

 <p>We are all Unique</p> 	Year	5	Topic	Free to be me
			Focus	Gender stereotypes
			Big Question	How can we challenge gender stereotypes?
<p>In this unit, children will explore the theme of identity and diversity in the context of gender and sexuality. They will build upon their learning about 'stereotypes' introduced in Year 3 and apply this to gender. They will build upon learning about women's rights during the Victorian era from Year 2, learning about how these have evolved since the pre-WWI era. They will be introduced to the term LGBTQ+ and learn a brief history of the rights of people in the LGBTQ+ community since the 1960s. Children will re-examine the word 'prejudice' and examine the negative impact of prejudice on people's aspirations and mental health. Focussing on specific public figures, they will then complete a study of how the media can provide a platform for individuals to inspire change in popular culture and public thinking. By the end of the unit, most children will be able to talk confidently about how we can all challenge gender stereotypes.</p>				

Prior Learning	Future Learning
<p>-Children will have learned the meaning of the word 'stereotype' when examining diversity in the context of ethnicity, culture and religion (Y3, Incredible Me).</p> <p>-Children will have prior knowledge of 'diversity' in the context of culture, religion and languages in their school (Y2, Don't judge a book by its cover).</p> <p>-Children will have prior knowledge of 'diversity' in the context of culture, religion and languages in their wider locality (Y3, Incredible Me).</p> <p>-Children will have prior knowledge of 'diversity' in the context of people with physical and hidden disabilities (Y4, Not Disabled, Differently Abled).</p> <p>-Children will know that in the Victorian era, women had no right to vote, limited education and could legally be mistreated by spouses (Y2, Fighting for Equality).</p>	<p>-Children will gain knowledge of the negative impact of prejudice and stereotyping in the contexts of gender, sexuality and race within sport.</p>

-Children will know the meaning of the words 'movement', 'protest' and 'Suffragette' (Y2, Fighting for Equality).	
-Children will have compared the Stonewall Riots of 1969 to the women's Suffrage movement and reflected on the fact that protest movements can impact change in society (Y2, Fighting for Equality).	

Curriculum Links	Global Citizenship Themes	
<p><i>Citizenship Curriculum: Diversity and Communities:</i></p> <p>-Be able to recognise aspects of their identity and understand how other people can influence their perception of themselves.</p> <p>-Recognise the negative effects of stereotyping and prejudice.</p>	Identity & Diversity	
	Knowledge & Understanding	Skills
	<p>Diversity of cultures & societies within & beyond our own experience</p> <p>Nature of prejudice & sexism & ways to combat these</p>	<p>Adapt behavior to take into account the feelings of others</p> <p>Empathise with people in local & more distant contexts, in respect of gender and sexuality</p> <p>Understand the impact of prejudice & discrimination in the context of gender and sexuality</p>

Key Vocabulary
gender, sexuality, LGBTQ+, community, pride, inclusivity, careers, bias, feminism, stereotypes, individuality, opportunity gender divide

Recommended Texts & Web Links
Bill's New Frock by Anne Fine, Julien Is A Mermaid by Jessica Love, Little People, Big Dreams: Ru Paul by Maria Vegara, Little People, Big Dreams: Elton John by Maria Vegara, Gender Swapped Fairy Tales by Karrie Fransman, The Turbulent Term of Tyke Tiler by Gene Kemp, The Boy in the Dress by David Walliams, Marvin Redpost: Is he a Girl? By Louis Sachar, Pink is for Boys by Robb Pearlman, Great Women Who Changed the World By Kate Pankhurst

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What pupils need to know or do to be secure

Key Learning

Activities / Application of knowledge / Possible Evidence

SD Goals: Good health & well-being, quality education, gender equality, reduced inequalities

What are gender stereotypes and why are they damaging?

- Children will recap the definition of the term 'stereotype' and learn the terms 'gender' and 'sexuality'.
- Children will examine some of the attitudes and behaviours that are 'expected' of males and females in society. They will understand that these roles are 'learned'.
- Children will learn that these stereotypes are learned through different aspects of their lives, e.g. societal norms; attitudes of family and friends; the media.
- Children will examine stereotyping of career roles and how some roles in society are traditionally regarded as male or female.
- Children will examine some real-life scenarios in which people might be treated differently depending on whether they are male or female.

How have the rights of women in the UK changed since WWI?

- Children will recap their learning about the Suffragettes from their Year 2 'Freedom and Equality' topic.
- Children will learn that prior to WWI: education for women was often preparation for them to run a household. They couldn't train for other careers; women were not legally able to vote; women could legally be treated poorly by their husbands; Emmeline Pankhurst and the Suffragettes protested so that women could have the right to vote.
- Children will learn that during WWI, women moved into jobs traditionally worked by men whilst the men were fighting abroad.
- Children will learn that in 1928, The Representation of the People Act was passed in parliament, giving women equal voting rights to men.
- Children will reflect on the fact that nowadays, women in the UK have the same legal rights as men but are often not treated equally.

How have the rights of people in the LGBTQ+ community in the UK changed in the past 50 years?

Children examine the scenarios of gender stereotyping through role-plays which can be recorded digitally.

Children use graphic representations to learn the history of women's rights and the rights of the LGBTQ+ community.

Children create video or audio presentations discussing their thoughts and opinions about the historic treatment of women and people in the LGBTQ+ community.

Conduct some research around an influential figure who used the media as a platform to inspire others to challenge gender stereotypes.

Create a character for a film or story that challenges traditional gender stereotypes.

-Children will learn the definition of the abbreviation 'LGBTQ+'.

-Children will learn that prior to 1967: it was against the law for men to be in relationships with other men; it was quietly accepted for women to have relationships with other women provided it was kept private; same sex marriages were against the law.

-Children will learn about some events which led to changes in the rights of people in the LGBTQ+ community: an act was passed in parliament in 1967 making it legal for men to have relationships with other men; the New York Stonewall Riots in 1969 raised awareness of LGBTQ+ rights globally; in 2005, same sex civil partnerships became legal in the UK; in 2014, same sex marriages became legal in the UK.

-Children will reflect on the fact that nowadays, men and women in the LGBTQ+ community in the UK have equal legal rights but are often not treated equally.

How can the media be used as a platform for people to inspire society to challenge gender stereotypes?

-Children to be taught about the lives of two inspiring people who have raised the profile of LGBTQ+ people in the UK. These should be chosen from two different industries, e.g. entertainment and sport.

-Children should be taught specifically about 'how' these inspirational people challenged gender stereotypes and helped change perceptions of people in the LGBTQ+ community.

-Children to reflect on how the media allows people to be 'visible' to a lot of people at once. Hence, their actions can help shape the way people think.

How did the representation of women in film begin to change in the 1980s?

-Children will learn that historically, women in film were presented as mothers, wives and victims. They will be shown some examples of these traditional depictions of female characters, e.g. Auntie Em (Wizard of Oz), Cinderella, Mrs Bucket (Charlie & the Chocolate Factory), Nancy (Oliver Twist), Mary Poppins.

-Children will learn that in the 1980s, women in society had started to view themselves differently, e.g. careers, having children later, earning larger salaries.

- Children will learn that movies often reflect changes in society. In the 1980s there was a noticeable shift in the representation of women in film. They will be shown some modern examples of strong female characters, e.g. Merida (The Brave), Catwoman, Katniss (The Hunger Games), Erin Brockovich, Ripley (Alien), Captain Marvel.

What can you do to challenge gender stereotypes?

-Children to produce a digital, written or verbal presentation demonstrating that they can apply their knowledge and think critically about this 'big question'.