

Before teaching this lesson, please ensure you have delivered our Protected Characteristics session.	
Lesson objectives	Resources
Learn about hate crime. Explore the difference between crime and hate crime. Consider how our actions can be a force for good. Reflect on how we can demonstrate respect towards others.	Online slides – What is hate crime? Pupil worksheet – Personal Reflection Pupil worksheet – What is hate crime?
Pol-Ed Passport focus	
Respect. Pupils will learn about prejudice and hate crime and consider their impact. They will then explore the importance of respect in relation to people that may look or sound different to them.	
Lesson walk through	
Starter	Pupils start the lesson by exploring the concept of hate in a safe way (by linking this to food) this is then extended further to describe how some people may feel hate towards others and this may be as a result of prejudice.
Key knowledge	That prejudice is making a judgement about someone based on their identity e.g. how they look. That crime committed against a person based on this prejudice is a hate crime and this is viewed very seriously.
Practice	Pupils have the opportunity to discuss how people may feel if hate is directed towards them (slide 8). Pupils also compare what it is like to treat someone with hate compared to respect (slide 16). Lastly, in the class and personal reflection, pupils consider their collective and personal actions to ensure those people around them feel safe and respected.
Personal reflection	Pupils will consider the impact that the lesson has had on: themselves, their families and friends, their community and their country.
Common misconceptions	
What constitutes a crime? To ensure this lesson remains age appropriate and doesn't cause alarm or distress to pupils, specific hate crimes have not been described, this lesson focuses on thinking about the concept of hate and how hate can stem from prejudice. The lesson does explain hate crime, but does not go into detail with the specifics. Therefore, some pupils may think that any behaviours (however minor) that have a basis in prejudice are against the law, therefore, discussion around behaviours that would be classed as against the law may be useful. If you wish to go deeper with this topic, please refer to the KS3 Hate Crime lesson also for more detailed case study stimulus.	
Further signposting and support	
West Yorkshire Police: https://www.westyorkshire.police.uk/advice/abuse-anti-social-behaviour/hate-crime/hate-crime	

PSHE association program of study

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.

L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws.

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

Below are some other PSHE values that may be covered by discussion within the lesson from the questions posed in the lesson itself and the considerations in the lesson plan.

H17, H19, R11, R14, R16, R19, R20, R31