

Term 1 Whole school project	Term 2 HT1	Term 2 HT2	Term 3 HT1	Term 3 HT2
<p><b>Year 7-11 This is Us</b></p> <p><b>Aim:</b></p> <ul style="list-style-type: none"> <li>To explore how our values and experiences shape who we are.</li> <li>To acknowledge that we are all flawed and that our mistakes are part who we are</li> <li>To challenge cancel culture and ideas of perfection</li> </ul> <p><b>How?</b> Whole school focus</p> <ol style="list-style-type: none"> <li>RFK- why and who</li> <li>Kerry Kennedy. What is her story, why is she motivated to start RFK foundation. How does her</li> </ol>	<p><b>Human Rights</b></p> <p>Aim: To ensure all students have a solid understanding and appreciation of the foundation and nature of Human rights and their place in our lives.</p> <p><b>How?</b></p> <ol style="list-style-type: none"> <li>Fairness- What is fairness, how do we make things fair</li> <li>Equality and equity</li> <li>History of HR</li> <li>Inalienable, universal, etc</li> <li>Application- case studies- complexities-</li> <li>Balancing Rights</li> </ol> <p>Race and Equalities week Feb 1<sup>st</sup> – 7<sup>th</sup></p>	<p><b>Movements for Change</b></p> <p><b>Aim:</b> to create a safe space for dialogue To understand how high profile and ‘everyday’ people have made movements for change to protect human rights Eg Bristol Bus Boycott, Black History Month, Anti-Bullying, Patel brothers, Greta Thurnberg, Molly Russel</p> <p><b>How?</b> Explore several movements for change, considering: What was the movement for change?</p>	<p><b>Change Starts with us</b></p> <p><b>Aim:</b> To focus on our responsibility to building communities and upholding rights of others- Global, school and local. To understand what human rights in our society are under threat and how local activists are making a difference</p> <p><b>How?</b> Explore what we want to leave behind if we were to design our own community? -homelessness, racism, sexism, homophobia -violence, bullying -poverty, lack of access to healthcare</p> <p>Learn from local activists about the changes they want to make in their community and what they are doing</p>	<p><b>Year 7-11 This is Us</b></p> <p><b>Year 7-11 HT2</b></p> <ul style="list-style-type: none"> <li>Your story- how did you arrive in Rochdale</li> <li>Telling your story Kintsugi Art COVID stories Mistakes Reconciliation Forgiveness</li> <li>This is Us- celebration of collective stories</li> </ul> <p><b>FINAL OUTCOME</b> Ripple of Hope festival- September prepare for festival</p>

<p>values affect her behaviour.</p> <p>3. This is us- Explore each learning behaviour individually</p> <p>4. Link responsibility to wearing of masks and behaviour change</p> <p>5. This is who I am- What does it mean to be political?</p> <p>6. Exploration of identity and individual stories. How are we getting on personally with behaviours- what's are our strengths and weaknesses</p> <p>7. Who am I really? practical – Acknowledging and embracing our mistakes,</p>		<p>Why was it needed?  Who was involved?  What attributes did they have?  What did they do?  What difference did they make?</p>		
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<p>being vulnerable,</p> <p>Use examples of “heroes”- Schindler, Martyn Luther King. Tell the whole truth</p>				
	<p><b>Vocab:</b> Equity, equality, justice compassion, safeguard, restrict Promote, Empathy,</p>	<p><b>Vocab:</b> Infringe, violation, De- humanise, derogatory Object, oppose, empower, abolish, advocate</p>	<p><b>Vocab:</b> activist, protest, solidarity,</p>	