

## Year Six

### Lesson 3

Lesson length: 60 minutes

## Unit title: Being a respectful and responsible individual

Lesson title: Challenging prejudice and discrimination

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### Learning Objectives

To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including use of prejudice-based language, how to respond and ask for help)

### Relationships and Health Education

#### Learning Outcomes

#### Families and people who care for me

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care

#### Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- 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 those in positions of authority
- what a stereotype is, and how stereotypes can be unfair, negative or destructive

**Activity** Recap last week's learning about the Equality act 2010.

**Activity** What are the protected characteristics?  
Reflecting on last week's learning, why might these groups need special treatment?  
What does the equality act mean?

Give pupils in groups some photographs of people and some statements about them. They should try and match the person with the statement. e.g.

- someone who left school with no qualifications.
- someone who has been in prison
- someone who runs a successful business
- someone who does lots of work for charity
- someone who regularly shop lifts

Ask pupils to share their matches. Why did they make the decisions they did?  
Explain that these are examples of stereotypes, and reflect on how these can be damaging.

Use this learning to explore the concepts of prejudice and discrimination; making judgements about people based on a stereotype or assumption is being prejudice and prejudicial views can lead to discrimination.

For example, if all these people applied for a job, how would our prejudice lead to us discriminating against them?

What does it mean to be prejudiced? What does it mean to discriminate?

**Activity** Explain that there are names for particular types of discrimination; racism, sexism, homophobia and religious discrimination such as Islamophobia and anti-Semitism. Note that these groups of people are also included in the protected characteristics.

Explain that discrimination can take many forms (i.e. name-calling, bullying, not employing someone, making assumptions and generalisations).


**Activity** See example scenarios below  
Provide pupils with some scenarios which include a range of prejudice and discrimination examples.

- Ask them to identify if they think they are prejudice/discriminatory and if they constitute a particular type of discrimination.
- Do they think these behaviours are okay?
- Which do they think are most or least serious?

Refer back to Equality Act 2010 (note that these behaviours are against the law)  
Refer to UNICEF rights (article 12) We have the right to express our views, feelings and wishes. Does this mean we can say whatever we like?

Continued



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<p><b>Relationships and Health Education</b></p> <p><b>Learning outcomes</b></p> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> </ul>	<p><b>Debrief</b> Discuss the importance of respect for one another's opinions and when expressing an opinion becomes illegal (inciting-hatred). Discuss the difference between having a personal opinion or religious belief and the law, and the importance of tolerance.</p> <p>Explain how to seek support if they feel they or someone they know is being treated in a discriminatory way.</p> <p>NB: You may relay school code/rules on how we treat each other with respect and who to report any concerns to.</p>	
<p><b>Unicef Articles</b> Article: 2-10, 12-25, 27, 28, 30, 31</p>	<p><b>Resources</b> See websites below</p>	<p><b>Key vocabulary</b> Stereotypes Prejudice Discrimination Racism Sexism Homophobia Islamaphobia Anti-Semitism Tolerance</p>

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## Example scenarios

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### Scenario 1

A child is told that his/her afro hair is too big and is asked to go home and restyle his/her hair for school. Discuss...

### Scenario 2

A child who wears a turban is asked to remove it during his P.E lesson. Discuss...

### Scenario 3

A guest house owner charges twice her normal rates for people under 21. Discuss...

### Scenario 4

A female local resident has applied to be a bin collector. Discuss...

### Scenario 5

A transgender athlete who identifies as a female is stopped from participating in the women's Olympic trials. Discuss...

#### Useful websites for scenarios above:

Scenario 1: <https://www.bbc.co.uk/newsround/51444437>

Scenario 2: <https://www.globalcitizen.org/en/content/australia-religion-sikh-education-school-discrimin/>

Scenario 3: <https://www.equalityhumanrights.com/en/advice-and-guidance/age-discrimination>

Scenario 4: <https://www.telegraph.co.uk/women/womens-business/10431062/Im-the-only-one-of-my-friends-doing-a-job-like-this-my-life-as-a-bin-lady.html>

Scenario 5: [https://www.youtube.com/watch?v=qrgJQI3O\\_RQ](https://www.youtube.com/watch?v=qrgJQI3O_RQ)