

**Do now**

**Big question: What are our rights and responsibilities?**

# Ground Rules

**Safe Space**

**Show Mutual Respect**

**Challenge Yourself**

# What makes you, you?

Task one (page 4):

# Miss Dunn's Example

Brown hair and  
green eyes

Enjoys watching  
and reading  
Harry Potter

White – British

Female

Lives in Leicester

Geography Teacher at  
CMA

Favourite cake is red  
velvet cake

No religion



# Be Kind...

At Castle Mead we enact our Castle Credo every single day.

Be Kind

Work Hard

Build Your Character

# Equality Act (2010)

Everyone has **Human Rights**. These are inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion or any other status.

In the UK this is supported by the **Equality Act** which came into force in October 2010.

We also have a set of **protected characteristics**.





# What are protected characteristics?

Task two page 5

# What are protected characteristics?

**Task two:** List the 9 different protected characteristics as outlined in the Equality Act.

Age

Disability

Gender reassignment

Marriage and civil partnership

Pregnancy and maternity

Race

Religion or belief

Sex

Sexual orientation

**Stretch:** Why is it important to have protected characteristics?

**Super stretch:** Are there any other characteristics which you think should be protected?

# Key definitions

**Prejudice** – Preconceived opinion that is not based on reason or actual experience.  
Pre-judging.

**Stereotype** – A widely held but fixed and oversimplified image or idea of a particular type of person or thing.

**Discrimination** – The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex or disability.

# How can you challenge behaviour?

Debate if time

# How to debate?

## **Listening**

- Track the speaker.
- Nod in agreement if you think someone has given a good answer.
- Do not interrupt, listen politely.

## **Contributing**

- Speak Like A Scholar.
- State the extent to which you agree or disagree with the statement.
- Use the sentence stems to add, build or challenge contributions.

## **Positioning**

- You might want to stand to make your point
- Hands up are fine

## **Chairing**

- Scholars can run the debate
- Cold calling is also fine if people are not volunteering

# The world has become too precious about what is offensive and what isn't

Write down your opening statement.

I \_\_\_\_\_ with the statement to a \_\_\_\_\_ extent because \_\_\_\_\_

e.g., I *agree* with the statement to a *large* extent because

Discuss your opinion with your partner.

Debate as a class.

# The world has become too precious about what is offensive and what isn't

<b>Agree</b>	I agree to a large extent because I agree in part because I concur because
<b>Build on</b>	I'd like to add I want to build on this by In addition
<b>Challenge</b>	I'd like to challenge that because I contest that view because I'd like to put forward an opposing idea

There are 9 protected characteristics as outlined in the Equality Act (2010). These protect people against discrimination and includes age, race disability, religion or belief, gender reassignment, sex, marriage and civil partnership, sexual orientation and pregnancy and maternity

**Agree:** think about people like comedians or films and whether we should allow anything to be said.

**Disagree:** we need to protect certain things to keep people safe and being offended is the fault of the offender



**NHS website or your GP**

[www.nhs.uk](http://www.nhs.uk)

**Childline**

[www.childline.org.uk](http://www.childline.org.uk)

0800 1111

**You can also:**

- Speak to a member of staff at school – your Form Tutor, Head of Year or Key Worker. Any member of staff is here to help!
- Send an email to [safe@castle-tmet.uk](mailto:safe@castle-tmet.uk).
- Speak to an adult that you trust – this might be a sibling, a parent or grandparent. As long as this person is trustworthy then it's a good idea!