



The Quality in Careers Standard >>>>



ACE School of
CHARACTER



Unlocking potential through expert knowledge and character

C community
cooperation

A ambition
achievement

R respect
responsibility

E endeavour
enjoyment

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Expectations

- Always write in black pen.
 - Always use a ruler for straight lines.
 - If you make a mistake, cross it out with a single line.
 - Always mark and correct your work in green pen.
 - Respond to any feedback your teacher gives you in green pen.
 - Take pride in your work, first work, best work!
 - All tasks should be completed in silence and by yourself unless your teacher tells you otherwise.
-

Ground Rules

Some topics in CARE Curriculum may be challenging depending on your own experiences. We will be having class discussions and learning about sensitive issues, therefore, it is important that there are clear ground rules for every lesson.

Every student will follow these in all lessons so that everyone feels comfortable.

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What is CARE curriculum and Personal Development?

In CARE Curriculum lessons you will be taught about different topics designed to help you develop as a person, this is what we mean by 'Personal Development'.

These topics include:

- Health and Wellbeing (E.g. Healthy eating, mental health, puberty and self examination)
- Relationships (E.g. Healthy relationships, respect for others, consent and sexual harassment)
- The Wider World (E.g. The law, citizenship, anti-discrimination, finance and careers)

In CARE Curriculum lessons you will learn things that will help you be successful in the future, you will do this by developing our CARE principles:



Being Co-op is about creating an environment that celebrates difference.

Respecting and celebrating the protected characteristics is part of who we are as Co-op Academy Belle Vue. Below are the trust 'Ways of being'.



Our academy mission statement is 'Unlocking potential through expert knowledge and character. CARE curriculum develops your character but also provides you with important information to keep yourself healthy and safe now and later in life.'

In CARE Curriculum, you will learn to recognise protected characteristics which are part of the Equality Act 2010. This law helps to stop discrimination and ensure everyone is treated fairly. There are 9 protected characteristics, these are:



Co-op Academy
Belle Vue

The Equality Act 2010

It is against the law to discriminate against someone because of their:

Age

Age discrimination is when you are treated differently because of how old you are. The treatment could be a one-off action or as a result of a rule or policy based on age. Young people, as well as older people, face age discrimination.



Marriage and Civil Partnership

Marriage is a union between two people, it can either be between a man and a woman, or between partners of the same sex. Couples can also have their relationships legally recognised as 'civil partnerships' as an alternative to marriage.

Religion and Belief

Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Disability

Disability means a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities, this may or may not be visible. It is discrimination to be treated unfairly because of your disability.

Pregnancy and Maternity

Pregnancy refers to when someone is expecting a baby; maternity is the period following the birth. It is unlawful to treat a woman unfavourably because of her pregnancy, a pregnancy-related illness, breastfeeding in a public place, or because of maternity leave.

Sex

Sex can mean either male or female according to the Equality Act 2010. You must not be discriminated against because you are or are not a particular sex or because someone thinks you are the opposite sex. The latter is known as discrimination by perception.



Gender Reassignment

Gender reassignment means proposing to undergo, undergoing or having undergone a process to reassign your sex. To be protected from gender reassignment discrimination, you do not need to have undergone any medical treatment or surgery.

Race

Race is your skin colour, your nationality/citizenship or your ethnic/national origins, which may not be the same as your current nationality. Race also covers ethnic and racial groups, which can be made up of two or more distinct racial groups, for example black Britons.



Sexual Orientation

Sexual orientation is an attraction towards persons of the opposite sex, persons of the same sex or persons of either sex. It is also called discrimination by perception to be discriminated against because someone thinks you have a particular sexual orientation.

If you are concerned about discrimination please speak with your trusted adult and contact a member of the safeguarding team.

In CARE Curriculum lessons we will also learn about Fundamental British Values. In Britain, our British Values are protected in the law.



Co-op Academy
Belle Vue

Fundamental British Values

Democracy

Democracy means everyone gets to join in and have a say, making sure everyone's ideas are valued. It helps create a fair and inclusive community that respects different opinions.

This reflects our CARE principle of **Community** by promoting the active involvement of everyone in decision-making or the benefit of the entire community.

1

Rule of Law

The rule of law helps make sure things are fair. It keeps us safe in a well-organised and responsible community.

This reflects our CARE principle of **Responsibility** by emphasising the importance of systems, structures and routines that ensure safety, security and accountability for all.



2

Individual Liberty

Individual liberty means you can always be yourself, as long as you're responsible and follow the rules. It means you can express who you are while still respecting others and the law.

This reflects our CARE principle of **Endeavour** by encouraging individuals to freely pursue personal growth and expression while contributing positively to the community.

3

Mutual Respect

Mutual respect means understanding and accepting each person for who they are. It's about making a happy community where everyone feels important.

This reflects our CARE principle of **Respect** by emphasising the importance of treating everyone with consideration and kindness.

4

Tolerance of Different Faiths and Beliefs

Tolerance means being open-minded and accepting of different beliefs. It helps people understand each other and live together peacefully, promoting a happy and friendly community.

This reflects our CARE principle of **Community** by acknowledging and respecting the diverse backgrounds and perspectives of individuals.



5

CARE Curriculum

Year 7 - Learning Journey

Half Term Four

Physical and mental health
Personal Hygiene
Emotions in puberty
Menstruation and FGM



Half Term Five

Relationships
Self worth
Positive relationships
Unhealthy relationships
Expectations and consent



Half Term Three

Diversity
Stereotypes and prejudice
Bullying



Half Term Two

Careers
Personal skills and qualities
Ambition
Future careers



Half Term One

Transition to secondary school
Friendships and personal safety



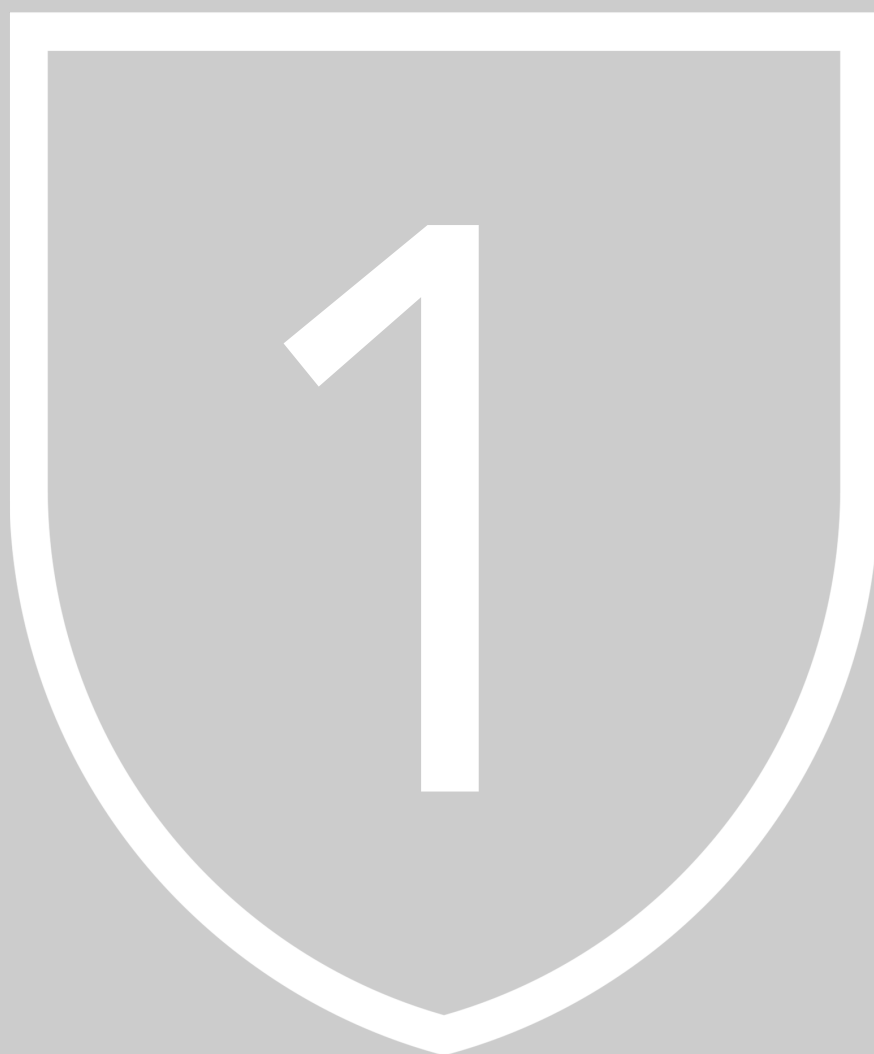
Half Term Six

Citizenship
Financial planning
Saving spending and budgeting



Year Seven - Topic One

Transition to Co-op Academy Belle Vue



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Ambition Sheet

1	Fundamental British Values	These underpin what it is to be a citizen in a modern and diverse Great Britain
2	The Equality Act	The law that is intended to prevent discrimination and ensure equality
3	Character	Who you are on the inside
4	Ambition	A strong desire to do or achieve something
5	Personal Development	Getting better as a person including developing character.
6	Respect	Treating others the way you want to be treated. It means being polite and considerate.
7	SSF	Single file, silent, facing forward this is how we move around at Belle Vue.
8	Manipulation	Being pressured into doing something you are uncomfortable with.
9	Long Term Memory	Your memory storage where knowledge is stored.
10	Working Memory	The memory that contains the things you are currently thinking about.
11	Pomodoro Technique	A healthy study technique. 25 minute study followed by a 5 minute break.
12	The Railway Regulation Act	The law that covers trespassing on railway land.
13	First Aid	Help given to a sick or injured person until full medical treatment is available.
14	The Green Cross Code	A procedure that helps people cross the road safely
15	Strengths	The things you are good at.
16	Areas for development	Things that you need to work on to get better at.
17	Confidence	A feeling of belief in yourself.
18	Toxic friendship	A friendship with some unhealthy characteristics such as manipulation.
19	Peer pressure	Influence from members of your group.
20	Community	Being a responsible and caring member of the larger group you belong to ⁹

Lesson One

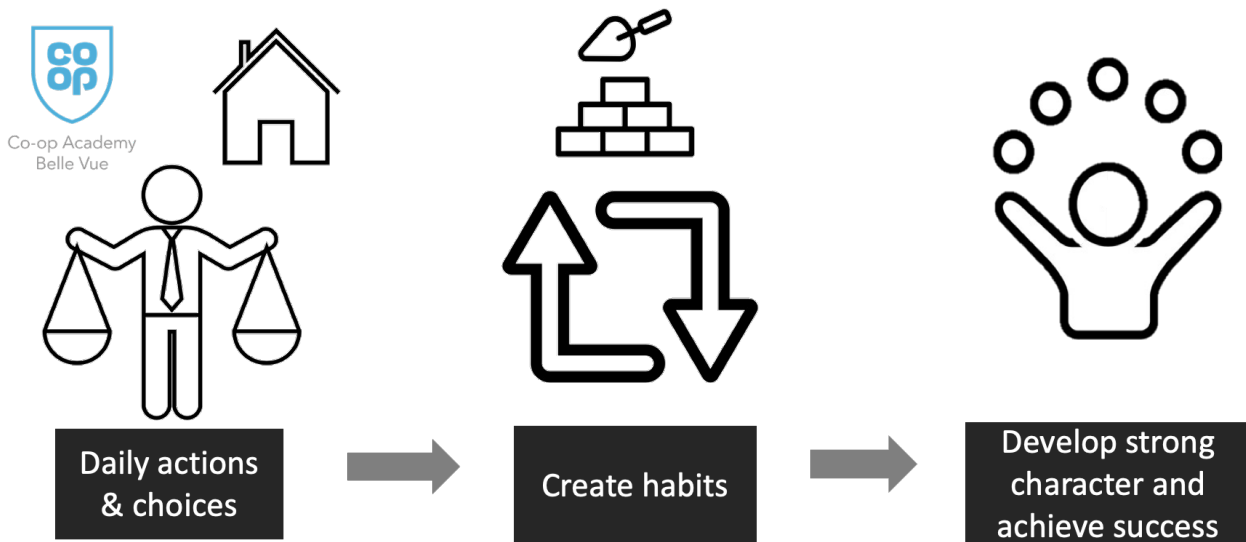
Curriculum Question - What is Character?

Today's Powerful Knowledge

- To understand what we mean by character
- To learn how we define strong character at Coop Belle Vue

Character is all about who you are on the inside – your thoughts, feelings, and how these become your actions and how you treat others. It's like a recipe that makes you. Imagine you're a superhero, and your character is your unique superpower, what would you want that power to be?. It's important to be kind, honest, hardworking and responsible. When you share, help a friend, or stand up for what's right, you're showing your strong character. Just like in your favorite stories, where heroes make the right choices, your character helps you make good choices too. A person with good character makes the right choices at the right time for the right reasons.

Just as our character can guide our choices, the choices we make can develop our character. Daily actions and choices help us form habits which then becomes our character. If we make bad choices, we form bad habits and develop bad character. When we show self-control and make good choices on purpose we help build up good character



At Co-op Belle Vue we define good character in our 8 CARE principles. Fold over the booklet so you can only see this page.

BL Task One: How many care principles can you already remember? Independent in silence.

C

A

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C

A

R

E

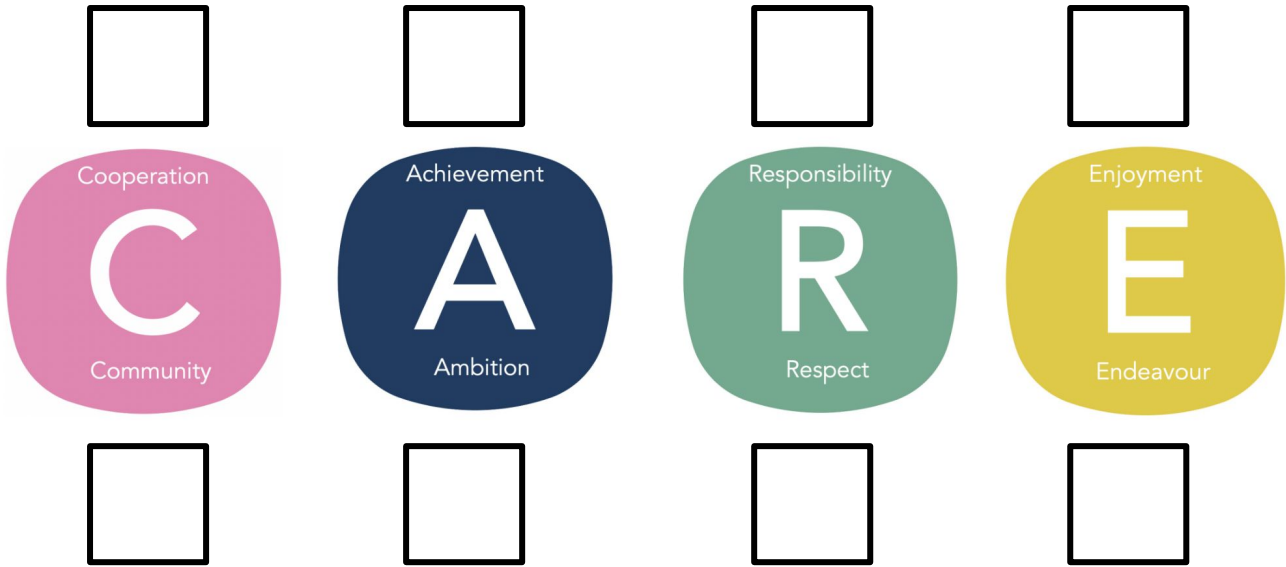
Task 2 : Match the CARE principle with the definition

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<p>1. We work together to achieve a common goal. It's about sharing ideas, helping one another, and respecting everyone's contributions to make things better.</p>	<p>5. We strive for academic and personal growth. Having a strong desire and determination to achieve your goals, even when things get tough. It means setting your sights high, planning, staying focused, and working hard to turn your dreams into reality.</p>
<p>2. We take ownership of our actions and choices. Being responsible means doing what's right, even when no one is watching, and being trustworthy and reliable. Owning up when you make a mistake.</p>	<p>6. We value the group, we are all different but equal. Being a responsible and caring member of the larger group you belong to, whether it's your school, neighborhood, or even your family. It means thinking beyond yourself and working for equality for all.</p>
<p>3. We treat ourselves and others with kindness. Treating others the way you want to be treated. It means being polite, considerate, and valuing each person's feelings, opinions, and differences.</p>	<p>7. We find joy, fulfilment and pride in what we do and who we are. It's about appreciating the good moments, having a positive attitude, and bringing a sense of fun and enthusiasm to your activities.</p>
<p>4. We recognise and celebrate success. Reaching your goals through your efforts and hard work. It's about recognising your successes, no matter how big or small, and taking pride in what you've accomplished.</p>	<p>8. We give our best effort in all that we do. Putting your best effort into everything you do. It is about giving your all, pushing yourself to improve, and not giving up, even when things seem challenging.</p>

Stop and Jot : Which CARE principle is do you think is most important? Why?

Task 3 : Match the concrete example to the CARE principle to check for understanding



1. Exploring a new hobby, like painting, reading or playing a musical instrument, brings joy and excitement to your free time at home.

5. Finishing reading your book allows you to feel proud of your hard work and helps you become a better reader.

2. Joining a Belle Vue committee and working to promote diversity in the academy.

6. Setting a goal to improve your Knowledge Expert Maths score encourages you to study more and ask for help when needed.

3. Revising in your Knowledge Expert book helps you get better and work towards your goal of achieving 100%.

7. Working together on a group science project helps everyone contribute their ideas and skills, making the project better.

4. Remembering to water the plants at home shows that you're responsible for taking care of living things and helping around the house.

8. Listening attentively when your teacher is speaking shows that you appreciate their knowledge and the effort they put into teaching you.

Turn and Talk: Which CARE principle do you think is already your strongest and which is the one you need to develop most?

Task 3 : Put all of the CARE principles in the diamond based on how strong you feel with that principle

Cooperation

Community

Achievement

Achievement

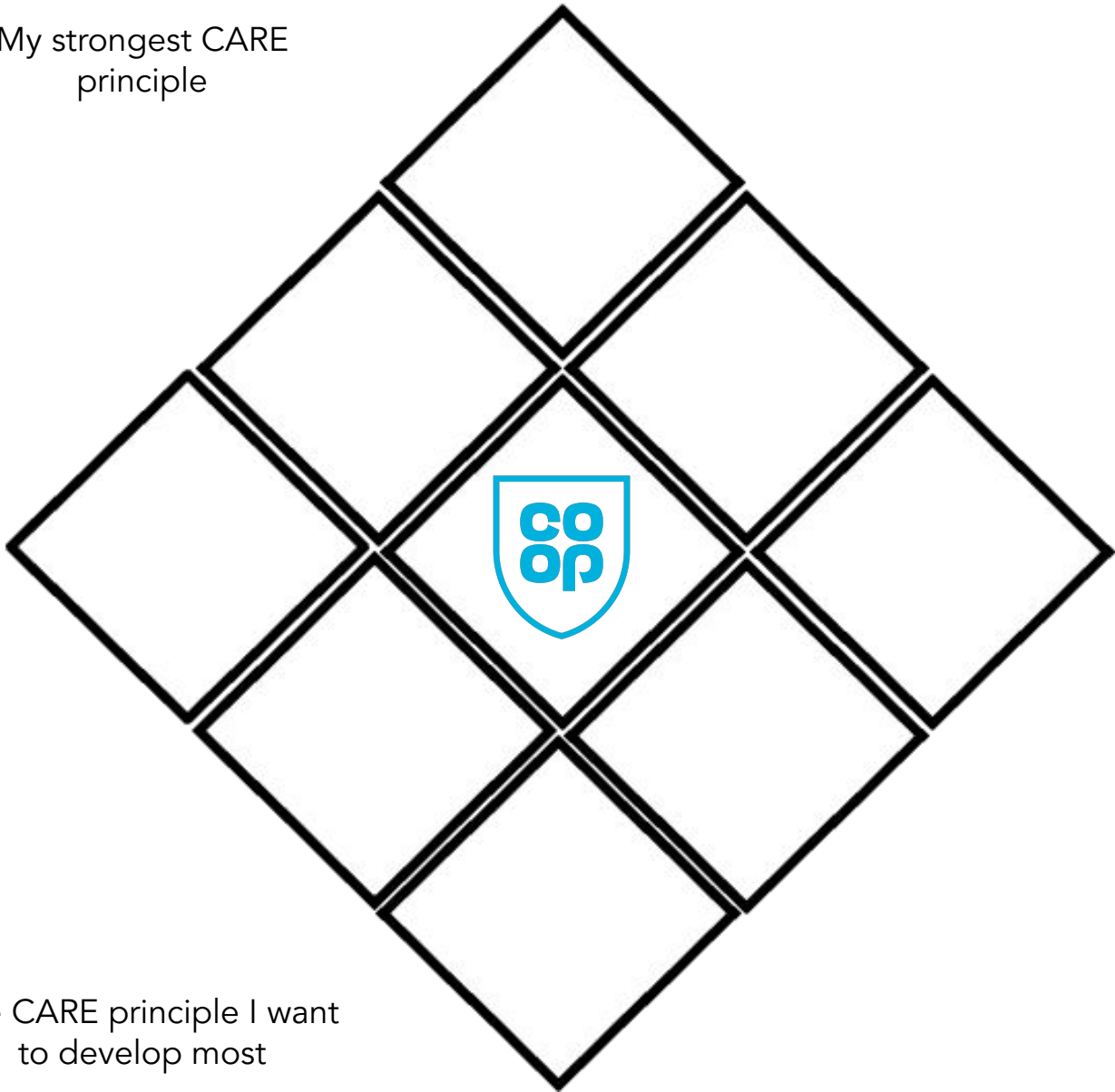
Responsibility

Respect

Enjoyment

Endeavour

My strongest CARE principle



The CARE principle I want to develop most

Progress Reflection: What four daily choices will help you to develop those CARE principles?

Eg. I will read or study for knowledge expert at least 3 times a week - AMBITION

1

2

3

4

Do Now:



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Date:



Lesson Two Curriculum Question - How can I manage my emotions?

Today's Powerful Knowledge

- To learn about change and managing the emotions it brings
- To know about personal safety and space moving around school

Managing Change and Emotions

Transitioning to secondary school can stir up a mix of emotions that might feel like a rollercoaster ride. It's totally normal to feel a bunch of things all at once as you leave behind the familiar world of primary school. From the excitement of making new friends and discovering new subjects to the nervousness about tougher classes and finding your way around a bigger school, it's okay to feel both pumped and a bit anxious. The key is not to let these emotions take over. Talk to your friends, parents, or teachers about what you're feeling – you'll probably find out they've been through the same stuff. Plus, you can try out simple tricks like taking deep breaths when things get overwhelming or jotting down your thoughts in a journal. Just remember, you're not alone in this, and handling your emotions is all part of growing up and experiencing new things.

Remember to speak to your trusted adult in school



My Trusted adult is:

BL Task One: What are 4 ways of making sure your emotions don't take over?

--	--

Task Two : Read the overheard conversation and answer the questions

Anisa: How did you find it today?

Ben: It was really good meeting so many different people in all the different classes; it feels really big though!

Anisa: I saw a teacher stop an older student to speak to in the corridor because she was talking on the way to lesson - there are so many rules to remember and everyone keeps talking about the importance of showing the CARE principle, Respect.

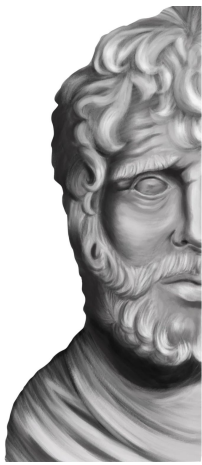
Ben: Yes, there are! And what does 'showing respect' even mean? It's really different from primary school where we knew everything...

1. What are some of the positive things about starting secondary school?

2. If these students are unsure about something, who could they ask for help and where could they check the school rules?

3. What is our CARE principle of respect and what does it feel like to be treated with respect?

4. How can we show this principle in our school community?



Stoicism

There always *seems* to be so much to worry about. However, Stoicism philosophy lets us consider what the point of worrying is.

Sometimes people tell us “*You are being anxious for nothing*” when we worry about a test or getting to school on time. According to Stoicism philosophy, those instances are completely under our control, yet we always imagine the worst.

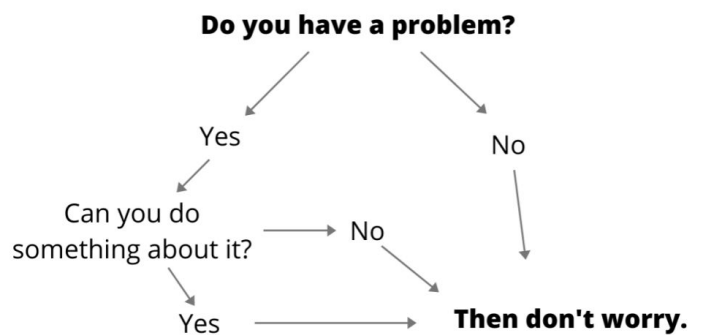
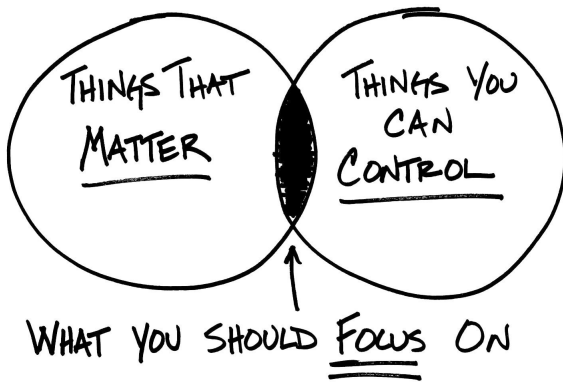
As Seneca states, “We suffer more in imagination than in reality.”

Stop and Jot: What do you think this saying from Seneca means?

.....

.....

.....



Task Three : Mark the statements A- on the scale based on how confident you are with these types of change.

- A. Starting new activities or trying things you've never done before
- B. Managing unexpected or surprising situations without getting too stressed.
- C. Making new friends or getting to know people you haven't met before
- D. Adjusting and adapting when things don't go as planned.
- E. Getting used to new schedules or routines, like moving to secondary school
- F. Giving new things a shot and trying stuff you've never done before



Moving around the Academy - Personal Space, Personal Safety. Just as we want to feel safe and comfortable in the academy we need to make sure our daily actions that make up our character support others in the community to feel safe and comfortable. Our personal safety and personal space is really important at Belle Vue. Moving around school together in SSF (Single file, silent, and facing forward) is more than just a way to transition. It's about giving each other enough space and showing the CARE principle of respect for how we all feel. We're are a community, and that means looking out for each other. So, as we transition in SSF, we're saying, "You, your space and your feelings matter." This is part of our development of character and enables us to feel safe and happy at school. It also means we can have beautiful corridors full of displays, achievements and activities. This is another way in which, through our CARE principles, we are different and better than other schools.



Task Four: What does SSF stand for?
S
S
F

Show Me: Change is always a bad thing. Do you agree? Yes or no



Turn and talk: Why do you feel that way?



Progress Reflection: Stop and Jot: Write down what you have discussed following the question above.

Do Now:



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4

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Date:



Lesson Three

Curriculum Question - How will I make new friends?

Today's Powerful Knowledge

- To learn how to make friends, manage changing friendships and identify healthy and unhealthy friendships.

BL Task One : Read the overheard conversation and answer the questions

Sam: When you start secondary school you have to make new friends because you lose all your old ones!

Sara: Yeah, and making new friends is going to be so difficult!

1. What might people overhearing this conversation think?

2. What would a RESPONSIBLE response be to Sam and Sara?

Task Two: Categorise these ways to make friends, some might fit into more than one category.

Shared interests (S)
Kind actions (K)
Communication (C)
Participation (P)

Go and stand or sit next to the person

Ask to be their friend on social media

Say hello

Ask someone a question

Smile at someone

Introduce yourself by telling them your name

Say something about the weather

Ask someone the time or for directions

Tell them something about you

Invite them to sit with you

Watch their body language – do they smile back, answer your questions, seem happy to stand or sit by you?

Keep the conversation going

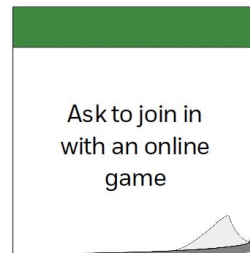
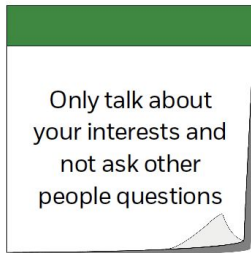
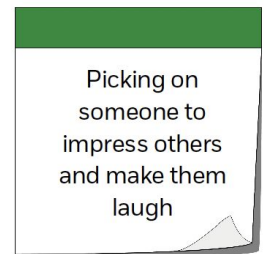
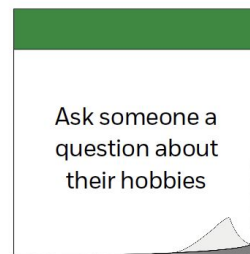
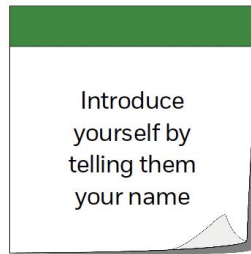
Invite someone to join in

Ask to play a game

Ask if you can join in

Like their profile page

Task Three: Circle the post-it-notes that are bad ways to try and make friends.



Healthy and Unhealthy Friendships

When you are in a friendship It is important to know the signs of healthy and toxic friendships. It is good to think of these as a traffic light system

RED LIGHT: These are unhealthy/toxic signs in a friendship.

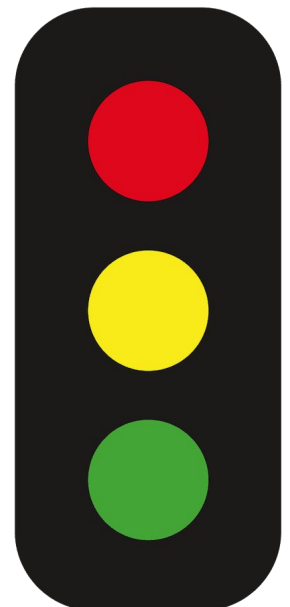
- You are afraid of your friend's temper.
- Your friend criticizes you or people you care about.
- Your friend threatens to hurt you.
- Your friend bullies and makes fun of you or other kids at school.
- Your friend pressures you to do things you do not want to do.

YELLOW LIGHT: These are warning signs in a friendship.

- You are nervous that if you tell your friend something personal, s/he will tell other people at school.
- Your friend sometimes makes fun of you.
- You rarely get to plan what the two of you will do together.
- Your friend tells you not to hang out with certain people.
- You say that you agree with your friend, even when you really don't. You are afraid they won't be your friend anymore if you disagree.

GREEN LIGHT: These are healthy/good signs in a friendship.

- You usually feel happy when you are with this person.
- Your friend respects your feelings and your opinions.
- Your friend talks to you about his/her feelings.
- Your friend is happy when good things happen to you.
- You enjoy being with this person, but you also enjoy spending time with other friends.



Stop and Jot: Put a star next to any of these that you have experienced in friendships in the past.

Toxic Friendships

Constant Criticism: If a friend frequently criticises. Friends should uplift and support each other.

Manipulation: If you feel manipulated or pressured into doing things you're uncomfortable with.

Jealousy and Envy: If your friend is constantly jealous of your successes.

Isolation: If a friend tries to isolate you from other friends or activities, it's a warning sign.

Constant Drama: If the friendship is filled with constant drama, conflicts, or tension.

Negative Influence: If a friend encourages you to engage in bad behaviour.

Lack of Support: If your friend is dismissive of your problems or never offers support.

Secrets and Betrayal: If your friend frequently breaks your trust, spreads rumors, or betrays you.

If you experience any of these in school you should speak to your trusted adult.

My trusted adult is:

Task Four: Read the scenario and answer the questions below

Libby and Alex have been best friends since nursery and are in the same class at school. They spend lots of time together outside of school too, often playing at the local park or doing arts and crafts at each other's homes. Recently, Libby has made friends with her new neighbour, Sunni. They both love computer games and spend most evenings playing together. Alex doesn't like computer games and he doesn't seem to like Sunni either. They get into arguments often. Now, Alex has stopped spending time with Libby if Sunni is going to be there. This is upsetting Libby; she just wants Alex and Sunni to be friends so they can all do fun things together but it's proving really tricky.

What has caused the friendship to change?	
How might the friendships change?	
What can the people involved do to stay friends (if they want to)?	

Progress Reflection: Identify if this is a health or toxic friendship and explain the signs that you see. Try to use specific vocabulary from pages 16&17.

Ales and Ali are friends. They spend all their time together. Alex doesn't like it when Ali hangs around with his other friends so Ali usually just stays with alex on the yard. Alex likes to play about on the yard, he is always pushing, grabbing and play fighting with Ali. Ali is trying really hard to do well in school this year because he has just moved to secondary school. Ali sometimes gets into trouble which Alex thinks is great and always tells him he is cool when he gets in trouble for being disrespectful to teachers. Alex always laughs and encourages Ali to get in trouble but usually avoids getting into trouble himself.

I think this relationship is healthy/toxic because....

Do Now:



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Date:

Lesson Four

Curriculum Question - How do I study?

Today's Powerful Knowledge

- To learn about how the memory works
- To learn about healthy study habits

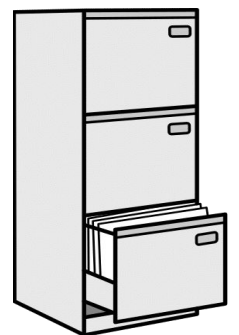
Your memory is in two parts. Short term and long term memory. Imagine short term memory as your brain's post-it note. It's where you quickly put things you need to remember right now, like a phone number. But, just like post-it notes, it can only hold a few things for a short time and unless you put it somewhere safe you will lose the information.

Your long term memory is like your brain's big storage room. It keeps important things for a long time.

Retrieval and quizzing is like going to your storage room to find something. When you want to remember something from long term memory, your brain finds it and brings it back to your short term memory. It's like taking out a memory from your storage room to use right now. The more you quiz the more you know where the information is in your storage.

If you ever feel like you know something but can't remember it, that's because the information is in your long term memory but you can't find it, retrieval and quizzing helps you know exactly where the information is.

BL Show Me: Do you feel like you know how to revise for a test? Yes or no





Knowledge Expert Exercise Books

This is your to keep and take home with you.

It is an exercise book you should always have with you - you never know when you will have time to do extra and become an expert.

There is no graffiti in this book. You will take CARE of this as it will become one of your most powerful tools.

We will check this each week to see how much extra work you are doing. The very best work will be acknowledged with golden tickets, letters home to your family and other prizes throughout the year.

This is all about how much RESPONSIBILITY, AMBITION and ENDEAVOUR you take for your own learning.

How do we use look, cover, write, check?

Look, cover, write, check is a method of learning spelling, where children:

1. Look at a piece of knowledge from your knowledge expert sheet and say it three times in your head
2. Cover it up with a piece of paper or your hand and say it three times again
3. Write the knowledge down in your knowledge expert book
4. Check their version to see if you got it right.

Quizzing helps you remember where the information is. Just reading notes is not good revision.

Task One : Use Look, Cover, Write, Check with each the 5 british values below.
Democracy
Rule of law
Tolerance of different cultures or religions
Mutual Respect
Individual liberty

WRITE HERE : The 5 Fundamental British Values are...
1
2
3
4
5

Time management is important when you study. Use the Pomodoro technique for healthy study at home.

THE POMODORO TECHNIQUE



1
Decide on the Task That You Need to Do



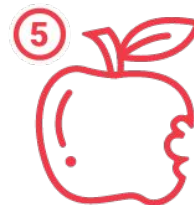
2
Set the Timer to 25 Minutes



3
Work on the Task Until the Timer Rings



4
Take a Short 5 Minute Break



5
After 4 Cycles Take a 15-30 Minute Break

Creating a great study environment at home is like setting the stage for success. Firstly keep distractions at bay by choosing a tidy, clutter-free spot. Having healthy snacks and water is a healthy idea. Noise can be tricky – some like silence, while others prefer soft music. Find what works for you but music with lyrics overwhelms your memory and makes studying too difficult. Having your revision stuff organised and ready is a good idea, you could even have it displayed on the wall. Mobile phones are too distracting, they reduce your concentration, steal your time and impact your sleep. Using them for revision apps might seem like a good idea but the temptations to use other apps is usually too strong!



Task Two: List the reasons this is ineffective studying.	
1	
2	
3	
4	
5	

1. 'To be successful in school, someone has to be really organised.'

Strongly
Agree



Strongly
Disagree

2. 'If something is hard to achieve, someone just needs to work harder.'

Strongly
Agree



Strongly
Disagree

3. 'Working with new people is always challenging.'

Strongly
Agree



Strongly
Disagree

4. 'Listening carefully in lessons is an important part of learning.'

Strongly
Agree



Strongly
Disagree

5. 'Students should always do homework on the day it is set, even if there is a lot.'

Strongly
Agree



Strongly
Disagree

Turn and talk: Compare your results for each question. If you have different answers why do you think differently?



Blank area for student responses, consisting of a large rectangle with a solid top and bottom border and a dashed middle line.

Task Four: Read the scenario below and answer the questions below.

Azizi has just had his Geography test back and he is really pleased with the result because he put a lot of effort into revising. He did mini tests at home, where he covered up keywords in his book and then tried to remember them. He sometimes finds English hard. When his English teacher asks him if he understands things he always says yes even if he doesn't understand because he doesn't want other people in the class knowing. Azizi thinks he is bad at English so has given up, he never reads at home or pays attention in class because he feels he is never going to get better.

1. What are Azizi's strengths? What is he doing well? (Not just a subject)

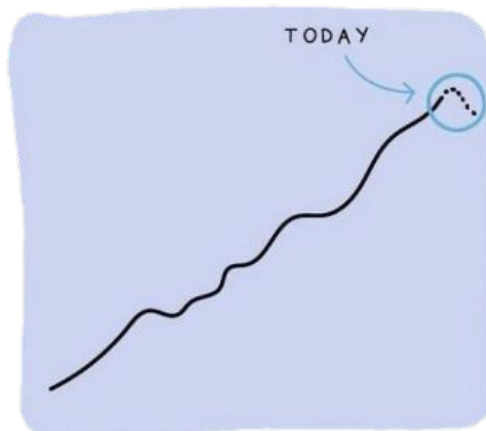
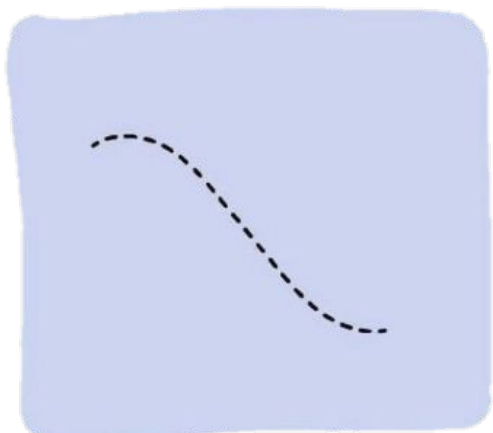
Azizi's strengths are...

2. What does he need to work on?

- Study skills
- Team work
- Organisation

3. What strategies could he could use to help him improve?

Progress Reflection : Name 3 things that you could do to make sure you are studying properly.



Do Now:



1

2

3

4

5

Date:

Lesson Five

Curriculum Question - How can I Improve?



Today's Powerful Knowledge

- The importance of knowing personal strengths and weaknesses
- How to plan for progress and value continuous improvements
- To discuss peer influence on our choices

BL Task One : Put an X on the line depending on how much you agree with the statement.

1. It's easy to achieve goals

Strongly Agree ←————→ **Strongly Disagree**

2. Some people are more talented than others

Strongly Agree ←————→ **Strongly Disagree**

3. The most important thing to achieving a goal is working hard

Strongly Agree ←————→ **Strongly Disagree**

AMBITION is one of our CARE Principles.

Ambition is like a powerful engine that propels us towards our dreams. It's the fire within us that sparks our desire to achieve something great. Just think about it – when you set ambitious goals, you're aiming for the stars, pushing yourself to do more than you thought possible. Ambition isn't about comparing yourself to others; it's about challenging yourself to be better than you were yesterday. It's the driving force that turns ideas into reality, obstacles into stepping stones, and dreams into achievements. Embracing ambition means believing in your potential and having the courage to chase your aspirations, no matter how big they might seem.



To become better, think about improving yourself and your character. Use the Kaizen method: small, positive changes over time lead to big improvements. You can't be perfect right away. Remember, small daily choices shape who you are.

When you find something you want to improve, work on it every day. Imagine climbing a mountain. Starting is hard, but with one step at a time, you'll reach the top. Until you start, weaknesses won't go away.

Focus on getting a bit better every day, not just reaching big goals. Celebrate achievement.

Here are some examples of small improvements you could make to get better with Study Skills, Organisation and Teamwork.

- Review classwork
- Self-test
- Ask / answer questions in lessons
- Listen carefully
- Ask for help
- Complete homework

Study skills



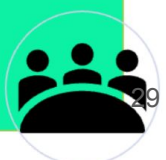
- Go to bed earlier to avoid feeling tired
- Pack a bag the night before school
- Plan when to complete homework to meet deadlines
- Keep books organised at home

Organisation

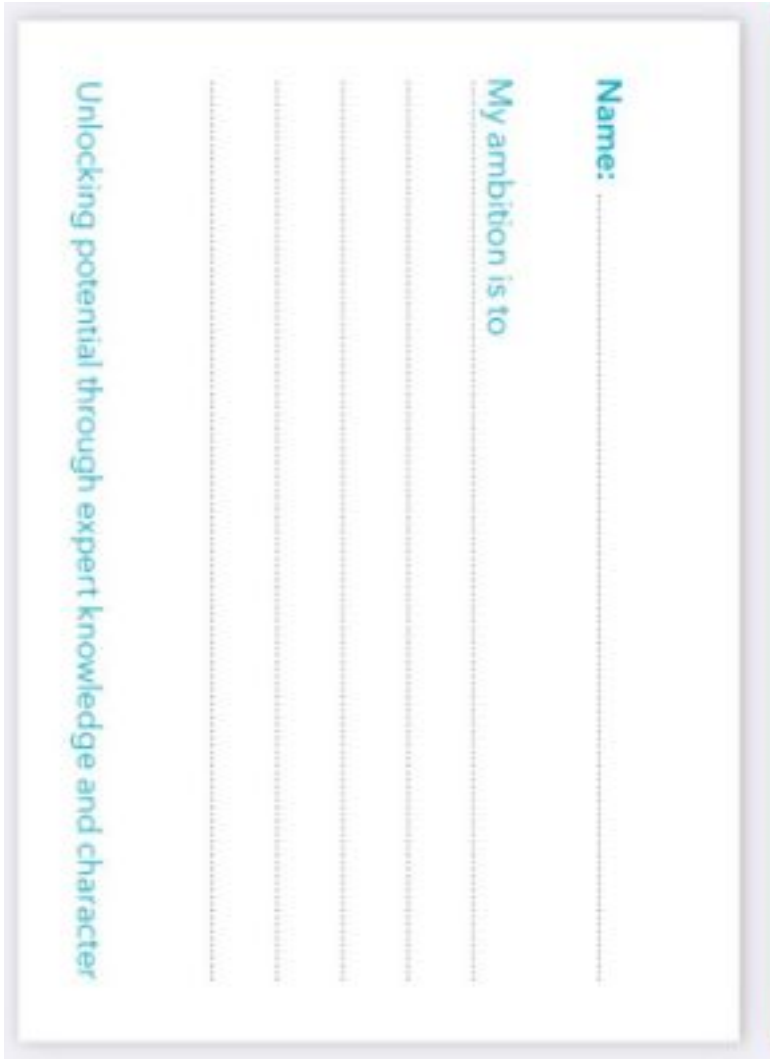


- Listen to others
- Allocate clear roles in group work
- Arrange times to meet and discuss group work
- Set deadlines for group projects
- Ask the teacher for support

Team-work



Task 4: Review your ambition cards through the questions below



1. Copy your ambition from the card onto the card on this page

2. What weaknesses do you need to work on in order to achieve your ambition?

.....

.....

.....

.....

.....

2. What strengths do you have that will help?

.....

.....

.....

.....

.....

3. What small daily actions will help you achieve your ambition?

.....

.....

.....

.....

4. What or who could stop you from achieving your goal?

.....

.....

.....

.....

Community Conversation

Stop and Jot - Ambition is essential for success in life. Do you agree?

Discussion Notes - *Actively listening to the opinions of others.*

Name

Ideas

Progress Reflection - *Actively considering the opinions of others*

Do Now:



1

2

3

4

5

Date:



Lesson Six

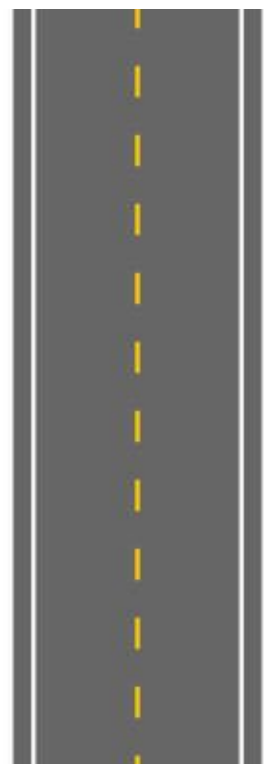
Curriculum Question - How can I stay safe?

Today's Powerful Knowledge

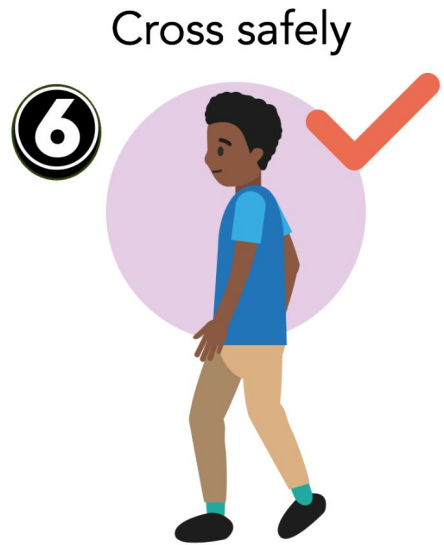
- How be safe on road and rail
- How to respond appropriately in an emergency
- What requires and does not require first aid

BL Task One: Number the steps of the green cross code in the correct order.


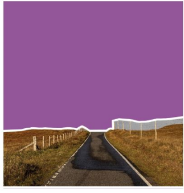
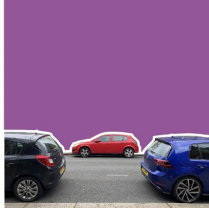





You	Actual	Cross safely
		Look and listen
		Stop and wait
		Look and listen
		Cross safely
		Think
		Stop and wait



The Green Cross Code



Task Two: Put a tick or a cross in the box if it is a safe or unsafe place to cross a road

 <p>Central traffic island</p> <input data-bbox="300 1518 357 1576" type="checkbox"/>	 <p>Close to the brow of a hill</p> <input data-bbox="651 1563 708 1621" type="checkbox"/>	 <p>Between parked cars</p> <input data-bbox="1054 1576 1118 1635" type="checkbox"/>	 <p>Zebra crossing</p> <input data-bbox="1426 1570 1490 1628" type="checkbox"/>
 <p>Near a blind bend</p> <input data-bbox="280 1899 338 1957" type="checkbox"/>	 <p>Pelican crossing</p> <input data-bbox="703 1899 767 1957" type="checkbox"/>	 <p>By a lollipop person, police officer or traffic warden</p> <input data-bbox="1018 1877 1075 1935" type="checkbox"/>	 <p>Pedestrian footbridge</p> <input data-bbox="1437 1921 1501 1980" type="checkbox"/>

Railway Safety

It's important to understand why being safe around railways matters so much. Trains are incredibly powerful and fast-moving, and they need a lot of space to stop. Getting too close to railway tracks can be incredibly dangerous, even fatal. It is dangerous and irresponsible to play, walk, or hang out near train tracks. Always use designated crossings when you need to cross the tracks. Safety on the railways isn't just the law – it's about keeping yourself and others out of harm's way.

Task Three: Read the scenarios and answer the questions		
Scenario	What can the person do to keep safe?	Who could help them?
Kelly and her brother Adam are at the train station with their Mum. Kelly realises she has dropped a toy and she and Adam stop to look for it. It has got very busy on the platform and now Kelly and Adam can't see Mum anymore.		
Tim and Xao are on the platform waiting for a train. They are starting to get bored so they play a game of catch with Tim's jumper. The jumper lands onto the tracks.		
Ari and Dom have stopped at a level crossing - the red lights are flashing and the barriers have come down. They can't see a train coming. Ari asks Dom, "Shall we cross the tracks?"		
Eric is on the train home with his friends. They start to play chase on the train, and Eric falls and hurts his knee.		



What Does The Law Say?



One of our fundamental British Values is The Rule of Law.

Let's look at how the law views behaviour near railway lines. The age of criminal responsibility in the UK is 10, knowledge of the law is essential to be an effective citizen.



Legislation - The Railway Regulation Act 1889

Trespassing on railway land is illegal. Consequences include education, fines, community service, parental involvement, and police intervention.

Key Points.

- The Railway Regulation Act establishes that trespassing on railway land without authorisation is a criminal offense, including for children.
- The Act requires railway operators to display clear and visible warning signs indicating the dangers of trespassing on railway property.
- Railway companies are expected to take steps to secure their premises and minimise the risk of unauthorised access, especially by children.
- Children may receive a warning from the police or community officers about the seriousness of their actions.
- In some cases, children or their parents/guardians could be fined for trespassing on railway property.

Scenario - How could this affect me?

As you walk home from school with your best friend, Lily, she suggests taking a shortcut through a wooded area next to the railway tracks. The overgrown path looks interesting, but a "Danger: No Trespassing" sign catches your eye. Lily insists it's safe and convinces you to follow her. Suddenly, you hear a distant train. Your heart races as you realise you're closer to the tracks than you thought. You both run back, narrowly escaping the oncoming train.

Task Four: Consider the law, and answer the following questions based on the scenario.
Did you break the law?
.....
What are the possible consequences?
.....
What should you have done differently?
.....

What is first aid?

First aid involves responding quickly to a situation where someone is suffering from an illness or injury. In theory, the emergency first aid you deliver should help to prevent someone's condition from worsening, preserve life, and help promote recovery. Before the emergency services arrive, the care you provide can be essential.

With basic first aid training, an individual should have the knowledge and techniques to carry out emergency care. Whether you're in the workplace, at home, or in a public environment, learning these basic skills could have a hugely positive impact on those around you when an incident occurs.

Benefits of learning the first aid basics include:

- Being able to provide support in emergencies
- Being able to follow the right procedures
- Being able to deal with personal health crises.



Initial first aid steps

Before you start looking at first aid advice for various accidents and emergencies, the initial first aid basics you need to know is ABC.

Airway. If you find that someone isn't breathing, you should always check first whether their airway is clear by opening their mouth and having a look.

Breathing. If their airway is clear but they are still unable to breathe, then you will need to intervene with rescue breaths. To check whether they're breathing, either look for chest movements, listen, or feel for rising and falling breath.

Circulation. While you're performing rescue breaths, carry out chest compressions to keep their blood circulating. You can learn how to do CPR in our other article.

Anaphylaxis

Anaphylaxis, also known as anaphylactic shock, can be caused by a severe allergic reaction to an insect sting or food. The adverse reaction can occur very quickly, so it's essential that you're able to respond quickly. It's likely the person will find it very hard to breathe, as their tongue and throat may swell and obstruct their airway.

First aid tips for anaphylaxis

1. Call 999 (or your emergency number) immediately.
2. Check if they're carrying any medication, as someone who suffers from severe allergies will likely have some medication with them at all times. This will often be a pre-loaded syringe.
3. Either help the person administer the medication or do it yourself if you're trained to do so.
4. Once the medication has been injected, look after the person until professional help arrives.

Choking

If the choking is mild, the airway of the individual will only be partially blocked and they should be able to get rid of it by coughing or spitting. However, if their choking is more severe, you will need to help them. Without your intervention, they could eventually become unconscious.

First aid tips for choking

1. If the person is over one year old, start performing back blows.
2. Stand behind the person and lean them forward slightly. Support their chest with one hand, then grab this first with your other hand and give up to five sharp blows between the person's shoulder blades with the heel of your hand.
3. Repeat until the blockage has cleared.
4. If the blockage doesn't clear, then give five abdominal thrusts, also known as the Heimlich manoeuvre. To do this, stand behind the person and wrap your arms around their waist. Make a fist with one hand and grasp it with the other hand. Finally, start pressing into the abdomen using quick, upward thrusts.
5. If they're still choking, then call 999 and ask for an ambulance.

Heart attack

A heart attack is one of the most common life-threatening conditions and can be quite frightening to witness and respond to. If someone appears to be having a heart attack, then call 999 and move them into a comfortable sitting position.

First aid tips for heart attacks

1. Try to get them to sit on the floor with their knees bent and their head and shoulders supported.
2. If they're conscious, you can ask them to chew a 300mg aspirin tablet slowly.
3. If their condition deteriorates and they become unconscious, make sure you open their airway, check their breathing, and start CPR.
4. If they are in cardiac arrest, you'll need to call 999 immediately.

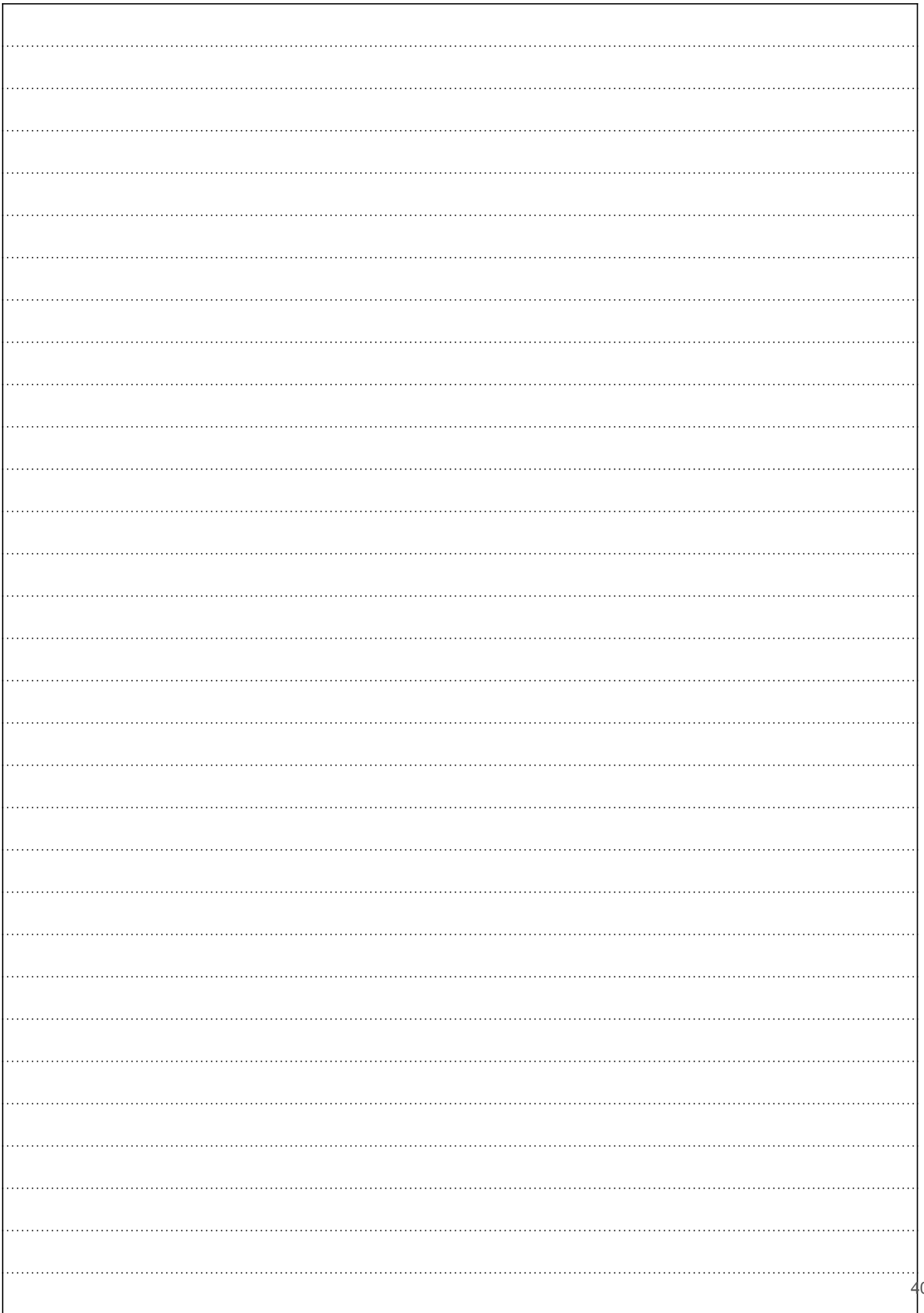
In school if you require first aid you must go to the nearest adult who will arrange first aid support. You should not rely on another pupil to escort you to first aid as this puts them in a position of responsibility over you and is not appropriate.

If you feel unwell but don't require immediate attention, you should speak with your Head of Year.

Progress reflection - Name 2 safe places to cross a road







Year Seven - Topic Two

Navigating Career Pathways



C community
cooperation

A ambition
achievement

R respect
responsibility

E endeavour
enjoyment

Ambition Sheet

1	CEIAG	(Careers Education, Information, Advice, and Guidance): Supporting individuals in making decisions about their education and career choices.
2	Self awareness	The knowledge and understanding of one's own thoughts, likes and culture.
3	Discrimination	Unfair treatment or bias against individuals or groups based on characteristics such as race, gender, or age.
4	Career	An individual's lifelong journey of work and professional development.
5	Career Sector	A specific industry or field of employment where people pursue their careers, such as healthcare or technology.
6	Job	A specific paid position or employment task within an organization or industry.
7	Ambition	A strong desire and determination to achieve success or reach specific goals.
8	Skills	Abilities acquired through learning and practice, used to perform tasks effectively.
9	Enterprise	a business or company/ commercial awareness. creative and innovative thinking
10	Entrepreneur	Someone who starts and manages a business or takes financial risks to achieve business success.
11	Role Model	A person looked up to and emulated as an example of positive behavior and success.
12	Initiative	The ability to take the lead and initiate actions or projects independently.
13	Problem Solving	The process of finding solutions to challenges or obstacles on your own.
14	Self-employed	Working for oneself rather than being employed by an external organisation or employer.
15	Wellbeing	The overall state of physical, mental, and emotional health and happiness.
16	LMI	(Labor Market Information): Data and insights about employment trends, job availability, and related factors in a specific area or industry.
17	Artificial Intelligence	Technology that enables machines to perform tasks that typically require human intelligence, such as problem solving and decision making.
18	Remote working	Conducting work from a location outside of the traditional office, often facilitated by digital technology.
19	Experience	Knowledge and skills gained through personal involvement or exposure to various situations or activities.
20	Qualifications	Official certifications or degrees awarded to individuals to demonstrate their competence or expertise in a specific field or subject.

Do Now:



1

2

3

4

5

Date:

Lesson One

Curriculum Question - Who am I?

Today's Powerful Knowledge

- To know who you are, draw connections between your likes, culture, and interests
- Understand that certain characteristics are protected by law

BL Task One: Read each statement and circle which you prefer.

1.	Listening to music	OR	Watching videos
2.	Playing video games	OR	Playing board games
3.	Going camping	OR	Staying in a hotel
4.	Maths	OR	English
5.	Ice cream	OR	Cake
6.	Swimming	OR	Cycling
7.	Dogs	OR	Cats
8.	Summer	OR	Winter

Stop and Jot: Are the things you like an important part of who you are? Explain your answer.

2. Write at least one benefit of spending time with people who like different things to you.

Task Two: Complete this poster about who you are. Use the support for each question from the teacher.

1. I'm happy when I'm...

2. If I'm sad, or need help, I reach out to...

3. I look up to and admire...

4. My favourite subjects are...

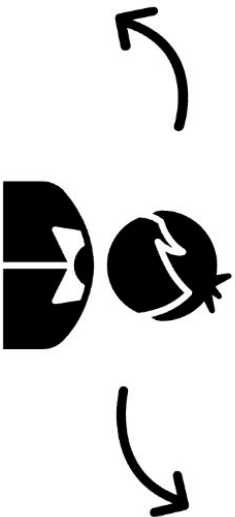
Who am I?

5. In my free time, I like...

6. A challenge I've overcome is...

7. The food I enjoy the most is...

8. My favourite family/cultural tradition is...



Facing Discrimination.

Sadly, some of the things that make up who we are can sometimes cause us to be treated differently.

In the last unit of CARE curriculum we learned about the UK Equality Act 2010. This is the law that is intended to prevent discrimination and ensure equality. It includes the 9 protected characteristics. Can you recall all 9 characteristics from memory?



Depending on the country you live/work in, there might be laws to protect you from this kind of discrimination.



UK Equality Act 2010

A law says that no one should be treated differently because of things like their age, disability, gender, race, religion, sexual orientation, or where they come from.



EU Charter of Fundamental Rights

Article 21 forbids discrimination on things like sex, race, colour, language, religion, political opinion, membership of a national minority, disability, age or sexual orientation.



Federal employment law

In the USA, under federal employment discrimination law, employers generally cannot discriminate against employees on the basis of race, sex, religion, disability or age.

Stop and Jot: Why do countries decide to protect people by law in these ways?

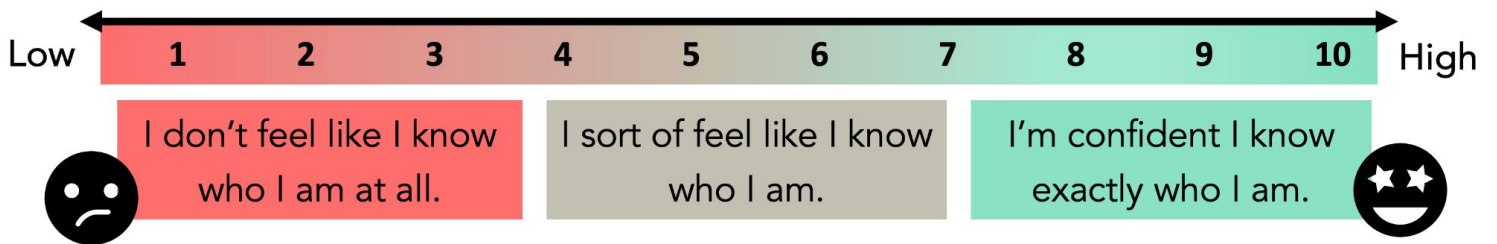


Being able to understand yourself really well is called 'self-awareness'.

Stop and Jot: Why is it important to have self awareness?

It's important to have self-awareness because...

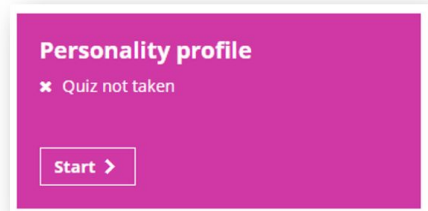
Progress reflection: Using an arrow, on a scale of 1-10, rate how well you think you know yourself.



Independent Silent Study | You can complete this now or at home.

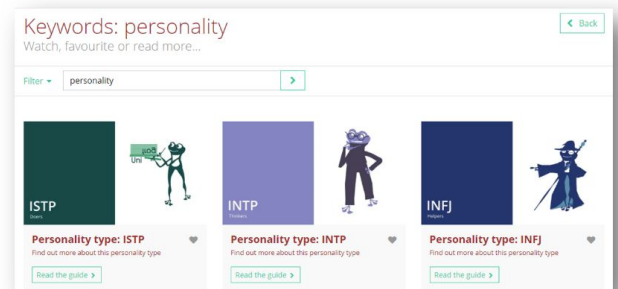
Unifrog's Personality profile

- You can find out more about who you are by taking a short personality quiz and then exploring your personality type.



Unifrog's Know-how library

- Once you've completed the quiz, you can find out more about your personality type by finding the related Know-how library guide.



Do Now:



1

2

3

4

5

Date:

Lesson Two

Curriculum Question - What is my career ambition?

Today's Powerful Knowledge

- Define 'what is a career?' Identify a range of career sectors and jobs
- Understand the skills required for different jobs, and the rewards and challenges they may bring in the future

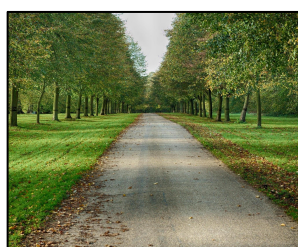
Read the definitions of a career below.



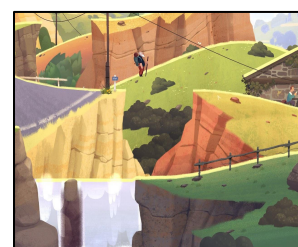
1. "A career is where you stay in the same type of job for a long time."



2. "A career is when you move up a career ladder and gain more money or responsibility."



3. "A career is where you progress forward on a clear career path within one industry."



4. "A career is a journey through life, learning and work. You can change direction into different jobs or industries."

BL Task One: Which definition of a career do you prefer?

I prefer option 1 / 2 / 3 / 4 because....

Choosing an ambitious dream job.

When choosing a dream job it is important to consider what appeals to you about a certain job. For example the...

Skills you'd develop

Responsibilities you'd have

Life it would allow you to live

Flexibility it would give you

Day-to-day tasks you'd do

People you'd work with

Salary you'd earn

Opportunities it would give you

Read Alisha's ambition statement

Name: *Alisha*

My ambition is to *be a chocolatier because making chocolate masterpieces would combine my love of chocolate with being creative and artistic. I'd travel all over the world to run chocolate-making workshops for aspiring chocolatiers.*

Unlocking potential through expert knowledge and character

Alisha's ambition covers the following themes and skills

Skills	Themes
Practical skills	Making things
Creativity	Travel
Artistic skills	Helping people

Task Two: Write your own ambition statement for your dream job. Remember to consider the things below.

Skills you'd develop

Responsibilities you'd have

Life it would allow you to live

Flexibility it would give you

Day-to-day tasks you'd do

People you'd work with

Salary you'd earn

Opportunities it would give you

Name:

My ambition is to

.....
.....
.....
.....
.....

Unlocking potential through expert knowledge and character

Identify the skills required by YOUR ambition and the themes it covers.

Skills	Themes
.....
.....

It is important to have alternative career options in case you don't reach your ambition or you change your mind.

Can you think of any other jobs that would use the same skills or relate to the same themes as your dream job?	
Skills	Themes

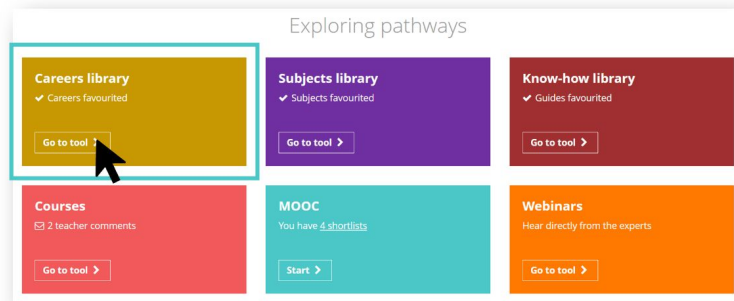
Task Three: Make a list of at least <u>five</u> experiences that can help you reach your career ambition. Use the icons to help come up with ideas.
1.
2.
3.
4.
5.



Task Five: Complete the sentences below
<u>Two</u> things I'm doing now to support my career journey are ...
1.
2.
<u>Two</u> things I hope to do in the future to support my career journey are...
1.
2.

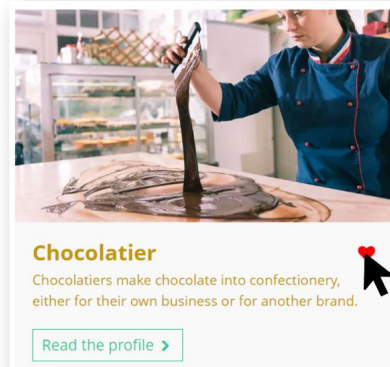
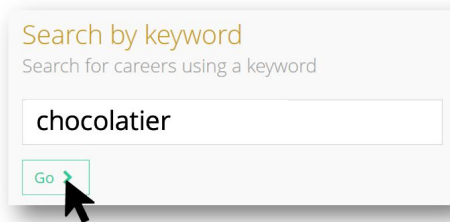
Exploring the Unifrog Careers library

Log in to your Unifrog account and open the Careers library.



Your dream job might be in Unifrog's Careers library!

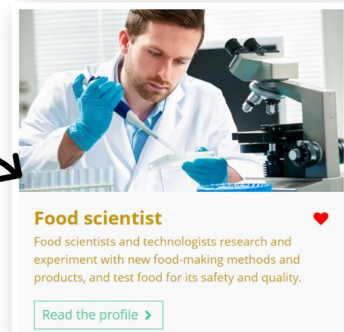
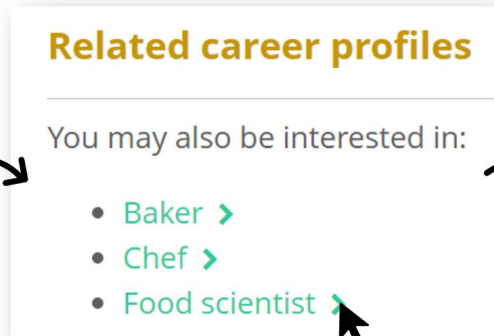
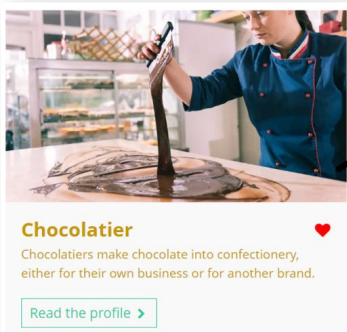
- Use the keyword search function to find out.



Remember to click the heart icon to add a career profile to your favourites.

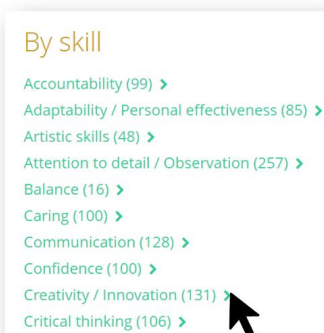
You might discover related careers you haven't thought about yet.

- When you have a career profile open, scroll down to 'related career profiles' to explore other careers that you might be interested in too.



You can also explore careers that use similar skills and have similar themes to your dream job.

- Scroll down to search 'by skill' or 'by theme.'



Career sectors are groups of jobs or industries, such as medicine, education or sports.

Task Four: Circle the three sectors that you are most interested in.

 Music	 Film	 Sports	 Performing arts	 Medicine	 Science
 Construction	 Transport	 Finance	 Law	 Art and design	 Education

For each sector you have chosen write two possible jobs. Use the UniFrog careers library to help if needed.

Sector			
Job 1			
Job 2			

Progress Reflection: Stop and Jot: Complete the sentences below. Use the example to help.

I think I would be suited to a career as a... *Doctor*
 because.... *I'm interested in human biology and I really like helping others.*
 I can find out more information about this career by... *researching careers in medicine on the Careers library.*

I think I would be suited to a career as a...
 Because...
 I can find out more information about this career by...

Do Now:



1

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Date:

Lesson Three

Curriculum Question - What is an entrepreneur?

Today's Powerful Knowledge

- Define what an entrepreneur is
- Identify some entrepreneurial skills
- Explain what a role model is



A role model is someone we 'look up to' and want to be like.

Role models could be people in your life like friends or family members, or people you've learned about at school or through the media.

BL Task 1: Create a list of at least three people who you think are positive role models.

1.

2.

3.

Stop and Jot. Why is having a role model useful?

What is an entrepreneur?



An entrepreneur is someone who sets up their own business or company, taking on financial risk in the hope of making a profit.

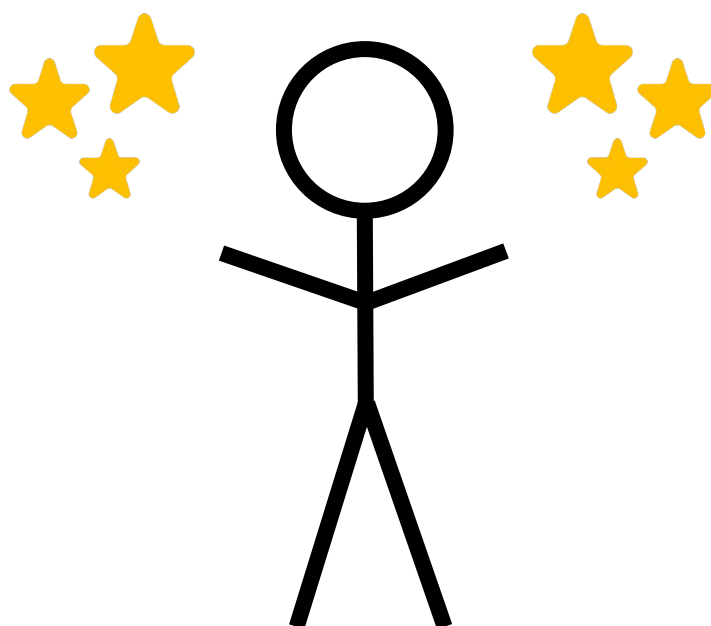
This means that entrepreneurs are self-employed.

Turn and talk

- Did you include an entrepreneur in your list?
- Do you think entrepreneurs are good role models?



Task Two: Label the stick person below with some skills you think are required to be a good entrepreneur.



Do I have entrepreneurial skills?

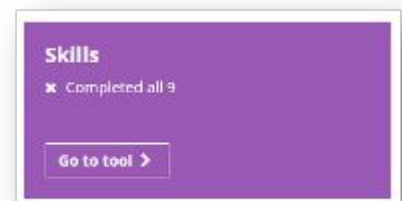
Task Three: Copy five entrepreneurial skills from your mind map into the table below. Then, for each one, rate yourself out of three.

- 1 = This is a skill I'd like to develop
- 2 = I sometimes use this skill
- 3 = This skill is one of my strengths

Entrepreneurial skill	Rating out of three
1.	
2.	
3.	
4.	
5.	
6.	

Using the Unifrog Careers library and Skills tools

- Log in to your Unifrog account and open the Careers library tool.
- Search for the entrepreneur career profile and scroll down to 'skills required.'
- Open the 'Skills tool' then click 'Add a skill.'
- Record an example of a situation when you have used one of the entrepreneurial skills.



What is taking initiative?



Initiative is the ability to achieve something by taking action yourself.

Ryan is a 12-year-old school student.

Ryan has been set a group task at school where he must work with four other people to put together a presentation. Ryan decides to allocate the group members specific roles in the presentation.

Dean is working full time as a recruitment consultant.

Dean notices that his colleague is struggling with their workload, and they seem stressed. Dean offers to help his colleague by helping them reprioritise their tasks.

Bethan is a freelance content creator.

Bethan notices that one of her blog posts has been read many more times than her other posts. She decides to analyse what makes this blog post different to the rest.

Task Four: Complete this table for at least one of the scenarios:

Scenario	Where have they shown initiative?	What is an advantage of them showing initiative?
Scenario A: Ryan		
Scenario B: Dean		
Scenario C: Bethan		

Progress Reflection: Complete the two sentences

I think that an advantage of being self-employed is...

.....

I think that a disadvantage of being self-employed is...

.....

Do Now:



1

2

3

4

5

Date:



Lesson Four

Curriculum Question - What is a work-life balance?

Today's Powerful Knowledge

- Explain what work-life balance means to you
- Suggest ways to improve work-life balance and manage situations of work-life imbalance
- Describe an example of when you've demonstrated the skill of balance

Work-life balance is a crucial aspect of modern life, especially for those juggling busy schedules. It involves finding a healthy mix between your professional and personal life. This balance ensures better mental health, improved productivity, and enhanced overall well-being. By managing time wisely, setting boundaries, and making time for relaxation and hobbies to support wellbeing, individuals can enjoy a fulfilling life without compromising their career.

BL Task One: List 10 things that you do to support your wellbeing

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Highlight any activities that will still be important when you are an adult.

Stop and Jot - Select one of the options below to define 'having a work-life balance.'

1. Excelling at work and taking care of your personal well being outside of work.

2. Bending work around your own individual list of priorities.

3. Prioritising your career demands and personal life demands equally.

4. Not worrying about work when you're at home.

5. Being happy with the balance between the time you spend doing your job and the time you spend with loved ones or pursuing interests.

I chose definition _____ because...

.....

.....

Task Two: Next to each statement, write down whether you think it's true or false.

Restriction in place for young employees	True or false?
1. The youngest age you can work part time is 12.	
2. As a school-age employee, you can't work after 7pm.	
3. As a school-age employee, you can work up to 3 hours on school days during term time.	
4. As a school-age employee, you're entitled to at least an hour break after five hours work.	
5. As a school-age employee, you can work up to 12 hours a week during term time.	

Stop and Jot.

I think these restrictions are in place for young employees because...

.....

.....

Task Three : Rank the statements from most to least important to you, for maintaining a work-life balance when in employment.

1 Flexible working hours

6 Not feeling high levels of stress

2 Maintaining mental wellbeing

7 Having enough time to complete goals at work

3 Not working long hours

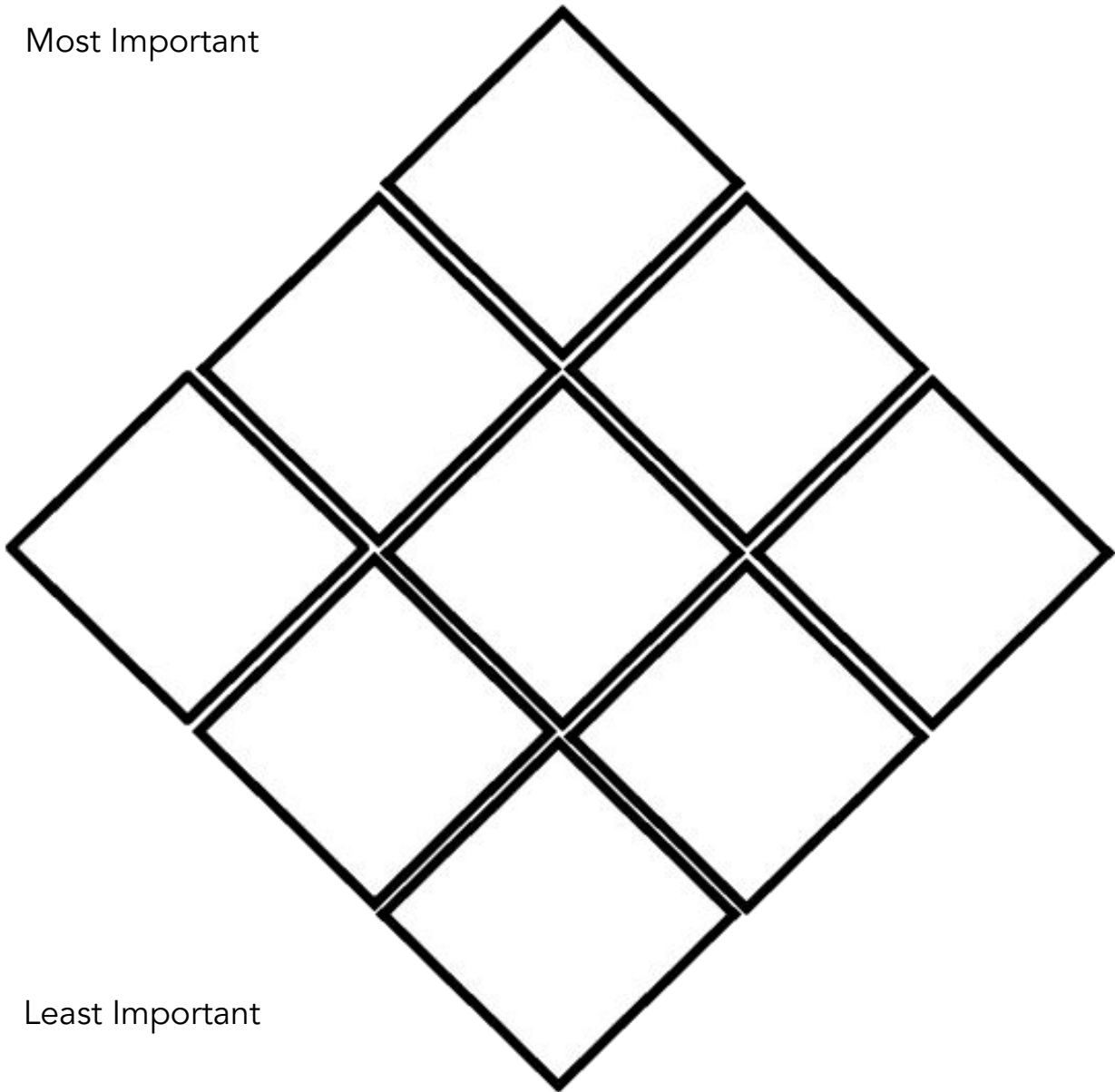
8 Having time to spend with friends / family

4 Being able to work from home

9 Not having to work at the weekend

5 Having time to enjoy hobbies / interests

Most Important



Least Important

Give short explanations for your most and least important.

I rated statement _____ as most important for work-life balance because...

I rated statement _____ as least important for work-life balance because...

Task Four: For each scenario, answer the following two questions:

Scenario One

Elliot is 23, and he has a full-time job at an accountancy firm. He has been working late every evening this week, after his contracted end time. He doesn't get paid for the additional hours he is working, but he feels like he needs to work the extra hours to get his daily to-do lists finished.

What could be the negative consequences be?

What action could they take to improve their work-life balance?

Scenario One

Zena is self-employed and her personal phone number is listed as the contact number on her company's website. She works up to 4:00pm, but she gets multiple phone calls in the evening about work, up to as late as 11:00pm.

What could be the negative consequences be?

What action could they take to improve their work-life balance?

Scenario One

Tilly has an important presentation at work next week. Her manager tells her that if the presentation doesn't go well, the company might lose a valuable deal. She is finding it difficult to get to sleep at night, because she's worrying about the presentation.

What could be the negative consequences be?

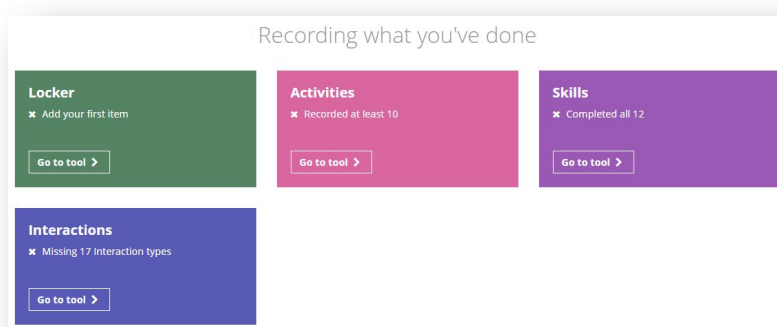
What action could they take to improve their work-life balance?

Progress Reflection: Imagine you're CEO of a new company and you're in charge of creating a work-life balance policy.

What advice would you give to your employees?

Using the Unifrog Skills tool

- Log in to your Unifrog account and open the Skills tool.
- Click 'Add a skill' and select 'Balance' as the skill type.
- Describe a situation when you've demonstrated balance.



Balance: The ability to divide your time and energy in a way that achieves what you want to get done, while maintaining your wellbeing.



When describing your example of **balance**, try to use the CAR method:

Context

What was the situation or task?

Action

What did you do?

Result

What was the outcome?

Sometimes I can spend a whole evening stressing about my homework tasks, without really getting anything done. To help with this, I've created a schedule for my evenings, with time set aside for homework, hobbies, and relaxing. This helps me to be productive in the evenings, whilst also maintaining my mental wellbeing. I feel much less stressed now.

Do Now:



1

2

3

4

5

Date:



Lesson Five

Curriculum Question - What careers will there be in the future?

Today's Powerful Knowledge

- Identify a skill that's predicted to be valued by future employers
- Explain at least one example of how careers have changed over time

BL Task One: Read the statements below and finish the sentences next to each one.

1. 65% of students will be employed in careers that don't exist yet.	This fact makes me feel...
2. Digital literacy is an important skill that will be valuable in lots of future careers.	I think digital literacy will be important in my future career because...
3. Creativity, problem-solving, and critical thinking are core skills that will be needed across a range of future careers.	I think these skills are going to be needed in lots of future careers because...

Task Two: Popularity of careers and subjects

In 2022-2023, what do you think were the top five most favoured career profiles in Unifrog's Careers library? Write down your predictions in the boxes below.

Eg. Footballer, doctor

1	2	3	4	5

In 2022-2023, what do you think were the top five most favoured subject profiles in Unifrog's Subjects library? Write down your predictions in the boxes below.

Eg. Geography, Maths

1	2	3	4	5

Task Three: What do you think will be the most popular careers and subjects in the future?

In 2040, I think the most popular career will be...

because...

In 2040, I think the most popular subject will be...

because...

Task Four: Read the then and now statements and make your predictions for the future.

1.

THEN

Before 2020, working remotely (from home) wasn't very common.

NOW

Globally, 13% of full-time employees work remotely and 28% have a hybrid job (spending some days at home and some days in the workplace).

? Why do you think more people work remotely today compared to in the past?

What is your prediction for the future and why? ?

A

Less people will work remotely

B

Things will stay about the same

C

More people will work remotely

I think A / B / C (highlight one option) because...

2.

THEN

In 1950, people had an average of 4 jobs in their lifetime.

NOW

People have an average of 12 jobs in their lifetime.

? Why do you think people have more jobs in their lifetime compared to in the past?

What is your prediction for the future and why? ?

A

People will have fewer jobs in their lifetime

B

Things will stay about the same

C

People will have more jobs in their lifetime

I think A / B / C (highlight one option) because...

3.

THEN

In the 1940s, Alan Turing wanted to find out if it was possible for machines to 'think.'

NOW

As of 2021, 35% of businesses use artificial intelligence (AI) in some form.

? How could AI be used in a career you'd like to have in the future?

What is your prediction for the future and why? ?

A

AI will lead to less job vacancies

B

Things will stay about the same

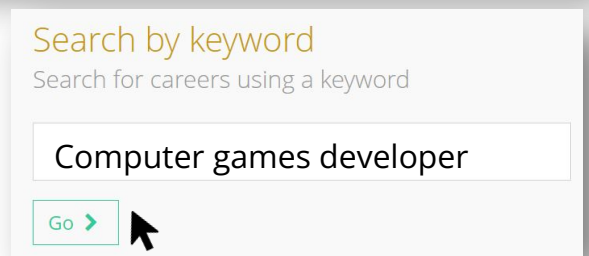
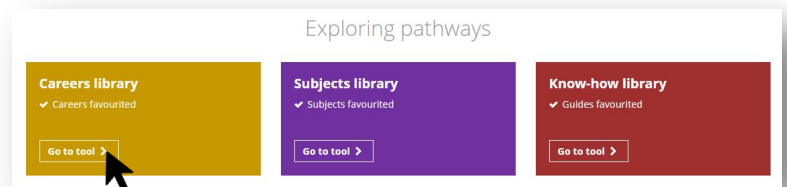
C

AI will lead to more job vacancies

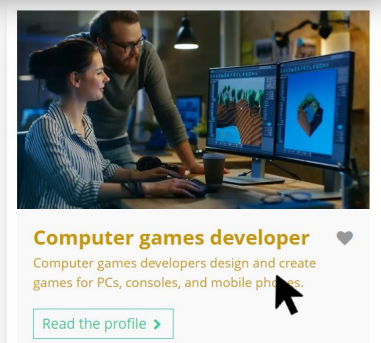
I think A / B / C (*highlight one option*) because...

Using the Unifrog Careers library

- Log in to your Unifrog account and go to the Careers library.
- Search for the 'Computer games developer' profile.
- Read the profile and answer questions about the career on the next page



i This is an example of a relatively 'new' career that has seen a lot of growth. This means there are many more computer games developers than there used to be, and it's predicted there will be even more in the future.

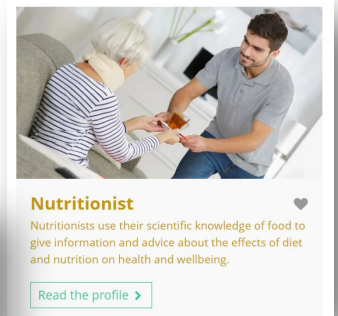


1. Select one of the required skills and explain why you think it's important for a computer games developer.	
2. Why do you think there is growth in this career sector?	

Finding out more about careers and the future

After this lesson, you might like to explore other career profiles within the Careers library.




- Scroll down to 'Labour Market Information (LMI)' and look at the UK / USA Prospects.
- You can see how much different careers are predicted to 'grow' in the future.



Progress Reflection:

Remember, it's predicted that 65% of you will be employed in a career that doesn't exist yet!

- Select one of the following skills that future employers might value.
- Note down an example of how you could develop this skill now.

Digital literacy	Creativity / innovation	Critical thinking	Problem solving
 <i>Could you develop this skill at home?</i>	 <i>Could you develop this skill at school?</i>	 <i>Could you develop this skill through a hobby?</i>	

I could develop my _____ skills by...

Do Now:



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Date:

Lesson Six - Spotlight

Curriculum Question

A large rectangular area with horizontal dotted lines for writing.









Year Seven - Topic Three

Celebrating Diversity



C community
cooperation

A ambition
achievement

R respect
responsibility

E endeavour
enjoyment

Ambition Sheet

1	Diversity	the different characteristics that make each individual or group different from one another.
2	Culture	The ideas, customs, and social behaviour of a particular people or society.
3	Stereotype	A widely held but fixed and oversimplified image or idea of a particular type of person
4	Prejudice	When we decide something about someone before we get to know them.
5	Discrimination	When we treat someone unfairly because of our prejudice.
6	Inclusion	When everyone has equal access to opportunities and resources
7	Protected characteristic	The characteristics that it is against the law to discriminate against.
8	The Equality Act 2010	The law that is intended to prevent discrimination and ensure equality
9	Respect	Treating others the way you want to be treated. It means being polite and considerate.
10	Homophobia	Dislike or prejudice against individuals who are homosexual or against homosexuality.
11	Racism	A form of prejudice or discrimination based on a person's race or ethnic background.
12	Marriage or civil partnership	This is a union between two people, it can either be between a man and a woman, or between partners of the same sex.
13	Race	This is your skin colour, your nationality/citizenship or your ethnic/national origins, which may not be the same as your current nationality.
14	Bullying	The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.
15	Social/Cyberbullying	Publicly embarrassing someone, excluding them in person or from group chats, hurtful comments on social media
16	Physical bullying	Hitting, kicking, spitting, tripping, pushing, taking or breaking someone's things, making rude hand gestures
17	Verbal Bullying	Teasing, name-calling, inappropriate sexual comments, taunting, threatening to cause harm, mocking
18	Positive Bystander	Someone who witnesses (sees or hears) something bad happening and does something to try and improve the situation.
19	Character	The unique mental and moral qualities of an individual
20	Values	Principles or standards of behaviour

Do Now:



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Date:



Lesson One

Curriculum Question - What is diversity?

Today's Powerful Knowledge

- To learn about what diversity is.
- To learn about where some of the diversity in modern Britain comes from
- To learn about and appreciate what diversity brings and adds to modern Britain

BL Task One: Write down your favourite...

Hobby	Subject	Food
TV Programme	Colour	Singer/Band

What would the world be like if all of our favourite things were the same?

.....

.....

What is Diversity?

Diversity refers to the different characteristics that make each individual or group different from one another. These differences can encompass a wide range of attributes, including but not limited to ethnicity, race, gender, age, sexual orientation, physical abilities, religious beliefs, socioeconomic status, and more. Embracing diversity involves recognizing and appreciating the richness that comes from different points of view, experiences, and backgrounds in a community or society. It goes beyond identifying differences; it means having an inclusive and respectful environment that values and celebrates the contributions of all individuals. By understanding and appreciating diversity, we promote a more open-minded and compassionate society that encourages collaboration and learning from one another's unique strengths and perspectives.

Consider how our CARE principles promote and celebrate diversity.

- COOPERATION - We work together to achieve a common goal.
- COMMUNITY - We value the group, we are all different but equal.
- RESPECT - We treat ourselves and others with kindness.
- ENJOYMENT - We find joy, fulfilment and pride in what we do and who we are.

1	Diversity	the different characteristics that make each individual or group different from one another.
---	-----------	--

Task Two: Write down at least one example for each category from a different culture to your own.		
Food	Celebrations	Dance

Turn and Talk: How does living in a diverse world make our lives better?



.....

.....

Britain, down to its deepest roots, has always been a diverse nation.

Our diversity is a result of invasion, expansion, empire and Commonwealth, and being a safe haven for people fleeing danger.

For over 2000 years people have arrived in Britain, contributing their own cultural influence.

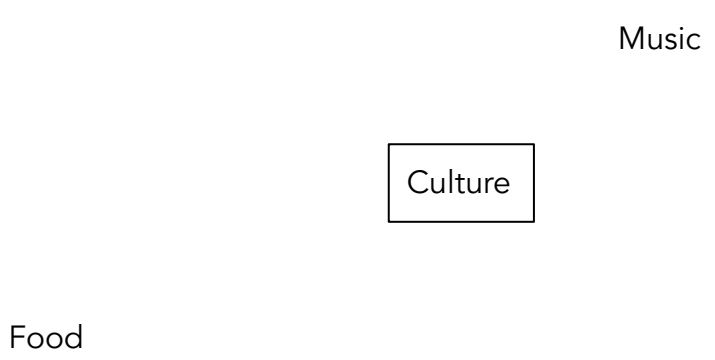
43-410 AD	Romans invaded, bringing the first black people with them from North Africa. A few hundred years later they returned to Italy leaving those who wished to stay.	
1555-1833	African and Afro-Caribbean people arrived because of Britain's involvement in the slave trade.	
1700 -	Indian and Chinese people arrived because of Britain's growing Empire and trade with far off countries.	
1840	Many people came to England to escape a terrible famine in Ireland.	
1948	After the Second World War many people from the Caribbean are invited to move to the UK to help rebuild. These are called 'The Windrush Generation.'	
Today	Immigrants continue to arrive from the EU and around the world, adding to the diversity of our country.	

Much of our diversity comes from the British Empire, which at its height governed over one quarter of the world's population – that's 458 million people!

After the British Empire collapsed, people from the Commonwealth migrated to Britain, and countries such as the Caribbean and India were invited to help strengthen our workforce.

Today, people continue to move all around the world. One of our

Task Three: What mix of culture does this mix of people bring?



Ethnic diversity has made our society rich in culture and contributed to our economic, social and democratic development.

Everything in modern Britain – from music and fashion to food and language – has been influenced by different ethnic communities, cultures and social groups.

- Asian food has become part of the British diet with chicken Tikka Masala being one of our most popular dishes!
- British music combines influences from all over the world. Some of our most successful musicians are from ethnic minority groups.
- Sportsmen and women from ethnic minority groups have made huge contributions to our sporting success and achieved world class status.

Progress Reflection: Finish the sentences. Use the icons as clues.

'To me, diversity means...












.....

.....

Diversity has improved my life because...

.....

.....

Culture 	Listening to others 	Difference 
Learning from others 	Sharing 	Tolerance 
Community 	Celebration 	Different walks of life 
Respecting others 	Challenges 	Something else?



Do Now:



1

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Date:



Lesson Two

Curriculum Question - What are stereotypes and prejudice?

Today's Powerful Knowledge

- To know the definition of stereotype and prejudice
- To understand how stereotypes lead to discrimination
- To consider examples of prejudice and consider the actions to take in these cases

BL Task One: Add at least three personality traits to each column that you think society associates with being male or female. Then think about the questions below.

Male

Female

You do not have to agree with these associations yourself!

1. Can anyone have the personality traits you've written down?

2. What might be the problem with society having gender stereotypes?

3. How might people feel if they don't match society's expectation for their gender?

How would you define or explain stereotypes and prejudice?

Stereotypes: thinking all people who belong to a certain group are the same and labelling them, for example all young people who wear hoodies are thugs.

Prejudice: judging someone without knowing them, on the basis of what they look like or what group they belong to, it's like saying all dogs are noisy without ever meeting a quiet one. Prejudice is not a good thing because it's not fair to judge someone without giving them a chance. Prejudice is not always on purpose so it is important to deliberately avoid showing prejudice.

3	Stereotype	a widely held but fixed and oversimplified image or idea of a particular type of person
4	Prejudice	When we decide something about someone before we get to know them.

Let's revisit the protected characteristics. These are what the Equality Act 2010 set out as being the characteristics that is explicitly illegal to discriminate against. All of these relate in some way to families in modern Britain.



We are all different but equal. Just because someone lives a different life to you, gender, faith, sexual orientation etc does not mean we should believe stereotypes or hold prejudice against them. Mutual respect and tolerance of others are two key British values. Stereotypes can cause prejudice which can lead people to discriminate.



Task Two: Read the news reports and identify the prejudice and the protected characteristic

James Parke, 22, was on a night out which ended in him fighting for his life. James, who is a trainee police officer, was having fun with friends when up to 20 boys, some as young as 14, started shouting homophobic abuse at them. James was repeatedly punched and kicked in his face and body by the boys and he was left with several skull and facial fractures

Why was this prejudice?

Which protected characteristic was involved?

More than 7,600 viewers complained about racism on the reality show; Celebrity Big Brother. Viewers complained that the contestants of Big Brother were racially abusing the Bollywood star Shilpa Shetty. They claimed that Shetty, from India, was being victimised and bullied. Shetty, 31, broke down in tears after allegedly being taunted about her skin colour, accent and cooking.

Why was this prejudice?

Which protected characteristic was involved?

Sky Sports presenters Andy Gray and Richard Keys have been accused of sexism after making several comments about a female referee, called Sian Massey. They commented on her understanding of the offside rule during a Premier League match. The commentators believed their microphones were switched off but were actually recorded making remarks such as:
'Somebody better get down there and explain offside to her.'
'Can you believe that? A female linesman. Women don't know the offside rule.'

Why was this prejudice?

Which protected characteristic was involved?

Which news report related to a stereotype? What was the stereotype?

It's common to hold stereotypes about gender and relationships. A stereotype is a fixed idea about a group of people based solely on one of their characteristics (e.g. race, age, sexuality, nationality, etc.)

We also have a responsibility to recognise and challenge these stereotypes, as they can be inaccurate, harmful, or prejudiced.

Gender stereotypes can lead to limitations of aspirations. In 2020, around 90% of the world's nurses were women. According to the National Health Workforce Data Portal, the percentage of male nurses differs across the world, ranging from a mean of 11% in the European region, to 38% in the African region between 2009 and 2019. This difference may be due to differences in the stereotypes within different cultures.

Task Three: Read and answer the questions relating to gender stereotypes.

Gareth is a 16-year-old male, and he wants to become a nurse. He has just arranged work experience in a hospital. Some of Gareth's friends laughed and made jokes when he told them about his career goal. One friend said, 'that's a woman's job.'

Why might Gareth's friends think nursing is a 'woman's job?' List as many reasons as possible.

Why do you think some people laugh when they see others going against gender stereotypes?

How might the friends' reactions make Gareth feel? Do you think they intended for him to feel this way?

Progress Reflection: Imagine you overhear the following comments, how can you respond to challenge the stereotypes and prejudice?

'Boys are supposed to be tough, why does he keep crying like a girl?'

1. How could you respond?

2. What could you do?

3. What responsibility do you have?

Do Now:



1

2

3

4

5

Date:



Lesson Three

Curriculum Question - Why should we challenge discrimination?

Today's Powerful Knowledge

- To learn about what discrimination is
- To know the legal implications of discrimination against the protected characteristics.
- To know what actions to take when experiencing or witnessing discrimination

BL Task One How many types of discrimination can you add?

Racism

Discrimination

Sexism

3	Stereotype	a widely held but fixed and oversimplified image or idea of a particular type of person
4	Prejudice	When we decide something about someone before we get to know them.

Discrimination

Stereotyping people based on a characteristic is unfair. This can lead people to have prejudice towards a group. When individuals exhibit prejudice towards a group, they may then frequently discriminate against that group.

For instance, during the Nazi regime in Germany (1933-1945), Jews were subjected to pervasive stereotyping that portrayed them as inferior and dangerous. This unfair characterisation fueled widespread prejudice, leading to discrimination from citizens and the government. The discriminatory policies included laws which restricted Jewish rights, and the establishment of ghettos. Ultimately, this prejudiced mindset culminated in the Holocaust, where six million Jews were systematically murdered in concentration and extermination camps. This tragic historical example underscores the devastating consequences of allowing stereotypes to foster prejudice and discrimination.

5	Discrimination	When we treat someone unfairly because of our prejudice.
---	----------------	--

The Equality Act 2010 makes it illegal to discriminate against someone based on the 9 protected characteristics, these are:

Religion and Belief
Sex
Sexual Orientation

Gender Reassignment
Age
Disability

Race
Pregnancy and Maternity
Marriage and Civil Partnership

Task Two: Read the definitions of the protected characteristics and fill in the correct name.

	This is a union between two people, it can either be between a man and a woman, or between partners of the same sex.
	This means proposing to undergo, undergoing or having undergone a process to reassign your sex.
	This discrimination is when you are treated differently because of how old you are.
	This means a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.
	This is your skin colour, your nationality/citizenship or your ethnic/national origins, which may not be the same as your current nationality.
	This refers to when someone is expecting a baby, the second part is the period following the birth.
	This refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief.
	This can mean either male or female according to the Equality Act 2010..
	This is an attraction towards persons of the opposite sex, persons of the same sex or persons of either sex.

Task Three: Identify which scenarios are inclusion or discrimination

Inclusion	Discrimination	
<input type="checkbox"/>	<input type="checkbox"/>	Everybody is playing together.
<input type="checkbox"/>	<input type="checkbox"/>	Only girls can join in.
<input type="checkbox"/>	<input type="checkbox"/>	The after-school sports club is open to everyone.
<input type="checkbox"/>	<input type="checkbox"/>	The red team always gets to go first.
<input type="checkbox"/>	<input type="checkbox"/>	The girls are not allowed to play football.
<input type="checkbox"/>	<input type="checkbox"/>	There are stairs and a ramp up to the sports centre entrance.
<input type="checkbox"/>	<input type="checkbox"/>	Only tall people can try out for the football team.

Task Three: Read and answer the questions relating to the case studies.

"I use a wheelchair to get around and I'm finding it very hard to get a place at my local college. I want to study science and the labs are on the first floor. The college hasn't got a lift and they say they can't afford to have one put in just for me so I must go somewhere else. Travelling any distance is really difficult and expensive so I don't want to go to another college."

What protected characteristic is potentially being discriminated against?

.....

Could this be unlawful discrimination under the Equality Act 2010?

.....

What action could the person take?

.....

Task Three: Read and answer the questions relating to the case studies.

“I was refused an apprenticeship at a local hairdresser’s because I wear the hijab and they say that all staff must wear their hair in trendy styles to impress the customers. I’m not prepared to do this as it is against my beliefs.”

What protected characteristic is potentially being discriminated against?

.....

Could this be unlawful discrimination under the Equality Act 2010?

.....

What action could the person take?

.....

It’s important we don’t treat people differently just because of ‘who they are’.
Everyone should have an equal chance to make the most of their lives and talents.
It is important that we all promote equality and stand up for people that are being treated unfairly.
Remember to be proud of who you are, and respect that everyone is different.

Progress Reflection: Why is it important to take action when you face discrimination or see someone else facing discrimination?

.....

.....

Do Now:



1

2

3

4

5

Date:



Lesson Four

Curriculum Question - What is bullying how can we challenge it?

Today's Powerful Knowledge

- Explain why it's important to treat people with respect
- Recognise the different types of bullying (including cyberbullying)
- Explain the long-term and short-term impact of bullying
- Describe the responsibilities of bystanders to report bullying and how and where to get help

BL Task One: Look at the list of behaviours below. Which ones do you think are classed as bullying behaviours?

1. Encouraging other people to exclude someone.	2. Physically hitting or hurting someone more than once.	3. An 8 year-old shouting an insult at a 15 year-old, once.
4. Peers leaving nasty comments on your social media activity (e.g. trolling).	5. A friend spending more time with a new friend at school because they have more in common.	6. Continuously making negative comments about someone because of how they look.

Which example is cyberbullying?

In schools, bullying is a common form of discrimination.

Right now hundreds of thousands of children around the country are being made to feel scared, humiliated, sad, lonely, physically hurt, anxious and more.

That is because another person thinks that just because of 'who they are', they deserve to be bullied.

Task Two: Look at the examples of the bullying behaviours below and list three reasons why bullying is wrong.		
Physical	Verbal	Social/Cyber
Hitting, kicking, spitting, tripping, pushing, taking or breaking someone's things, making rude hand gestures	Teasing, name-calling, inappropriate sexual comments, taunting, threatening to cause harm, mocking	Publicly embarrassing someone, excluding them in person or from group chats, hurtful comments on social media
1		
2		
3		

Showing respect means displaying kindness, encouraging others to express their ideas and opinions, listening to or acknowledging the perspectives of others, and honouring other cultures' traditions. Everyone deserves to be treated with respect.

'Sticks and stones may break my bones but words will never hurt me.'

Task Three: Why are verbal, social, and cyber forms of bullying just as harmful as physical bullying? Write down at least three reasons.
1
2
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Task Four: For each statement, write down if you think it's TRUE or FALSE.		
Nearly 20% of all bullying occurs through social media.	The most commonly reported type of bullying is physical bullying.	Across the globe, one in three young people are bullied.
People who have been bullied themselves are twice as likely to go on and bully others.	As young people grow up, they are less likely to be bullied.	Globally, the most common reason for someone being bullied is their personality.

Task Five: Read the scenario and then answer the questions.

Isotta has been receiving hurtful text messages during school lunch breaks. The messages come from lots of different numbers and she doesn't recognise them. Yesterday evening, she received an email containing edited photographs of herself with insulting captions. The email had been sent to everyone in her class.

How might Isotta feel?

What actions should Isotta take?

What actions should other people in Isotta's class take?

Malik used to enjoy history class. One day he got a question wrong and everyone laughed. Now every time anyone gets something wrong, the class jokes that it's "a Malik moment". When they do group work, classmates say Malik's too stupid to be on their team. When a new student joined the class, a classmate shouted, "I hope you're smarter than Malik! It's not hard!" and everyone laughed.

How might Malik feel differently when he walks into history class now?

How might he behave differently in class?

What are the consequences of these changes?

Progress reflection - Community Conversation

Stop and Jot - We should stand up for those that are bullied and against bullies. Do you agree?

Discussion Notes - *Actively listening to the opinions of others.*

Name

Ideas

Reflection - *Actively considering the opinions of others*

Do Now:



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Date:



Lesson Five

Curriculum Question - What is mental health?

Today's Powerful Knowledge

- Explain what mental health is
- Identify things that can help support mental health
- Identify signs of someone struggling with mental health
- Identify ways to support others to talk about mental health

BL Task One: Imagine an alien has come to earth and wants to know about mental health. Answer each of the alien's questions, with as much detail as you can.

What is Mental Health?

Why do some people find it difficult to talk about mental health?

How can people look after their mental health?

What support could be given to someone with mental health concerns?

What makes us feel good?

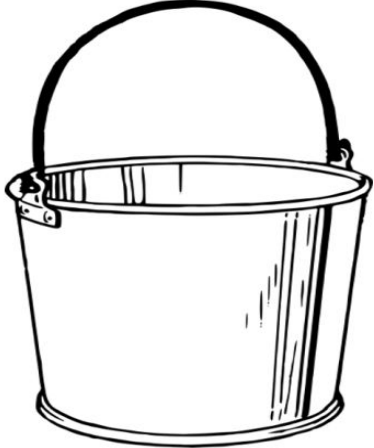
Good mental health is a sense of positive emotional wellbeing, confidence and self-esteem. It helps us to fully enjoy and appreciate other people, day-to-day life and our environment. When we are mentally healthy, we can:

- Form positive relationships
- Use our abilities to reach our potential
- Cope with life's challenges
- Contribute positively to our communities

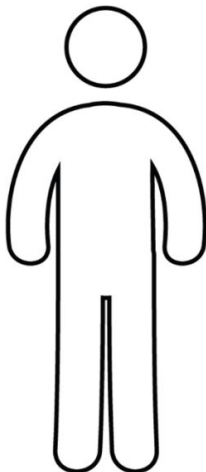
A person's mental health and emotional wellbeing will change, depending on what is happening in their life. Events can affect everyone in different ways, and it is important to remember that all experiences can have an impact on our mental health.

Mental Health - Our mental health is how we're feeling inside, or how we are emotionally.

Our mental health is just as important as our physical health. We must all take time to look after how we are feeling and enjoying some self-care, which allows us to relax and feel good about ourselves.

Task 1: This is a 'stress bucket'. Think about what might affect someone's emotional wellbeing and mental health. Write as many as you can think of next to the stress bucket. E.g. Family arguments.		
1	7	
2	8	
3	9	
4	10	
5	11	
6	12	

Task 2: How do you know if someone is struggling with their mental health? What outward signs might you see? Draw a person on your page and then add the signs and explain your points.



Consider the following:
How might they perform in school? How might they look? How might they feel? What do they do or not do during the day? What might they say?

Turn and Talk: If someone's social media posts are positive, this means their mental health is good. Do you agree?



Watch the video and consider the problems they face and the actions they take.

1. Why is Sasha concerned about her mental health?
2. What action does Sasha take?
3. Why is Andre concerned about his mental health?
4. What action does Andre take?
5. Why did Andre finally open up?



Turn and Talk: How can we encourage people to talk about their mental health?

1 in 4 of us will experience a mental health problem in any given year.

It's not always easy to say how you really feel. But talking openly and honestly can be the first step towards better mental health. And the more we talk about mental health, the better life is for everyone.

“ Time to Talk Day is the perfect opportunity to start a conversation about mental health. ”

DON'T TRY TO FIX IT



It's hard to see someone you care about having a difficult time. Unless they ask for advice, just listening can be powerful enough.



KEEP IT SIMPLE



Chat over a cuppa, send a text or go for a walk. Sometimes it's easier to talk side by side rather than face to face.



Progress Reflection: Return to your baseline task and add any extra information you have learnt in this lesson in a different colour pen.

Do Now:



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Date:

Lesson Six - Spotlight

Curriculum Question

A large rectangular area with horizontal dotted lines for writing.





Year Seven - Topic Four

Promoting Mental and Physical Health



C community
cooperation

A ambition
achievement

R respect
responsibility

E endeavour
enjoyment

Ambition Sheet

1	Hormones	Chemicals that send messages to different parts of the body
2	Puberty	When someone develops from a child into an adult. The changes that take place in the body make them able to have children (reproduce)
3	Moderate exercise	A physical activity that will raise your heart rate, and make you breathe faster and feel warmer.
4	Vigorous activity	A physical activity that will make you breathe hard and fast.
5	Diet	What a person eats and drinks daily
6	Personal Hygiene	Keeping your body clean to prevent illness and stay healthy
7	body odour,	An unpleasant smell from the body of a person who has been sweating or is not clean
8	Genitals	The reproductive organs located on the outside of the body
9	Infection	The invasion and growth of germs in the body. The germs may be bacteria, viruses, yeast, fungi, or other microorganisms.
10	Fluoride	The compound added to toothpaste to prevent tooth decay
11	Menstruation	The process in a woman of discharging blood and other material from the lining of the uterus at intervals of about one month
12	Hormones	Chemical substances that act like messenger molecules in the body influencing behaviour and mood.
13	Conflict	A disagreement or argument with a person or a group
14	Boundaries	The limits and rules we set within relationships.
15	Overreaction	A more emotional or excessive reaction to something
16	A period	A common term for female menstruation
17	Period products	Products used by women during their period to remain clean and healthy.
18	FGM	Female Genital Mutilation - the illegal partial or total removal of the external female genitalia
19	Childline	A free, private and confidential service where you can talk about anything. 0800 1111
20	Trusted adult	A safe figure that listens without judgment, agenda or expectation, but with the sole purpose of supporting

Do Now:



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Date:



Lesson One

Curriculum Question - How can I stay healthy?

Today's Powerful Knowledge

- To understand how important a healthy lifestyle is for young people
- To suggest strategies to maintain a healthy lifestyle that link to diet, sleep and exercise

BL Task One: Using your own knowledge, try to list 3 ways diet, sleep and exercise support a healthy lifestyle

Diet	Sleep	Exercise
1	1	1
2	2	2
3	3	3

Turn and talk: Does a healthy lifestyle look the same for everyone?

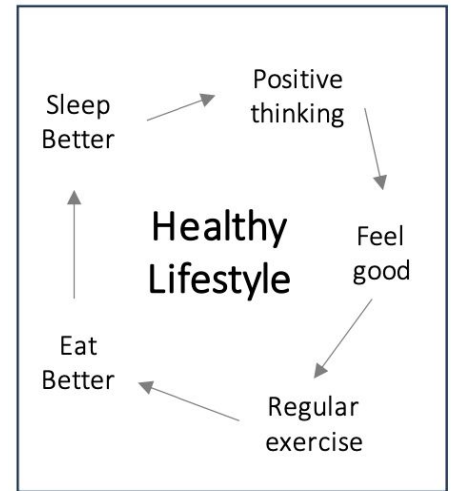


The importance of healthy lifestyles for teenagers

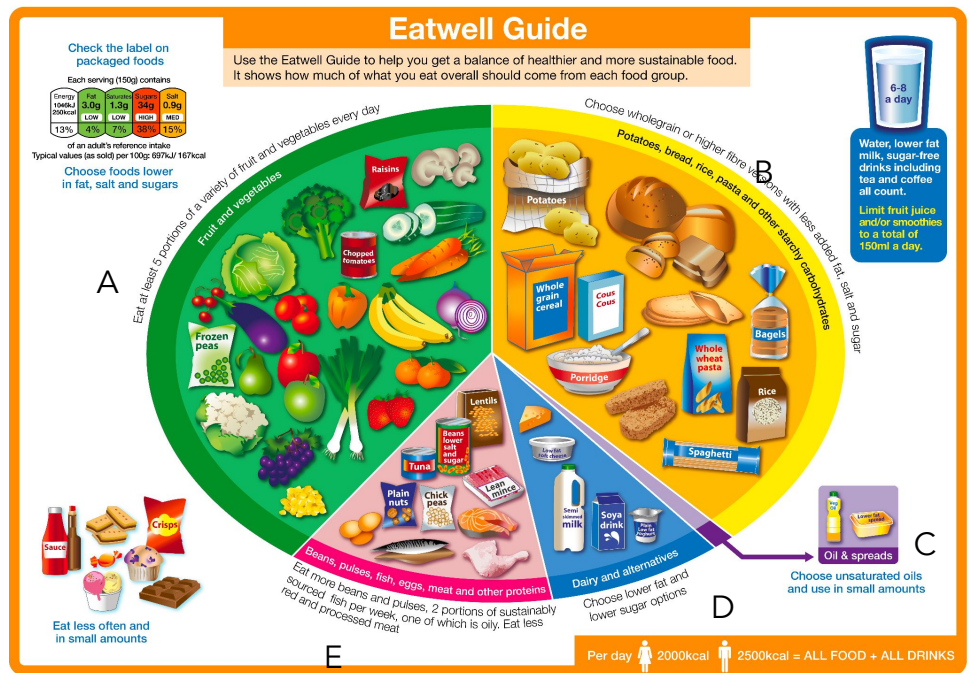
Today, teenage lifestyles must try to balance:

- School work
- Spending time with friends and family
- Increasing number of fast-food choices
- Technology such as mobile phones or gaming platforms
- Social media
- A whirlwind of hormones

The start of puberty means that teenage bodies are filled with hormones which cause all sorts of physical and emotional changes. These can impact on confidence and wellbeing. The body will often undergo a growth spurt and change shape, all of which requires energy, vitamins and minerals. This is why a healthy lifestyle is so important.



The Eatwell Guide shows us what we should include in our diet:



	Food Group	Description
A	Fruit and Vegetables	These contain many of the vitamins and minerals we need for good health; they help us to fight infections.
B	Carbohydrates	Bread, other cereals and potatoes: these should be the basis of most of our meals; they give us energy.
C	Saturated fats and sugars	Butter, eggs, cream, oil, biscuits, cakes, ice cream and so on; these should be eaten sparingly. There are also healthy fats: nuts, olives
D	Milk and Dairy	Milk, cheese, yoghurt: these keep bones and teeth strong and healthy so you should eat moderate amounts.
E	Protein	Meat, fish, pulses and beans are all good sources of protein. You should eat moderate amounts.

Task Two: Using the Eatwell Guide plan healthy meals below.

I do	Meal One
We do	Meal Two
You do	Meal Three

Everyone should avoid filling up on too many sugary or fatty foods – such as crisps, sweets, cakes, biscuits – or sugary fizzy drinks. These tend to be high in calories but contain few nutrients. Eating too many saturated fats in your diet can increase cholesterol in your blood, which can increase the risk of heart disease and stroke.

Why is exercise important for young people?

Young people aged from 6 to 17 years old should do 60 minutes of physical activity every day. Puberty is a time of rapid physical growth and development. Regular exercise helps support healthy bone development, muscle growth, and overall physical fitness. Regular physical activity promotes health and fitness. Compared to those who are inactive, physically active young people have higher levels of fitness, lower body fat, and stronger bones and muscles. Physical activity also has brain health benefits including improved memory, concentration and better mental health. It helps to boost your mood and helps you to feel good.

Young people should reduce the time spent sitting or lying down and break up long periods of not moving with some activity. Activity should be spread throughout the day. Regular physical activity in childhood can also be important for lifelong health and well-being and preventing health conditions like heart disease, obesity, and type 2 diabetes.

Task Three: Add as many different types of exercise as you can.

Exercise

3	Moderate exercise	A physical activity that will raise your heart rate, and make you breathe faster and feel warmer.
4	Vigorous activity	A physical activity that will make you breathe hard and fast.

Task Four: Mark the exercise on your spider diagram with a M for moderate or V for vigorous.

Why is sleep so important for young people?

Puberty takes up a lot of energy and so sleep is particularly important for young people. It has many positive effects on the body such as:

- Improving memory
- Sharpening attention
- Lowering stress
- Maintaining a healthy weight
- Staying healthy
- Increasing energy
- Improving mental health

Good Sleep	Poor Sleep
<ul style="list-style-type: none"> • You fall asleep after getting into bed, within 30 minutes • You typically sleep straight through the night, waking up no more than once • You fall back asleep within 20 minutes if you do wake up • You feel rested, restored and energised upon waking in the morning 	<ul style="list-style-type: none"> • You take more than 30 minutes to fall asleep after you get into bed • You regularly wake up more than once per night • You lie awake for more than 20 minutes when you wake up in the night • You feel more stressed out, emotionally exhausted, and angrier than usual

How can we ensure we get a good night's sleep?

Keep to a regular time to go to bed – You should aim to stick to this, even at weekends where possible so that your body gets used to winding down for sleep.

Eat light and healthy before bed – You should avoid heavy meals and foods which might take time to digest.

Shower/bath - wash away any stresses – This helps the body to relax.

No devices 1 hour prior to sleep – Screens stimulate brain activity which makes it more difficult to go to sleep.

Drink a warm drink (caffeine free) – Caffeine can reduce the amount of deep sleep that you enjoy and make it more difficult to fall asleep.

Read – Reading helps to escape the world and focuses the mind.

Avoid napping during the day – This can upset our sleep schedule as the body might not feel tired at bedtime.

Task Five: Read through the scenario below and highlight the factors which are affecting Chelsea's sleep

Chelsea has her GCSE exams approaching and is getting very stressed at night time about the following day. She gets home from school, naps until 5pm, then studies in her room until she goes to sleep. Usually, she will not eat her evening meal until approximately 8pm. When she has coursework deadlines approaching she will stay up late drinking coffee to help her concentrate. Chelsea has spoken to her parents about having trouble sleeping.

I think Chelsea should...

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Progress Reflection: Read through the post below. Use your knowledge from this subtopic to write a response that includes information about diet, exercise and sleep.

I keep seeing posts online about what you're meant to eat to stay healthy, and posts of workout videos and gym selfies. I don't really do much exercise and I've never thought much about food before – my parents do all the cooking at home. My friends aren't part of any sports teams or anything either, and we all eat fast food when we hang out together, so it's not just me!

I'm getting a bit worried though – should I be doing more to stay healthy or improve my physical health? I'm only 13 so does it really even matter?! I always thought staying healthy only really mattered when you got older.

I think this person should...

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If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted adult

- Visit:
 - Childline:
www.childline.org.uk 0800 1111

I need your help with something . . .

Something's worrying me, can I talk to you?

I have something that's been bothering me . . .

Do Now:



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Date:



Lesson Two

Curriculum Question - Why is personal hygiene so important?

Today's Powerful Knowledge

- Understand the importance of personal hygiene
- Suggest ways that everyone can keep clean and stop infections

BL Task One: On the diagram below, annotate what people might do everyday to look after their personal hygiene e.g. wash hands

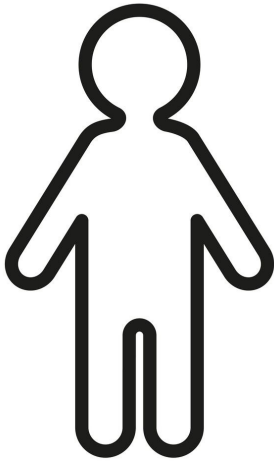


Personal Hygiene

Why is good personal hygiene important?

Good personal hygiene is important for everyone but especially young people who are experiencing puberty. During puberty, sweat glands increase in hormones and so does the amount of sweat from glands. As sweat multiplies so does bacteria and this produces an unpleasant odour. Not keeping up standards of personal hygiene leads to an increased risk of infection or illness, as well as a really bad smell. Good personal hygiene helps everyone to keep looking and feeling fresh, it also helps prevent sickness, infection and embarrassment.

Task Two: Circle on the diagram below the areas which must be kept especially clean. Then answer the questions which follow:



a. What might happen if someone doesn't wash these areas of the body?

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b. What might other people think about body odour, bad teeth or smelly feet? How might this affects someone's relationships with others?

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c. What effect might it have on others if someone did not wash their hands properly after using the toilet?

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d. Do we need to buy any special products for good personal hygiene?

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Genital Hygiene

Keeping your private parts (genitals) clean is super important for staying healthy and feeling good. It helps prevent things like infections and bad smells. Plus, it makes you feel more confident and comfortable. These areas should be washed thoroughly and daily.



Task 2: Complete the table below about how people can look after their personal hygiene for other parts of the body.

Part of the body	How do we keep it/them clean?	What product/s can help?	Physical effects if not done	Possible social effects if not done
Teeth	Brush twice daily. Floss regularly. Visit the dentist regularly. Do not rinse with water after brushing.	Toothpaste Dental floss Mouthwash	Toothache Tooth decay Bad breath Loss of teeth	Bad breath is unpleasant Poor appearance Friends? Expensive dentistry
Hands				
Hair				
Face				
Body				
Armpits				
Feet				

Progress Reflection: Imagine you are going to spend some time on a desert island. You can only take 3 items for personal hygiene. What 3 items would you choose and why?

Item	Why?

If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted adult
- Visit:
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I have something that's been bothering me . . .

Do Now:



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Date:



Lesson Three

Curriculum Question - How do emotions change during puberty?

Today's Powerful Knowledge

- Understand what puberty is and the changes that take place within the body
- Know how to manage the effects of puberty

BL Task One: What do you already know about puberty? Map your ideas below.

Puberty

When someone develops from a child into an adult. The changes that take place in the body make them able to have children (reproduce)

The average age for females to start puberty is 11, while for males the average age is 12. But it's perfectly normal for puberty to begin at any point between the ages of 8 and 13 in females and 9 and 14 in males.

Males and females experience physical changes during puberty like an increase in body hair, males experience their voice changing and females start to menstruate which is also known as a period. During puberty, young people will notice lots of changes and there will also be changes to their genitalia. These changes can feel very new and strange but are completely normal. You will learn more about the physical changes that happen during puberty in science.



The physical changes which happen during puberty are accompanied by a range of emotions as hormones are released into the body and people's identities develop.

Task Two: Read and respond to the scenarios below

I'm really worried that everyone is starting to talk about periods and voice changes and I'm not experiencing any of this. Am I normal?

I've suddenly started arguing with my family all the time and it's getting me down. Why can't we get on like we used to?

Stop and Jot: How might relationships change during or after puberty?

How might relationships change during or after puberty?

- Relationships with parents change as boundaries change with more independence
 - Mood swings can impact on the quality of relationships
- Friendships change as someone's identity evolves; interests can change, and people sometimes outgrow old friendships; old friendships can become stronger as people grow together and support each other through changes
- People can start to feel attraction to others – this is the start of forming more romantic and intimate relationships.



Managing emotions during puberty

- Use strategies such as exercise and relaxation techniques
- Be honest about overreactions and taking responsibility for poor behaviour
- Use techniques to find breathing space in conversations e.g. "I just need to get a drink – then can we sit down and talk about this?"
- Check in with family/friends when feeling calm to get ahead of any worries e.g. "I'm worried I've not been focusing as much in class as I've been struggling to sleep recently – can we talk about it before parents' evening?"



Task Three: Read the scenario and give advice to the character about what they should do next

My emotions are all over the place. One moment I feel really happy and over-excited and then the next I feel really down. Often, when I'm sad, there isn't really any reason for it. My mum keeps asking what's wrong, but it's hard to explain it to her. She thinks there must be a reason why I'm sad and when I say "Nothing" she thinks I'm keeping secrets from her.

I think this person should...

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I've started dating someone at school and I really want to tell my parents. Before, I've always told them everything - we're really close. But I'm worried they'll say I'm too young and should focus on school and getting good grades. I've become anxious about letting them down and they're putting a lot of pressure on me to do well. How will they react if I tell them I have a girlfriend?

I think this person should...

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My parents are so strict. Everyone else is allowed to stay out much later than me, and they all hang out in town together. My parents have so many rules and say I have to be back straight after school so I can do my homework and chores. I wanted to hang out with friends, so I came back late a couple of times last week and now I'm grounded for a month. I hate being a teenager!

I think this person should...

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I started my period but I'm too embarrassed to tell anyone at home. I have an older sister, but she's a lot older and has been out a lot. Some blood leaked on my bedsheets overnight and I didn't know what to say. I need to buy some period products but I'm not sure what to get and I haven't got that much money.

I think this person should...

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Progress reflection: Return to your baseline task and write down any new learning about puberty.

If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted adult
- Visit:
 - Childline:
www.childline.org.uk 0800 1111

I need your help with something . . .

Something's worrying me, can I talk to you?

I have something that's been bothering me . . .

Do Now:



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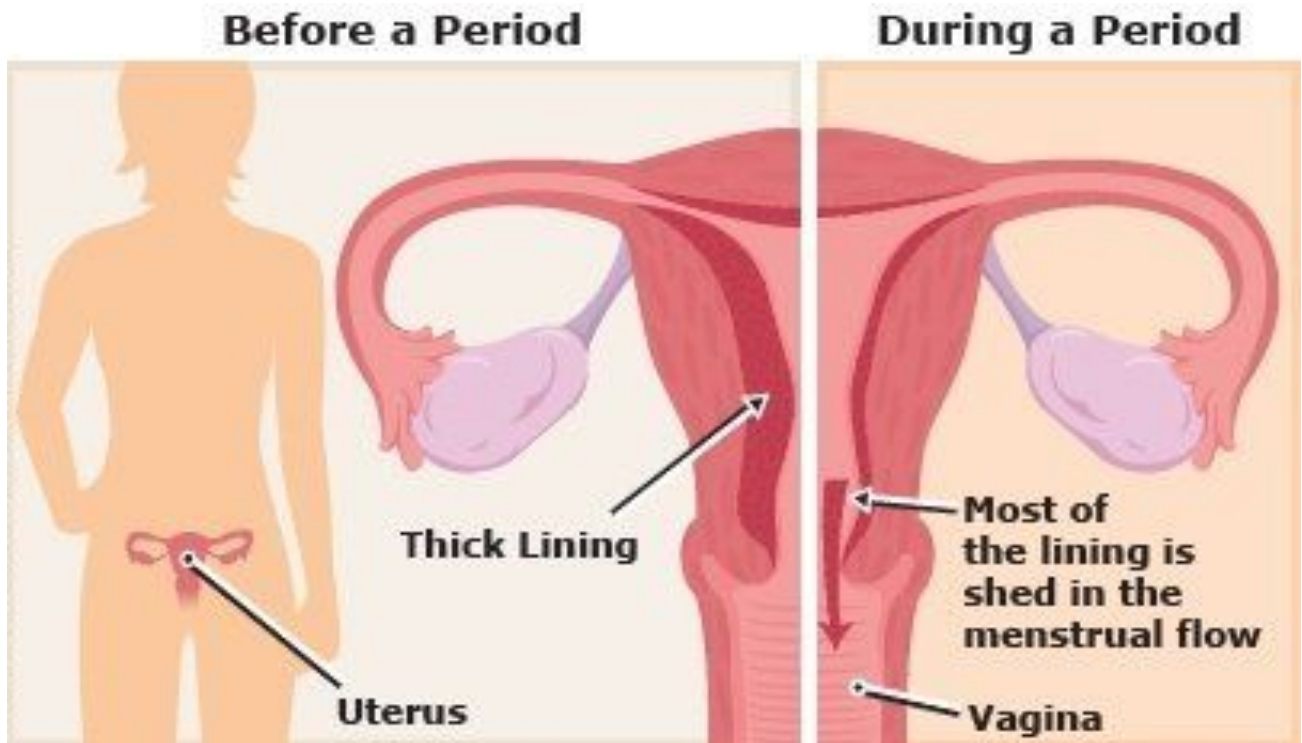
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Lesson Four

Curriculum Question - What is menstruation and FGM?

Today's Powerful Knowledge

- Know what a period is and how to manage this effectively
- Understand the variety of different period products that exist
- Understand FGM and how to respond if you are effected by it



Each month, the female body prepares to get pregnant: an egg is released, ready for fertilisation and implantation in the lining of the uterus (womb) which thickens ready for this process. If fertilisation and pregnancy does not occur during this time, this tissue that the body created is no-longer needed and is lost through the vagina as period blood. This is repeated each month ¹¹² and is known as the menstrual cycle and the time that a woman bleeds is called menstruation.

Task One: Read the statements below and answer true or false in the box

	Statement	Your answer T/F	Green pen T/F
1	Most people start their periods by 10 years old.		
2	A period happens when the lining of the womb comes away and passes through the vagina		
3	During your period you lose about one pint of blood.		
4	Once periods start they always happen every 28 days.		
5	During a period, bleeding lasts for about 3-7 days.		

Common questions about periods

How will you know when your periods are going to start?

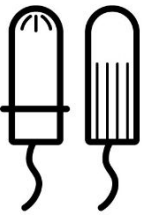
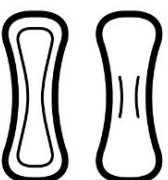
Signs that a period is on its way are if underarm and pubic hair has grown. The first period is usually around 12 years old, but everyone is different. Periods should start between age 10 and 16, or 2 years after the first signs of puberty.


How long will my first period last?

The first period might not last long, as it takes the body months to get into a regular pattern. Usually, once they're settled, a period will take place every 28 to 30 days and last 3 to 7 days.

Period Products

There are lots of different products that can be used during a period to stay clean and healthy. Everyone is different so it's good to know what products are out there so that young people can make an informed decision about what product is right for them.

Product	What is it?	How is it used?	Key Points	Cost
<p>Tampons</p> 	<p>A cylinder of cotton and rayon mix with a string to remove it after use. The material is often bleached, dyed and glued.</p>	<p>Inserted into the vagina to absorb blood. Some have applicators to help insert the tampon. Tampons should be changed every 4-8 hours and at least every 8 hours to avoid the small risk of infection.</p>	<p>Some young people find tampons tricky to use to start but this improves with practice. Can be used when swimming and feel more comfortable when exercising.</p>	<p>£1.50 - £3 for a box of 20.</p>
<p>Disposable Pads</p> 	<p>Pads which attach to the inside of pants with a glue strip. Some have 'wings' to keep them in place.</p>	<p>Come in a variety of thicknesses, absorbencies and lengths, depending on the purpose of use (e.g. day, night) and heaviness of the flow. Should be changed every 4-6 hours.</p>	<p>Easy to use and widely available. Most come in a plastic wrapper that, when changing pads, should be used to wrap the old pad in before putting it in a bin.</p>	<p>£1-£1.50 for a pack of 10.</p>

Product	What is it?	How is it used?	Key Points	Cost
Period Pants 	Layers of cotton and waterproof material are combined into reusable absorbent and leak-proof pants.	Come in a range of sizes and styles. Some can be worn all day before changing and require no other menstrual products. Some are only leak-proof and designed to be worn with another menstrual product.	Can be great for comfort when exercising but are not useable when swimming.	£25 per pair.

What is FGM?

F: Female

It only happens to girls and women.

G: Genital

The vulva, a girls private parts.

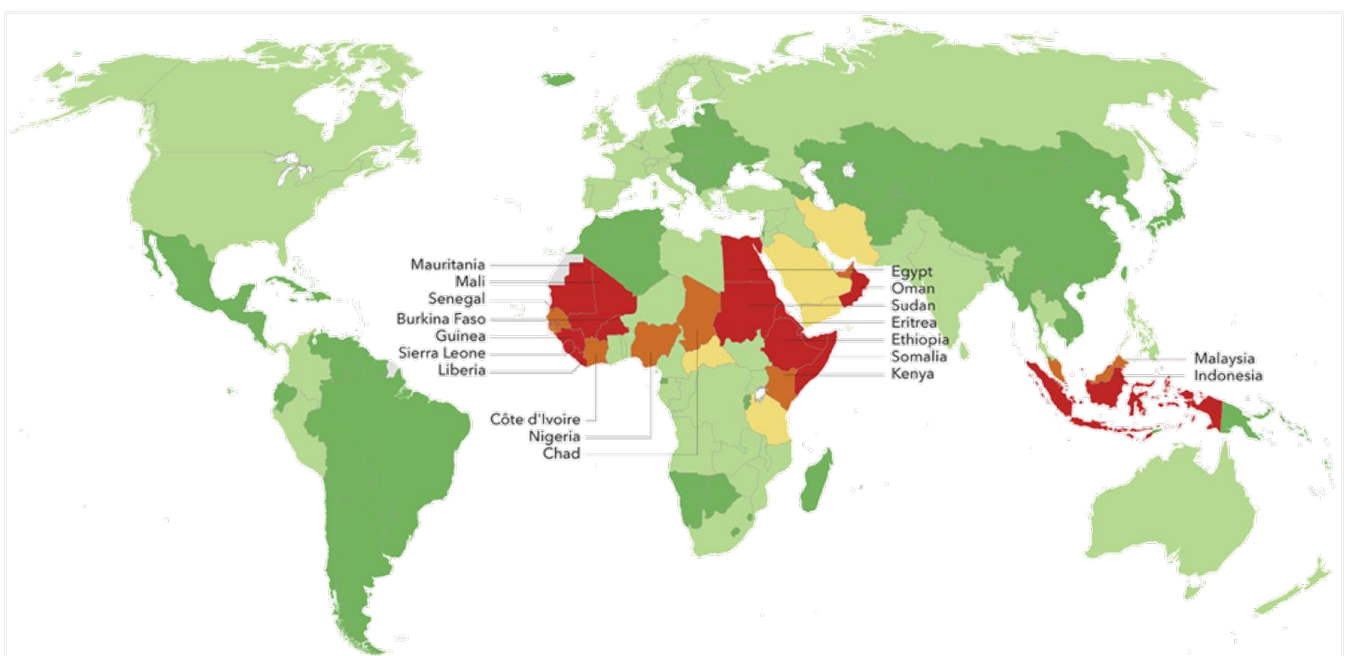
M: Mutilation

When someone changes the vulva in a way that hurts.

FGM is sometimes referred to as 'Circumcision' or 'Sunna'.

Female genital mutilation (FGM) is a harmful practice where parts of a girl's genitals are cut for non-medical reasons. This usually takes place before puberty and menstruation starts. This can hurt the girl and cause serious health problems. It's done in some communities because of tradition, but it's harmful and against the rights of girls to be safe and healthy.

Where does it happen?



FGM happens in Africa, parts of the Middle East and South East Asia. Some FGM happens in England. People can travel, as well as move, to other countries so we all need to be educated about FGM to be able to prevent it happening.

FGM makes it hard to go to the toilet

FGM hurts women throughout their life

FGM can make it difficult to have a baby

FGM is dangerous

FGM is illegal

Some girls are taken on holiday and it happens then.

Girls are sometimes taken on trips abroad and asked to keep it a secret.

Sometimes parents and grandparents will say it's a good thing but they will be committing a crime by arranging it and could go to prison because of it.

Task 2: Decide if each statement about FGM is true or false. Leave the comments blank and add to this when you feedback as a class.			
	True	False	Comments
1. FGM is part of becoming a woman			
2. FGM is illegal			
3. FGM makes the vagina more hygienic			
4. FGM can lead to medical problems			
5. FGM is child abuse			
6. FGM is a religious requirement			
7. FGM is an unsafe procedure			
8. If a girl consents to FGM, the person performing the procedure can't get in trouble			
9. If a girl or woman has undergone FGM, nothing can be done to help her			

A young person may feel under pressure to keep FGM a secret. Someone under threat of FGM might be told they are going on a special holiday but not to tell anyone, or that they are going to have a special secret ceremony to do with growing up or becoming a woman. However, secrets that make someone worried or uncomfortable should always be shared with an adult they trust.

If a young person is concerned about FGM, whether it has already happened to them or someone they know, or it might happen in the future, can:

- Talk to a teacher or any trusted adult in school
- Talk to an adult they trust at home (or outside the family)
- Talk to their doctor
- Contact ChildLine 0800 1111 www.childline.org.uk
- The NSPCC also have an FGM helpline, call free on 0800 028 3550 or email fgmhelp@nspcc.org.uk
- Contact the Police: non-urgent calls call 101 or if in immediate danger, call 999

Progress Reflection: Read the extract below and answer the questions which follow.

Oliver just had a lesson on FGM at school. It's got him thinking about a conversation he had with his friend Amira recently. Amira was telling him that she went on holiday last year and had to take part in a special ceremony. Amira said her little sister would go to the same ceremony next year, but then she got a bit upset and didn't want to talk about it anymore. Oliver wasn't worried at the time – he thought that as Amira and her sister were with their family must have fine – but now he's not so sure. He doesn't know what to do.

Why might Amira not want to talk about it?

What could Oliver do?

If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted adult
- Visit:
 - Childline:
www.childline.org.uk 0800 1111

I need your help with something . . .

Something's worrying me, can I talk to you?

I have something that's been bothering me . . .





Do Now:



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Date:

Lesson Six - Spotlight

Curriculum Question

A large rectangular area with horizontal dotted lines for writing, intended for the student's answer to the curriculum question.





Year Seven - Topic Five

Understanding Healthy Relationships



C community
cooperation

A ambition
achievement

R respect
responsibility

E endeavour
enjoyment

Ambition Sheet

1	Appearance Ideals	The way our society tells us is the ideal or 'best' way to look at a certain point in time.
2	Selfie	A picture one takes of oneself
3	Self Confidence	A belief in one's own abilities, worth, and overall positive self-perception.
4	Digital resilience	The ability to adapt and recover from digital challenges, such as cyberbullying, online harassment, or exposure to harmful content.
5	Reframing	The process of looking at a situation, experience, or issue from a different perspective, often resulting in a more positive interpretation.
6	Character traits	Qualities that define an individual's personality and behavior.
7	Gender stereotypes	Preconceived notions or beliefs about the roles, behaviors, and characteristics expected of men and women based on their gender.
8	Anxious	Feeling worried, nervous, or uneasy about something.
9	Pressure	Influence or force applied to make someone do something or act in a certain way.
10	Repetitive	Involving or characterised by repetition; occurring repeatedly.
11	Hurtful	Causing emotional pain or distress; offensive or unkind.
12	Intentional	Done deliberately or on purpose.
13	Power imbalance	A situation in which one person or group has more power or control than another.
14	Respectful	Showing consideration and admiration for others; treating them with politeness and esteem.
15	Disrespectful	Showing a lack of respect or courtesy towards others.
16	Consent	Agreement or permission given willingly, especially in the context of sexual activity or personal boundaries.
17	Willingly	Doing something voluntarily or without reluctance.
18	Capacity	The ability or power to do, experience, or understand something.
19	Facial Expressions	Movements and configurations of the face that convey emotions, thoughts, or intentions.
20	Body Language	Nonverbal communication through gestures, posture, and other physical signals.

Do Now:



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Date:



Lesson One

Curriculum Question - What is Self Confidence?

Today's Powerful Knowledge

- To learn about self confidence and self esteem
- To learn about beauty and appearance ideals in society
- To learn methods to support self confidence

BL Task One: Complete the self esteem journal below

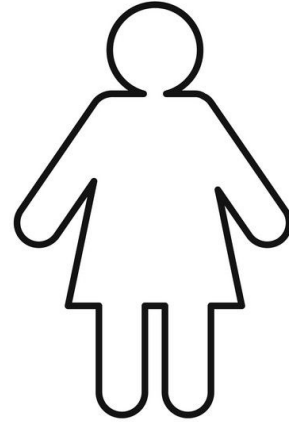
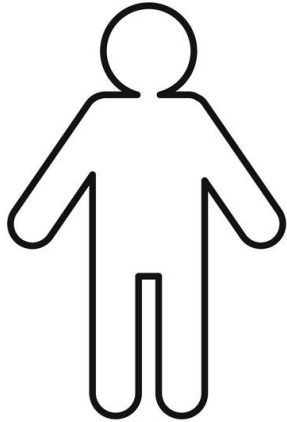
Something I did well today ...

Today I had fun when ...

I felt proud when ...

The way our society tells us is the ideal or 'best' way to look at a certain point in time.

Task Two: List below with as many features as you can that make up today's appearance ideals.



Tall

Slim

Task Three: How can trying to match appearance ideals cost someone?

Time

Money

Emotions

Turn and Talk: Where might young people find out about appearance Ideals?



How Are Images Manipulated?



Task Four: Watch the video about the selfie and answer the questions below.		
<p>What did you find surprising, unreal or unlikeable about what you saw in the film?</p>	<p>List all the decisions that were made about the image BEFORE the photos were taken.</p>	<p>List all the decisions that were made about the image AFTER the photos were taken.</p>
<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>
<p>Why do you think the image is created in this way? Who benefits from this social media post?</p>	<p>How do you think the image makes the girl who likes the post at the end of the film feel?</p>	<p>Think how the image of the influencer has been changed from reality. How might seeing these changes make someone feel?</p>
<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>

In today's digital age, photos are often edited and manipulated online using a variety of software and apps. These tools offer many features to tweak and enhance photos in numerous ways. It's crucial to understand that while editing can be fun and creative, it can also distort reality. Sometimes, heavily edited images can create unrealistic standards of beauty or perfection. It's essential to use editing responsibly and remember that authenticity and honesty are just as important in the digital world as they are in real life.

Self-confidence isn't just about how you look; it's about believing in yourself in many different ways. It's about knowing your strengths, values, and abilities, and feeling proud of who you are. Whether it's succeeding in school, making friends, or overcoming challenges, self-confidence comes from within. It's about being resilient in tough times, standing up for yourself and others, and believing that you can achieve your goals. So, while it's important to take care of your appearance, remember that true self-confidence comes from accepting yourself for who you are and embracing all the amazing things you can do.

Task Five: Write advice for these students that are struggling with their self confidence.

1



Open Question

Why didn't they invite me?

I just saw photos of a lot of my friends online and they were hanging out at the weekend in the park. I live just near by, why didn't I get a text to ask to join them?

19 hours ago - 1 week left to answer.

[Show me another »](#)

[Report Abuse](#)

Anonymous149

2



Open Question

How do I stop myself?

Sometimes I feel bad about myself after being on social media for too long. I know I shouldn't get sucked in to it, but I do and I just end up comparing myself to my friends, or even to people I don't know. How can I snap out of it?

19 hours ago - 1 week left to answer.

[Show me another »](#)

[Report Abuse](#)

Anonymous123

Progress Reflection: Write some alternative phrases that support good self confidence by reframing negative ideas. .

I'm not good at this	I need more practice at this
I give up	
I'm not as good as him/her	
They'd never like me	
I always get things wrong	

Do Now:



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Date:



Lesson Two

Curriculum Question - What is a healthy relationship?

Today's Powerful Knowledge

- Identify the qualities of healthy and unhealthy relationships
- Consider how stereotypes impact the quality of a relationship

BL Task One: Consider the character traits you like in yourself now, your friends, what you would look for in a partner and finally who you would like to be in the future.

Me now

Me in the future

My friends

My partner

Qualities of a healthy relationship

Knowing our own qualities as well as qualities we like to see in others, can help us to find healthy relationships. Although some qualities that we seek in friends and partners are unique to us, there are also some qualities all healthy relationships should include.

For example:

- Respect– Each person has their own individual freedoms (British Value). Boundaries are respected and there is equality, no one person has more power than the other.
- Communication– Each person will talk to each other and actively listen, removing distractions and giving the other person time. There will be forgiveness and affection, as well as kind disagreements and understanding when conflicts happen.
- Safety – Each person will always feel supported by the other, especially in difficult times. Each person will act with honesty and trust.

Turn and talk: What qualities are the most important in maintaining a healthy relationship?



<hr/> <hr/> <hr/>

Task One: Read the statements below. Highlight examples of healthy behaviours and underline unhealthy behaviours.

1. Jess has left it until the last minute to do her homework. She urgently needs the computer but her brother is using it with his mates. He doesn't let her use it when she asks so she pulls the wires out to stop his game.

2. When a girl Lee likes starts spending time with him on a school trip, he wonders whether she might want to date him. His mates say he should whistle at her and tell her she looks hot. He follows their advice but she just looks really shocked and walks away.

3. Georgie wishes she saw more of her girlfriend but Yana is always so busy. That weekend, Georgie sees Yana in the shopping centre with friends so invites her to grab a milkshake together, but Yana tells Georgie she's busy and will message her some time to hang out.

4. Jackson wants to end his relationship with his girlfriend. He felt pushed into having a girlfriend by his friends, who kept saying he should go for it and 'be a man'. But now he just finds it awkward, so he decides to ignore her in school and not respond to her messages. He uploads an image to his social media that just says 'Single again'.

5. Danny's boyfriend Shane is borrowing money from him. When Danny says 'no', he humiliates him in front of their friends and threatens to tell everyone Danny is a bad kisser if he says no.

Challenging gendered expectations

Some people believe that there are clear roles in relationships – certain behaviours expected of boys and other behaviours expected of girls. These are known as gender stereotypes.

In a survey in 2023, 9% of people agreed that "a man's job is to earn money and a woman's job is to look after the home". In the mid 1980s, this was 48%.

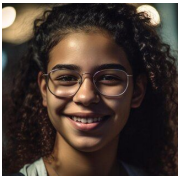
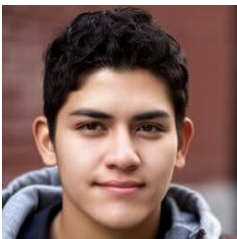
Task Two: List some more gender stereotypes		
1	3	5
2	4	6

Turn and Talk: Do you think some gender stereotypes are a good thing?



<p>.....</p> <p>.....</p>

Task 2: Read the statements below, each is related to a gender stereotype or gender expectation. Answer the questions which follow.

	<p>My boyfriend says it is his job to make sure I'm safe. He walks me to every lesson, sits with me at break and lunch and meets me at the gate when it is home time. He walks me back to my front door every day. I sometimes wish I could walk with my friends, but I know I shouldn't question him.</p>
<p>What are your views on this?</p>	<p>.....</p>
<p>How can we challenge this behaviour?</p>	<p>.....</p>
	<p>I cried when my girlfriend and I split up - it really hurt. One of my friends told me to 'man up' but another said I should go out with them when I needed a distraction - that really helped me. I think that stuff about boys not showing their feelings is old news and not a good way to be. Being open with friends meant they could help me out and I got over the breakup quicker.</p>
<p>What are your views on this?</p>	<p>.....</p>
<p>How can we challenge this behaviour?</p>	<p>.....</p>

Progress Reflection: Read the scenarios and identify if they are healthy or unhealthy relationships

Jordan often calls Alex names and gets upset when Alex spends time with other friends. Casey feels suffocated and anxious but is afraid to speak up.

Healthy or unhealthy? -

Why?

Jamie pressures Taylor into doing things that Taylor is uncomfortable with and makes Taylor feel guilty for saying no. Taylor feels trapped and scared to speak up.

Healthy or unhealthy? -

Why?

If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted adult
- Visit:
 - Childline:
www.childline.org.uk 0800 1111

I need your help with something . . .

Something's worrying me, can I talk to you?

I have something that's been bothering me . . .

Do Now:



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Date:



Lesson Three Curriculum Question - What is a safe online relationship?

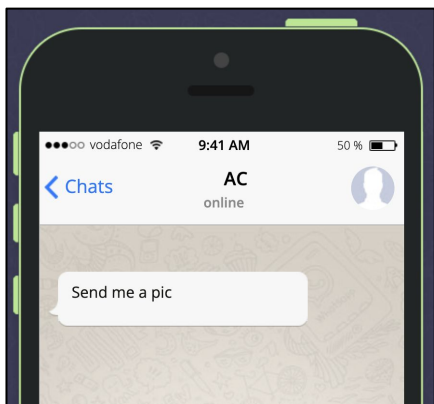
Today's Powerful Knowledge

- To learn about the benefits, challenges and risks involved in the use of social media and about the ways to manage risk online.

Last lesson we considered what makes a relationship healthy and unhealthy but what about online relationships? Some people use their phone to send messages and visit online chat rooms where they can talk to people online. In CARE Curriculum, we will learn about the important topic of staying safe online, the signs of healthy and unhealthy relationships online and where to report concerns.

My Trusted adult is:

BL Task One : Read the overheard conversation and answer the questions



a. What does this message make you think?

b. When might someone say this?

c. What might happen next?

Young people may decide to chat online for many different reasons, often it is a quick way to stay in touch with friends when you can't be close to them. Some young people have positive experiences online and only talk to people they know and trust. Others, however, engage in conversations which put them at risk, sometimes with people they don't know, which can lead to negative experiences online.

Rule of Law

The rule of law helps make sure things are fair. It keeps us safe in a well-organised and responsible community.

This reflects our CARE principle of **Responsibility** by emphasising the importance of systems, structures and routines that ensure safety, security and accountability for all.



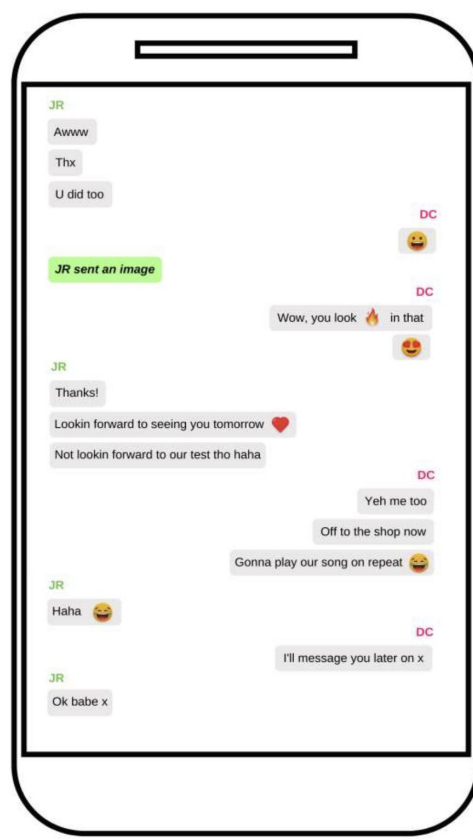
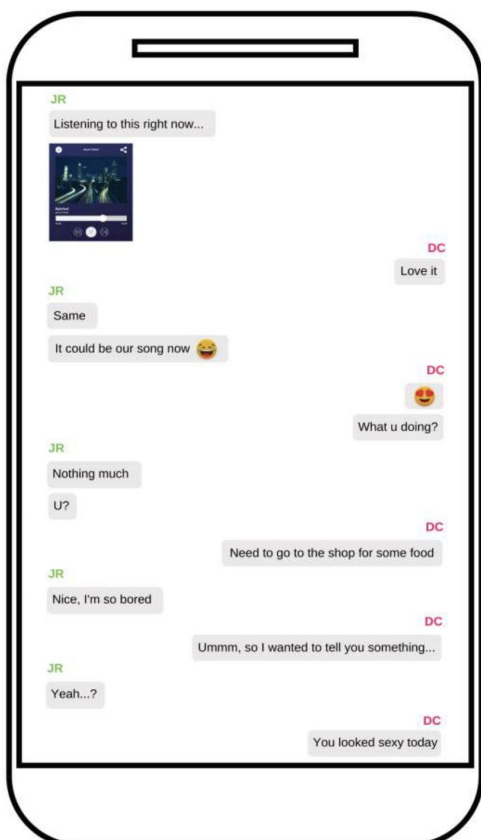
Often children are accessing social media sites when they are too young. The age restrictions for different apps are shown below:

Social Media Age Restrictions			
Facebook	13+	Snapchat	13+
YouTube	13+ (must have consent from parent/guardian or is 18)	Instagram	13+
Whatsapp	16+	TikTok	13+

Turn and Talk: Do you agree or disagree with the legal ages above? Why?



Task Two: Read the online conversation below and answer the questions which follow. As you are reading, think about how healthy the relationship is.



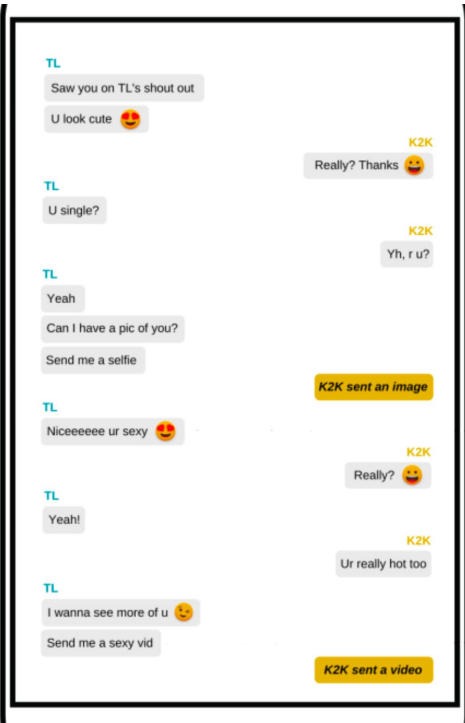
What gender do you think JR and DC are? Why?

Task Three: Answer the following questions:

a. What is happening in this chat?

b. What type of relationship does it show? Explain why you think this.

c. Write down 3 words to explain how JR and DC might be feeling about this chat?



Task Four: Answer the following questions:

a. What is happening in this chat?

How is the relationship in this chat different to the previous one?

b. Write down 3 words to explain how K2K might feel?

What does the law say about sending nude images?

- It is an offence for a person to take, distribute, possess, or publish indecent photographs of a child under 18
- This law was created to protect young people
- The police work under clear guidance that young people should not be criminalised for sending nude images of themselves
- However, it's always wrong to share nude images of another young person without their consent and in cases like this, there is the possibility that the police may get involved
- If you have any worries at all about an incident involving nudes, you can get help from your trusted adult, CEOP or Childline.

Progress reflection: How should you respond to the text in task One and why?

If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted adult
- Visit:
 - Childline:
www.childline.org.uk 0800 1111

I need your help with something . . .

Something's worrying me, can I talk to you?

I have something that's been bothering me . . .

Do Now:



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Date:

Lesson Four

Curriculum Question - What is conflict?



Today's Powerful Knowledge

- To learn to recognise hurtful behaviours and strategies to manage conflict

BL Task One: Read the diary extract below and answer the questions which follow.

Something happened at school today. I know it wasn't right, but I don't know what to do. It happened with someone else in class. They thought it was funny, but I didn't. My friends thought it was funny too. I wanted to stay 'stop'. I wasn't expecting it and it made me feel uncomfortable. I was really embarrassed. Now I feel worried about going into school tomorrow in case it happens again.

a. What might have happened?

.....

b. What is the problem with what has happened?

.....

c. What can be done about it now?

.....

Turn and Talk: What is the difference between banter and bullying? If something is just banter does this mean it is ok?



It is unclear what has happened to the person from the first task, but it has certainly upset her even though others in class seem to have found it funny. Often someone might suggest that their behaviour is 'just banter' but this is never an excuse for treating someone in a way that makes them feel uncomfortable.

Bullying is:

Intentional	Hurtful
Repetitive	Involving a power imbalance

Remember:

Several	S
Times	T
On	O
Purpose	P



S	Start
T	Telling
O	Other
P	People

Just because 'banter' doesn't include all these doesn't mean it's acceptable. All offensive, threatening, violent and abusive language and behaviour is always unacceptable. This includes any negative language or behaviour about a protected characteristic under the Equality Act 2010. Importantly, just because you think something is banter or a joke doesn't mean other people will.

Many people won't feel confident to speak up if they are offended by something. They might even go along with it so as not to draw attention to themselves. It is important that you are aware of how you make others feel with your words and actions.

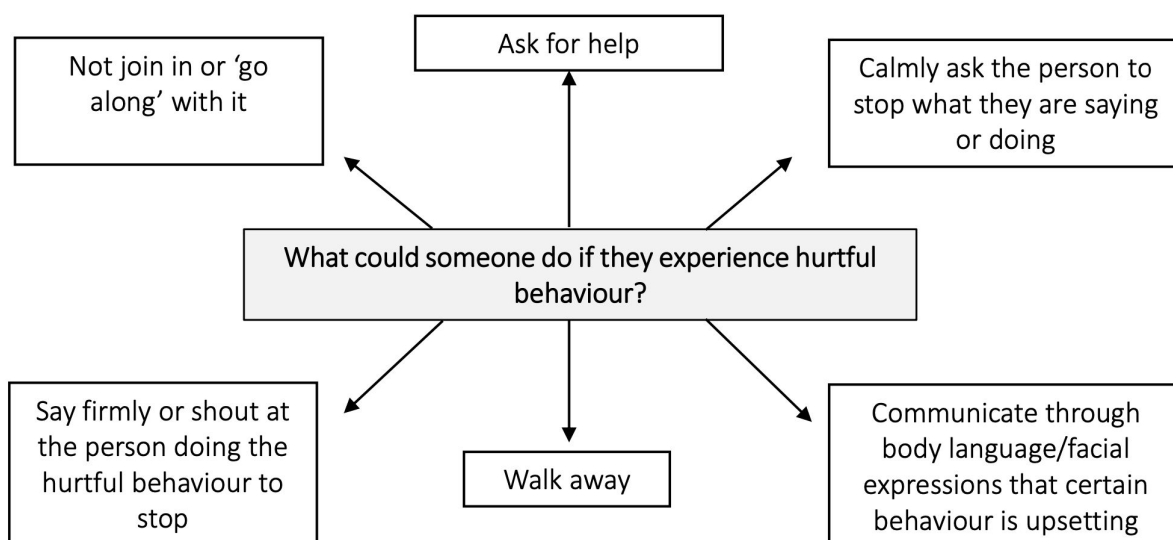
It's not banter if...

1. You would be upset if someone said it to you	2. It's hurtful	3. You're not friends	4. Someone's asked you to stop	5. The target isn't laughing	6. It focuses on someone's insecurities.
---	-----------------	-----------------------	--------------------------------	------------------------------	--

Task Two: Read each behaviour and tick whether you think it is ok, not ok or it depends.			
Behaviour	Ok	Not ok	It depends
1. Spreading rumours about someone and who they fancy			
2. Swearing when you are talking to someone			
3. Lifting up someone's skirt			
4. Sending someone a video that you think is funny			
5. Giving someone a hug			
6. Making someone kiss someone else			
7. Telling someone they look nice today			
8. Telling someone to 'stop being gay'			
9. Taking something out of your friend's bag			
10. Telling someone to stop saying hurtful things about someone else			

Respectful and disrespectful behaviours

- Respectful or disrespectful behaviour can be through actions or how someone speaks
- Respectful behaviour is acceptable and desirable. By treating each other with respect, we can create a fair environment for everyone
- Disrespectful behaviour is hurtful to others and the opposite of respectful behaviour
- Respectful behaviours include being polite, noticing personal space, asking for consent/permission, considering other people's feelings
- Disrespectful behaviours include being impolite, doing something to someone without asking first, excluding others, not being considerate to other people's privacy or feelings, doing something which might make someone feel uncomfortable or unsafe.



After the incident has occurred, the person should:

- inform a trusted adult such as a teacher, parent, or carer
- talk to a friend for support, or ask for more help or advice if they want it

Task Three : Read and answer the questions



Saima’s class were getting changed for PE. Some of the other girls started whispering to each other and laughing. They were looking at Saima. Saima turned away and tried to ignore them. She could feel them staring at her. Then she heard one of them say something nasty about her body. The others laughed. Saima felt her face turn red. She quickly pulled on her t-shirt. The girls ran out to the playground, giggling. Saima sat down to lace up her trainers. She didn’t want to join them.

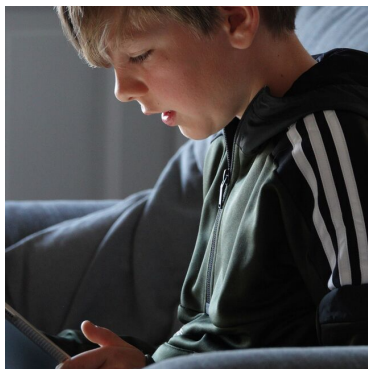
1. How might this person be feeling/thinking?

.....

3. What could they do next?

.....

Task Two : Read the overheard conversation and answer the questions



Jack and his friends share pictures in their group chat of football players all the time. They swap player cards and make collections of their favourites. One of the friends showed the others a photo of woman in her underwear. He said it was rude but very funny. Jack didn’t want to look at it, but the others did, so he looked too. Jack just wanted to play football and swap player pictures. He didn’t want to see photos like this, but the friend sent more photos like this to the group.

1. How might this person be feeling/thinking?

.....

2. What could they do next?

.....

Progress Reflection: What should someone do if they experience hurtful behaviour? What should they do if they witness it happening to someone else?

If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted adult
- Visit:
 - Childline:
www.childline.org.uk 0800 1111

I need your help with something . . .

Something's worrying me, can I talk to you?

I have something that's been bothering me . . .

Do Now:



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Date:

Lesson Five - Spotlight

Curriculum Question

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Year Seven - Topic Six

Engaging in Society



C community
cooperation

A ambition
achievement

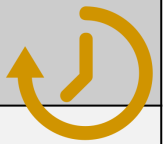
R respect
responsibility

E endeavour
enjoyment

Ambition Sheet

1	Democracy	A system of government where citizens exercise power by voting.
2	Houses of parliament	The two chambers of the UK Parliament, consisting of the House of Commons and the House of Lords, where laws are debated and passed.
3	Government	The governing body of a nation, state, or community.
4	MP (Member of parliament)	An elected representative in the House of Commons.
5	General election	A nationwide vote to elect members of Parliament to the house of commons.
6	Constituency	A geographic area represented by an MP in Parliament. People who live here are known as constituents.
7	Bribes	A payment or gift given to someone to influence their actions or decisions unfairly
8	Political party	an organised group of individuals with shared ideologies and goals who compete in elections to gain political power
9	Equal opportunity	Ensuring equal chances for participation, protest, and representation in decision-making processes
10	Voting	A way of choosing someone or something that allows everyone to have their say in a decision.
11	Representative democracy	A system where people vote to choose representatives to work and make decisions on their behalf.
12	Universal suffrage	The right of all adult citizens to vote in elections, regardless of gender, race, or social status.
13	Disinformation	Information that is incorrect and deliberately spread as a lie by the person sharing it.
14	Misinformation	Information that is false, but the person sharing it believes it to be true.
15	Malinformation	Information that is based on truth but is manipulated to cause harm to a person or organisation.
16	Manipulation	The act of skillfully controlling or influencing someone or something, often in a deceptive or unfair manner.
17	Online Grooming	when someone befriends a child online and builds up their trust with the intention of exploiting them or causing them harm.
18	Child on child abuse	Harmful behavior by one child towards another, which can be physical, emotional, or sexual.
19	Cyberbullying	The use of digital technologies to harass, threaten, or humiliate someone.
20	Online abuse	Any form of abuse that occurs through the internet, including cyberbullying, exploitation, and harassment.

Do Now:



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Date:



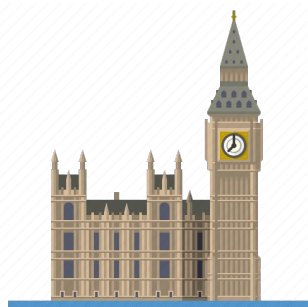
Lesson One

Curriculum Question - What is democracy?

Today's Powerful Knowledge

- To learn about what democracy is
- To learn about the political democratic UK government
- The roles within the constitutional monarchy of the UK

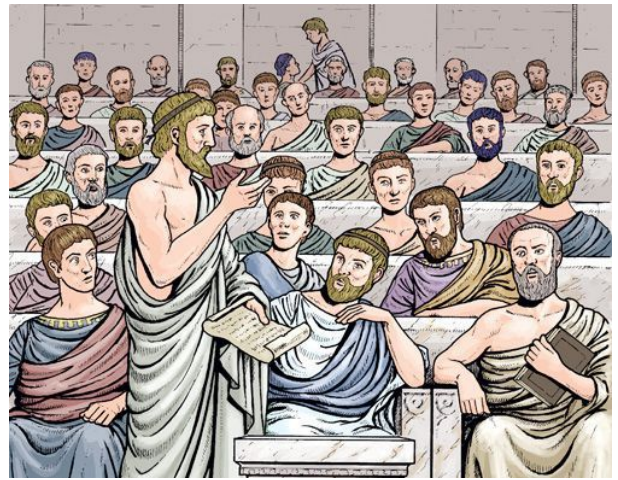
BL Task One: Around the image below write down everything you already know about the government in the UK



UK Government

What is democracy?

Democracy means 'rule of the people'. Each person with voting rights has a say in decision-making. Decisions in some early democracies were made at meetings of all citizens. These simple systems of government have developed into the democracies that we see around the world today. The UK is a democratic political system. More specifically, the UK is a representative democracy. This means that people elect their representatives to work on their behalf.



The word democracy was first used in Athens, Greece, over 2,500 years ago.

What is political power?

Political power is the ability to influence or control what people do and how institutions work. It's very important in how a society functions, including how laws are made, enforced, and interpreted. To understand political power, we need to look at who has it, how they get it, and how they use it, especially in the context of the United Kingdom.

In the past, political power in the UK was often held by kings, queens, and aristocrats. These people or groups had a lot of authority, often claiming their power came from God or family heritage. Their control was usually absolute, meaning they had all the power, and regular people had little say.

At the local level, voters in the UK choose officials such as councillors who sit on local councils. These elected officials manage local government duties such as public services, local police, and community development. They make decisions that directly affect the lives of the people in their area.

At the national level, voters in the UK elect Members of Parliament (MPs) to the House of Commons. These MPs represent their constituencies and are responsible for making and passing laws. The leader of the party that wins the most seats in a general election usually becomes the Prime Minister. The Prime Minister and the Cabinet set national policies and represent the UK both at home and abroad. Their decisions can shape the nation's economy, security, and welfare.

Officially, the UK is led by the Monarch and the Prime Minister. The Monarch is the head of state and has mainly ceremonial duties. The Prime Minister is the head of government and holds significant power in running the country. However, there are checks and balances in place to ensure that no single person or group becomes too powerful. Parliament, made up of the House of Commons and the House of Lords, plays a crucial role in checking the government's power and making laws.

Task 2: Answer the questions about the text 'What is political power

1. In the past, who controlled the country?

2. Who do voters elect to govern at a local level?

3. Who do voters elect to govern at a national level?

4. Who is 'officially' in charge of the country?

What is direct democracy?

Direct democracy is a form of government in which all laws and policies are decided by the general population directly, rather than by elected representatives as is the case in the UK. This means that citizens have a direct say in the decisions that affect their lives, often through voting on specific issues or referendums. Switzerland is known for its use of direct democracy. Citizens regularly vote on various issues.

Turn and talk: Do you think direct democracy is a good idea? Why/why not?



In our democracy, members of parliament represent other people and make sure that the views and concerns of people across the UK are taken into account. Parliament discusses and debates issues, makes laws, and checks and challenges what the Government is doing.

Parliament is made up of three parts:



House of Commons



House of Lords



The monarch (the King)

Task Three: Identify the part of parliament by the description.

	Made up of 650 people who are Members of Parliament (MPs). MPs are elected by people across the UK. They debate big issues and propose, change and challenge laws. The government is part of this.
	Made up of around 800 people who have been appointed (not voted in). Members debate and check laws and policies made by the House of Commons. Members are mostly life peers, who are given the title of 'Lord' or 'Baroness' because they are experts in a particular area, like business or education.
	In the past, this used to have complete power over the country. Today, the UK is a constitutional monarchy. This means that although they still rule, their power is limited. Their main role as part of Parliament is to give final approval to laws that are made and passed by the other two parts of parliament.

Who is in the Government?

The Government is made up of MPs from the political party that wins most seats at a general election. The government forms part of the house of Commons, the other MPs in the houses of commons from other political parties form the opposition. The government and the opposition sit on opposite sides in the house of commons.

The government is responsible for:



New laws and policies



Taxes and spending
public money



Public services, like the
NHS, the police and
education

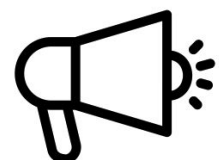
The opposition is responsible for:



Scrutinising what the
government does



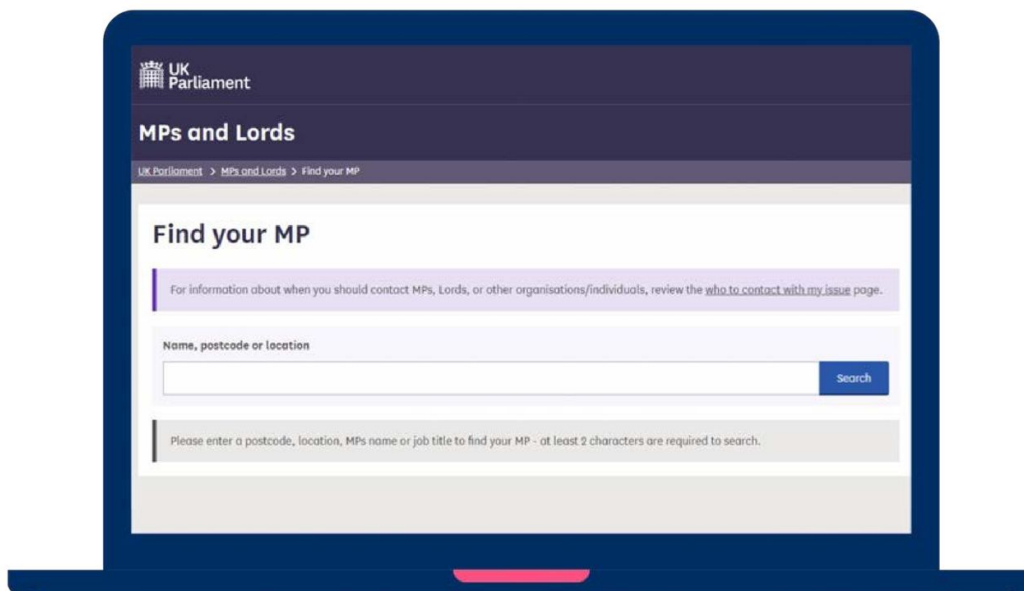
Offering alternative
ideas



Representing their
constituents in their local
area

Progress Reflection: Fill in the missing parts of parliament in the table			
Parliament			
		House of Lords	
Government			

After the election, you can find out everything you need to know about your MP at <https://members.parliament.uk/FindYourMP>



- What is your MP's name?
- What political party do they belong to?
- What is the name of your constituency?
- How long has your MP been in office?
- How many times has your MP been elected?
- Has your MP held any government posts? If so, what?
- Does your MP belong to any committees? If so, which?
- How many votes did your MP get at the last election?
- What share of the vote did they get? (%)
- Which parties were second and third in your constituency?

Do Now:



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Date:



Lesson Two

Curriculum Question - How does an election work democratically?

Today's Powerful Knowledge

- To explain the key values of democracy
- To know why private voting is necessary for a successful democracy

BL Task one: Complete the true or false quiz.

'MP' stands for Member of Parliament.	True	False
MPs meet in the House of Lords.	True	False
Rishi Sunak is the leader of the Labour Party.	True	False
A general election is when the UK public votes for MPs to represent them.	True	False
There are 1000 MPs in total.	True	False
The Conservative Party is also known as the Tories.	True	False
Only people aged 18 and over can vote in UK general elections.	True	False
The prime minister is directly voted for by the general public	True	False

In the 2019 general election _____% of people eligible to vote actually voted



When the country is in an election period, all parliamentary business ceases, and Members of Parliament (MPs) return to their constituencies to campaign for re-election. This dissolution marks the official start of the election campaign, culminating in a nationwide vote where citizens elect new MPs. The results will determine the composition of the new Parliament and, ultimately, the next government.



General election called for 4 July, as Rishi Sunak says 'now is the moment for Britain to choose its future'

Rishi Sunak is the first UK prime minister of colour and the first Hindu prime minister, both milestones in Britain's evolution as a multicultural and multi-faith society.

What must be in place for a democracy to work?

Secret voting was brought in by the Ballot Act of 1872. Before then voting took place in public. This allowed candidates and their representatives to put pressure on people to vote 'the right way'. Now voters can make their decisions in private, and their vote is confidential. Voters use private booths and seal their vote before putting it into a ballot box. In Britain, voters can also vote by post, sealing their ballot paper in an envelope and putting it in a post box.



Voting today is always conducted in private. New laws mean you must now provide photographic ID to vote.

In a democracy, citizens must be able to vote regularly so that representatives can be changed and new policies supported. UK general elections are held every 5 years. The last UK general election took place in July 2024 when Labour won 411 seats and an overall majority. These are the constituencies of Greater Manchester, Co-op Academy Belle Vue is marked, can you identify your home constituency?



12	General election	A nationwide vote to elect members of Parliament to the house of commons.
13	Constituency	A geographic area represented by an MP in Parliament. People who live here are known as constituents.

In elections, most candidates run to become Members of Parliament (MPs) by joining a political party because it provides them with crucial support structures, resources, and a platform to reach voters. Party affiliation increases their visibility, enhances their credibility, and improves their chances of winning. Anyone over the age of 14 can join a political party to show their support.

During elections, to promote fairness there are rules to:

- Limit the amount of money candidates can spend on their campaign
- Stop candidates from misleading voters
- Forbid bribes
- Safeguard voting arrangements; for example by prohibiting candidates from going into a polling booth with a voter.

Task 2: For each rule mentioned, explain why this is important to ensure elections are fair.

Rule	Why is this needed to ensure elections are fair?
1. Limit the amount of money candidates can spend on their campaign	<p>.....</p> <p>.....</p>
2. Stop candidates from misleading voters	<p>.....</p> <p>.....</p>
3. Forbid bribes (payment or gift given to someone to influence their actions or decisions unfairly)	<p>.....</p> <p>.....</p>
4. Safeguard voting arrangements; for example by prohibiting candidates from going into a polling booth with a voter.	<p>.....</p> <p>.....</p>

In a democracy, it is important that citizens can choose from parties and candidates representing a range of different views. An elector can then vote for a party or candidate with views closest to their own. This would be more difficult if all the candidates in an election represented one political party.



The Nazis intimidated voters outside polling stations. When in power, they removed all other political parties. This changed the country from a democracy to a dictatorship.

Task Three: Can you recognise these parties by their symbols below?

Party Symbol	Political party	Other information. Leader?
	
	
	
	

There are 4 key aspects to a successfully democratic society. They are very closely connected with the other British values

Values of Democracy	British Value	Key Points
Personal Freedom	Individual liberty	- Freedom of expression for all individuals, including artists, writers, and the media. The ability to criticize the government
Tolerance and Respect	Tolerance	- Respect for diversity in race, gender, culture, religion, sexual orientation, etc. - Listening to all opinions while avoiding hate or discrimination
The Rule of Law	Rule of law	- Equal application of law for everyone, including politicians and the wealthy
Equal Opportunity	Individual liberty	- Ensuring equal chances for participation, protest, and representation in decision-making processes

Progress reflection: Choose one of the key values for democracy and explain why democracy would not be possible without it.

Chosen value -

Democracy would not be possible without this value because...

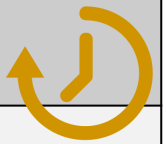
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Lesson Three

Curriculum Question - Why is voting important?

Today's Powerful Knowledge

- Why elections are an important part of democracy
- What free and fair elections are
- Who can vote in a general election

BL Task One: List some decisions that you are able to make on your own and some you have to make as a group.

Can make alone

Make as part of a group

What I want to eat for lunch

Where to go after school with friends

10 Voting

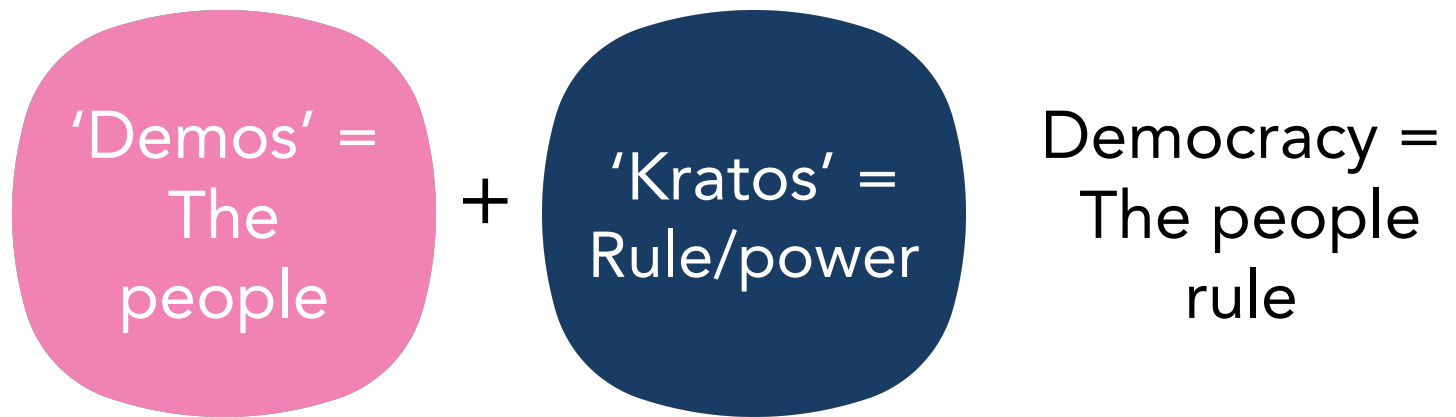
A way of choosing someone or something that allows everyone to have their say in a decision.

Turn and talk: Is voting a good way to make decisions and choices?
How do you feel when a vote doesn't go your way?



Empty box with horizontal dotted lines for writing.

Voting and democracy have their origins in ancient Greece. The word democracy has Greek origins.



A democracy is when citizens can get involved in and play an important role in the politics of their country. This includes being able to vote in free and fair elections.

But how is this possible? The UK has over 67 million people living in it, all with different ideas, opinions and beliefs about the best way to do things!

If everyone has a say, how is anything ever decided? ...We vote!

The UK is a representative democracy.

11 Representative democracy

A system where people vote to choose representatives to work and make decisions on their behalf.

At Co-op Academy Belle Vue our academy council and student leadership is a representative democracy, everyone votes for a form councillor and a head student to represent them and speak on their behalf. This means everyone gets a say without us needing to cast a big vote on everything.



In a general election people vote to choose an MP to represent them in Parliament. They vote for the person who they think has good ideas and will make the best decisions for them as individuals and for the country as a whole.

Elections are key to democracy. They are people's chance to have a say in how the country is run.

In a general election, people (citizens) elect politicians (MPs) to represent them. The MPs then work in Parliament to help run the country and make sure the will of the people is represented.

In a democracy elections must be free and fair.

Task Two: Can you match the characteristics of free and fair elections to their definitions?

Universal suffrage		In the UK, a general election has to take place at least every five years.
They happen regularly		People cast their votes in secret, so they can't be forced to vote for a particular party or politician.
Takes place by secret ballot		This means that as many people as possible have the right to vote.
Freedom of choice		People are free to vote for who they want to, with a choice of candidates and political parties.

Task Three: Which types of people can and cannot vote?

Anyone who is a citizen of the UK over the age of 18	Can vote	Cannot vote
Members of the House of Lords	Can vote	Cannot vote
The King	Can vote	Cannot vote
Citizens living abroad	Can vote	Cannot vote
People in prison who have been convicted of a crime	Can vote	Cannot vote
Citizens of other countries living in the UK	Can vote	Cannot vote
Young people under 18	Can vote	Cannot vote

Turn and talk: Should the legal voting age be lowered to 16?



Voting is a right!

Voting is a basic right that many citizens have fought hard to win.

- In the early 1900s, the Suffragettes campaigned for UK women to be able to vote.
- In South Africa, people fought for racial equality in voting until the end of Apartheid and the first fully democratic elections in 1994.
- In the UK today, the Votes at 16 movement is fighting for the voting age to be lowered to 16.

Turn and talk: Is it important to vote if you have the right to?



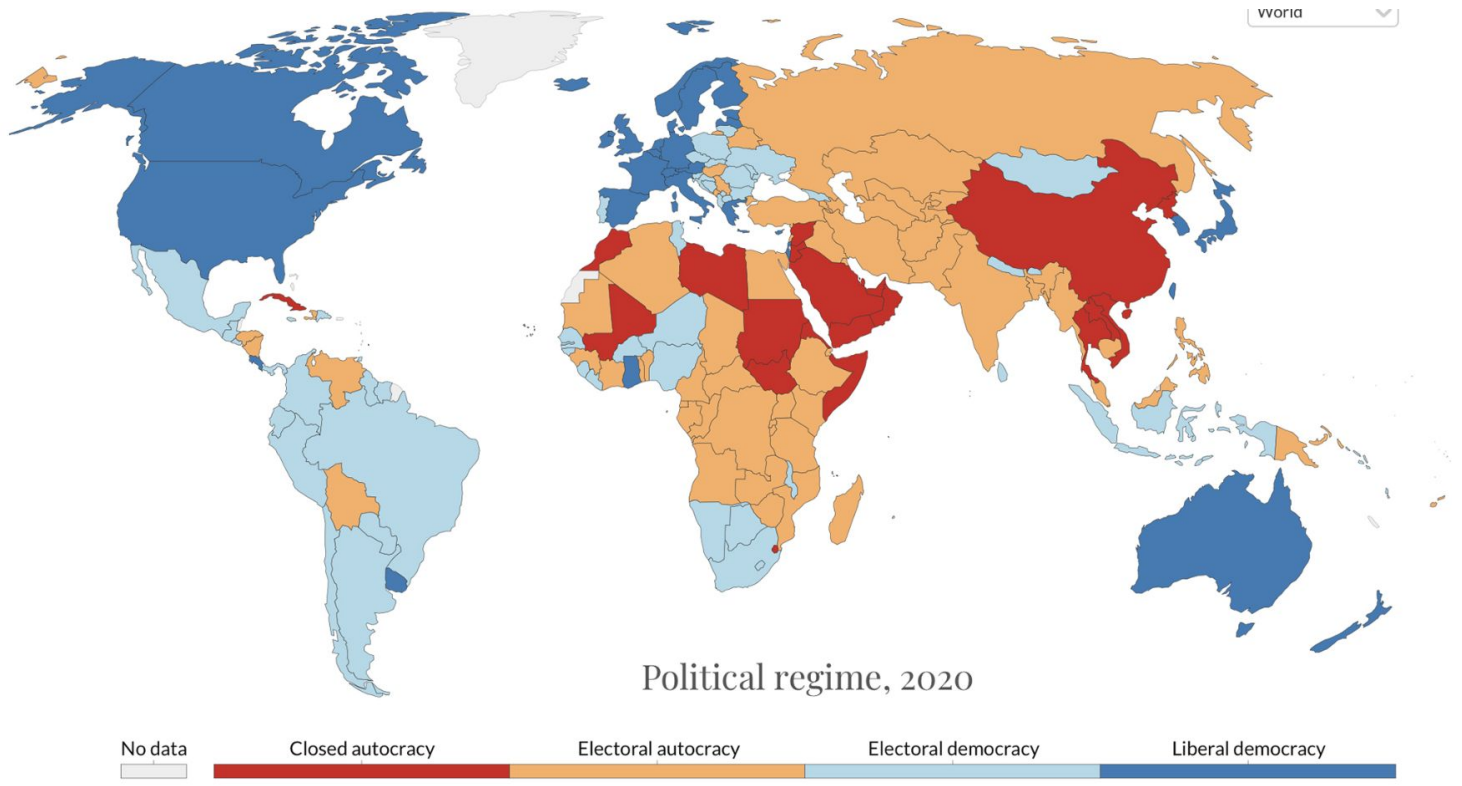
<p style="text-align: center;">Turn and talk: Is it important to vote if you have the right to?</p>
<p style="border-top: 1px dotted black; border-bottom: 1px dotted black;"></p>

Reasons to Vote in General Election 2024

<p>1. It's our chance to have a say</p> <ul style="list-style-type: none"> - Voting allows people to participate in deciding how the UK is governed. 	<p>3. It affects everyone's lives</p> <ul style="list-style-type: none"> - Elected officials make decisions impacting healthcare, education, and more.
<p>2. The right to vote is a privilege</p> <ul style="list-style-type: none"> - Suffragettes fought for the right to vote; it's seen as disrespectful not to use it. 	<p>4. It can change the result!</p> <ul style="list-style-type: none"> - Elections can be close; every vote counts and can make a difference.

It isn't like this everywhere in the world. Different countries have different levels of democracy.

<p>Full Liberal Democracy</p> <ul style="list-style-type: none"> - Political freedoms and rights respected - Free speech - Regular free and fair elections - Free media - Rule of law 	<p>Electoral Democracy</p> <ul style="list-style-type: none"> - Free and fair elections, but with restrictions on media freedom - Basic rights are honored
<p>Electoral Autocracy</p> <ul style="list-style-type: none"> - Elections held, but with issues like corruption - Harassment of media - Lack of rule of law 	<p>Autocracy</p> <ul style="list-style-type: none"> - Government without opposition - Abuses of rights common - Unfair elections (if held) - State-controlled media



This map shows how strong democracy is around the world.

Progress Reflection: Do you think we have a full democracy in the UK?
Is democracy the best form of government? Why?

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Do Now:



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Lesson Four

Curriculum Question - What happens during an election?

Today's Powerful Knowledge

- To learn about what happens during a general election
- To understand how political parties communicate and how people develop an opinion

BL Task One: Fill in the Gaps using the words below

"On _____ day, people across the UK
_____ in a _____ to decide who should
be _____ in the _____, which _____
will form the _____, and which leader will become
_____."

Prime Minister

political party

Government

MPs

vote

general election

House of Commons

secret ballot

Who decides when an election will be?

The Government in power, decides the date of the general election. They try to time it to give their party the best possible chance of winning.



Task Two: What things might a prime minister consider when deciding when to dissolve parliament and call a general election?

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Timing

A key part of elections being free and fair is that they are regular.

In the UK, the maximum time for one Parliament to lead the country is five years. This was made law by the Dissolution and Calling of Parliament Act 2022.

After five years, a general election must be held to give people a chance to have a say in whether their MP and the Government should change.



When the Government decides to call a general election, the Prime Minister will go to the monarch (the King) to ask permission to 'dissolve' Parliament.

This means that Parliament officially ends.

The general election is held 25 working days after Parliament is dissolved.

As soon as the date is announced, political parties leap into action to persuade the public to vote for them. At the moment there are 11 political parties represented in the House of Commons – and they will all want to stay there!

Task Three: Where have you seen politicians promoting themselves and their party?

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Manifestos

Each political party publishes a manifesto.

This is a booklet explaining what the party stands for and its policies.

It is like a set of promises about what the party will do if it wins the election and forms the next Government.

Candidates for a party use the manifesto to try to persuade people to vote for them.

Making the most of the media

Political parties work hard to get their main policies and aims across in the media, including:

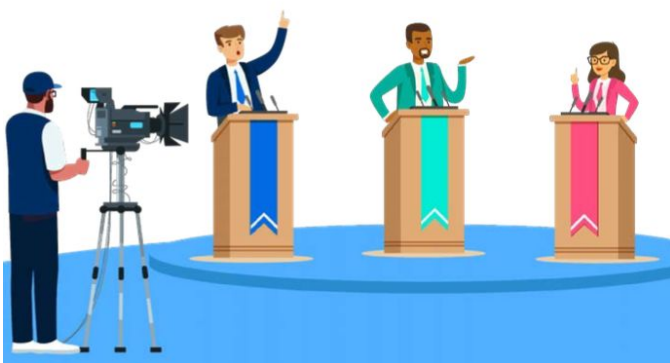
- Newspapers and magazines
- On TV and radio
- On the internet and social media

In the run-up to the general election, you'll see political messages everywhere you look!

Advertisements

Political parties advertise in a range of ways in the run-up to a general election – look out for big billboards in the street, posters in windows and leaflets dropping through your door.

You won't see any adverts on the TV though – this isn't allowed in the UK.



Campaigning on TV

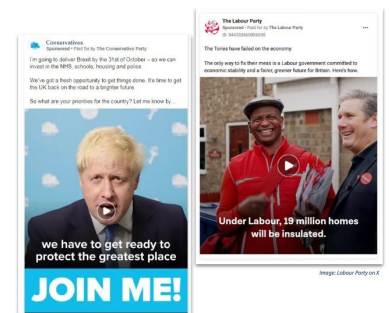
Party leaders often take part in debates on TV to talk about their manifestos and how they plan to govern the country if they win.

The main political parties are also given slots on TV for party election broadcasts, when they explain their main policies.

Social media

Social media platforms like Facebook, Instagram and X give everyone access to politicians and political parties.

But false and misleading information spreads rapidly on social media too. For example, we all need to be careful about AI and question whether videos are real



Turn and talk: Why might people share false and misleading information in the run-up to a general election?



13	Disinformation	Information that is incorrect and deliberately spread as a lie by the person sharing it.
14	Misinformation	Information that is false, but the person sharing it believes it to be true.
15	Malinformation	Information that is based on truth but is manipulated to cause harm to a person or organization.

When a piece of information you see influences your decision in an election you should first CHECK that it is reliable information.

C

C - Cross-check sources: Verify info with reliable sources
"Are there different reports from different sources?"

H

H - Hunt for credibility: Look for trustworthy sources and assess their credibility.
"Is the source known for providing accurate and reliable information?"

E

E - Examine for expertise: Consider the expertise and qualifications of those sharing the information. "Are the authors or creators of this content experts in the field?"

C

C - Consider context: Evaluate the context in which the information is presented to understand its accuracy. "What is the purpose or agenda behind this information?"

K

K - Keep fact-checking: Continuously verify the accuracy of the information through fact-checking. "Am I willing to change my understanding if new, verified information becomes available?"



Task Three: Read the news headline and suggest how you could check its accuracy

Fake News Headline	How Could I CHECK This?
"Foreign hackers manipulate UK election results!"	
"Opposition party caught in voter fraud scandal!"	
"Prime Minister secretly funding extremist groups!"	
"Government intimidating voters in key areas!"	

Progress reflection: Answer the questions about the run up to an election.

Why might people share false and misleading information in the run-up to a general election?

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Can you think of examples of different types of false and misleading information that might be shared?

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Do Now:



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Date:



Lesson Five

Curriculum Question - How do I manage risk online?

Today's Powerful Knowledge

- To learn about managing risk while using the internet
- To understand the warning signs and dangers of online grooming
- To know how to respond and what to do in situations of grooming

BL Task One: Create a mind map of all the reasons that people might use the internet



Uses of the internet

There are a variety of benefits and challenges of using social media and gaming platforms.

For example:

- Communicating online allows you to connect to new people but these people might not be who they say they are and might seek to exploit someone
- It can be entertaining and fun to go online
- It can be a good distraction and a way to relax
- There are a variety of websites and services online that are a source of support
- Certain people you meet online might pressure you or you might feel pressured online by friends when you want a break
- It can be addictive and sometimes hours can pass scrolling content
- It is easy to use and accessible for everyone

Turn and talk: There are more advantages than disadvantages to going online. Do you agree?



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17	Online Grooming	when someone befriends a child online and builds up their trust with the intention of exploiting them or causing them harm.
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Groomers are very skilled at what they do and connect with young people online by appearing to have the same hobbies and interests as them. Using fake accounts and photos, they might also appear to be the same age. However, some groomers may impersonate an aspirational figure, such as a modelling scout, sports coach, celebrity, or influencer. A groomer will use the same sites, games, and apps as young people to gain their trust and friendship. However, they may also seek to manipulate, blackmail, and control the child, isolating them from their friends and family.

Task Two: Where might online grooming happen?	
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Anyone can groom another person. A 'groomer' is someone who makes an emotional connection with someone to try and make you do things like:

- have sexual conversations online or by text messages
- send naked images of yourself
- send naked videos of yourself
- Ask you to do something live on webcam
- meet up with them in person

Task Three: Read the stories below and answer the questions:

Sam enjoys chatting with friends whilst playing games online. A new person joined their group that Sam hadn't met before. It was getting late and Sam's friends had stopped playing games for the evening except for the new person. They were getting along really well and got into a long conversation about their favourite music and films. The new person was really nice and they seemed to have so much in common. The new person gave Sam lots of compliments and said they wished they knew what Sam looked like. They started asking if Sam's parents are home or if they're busy, and said they want to chat with Sam's camera turned on so it felt more like they were together in person.

How should the character respond to the situation?

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Why would this be the best thing to do?

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What would happen next if they did this?

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Where might they go to seek help?

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Often groomers will:

- Send you lots of messages
- Ask you to keep your conversation secret. They might ask you not to tell anyone that you're talking to them and say that it's your 'special secret'.
- Try to find out more. Ask you who else uses your computer or which room your computer is in. They might also ask you if you trust them, or make you feel like you can't trust your friends or family.
- Start sending you inappropriate messages – This might be subtle at first. They could start to say nice things about your appearance or your body or ask things like " Have you ever been kissed?".
- Get you to share personal information – They might want you to tell them secrets about yourself or share personal details about where you live or where you go to school. Or they might ask you to keep in contact all the time, and share information about where you are.
- Try to blackmail you- They might try to persuade you to send naked images or yourself by saying they'll hurt or upset if you don't. If you've sent images of yourself already, they could threaten to post your images online or show them to people you know if you don't send them more.

What to do if you think you are being groomed?

If you think you're being groomed don't worry about getting in trouble – you haven't done anything wrong.

Ask the person to stop

As a first step, you might want to deal with the situation yourself. For example, you could ask the person to stop - tell them you don't feel comfortable.

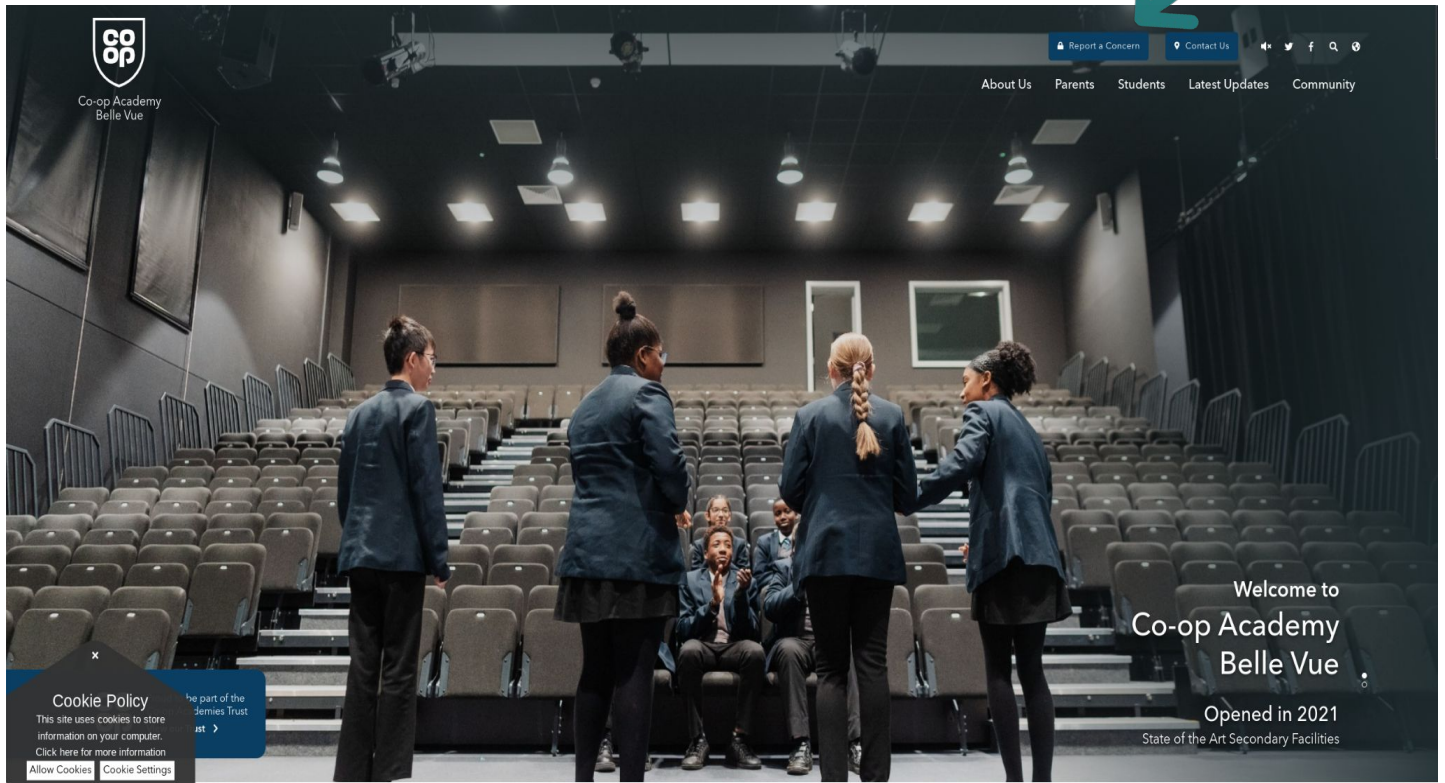
Tell an adult you trust

If the groomer keeps talking to you, tell an adult you trust or report them. Telling someone can seem scary and you might feel like you'll get in trouble. It could also feel embarrassing. But telling someone can really help you start to get out of a bad or uncomfortable situation.

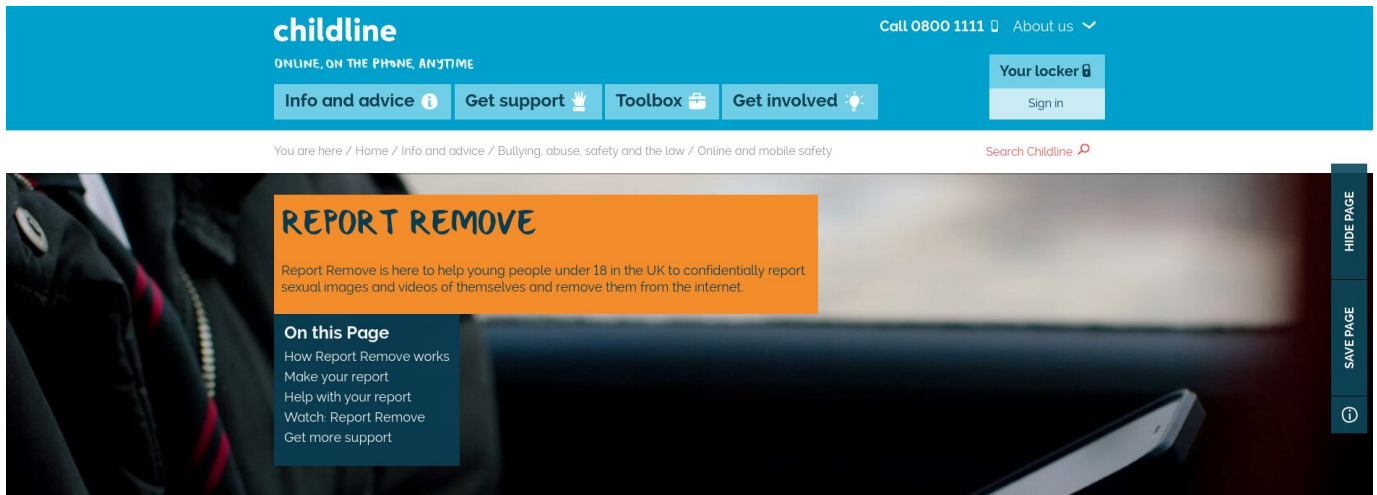
Report it

You can report an adult or stranger if they've sent you a sexual message, asked you to send them a sexual message, sent anything that makes you feel uncomfortable or asked you to meet up with them.

You can report a concern through the academy website.



Childline work with the Internet Watch Foundation (IWF) to remove any sexual images or videos online. Report Remove is a safe, easy and free way to remove nude images that may have been published online. This can be typed into any search engine or address bar.



HOW REPORT REMOVE WORKS

Having your nudes shared can feel scary, and it can leave you feeling worried or even ashamed. But it's not your fault.

It's against the law for anyone to share a sexual image or video of someone who's under 18, and we're working with the Internet Watch Foundation (IWF) and Yoti to help you remove any sexual image or video of you that's online.



**Nude image of you online?
We can help take it down.**

Progress Reflection: Imagine you have been asked to raise awareness with younger students about online safety. Write two paragraphs to include in the weekly newsletter:

- The first paragraph should focus on what they should look out for online
- The second paragraph should give some advice on what to do if they think they are being groomed.

What is online grooming?

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What to look out for

What to do if you think it is happening to you

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Do Now:



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Date:



Lesson Six

Curriculum Question - What is safe online gaming?

Today's Powerful Knowledge

- To learn about using online gaming while remaining safe
- To identify online harmful behaviour in yourself and other.

BL Task one: Complete the true or false quiz.

It's safe to share personal information like your full name, address, and school with people you meet online.

True

False

You should only accept friend requests or game invites from people you know in real life.

True

False

It's okay to meet up in person with someone you've only talked to online if they seem nice.

True

False

If someone online asks you to keep a secret from your parents or friends, you should tell an adult you trust.

True

False

Using a strong and unique password for each of your online accounts is a good way to stay safe.

True

False

You should use your full name in your account name

True

False

Reporting and blocking someone who makes you feel uncomfortable online is the right thing to do.

True

False

Online gaming can be a fun way to connect with friends, but you should never share your login details with anyone.

True

False

Gaming online

Going online can make us laugh, help us relax and even escape to another world. We can share parts of our lives and interact with others. We can compete with others on games and develop our skills. We can learn about other cultures, interact with people from all over the world and from supportive communities.

Many of these positives are about our relationships with others but we will sometimes talk with people we don't know online. It can be easy to let our guard down and share information that we would usually keep private.

Turn and talk: Games are a space where it doesn't matter who you are/ Do you agree?



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Respect and relationships online

74%
chat with other people when playing games

22%
chat to people they only know through the game

67%
chat to people they know outside of the game

Source: 8-15 year olds, Ofcom's Online Nation 2021



Whilst it could be argued that games are a space where it doesn't matter who you are, this is not everyone's experience. People can sometimes forget that they are talking to another person when online. With gaming, we know that people can use it to let off steam and playing can make people angry or frustrated. Nearly half of young people worry about people being mean to them when they are playing games.

Just like other online spaces, games can also be used to bully people through mean messages, harassing behavior, or exclusion. Discrimination like homophobia, racism, sexism, and religious hatred happens in chats and some gaming communities. This is unacceptable behavior. It is something that makes people stop playing games and is something people who love gaming want to stop too.



Turn and talk: Why do you think cyberbullying is on the rise?

A large rectangular box with a solid black border and three horizontal dotted lines inside, intended for students to write their responses to the 'Turn and talk' question.

Task Three: Read the stories below and answer the questions:

[Abbas]: Well that game was a bit of a failure

[Jack]: ONE of us was a failure. Looking at you Sana.

[Sana]: Really sorry guys, I'm going to put some more practice in

[Jack]: Practice won't help you, you're just a joke. This is why girls shouldn't play games.

Why is Sana being targeted?

What might happen next?

What advice would you give Sana?

[Kat]: Where's Pravesh? Is he not coming online to play tonight?

[Finn]: I didn't invite him

[Kat]: What, why not?

[Finn]: He's so bad at this game, don't want him playing it with us anymore

[Kat]: But he always plays this with us!

[Finn]: Yeah well not anymore

Why is Parvesh being targeted?

What might happen next?

What advice would you give Finn?

Task Three: Read the stories below and answer the questions:

Elijah 16:25
Wow you really can't beat me can you?

Mateo 16:38
That's because you just keep using snakey techniques.

Elijah 16:45
It's called being good at the game, stop making excuses

Mateo 16:47
You'd best stop talking to me like that

Elijah 16:49
Or what?

Mateo 17:02
I will find out where you live and you'll get what's coming to you

Why is Elijah being targeted?

What might happen next?

What advice would you give Elijah?

Reporting online abuse Popular games have in-game reporting buttons that you can click to let someone know if you are being abused or bullied online. For example, Epic Games, the developers of Fortnite, have their own support center on their website to report issues including toxic behavior. If you are being bullied online you can contact Childline for support. If you are worried about someone contacting you online who may be asking inappropriate questions, asking you to send pictures or personal details, you can report this to CEOP.

Progress Reflection: How can we make gaming and being online a positive experience for all?

Do Now -

Handwriting practice area with 10 horizontal dotted lines.

Date:

Lesson Seven - Spotlight

Curriculum Question

Large handwriting practice area with 20 horizontal dotted lines.



