

Central Hub Brighton – Curriculum Topic Information Sheet

Subject	Year/key stage	Term
PSHE Rights Responsibilities and Respect	Year 7/8/9 KS3	Autumn 1
Topic/s		
<ul style="list-style-type: none"> • Show a basic understanding of Individual Rights and know that these are protected by law. • Identify responsibilities they have toward themselves and others. • Explore personal identity and explain why it is important to respect difference. • Further develop understanding of equality and diversity and the negative impact of discrimination 		
Content (Intent)		
Prior Learning (Topic/s):		
Human Rights Rights of the Child British Values		
Future Learning (Topic/s):		
How peaceful protests and demonstrations (including extreme views) are reported by, and in the media. Prevent duty.		
What Knowledge or Skills will be Taught? (Implementation)	How will your Understanding be Assessed and Recorded (Impact)	
Knowledge	On Going Assessment	
<ul style="list-style-type: none"> • Categorising Rights: protection/equality/standard of living/Health and Wellbeing. • Linking rights with corresponding responsibilities • Developing knowledge and understanding of equality and diversity. • Respect for self/others/environment 	<ul style="list-style-type: none"> • Individual responses and contributions to group discussion • End of session check in 	
Skills	Formal Assessment	
<ul style="list-style-type: none"> • Relating rights and responsibilities to their own lives. • Recognising stereotyping and discrimination • Self-awareness & confidence • Life skills – global citizenship 	<ul style="list-style-type: none"> • Onwards & Upwards (teacher) judgements • Reports to next educational provider/other agencies as required. • AQA Unit Awards 	
SEMH Curriculum Knowledge & Skills	Assessment of SEMH Development	
Social skills <ul style="list-style-type: none"> • That there are similarities and differences between all people. • That there are a range of social skills that people use when responding to others in their social groups. • Tolerance towards others is a reciprocal relationship. • Embrace a range of differences and similarities between themselves and other people and celebrate diversity. 	<ul style="list-style-type: none"> • Pre and post topic evaluation • Reach 2 Teach 	

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How Can Families Help at Home?

Support and model British values

View/read and discuss topical media presentations - local, national, and international.

Helpful Further Reading/Discussion (including Reading and Vocabulary Lists)

Reading	Vocabulary Lists		
Child friendly versions of Human Rights and UNCRC UNICEF/AMNESTY INTERNATIONAL	Convention Personal Charter	Protection Services	Upheld Government
https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc	Gender Diversity Challenge Racism/sexism Respect Admiration Charter	Biological Cultural Impairment Protected characteristics. Motivational/inspirational	Qualities Stereotype Discrimination Leadership
https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/understanding-and-identifying-radicalisation-risk-in-your-education-setting	Extremism Protest	Radicalisation Demonstration	Media