

Medium term plan - Term 5

Year 10 Summer 1	PSHE Relationships Topic: Addressing extremism and radicalisation Communities, belonging and challenging extremism
Prior learning - linked to National curriculum	<p>The 2024 Summer student voice indicated that:</p> <ul style="list-style-type: none">• 77% of students are unable to define the term radicalisation or give examples.• 65% of students are unable to list all of the protected characteristics.• 72% of students are uncertain why the Equality Act 2010 was created.• 47% of students are unsure on the term peer and peer abuse.• 60% of students do not know the difference between direct and indirect discrimination.
Rationale	<p>This topic addresses extremism and radicalisation through building upon students existing knowledge of diversity and discrimination. This includes exploring the concepts of community and multiculturalism. This topic also presents an opportunity to build upon students' existing knowledge of diversity, ethnic minority communities and belonging.</p>
Vocabulary - Key Words	<p>See Glossary for Term 5</p>
Cultural Capital:	<p>Students will have the opportunity to further develop their understanding of legislation and laws around extremism and hate crimes. They will gain an understanding of the impact that extremism and radicalisation can have from real-life case-studies and interviews etc. The resources have been created from a range of charities and organisations that are accredited by the PSHE association.</p>

Key assessments:	Retrieval -recall 5/Red/Green cards/RAG assessment/Myths and Facts/minwhiteboards/GC Quizzes
What do children know/ can do now (EDSM)	<p>Emerging- Students can identify the characteristics and features of a radical or extremist viewpoint and have an understanding of the negative outcomes and risks this can create.</p> <p>Developing - Students are to describe the characteristics and features of an extremist or radical viewpoint, this includes the laws around extremism and hate crimes. They are aware of how to identify miss information and manage conflicting viewpoints.</p> <p>Secure - Students can explain how misinformation can cause individuals to foster an extremist or radical viewpoint and the potential dangers that can arise from this. Alongside this they have a developing understanding of how to manage conflicting views and seek reliable information and support.</p> <p>Mastered - Students are confident evaluating how misinformation can cause individuals to foster an extremist or radical viewpoint and the potential dangers that can arise from this. Alongside are able to explain the concerns around social-media and fake news and the laws around this. This include how to recognise and respond to extremist viewpoints.</p>
What amendments are you going to make following evaluation of this module?	

Lesson	Lesson objective (PoS refs:R5, R6, R9, R10, R14, R28,R29, R30, R31, R34, L24, L26, L27, L28,L29)	Lesson overview/notes/resources/Trigger note Differentiation/ Hinge Questions
1	<ul style="list-style-type: none"> about communities, inclusion, respect and belonging 	
2	<ul style="list-style-type: none"> about the Equality Act, diversity and values 	

3	<ul style="list-style-type: none"> • about how social media may distort, mis-represent or target information in order to influence beliefs and opinions 	
4	<ul style="list-style-type: none"> • how to manage conflicting views and misleading information 	
5	<ul style="list-style-type: none"> • how to safely challenge discrimination, including online 	
6	<ul style="list-style-type: none"> • how to recognise and respond to extremism and radicalisation 	
7	<ul style="list-style-type: none"> • FGM? 	