

# Year 7 PDC Booklet

## Relationships and Sex Education I

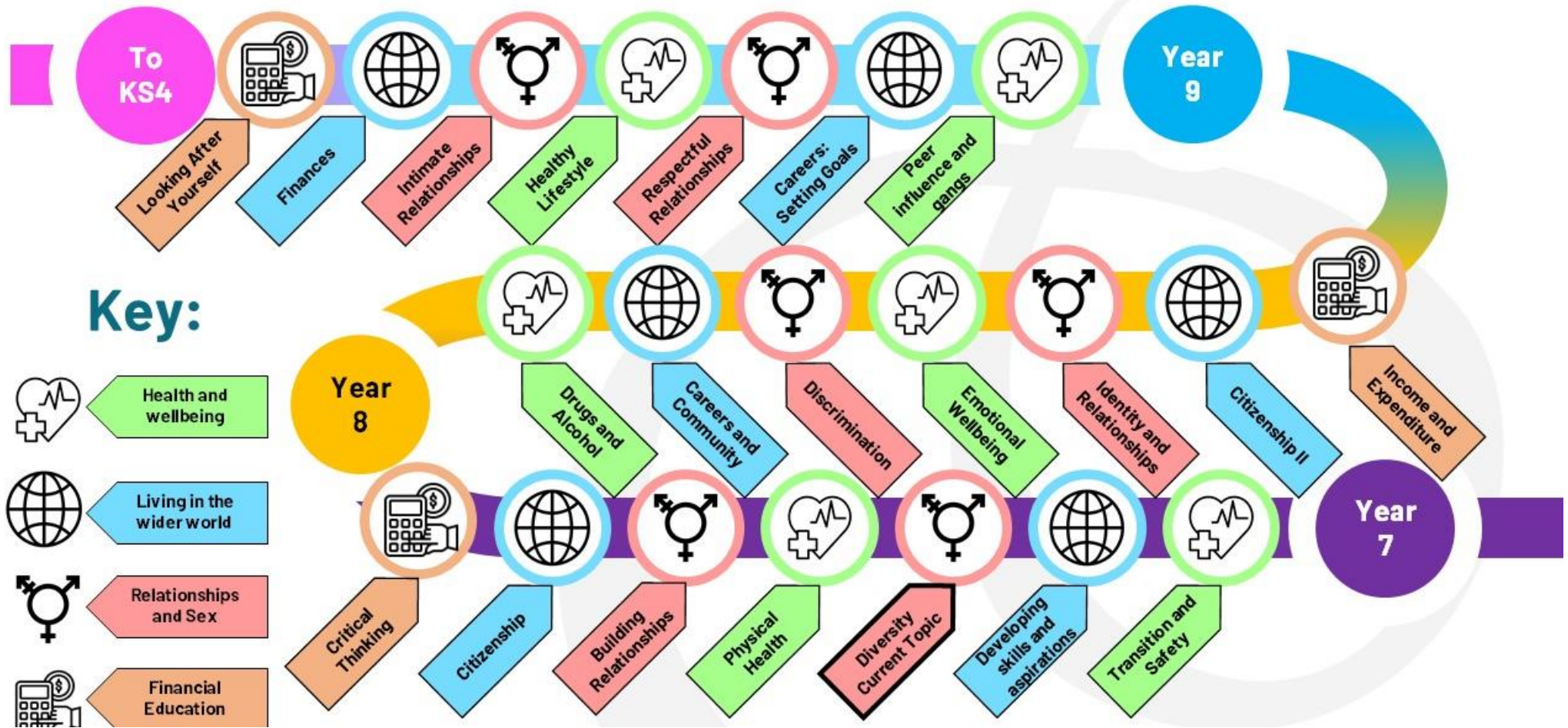


**LIONHEART** EDUCATIONAL TRUST

**Name:** .....

**Form:** .....






# Personal Development Curriculum KS3 Learning Journey





## Year 7 – Block 3: Relationships and Sex Education Knowledge Organiser



Key Words		Types of Bullying		Dealing with Bullying										
Identity	Identity encompasses the memories, experiences, relationships and values that create ones sense of self.	 Physical	The victim is physically and violently assaulted by the bully. This can including being beaten up, pushed and shoved or the physical taking of items from the victim. This sort of bullying is against the law and should be reported to the police.	Remember that it is the victim that determines if they believe the behaviour is bullying not the bully. <ul style="list-style-type: none"> <li>• Tell someone –don't keep it to yourself, find a trusted adult who you can talk to.</li> <li>• Don't retaliate, try and ignore them if you can.</li> <li>• Try not to react in front of the bully.</li> <li>• Stay with trusted friends who will support you.</li> </ul>										
Human Rights	Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death.	 Verbal	This can include name calling, snide comments and the spreading of rumours; it can also constitute harassment in some cases which is illegal and should be reported to the police.											
Diversity	The existence of variations of different characteristics in a group of people.	 Emotional	Psychological and emotional bullying s difficult to see, but can include the ostracization of the victim from a particular group, tormenting and humiliating the victim.	<b>Dealing with Cyberbullying</b>  Cyber Bullying can be harder to handle as it anonymous and can impact all aspects of your life. <ul style="list-style-type: none"> <li>• Tell someone – don't keep it to yourself, find a trusted adult who you can talk to.</li> <li>• Report the bullying to the website and block the user.</li> <li>• Do not retaliate</li> <li>• Screenshot evidence of the bullying.</li> </ul>										
Equality	The state of being equal, especially in status, rights, or opportunities.	 Cyber	Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature, but can also include setting up of malicious websites or posting personal and embarrassing images and videos without the persons permission.											
Discrimination	The unjust or prejudicial treatment of different categories of people	 Specific	This the term used to describe bullying based on a specific aspect of the victims identity such as homophobic, transphobic, Bi-phobic bullying but can also include racist bullying and bullying based on religion. All of these types of bullying are illegal.	<b>9 Protected Characteristics</b> <table border="1"> <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> </table>	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	
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														
Stereotypes	A stereotype is a fixed idea about the characteristics of a group of people. This can happen when a person or a social group is represented in a similar way over and over again by the media.	<b>Where To Go For Support:</b> Teachers and School Staff, Parents, Friends, Parents												
Prejudice	Preconceived opinion that is not based on reason or actual experience.													
Bullying	To pick on or seek to harm someone, or treat someone in an unfair way, sometimes over and over again.	NPSCC	<a href="https://www.npscc.org.uk">https://www.npscc.org.uk</a>											
Cyberbullying	The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.	Childline	<a href="https://www.childline.org.uk">https://www.childline.org.uk</a>											
Upstander	A person who speaks or acts in support of an individual or cause, particularly someone who intervenes on behalf of a person being attacked or bullied.	National Bullying Helpline	<a href="https://www.nationalbullyinghelpline.co.uk/">https://www.nationalbullyinghelpline.co.uk/</a>											
Kindness	The quality of being friendly, generous, and considerate.													
Empathy	Empathy is considering other people's feelings – it's putting yourself in someone else's shoes.													

## Contents

<b>Title: Learning How To Learn: Revising for Exams .....</b>	<b>5</b>
<b>Title: Identity and Rights .....</b>	<b>8</b>
<b>Title: Bullying and Cyberbullying .....</b>	<b>10</b>
<b>Title: Challenging Stereotypes: Diversity .....</b>	<b>13</b>
<b>Title: Challenging Discrimination .....</b>	<b>17</b>
<b>Title: Being an Upstander .....</b>	<b>19</b>

**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:**

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

## Metacognitive Strands and Revision Techniques

The three strands of metacognition are:

<b>Planning</b>	<b>Monitoring</b>	<b>Evaluating</b>
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"> <li>• What am I being asked to do?</li> <li>• Which strategies will I use?</li> <li>• Are there any strategies that I have used before that might be useful?</li> </ul>	<ul style="list-style-type: none"> <li>• Is the strategy that I am using working?</li> <li>• Do I need to try something different?</li> </ul>	<ul style="list-style-type: none"> <li>• How well did I do?</li> <li>• What didn't go well?</li> <li>• What could I do differently next time?</li> <li>• What went well?</li> <li>• What other types of problem can I use this strategy for?</li> </ul>

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

<b>Retrieval Practice</b>	<b>Spaced Practice</b>
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
<b>Interleaving</b>	<b>Elaboration</b>
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?

.....  
.....  
.....

- Which strategies will I use?

.....  
.....  
.....

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

.....  
.....  
.....

**Date:** .....

## Title: Identity and Rights

### 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 makes up someone's identity?	<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 human rights?	<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: Questions

What makes up Sarah's identity?

.....  
.....

What aspects contribute to the making of your identity?

.....  
.....  
.....  
.....

### Task 2: Human Rights Video Questions

1. What are human rights?

.....  
.....

2. Who do human rights apply to? (Who has human rights?)

.....

3. Human rights are u\_\_\_\_\_.

4. How many human rights are there according to the United Nations?

.....

5. Where are the human rights listed?

.....

6. What did Cyrus the Great do when he conquered Babylon?

.....

7. What did the Magna Carta say about kings/rulers?

.....

8. What did Mahatma Gandhi believe about human rights?

.....

9. Why was the United Nations formed?

.....

10. Who supervised the introduction of the Universal Declaration of Human Rights (UDHR)?

.....

**Date:** .....

## **Title: Bullying and Cyberbullying**

### **Retrieval Practice**

1. Our \_\_\_\_\_ is made up of different characteristics, such as our interests, values, and beliefs.
2. Human \_\_\_\_\_ are the basic rights and freedoms that belong to every person.
3. The right to \_\_\_\_\_ is a human right that allows people to speak their mind and share ideas.
4. Human rights apply to \_\_\_\_\_, no matter where they are from or what they believe.
5. Our \_\_\_\_\_ helps shape who we are, but we also respect the identities of others.

### **Baseline and Endpoint Assessment**

	<b>Baseline Assessment</b>	<b>Endpoint Assessment</b>
What is bullying? Why do people experience bullying?	..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... .....
What is cyberbullying? What should someone who is being cyberbullied do?	..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... .....

**Task 1: Watch the clip and fill in your table as much as you can. Your teacher will pause the clip in places for you to catch up. You need to fill in:**

- What is bullying? What kind of things might bullies do?
- How much does this happen? How can we help to stop it?
- Why do people bully? Why is it important to show bullies it's not okay?

<b>What?</b>	<b>How?</b>	<b>Why?</b>

## Task 2: Questions

1. Is this film realistic? Could a similar situation happen in this school?

.....  
.....

2. The title of this toolkit is called 'Crossing the Line'. In this film, where do you think the line was crossed?

.....  
.....

3. Why do you think Jason was bullied? Why do you think anyone is bullied?

.....  
.....

4. How did Jason respond to the cyberbullying? What could he have done differently? What did he do well?

.....  
.....

5. Could Jason have done anything to stop the bullying? If yes, what could he have done?

.....  
.....  
.....  
.....

6. What advice would you give to someone if they are being cyberbullied?

.....  
.....  
.....  
.....

**Date:** .....

## **Title: Challenging Stereotypes: Diversity**

### **Retrieval Practice**

1. \_\_\_\_\_ is when someone repeatedly hurts or upsets another person on purpose.
2. Bullying can happen in person or online, which is called \_\_\_\_\_.
3. Cyberbullying often takes place in the \_\_\_\_\_ world, like messages or social media.
4. If you or someone else is being bullied, it is important to \_\_\_\_\_ an adult or trusted person.
5. Being a good \_\_\_\_\_ means supporting others and standing up to bullying.

### **Baseline and Endpoint Assessment:**

	<b>Baseline Assessment</b>	<b>Endpoint Assessment</b>
1. What does the word stereotyping mean?	..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... .....
2. How can we address stereotyping?	..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... .....

**Task 1: How does diversity impact your life?**

List things in your everyday life that are influenced or come from other countries. It can be a person in your family or a friend, music or food, fashion or sport. List as many things as you can.

.....

.....

.....

## Task 2: Case Studies



Case Study	What stereotypes are being portrayed?	Why are these stereotypes wrong?	How can we tackle these stereotypes?
<p>Sarah, a 13-year-old girl, has a passion for football. She spends hours practicing her skills, and her dedication pays off as she becomes the star player on her local youth team. However, in school, her classmates often tease her for not conforming to traditional gender norms. They make comments like, "Football is a boys' sport, girls shouldn't be playing it."</p>			
<p>Jamal, a 14-year-old student, excels in both art and science. He enjoys creating intricate paintings and conducting experiments in his makeshift home laboratory. However, his classmates find it puzzling that he's equally passionate about both subjects. They make comments like, "Artists can't be good at science, can they?"</p>			
<p>Maria and Ahmed, both 12-year-old students, come from different cultural backgrounds and speak multiple languages at home. Some classmates assume they must struggle with English and overlook the richness of their linguistic abilities. They make</p>			

<p>comments like, "It must be hard for them to speak English properly."</p>			
<p>Emma, a 14-year-old student, has a physical disability. Despite her intelligence, creativity, and kindness, some classmates tend to exclude her from group activities. They assume that she won't be able to participate fully, and often make plans without including her.</p>			
<p>Alex and Jamie are 15-year-old openly LGBTQ+ students. They face derogatory comments and exclusion from some classmates who hold prejudiced views about their sexual orientations. These classmates make hurtful remarks, suggesting that being LGBTQ+ is abnormal or wrong.</p>			
<p>Amina, John, and Carlos are 13-year-old students who come from different religious backgrounds. Some classmates make assumptions about their beliefs and engage in religious stereotypes, assuming that Amina must only celebrate Islamic holidays, that John must not eat certain foods, and that Carlos can only speak Spanish.</p>			



**Date:** .....

**Title: Challenging Discrimination**

**Retrieval Practice**

1. A \_\_\_\_\_ is a fixed idea about a group of people that may not be true.
2. Stereotypes can be unfair because they don't see people as \_\_\_\_\_.
3. An example of a stereotype might be thinking only \_\_\_\_\_ like sports, which isn't true.
4. Challenging stereotypes helps create a more \_\_\_\_\_ world for everyone.
5. One way to challenge a stereotype is to learn more about people's real \_\_\_\_\_.

**Baseline and Endpoint Assessment:**

	<b>Baseline Assessment</b>	<b>Endpoint Assessment</b>
1. Why is it wrong to discriminate against people?	<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 stop 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: Case Studies

Case Study	What stereotypes are being portrayed?	Why are these stereotypes wrong?	How can we tackle these stereotypes?
<p>Hassan, a Muslim student, has been consistently receiving lower grades than his classmates despite his evident effort and understanding of the subject. His friend makes comments about his religion and suggests that he might not be as capable academically.</p>			
<p>Maria, a girl with a hearing impairment, is not provided with necessary accommodations during discussions and activities. Her mentor frequently forgets to use the microphone and does not provide written materials for her to follow along.</p>			
<p>Liam, a boy with autism, is consistently excluded from group activities during break time. His classmates intentionally avoid him and make fun of his social interactions.</p>			
<p>Anaya, a girl who has recently transitioned, faces derogatory comments and exclusion from some of her classmates. They make jokes about her appearance and openly mock her.</p>			

**Date:** .....

**Title: Being an Upstander**

**Retrieval Practice**

1. \_\_\_\_\_ is when someone is treated unfairly because of who they are.
2. It's important to treat \_\_\_\_\_ with kindness and respect.
3. One way to challenge discrimination is to \_\_\_\_\_ up when you see unfair treatment.
4. Discrimination can be based on things like race, gender, or \_\_\_\_\_ beliefs.
5. By challenging discrimination, we help create a more \_\_\_\_\_ society, where everyone is valued.

**Baseline and Endpoint Assessment:**

	<b>Baseline Assessment</b>	<b>Endpoint Assessment</b>
1. What does it mean to be an upstander?	<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 you encourage others to be an upstander?	<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: Scenarios

a. You hear someone in your form bragging about taking photos of one student editing them and posting them on Snapchat

.....

.....

.....

b. Every time one particular student walks past your friends in the corridor one of your group hisses

.....

.....

.....

c. Your friend keeps creating groups on PS5 for Fortnite. They name these groups making fun of one of your school friends. It is really upsetting them

.....

.....

.....

d. A student deliberately barges this one boy every time he sees him in the corridor. The boy now has bruises on his arm

.....

.....

.....

### Task 2: Examples of Upstanders

Can you give an example of when you have been an upstander or have seen someone be an upstander?

.....

.....

.....

.....

.....