

Year 8 PDC Booklet

Relationships and Sex Education I



LIONHEART EDUCATIONAL TRUST

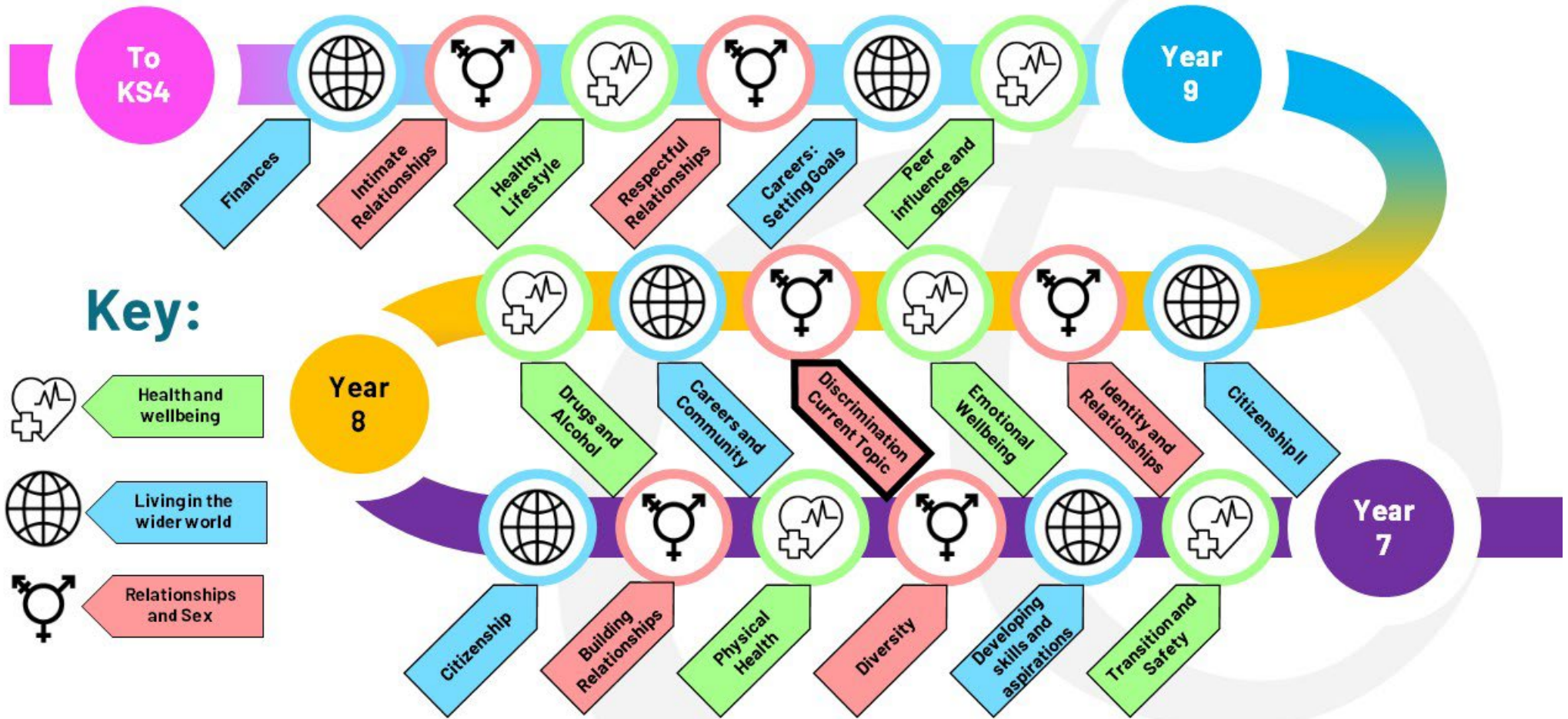
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Personal Development Curriculum KS3 Learning Journey





Year 8 – Block 3: Relationships and Sex Education Knowledge Organiser



Key Words		LGBTQIA+													
Belief	A belief in something that exists or you accept as true without proof.	L Lesbian	A sexual orientation that describes a woman who is emotionally and sexually attracted to other women.												
Self Worth	Self worth is the internal sense of being good enough and worthy of love from others.	G Gay	A person who is emotionally, romantically or sexually attracted to members of the same gender.												
Self Confidence	Self-confidence means trusting in your own judgement, abilities and capacity.	B Bisexual	A person emotionally, romantically or sexually attracted to more than one sex, gender or gender identity though not necessarily simultaneously, in the same way or to the same degree.												
Growth Mindset	People who believe that their success depends on time and effort.	T Transgender	A person whose gender identity and assigned sex at birth do not correspond. Also used as an umbrella term to include gender identities outside of male and female. Sometimes abbreviated as trans.												
Fixed Mindset	People who see their qualities as fixed traits that cannot change	Q Queer	An umbrella term used to describe people who think of their sexual orientation or gender identity as outside of societal norms.												
Gender	How many masculine and feminine qualities you have and how feminine or masculine you feel	I Intersex	An umbrella term used for a variety of conditions in which a person is born with sexual anatomy that doesn't seem to fit the typical definitions of female or male.												
Sex	The biological organs you were born with; either male, female or intersex	A Asexual	A person who experiences little or no sexual attraction to others. Asexuality is not the same as celibacy.												
Cisgender	A person whose sense of personal identity and gender corresponds with their birth sex.	<table border="1"> <thead> <tr> <th colspan="2">9 Protected Characteristics</th> </tr> </thead> <tbody> <tr> <td>1. Age</td> <td>2. Sex</td> </tr> <tr> <td>3. Disability</td> <td>4. Race</td> </tr> <tr> <td>5. Marriage and Civil Partnership</td> <td>6. Pregnancy and Maternity</td> </tr> <tr> <td>7. Gender Reassignment</td> <td>8. Sexual Orientation</td> </tr> <tr> <td colspan="2">9. Religion or belief</td> </tr> </tbody> </table>		9 Protected Characteristics		1. Age	2. Sex	3. Disability	4. Race	5. Marriage and Civil Partnership	6. Pregnancy and Maternity	7. Gender Reassignment	8. Sexual Orientation	9. Religion or belief	
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Transgender	A person whose sense of personal identity and gender does not correspond with their birth sex.														
Direct Discrimination	When someone is treated less favourably than other on the basis of race/ethnic background, sex, age etc	<table border="1"> <thead> <tr> <th colspan="2">Where To Go For Support:</th> </tr> </thead> <tbody> <tr> <td colspan="2">Teachers and School Staff, Parents, Friends, Parents</td> </tr> <tr> <td>Young Stonewall</td> <td>https://www.youngstonewall.org.uk</td> </tr> <tr> <td>The Proud Trust</td> <td>https://www.theproudtrust.org</td> </tr> <tr> <td>Friends & Family of Lesbians & Gays</td> <td>https://www.fflag.org.uk</td> </tr> </tbody> </table>		Where To Go For Support:		Teachers and School Staff, Parents, Friends, Parents		Young Stonewall	https://www.youngstonewall.org.uk	The Proud Trust	https://www.theproudtrust.org	Friends & Family of Lesbians & Gays	https://www.fflag.org.uk		
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Indirect Discrimination	When rules or policy put people from a particular group at a disadvantage.														
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Equality Act	A law which protects people from all forms of discrimination in public and private spaces														
Racism	Discrimination based on someone's race														
Sexism	Discrimination based on someone's sex														
Homophobia	Discrimination based on someone's sexual orientation														

Date:

Title: Learning How To Learn: Revising for Exams

Retrieval Practice

1. Metacognition is thinking about your own _____ and how you learn best.
2. When using metacognitive talk, you describe the _____ you are using to solve a problem.
3. Before starting a task, it's helpful to _____ what steps you need to take.
4. Metacognitive talk can help you understand your _____ and make learning easier.
5. Asking yourself questions about the _____ you're using can help you stay focused.

Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. What are the key elements to metacognition?	<p>.....</p> <p>.....</p> <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. What are some revision strategies?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Metacognitive Strands and Revision Techniques

The three strands of metacognition are:

Planning	Monitoring	Evaluating
Thinking about the goal you have and how you will achieve it	Start on your plan and regularly check whether its working	How successful was your chosen strategy?
<ul style="list-style-type: none"> • What am I being asked to do? • Which strategies will I use? • Are there any strategies that I have used before that might be useful? 	<ul style="list-style-type: none"> • Is the strategy that I am using working? • Do I need to try something different? 	<ul style="list-style-type: none"> • How well did I do? • What didn't go well? • What could I do differently next time? • What went well? • What other types of problem can I use this strategy for?

When you are revising, you want to make sure your chosen strategy has one of the following techniques in:

Retrieval Practice	Spaced Practice
Testing yourself repeatedly using flashcards or writing summaries from memory, and only adding after attempting	Spreading out your revision over a course of time rather than doing it all at once. Break up your revision over weeks rather than in one go
Interleaving	Elaboration
Mixing up topics rather than revising one thing for a long time. Instead of studying one topic for an hour, break it up into three smaller topics.	Explaining ideas in detail and creating links between topics. Mind maps and answering how/why questions.

Task 1

Pick one revision technique from above:

Now pick a subject or topic from one of your lessons to use as an example for revision:

Answer the following questions to help you with the planning stage:

- What am I being asked to do?

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- Which strategies will I use?

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- Are there any strategies that I have used before that might be useful?

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Date:

Title: Influences on Beliefs and Decisions

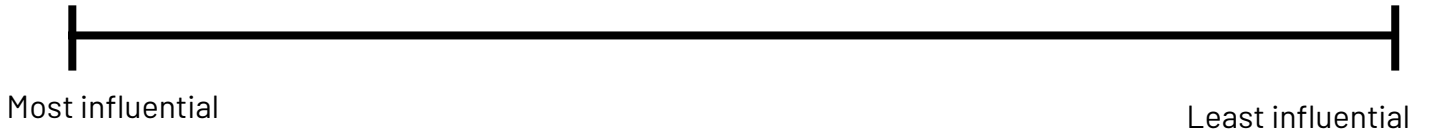
Retrieval Practice

1. Metacognition involves thinking about how we _____ and learn best.
2. Before revising, it's useful to set _____ for what you want to achieve.
3. To stay organised, create a _____ that breaks down each topic you need to review.
4. Reflecting on what _____ well after each study session helps you improve your methods.
5. One helpful technique for revision is _____ practice, where you quiz yourself on the material.

Baseline and Endpoint Assessment

	Baseline Assessment	Endpoint Assessment
1. What might influence someone's beliefs and decisions?
2. How can you limit someone else's influence on your beliefs and decisions?

Task 1: Rank on the continuum line which influences are the most to least influential in your lives. Once you have completed this, you must justify your most and least influential



Justify your most influential decision

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Justify your least influential decision

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Task 2: Scenarios

Scenario	Good or bad decision	Consequences for this scenario
Stealing sweet from the pick' n 'mix shop after being dared by friends	Bad	Could be banned from the shop or depending on their age, they could be arrested. The shop owner loses money and trust.
After receiving messages from bullies, instead of telling the teacher, the student goes to the person and punches them.		
Running out into the street to collect a football without checking traffic		
Trying to learn to ride a bike but puts on a helmet and knee pads to protect from injury		
A student has £20 and only spends £10 and saves the other £10		
Buying clothing online only to find it doesn't fit. Instead of returning it and getting a refund, you bin the clothes and re-buy the next size up.		
Locking a person in a room and leaving them there even though they have asked you to open it.		
You are out for a walk and cannot find a bin so you chuck it on the floor.		
After watching a video about farming, the student decides to be a vegan and throws away all the meat in their family's fridge		
A student sees someone trying to make videos and make fun of a person. They tell them it's bullying and tell a member of staff.		

Date:

Title: Gender Identity

Retrieval Practice

1. Our beliefs are often shaped by our _____ with others, like family, friends, and teachers.
2. The _____ we see online can impact what we think is true or false.
3. _____ including those around us can affect the decisions we make by encouraging us to think or act in certain ways.
4. Sometimes our _____ values, like honesty or kindness, guide our choices.
5. Making good decisions involves thinking about the _____ of our actions on others.

Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. What does the phrase gender identity mean?	<p>.....</p> <p>.....</p> <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 prevent discrimination based on gender?	<p>.....</p> <p>.....</p> <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: Video Questions

1. Are gender and sex the same thing? Explain your answer.

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2. What are the three categories of biological sex?

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3. Is gender the same thing as sexual orientation? Explain your answer.

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4. What sex was Adam assigned at birth? What is his identity now?

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5. What is the difference between gender and sexual orientation?

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6. What is a term for somebody who identifies as ALL genders?

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7. Why doesn't being a transgender person mean you HAVE to have surgery?

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8. How can you help transgender people to become more accepted in society?

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Information Sheet:

Transgender and Non-Binary Identities

When we are thinking about gender identity, we first need to understand the difference between sex and gender.

Sex refers to the biological features of a person. For example, biologically male people have XY chromosomes; biologically female people have XX chromosomes.

Gender is more related to social and cultural expectations. We often talk about these as 'masculine' and 'feminine'. 'Masculine' is often linked with our idea of what is 'manly', and 'feminine' is often linked

with our idea of what is 'womanly'. For example, wearing flowery dresses and makeup is stereotypically considered to be feminine in Western culture, and having short hair and very big muscles is stereotypically considered to be masculine. (It is important to note that stereotypes are only general ideas and they are not true for everyone in every case.)

Somebody whose gender identity matches the biological sex they were born with is referred to as **cisgender**. They don't have a problem thinking of themselves as a girl if they were born female, or as a boy if they were born male. For example, someone who is born biologically female would be considered cisgender if they felt that they were a girl or woman. They may or may not also be interested in stereotypically 'feminine' things.

Somebody whose gender identity is different from the biological sex they were born with is referred to as **transgender**. A transgender (often called **trans**) person may feel that their physical body does not match who they really are. For example, someone who is born biologically male would be considered transgender if they felt that they were a girl or a woman. They may or may not also be interested in stereotypically 'feminine' things.

Some transgender people will choose to have surgery to make their bodies better suited to their true identity. For example, a transgender man might have his breasts removed so that he has a flatter chest. Some transgender people take hormones to change their body; for example, a transgender woman might take oestrogen in order to give her less facial and body hair. These are all things which are done with the help and guidance of a medical professional, after lots of discussion and counselling. It is important that the person who is having the surgery or taking the hormones knows what they are doing to their body and the consequences – good and bad – of what they are doing. Consequences of hormone therapy and surgery can often include infertility (not being able to have biological children).

Some transgender people choose not to have surgery or take hormones. They may dress in ways that are more typical of their preferred gender identity. For example, a trans man may dress in a more 'boyish' or 'manly' style.

What are pronouns and how should I use them?

Pronouns are what we say instead of a person's name, e.g. he, she, they. Most transgender people will use the pronouns that relate to their true gender identity. For example, a person who was born biologically male but identifies as female will want to be addressed using the pronouns 'she' and 'her'. It can be very offensive to get someone's pronouns wrong, especially if done on purpose. If you are not sure what pronouns to use with someone, the best thing to do is ask them. NEVER use the pronoun 'it' for a person. This is offensive and dehumanising to anybody, regardless of their gender.

Task 2: Inbox: Full

Using the info from the clips and your reading sheets, answer two messages giving advice to help the teenagers.

Message 1:

“What is up with my friend Mark? Suddenly he wants to borrow my handbag and shoes all the time. He says it’s for his sister, but why couldn’t she just get her own? I don’t care if it’s really for him but I’m not sure how to approach the subject.” Amy.

Message 2:

“Please help me! I know I’m ready to transition. I’ve lived for two years as a man now...my doctor is supportive, but what’s the next move? What can I expect?”

Message 3:

“No one understands me. It’s like I’m trapped in this stupid body with stupid breasts. It’s not the real me! What’s up with me? Why am I like this?” Kelly

Message 4:

“My mate reckons she’s ‘non-binary’ now. So, she’s neither he or she, what do I call her then? ‘It’?!” Keith

Message 5:

“My parents have decorated my bedroom with pink flower wallpaper as a surprise. I hate pink and I hate flowers even though I’m a girl. Am I a weirdo?”

Which message are you giving advice for?

Advice:

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Which message are you giving advice for?

Advice:

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Date:

Title: Equality Act and Protected Characteristics

Retrieval Practice

1. Gender identity is how someone feels and _____ themselves, which may be different from the gender they were assigned at birth.
2. _____ is treating someone unfairly because of their gender or gender identity.
3. People deserve to be _____, no matter what their gender identity is.
4. Understanding and supporting different gender identities helps create a more _____ community.
5. It's important to speak up if we see _____ happening to someone because of their gender.

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> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. What are the protected characteristics?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <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: Reciprocal Reading

<p>Predict: What do we expect to read in the article?</p>	<p>Equality Act 2010 in the workplace</p>	<p>Summary: Summarise the law into 50 words.</p>
<p>Clarify: Highlight and define any words you do not understand here.</p>	<p>The Equality Act of 2010 protects categories of people who were previously common victims of discrimination, such as gay people, pregnant people, or those of a particular religion. The act covers all private, public and voluntary organisations. Before the Act came into force there were several pieces of legislation to cover discrimination, including:</p> <p>Sex Discrimination Act 1975 Race Relations Act 1976 Disability Discrimination Act 1995</p> <p>The 2010 Act brings together all of the government's previous equality laws, making the legislation easier for everyone to understand. Because it is unlawful to act in a manner that is considered discrimination, if an employee or customer believes that they have suffered discrimination, they may be entitled to take legal action, and penalties will be issued if a company or employer is found guilty of the accusation.</p>	<p>2) How would society be if a law was not in place to protect people against discrimination?</p>
<p>6) What characteristics does the Equality Act protect?</p>	<p>1) Why is it important that the law protects people in all working situations?</p>	<p>3) Explain some negatives of the previous laws before the Equality Act?</p>
<p>5) Where does this law protect people?</p>		<p>4) How does the Equality Act ensure employers follow the law?</p>

Task 2: Direct vs Indirect Discrimination



Concrete examples of direct discrimination

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Concrete examples of indirect discrimination

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Date:

Title: Prejudice and Discrimination: Disability

Retrieval Practice

1. The Equality Act was introduced to make sure everyone is treated
2. It protects people from, which is unfair treatment based on certain characteristics.
3. Some of the protected characteristics include age, race, disability, and which describes how you identify yourself to be.
4. The law helps to promote and treating people the same by making it illegal to treat someone unfairly because of who they are.
5. The Equality Act applies to places like schools, workplaces, and public

Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. What is disability 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> <p>.....</p> <p>.....</p>
2. How can we prevent disability 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> <p>.....</p> <p>.....</p>

Task 1: Sam's Story

8:00	Sam leaves the house in the morning to catch the bus to work. Walking down the street to the bus stop, Sam counts the houses and checks the colours of all the front doors to make sure that everything is the same as yesterday
8:10	Sam waits at the bus stop for the #34 bus. Three buses arrive before the 34, and as they pull in Sam says their numbers and destinations out loud. Two teenagers in school uniform stare at Sam and start to laugh.
8:15	The bus arrives and Sam gets on it. "Hello Sam, how are you today?" asks the driver. Sam replies, "I'm fine thank you." The bus is busy. Sam doesn't like sitting next to strangers but takes a deep breath and sits in the last empty seat next to a man. "I am going to work," Sam says, but the man just turns away and looks out of the window. The man gets off at the next stop, but although there are still people standing up, no-one sits down next to Sam
8:30	After a few miles there are some roadworks with one-way traffic signals. This delays the bus, which means Sam won't arrive at work at the usual time. "We're going to be late," he says to the woman standing up next to him. "Just ignore the weirdo," the woman says to her child.
12:30	Sam has made sandwiches for lunch, but walks to the supermarket close by. Sam walks around all the aisles but doesn't see anything else to buy. As Sam leaves the supermarket the security guard demands to see what is in Sam's bag. Sam doesn't want to open the bag but the security guard forces it open. Inside are the sandwiches Sam brought from home, a book and Sam's phone. The security guard says, "If you bring that bag in here again I'll have you for shoplifting."
14:30	Sam finishes work in the afternoon, and goes to catch the bus home. "The bus might be late because of the road works," Sam says to a lady with a pram. "That's ok," she says, "I'm not in a rush." There are plenty of empty seats on the bus so Sam doesn't have to sit next to anyone. The lady with the pram smiles at Sam as she gets on.
15:00	The bus drops Sam off in town. The teenagers from the morning are at the bus stop again. As Sam gets off the bus one of them shouts, "Retard." People have said that word to Sam before.
15:05	Walking back down the street to home, Sam thinks about the friend who is coming over later for a film night. Sam remembers that it is the friend's turn to choose the film this time. Sam's sister is waiting outside the house with her baby boy. She hands the baby to Sam, who smiles, and gives him a big kiss and a cuddle.

Questions to answer:

1. Make a list of the feelings Sam might be experiencing at the different times in the day, and what might have made Sam feel this way.

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2. Why do people speak to and treat Sam in the way they do?

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3. What effects could the words 'weirdo' and 'retard' have on Sam?

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4. Why do people use these sorts of words to describe Sam?

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5. On what do people base their opinion of Sam?

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6. Who showed Sam understanding and acceptance? How might these people have made Sam feel?

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7. What stereotypes of people with learning disabilities are shown in the story?

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8. Is there anything about Sam's day which surprises you, or that you didn't expect? Why?

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Date:

Title: Prejudice and Discrimination: Racism

Retrieval Practice

1. Disability discrimination happens when someone is treated _____ because of a disability.
2. The _____ protects people with disabilities from discrimination in places like schools and workplaces.
3. It is important to make sure that everyone has _____ opportunities, regardless of disability.
4. We can challenge discrimination by raising _____ when we see unfair treatment.
5. Promoting _____ for people with disabilities helps create a fairer society for everyone.

Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. What does racism mean?	<p>.....</p> <p>.....</p> <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 combat racism?	<p>.....</p> <p>.....</p> <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: Problem Table

Problem:	How this can contribute to the rise in prejudice:	Order of importance:	Why I think this:
A lack of housing in Britain			
Benefit cuts and low wages in Britain			
Ignorance and poor education			
Social media			
Families passing down views			
Syrian refugee crisis			
TV and newspapers			