KESTEVEN AND SLEAFORD HIGH SCHOOL

PSHE Scheme of Learning
Year 8 – Term 4

Intent – Rationale

to develop students' understanding of democracy, government and the rights and responsibilities of citizens

---

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?	
• Understanding the justice system and personal safety (Y8) • Local government, voting and elections, democracy (Y7)	• Identity and respect (Y8) • Political structures around the world (Y9/10)	

What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?	
• English – persuasive speech / debating • History – reasoning arguments • RS – cultural expectations and norms in different religions • Science – animal testing	• SP1/2 • M1/2/3 • SO1/3 • C1/2/3	• BV1/2/3/4/5 • GB4a/b/d/e/f/g/h

What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
• Reading about and understanding international agreements • Summarising texts into short statements	•

KESTEVEN AND SLEAFORD HIGH SCHOOL

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?
Know   some examples of Human and Children's Rights and how the documents were created   some examples of countries which have adopted the Universal Declaration on Animal Welfare   some examples of opposition to fundamental values   **Apply**   knowledge about different rights to make reasoned arguments   knowledge about extremism and terrorism to consider different points of view about solutions   **Extend**   thinking about topics which don't necessarily have a correct answer

What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
- Legislation – law passed by a country's parliament / government - Universal – applies to all people - Interdependent – two things rely on each other - Inalienable – something cannot be taken away - Tension – a cause of conflict - Discrimination – inequality based on a judgment - Extremism – vocal or active opposition to fundamental values - to manifest itself – to be played out in society - Terrorism – use of violence as active opposition to fundamental values	- Students share their thoughts on the most important rights articles and justify their choices - Students take part in a debate on Animal Rights, defending an argument they may not necessarily agree with - Students take part in a discussion about different concerns related to extremism and terrorism and share their thoughts with their class

KESTEVEN AND SLEAFORD HIGH SCHOOL

Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Human and Children's Rights	Consider different issues which could arise from the UDHR	Consider how culture and religious expectations can cause tensions with the UDHR	
Animal Rights	Making an argument for or against animal testing	Debating from an opposite point of view	
Government & Extremism	Defining extremism and terrorism and considering the reasons for both in society	Deciding on the best way for combatting extremism and terrorism in society	