thrown at Fiona's house

Nov 2005: Obscenities and abuse are shouted at Fiona's daughter

Feb 2006: Abuse is shouted at the family

Oct 2006: The son is attacked outside the house and injured

Feb 2007: Screaming youths refuse to move on

Apr 2007: Son attacked with stones while cycling

July 2007: Youth accuses Fiona of assaulting a child

Sept 2007: Windows are smashed 5 times in one week

The bodies of Fiona and her daughter were found in their burnt-out car in a layby in October 2007.

How can sexting damage relationships?

- Sexting is when people send or receive sexual pictures, messages, or videos through technology.
- **Problems with sexting**
- The image or video could go viral.
- Bullying.
- Harassment.
- Humiliation.
- High levels of distress.
- Social consequences with friends (arguments etc).
- Social consequences with family as well.
- **Girls are more negatively impacted by sexting than boys.**

What are the legal issues around sexting?

1. You have to be careful about what you post online, because it could be against the law.
 2. If a child under the age of 18 sends a naked picture of themselves to someone else, it is against the law.
 3. If a child forwards on a naked picture of someone else to embarrass or upset them, there could be serious legal consequences.
 4. Cyberbullying is not against the law.
 5. If someone spreads nasty rumours or threats online about someone else, the police could get involved, depending on the severity of the case.
1. True: There are many laws that incorporate the online world. A death threat and repeated, harassing messages intended to cause distress are against the law.
 2. True: This refers to the Protection of Children Act 1978 and this law is in place for safeguarding and child protection reasons. In general, the police take a common-sense approach to sexting and treat such incidents as a safeguarding matter. However, the potential for cautions, even prosecutions, exists in certain circumstances and could result in a criminal record for those involved.
 3. True: For children (under 18), police will take a safeguarding approach to the sending of naked pictures, but the potential for cautions, even prosecutions, exist in certain circumstances and could result in a criminal record for those involved. For adults forwarding pictures of other adults, punishment can be up to 2 years in prison.
 4. False: In general, cyberbullying, like bullying, isn't against the law. If a child messages another saying 'I don't like your hair', this is not against the law. However, some aspects of cyberbullying, could potentially break the law, such as a death threat or harassment. Although there is no clear definition of trolling, internet trolls who write repeated, nasty comments to others can be sentenced to jail for two years.

	<p>5. True: This may come under the Malicious Communication Act and depending on the severity, the police can get involved.</p> <ul style="list-style-type: none">• On each gingerbread man, can you label, either inside or outside, the problems that sexting can cause for young people like you.• Think back to the work that we have done this week on sexting in our PD lessons. <p><u>What is democracy?</u></p> <ul style="list-style-type: none">• A democracy is a government that is run by the people. In a democracy, people voice their opinions by voting on important issues and/or by voting on who they think should lead the government.• Do all countries around the world work as a democracy?• The answer is no. Some countries have very limited freedoms and rights, these are often called dictatorships or authoritarian regimes. In a dictatorship or authoritarian regime, there is usually one person in complete control of the country and everyone has to do what that person says. If they don't, they will often be punished for not following the really strict rules.• What can democracy have an impact on?• Education, Police, Laws, NHS, Sport, Media, Taxes, Benefits, Everything, basically! The government controls all of the above, and in a democracy, we can decide how/what we can do with these key things in our lives!
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