

Meden School Curriculum Planning							
Subject	PD	Year Group	7	Sequence No.	2	Topic	2

Retrieval	Core Knowledge and Student Thinking
What do teachers need <b>retrieve</b> from students before they start teaching <b>new content</b> ?	What <b>specific ambitious knowledge</b> do teachers need teach students in this sequence of learning? What real life examples can be applied to this sequence of learning to <b>development of our students thinking, encouraging them to see the inequalities around them</b> and 'do something about them!'
<p>Link from topic 2 to topic 1 – why could bullying be excluded from positive and healthy friendships?</p> <p>How does bullying go against your rights and responsibilities in a relationship?</p> <p>How can understanding different national, ethnic and religious communities help improve a community?</p> <p>How do the themes of respect and tolerance run through these topics?</p>	<p><b>Positive and healthy friendships</b></p> <ul style="list-style-type: none"> <li>• <b>Why is it important to have positive and healthy friendships?</b></li> <li>• Friendship makes life fun and interesting. Friends can share different experiences together. Friends look after each other. Humans are social — having friends means we can connect with others.</li> <li>• Friendship scenarios identifying why different people are good friends.</li> <li>• How we feel when we have problems in friendships – sad, lonely, worried, confused, cross, angry, upset, sorry, concerned.</li> <li>• If something goes wrong think about the other person involved, can you help them if there is something else happening in their life. Can you apologise to the other person?</li> <li>• <b>What are your rights and responsibilities in a relationship?</b></li> <li>• Understanding of the key terms, rights, responsibilities and relationship. Rights – that which is morally correct, just or honourable. Responsibilities – a thing which one is required to do as part of a job, role, or legal obligation. Relationship – the way in which two or more people are connected.</li> <li>• Discussion on the rights people have in relationships. Supports and encourages one another. Interested in what you have to say. It's ok to have disagreements but in a respectful way. Both people need to compromise. Treat others with care. Should make you feel good.</li> <li>• Responsibilities in a relationship – being supportive, encouraging, being interested, ok to disagree, compromise, should make you feel good.</li> <li>• <b>Supportive or controlling or it depends</b> behaviour in relationships traffic light system. 1. <b>Holding their partner's hand and cuddling them all the time</b> 2. <b>Giving them a hug when they're upset</b> 3. <b>Telling them they're loved</b> 4. <b>Phoning them and texting them all the time</b> 5. <b>Smiling at them</b> 6. <b>Expecting them to wait for calls</b> 7. <b>Putting them down, especially in public</b> 8. <b>Taking them out somewhere they really want to go</b> 9. <b>Having to do what their partner wants just to avoid arguments</b> 10. <b>Telling them they look nice</b> 11. <b>Ignoring them when they're out with his/her friends</b> 12. <b>Turning up to surprise them</b></li> <li>• Answer to the title question in PD books - One of the main rights and responsibilities in a relationship or friendship is consent. This is because consent forms a key part of a relationship. It is also important to be interested in what the other person has to say. This is because it can make the other person feel great about themselves and their</li> </ul>

relationship with you. Lastly, another right or responsibility in a relationship is...(you need to pick another now and explain its importance)

#### **Types of bullying**

- **Anti-bullying week**
- **What are the different types of bullying?**
- You witness someone being bullying what would you do oracy task. Promote discussion about walking away, reporting to a teacher, offering support, or joining in. The best options are reporting to a teacher and/or offering support. Teacher led discussion if any student picks I would join in or I would walk away as these are behaviours we don't want our students to follow.
- Video work – what different types of bullying can you name? physical, verbal, online. Why do bullies do what they do? Their own insecurities. Who should you contact? Trusted adult.
- Cyberbullying discussion – why is it becoming a major problem with links to social media and online messaging. Schools are increasingly having to deal with bullying that takes place via snapchat, WhatsApp, Instagram etc.
- Why do we not accept the phrase 'just banter' at Meden? Harmful things can be said. The feelings of others can hurt by your words or actions. They might say/do something mean back to you, creating a cycle of bullying. It can be highly inappropriate.
- Word Wheel – how would you react if you witness bullying happening?
- Students then write an answer to the question why is it important to stand up to bullying? Students to use the key words physical, verbal, emotional, cyberbullying, reporting, feelings.
- CHALLENGE TASK – create a school charter explaining why bullying should not happen at Meden school.

#### **Different national, ethnic and religious identities**

- **Why is it important to understand different national, ethnic and religious communities?**
- What do they mean – match up the key word to the correct definition.
- **NATIONAL COMMUNITY** - A nation is a community of people formed on the basis of a combination of shared features such as language, history, ethnicity, culture and/or territory.
- **ETHNIC COMMUNITY** - ethnic group, a social group of the population that, in a larger society, is set apart and bound together by common ties of race, language, nationality, or culture.
- **RELIGIOUS COMMUNITY** - are both gatherings of individuals who have common religious beliefs, habits, and practices and ideologies.
- Link to RE curriculum – what religions have you been studying recently – Christianity, Islam, Sikhism, Judaism, Hinduism and Buddhism.
- Thinking task – is your friendship group diverse in any way? Watch a video explaining diversity in different communities.
- **Why is respect and tolerance important for this topic?**

- Respect is important for this topic as it will allow us to understand the differences that we have and to celebrate that we aren't all the same.
- Tolerance is also important because we might not know everything about other communities, but should be tolerant towards their views and beliefs as long as they don't go against British Values.
- Word wheel – why is it important to understand different national, ethnic and religious communities?
- Written task - It is important to understand different communities because... key terms to use - Tolerance, Respect, Understanding, Welcoming, Educate.
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#### Improving the community

- Why are tolerance and respect important for accepting 'others'?
- Remember tolerance means 'the ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with.'
- Respect means you consider other people's views, rights and beliefs.
- **Community meaning** - A group of people living in the same place or having a particular characteristic in common. Have a think, which communities do you belong to? Think about your school life, your friendship groups, your hobbies and where you live.
- **An example** - Mr Bentley is part of the Meden School community. He also lives in Sheffield, and is therefore part of that community. He supports Sheffield United, and therefore is a part of their fanbase and community. In green pen, could you add any ideas to your list?
- **Others** - Could refer to lots of different groups, these groups are usually minority groups and need our respect and tolerance as some people bully or attack them for their differences. This goes against the British values of mutual tolerance and respect for others. People can be prosecuted by the police for speaking against (hate speech) or being violent towards others because of their differences. Why might these groups appreciate being accepted into a wider community?
- **Why might these groups appreciate being accepted into a wider community?** It can give them an extra community to be a part of. It might give them a sense of belonging if they are new to an area or community. It will make them feel welcome and not like an outsider.
- Of the above, which do you think would be most important and why? Talk to your partner and then show a green, orange or red card to match to your most important one.
- **How could you make one of your communities better?** Look back at your list of communities that you belong to. Pick at least one, and think about how you could make that community a better place. Could your community be more inclusive, could it have a policy of only saying positive things, could it welcome everyone, could it give time to understand other people? Jot some ideas down.