

Year 10 PDC Booklet

Relationships and Sex Education II



LIONHEART EDUCATIONAL TRUST

Name:

Form:

Protected Characteristics

The protected characteristics are defined in the Equality Act 2010



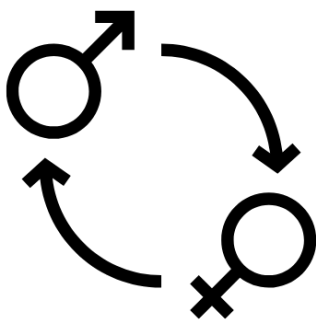
Marriage or Civil
Partnership



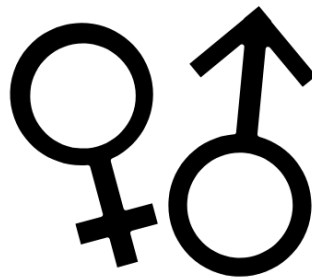
Disability



Race



Gender
Reassignment



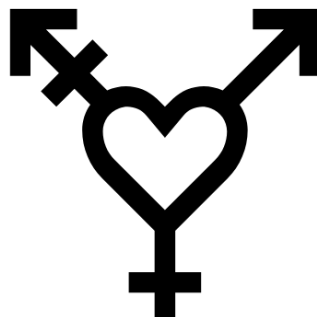
Sex



Pregnancy or
Maternity



Age



Sexual Orientation



Religion

It is illegal to discriminate against anyone based on these

Fundamental British Values

The Fundamental British Values are key principles for everyone in Modern Britain to demonstrate



Democracy

A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities



Rule of Law

The need for rules to make a happy, safe and secure environment to live and work



Individual Liberty

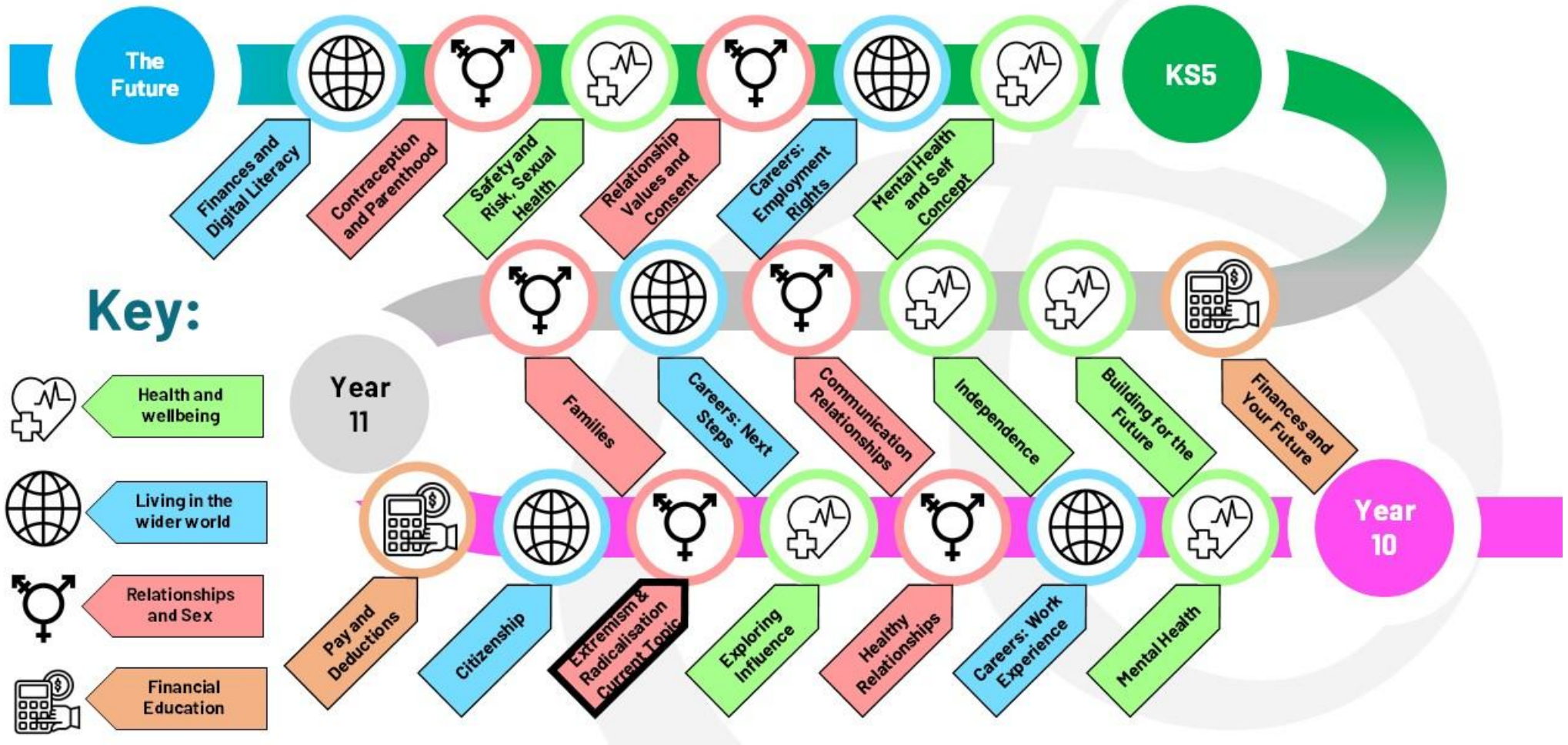
Protection of your rights and the right of others you work with, as well as freedom to express yourself and who you are



Mutual Respect and Tolerance

Understanding that we don't all share the same beliefs and values. Respecting, the values, ideas and beliefs of others whilst not imposing our own on others

Personal Development Curriculum KS4 Learning Journey





Year 10 – Block 5: Relationships and Sex Education II Knowledge Organiser



Key Words		Making Your Own Opinions		9 Protected Characteristics	
Inclusion	to embrace all people irrespective of race, gender, disability, medical or other need	F	Find out the facts	1. Age	2. Sex
Immigrant	A person who comes to live permanently in a foreign country.	A	Ask questions	3. Disability	4. Race
Refuge	A place that gives protection from danger, trouble or unhappiness	C	Challenge what you hear and read	5. Marriage and Civil Partnership	6. Pregnancy and Maternity
Hate Speech	Abusive or threatening speech or writing that expresses prejudice against a particular group, especially on the basis of race, religion, or sexual orientation	T	Think about all the information and form your own opinions	7. Gender Reassignment	8. Sexual Orientation
Equality Act	A legal framework to protect the rights of individuals and advance equality of opportunity	Discrimination Examples		9. Religion or belief	
Fake News	Completely false information, photos or videos purposefully created and spread to confuse or misinform	Racism	Not letting someone join a group because of their accent or skin colour.	Signs Someone Is Being Radicalised	
False Consensus	The tendency to overestimate how much other people agree with us	Ageism	Calling an elderly person offensive names about their age.	• Not listening to other points of view	
Neologisms	A new word or phrase that becomes common.	Sexism	Discouraging a girl to do an apprenticeship in plumbing because it is not a boy's job	• Unwilling to engage with different people and abusing them	
Discrimination	The unjust or prejudicial treatment of different categories of people	Homophobia	Physically harassing someone because they are gay or you think they are gay	• Changing friends and distancing themselves from old friends	
Stereotypes	A widely held but fixed and oversimplified image or idea of a particular type of person or thing.	Transphobia	Bullying someone because they are transgender or you think they are.	• Converting to a new religion	
Prejudice	Preconceived opinion that is not based on reason or actual experience.	Religion	Telling someone that their religion is stupid and excluding them from activities.	• Changing online identity	
Extremist Views	When someone's beliefs or opinions are considered extreme and beyond the norm.	Disability	A school refuses to provide a disabled young person with the resources they need to learn.	• Accessing extremist content online	
Radicalisation	When someone starts to believe or support extremism – views that are unacceptable and in some cases, then participates in violent extremism/ terrorist acts.	Remember discrimination against any of the protected characteristics is illegal and is considered a hate crime		• Joining an extremist organisation	
		Where To Go For Support:		Ways of Dealing With Hate Speech	
		Teachers and School Staff, Parents, Friends, Parents			
		NPSCC	https://www.nspcc.org.uk	• Tell someone the words could upset people	
		Victim Support	https://www.victimsupport.org.uk/	• Try to be assertive to the person posting negative comments	
		Counter Terrorism	counterterrorism.police.uk/	• Report it to someone who can take the message down and giving others help	
				• Report it to the police or the safeguarding team in school	

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Date:

Title: Reading for Synthesis

Retrieval Practice

1. Metacognition involves _____, monitoring and evaluating your learning
2. Metacognitive modelling encourages you to think about how you _____ and how to improve it.
3. When a teacher models metacognition, they make their _____ process visible to the students.
4. By using metacognitive strategies, students can learn to deepen their _____ of a topic.
5. A key part of metacognitive modelling is helping you learn how to _____ your progress after doing something and adjust their approach.

Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. How can you make the most out of reading?
2. How can you use reading to help you learn?

Discussion Task – Can all these texts be useful, even if they’ve been written in different styles? What do you think the difference is between synthesis and comparison?

Text 1:

Studies have shown that smartphones can significantly reduce attention span, even when they are turned off but nearby. Researches found that students who kept their phones in another room performed better on memory and focus tasks than those who kept them in their pocket. The constant potential for distraction, even without notifications appears to place a cognitive load on the brain

Text 2:

People blame phones for everything, but I don't think the problem is technology – its how we use it. I use my phone to help me stay organised, set reminders, and even read books. The real issue is when we don't set limits. If you check your phone every time it buzzes, of course you'll lose focus. But that's self-control problem, not a phone problem.

Here's a synthesised version of these texts:

Synthesised Text:

While research shows that the presence of smartphones can reduce attentions and memory, others argue that the problem is not the technology itself, but how it is used. One study found that students performed better on focus tasks when their phones were kept in another room, suggesting that even silent phones may be mentally distracting. However, some believe that with better self-control and clear boundaries, phones can be useful tools – helping people stay organised or access information. This suggests that managing attention may require both environmental changes and personal responsibility

Task 1: Create a grid to begin the synthesis process

Text 1:

Research by the Royal Society for Public Health found that social media platforms can negatively affect mental health, particularly in teenagers. Apps like Instagram and TikTok were associated with increased anxiety, poor sleep and body image concerns. However, the report also acknowledged that social media can offer community support and self-expression when used positively

Text 2:

I've deleted my social media twice, but I always go back. It's how I keep up with my friends, and sometimes it even cheers me up. But it also makes me compare myself to others and still feel behind in life. I know it's not all real, but it still affects me. I think we need to learn how to use social media properly, and instead of being told its bad.

	Key Ideas	Evidence
Text 1		
Text 2		
Agreement		
Disagreement		
Overall Conclusion		

Date:

Title: Inclusion and Belonging Within Communities

Retrieval Practice

1. Metacognitive literacy involves being _____ of your thinking while reading.
2. One key strategy in metacognitive reading is to constantly recap and _____ what you've read to ensure understanding.
3. While reading, you should ask yourself questions like, "Do I _____ this?" to check your comprehension.
4. It's important to adjust your reading strategy if you find a passage _____ or difficult to understand.
5. When you reflect on what you've read, you are using _____ thinking to process the material.

Baseline and Endpoint Assessment

	Baseline Assessment	Endpoint Assessment
1. What does it meant to be included in your local community?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. How can we encourage inclusion and belonging in your local community?	<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: Dealing with Hate Speech

Ways to deal with online hate speech towards someone else	Do you think this would work?		Other thoughts
Tell someone the words could upset people	Yes	No	
Try to be kind to the person posting negative comments	Yes	No	
Post something funny so they know its not okay	Yes	No	
Report it to someone who can take the messages down and give other help	Yes	No	

Date:

Title: Equality Act and Protected Characteristics

Retrieval Practice

1. Inclusion means embracing and _____ individuals of all backgrounds, abilities, and identities.
2. Creating an _____ environment involves actively valuing diversity and encouraging a sense of belonging for everyone.
3. Building strong connections within your _____ helps individuals feel supported and engaged in their community.
4. Taking time to understand and appreciate diverse _____ contributes to a more inclusive community.
5. Promoting _____ activities and events encourages participation and strengthens community bonds.

Baseline and Endpoint Assessment

	Baseline Assessment	Endpoint Assessment
1. What is the equality act?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. How can we ensure the equality act is followed?	<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: Match Definitions

Equality		persistent unwanted contact or behaviour towards a person – deemed as harassment if the recipient views it as such
Diversity		attitudes and beliefs about certain groups
Discrimination		– equal and fair treatment . Could refer to equality of opportunity.
Harassment		treating someone differently because of a characteristic or perceived characteristic
Prejudice		causing harm through direct action or neglect
Abuse		individual differences between people

Task 2: Protected Characteristics

Pick a protected characteristic

Write as many ideas in your booklets as possible about:

A) how people discriminate against the characteristic you have chosen and

B) what can be done to support people, for example:

- **Disability:** People have the right to a living allowance if they unable to work however there is a stigma attached to being "unemployed". People can be rude / not move to allow person enough room to pass.

*Access improved in places – e.g. wheelchair ramps on buses / buildings

Protected Characteristic:

.....

A) How people discriminate against the characteristic you have chosen:

.....

.....

B) What can be done to support people:

.....

.....

.....

Protected Characteristic:

.....

A) How people discriminate against the characteristic you have chosen:

.....

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B) What can be done to support people:

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.....

.....

Protected Characteristic:

.....

A) How people discriminate against the characteristic you have chosen:

.....

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B) What can be done to support people:

.....

.....

.....

Date:

Title: Social Media: Influences on Beliefs and Opinions

Retrieval Practice

1. The Equality Act is a law in place to promote _____ between people and prevent discrimination in various aspects of life.
2. The Act identifies nine _____ characteristics, including age, gender, race, and disability.
3. Discrimination based on any of these characteristics is _____ under the law.
4. The Equality Act ensures that everyone has the right to access education, employment, and services without _____ or discrimination.
5. Understanding and respecting the diversity of individuals helps create an _____ and inclusive society.

Baseline and Endpoint Assessment

	Baseline Assessment	Endpoint Assessment
1. What influences does social media have on you?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. How can we spot fake news?	<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: Spotting Fake News

1.
2.
3.
4.
5.

Task 2: Summary Questions

1. Would you be able to spot fake news?
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2. How can you tell if a story is fake?
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3. What are the potential consequences of fake news?
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4. How might things you see / read change your opinions?
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5. How do echo chambers contribute to the spread of fake news?
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6. What are the legal consequences of engaging with fake news?
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Date:

Title: Challenging Discrimination

Retrieval Practice

1. Social media plays a significant role in shaping _____ and influencing the way individuals perceive the world.
2. Exposure to diverse _____ from other people on social media can broaden perspectives and enhance critical thinking.
3. However, the echo chamber effect can lead to the reinforcement of _____ beliefs within specific online communities.
4. It's essential to practice _____ literacy to discern between reliable information and misinformation.
5. Social media users should be mindful of the potential for manipulation and the impact it may have on their _____.

Baseline and Endpoint Assessment

	Baseline Assessment	Endpoint Assessment
1. What are the different types of discrimination?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. How can you challenge discrimination?	<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: Discrimination

A friend mentions they have had comments from other students that have made them feel discriminated against because of their gender.

Discuss the following with the person next to you:

If this person asked their friend for advice, what do you think the friend should say? Why?

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Task 2: Video Questions

1. What is happening and who are the key people involved?

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2. Are the people being treated fairly or unfairly?

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3. What discrimination is taking place and by who?

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4. What stereotypes or prejudicial views may lead the person or people to act in this negative way?

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5. What might be the short and long term consequence of this discrimination?

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6. How would the discrimination make the victim feel?

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Date:

Title: Radicalisation

Retrieval Practice

1. Discrimination is the _____ treatment of individuals based on their characteristics, such as race, gender, or religion.
2. Systemic _____ involves policies or practices that unintentionally disadvantage certain groups.
3. Challenging discrimination requires a culture of _____ for all and respect for diversity.
4. Being an _____ involves speaking out against discriminatory actions and advocating for equality.
5. Promoting education and raising _____ are crucial steps in tackling discrimination.

Baseline and Endpoint Assessment

	Baseline Assessment	Endpoint Assessment
1. What is radicalisation?
2. What can cause radicalisation?

Task 1: Darren's Story

Darren's dad lost his job last year and is finding it hard to find a new one. Darren has been working part time at weekends to try to support him. His shifts at work mean that he doesn't get to see his friends from school much anymore. They used to ask him to hang out at the weekends, but when he couldn't go, they stopped inviting him.

Some of his colleagues have been talking about a new online game they've been playing, including Sara, a girl he's worked a few shifts with who seems really nice. Everyone chats on there outside of work; he wonders if this will help him to fit in with them more and give Sara and him something to talk about. So, he starts to play the game in his free time. Now when he's at work, he's able to join in the conversation.

After a few months, Darren has started to make connections with other online players too, joining a streaming community with people who he feels he has a lot in common with. His shifts at work have been at funny times lately, and he hasn't seen Sara much, but people on the forums post at all times of the day; he can chat to them no matter what shift he's working. He starts to spend more time in the forums, where people talk about other things too, beyond the games they're playing.

Lately, he's been seeing more and more posts from people saying things like, 'the people in charge have messed everything up', 'people don't have the right to free speech anymore', and 'men have to stand up and fix everything that's broken'. Darren's not sure he agrees with everything they say, but when he writes about his and his dad's job situations, people send back lots of messages saying they've gone through a similar thing, and that other people don't really care. He feels like he connects better with them than he did his friends at school, who he feels don't understand his family's situation.

When he next sees Sara and some of his other colleagues, Darren starts to share some of what he's been seeing online. Sara tells him that he probably shouldn't listen to what people say in those forums – she says that they're 'just full of people with a lot to say and nothing to do'. Darren wonders if that's what Sara, and the other people he works with, really think about him too.

When Darren gets home, he sees that Kane, who's been leading a lot of the conversations in the forum, is online. Kane always responds to people's posts and people seem to really respect him – they always want to know what his opinion is. Darren makes a joke about what Sara and his colleagues said, and Kane responds by telling Darren that, 'if he agrees with them, he's just like them and is a part of everything that's wrong with society... if he really wants things to improve, he needs to pay attention to what he [Kane] is saying and stop trying to be like everyone else'. Kane goes on to make fun of Darren for listening to a female colleague, making unfair remarks about Sara's intelligence. Soon, lots of other people have 'liked' Kane's comment. Darren thinks what he's saying must make sense – after all, Sara and his colleagues don't really know him anyway.

A month later, Darren's dad receives a phone call from his school. His form tutor is concerned as some of his teachers have said that he's become disruptive, refusing to follow instructions or go to lessons. His dad tells him he will take his computer away if things don't improve.

Darren reaches out to Kane, who tells him that it's time for him to start taking action offline if he wants his situation to change. A small group of people from the forum are going to meet up soon to

hang a banner outside a building in the city centre, which Kane says is to alert people that change is coming. Kane tells Darren that he's one of the few people he trusts who get it, and he wants him to be a part of his movement.

Task 2: Questions

How do you think Darren felt at each stage of the story?

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How might these feelings have influenced his actions?

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