

Y8 RELATIONSHIPS

ALL ABOUT INCLUSIVITY

LESSON OVERVIEW

This lesson explores diversity, equality and inclusion. Students learn about the things that make us diverse and their rights under the Equality Act. They consider how we can be more inclusive and why this can benefit everyone. They celebrate diversity by creating their own Diversity Dream Team and have the option to create an equality campaign for a protected group. Finally, they reflect on how they will be respectful and inclusive to all.

WHAT YOU'LL NEED

- Relationships - All About Inclusivity PowerPoint Presentation
- Large pieces of paper and pens
- Inclusivity in Action Activity Sheet (one per person)
- Diversity Dream Team Activity Sheet (one per team)

OBJECTIVE

To understand that our community is made up of people of different race, religion, culture, ability or disability, gender, age or sexual orientation.

To understand understand that we are all equal and deserve to be respected and championed

OUTCOMES

- To understand the diversity that exists in UK society.
- To know the law around equality and discrimination.
- To explore what tolerance and respect look like.
- To consider ways to be inclusive and the benefits of inclusivity for everyone.
- To know where to get help if you or someone you know is experiencing discrimination.

DELIVERY

The activities in this lesson have been designed for delivery in sequence.

Depending on time available and students' prior learning and needs, the content could be delivered in one lesson or broken down into two or more lessons, with flexibility to extend or cut discussion as appropriate.

Activity 4 is intended as an extension activity.

INTERACTIVE LESSON

This lesson is available in Nearpod, meaning your students can interact with the lesson and activities from their own devices. If you would like to learn more about this fun and simple delivery format, or try it out, visit: nationalschoolpartnership.com/initiatives/about-you-resources

INCLUSIVITY

The About You programme is designed to be inclusive of all young people and all genders. When discussing changes to the adolescent body the terms 'male' and 'female' are used, whilst in other places, the resources simply refer to people and explore the wider spectrum of gender, including transgender and non-binary. You may wish to adapt the editable resources to suit your own school context, for example, by altering pronouns or terminology to that which is favoured by your school or institution.

We recommend teaching the content to all students together, rather than separately, to ensure that everyone gets the education they need, and to help promote healthy conversation between all young people and all genders.

LESSON PLAN

Setting the tone

SLIDES 2 & 3



SLIDE 2: WHAT ARE WE GOING TO LEARN?

Share the purpose of the lesson with students.

SLIDE 3: RESPECT. YOUR RULES.

Show students the key words on the slide: HEAR, RESPECT, KIND, SENSITIVITY, EMPATHY, LISTEN, UNDERSTAND, SPEAK.

Ask them to write three positive rules they want everyone to follow when discussing sensitive topics. As a class, share and agree on the rules you all want to observe.

This lesson deals with sensitive topics where some students may need further support. Signposting to organisations that can help is included, and you may also wish to direct learners to other sources of support locally and in school.

This lesson covers:

- Diversity and equality

You may like to set up an anonymous question box, so that any questions students don't want to ask, or that remain unanswered at the end of a session, can be addressed in a future session.

Starter

SLIDES 4 & 5



SLIDE 5: DEFINITION CHALLENGE

Show students two words:

Diversity **Equality**

Ask them to discuss their definition with a partner, then reveal the definitions on a click.



Activity 1

SLIDES 6 - 12

PAPER AND PENS

UNDERSTANDING SIMILARITIES AND DIFFERENCES

Students consider the different things that make us diverse, and learn about our rights under the Equality Act.



SLIDE 7: HOW ARE WE DIVERSE?

Split students into small groups. Using a large piece of paper, students draw the outline of a person. Outside of the outline, they write all the ways that we can be different from one another, for example, gender.



SLIDES 8 AND 9: PROTECTED CHARACTERISTICS

Explain to students that there are nine protected characteristics in the UK. It is illegal to discriminate against someone due to one of these protected characteristics. Looking at their mind maps so far, can students guess what these characteristics might be? Take some suggestions, then reveal the characteristics on **slide 9**.

Ask students if they are surprised by any of these and discuss why they are protected if this is not clear (for example, marriage or pregnancy).

LESSON PLAN



SLIDE 10: HOW SHOULD WE BE EQUAL?

Remind students that equality covers 'status, rights or opportunities'. Discuss what this might mean. Ask students to return to their mind maps. This time, they should write down ways in which we should be equal on the inside of the person – what status, rights or opportunities should everyone have? You may wish to discuss this with students first to give them ideas and examples.

Extension: students annotate the mind map with another colour to show how some people may need support to access equal opportunities. You could share an example with students, such as women needing support around getting access to equal pay.



SLIDE 11: DO WE LIVE IN AN EQUAL SOCIETY?

Ask students whether they think our society is equal? Can they think of any examples of individuals or groups of people who have campaigned for equality in the past, or are campaigning for equality today?



SLIDE 12: WHERE TO GET HELP

Tell students where they can go to get support if they are experiencing any kind of discrimination. Signpost to support within school as well.



Activity 2

SLIDES 13 - 15

INCLUSIVITY IN
ACTION ACTIVITY
SHEET

INCLUSIVITY

Students think about how they can be more inclusive to others and reflect on the benefits of inclusivity for everybody.



SLIDE 14: EVERYBODY MEANS... EVERYBODY

Share the definition of inclusivity. Why do we need to make a special effort to ensure all people are included in society?



SLIDE 15: INCLUSIVITY IN ACTION

Explain to students that it's not enough to say we are inclusive. We need to show this through our actions too. Hand out the **Inclusivity In Action Activity Sheet**, which gives examples of young people who are experiencing barriers to inclusion. What could be done to include them? They should think about how other students could help and what the school could do too.

Extension: ask students to think of other groups with a protected characteristic who schools and students could act more inclusively towards? How could they do this?

LESSON PLAN



Activity 3

SLIDES 16 - 19

DIVERSITY
DREAM TEAM
ACTIVITY SHEET

CELEBRATING DIVERSITY

Students work together to design a diverse dream team who are more than the sum of their parts.



SLIDE 17: DIVERSITY MAKES US STRONGER

Read the quote and discuss with students how having different strengths and perspectives can benefit everyone.



SLIDES 18 AND 19: DIVERSITY DREAM TEAM

Ask students to come up with their own diversity dream team. It could be a sports team, a dance troupe, a superhero squad – whatever they like! Hand out the **Diversity Dream Team Activity Sheet** for groups to complete. They need to:

- decide what kind of team they will create and the team name.
- choose the diverse people who will be in their dream team (remind them of their mind maps and the protected characteristics). They could be famous people or made up characters.
- explain what they are working towards together.
- show how their unique skills will complement each other.

Extension: ask students how the team could set a positive example by being inclusive? *For example, a dance troupe could provide audio description for people watching who are visually impaired.*

Show **slide 19**. Students present their Diversity Dream Teams to the class. They could vote for a favourite.



Activity 4

SLIDES 20 & 21

#EQUALITYFORALL

This activity asks students to champion a group of people with a protected characteristic to ensure they have greater equality.



SLIDE 21: #EQUALITYFORALL

Students create a campaign for greater equality within their school or local community for a group of people with a protected characteristic.

- What challenges does this group face?
- What could help to ensure they are treated equally?
- How would you end discrimination against them?

Reflection

SLIDES 22 & 23



SLIDE 23: WHAT CAN I DO?

Students complete a sentence to show how they will be inclusive and respectful to others.

Remind students about the anonymous question box where they can post questions to be answered in another session.

CURRICULUM LINKS

<p>Curriculum links: England</p>	<p>RSE Respectful relationships, including friendships Pupils should know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p> <p>Pupils should know the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p> <p>PSHE R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation.</p> <p>R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice.</p> <p>R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online.</p>
<p>Curriculum links: Wales</p>	<p>PERSONAL AND SOCIAL EDUCATION – KS3 Active Citizenship Learners should be given opportunities to develop respect for themselves and others.</p> <p>Learners should be given opportunities to value and celebrate diversity and equality of opportunity locally, nationally and globally.</p> <p>Learners should be given opportunities to be moved by injustice, exploitation, and denial of human rights.</p> <p>Learners should be given opportunities to recognise and challenge effectively expressions of prejudice, racism and stereotyping.</p> <p>HEALTH AND EMOTIONAL WELL-BEING Learners should be given opportunities to develop positive attitudes towards themselves and others as well as understand the features of safe and potentially abusive relationships.</p> <p>Learners should understand the benefits of accessing different sources of information, support and advice.</p> <p>SEXUAL AND RELATIONSHIP EDUCATION – KS3 Secondary schools should provide meaningful opportunities for discussion about feelings, relationships and values.</p> <p>Learners should be helped to recognise cultural and social influences and resist unwanted pressure.</p>

CURRICULUM LINKS

<p>Curriculum links: Scotland</p>	<p>HEALTH AND WELLBEING The acknowledgment of diversity and understand that it is everyone's responsibility to challenge discrimination.</p> <p>Mental and emotional well-being I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. (HWB 3-05a) I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. (HWB 3-08a)</p> <p>Social wellbeing I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. (HWB 3-10a).</p> <p>Relationships, sexual health, and parenthood I recognise that power can exist within relationships and can be used positively as well as negatively. (HWB 3-45a) I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. (HWB 3-46a) I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse. (HWB 3-49b).</p>
<p>Curriculum links: Northern Ireland</p>	<p>PERSONAL DEVELOPMENT</p> <p>Self-Awareness Pupils should have opportunities to explore personal morals, values and beliefs, for example - the origin of personal values, developing a moral framework, personal integrity, etc. Pupils should have opportunities to investigate the influences on a young person, for example - peer pressure, media, social and cultural trends, fears, anxieties, motivations, etc.</p> <p>Relationships Pupils should have opportunities to explore the qualities of relationships including friendship, for example - conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships, etc. Pupils should have opportunities to explore the qualities of a loving, respectful relationship, for example - how choices within a relationship affect both physical and emotional development, friendships, etc. Pupils should have opportunities to develop coping strategies to deal with challenging relationship scenarios, for example - sibling rivalry, caring for relatives, domestic violence, teenage rebellion, child abuse, sexism, change in family circumstances, coping with rejection, loneliness, loss, etc.</p>

CURRICULUM LINKS

Curriculum links: The Republic of Ireland

SPHE

Belonging and Integrating

Appreciating difference: To help the students to recognise and value their own gifts and talents and those of others.

Bullying is everyone's business: To help the students to identify and label bullying behaviour. To explore possible personal and group responses to such behaviour. To familiarise the students with the procedures in their school for responding to bullying.

Relationships and Sexuality Education

Friendships: To further explore the qualities valued in friendship. To help the students to identify their responsibilities in different types of relationships.

Relationships, sexual health, and parenthood.