

LYMM HIGH SCHOOL YEAR 7

Pastoral Curriculum
Spring Term

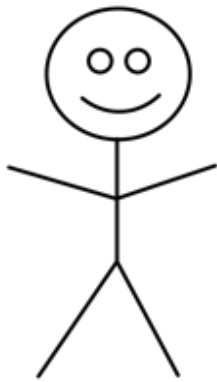


What makes up your identity?

On the outline of the people in your workbook label all the things that make up your identity - your **qualities, beliefs, personality, looks and/or expressions**. Then do the same for someone who lives in Lymm (harder!). You don't have to include anything you don't want to.

For example,

- 1) what is your religion?
- 2) What is your image like? Hair colour, eye colour, clothes, skin
- 3) What expressions do you use?
- 4) What are your strengths (think back to lesson 1)



Me



Someone from Lymm

Characteristic	My guess	Warrington real figures
Total number of people:		
% of unemployed people:		
% of white people		
% Asian people		
% Black people		
% married		
% divorced		
% of households that include someone with a disability		

Discuss:
What other factors make up your identity?

What makes up your identity?

Summarise what we can do to tackle prejudice and discrimination (in full sentences):

Summarise your answer in 30 words:

Why it is important to celebrate diversity and challenge prejudice and discrimination?

It	is	important	because...		

Need help with issues coming up today? Talk to student services and/or your form tutor



Drop Down
Day

Relationships
Diversity and
British Values

Today we are going to look at ideas behind diversity by looking closely at sport.

Sport should be one of the great levellers as display a countries core values as they compete and unity behind a single team.

British Values incorporate this:

What are British values?

- democracy;
- the rule of law;
- **individual liberty;**
- **mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.**

The two highlighted ones are core values that should be at the heart of everything we do. Under this you have a set of protected characteristics.

Discuss with your partner what you think these might be and then come up with a list from your form.



Drop Down
Day

Relationships
Diversity and
British Values

The Protected Characteristics are:

- age.
- gender reassignment.
- being married or in a civil partnership.
- being pregnant or on maternity leave.
- disability.
- race including colour, nationality, ethnic or national origin.
- religion or belief.
- sex.

These characteristics are all protect by law against discrimination.

Why do you think these are protected?



Timeline of Change worksheet



53,000 people come to watch Dick, Kerr FC vs St Helens Ladies (both female football teams) play in Liverpool.



Women over thirty with £5 of property (£275 in today's money) are given the right to vote.

1990—Sir Tim Berners-Lee invents the World Wide Web, the modern internet.



Kathryn Bigelow becomes the first (and only) woman to win an Oscar for Best Director.

2018

Diane Abbot becomes the first woman of colour elected to Parliament.



Magdalen College, the last all-male college at Cambridge, makes the decision to admit women. Angry male students wear black armbands and fly the college flag at half-mast.



The Organisation of Women of African and Asian Descent (OWAAD) is formed and after its first annual meeting many black women's groups form nationwide.



1969—Humans land on the moon.

Margaret Thatcher becomes the UK's first female Prime Minister



1945—World War Two ends.

A long-standing ban on men working as midwives is lifted.



1918—World War One ends.

Women sewing machinists at a Ford Motors factory in Dagenham strike for equal pay between men and women. Two years later, the Equal Pay Act is passed.



1914—World War One begins.

The Gender Recognition Act is passed, making it legal for transgender people to have their gender identities legally recognised.



Marjorie Scardino becomes the first female CEO (or "boss") of a FTSE 100 company.

1850



All women over the age of 21 are given the right the vote.

1939—World War Two begins.



The Football Association lifts a 50-year ban preventing clubs from letting women's football teams play on FA pitches.

1914—World War One begins.



Women are first allowed to serve in a combat role in the UK army.



Using a private inheritance, Elizabeth Jesser Reid sets up Bedford College in London, the first women's higher-education institution.

1865—Slavery is abolished in the USA.

Drop Down
DayRelationships
Diversity and
British Values

So what?

You could argue that at least we are making progress in the way we view gender, but when you look at some more modern statistics we still find that gender treatment is often unequal and stereotyped.

Take a look at the statistics on the next slide. How might this impact perception of the world from different genders?

Drop Down
DayRelationships
Diversity and
British Values

FACTS AND FIGURES: Discuss how these make you feel as a group/pair

1. Animals in children's books are 73% more likely to be boys than girls. Animals like dragons, bears, and tigers are normally boys. Animals like birds, cats, and insects are mostly normally girls. (The Observer, 2018.)
2. Villains in children's books are eight times more likely to be male than female. (The Observer, 2018.)
3. In a standard 'Toys R' Us' catalogue, boys are six times more likely than girls to be shown playing construction games. (Let Toys be Toys, 2017.)
4. In toy catalogues, only 3% of pictures of children with guns and war toys featured girls. 97% featured boys. (Let Toys be Toys, 2017.)
5. Main characters in children's books are 50% more likely to be male than female. Also, characters with speaking roles are 50% more likely to be male than female. (The Observer, 2018.)
6. In a typical toy catalogue, girls are seven times more likely than boys to be shown playing games about nurturing/caring. Girls are sixty times more likely to be shown playing with baby dolls. (Let Toys be Toys, 2017.)
7. Teachers are more likely to ask boys to perform tasks involving strength, such as moving desks or chairs. (UK Feminista, 2017.)
8. 36% of girls at secondary schools say that teachers have treated them differently because they are girls. (UK Feminista, 2017.)

How can we make a difference to this?

Think about the progress that has been made over time and how we can contribute to making this progress happen even quicker.

Think about three modern barriers to gender equality (no matter how big or small). What can we do to challenge that barrier and what would its impact be in 50 years time.

One of your barriers must be based on changing something at Lymm

Barrier to Gender Equality/Action we want to see	How can we make a difference?	Aim: What impact would this have in 50 Years time?

Drop Down
Day

Relationships
Diversity and
British Values

Today we are going to look at ideas behind diversity by looking closely at sport.

Sport should be one of the great levellers as display a countries core values as they compete and unity behind a single team.

British Values incorporate this:

What are British values?

- democracy;
- the rule of law;
- **individual liberty;**
- **mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.**

The two highlighted ones are core values that should be at the heart of everything we do. Under this you have a set of protected characteristics.

Discuss with your partner what you think these might be and then come up with a list from your form.



Drop Down
Day

Relationships
Diversity and
British Values

The Protected Characteristics are:

- age.
- gender reassignment.
- being married or in a civil partnership.
- being pregnant or on maternity leave.
- disability.
- race including colour, nationality, ethnic or national origin.
- religion or belief.
- sex.

These characteristics are all protect by law against discrimination.

Why do you think these are protected?



EXPECTATION VS REALITY - The Beautiful Game?

1- Write down three ways football is described or shown to be more than just a game:

-
-
-

2- What 'social factors' does football influence in England?
(e.g. does football influence the way people live or choices they make about their life?)

3- What does the advert imply it means to be English?

4- Look at the screenshots from the Three Lions 'Football's coming home' video - what does each still suggest it means to be English?

-
-
-

5- Do you agree with these suggestions of what it is to be English? Why? Why not?



Reality

What are some of the apparent problems?

Following the clip you have just seen from BT's campaign on stamping out online hate - what are some of the problems that sadly come along with football?

KEY QUESTION:

What is racism? - Fill the definition in here:



Following the discussion you have just seen between Ian Wright and Alan Shearer, Why is racist abuse online sometimes difficult to solve?

English players have decided to take the knee at the start of matches- Why are they doing this and how have some fans responded?

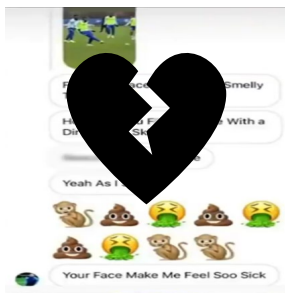
"As the team has reiterated many times, they will collectively take the knee ahead of their fixtures during the tournament.

They are doing this as a mechanism of peacefully protesting against discrimination, injustice and inequality. This is personally important to the players and the values the team collectively represents.

This gesture of unity and fighting against inequality can be traced back as far as the 18th century. It is not new, and English football has made it very clear that it does not view this as being aligned to a political organisation or ideology." Statement from the FA

- Why are England players taking the knee?
- Why are some people choosing to boo at matches?
- Why is this response harmful and missing the point?

KEY QUESTION:



What does the England team's Euro's advert suggest it is to be English?

What does the advert say the impact of racism is?

How does the advert emphasise the importance of being united?

Optional: Dear England - by Gareth Southgate

Dear England,

It has been an extremely difficult year. Everyone in this country has been directly affected by isolation and loss. But we have also seen countless examples of heroism and sacrifice. It's given us all a new understanding of the fragility of life and what really matters. When you think of the grand scheme of things, perhaps football doesn't seem so important. And what I want to speak about today is much bigger than football.

As we go into this summer, I know that there will be a lot of emotion tied up in the Euros, and in this England team. I can't possibly hope to speak for an entire country, but I would like to share a few things with you, as we begin this journey. There's something I tell our players before every England game, and the reason that I repeat it is because I really believe it with all my heart.

I tell them that when you go out there, in this shirt, you have the opportunity to produce moments that people will remember forever.

You are a part of an experience that lasts in the collective consciousness of our country.

We saw that during Russia 2018, with the street parties, the barbecues and with every drop of beer thrown into the air in celebration. When England play, it's not a few thousand — or even a few million — watching on subscription. You are representing more than 50 million people.

You remember where you were watching England games. And who you were watching with. And who you were at the time.

The first England match I really remember watching was in the 1982 World Cup, when I was 11. It was the first World Cup England had qualified for in my lifetime and I was obsessed. I had the wall chart, ready to fill in with every result, every goalscorer, every detail.

I rushed home from school for England's opener against France to see Bryan Robson score after just 27 seconds! To witness that as a young Manchester United-supporting midfielder whose hero was Robson ... well, it's safe to say I was hooked.

Later that same year, I watched Luther Blissett get a hat trick in a 9-0 win over Luxembourg. That specific result might have been forgotten by many but it really stuck for me.

Every game, no matter the opposition, has the potential to create a lifelong memory for an England fan somewhere.

Why do we care so much?

Like with our own memories of watching England, everyone has a different idea of what it actually means to be English. What pride means.

For me, personally, my sense of identity and values is closely tied to my family and particularly my granddad. He was a fierce patriot and a proud military man, who served during World War II.

The idea of representing "Queen and country" has always been important to me. We do pageantry so well in Britain, and, growing up, things like the Queen's silver jubilee and royal weddings had an impact on me.

Because of my granddad, I've always had an affinity for the military and service in the name of your country — though the consequence of my failure in representing England will never be as high as his. My granddad's values were instilled in me from a young age and I couldn't help but think of him when I lined up to sing the national anthem before my first international caps.

My belief is that everyone has that pride. And that includes the players.

What is sometimes forgotten is just how much it means to the players.

Players are fans too, after all. That's how it starts. It starts with kids sitting in front of TVs, with wall charts and heroes.

Undoubtedly, we're in a different era now, where footballers aren't as accessible to fans as they once were. They don't ride the same bus home from games, or meet in the pub for a pint and a post-match analysis.

But, despite all the changes in modern football, what cannot be questioned about the current generation of England players is their pride in representing this country.

This idea that some players don't know what it means to play for England — or don't care — has become something of a false narrative.

You don't need to dig deep to realise that.

You only need to see what I see when an under-15 comes into St. George's Park for the first time, or when a senior player arrives on their first call-up. The pride for them, their families and their communities back home is huge.

The journey to earn an England cap is an incredibly difficult one, regardless of background or circumstance.

Only around 1,200 players have represented England at senior men's level. Ever.

It's a profound privilege. Don't forget, many of our lads started out at Football League clubs like Barnsley, MK Dons and Sheffield United. Their backgrounds are humble. For them to make it to this point as one of the chosen few in England's history ... well, it simply doesn't happen without pride.

This is a special group. Humble, proud and liberated in being their true selves.

Our players are role models. And, beyond the confines of the pitch, we must recognise the impact they can have on society. We must give them the confidence to stand up for their teammates and the things that matter to them as people.

I have never believed that we should just stick to football.

I know my voice carries weight, not because of who I am but because of the position that I hold. At home, I'm below the kids and the dogs in the pecking order but publicly I am the England men's football team manager. I have a responsibility to the wider community to use my voice, and so do the players.

It's their duty to continue to interact with the public on matters such as equality, inclusivity and racial injustice, while using the power of their voices to help put debates on the table, raise awareness and educate.

Social media has been a key resource in giving our players a platform and has been a positive tool in so many ways. In fact, I feel like this generation of England players is closer to the supporters than they have been for decades. Despite the polarisation we see in society, these lads are on the same wavelength as you on many issues.

That said, there are times when my parental instincts kick in. I can't help it. After all, I'm old enough to be a father to most of my players!

I see players scrolling on their phones straight after the final whistle and I think ... Hmmm, is that a particularly good idea?

Reading abusive comments on Twitter or Instagram is never going to help performance.

There are genuine risks for our players online and I will always want to protect them, but I would never put rules on how or when they use their accounts while on England duty. I trust them and know they are mature enough to make their own decisions, to do what's right for their mental health and to keep being a force for good as we strive for a better society.

The last 18 months have put added pressure on everyone, I know. Venting that might have taken place while walking out of the stadium, or in the pub has been transferred online. I get that. However, there are things I will never understand.

Why would you tag someone in on a conversation that is abusive?

Why would you choose to insult somebody for something as ridiculous as the colour of their skin?

Why?

Unfortunately for those people that engage in that kind of behaviour, I have some bad news. You're on the losing side. It's clear to me that we are heading for a much

more tolerant and understanding society, and I know our lads will be a big part of that.

It might not feel like it at times, but it's true. The awareness around inequality and the discussions on race have gone to a different level in the last 12 months alone.

I am confident that young kids of today will grow up baffled by old attitudes and ways of thinking.

For many of that younger generation, your notion of Englishness is quite different from my own. I understand that, too.

I understand that on this island, we have a desire to protect our values and traditions — as we should — but that shouldn't come at the expense of introspection and progress.

Regardless of your upbringing and politics, what is clear is that we are an incredible nation — relative to our size and population — that has contributed so much to the arts, science and sport.

We do have a special identity and that remains a powerful motivator.

In a funny way, I see the same Englishness represented by the fans who protested against the Super League. We are independent thinkers. We speak out on the issues that matter to us and we are proud of that.

Of course, my players and I will be judged on winning matches. Only one team can win the Euros. We have never done it before and we are desperate to do it for the first time.

Believe me.

But, the reality is that the result is just a small part of it. When England play, there's much more at stake than that.

It's about how we conduct ourselves on and off the pitch, how we bring people together, how we inspire and unite, how we create memories that last beyond the 90 minutes. That last beyond the summer. That last forever.

I think about all the young kids who will be watching this summer, filling out their first wall charts. No matter what happens, I just hope that their parents, teachers and club managers will turn to them and say, "Look. That's the way to represent your country. That's what England is about. That is what's possible."

If we can do that, it will be a summer to be proud of.

Yours,
Gareth Southgate

Optional Activities: Gareth Southgate 'Dear England':

1. For Gareth Southgate what does it mean to be English? What does it mean for him to have pride in this?
2. What qualities does Southgate say the players have?
3. As people in the public eye, what does Southgate say he and the players have a responsibility to do?
4. What reasons does Southgate give for saying we are an incredible nation?
5. Why does Southgate worry when his players go on their phones after a match?
6. On the final page of his statement, Southgate says there is much more at stake than winning matches, what does he say this is?

Gareth Southgate writes about how being English fills him with a sense of pride and what it means for the England football team to play for the country.

What does it mean to us to be English?

What does it mean to us to be part of Lymm High School?

What does it mean to wear your uniform with pride?

What does the school motto actually mean?

Olim Meminisse Juvabit ("One Day, It will be a Joy to Remember")

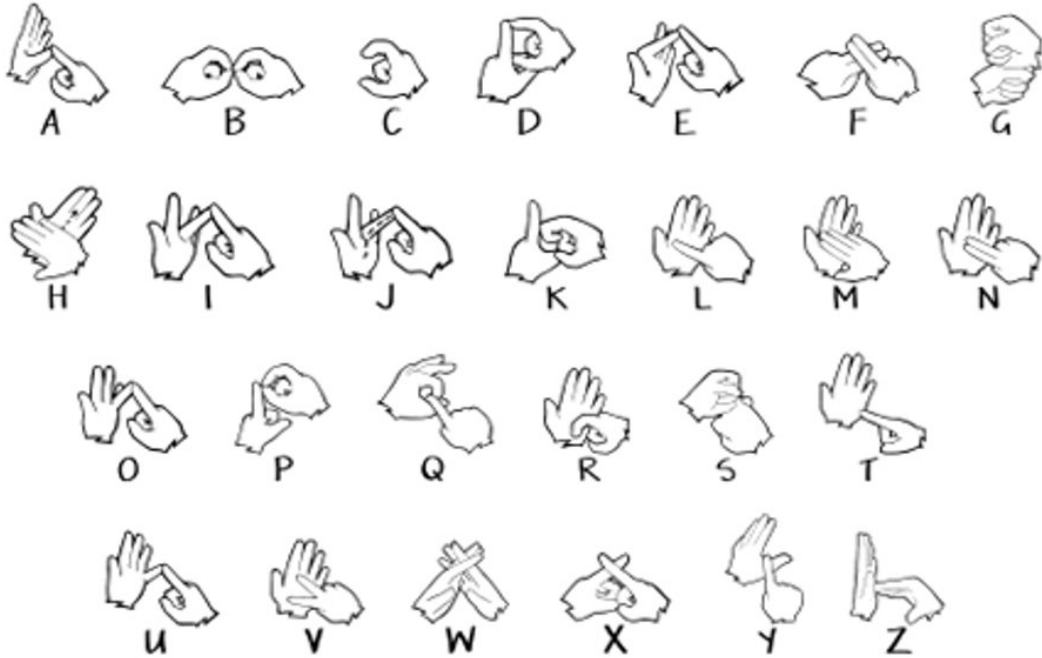
What intolerant comments/views/behaviours do you want to see removed from Lymm High School?

What impact do some of these comments/views/attitudes/behaviours have on the school community?

What would school be like without these?

What can pupils and staff do to help?

Task: Have a go at spelling your name and then see how many words you can remember



<p>father/dad</p>	<p>mother/mom</p>	<p>thank you</p>
<p>please</p>	<p>You have three minutes... how many can you remember</p>	<p>stop</p>
<p>V. GOOD</p>	<p>bathroom</p>	<p>eat / food</p>
	<p>drink</p>	

For help and support...

SCOPE = Equality for disabled people

[Get online advice and support now](#) [Donate now](#) [Online Shop](#)

[Home](#) [About us](#) [Advice and support](#) [Campaigns](#) [Get involved](#) [News and stories](#)

[Home](#) > [Advice and support](#) > Disability discrimination and the law

Disability discrimination and the law

- Types of discrimination
- Your rights
- Making complaints
- Transport

Disability discrimination and the law

It is discrimination when a person puts you at a disadvantage. This can happen when people:

- treat you differently
- make decisions that exclude you
- bully or harass you

[The Equality Act 2010](#) says that discrimination is illegal. Making a complaint is usually the quickest way of getting the access you need.

In the event of prejudice, discrimination and antibullying please report it to us using the 'Tell Us' email

Where can you get support?



Childline: childline.org.uk/info-advice
Or call 0800 1111

Or text Shout:
Text 85258



Your online mental wellbeing community

Free, safe and anonymous support

[Watch our Kooth video](#)

[Join Kooth](#)



Just some of the things you'll find on Kooth



Magazine
Helpful articles, personal experiences and tips from young people and our Kooth team.



Discussion Boards
Start or join a conversation with our friendly Kooth community. Lots of topics to choose from!



Chat with the team
Chat to our helpful team about anything that's on your mind. Message us or have a live chat.



Daily Journal
Write in your own daily journal to track your feelings or emotions and reflect on how you're doing.



This is a CONFIDENTIAL way to stop YOU or a FRIEND or SOMEONE you have seen SUFFERING.

The **TELL US** Reporting System can be used by students to safely submit any concerns confidentially so that we can **HELP and SUPPORT** when and where needed. Please let us know if anything is worrying **YOU**.

Don't keep it to yourself! - **TELL US!**

Use the form below to report anything of concern to the school support team. For example, vandalism, poor student behavior, bullying, concerns about a friend - anything you wish to tell us.

You do not have to provide your name or email address and without, the form is completely anonymous - however, if you do wish to be contacted about your message then these must be included.

Name

First

Last

Email

Message to the School *