

KEVICC KS3 Curriculum:	Subject: RPE	Key terms and vocabulary.
Year: 8 Term: Autumn	Topic: Human Rights	Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?
<p><b>What is the essential knowledge from this unit? What do students need to remember and understand?</b></p> <p>This topic explores Human rights, and in particular the right that we are all born equal. We do this by focusing on prejudice &amp; discrimination, in particular racism, sexism &amp; homophobia. We will explore why each prejudice is present in modern society; what it looks like &amp; how we can overcome it.</p> <p>Essential knowledge</p> <ul style="list-style-type: none"> <li>• Human right act</li> <li>• Black British history</li> <li>• Key terminology <ul style="list-style-type: none"> <li>- Black lives matter</li> <li>- White privilege</li> </ul> </li> <li>• Difference between anti-racism &amp; not being racist</li> <li>• What sexism looks like worldwide</li> <li>• What sexism looks like in the UK <ul style="list-style-type: none"> <li>- Including our use of language; media &amp; the effects it has on both men &amp; women</li> </ul> </li> <li>• What homophobia looks like worldwide</li> <li>• What homophobia looks like in the UK <ul style="list-style-type: none"> <li>- Including our use of language</li> </ul> </li> </ul> <p>Students will develop their knowledge through: discussion &amp; debate; independent research; completion of written tasks including reflection questions.</p>		<ul style="list-style-type: none"> <li>• Ethics</li> <li>• Human rights</li> <li>• Prejudice</li> <li>• Discrimination</li> <li>• Racism</li> <li>• Anti-racism</li> <li>• BLM</li> <li>• White privilege</li> <li>• Sexism</li> <li>• Toxic masculinity</li> <li>• Homophobia</li> <li>• Homosexuals</li> <li>• Heterosexuals</li> </ul>
<p><b>What prior learning supports understanding of this content?</b></p> <p>Students would have looked at environmental and animal ethics in year 7, as well as certain topics such as tolerance being studied in PSHE.</p>	<p><b>How does this content link to future learning?</b></p> <p>This is foundational learning that will help students with all future learning in RPE &amp; PSHE.</p>	
<p><b>Reading:</b> <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Various activities entail students reading texts and picking out key information E.G. where I'm from poem; black history timeline; analysis of language; creation stories; independent research on human rights.</p>	<p><b>Writing:</b> <i>Independent writing tasks and how they are structured</i></p> <p>Regular note taking. Short answers to reflective questions. Students will be writing two of their own poems. Human rights project to completed, as well as a 12 mark exam question.</p>	
<p><b>Key assessments:</b></p> <p><i>How will students review the information learned?</i>  <i>How will feedback be seen?</i></p> <p>End of topic assessment: 12 mark question. Teacher will plan the answer with the students, but they will be writing it independently. Written feedback given with the opportunity for students to respond in purple pen.</p> <p>Mid-topic assessment: Human rights project (group task) and feedback given with the opportunity for students to respond in purple pen.</p> <p>Further assessment questions and recap sheets will be used throughout the topic along with verbal feedback.</p>		