

## Curriculum Area: PSHE KS4 Year 10

## RELATIONSHIPS + DIVERSITY UNIT

## Parkside House School

	Learning Objectives Three-way challenge learning objectives for each session.	Learning activities, Differentiation + Challenge Starters, Mains Activities Plenaries / AFL Clips + Links	New key terminology:	Links to lesson:  New Guidelines PSHE Association Mapping:
1	<p><b>Same-sex relationships</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify ways that homosexual and heterosexual relationships differ and ways they are the same.</p> <p><b>More challenging:</b> Describe the challenges that people in same sex relationships face</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> What should Tom do now?</p> <p><b>More challenging:</b> Would your answer be any different if this was a male and female scenario? Why?</p> <p><b>Mega challenge:</b> Analyse whether Tom needs to be cautious.</p> <p><b>Task one</b> Students watch video clip and answer the questions at their <b>challenge level</b>.</p> <p><b>Task two (using worksheet provided)</b> Read the information sheet together as a class.</p>	<p><b>Homosexual relationship</b> - a same sex relationship, either female and female or male and male.</p> <p><b>Heterosexual relationship</b> - a male / female relationship</p>	<p>Year 10 Folder: <a href="https://www.tes.com/teaching-resource/year-10-pshe-1-year-s-yr-10-pshe-11994329">https://www.tes.com/teaching-resource/year-10-pshe-1-year-s-yr-10-pshe-11994329</a></p>

	<p>and the meaning of LGBTQAI+</p> <p><b>Mega challenge:</b> Explain the differences and similarities between homosexual and heterosexual relationships in family life, sexual life and marriage, historically and geographically.</p>	<p><b>Task three</b></p> <p><b>Challenge:</b> Use the fact sheet to write a letter back to Tamsin. Describe to her two challenges she may face and three ways she can still live the same style of typical relationship she may have imagined she would as a heterosexual.</p> <p><b>More challenging:</b> Construct a detailed reply to Tamsin, explaining the historical background behind homosexuality and the term LGBTQAI. Explain in detail two challenges she may face, one way her relationship may differ sexually to a heterosexual one and three non-sexual ways it will be very similar.</p> <p><b>Mega challenging:</b> Construct a detailed reply to Tamsin, explaining the term LGBTQAI. Explain in detail two challenges she may face, two ways her relationship may differ sexually to a heterosexual one and two ways it will be the same. Analyse whether her worries about having a family in the future are unfounded.</p> <p><b>Task four: optional trans focus (video clip link on PP slide 7)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level</b>.</p> <p><b>Plenary</b></p>	<p><b>Homophobia</b> - a fear or hatred of gay people</p> <p><b>LGBTQAI+</b> - The lesbian, gay, bisexual, trans, queer, asexual, intersex community.</p>	<p><b>Complete KS4 Folder:</b></p> <p><a href="https://www.tes.com/teaching-resource/compl-ete-ks4-pshe-rse-12059669">https://www.tes.com/teaching-resource/compl-ete-ks4-pshe-rse-12059669</a></p> <p><b>Single lesson folder:</b></p> <p><a href="https://www.tes.com/teaching-resource/lgbt-relationships-11807824">https://www.tes.com/teaching-resource/lgbt-relationships-11807824</a></p> <p><b>New PSHE Association mapping:</b></p> <p>KS4 R7 KS4 R3 KS4 R2 KS4 L2</p>
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		<p><b>Challenge:</b> Summarise three challenges that people in same sex relationships may face in the modern day.</p> <p><b>More challenging:</b> Explain two ways that homosexual relationships are different, and two ways they are the same as, heterosexual relationships.</p> <p><b>Mega challenge:</b> Explain the definition of LGBTQAI+ without looking back in your books!</p>		
2	<p><b>Gender and trans identity</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify the difference between sex and gender and what makes a person trans.</p> <p><b>More challenging:</b> Describe your opinions on 'gendering'. Explain the meaning of new key terminology and how to use pronouns correctly.</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> What does transitioning mean and what is a trans person? Why did the boys think they could shout at Tom like this?</p> <p><b>More challenging:</b> What could the school have done / should it do now to support Tom? What would you do as his friend?</p> <p><b>Mega challenge:</b> Should public toilets be gendered? Why / why not? Explain using clear examples to back up your ideas.</p> <p><b>Task one (clip link on PP slide 3)</b> Watch video clip and answer the questions at the appropriate <b>challenge level</b>.</p> <p><b>Task two</b> Read the information sheet together as a class.</p>	<p><b>Trans</b> -used to describe someone who feels that they are not the same gender as the physical body they was born with, or who does not fit easily into being either a male or a female.</p> <p><b>Transitioning</b> - adopt permanently the outward or physical characteristics of the gender one identifies</p>	<p>Year 10 Folder: <a href="https://www.tes.com/teaching-resource/year-10-pshe-1-year-s-yr-10-pshe-11994329">https://www.tes.com/teaching-resource/year-10-pshe-1-year-s-yr-10-pshe-11994329</a></p> <p>Complete KS4 Folder: <a href="https://www.tes.com/teaching-resource/year-10-pshe-1-year-s-yr-10-pshe-11994329">https://www.tes.com/teaching-resource/year-10-pshe-1-year-s-yr-10-pshe-11994329</a></p>

<p><b>Mega challenging:</b> Analyse how schools can become more trans-friendly and create a new diversity code for our school.</p>	<p><b>Task three</b> Match up the terms to their definitions.</p> <p><b>Task four</b> <b>Challenge:</b> Using your information and clip notes sheets, create an infographic to be displayed on a school noticeboard. It must promote diversity, explain the difference between sex and gender and what makes a person trans. <b>More challenging:</b> Your infographic must include detailed information on all subheadings on your sheet, with new key terminology used in the correct context, explaining the meaning of transition and how to use appropriate pro-nouns. <b>Mega challenge:</b> As above, but your infographic must also include a new diversity code to prevent transphobic bullying incidents. Think carefully about how these could be prevented in our school.</p> <p><b>Plenary</b> Complete your literacy focus task at your <b>challenge level</b>. Be prepared to feedback and justify your ideas to the class.</p>	<p>with, as opposed to those associated with one's birth sex.</p> <p><b>Gender</b> - the state of being male or female socially or culturally.</p> <p><b>Sex</b> - the state of being male or female biologically.</p>	<p><a href="https://www.tes.com/teaching-resource/complete-ks4-pshe-rse-12059669">s.com/teaching-resource/complete-ks4-pshe-rse-12059669</a></p> <p>Single lesson folder: <a href="https://www.tes.com/teaching-resource/transphobia-11916449">https://www.tes.com/teaching-resource/transphobia-11916449</a></p> <p><b>New PSHE Association mapping:</b> KS4 H10 KS4 H3 KS4 R7 KS4 L2</p>
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3	<p><b>Community cohesion</b></p> <p><b>Learning outcomes:</b></p> <p><b>Challenge:</b> Describe ways in which community cohesion can improve society</p> <p><b>More challenging:</b> Explain in more detail why community cohesion is so important and what the consequences can be without it</p> <p><b>Mega challenge:</b> Evaluate how the positive and negative consequences of poor community cohesion and analyse why this may have come about</p>	<p><b>Starter (information on PP):</b>  <b>Challenge:</b> Which ethnic group contributed each of these?  <b>More challenging:</b> Why is it important we celebrate the contributions of different ethnic groups in Britain?</p> <p><b>Task one (video clip link on PP slide 3)</b>  Watch video clip and answer questions at the appropriate <b>challenge level.</b></p> <p><b>Task two (using case studies provided)</b>  For each case study around the room complete the questions on your table -  How have they contributed to British society?  How have they helped community cohesion?  How have the British population treated them?  Was their migration economic, social or political?  <b>Mega challenge:</b> Why do some migrants describe their sense of identity as 'complex'? Explain  Why does 'poor community cohesion' happen? Analyse using your case studies and the clip for examples.</p> <p><b>Plenary</b></p> <p>Literacy focus: How can migration can contribute towards community cohesion?  (trial to describe 3 ways or explain 2 in detail)</p>	<p><b>Community Cohesion</b> - the idea of all ethnic groups getting on with one another in the community</p> <p><b>Economic migration</b> - moving country due to money reasons</p> <p><b>Political migration</b> - moving country because of political reasons (such as own country breaking human rights)</p>	<p>Year 10 Folder:  <a href="https://www.tes.com/teaching-resource/year-10-pshe-1-year-s-yr-10-pshe-11994329">https://www.tes.com/teaching-resource/year-10-pshe-1-year-s-yr-10-pshe-11994329</a></p> <p>Complete KS4 Folder:  <a href="https://www.tes.com/teaching-resource/compl-ete-ks4-pshe-rse-12059669">https://www.tes.com/teaching-resource/compl-ete-ks4-pshe-rse-12059669</a></p> <p>Single lesson folder:  <a href="https://www.tes.com/teaching">https://www.tes.com/teaching</a></p>
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				<p><a href="https://www.tes.com/teaching-resources/11194539">= resource/british-values-community-cohesion-11194539</a></p> <p>New PSHE Association mapping: KS4 R7 KS4 L2</p>
4	<p><b>Sexism</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Order excuses for prejudice in to how dangerous they can be and identify the main issues women face in the UK today.</p> <p><b>More challenging:</b> Explain counter arguments against the main reasons why women</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> Is what has happened to Amy acceptable? Why / Why not?</p> <p><b>More challenging:</b> Why has this just happened? Why do the workers think this is an acceptable way to behave? Explain.</p> <p><b>Mega challenge:</b> Amy is a really attractive woman and is often complimented by men. Does this make any difference?</p> <p><b>Task one (clip link on PP slide 3)</b> Students watch video clip and answer the questions at their <b>challenge level</b>.</p> <p><b>Task two (using table provided)</b></p>	<p><b>Gender prejudice</b> - treating someone differently because you perceive them to fit into a role of 'male' or 'female'.</p>	<p>Year 10 Folder: <a href="https://www.tes.com/teaching-resources/year-10-pshe-1-year-s-yr-10-pshe-11994329">https://www.tes.com/teaching</a> = <a href="https://www.tes.com/teaching-resources/year-10-pshe-1-year-s-yr-10-pshe-11994329">resource/year-10-pshe-1-year-s-yr-10-pshe-11994329</a></p>

<p>are often treated differently to men.</p> <p><b>Mega challenge:</b> Analyse whether certain elements of UK society are perpetuating gender prejudice.</p>	<p>Read all the reasons, then number which you think is the most important and which the least important. Then complete the additional task at your <b>challenge level</b>.</p> <p><b>Task three (using article provided)</b></p> <p><b>Challenge:</b> Draw the table below in your books and then your pairs, come up with 5 reasons on each side.</p> <p><b>More challenging:</b> Why don't men have this problem from women? Discuss with a partner, write down your ideas and be ready to feed back.</p> <p><b>Mega challenge:</b> 'A society which allows wolf whistling helps perpetuate all the inequalities towards women that we have studied today.' Analyse whether this is true. Be ready to feedback your ideas.</p> <p><b>Plenary</b></p> <p>Your friend has missed today's lesson. Create a text or tweet summarising the three most important things you've learned about gender inequality. You only have 140 letter characters!</p>	<p><b>Complete KS4 Folder:</b></p> <p><a href="https://www.tes.com/teaching-resource/complete-ks4-pshe-rse-12059669">https://www.tes.com/teaching-resource/complete-ks4-pshe-rse-12059669</a></p> <p><b>Single lesson folder:</b></p> <p><a href="https://www.tes.com/teaching-resource/sexis-m-gender-prejudice-11502519">https://www.tes.com/teaching-resource/sexis-m-gender-prejudice-11502519</a></p> <p><b>New PSHE Association mapping:</b></p> <p>KS4 H10 KS4 R19 KS4 L7 KS4 R7 KS4 L2</p>
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5	<p><b>Parenting</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify all the different challenges a new parent faces. Identify the different styles of parenting and how to change and bathe a new baby.</p> <p><b>More challenging:</b> Describe the challenges new parents face in detail and the different methods of parenting by answering case study questions in detail.</p> <p><b>Mega challenge:</b> Explain using new key terminology,</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> Identify as many reasons as you can why Lauren may not be sleeping, have no money and be so tired.</p> <p><b>More challenging:</b> Describe three ways a person's life can significantly change when they become a mother or father.</p> <p><b>Mega challenge:</b> How long will Lauren's life be this tough for? How might Eva's Dad be struggling? Lauren is not unhappy though. Why?</p> <p>Review starter using PP slide 3.</p> <p><b>Task one (using diary entries provided)</b></p> <p><b>Challenging:</b> How much is common for a new family to spend on nappies and formula per month? How much parental leave has Adam taken? Why is Adam struggling at work?</p> <p><b>More challenging:</b> Why is Adam having to ask for time off unpaid? Why can't Adam go to the pub at the moment?</p> <p><b>Mega challenge:</b> Adam is sharing responsibilities with his girlfriend. How might a single dad cope - what additional problems would they face? Explain in detail.</p> <p><b>Task two (clip link on PP slide 5)</b></p>	<p><b>Parenting styles</b> - the different types of approach to parenting that people use. You can mix aspects from different styles.</p> <p><b>Parental Leave</b> - the paid leave a person is entitled to away from work to be with their new baby.</p>	<p>Year 10 Folder:  <a href="https://www.tes.com/teaching-resource/year-10-pshe-1-year-s-yr-10-pshe-11994329">https://www.tes.com/teaching-resource/year-10-pshe-1-year-s-yr-10-pshe-11994329</a></p> <p>Complete KS4 Folder:  <a href="https://www.tes.com/teaching-resource/compl-ete-ks4-pshe-rse-12059669">https://www.tes.com/teaching-resource/compl-ete-ks4-pshe-rse-12059669</a></p> <p>Single lesson folder:  <a href="https://www.tes.com/teaching-resource/year-10-pshe-1-year-s-yr-10-pshe-11994329">https://www.tes.com/teaching-resource/year-10-pshe-1-year-s-yr-10-pshe-11994329</a></p>

	<p>the biggest challenges faced by new parents, offering a variety of solutions to case studies.</p>	<p>Students watch video clip and answer the questions at their <b>challenge level</b>.</p> <p><b>Task three</b> Students read the information sheet together as a class.</p> <p><b>Task four</b> <b>Challenge:</b> Using the info from the clips and your reading sheets, answer each message in as much detail as you can. <b>More challenging:</b> Explain to each person in detail the different aspects and challenges of parenting they need to think about and why. <b>Mega challenge:</b> As above, using new key terminology from your info sheets, analyses the biggest challenges the subject of their message faces and offer a variety of solutions.</p> <p><b>Plenary</b>  Complete your literacy focus task at your challenge level.  Be prepared to feedback and justify your ideas to the class.</p>	<p><a href="https://www.tes.com/teaching-resources/shop/EC_Resources">s.com/teaching</a> = <a href="http://www.psheresources.com/resource/parenting-pshe-12081813">resource/parenting-pshe-12081813</a></p> <p><b>New PSHE Association mapping:</b> KS4 H3 KS4 L20 KS4 H18 KS4 R4 KS4 R3 KS4 R2 KS4 R24</p>
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<p><b>Assessment</b> - optional depending on the systems used in your school. Options given here are just suggested ones that have been created to help assess the new PSHE Association topics but also have a heavy focus on literacy.</p>	<p>There are many ways of assessing in PSHE. This booklet allows you to focus on mastery levels or literacy or skills (based on both Bloom's Taxonomy and the general requirements for extensive writing subjects in GCSE with the 9-1 grades).</p> <p>Free download: <a href="https://www.tes.com/teaching-resource/assessing-pshe-12111638">https://www.tes.com/teaching-resource/assessing-pshe-12111638</a></p> <p>The booklet offers students a variety of long and short tasks to complete, with the options of either peer or teacher assessment. It includes all guidance on how to mark with two easy mark-schemes. Pick and mix parts as you see fit for your class and amend the documents to focus on this PSHE Topic.</p>
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