

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? <ul style="list-style-type: none">• Ethics• Human rights• Prejudice• Discrimination• Racism• Anti-racism• BLM• White privilege• Sexism• Toxic masculinity• Homophobia• Homosexuals• Heterosexuals
What is the essential knowledge from this unit? What do students need to remember and understand?		
<p>This topic explores Human rights, and in particular the right that we are all born equal. We do this by focusing on prejudice & discrimination, in particular racism, sexism & homophobia. We will explore why each prejudice is present in modern society; what it looks like & how we can overcome it.</p> <p>Essential knowledge</p> <ul style="list-style-type: none">• Human right act• Black British history• Key terminology<ul style="list-style-type: none">- Black lives matter- White privilege• Difference between anti-racism & not being racist• What sexism looks like worldwide• What sexism looks like in the UK<ul style="list-style-type: none">- Including our use of language; media & the effects it has on both men & women• What homophobia looks like worldwide• What homophobia looks like in the UK<ul style="list-style-type: none">- Including our use of language <p>Students will develop their knowledge through: discussion & debate; independent research; completion of written tasks including reflection questions.</p>		
What prior learning supports understanding of this content?	How does this content link to future learning?	
<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>This is foundational learning that will help students with all future learning in RPE & PSHE.</p>	
Reading: Where in the unit are students supported to read complex academic text?	Writing: Independent writing tasks and how they are structured	
<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>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>	
Key assessments: How will students review the information learned? How will feedback be seen? 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. Mid-topic assessment: Human rights project (group task) and feedback given with the opportunity for students to respond in purple pen. Further assessment questions and recap sheets will be used throughout the topic along with verbal feedback.		