

 <p>We are all Unique</p> 	Year 6	Topic We all matter
		Focus All areas of diversity in the context of sport
		Big Question Should all people competing in sport be treated equally?
<p>In this unit, children will consolidate all of their learning about the theme of identity and diversity from all year groups and apply their knowledge to the context of sport. They will build upon their knowledge of 'stereotypes' from Years 3 and 5 and examine the wider impact of these on a person's decision making and mental health. They will build upon their knowledge of gender stereotypes from Year 5 and demonstrate an understanding of how the existence of certain personalities will have impacted public opinion - challenging gender stereotypes. The children build upon their knowledge of the subject of 'racism' from Year 4, looking at this from the perspective of sports personalities who have been impacted negatively by their experiences. They will explore the notion of 'collective responsibility' - how racism is a form of bullying that we have a collective responsibility to address. Children will revisit their learning from Year 4 about the Paralympics and examine how international sport is becoming more inclusive for people with disabilities but they will be encouraged to think critically about the continued divide between media coverage of men in competitive sport compared with that of women and other groups. By the end of the unit, most children will be able to talk confidently about why people competing in sport should be treated equally.</p>		

Prior Learning
<ul style="list-style-type: none"> -Children will have learned the meaning of the word 'stereotype' when examining diversity in the context of ethnicity, culture and religion (Y3, Incredible Me). -Children will have learned the meaning of the word 'stereotype' when examining diversity in the context of gender and sexuality (Y5, Free to be Me). -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). -Children will have prior knowledge of 'diversity' in the context of culture, religion and languages in their wider locality (Y3, Incredible Me). -Children will have prior knowledge of 'diversity' in the context of people with physical and hidden disabilities (Y4, Not Disabled, Differently Abled).

- Children will have prior knowledge of 'diversity' in the context of gender and sexuality (Y5, **Free to be Me**).
- Children will know the terms 'lesbian', 'gay', 'bisexual', 'transsexual' and 'queer' (Y5, **Free to be Me**).
- Children will understand the term 'racism' and have examined this in the context of migrants moving to the UK from other countries (the Windrush Generation) and how they were treated by UK Nationals (Y4, **Wanted: A diverse society**)
- Children will know about the Paralympics and be able to name some of its events (Y4, **Not Disabled, Differently Abled**).

Curriculum Links	Global Citizenship Themes	
<p>Citizenship Curriculum: Diversity and Communities:</p> <ul style="list-style-type: none"> -Be able to recognise aspects of their identity and understand how other people can influence their perception of themselves. -Be able to describe the ethnic make up of their community and different groups that live in Britain. -Recognise the negative effects of stereotyping and prejudice. 	Identity & Diversity	
	Knowledge & Understanding	Skills
	<ul style="list-style-type: none"> Diversity of cultures & societies within & beyond our own experience Contributions of different cultures & groups to our lives Nature of racism prejudice & sexism & ways to combat these 	<ul style="list-style-type: none"> Adapt behavior to take into account the feelings of others Empathise with people in local & more distant contexts, in respect of race and age Understand the impact of prejudice & discrimination in the context of age and race Understand some of the root causes of racism in modern Britain and how these can be challenged diplomatically

Key Vocabulary
<p>Bias, discrimination, ethnicity, prejudice, white privilege, human rights, sexism, racism, BLM, inequality, multiculturalism, controversial, race divide, influence, inferior</p>

Recommended Texts & Web Links

Kick by Mitch Johnson, The Fastest Boy in the World by Elizabeth Laird, Armistice Runner by Tom Palmer, Black Brother, Black Brother by Jewell Parker Rhodes, Mo Farah by Michael Hurley, Ellie Simmonds by Clive Clifford

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

How do stereotypes influence us?

- Children recap the word 'stereotype' from Years 3 and 5.
- Children to examine the issue of how stereotypes can affect a person's mental health and the decisions that they make for themselves.
- Children to be introduced to a selection of sports men and women who have challenged traditional gender stereotypes, e.g. Mary Hanna (oldest Olympian at 66 years, Laurel Hubbard (transgender Olympic power lifter), Roberto Bolle, Male ballad dancer).
- Children to research one inspirational sports personality and demonstrate an understanding of how they have challenged a stereotype and why this is important.

How can sport break down racial divides?

- Children will recap the meaning of the term 'racism' in the context of prior topics learned, e.g. the Windrush Generation, racial prejudices inflicted upon immigrants and migrants to the UK.
- Children to recap their prior knowledge from the PSHE curriculum about the nature of bullying, both face-to-face and online, and how it is our 'collective' responsibility to confront bullying.

Create digital presentations about influential sports personalities who have challenged gender stereotypes.

Examine scenarios in different contexts in which racism is taking place and comment on how this would affect a person's mental health and what could be done to help.

Conduct research and present information about specific Paralympic sports and how they have been made more inclusive.

- Children will recap on some of the different ethnicities that live in their locality and within the UK.
- Children will examine a case study, interview or film in which a sports man or woman discusses instances in their career in which they experienced racism.
- Children will consider questions about the impact of racism on the individual, actions that can be taken and lessons that can be learned.

How has the Paralympics changed peoples' perceptions of all disabilities?

- Children to learn some facts about how people with disabilities were treated by society in a range of historical periods.
- Children to revisit learning from Year 4 and examine a selection of sporting events that have been made inclusive for people with disabilities.
- Children to complete an in-depth study of a chosen Paralympic sport and discuss how it has been adapted to be inclusive for a particular disability.

Why has sport become more inclusive for all genders?

- Children will recap their learning from Year 5 about how women were stereotyped throughout history. They will also recap their learning from Year 2 about the Suffragettes and how the 'direct action' of individuals can have an impact on public thinking.
- Children will learn some specific examples of women in sport who have challenged gender stereotypes, e.g. marathon runner Kathrine Switzer.
- Children to expand upon the issue of 'media coverage' from Year 4 and examine it from the wider perspective of other sporting events, e.g. World Cup, Tour De France, Olympic Games.
- Children to learn some real statistics which demonstrate the divide between women in competitive sport and men in competitive sport, to include factors such as: media coverage, salaries, ticket sales, prize money and playing conditions.
- Children demonstrate that they can think critically about the divide between the treatment of men and women in modern sport.
- Children will reflect on how the profile of women in competitive sport has improved significantly in recent years and look at specific examples.

How can sports be adapted to ensure they are inclusive for all ages?

- Children will learn that treating someone differently on the basis of their age can also be considered as 'discrimination'.
- Children to reflect on barriers to competing in sport which develop when the body ages.

Use icons and graphic organisers to recap the history of women's rights.

Write or record balanced arguments discussing the divide between the treatment of men and women in modern sport - giving specific statistics and examples.

Take part in a recorded debate, discussing whether or not all people competing in sport should be treated equally.

-Children will learn some real-life examples of athletes who challenged the stereotype and competed in sport at an older age.

-Children to complete an in-depth study of a chosen sport and discuss how it could be adapted to be inclusive for older people.

Should all people competing in sport be treated equally?

-Children to demonstrate their understanding of the topic by applying their knowledge to this 'big question'.

This could be done by creating a balanced argument, either written or digital, selecting from specific examples, e.g. men and women, people with disabilities and people without disabilities, different ethnic groups.