

| Topics in this cycle: Global Issues | Taught: Spring 2 | Year Group: 9 |
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| Key knowledge/concepts to be learnt ('Tell me about....') | | Websites/blogs/YouTube links and further reading to deepen and consolidate learning |
| <p>What is UNICEF and how they help around the world.</p> <ul style="list-style-type: none"> • Explain in which circumstances UNICEF provide aid to children and why. • Analyse what would happen in particular case studies if UNICEF's aid did not reach the intended children. • Evaluate how much the political climate has played a role in causing each disaster. <p>Why do some children not have an education around the world?</p> <ul style="list-style-type: none"> • Identify some factors why some children stop going to school. • Explore the economic factors that may affect some children going to school. • Explore the political factors that affect some children going to school. <p>What is child exploitation?</p> <ul style="list-style-type: none"> • identify the warning signs of CSE and what we can do if we suspect a case of CSE. • Describe three most important red flags for both online and offline safety which suggest cases of CSE. • Explain the manipulation techniques used by abusers and why we should leave investigation to the authorities. <p>What is human trafficking?</p> <ul style="list-style-type: none"> • Describe how modern slavery and human trafficking happen and the risks they pose to the victims. • Explain why modern slavery and human trafficking happen, how victims are trafficked, working conditions and the risk of abuse. | | <p>What is UNICEF? What is UNICEF? - YouTube</p> <p>What is education like for children in poorer countries? The Education Crisis in Developing Countries - YouTube</p> <p>What is human trafficking? What is Human Trafficking - YouTube</p> |

Home-School Learning Collaboration – PSHE



- Explain why the most vulnerable groups are at most risk, why it is difficult to prevent trafficking and the UK and international law surrounding both trafficking and modern slavery.

| Key Vocabulary and Definitions To Be Learnt | | What Will The Assessment Look Like? |
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| UNICEF | the United Nations Children's Fund | End of Unit test: 15 minutes <ul style="list-style-type: none"> • Short answer questions • Multiple choice |
| Charity char-i-tee | an organisation set up to provide help and raise money for those in need. | |
| HIV/Aids | HIV (human immunodeficiency virus) is a virus that attacks the body's immune system. If HIV is not treated, it can lead to AIDS (acquired immunodeficiency syndrome). | |
| Sexual Exploitation sek-shoo-uhl ek-sploi-ty-shuhn | Actual or attempted abuse of a position of vulnerability, power, or trust, for sexual purposes , including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another. | |
| Trafficking traf-i-king | deal or trade in something illegal. | |
| Modern slavery mod-ern sley-vuh-ree | Modern slavery is defined as the recruitment, movement, harbouring or receiving of children, women or men through the use of force, coercion, abuse of vulnerability, deception or other means for the purpose of exploitation. | |
| Sustainability suh-stey-nuh-bil-i-tee | Sustainability means meeting our own needs without compromising the ability of future generations to meet their own needs. | Family Learning Opportunities Create an awareness poster on signs to look out for in regard to human trafficking. |