

**Medium Term Planning Sheet: Secondary**  
**Class: V1 & V2 Teacher: Sarah Griffey**



<p><b>Subject: PSHCE</b></p>	<p><b>Intent:</b> UNIT12: Diversity, prejudice and discrimination          PROGRAMME OF STUDY FOR PSHE EDUCATION (KEY STAGES 1-5)          Bullying, Abuse &amp; Discrimination R37 (KS3)          R28, 29, 30, 31, 32, 33, 34 (KS4)          Social Influences R35, 36, 37, 38          Healthy Lifestyles H22 (KS3)          Media Literacy &amp; Digital Resilience L22, 23, 24, 25, 26, 27, 28 &amp; 29</p>	<p><b>Term: 5</b></p>
<p><b>Key Vocabulary:</b>          Racism/ prejudice/ stereotype/ discrimination/ diversity/ equality</p>	<p><b>Alternative Learning Environments/ Resources:</b>          EDUCATE AGAINST HATE          Black lives matter – life in modern Britain          Being a good citizen/ Respect</p>	
Empty space for additional notes or details		



Level 8	UK/Communities - to be able to consider what is fair and unfair to different groups involved and make reference to relevant national, European and international dimensions of the issues																			
	Relationships - Recognise all types of bullying and how to manage negative behaviours effectively and respond positively to peer pressure (including cyber bullying)																			
	Rights & Responsibilities - To show a detailed understanding of rights and responsibilities of different countries and how these have changed over time																			
	Rights & Responsibilities - To be able to recognise what consumer rights are																			
Level 9	UK/Communities - To recognise behaviours that may lead to extremism (UK and World)																			
	Rights & Responsibilities - To show a comprehensive understanding of 'The Rights of the Child' and 'Consumer Rights'																			
	Relationships - To recognise how the media influences attitudes towards 'culture', 'stereotypes' 'prejudice' and that it may not reflect real life																			
	Relationships - To understand that self-esteem can change with personal circumstances/ range of factors																			
	Relationships - To identify the influences of peer pressure																			
	Relationships - Can recognise and understand how the portrayal and impact of sexual relationships and love are influenced by the media (including through music videos, advertising and sexual images shared)																			
Level 10	Relationships - Recognising how to manage changes in personal relationships																			
	Relationships - To understand and respect others faith and cultural expectations concerning relationships and sexual activity																			
	Relationships - To have an awareness of exploitation, bullying and harassment both in relationships and society (including radicalisation, the challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the need to challenge it																			
	Rights & Responsibilities - Evaluate the wide range of influences that have shaped their own heritage																			
Level 11	Relationships - To understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as; consent, negotiation, boundaries, respect, gender norms, sexual norms, trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)																			
	Relationships - To manage unwanted attention in a variety of contexts																			

### Unit Expectations:

All to complete unit 12 and pass UAS

### Links with other subjects:

**Pupil Asset Milestones to be achieved:**

See future learning colour coded grid – to be monitored every session.

WK	Content (Implementation) Activities	Learning Objectives (Impact)	Evaluation/EBI
1 20/04/26	Session 1 London Identity	What do you think of London How might living in London shape a young people's identity Negative/ positive identity	
	<b>Discrimination Diversity Equality AQA Unit 12 workbook</b>	Bullying KS3 R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online  Bullying KS4 R28. to recognise when others are using manipulation, persuasion or coercion and how to respond R29. the law relating to abuse in relationships, including coercive control and online harassment	

		<p>R30. to recognise when a relationship is abusive and strategies to manage this</p> <p>R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</p> <p>R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them</p> <p>R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support</p> <p>R34. strategies to challenge all forms of prejudice and discrimination</p>	
<p>2 27/04/26</p>	<p>Session 2 Diversity Prejudice Discrimination</p>	<p>What it means The Law Unit 12 worksheets</p>	
		<p>Social Influences KS3</p> <p>R42. to recognise peer influence and to develop strategies for managing it, including online</p> <p>R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support</p> <p>R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this</p> <p>R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours</p> <p>R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support</p> <p>R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon</p> <p>Social Influences KS4</p> <p>R35. to evaluate ways in which their behaviours may influence their peers,</p>	

		<p>positively and negatively, including online, and in situations involving weapons or gangs</p> <p>R36. skills to support younger peers when in positions of influence</p> <p>R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help</p> <p>R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime</p>	
<p>3 04/05/26</p>	<p>Session 3 Prejudice and discrimination Hate crime What to do if others are being exploited</p>	<p>The law What is a hate crime Equal rights</p>	
		<p>Media KS4</p> <p>L22. that there are positive and safe ways to create and share content online and the opportunities this offers</p> <p>L23. strategies for protecting and enhancing their personal and professional reputation online</p> <p>L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events</p> <p>L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this</p> <p>L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this</p> <p>L27. strategies to critically assess bias, reliability and accuracy in digital content</p> <p>L28. to assess the causes and personal consequences of extremism and intolerance in all their forms</p> <p>L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern</p>	
<p>4 11/05/26</p>	<p>Session 4 Gangs Cults Extremism</p>	<p>What are they How do they make you feel Why might people join</p>	

		Why might people be scared The dangers	
5 18/05/26	Session 5 Exploitation	What exploitation is – the signs Support – who can help	