



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

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- 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.

1	
2	
3	
4	
5	

# 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:



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# 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.



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# 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 8

### 9 Protected

#### Characteristics

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

### Fundamental British

#### Values

1. Democracy
2. The rule of law.
3. Individual liberty.
4. Mutual respect
5. Tolerance of those with different faiths and beliefs.

### Half Term Four

Physical and mental health  
Mental health stigma  
Healthy and unhealthy coping strategies  
Emotional wellbeing  
Digital resilience



### Half Term Five

Relationships  
Identity and relationships  
Positive behaviours  
Gender identity and sexual orientation  
Building relationships  
Responsibility and boundaries



### Half Term Three

Discrimination  
Personal values  
Gender stereotypes  
Preventing discrimination



### Half Term

#### One

Drugs and alcohol  
Addiction  
Tobacco and vaping  
Drugs  
Prescription drugs  
Addiction



### Half Term Two

Careers  
Personal interests  
CV writing  
Success and achievement  
Climate change and careers



### Half Term Six

Citizenship  
Online safety  
Online grooming  
Media literacy  
Managing risks online

**C**ommunity  
cooperation

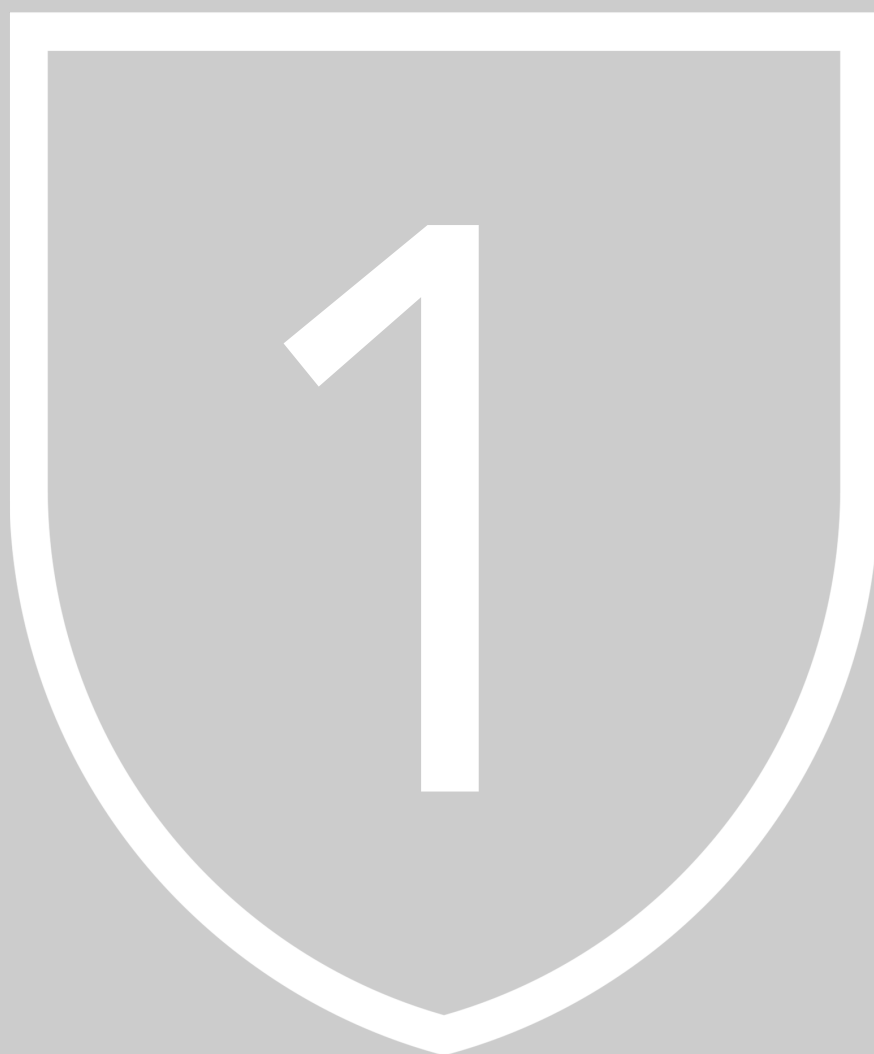
**A**mbition  
achievement

**R**espect  
responsibility

**E**ndeavour  
enjoyment

# Year Eight - Topic One

## Physical Health and Mental Wellbeing



**C** community  
cooperation

**A** ambition  
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**R** respect  
responsibility

**E** endeavour  
enjoyment

# Ambition Sheet

1	Drug	A substance that when released into the body will cause an affect.
2	Recreational Drug	A drug someone takes because people like the effect on their body.
3	Medicinal Drug	A drug someone takes to relieve pain or disease.
4	Misuse of Drugs Act	The law that is intended to prevent the misuse of controlled drugs
5	The Equality Act	The law that is intended to prevent discrimination and ensure equality
6	Addiction	An uncontrollable compulsion for a substance or behaviour despite negative consequences and loss of control.
7	Dependence	Reliance on a substance or behavior, involving physical or psychological need for its effects.
8	Caffeine	A legal a stimulant often found in drinks such as tea, coffee, cola, energy drinks, sports drinks and some medicines.
9	Stimulant	Drugs or medicines that increase your heart rate, breathing rate, and brain function
10	Peer Pressure	When someone feels forced to do something by their peers
11	Depressant	Drugs or medicines that affect the central nervous system, slowing down the messages between the brain and body.
12	The Licensing Act	The law that sets out the legal drinking age as 18
13	Anxiety	a feeling of unease, such as worry or fear, that can be mild or severe.
14	Hangover	the delayed after effects of drinking too much alcohol in a relatively short period of time, characterized by headache and sometimes nausea and dizziness.
15	Substance misuse	Use of alcohol, illegal drugs, or over-the-counter or prescription medications in a way that they are not meant to be used.
16	Criminal Gang	A group of 3 or more people with a leader that commits crime
17	County lines	drug dealers in major cities establish networks to sell drugs to users in towns and rural areas, using young and vulnerable people.
18	Gang	Can be a group of friends who hang around together. But some gangs are involved in crime. Some gangs are violent and might fight other gangs or carry weapons.
19	The age of criminal responsibility	The minimum age that a child can be prosecuted and punished by law for an offence. (10)
20	Grooming	attempting to form a relationship with a child or young person, with the intention of sexually assaulting them or inducing them to commit an illegal act such as selling drugs or joining a terrorist organization.

## Where can I find support?

- Remember, if you are concerned or have questions, there is always someone you can speak to
- Speak to your tutor, head of year or other trusted member of staff in the school.

My Trusted member of staff is:

.....

- For accurate, reliable health information, visit [www.nhs.uk](http://www.nhs.uk)
- For support around mental health, visit Young Minds at [www.youngminds.org.uk](http://www.youngminds.org.uk)
- For help, text SHOUT to 85258 or call
- For advice on drugs, their effects and the law, visit [talktofrank.com](http://talktofrank.com)
- For advice on a range of issues from bullying, mental health, relationships and more contact Childline [www.childline.org.uk](http://www.childline.org.uk) 0800 1111
- If you are worried about online abuse or the way someone is communicating, you can contact CEOP: <https://www.ceop.police.uk/Safety-Centre/>
- If you want to report a crime anonymously you can contact Crimestoppers on 0800 555 111
- You can also report concerns directly to the police by calling 101 or 999 in the case of an emergency



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# Lesson One

## Curriculum Question - What is a Drug?

### Today's Powerful Knowledge

- To learn the difference between medicinal and recreational drugs.
- To learn about the law relating to the use of drugs.

A drug is a substance that when released into the body will cause an affect. Some drugs are legal, some are illegal and some others are prescribed by doctors.



Medicinal drugs are drugs that are used to help people suffering from pain or disease. Medicinal drugs are only safe if used correctly as recommended by medical professionals. Some medicinal drugs are misused and taken for recreational use, rather than for medical reasons. They become illegal if they are misused and misuse of medicinal drugs is dangerous.

Recreational drugs are taken by people because they like the effects they have on their bodies. Some recreational drugs are legal, such as tobacco and alcohol, however, there are restrictions on who can buy them. Caffeine, found in coffee, is another recreational drug. Most other recreational drugs are illegal, and these include cannabis, cocaine and heroin.

BL Task 1: Categorise the drugs into recreational or medicinal.		
Recreational Drugs	Medicinal Drugs	
		1.Cannabis (Illegal) 2.Cocaine (Illegal) 3.Antibiotics 4.Alcohol 5.Insulin 6.Nicotine (Tobacco) 7.Paracetamol 8.Inhalers 9.Prescription painkillers 10.Caffeine 11.Antihistamines 12.Vapes



# What Does The Law Say?



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

Let's look at how the law views recreational and medicinal drugs and how it affects us. The criminal age of responsibility in the UK is 10, knowledge of the law is essential to be an effective citizen.



## *The Misuse of Drugs Act - 1971*

*The Misuse of Drugs Act makes possessing, sharing, or dealing with unknown or illegal drugs illegal, with serious consequences. It also controls medicinal and prescription drugs.*

### Key Points.

- UK Misuse of Drugs Act organises drugs, controlling ownership, sales, and making of the different types.
- The law says no to using illegal drugs for fun, punishing those who possess or sell them. It also makes it illegal to possess or share unknown drugs.
- Drugs are in three groups, class A (most dangerous), class B and class C.
- The act says people using, making or selling prescription drugs without permission is illegal.
- The law lets police confiscate possessions, search homes, and charge people involved in drugs.

### Scenario - How could this affect me?

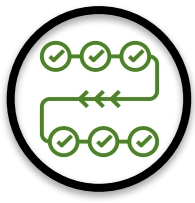
Sam discovers a small bag of unfamiliar pills while at the park. Intrigued, she chooses to bring them to school, thinking she could show her classmates. However, she isn't aware that her actions could actually break the law according to the Misuse of Drugs Act. She takes them into school and shows them to her friends who tell her that she should tell an adult about them because they might be dangerous or illegal. Instead she throws them away.

Task 2: Consider the law, and answer the following questions based on the scenario.

Did she break the law?

What are the possible consequences?

What should she have done differently?



## Progress Reflection | Reflection Questions.

Answer the following questions in full sentences.

1. How many classes of illegal drugs are there in the Misuse of Drugs Act?

.....

2. What should medicinal drugs only be used for?

.....

.....

.....

3. Medicinal drugs like painkillers are made in laboratories and are always safe. Do you agree?

.....

.....

.....

.....

4. When can drugs that doctors give out be illegal?

.....

.....

.....

.....

Do Now:	
1. What do you call a drug that someone takes for health reasons?	
2. Name two British values.	
3. Name 2 legal recreational drugs	
4. Which law controls the use of drugs?	
5. Name 2 protected characteristics under The Equality Act.	

Date:



## Lesson Two

### Curriculum Question - What is addiction?

#### Today's Powerful Knowledge

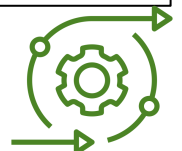
- To learn about dependence and addiction.
- To know the signs and symptoms of addiction.



#### What is addiction?

Did you know that up to 1 in 3 people have an addiction?

The NHS defines addiction as "not having control over doing, taking or using something to the point where it could be harmful to you."



Addiction is most often linked with gambling, drugs, and alcohol, but it's possible to be addicted to almost anything. Addictions can include:

Work – some people are obsessed with their work to the extent that they become physically exhausted; if your relationship, family and social life are affected and you never take holidays, you may be addicted to work

- Internet – as computer and mobile phone use has increased, so too have computer and internet addictions; people may spend hours each day and night surfing the internet or gaming while neglecting other aspects of their lives
- Solvents – volatile substance abuse is when you inhale substances such as glue, aerosols, petrol or lighter fuel to give you a feeling of intoxication
- Shopping – shopping becomes an addiction when you buy things you don't need or want to achieve a buzz; this is quickly followed by feelings of guilt, shame or despair



# Guided Practice



BL Task One : Answer the questions below

a. What sorts of things can people become addicted to?

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

b. How might you be able to tell if someone has an addiction? *E.g. Choices, emotions, thoughts.*

.....

.....

c. Do you think it's a person's own fault if they become addicted to a substance?

.....

.....

[https://youtu.be/oqhrqVX\\_0-l](https://youtu.be/oqhrqVX_0-l)

Task Two: Turn and talk, what do you think the terms addiction and dependence mean? Note your ideas below.

Turn and talk thoughts - Addiction

.....

.....

Turn and talk thoughts - Dependence

.....

.....

Key idea - Addiction

.....

.....

Key idea - Dependence

.....

.....

Turn and Talk: Caffeine is not a dangerous or addictive drug. Do you agree?

Task Three:	Read through the questions below on caffeine and answer them using your own knowledge.	
What do you already know about caffeine?	What do you want to know about caffeine?	
..... ..... .....	..... ..... .....	
How is it the same or different from other drugs?	How is caffeine advertised or marketed, including to young people? (PRIME Energy)	
..... ..... .....	..... ..... .....	



What is caffeine?

Caffeine is a stimulant often found in drinks such as tea, coffee, cola, energy drinks, sports drinks and some medicines. Energy drinks can contain high levels of caffeine and sugar. They often have a higher amount of caffeine than many other drinks as they are aimed at boosting energy (caffeine causes a feeling of alertness).



One can of PRIME energy (200mg) contains the same amount of caffeine as 6 cans of Coca Cola, 2 Red Bull Energy drinks or more than 2 cups of coffee. Over double the daily healthy limit for 12-18yo.



Any boost in energy, however, is normally very short-lived and a person often finds they feel the need for more caffeine to stop the energy 'slump' they experience afterward. Too much caffeine can cause anxiety, sleeplessness, agitation, palpitations, diarrhea and restlessness.

Just like other drugs, caffeine is addictive due to its impact on the central nervous system, creating dependence, withdrawal symptoms, and a cycle of needing more to sustain the desired effects, leading to habitual consumption. Symptoms of caffeine addiction can include increased tolerance, withdrawal symptoms like headaches and fatigue, cravings, difficulty quitting, and prioritising caffeine consumption over daily activities and responsibilities.



Task 4: Read the scenario and answer the questions below.



Jordan started drinking energy drinks as he wanted to make the school football first team but often felt too tired to stay for training. After using the drinks for a while, he found his energy levels and mood were very 'up and down' and he got in trouble at school for being disruptive. By bedtime he struggled to sleep and spent most of the night wide awake, anxious about how little sleep he was getting. But if he tried not to drink energy drinks, he got headaches and felt too tired to do anything.

1. Why is Jordan drinking energy drinks?

.....

2. How do you think they are affecting his health?

.....

3. What are the risks if he continues to consume them?

.....

4. What advice might you give to Jordan?

.....

Advice about energy drinks

The NHS advises everyone to drink caffeine in moderation – some people are more sensitive to caffeine than others, depending on how much they drink and how often. You should always check the label for caffeine content. It is important to consider the other health risks associated with consuming the quantity of sugar contained in such drinks.

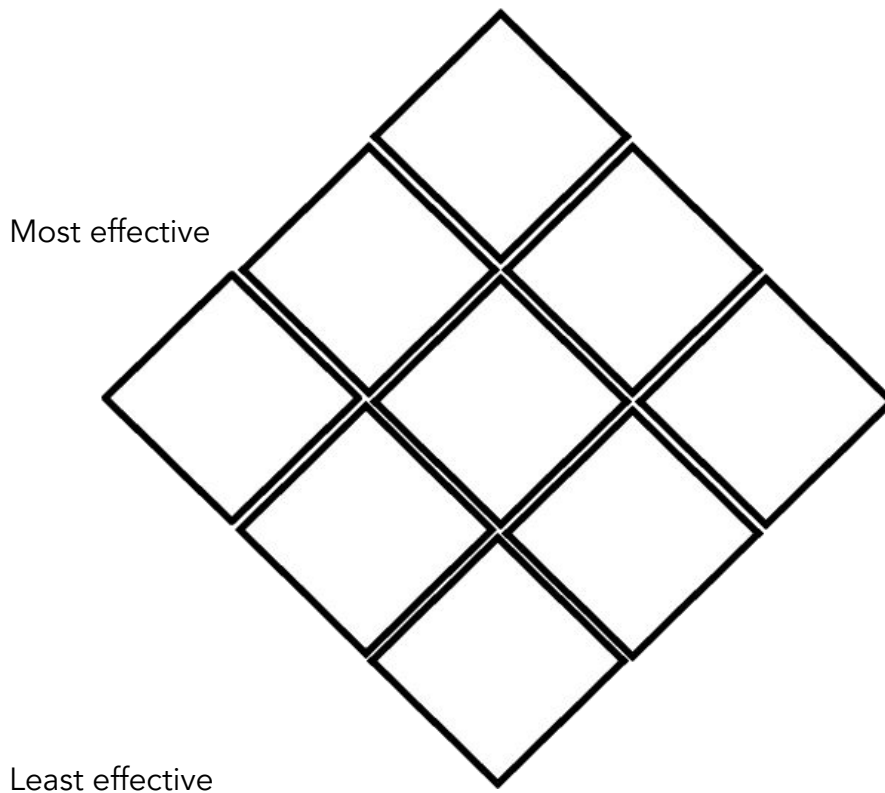
The government have said they are committed to banning the sale of energy drinks to anyone under the age of 16. Many shops have decided to put in place a ban themselves.

Progress Reflection: Caffeine is not a dangerous or addictive drug. Do you agree?



.....

Extra Task: Sort the statements into a diamond 9 showing the best way someone could cut down on caffeine. Put the best method at the top, then the next two most effective, down to the least effective.



1. Talk to a trusted adult who can help

6. Gradually reduce intake of caffeinated products day by day

2. Switch to decaffeinated or non-caffeine containing products

7. Establish healthy sleep habits to reduce the feeling of 'needing' an energy boost

3. Switch to healthier energy boosting food/drinks e.g. fruit or porridge

8. Avoid skipping meals to reduce the feeling of 'needing' an energy boost

4. Check the ingredients on foods and medicines to see if they contain caffeine

9. Avoid 'temptations' where possible. E.g. By not going to the shop before school

5. Drink more water – staying hydrated helps to maintain energy levels

Do Now:	
1. What do you call physical need for a substance or behaviour?	
2. Name two things you can be addicted to	
3. Name 2 effects of caffeine	
4. Name 2 protected characteristics	
5. Name 2 symptoms of caffeine addiction	

Date:



## Lesson Three

### Curriculum Question - What are the risks of tobacco and vapes?

#### Today's Powerful Knowledge

- To learn about different influences and consequences that might affect decisions relating to vaping and smoking.



BL Task One: Read through the questions and suggest what percentage of 11-13 who...

Questions	Guess	Actual
a. Said they have never tried smoking cigarettes?		
b. Said they regularly smoke cigarettes?		
c. Said they are regular users of e-cigarettes/vapes?		
d. Said they they had never taken drugs?		

1. Were the answers different to your guesses?	
Were there any answers that surprised you and why?	

## What is 'Vaping'?

Vaping, or electronic cigarette use, involves inhaling vapour produced by devices that heat liquids often containing nicotine, flavorings, and other substances. As vapes don't contain carbon monoxide or tar they are potentially a less harmful option for tobacco smokers seeking to quit, however vaping carries its own set of health risks. The vapour produced can contain harmful chemicals like formaldehyde and acrolein, which can be bad for your respiratory health. Additionally, the presence of nicotine raises concerns of addiction, particularly among young users whose brains are still developing. The nicotine in vaping liquids can adversely affect cognitive function and attention. However, it's crucial to note that vaping isn't risk-free; it's a relatively new phenomenon, and the long-term health impacts are still being studied. Vaping was intended to support smokers to overcome tobacco addiction and was never intended to become a recreational drug itself. The popularity of vaping among young people has led to concerns about it serving as a gateway to traditional smoking or normalising nicotine use, prompting strict rules on sales to those under 18. Continued research and education are essential in understanding vaping's full range of effects and implications.



Turn and Talk: As vapes don't contain carbon monoxide or tar, this means they are safe for everyone to use. Do you agree?

Stop and Jot: Write down what you have discussed about the safety of vapes.

Smoking *is* more harmful than vaping. Tobacco smoke contains 7,000 chemicals including carbon monoxide and tar, and a sticky soup of around 250 toxic chemicals, causing disease, disability, and early death. The levels of exposure to cancer causing toxins are extremely low in people who vape compared with those who smoke but there is still some exposure. Short-term effects can include coughing, anxiety, headaches, dizziness and sore throats. The long-term effects are, as yet, unknown.



As you grow up, you'll find yourself influenced by everything around you, especially your friends and peers. It's natural to want to fit in and be part of a group, but it's crucial to be aware of the influence that others can have on your choices. While some influences can be positive and motivate you to try new things or develop good habits, others might lead you down paths that aren't in line with your values or goals. Remember, you have the power to make your own decisions. Take the time to reflect on what truly matters to you, and don't be afraid to stand up for your beliefs. Being aware of the influence around you and making conscious, healthy choices will help you shape your own path as you navigate through life.



Peer pressure - When someone feels forced to do something by their peers

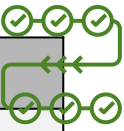
One of our Fundamental British Values is Individual Liberty.

Task Two: Read the timeline of TJ's day below and, answer the questions which follow.

Timeline of TJ's day	Who or what is influence?	What impact might this have on them?	What ideas might TJ develop about vaping as a result?
<p>TJ gets ready for breakfast. He sees some leaflets on the table about quitting smoking, and how vaping can help. TJ sees his mum using her new vape.</p>	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>
<p>TJ sees some students laughing and joking. They are passing a vape around. As they walk past, TJ breathes in and thinks it smells nice.</p>	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>
<p>TJ's friend Ben says his brother will buy them vape. The shop advertises lots of flavours to people their age. Ben says it must be ok to do.</p>	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>
<p>TJ scrolls through social media feeds after school. There seem to be vapes in a lot of the photos and videos online – nobody is hiding what they are doing, not even influencers. Even TJ's mum vapes! TJ decides to buy a vape.</p>	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>

Task Three: Read through each statement and decide which category this fits into.

Statement	Environmental	Health	Legal	Other
a. In the UK, 2 disposable vapes are thrown away every second. Over a year, this is enough lithium to make around 1,200 electric car batteries (lithium is needed for batteries, decreasing reliance on fossil fuels).				
b. Vaping still exposes users to some toxins. Nicotine is an addictive substance and evidence suggests it may be riskier for young people than for adults.				
c. It is not illegal to smoke or vape underage, but anyone who sells cigarettes or vapes to under-18s, or buys them on behalf of anyone under 18, is breaking the law				
d. The long-term risks of vaping are unclear. While vaping is far less harmful than smoking (the risks from which are well-evidenced), it is not risk free.				
e. More than half of people who buy single-use vapes bin them and some of the biggest vaping brands do not take any specific steps to promote recycling.				
f. The vaping industry continues to grow (with some vaping companies backed by the tobacco industry) and is solely focused on making a profit.				
g. Vapes can help someone to quit smoking, by providing a replacement source of nicotine for those who want to quit smoking (although they are not recommended for non-smokers).				
h. In the UK, vapes require specialist recycling. If they aren't recycled, the lithium-ion batteries can start fires when crushed in a waste truck or at a waste processing plant.				



Progress Reflection. Read the overheard conversation and answer the questions

**Tobi:** I've heard they're safe

**Jaz:** Really? Don't you have to be 18 to buy them though?

**Tobi:** I don't know – people in our year have them... And I've seen loads of flavours online – there's bound to be one we'll like. Besides, they're just disposable so we can just bin them if we don't like them. So, shall we give it a try?

1. What do you think they are talking about?

.....

2. What does the law say?

.....

Think about what you have learnt in this lesson and write a response from Jaz, declining Tobi's offer.

.....

.....

.....

.....

Do Now:	
1. What is it called when your friends influence the decisions you make?	
2. What are the long term health concerns of vaping?	
3. Name 2 dangerous substances inside cigarettes.	
4. What is individual liberty?	
5. Name 2 short term effects of vaping	

Date:



## Lesson Four

### Curriculum Question - What are the risks of alcohol and recreational drug use?

<p><u>Today's Powerful Knowledge</u></p> <ul style="list-style-type: none"> <li>• The range of reasons for someone deciding to drink or not drink alcohol</li> <li>• Understand the impact of alcohol and drugs on the body.</li> </ul>	
---	--

BL Task One: In silence, read through the questions and suggest what percentage of 11-13 who...			
Questions	Guess	T&T	Actual
a. Said they have never tried alcohol?			
b. Said they had drunk alcohol in the last week?			
c. Said they usually drank alcohol at least once a month?			
d. Said they thought it was OK to drink alcohol once a week?			

Now turn and talk, find out your partners guess and fill in T&T

1. Were the answers different to your guesses?	
Were there any answers that surprised you and why?	

Task Two: Using you own knowledge, complete the table below:

Reasons to drink alcohol	Reasons to not drink alcohol

Task Three: Look again at your reasons to drink and rank these into:

- High risk reasons (H)
- Medium risk reasons (M)
- Low risk reasons (L)

What Does The Law Say? - The Licensing Act 2003  
It is illegal to buy alcohol under 18 years old. 16 or 17 year olds accompanied by an adult can drink, but not buy, beer, wine or cider with a meal. Under 18s can be stopped, fined or arrested by police if caught drinking alcohol in public.

### Effects of alcohol on the body

Alcohol is a recreational drug. Drinking alcohol has both long-term and short-term effects on the body.

Short-term effects could include: becoming more confident– leading to 'out of character' behaviours, feeling sick, feeling drowsy, headache, diarrhoea, dizziness and lack of coordination, making poor decisions, being at greater risk in certain situations, accidents and injuries due to falling over, memory loss and a 'hangover' the following day.

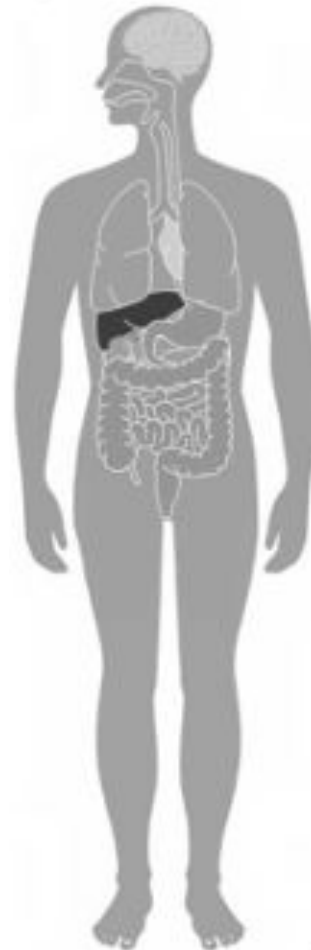
Long-term effects of alcohol use include: health issues such as high blood pressure, stroke, liver disease, effects on mood and mental health such as anxiety and depression, cancers, alcohol dependency, fallout from unwise actions while drunk including relationship changes and feelings of regret, and injuries. There are also sugar-related concerns including obesity, dental health issues and acne.



Task Four: Read through the effects that alcohol has on the body and add the number to the diagram to show which part of the body it is referring to

1. Too much alcohol and drinking on an empty tummy can cause sickness. Some people may even pass out and risk choking on their own vomit.	2. Too much alcohol makes the heart beat faster and can cause panic attacks.
3. Alcohol is calorific. Too much can lead to weight gain.	4. Too much alcohol gives you bloodshot eyes.
5. Too much alcohol makes the skin hot and sweaty and can make people red-faced.	6. Too much alcohol can make people upset, anxious or angry.
7. Alcohol is broken down in the liver, but it can only cope with 1 drink an hour. Drinking heavily for a long time increases the risk of liver disease	8. Too much alcohol can make the body sweat.
9. Too much alcohol can lead to a headache/ hangover, so it's important to drink plenty of water/ soft drinks.	

Body Part	Number
Head	
Eyes	
Skin	
Heart	
Liver	
Waist	
Brain	
Tummy and Gut	
Armpits	

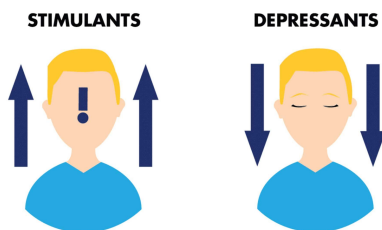


Hangover

the delayed after effects of drinking too much alcohol in a relatively short period of time, characterized by headache and sometimes nausea and dizziness.

## Recreational Drugs

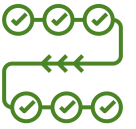
Two categories that some recreational drugs fit into are depressants and stimulants. They are in these groups based on their effect on the body. Alcohol is a depressant. Explore the effects of other recreational drugs: depressants vs. stimulants. Think "depressed" and "stimulate" – link to these concepts.



Task Five: Identify the effects of both type of drug. Put the words in bold in each box under the correct heading. Can you also name 3 depressants and 3 stimulants below?

Depressants	Stimulants

<p><b><u>Sedation</u></b> : Temporary feelings of relaxation and calmness, often leading to drowsiness and sleepiness with a risk of losing consciousness.</p>	<p><b><u>Energy</u></b> : Boost energy levels and combat feelings of tiredness.</p>
<p><b><u>Alertness</u></b> : Enhance focus, attention, and wakefulness, inability to sleep.</p>	<p><b><u>Slurred Speech</u></b> :Poor motor skills and coordination, resulting in slowed speech and movements.</p>
<p><b><u>Poor Judgement</u></b> : Poor decision-making abilities and impair critical thinking.</p>	<p><b><u>Elevated Mood</u></b> : Induce temporary feelings of euphoria and pleasure.</p>
<p><b><u>Reduce Anxiety</u></b> : Temporarily reduce anxiety and tension.</p>	<p><b><u>Slow Heart Rate</u></b> : Slow down heart rate and breathing, potentially to dangerous levels.</p>
<p><b><u>Increased Heart Rate</u></b> : A rapid and elevated heart rate, potentially leading to heart attacks in some cases.</p>	<p><b><u>High Blood Pressure</u></b> : Can lead to an increased higher blood pressure.</p>



Progress Reflection: Read through Marnie's comments to Sasha below. Write down three responses you Sasha could give to say why she might not want to drink or do drugs.

Come on Sasha...everyone's at it! *Loads* of people drink underage and you're just being boring if you don't. It's harmless and you'll feel better for it... it'll be a laugh. Here... have a taste.

1.

2.

3.

Who are your trusted adults you would tell about being offered drugs or alcohol?

At home -

In school -

Do Now:

1. Give 2 reasons why someone might decide to drink alcohol

2. Write down 2 reasons someone might decide not to drink

3. Write down 2 health effects of depressants

4. At what age can you legally buy a vape?

5. Name 2 stimulant drugs

Date:



## Lesson Five

### Curriculum Question - How do you use prescription and counter medications safely?

#### Today's Powerful Knowledge

- How to use over-the-counter and prescription medications safely and responsibly.
- The importance of following dosage instructions and consulting healthcare professionals



BL Task one: Name 4 things can people become addicted to

1.

3.

2.

4.

Show me: Medication that you receive from a doctor or buy from a shop is safe and you can't get addicted. Do you agree?



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

## Prescription and Counter Medication

It is likely that everyone will come across prescription drugs at some point, perhaps for an infection or injury you might suffer or someone you know. Just like illegal drugs, people are still at risk of developing an addiction or dependence on legal drugs.

Addiction: An uncontrollable compulsion for a substance or behaviour despite negative consequences and loss of control.



Substance misuse can be on purpose or by accident. A common example is alcohol, paracetamol or antibiotics. There are clear guidelines on how these drugs are to be used safely but sometimes people ignore this advice and take the medications in a different way than they are prescribed/advised – this is substance misuse.

Task Two: What did the law say about misuse of prescription drugs? BV - The rule of law

Name of the act -

What did the law say? -

Substance misuse: Use of alcohol, illegal drugs, or over-the-counter or prescription medications in a way that they are not meant to be used.

## Over The Counter Medicines

All medicines that are sold over the counter are required to provide you with specific information so that you can use it safely. This is the law. If you are given any drugs from someone without any instructions or details, you cannot be sure what they contain.

Some of these include:

1. Product information – what do you need to take it for?
2. Ingredients – what is in it?
3. Dosage – how much should I take?
4. Important information – anything else that you should know before you take the medication.
5. Storage – where should I keep the medication safely?
6. Expiry Date – a date when the medicine should be used by



Task Three: Look at the boxes of medication below and answer the questions next to each example.

**Please read the enclosed leaflet carefully before you take this product.**

**About this product**  
For the relief of symptoms associated with the common cold and flu, including relief of aches and pains, sore throat, headache, nasal congestion and fever. Day capsules will also relieve fatigue and drowsiness.

**Directions for use**  
Swallow whole with water. Do not chew.

**Dosage**  
**Adults, the elderly and children aged 16 years and over:** Two Day capsules every 4 to 6 hours during the daytime, as required, followed by two Night capsules at bedtime. Leave at least 4 to 6 hours between doses. Do not take more than 8 capsules (4 doses) in any 24 hour period. **Do not give to children under 16 years.** Do not take for more than 3 days unless advised by your doctor. Do not take more medicine than the label tells you to. If you do not get better, talk to your doctor.

**Important**  
**CONTAINS PARACETAMOL.** Do not take anything else containing paracetamol while taking this medicine. Talk to a doctor at once if you take too much of this medicine, even if you feel well. The Day time capsules contain caffeine which may disrupt sleep if taken at night. **Keep out of the sight and reach of children.** Do not use capsules after the date shown on the pack. **Do not store above 25°C.**

**Ingredients**  
Each red/yellow Day capsule contains: paracetamol 500 mg, caffeine 25 mg and phenylephrine hydrochloride 6.1 mg. Each dark blue/light blue Night capsule contains: paracetamol 500 mg and phenylephrine hydrochloride 6.1 mg.

1. What is this product for?

2. How much should you take?

3. Where you should keep it?

4. Anything else you should know about it?

Batch No: 24V0871  
Expiry: 07-2025

Please read the enclosed leaflet carefully before use.

**How does this product help?**  
Sudafed Decongestant Tablets with Pseudoephedrine hydrochloride, helps clear stuffy noses, catarrh, blocked sinuses and sinus pressure associated with colds, flu and allergies.

**How to take?** For oral use.

**Adults and children aged 12 years and over:** Take 1 tablet with a glass of water every 4-6 hours.

**Do not give to children under 12 years old.**  
Do not take more than 4 tablets in 24 hours.

**Do not take more medicine than the label tells you to. If you do not get better, talk to your doctor.**

As with all medicines, if you are pregnant or currently taking any other medicine, consult your doctor or pharmacist before taking this product. Do not take with any other cough and cold medicine.

**Keep out of the sight and reach of children.**

Each tablet contains: Pseudoephedrine hydrochloride 60 mg. Other ingredients include: Lactose. See leaflet for further information.

Store below 30°C in the original package.

**Marketing Authorisation holder:**  
McNeil Products Limited, High Wycombe, Buckinghamshire, HP12 4EG, UK.  
PL 15513/0024

**McNeil**  
Products Ltd.

Sudafed is a registered trade mark.

**SUDAFED**  
Pseudoephedrine hydrochloride  
12 tablets  
**DECONGESTANT**  
Tablets

3 574660 000271

P

1. What is this product for?

3. What is the expiry date?

2. How much should you take?

4. Where should you keep it?

Turn and Talk: What might happen if someone does not read the instructions on medication carefully?



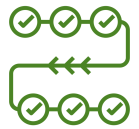
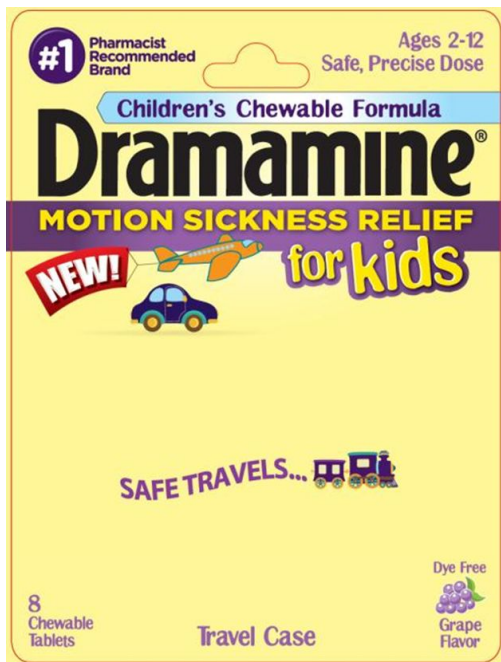
Stop and Jot: Write down what you have discussed about impact of not reading instructions.

.....

.....

.....

Progress Reflection : Look at the box of medication below:



a. Explain what key information you should look for and why.

.....

.....

.....

.....

.....

Do Now:	
1. Give 2 things you should read on a box of medication to be able to take it safely	
2. Write down 2 effects of a depressant drug	
3. Write down 2 health effects of stimulants	
4. What is the age of criminal responsibility?	
5. What does the british value 'Individual liberty' mean?	

Date:



## Lesson Six

### Curriculum Question - What potential negative influences are there related to substance abuse?

#### Today's Powerful Knowledge

- The influences related to substance use, including peer pressure and media influence
- Develop strategies to resist negative influences and make positive choices



BL Task One Imagine a criminal gang selling drugs moved into a small town. Can you suggest the different people who might be affected by their illegal activity?

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

How could you protect yourself from being affected?

.....
.....

**Gang** - A gang can be a group of friends who hang around together. But some gangs are involved in crime. Sometimes gangs are violent and might fight other gangs or carry weapons.

What are county lines?

County lines is where illegal drugs are transported from one city or town to another. Gangs recruit and use children and young people to move drugs and money for them. Children as young as 12 years old and up to 17 years old are recruited, often using social media. Sometimes they are given gifts such as new clothes, trainers or headphones to encourage them to work for the gang. They are exploited and forced to carry drugs between locations, usually on trains or coaches. They are also forced to sell drugs to local users. Gangs sometimes use violence to threaten children and young people when recruiting them. Gangs also violently assault children and young people working for them if they find their drugs or money to be missing. Weapons such as firearms, knives, bats and acid are sometimes used to make violent threats

**THEY MAKE  
YOU FEEL  
LIKE YOU'RE  
FRIENDS.  
BUT YOU'RE  
NOTHING  
TO THEM.**

**Zack, 15**

Task Two: What signs might you see in a town where there are problems with county lines?

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Task Three: Read through the scenario and answer the questions which follow:

A young teenager is promised new trainers and phone if they help a new older friend with a job out of town for a few weeks

a. How might this teenager be feeling?

---

b. What risks can you identify?

---

---

---

c. What help or advice would you give this person?

---

---

---

Community Conversation

Stop and Jot - Social media has made peer pressure worse. Do you agree?

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

Name

Ideas

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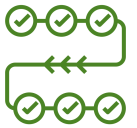
Reflection - *Actively considering the opinions of others*

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## Progress Reflection

### What to do if you have concerns

The best advice is to trust your instincts. Even if someone isn't involved in county lines drug dealing, they may be being exploited in some other way, so it's always worth speaking out.

- You can speak to your local police by dialing 101, or in an emergency 999.
- If you would rather remain anonymous, you can contact the independent charity Crimestoppers on 0800 555 111.
- 

If you are a young person who is worried about your involvement, or a friend's involvement in county lines. A good option is to speak to an adult you trust and talk to them about your concerns. You can also call Childline on 0800 1111. Childline is private and confidential service where you can talk to specially trained counsellors about anything that is worrying you.



Do Now -

Dotted writing area for the Do Now section.

Date:

# Lesson Seven - Spotlight

## Curriculum Question

Today's Powerful Knowledge

Dotted writing area for Today's Powerful Knowledge.

Dotted writing area for the Curriculum Question.





# Year Eight - Topic Two

## Careers - Building Blocks of Success



**C** community  
cooperation

**A** ambition  
achievement

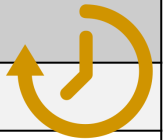
**R** respect  
responsibility

**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	Career	An individual's lifelong journey of work and professional development.
3	Interests	The things you really like or enjoy doing
4	Achievements	The good things you've done or goals you've reached.
5	Career sector	A specific industry or field of employment where people pursue their careers, such as healthcare or technology.
6	Self-reflection	Thinking about yourself and your actions, like looking back on what you've done and how you feel about it.
7	Recruitment Process	How a business or employer finds and hires new people to work for them.
8	CV	(Curriculum Vitae) is a document that tells employers about why you're suitable for a job. It's usually no longer than two pages and is always tailored to the specific job you're applying for.
9	Teamwork	When people work together as a group to achieve a common goal, combining their skills and efforts to get things done effectively
10	Challenges	something you find difficult / something that requires a high amount of effort.
11	Rewards	a benefit/positive outcome.
12	Resilience	Being able to bounce back from tough or difficult situations, facing challenges and still finding a way to keep going and stay strong.
13	Growth Mindset	the belief that skills and abilities can improve with effort and practice.
14	Fixed Mindset	the belief that skills and abilities are fixed. You're either good or bad at something.
15	RAM Goals	Realistic, Achievable, and Measurable goals." These are goals that are practical, attainable, and can be quantified.
16	Skills	the things you learn and get good at, so you can do stuff better, whether it's in school, sports, or just everyday things.
17	Wellbeing	The overall state of physical, mental, and emotional health and happiness.
18	Eco-friendly	doing things that are good for the environment, like using less energy, reducing waste, and taking care of the planet.
19	Green Jobs	A career that helps to protect and restore the environment.
20	Sustainable Degrees	A subject that prepares us to protect the environment for future generations.

Do Now:



1. What is the definition of a drug?

2. True or false, caffeine is a recreational drug?

3. What is the name of the law that aims to prevent the use of controlled drugs?

4. Name one effect of a stimulant drug?

5. What type of drug is alcohol?

Date:



# Lesson One

## Curriculum Question - What are my interests?

### Today's Powerful Knowledge

- Describe your interests and draw connections between interests and career options
- Write about an activity that links to your interests

BL Task One: Write down at least three things you're really proud of. Use the examples to help.



Performing in the school play



Baking my sister's birthday cake



Winning 100m in Sports Day



Singing my first solo at school



Being awarded a certificate in Art



Making friends at a new school



Growing plants from seeds



Learning how to code

1.

2.

3.

1. Outside of school, I like...

2. My favourite subjects are...

3. I lose track of time when I'm ...

4. I'm involved in...

## My Interests Collage

5. If I had to launch a podcast, it  
would be about...

6. The most interesting place I've  
visited is...

7. The skills I enjoy using are...

8. When I'm with my family, I  
enjoy...

9. An interest I'd like to explore in the future is...

Task Three: Look at your interests' collage and write down at least three keywords. Use the example to help

**My interests collage**

1. Outside of school, I like... reading books and watching documentaries like 'The Imagineering Story' on how they designed and built Walt Disney World.
2. My favourite subjects are... Art and Maths. In my spare time, I'm always doodling and completing maths puzzles.
3. I lose track of time when I'm... colouring Mandala patterns. I spent nearly a whole day coming up with different colour patterns.
4. I'm involved in... the school football team. I like playing with my friends and going to other schools to compete.
5. If you had to launch a podcast, it would be about... how famous buildings in the world were built.
6. The most interesting place I've visited is... a castle on a school History trip. We learned how they were built and the tools they used.
7. The skills I enjoy using are... practical and creative skills. I like working with my hands and using my imagination.
8. When I'm with my family, I enjoy ...going camping in the school holidays. I enjoy putting up the tent and being outdoors.

An interest I'd like to explore in the future is... attending a summer school or club in maths or engineering. I've seen a few but would need help applying.



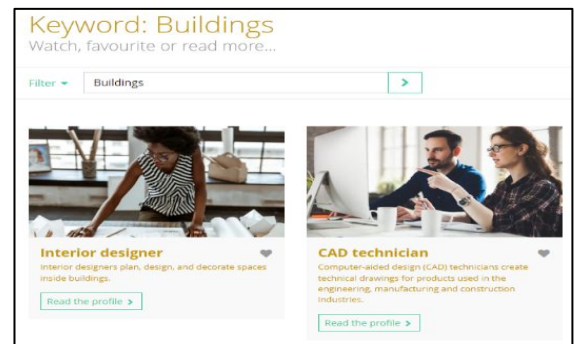
- Art
- Buildings
- Practical
- Creative
- Math

1.	4.
2.	5.
3.	6.



1. Log in to the [Unifrog Careers library](#) and search by any of the keywords.

2. Use the filter function to search for careers that interests you.



3. Click the heart to favourite profiles you like the look of so you can return to them later.

4. Choose one career profile you think is suited to you and complete the table below.

Keyword used	<i>E.g., Buildings</i> •
Career profile	<i>E.g., Interior designer</i> •
Three things that match my interests	<i>E.g., Uses practical skills, creates sketches and detailed drawings, entry is through courses in art or design</i> •

## Recording an activity

1. Log on to Unifrog and go to [Activities](#).
2. Click 'Add an activity'.
3. Choose one thing you wrote down in this lesson to add to the tool. Use the example to help.

**Your role:** Designed art project

**Activity type:** Independent Academic Work

**Description:** I created a 3D model of an imaginary island. I sketched my island design on paper. Then, I used modelling clay to create the basic shape and left it to dry. I used acrylic paints to add colour. I used fake grass and moss. I added additional structures such as trees, houses, boats, animals and bridges. I was awarded an academic excellence award in Art and Design for my model, and it is on display in the Art building.

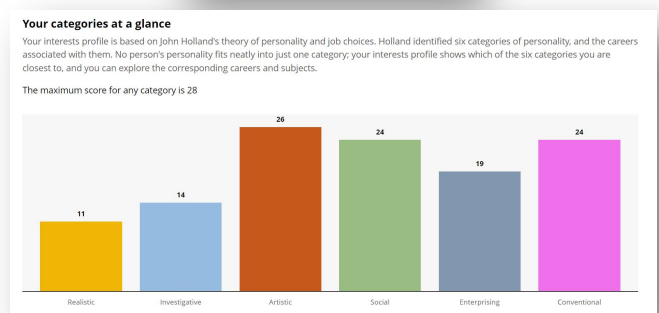
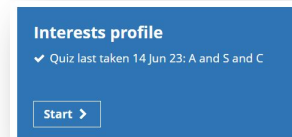
**Select skills:** Creativity

**Date started / finished:** January 2023 – April 2023

**Referee:** Miss McDonald

In your spare time, complete the Unifrog Interests profile. You'll find out which of the six Holland codes you match: Realistic, Investigative, Artistic, Social, Enterprising and Conventional.

Each type represents different work environments and activities that people might enjoy. Use this to help discover careers that match your interests.



### Search the Careers and Subjects libraries

Anyone can enjoy and excel at any profession or subject, but the buttons below will take you to the careers and subjects that suit your interests best, with the closest ones at the top.

[Search the Careers library >](#)

[Search the Subjects library >](#)

Do Now:



1. Name two interests you have

--	--

2. Name two protected characteristics

--	--

3. Name one thing you are proud of

--

4. Which type of drug increases your heart rate? Stimulant or depressant?

--

5. Name 2 depressant drugs.

--	--

Date:



## Lesson Two

### Curriculum Question - How do i write an application or CV?

#### Today's Powerful Knowledge

- Explain how employers recruit people
- Identify information that goes into each section of a CV

BL Task One: Write down at least three examples of how a business or employer might recruit or hire someone. Use the icons to help you think of answers.



1.	4.
2.	5.
3.	6.



A CV (Curriculum Vitae) is a document that tells employers about why you're suitable for a job. It's usually no longer than two pages and is always tailored to the specific job you're applying for.

# Recruitment processes



A recruitment process is how a business or employer finds and hires new people to work for them.



1. 'Head hunting'



5. Sending an online test / task



2. Posting an advert online



6. Conducting phone interviews



3. Attending a job fair



7. Asking applicants to present



4. Reviewing CVs



8. Running face-to-face interviews



A CV (Curriculum Vitae) is a document that tells employers about why you're suitable for a job. It's usually no longer than two pages and is always tailored to the specific job you're applying for.

## What goes into a CV?

A CV has seven sections.



1. Contact information

4. Work experience



2. Personal introduction

5. Education



3. Skills



6. Interests



7. References



Turn and Talk: Why do you think a CV should not be longer than two pages?

Blank area for writing the answer to the Turn and Talk question.

Task Two: Read the example CV and add the titles for each section based on the list below.

- 1. Contact information
- 4. Work experience
- 2. Personal introduction
- 5. Education
- 3. Skills
- 6. Interests
- 7. References



[Redacted Name]

**TONY STARK**

212-970-4133, IRONMAN@THEAVENGERS.ORG  
MALIBU POINT, 90265

[Redacted Section Header]

Genius, billionaire and philanthropist, I am a founding member of the Avengers and the former CEO of Stark Industries. I am more commonly known as the high-flying superhero called Iron Man and am genetically modified for the good of humankind.

[Redacted Section Header]

- **Resilience:** I overcame injuries from being captured, and I went on to become a successful superhero.
- **Innovation:** I built my first Iron Man suit in a cave with only a box of scraps. I've since improved the suit and they are now some of the most advanced super suits in the world.
- **Flying:** The suit I designed is equipped with jet turbines that allow me to fly long distances at high speeds.

[Redacted Section Header]

**S.H.I.E.L.D** – Director  
Nick Fury  
nick.fury@SHIELD.org

**STARK INDUSTRIES** – Chief Aviation Engineer  
James Rhodes  
james.rhodes@starkindustries.org  
212-970-4133

[Redacted Section Header]

**JUNE 2011 - PRESENT | IRON MAN | THE AVENGERS**

- Designed and developed server code.
- Dealt with numerous super-human threats and created new software and armour to defeat them.
- Worked in a team with the Avengers to save the world.

**1991 – PRESENT | CEO | STARK INDUSTRIES**

- Responsible for the overall management of the company including finances, operations and research.
- Oversaw the company's expansion into new markets such as aerospace industries.
- Negotiated major contracts with the U.S. government.
- Mentored young engineers and scientists.
- Organised and managed charitable funding to research and development projects that would better humanity.

[Redacted Section Header]

1987 | BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING | MASSACHUSETTS INSTITUTE OF TECHNOLOGY (MIT)

Result: Distinction

1988 | MASTER OF SCIENCE IN ELECTRICAL ENGINEERING | MASSACHUSETTS INSTITUTE OF TECHNOLOGY (MIT)

Result: Distinction

[Redacted Section Header]

When I'm not saving the world, you'll find me in the mechanical hub of my lab. I enjoy researching particle physics. I'd rather stay up all night mastering applied thermodynamics instead of sleeping.

*Employers will look through your social media accounts!*



EMAIL ADDRESS



TWITTER HANDLE



TELEPHONE NO.



LINKEDIN URL

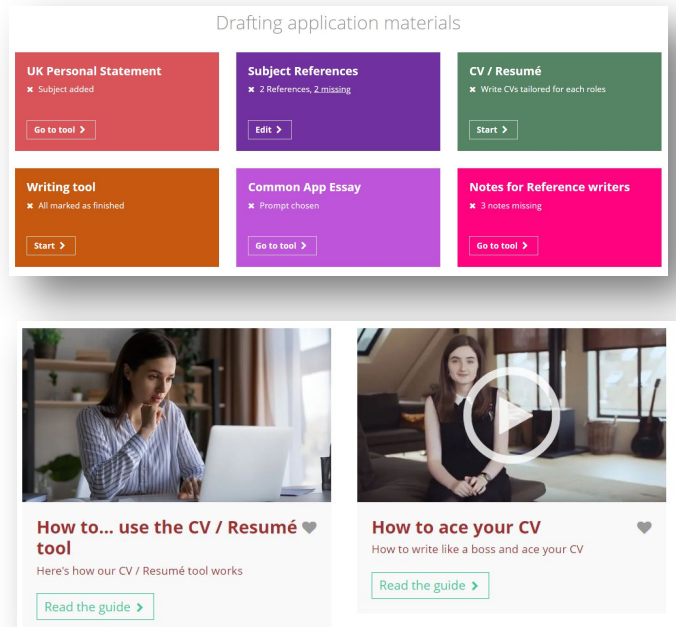


Task Three: Log on to UniFrog and complete your own CV

### Independent Silent Study

You can use the CV / Resume tool to write your own CV. The tool allows you to write and preview your CV. It also includes helpful tips on how to write each stage.

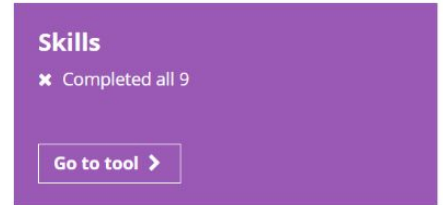
You can also read these helpful Know-how library guides on writing a CV and using the CV tool.



Progress Reflection: Log a skill you have used.

Keeping a record of our skills makes writing a CV easier.

Log on to Unifrog and go to the Skills tool.



A) Pick one skill you've identified. Use the examples below to help.

- Teamwork
- Creativity
- Speaking**
- Writing
- Listening
- Problem-solving
- Something else?

B) Write about your skill using the CAR method. Use the example below to help.

Context: What was the situation or task?

*I delivered a summary at community conversations to the whole year.*

Action: What did you do?

*I spoke about what had been discussed about failure.*

Result: What was the outcome?

*The year group had an engaging conversations and gave appreciation.*

Do Now:



1. What does CV stand for?

2. What is a CV?

3. What is a recruitment process?

4. Name two things you must include on a CV

5. Why should a CV be no longer than 2 pages?

Date:



## Lesson Three

### Curriculum Question - What are the challenges and rewards of working?

#### Today's Powerful Knowledge

- Identify some of the rewards associated with working
- Identify some of the challenges associated with working
- Define what having a growth mindset means



**Challenge:** something you find difficult / something that requires a high amount of effort.



**Reward:** a benefit / positive outcome.

BL Task One: Write down at least three challenges and at least three rewards of your day-to-day life at school. Do not complete the right side of the table yet.

Challenges of school	Does this challenge apply to the workplace?	
●	YES	NO
●	YES	NO
●	YES	NO
Rewards of school	Does this reward apply to the workplace?	
●	YES	NO
●	YES	NO
●	YES	NO

## The challenges and rewards of working

Think about what your day-to-day life at work might be like and complete the right side of the table on the previous page.

Task Two: note down at least three new challenges of working and at least three new rewards of working in the table below.

Challenges of working	Rewards of working
1.	1.
2.	2.
3.	3.

Task Three: Log in to Unifrog and complete the task below.

Challenges and rewards of work: a career of your choice

Log in to your Unifrog account and open the [Careers library](#).

Find and favourite at least one career profile of interest to you.

Read the career profile and use this information to help you complete the table below.



Career selected:	
One challenge you might experience in this career is...	One reward you might experience in this career is...



Youth employment means having a job when you're under 18.  
Here are five features of youth employment:

### Features of youth employment

For each feature of youth employment, discuss and note down what would be the associated challenges and/or rewards.

*You might decide some of the features only have challenges or only have rewards.*

Feature	Challenges and/or rewards
1. Balancing work with being a school student	
1. Earning money	
1. Being entitled to breaks	
1. Limiting the number of hours you can work	
1. Having to act responsibly	

Task Four: Read the definitions of growth and fixed mindset and respond to the two scenarios.

A **growth mindset** is the belief that skills and abilities can **improve** with effort and practice.



A **fixed mindset** is the belief that skills and abilities are **fixed**. You're either good at something, or bad at something.



1

Jamal spent his evening studying for a test by reading his textbook. The next morning, he found the test really difficult and he didn't achieve the score he'd hoped to achieve. Jamal now thinks that there's no point trying to study for tests.

Jamal has a fixed / growth mindset because...

2

Leanne was talking to her very first customer, whilst her new manager was watching. She felt really nervous and accidentally told the customer some incorrect information about a car. She made some notes about the car and next time she talks to a customer, she plans to take the notes with her in case she needs them.

Leanne has a fixed / growth mindset because...

Progress Reflection: Stop and Jot. Think about a situation when you experienced a challenge and overcame it.

- What was the challenge?

- How did you overcome it?

- What were the benefits of overcoming the challenge?

- What would you do differently next time?

Do Now:



1. What is a challenge?

2. Name two challenges of having a job while you are still at school

3. Who is your trusted adult?

4. What is a growth mindset?

5. What is a career sector?

Date:



## Lesson Four

# Curriculum Question - What does success and achievement mean to me?

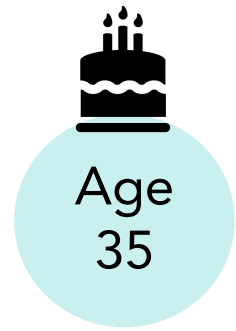
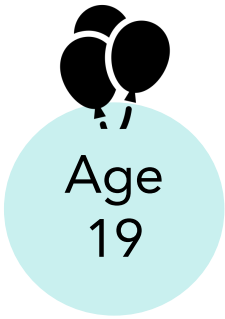
### Today's Powerful Knowledge

- Define what success means to you and acknowledge that success can be measured in different ways and can be achieved within lots of different careers
- Reflect on your own successes and set goals for future successes

BL Task One : Read and circle the option you would choose for each option below.

	OPTION A		OPTION B
1.	be a leader and make decisions	OR	let someone else make decisions
2.	have a high-paying job you hate	OR	a low-paying job you love
3.	live in a big city	OR	live in the middle of nowhere
4.	drive everywhere	OR	walk or cycle everywhere
5.	be known for your intelligence	OR	be known for your creativity
6.	have three friends who know you really well	OR	20 friends who don't know you very well
7.	work for yourself	OR	work for someone else
8.	travel around the world for work	OR	work in one place close to home
9.	work on your own	OR	work with lots of other people
10.	learn through practical experience	OR	through reading and studying

1. Pick one of the ages below:



Task Two: Write an ambition statement for when you are this age. Consider some of the questions on the right.

Name: .....

My ambition is to

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

Unlocking potential through expert knowledge and character

1. Where am I living?
2. Who are the important people in my life?
3. What challenges have I faced? Did I overcome them?
4. What do I like best about my life?
5. Who is my role model?
6. What hobbies or interests do I have?
7. Am I studying, working or something else?
8. What does a good day look like for me?



**Goal-setting: how to set good goals**

A guide to setting effective goals

[Read the guide >](#)

RAM is a way of setting goals. It stands for:

R - Relevant

You need to really care about achieving it.

A - Achievable

It should be realistic with a specific timeframe.

M - Measurable

It needs to be easy to measure.

In your own time to find out more: Log on to Unifrog and go to the Know-how library. Then:

1. Read the guide called 'Goal-setting: how to set good goals.'

Task Three: As an example, read Aisha's RAM goal to help her become a vet and write your own RAM goal.



Aisha's RAM goal:

*"I want to become a vet. By the age of 25, I will have finished my degree in veterinary medicine and have a job as a vet."*



R - Relevant

You need to really care about achieving it.

A - Achievable

It should be realistic with a specific timeframe.

M - Measurable

It needs to be easy to measure.

Task Four: Finish the sentence about what success means to you.

To me, being successful at school means...

To me, being successful in employment means...

An example of when I have experienced success is...

Task Five: Success can be defined in many different ways. Read the definitions below and identify the best and worst measure in your opinion. Mark the best as a tick and the worst as a cross.

**A**

'I am successful because I am able to balance working a job that I enjoy with taking care of my family.'

**B**

'I am successful because I have a career that makes me happy - I enjoy what I do every day!'

**C**

'I am successful because I have overcome a lot of barriers to get to where I am in my career today.'

**D**

'I am successful because I am making a positive contribution to the community - I am helping people every day at work. I'm proud of what I do.'

**E**

'I am successful because I have a great work-life balance. I perform well within my job and I also have free time to spend doing things I enjoy.'

**F**

'I am successful because I've been promoted, this means that other people recognise my accomplishments and value my potential.'

**G**

'I am successful because I earn a high salary. This allows me to buy things I want without worrying about the cost.'

Task Five: For each scenario, discuss the following question:  
How have they demonstrated success and achievement within their career journey?

1

Hugh used to work full time as a teacher. Since having his first child, Hugh now works three days a week at school and spends the other days caring for his toddler. Because he shares childcare responsibilities with his partner, Hugh can enjoy spending lots of quality time with his son.

2

Lyndall worked as a property developer for 30 years and she then decided to change career paths. Lyndall attended an evening course at a college as a mature student, to gain a qualification in carpentry. She then set up her own furniture design business and she is currently self-employed. She's enjoying having a flexible work schedule, around her other commitments.

Hugh demonstrated success and achievement by...

Lyndall demonstrated success and achievement by...

Other than employment, there are other areas of life could someone demonstrate success.

Education / learning



Relationships



Skills / activities



Wellbeing



Qualifications / awards



Personal goals



Physical abilities



What would you like to achieve within the next couple of months?

*In one month, I will have read two books about fashion design.*

*In two months, I will have made revision notes for eight Geography topics.*

*I will practice playing the guitar for at least 30 minutes each week.*

Relevant



Achievable

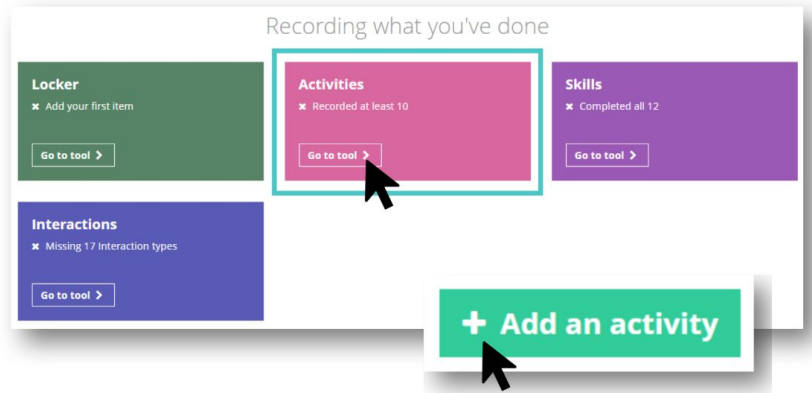


Measurable




## Using the Unifrog Activities tool

- Log in to your Unifrog account and open the Activities tool.
- Click 'Add an activity.'
- Record an example of a success you've experienced recently.



This can be an example of an academic accomplishment or an extracurricular accomplishment.

Do Now:	
1. What is a RAM goal?	
2. Why do goals need to be measurable?	
3. Name two areas you could have success and achievement apart from a job	
4. How many pages should your CV be?	
5. Name the Act that includes the protected characteristics.	

Date:



## Lesson Five

### Curriculum Question - How can careers impact climate change?

**Today's Powerful Knowledge**


- Careers that could be considered green careers
- Subjects that could be considered sustainable degrees

**i** Climate change refers to the long-term change in weather patterns around the world. It's a serious threat to our planet: water supplies are shrinking, extreme weather events are increasing, forests are burning, and coral reefs are dying.

**1**

What careers might help to reduce the negative impact of climate change?


*Write down at least two examples.*



**2**

What careers might contribute to the negative impact of climate change?

*Write down at least two examples.*



**BL Task One** : Write down two examples of careers for each question.

1.	1.
2.	2.

### Green job:

A career that helps to protect and restore the environment.



### Sustainable degree:

A subject that prepares us to protect the environment for future generations.



#### Task Two

1. Create a list of careers you think could be described as green jobs.
2. Create a list of subjects you think could be described as sustainable degrees.

Green jobs	Sustainable degrees
1	1
2	2
3	3

These words might help you think of some ideas:

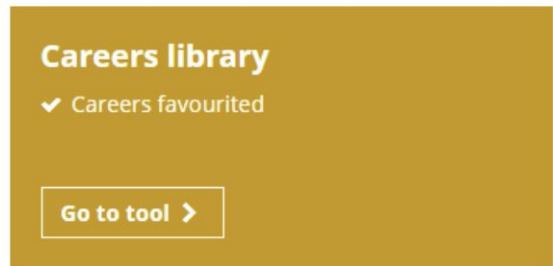


*climate, environment, science, earth, conservation, energy, sustainability*



## Exploring green careers

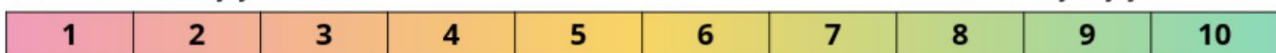
- Log in to your Unifrog account and open the [Careers library](#).
- Scroll down to filter by 'Green jobs.'
- Select a career that you didn't expect to be listed as a green job and click 'Read the profile.'



Selected career:	
My rating of the career, out of 10:	

I don't think I'd enjoy this career

I think I'd really enjoy this career



I think this career can be described as a 'green job' because...|

## Exploring sustainable degrees

- Log in to your Unifrog account and open the [Know-how library](#).
- Open the '[Sustainable degrees](#)' series.
- Select a subject that you didn't expect to be listed as a sustainable degree and click 'Read the guide.'

### Know-how library

✓ Guides favourited

Go to tool >

Selected subject:	
My rating of the subject, out of 10:	

I don't think I'd enjoy this subject

I think I'd really enjoy this subject



I think this subject can be described as a 'sustainable degree' because...

|

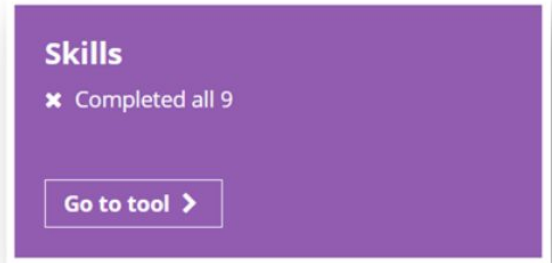
Between 2022 and 2023, the share of job adverts requiring green skills grew by 23%.

People with at least one green skill are 29% more likely to gain employment than the average job seeker.

Worldwide, 1 in 8 workers have one or more green skills.

## Reflecting on your green skills

- Log in to your Unifrog account and open the [Skills tool](#).
- Select a skill you could use in a green job or whilst studying a sustainable degree.
- Record an example of a situation when you've used this skill.



### Example: **Teamwork**

#### **Context**

*What was the situation or task?*

#### **Action**

*What did you do?*

#### **Result**

*What was the outcome?*

In eco club, we were asked to come up with a strategy to encourage recycling at school.

My role in the team was to design questionnaires for students in each year group about how much they currently recycle.

This helped us to know which year groups to target with our recycling strategy.

Do Now -

Date:

## Lesson Six - Spotlight

### Curriculum Question

Today's Powerful Knowledge





Do Now: Complete the quiz based on lessons from this half term.



	Statement	True	False
1	Most employers only recruit through online job boards.	<input type="checkbox"/>	<input type="checkbox"/>
2	Networking can help you find job opportunities that aren't advertised.	<input type="checkbox"/>	<input type="checkbox"/>
3	Employers never check your social media presence during recruitment.	<input type="checkbox"/>	<input type="checkbox"/>
4	A good cover letter can improve your chances even if your CV isn't perfect.	<input type="checkbox"/>	<input type="checkbox"/>
5	Employers value work experience over academic qualifications in many roles.	<input type="checkbox"/>	<input type="checkbox"/>
6	Your CV should always be more than two pages long.	<input type="checkbox"/>	<input type="checkbox"/>
7	Tailoring your CV to each job application increases your chances.	<input type="checkbox"/>	<input type="checkbox"/>
8	Including hobbies and interests on a CV is never necessary.	<input type="checkbox"/>	<input type="checkbox"/>
9	Spelling and grammar mistakes on a CV can reduce your chances of getting an interview.	<input type="checkbox"/>	<input type="checkbox"/>
10	Including measurable achievements (like "increased sales by 20%") makes a CV stronger.	<input type="checkbox"/>	<input type="checkbox"/>
11	Work-life balance is not important as long as you are making good money.	<input type="checkbox"/>	<input type="checkbox"/>
12	Developing soft skills like teamwork and communication is essential.	<input type="checkbox"/>	<input type="checkbox"/>
13	All jobs have the same level of stress and responsibility.	<input type="checkbox"/>	<input type="checkbox"/>
14	Personal satisfaction and purpose can be major rewards of working.	<input type="checkbox"/>	<input type="checkbox"/>
15	Career growth opportunities are available in most industries if you're proactive.	<input type="checkbox"/>	<input type="checkbox"/>
16	Green careers are only for people who work outdoors.	<input type="checkbox"/>	<input type="checkbox"/>
17	Jobs in renewable energy, environmental science, and sustainability are examples of green careers.	<input type="checkbox"/>	<input type="checkbox"/>
18	Green careers are expected to grow in demand in the coming decades.	<input type="checkbox"/>	<input type="checkbox"/>
19	You don't need any specific training or education for a green career.	<input type="checkbox"/>	<input type="checkbox"/>
20	Working in a green career can help contribute to fighting climate change.	<input type="checkbox"/>	<input type="checkbox"/>

Date:

**Lesson Seven - Knowledge Application**  
**Curriculum Question: How do I apply my knowledge from this half term to show deeper understanding?**



### 1. Recruitment Scenario:

Liam is looking for a job and only applies through online job boards. He's been applying for weeks but hasn't received any interview offers. His friend suggests attending a local career fair and reaching out to professionals online.

#### Question:

What advice would you give Liam to improve his job search?


### 2. CV Scenario:

Amira sends the same generic CV to every job she applies for. It lists all her qualifications and experience but isn't tailored to any specific role. She's not getting many responses from employers.

#### Question:

What is the likely issue with Amira's CV, and how can she improve her chances?


### 3. Challenges of Working Scenario:

Jake has just started his first full-time job. He finds the early mornings and deadlines stressful and is struggling to manage his time and personal life.

#### Question:

What are some strategies Jake can use to cope with the challenges of working full-time?


#### 4. Rewards of Working Scenario:

Priya is offered two job roles. One pays more but involves repetitive tasks and long hours. The other offers less pay but includes creative projects, training, and room for growth.

Question:

What should Priya consider when deciding which job to take?

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#### 5. Green Careers Scenario:

Tariq wants a career that helps the environment, but he's not sure if green jobs are stable or well-paying. He also thinks they're all about manual labour or science.

Question:

What would you say to help Tariq better understand green careers?

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Progress Reflection: When considering joining the world of work, what do you think somebody could do to make a good first impression during an in-person job interview. Explain 3 different ideas.

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# Year Eight - Topic Three

## Challenging Discrimination



**C** community  
cooperation

**A** ambition  
achievement

**R** respect  
responsibility

**E** endeavour  
enjoyment

# Ambition Sheet

1	Values	Principles or standards of behaviour
2	Internal values	The things that are important to us that we can't see.
3	External values	The things that are important to us that we can see and others can see.
4	Discrimination	Discrimination is when we treat someone unfairly because of our prejudice.
5	Character	The unique mental and moral qualities of an individual
6	Discrimination	When we treat someone unfairly because of our prejudice.
7	Prejudice	When we decide something about someone before we get to know them.
8	The Equality Act 2010	The law that is intended to prevent discrimination and ensure equality
9	Positive Bystander	Someone who witnesses (sees or hears) something bad happening and does something to try and improve the situation.
10	Passive Bystander	Someone who chooses, for whatever reason, to ignore the bad thing or do nothing about it.
11	Joint Enterprise	If one or more people commit an offence and another/others intended to encourage or assist them to commit the offence, the bystander can be prosecuted as if they were a main offender.
12	Stereotype	a widely held but fixed and oversimplified image or idea of a particular type of person
13	Trusted Adult	A safe figure that listens without judgment, agenda or expectation, but with the sole purpose of supporting
14	Childline	Free, private and confidential service where young people can talk about anything.
15	Groupthink	When a group of people make decisions or come to conclusions based on the opinion of the majority rather than critical thinking.
16	The age of criminal responsibility	The minimum age that a child can be prosecuted and punished by law for an offence. (10)
17	Protected characteristic	The characteristics that it is against the law to discriminate against.
18	Inclusion	everyone's voice is heard and everyone has equal opportunities.
19	Diversity	representation of a wide range of traits and experiences in a group.
20	Homophobia	Dislike or prejudice against individuals who are homosexual or against homosexuality.

Do Now:



1

2

3

4

5

Date:



# Lesson One

## Curriculum Question - What are my values?

### Today's Powerful Knowledge

- My personal core values
- How other people express their values
- The difference between internal and external values

Values are like our life's compass, guiding us to focus on what's important. Core values are the most important values we believe in. They help us decide what's right or wrong and how we should act. Think of them as the rules for our behavior. Whether it's being honest, kind, or strong, these values shape how we treat others and handle tough situations. When we pay attention to our core values, we figure out who we are and what really matters to us. It's like building a strong base for a happy and purposeful life, where we make choices that align with what we believe in. As part of the Co-op Academies Trust our core values are the ways of being:



At Co-op Academy Belle Vue we then follow our CARE principles to guide our daily actions:

**C** community cooperation    **A** ambition achievement    **R** respect responsibility    **E** endeavour enjoyment

BL Task One: What are 4 other values that you consider important?

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Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain, valuing our community and celebrating the diversity of the UK. These values are:

<p><b>Democracy</b></p> <p>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.</p> <p>This reflects our CARE principle of <b>Community</b> by promoting the active involvement of everyone in decision-making or the benefit of the entire community.</p> <p><b>1</b></p>	<p><b>Rule of Law</b></p> <p>The rule of law helps make sure things are fair. It keeps us safe in a well-organised and responsible community.</p> <p>This reflects our CARE principle of <b>Responsibility</b> by emphasising the importance of systems, structures and routines that ensure safety, security and accountability for all.</p>  <p><b>2</b></p>	<p><b>Individual Liberty</b></p> <p>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.</p> <p>This reflects our CARE principle of <b>Endeavour</b> by encouraging individuals to freely pursue personal growth and expression while contributing positively to the community.</p> <p><b>3</b></p>
<p><b>Mutual Respect</b></p> <p>Mutual respect means understanding and accepting each person for who they are. It's about making a happy community where everyone feels important.</p> <p>This reflects our CARE principle of <b>Respect</b> by emphasising the importance of treating everyone with consideration and kindness.</p> <p><b>4</b></p>	<p><b>Tolerance of Different Faiths and Beliefs</b></p> <p>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.</p> <p>This reflects our CARE principle of <b>Community</b> by acknowledging and respecting the diverse backgrounds and perspectives of individuals.</p>  <p><b>5</b></p>	

Task Two Circle the most important value to you from the table below and write a reason for your choice

Respect	Love	Kindness
Honesty	Beauty	Forgiveness
Integrity	Equality	Pride
Wealth	Peace	Fairness
Hope	Justice	Success

*I chose this value because...*

---

Core values are made up of two types of value – internal and external.

Internal values are the things that are important to us that we can't see. External values are things that are important to us that we can see.

Research finds that people are happier when they focus on what they value, rather than being influenced by external things like advertising and social media that tell us we should value looks, status, money and 'things'.

2	Internal values	The things that are important to us that we can't see.
3	External values	The things that are important to us that we can see and others can see.

Task Three: Sort the values from the previous table into internal and external values.	
Internal Values	External Values

Try not to become a person of success but rather try to become a person of value.

Values are like fingerprints, nobody's are the same, but you leave them all over everything you do.

The true perfection of life lies not in what someone has but in what someone is.

Turn and talk: What do you think these quotes mean? Do you agree?

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External values make up your personality. This is what everyone sees. Internal values make up your character which is who you are when noone is watching.

Personality

Character



Progress Reflection: Choose an internal value. This could be one of the ways of being, a CARE principle or something from your lists. Write down two ways you could demonstrate this in your own life and relationships.


## Need some support?



**Speak to a trusted adult.** If a young person is worried about something that's happened, talking to someone they know, like a teacher or parent, may make them feel better and help them plan what to do next if action is needed.

**childline**

ONLINE, ON THE PHONE, ANYTIME  
childline.org.uk | 0800 1111

**Childline** is a free, private, and confidential service where young people can talk about anything. Whatever the worry, Childline can be contacted online, or on the phone, any time. The Childline website also has lots of helpful advice, games, and activities.



**CEOP Safety Centre** is available for young people under 18 to report online sexual abuse. A specialist child protection advisor will work to make sure that the young person is protected.

You should always tell your trusted adult if you experience discrimination

Do Now:



1

2

3

4

5

Date:



## Lesson Two

### Curriculum Question - What is discrimination?

#### Today's Powerful Knowledge

- What prejudice and discrimination are
- Historical examples of prejudice and discrimination
- The protected characteristics and what they specifically mean



BL Task One: Write anything you already understand by the terms prejudice and discrimination.

Prejudice

Discrimination

## What is Prejudice?

Prejudice is when we decide something about someone before we get to know them. 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.

## What is Discrimination?

Discrimination is when we treat someone unfairly because of our prejudice. It's like not letting someone play in your game just because they're new. Treating people differently because of how they look or where they're from is not ok. Discrimination is treating someone unfairly.

## An Example from History: The Windrush Generation

In the past, there was a time when some people in Britain treated others unfairly because they came from a different country. This is called prejudice and discrimination. Many years ago, after World War II, some people from the Caribbean were invited to come and work in Britain to help rebuild the country. They were called the "Windrush Generation."

Even though they were invited to help, some people treated them badly and unfairly, just because they looked different and came from a faraway place. They faced prejudice and discrimination, which means they were judged and treated unfairly because of where they were from.

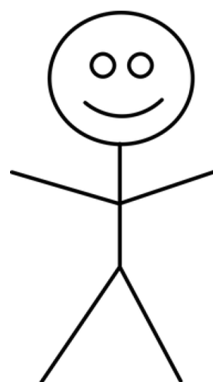


## How Can We Stop Prejudice and Discrimination?

1. Be Open-minded: Instead of deciding things about others before you know them, be curious and learn about them.
2. Be Kind: Treat everyone with kindness, no matter how they look or where they're from. We all deserve respect.
3. Stand Up: If you see someone being treated unfairly, be a friend and help them. We should all support each other.
4. Include Everyone: Include others in your games and activities. You might make new friends and have lots of fun together.
5. Learn Together: When we learn about different cultures and ways of life, we realise how amazing our world is.
6. Remember, just like judging a book by its cover, it's important to give everyone a chance to show who they truly are.

Task Two: Write some more factors that make up someone's identity.

*Appearance*



*Ambition*

*Language*

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

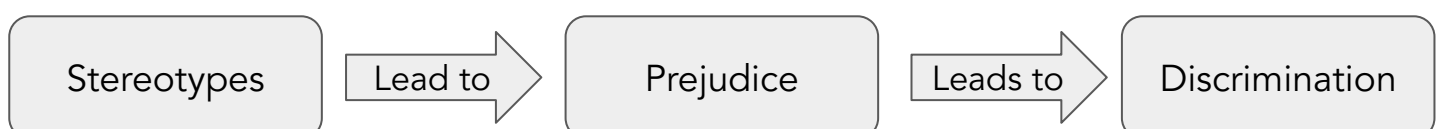
Race
Pregnancy and Maternity
Marriage and Civil Partnership

Task Three: 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. Couples can also have their relationships legally recognised as 'civil partnerships' as a legally equal alternative to marriage.
	This 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.
	This 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 this. Young people, as well as older people, face this discrimination.
	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 discrimination is when you are treated unfairly for a reason that relates to this.
	This is your colour, your nationality/citizenship or your ethnic/national origins, which may not be the same as your current nationality. This also covers ethnic and racial groups, which can be made up of two or more distinct racial groups, for example black Britons
	This refers to when someone is expecting a baby, the second part is the period following the birth. It is unlawful to treat a woman unfavourably because of this, an illness related to this, breastfeeding in a public place, or because of maternity leave.
	This 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.
	This 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 one or because someone thinks you are the opposite, this is known as discrimination by perception.
	This is an attraction towards persons of the opposite sex, persons of the same sex or persons of either sex. It is discrimination by perception to be discriminated against because someone thinks you have a particular one.

<b>12</b>	<b>Stereotype</b>	a widely held but fixed and oversimplified image or idea of a particular type of person
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You should always tell your trusted adult if you experience discrimination

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 unconscious prejudice which can lead people to discriminate.



Progress Reflection: Write a definition in your own words of prejudice and discrimination

Prejudice

Discrimination

Need some support?



**Speak to a trusted adult.** If a young person is worried about something that's happened, talking to someone they know, like a teacher or parent, may make them feel better and help them plan what to do next if action is needed.

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Do Now:



1

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Date:



## Lesson Three Curriculum Question - What is a positive bystander?

### Today's Powerful Knowledge

- Ways to be a positive bystander in a range of situations
- The things that can make it hard to be a positive bystander
- Why being a positive bystander is important

9

Positive Bystander

someone who witnesses (sees or hears) something bad happening and does something to try and improve the situation.

BL Task One: Read the statements below decide if you agree with them or disagree.

	Agree	Disagree
If a young person notices someone doing or saying something that could upset someone else, they should generally just mind their own business.	<input type="checkbox"/>	<input type="checkbox"/>
We all have a responsibility to care about other people.	<input type="checkbox"/>	<input type="checkbox"/>
In life people should stand up for each other more.	<input type="checkbox"/>	<input type="checkbox"/>
Offending someone is ok if it was meant to be a joke.	<input type="checkbox"/>	<input type="checkbox"/>

Stop and Jot: Justify one of your answers.

A bystander is someone who witnesses (sees or hears) something happening.

We will all be bystanders at some point in our lives, at these times we can either be:

A **passive bystander**: someone who chooses, for whatever reason, to ignore the bad thing or do nothing about it.

A **positive bystander**: someone who does something to try and improve the situation. Other names you might hear for this are being an 'active bystander' or an 'ally'.

You can be a bystander to many things; a crime, bullying, discrimination against a protected characteristic.

People can be positive bystanders by themselves, or as part of a group. Acting as part of a group is often called 'collective action'. People can act as positive bystanders through body language, action or words. It doesn't have to involve challenging the person/people in the moment, it might be something done afterwards. What people do will vary according to the situation, what is possible and what is safe. For example, a young person may feel it is ok to challenge someone in their year group or below, but it may be less safe to directly challenge older people.

What hurts the victim most is not the cruelty of the oppressor but the silence of the bystander.  
Elie Wiesel

In the end we will remember not the words of our enemies, but the silence of our friends.  
Martin Luther King

Stop and Jot: What is the message in these quotes?

Mind your own business

Snitches get stitches

It's only a joke

Stop and Jot: What is the message in these quotes? What effect could they have?



# 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.



## Common Law - Joint Enterprise

*Joint Enterprise is where, if one or more people commit an offence and another/others intended to encourage or assist them to commit the offence, the bystander can be prosecuted as if they were a main offender.*

### Key Points.

- *The law on joint enterprise means that if a person's' presence, actions or knowledge lead to a murder or assault then they can be charged for murder or assault.*
- *Joint enterprise involves individuals sharing a common criminal objective or purpose.*
- *Each participant can be held individually responsible for the entire criminal act regardless of what they personally did.*
- *It has resulted in bystanders, or people involved in much lesser criminal offences, being convicted of murder or manslaughter.*
- *Joint enterprise can apply to various criminal offenses, ranging from assault to murder, as long as participants act together*

### Scenario - How could this affect me?

You and your friend get into an argument with another group of young people on the park. After they leave, you and your friend agree that you are going to confront them and start a fight with them. You catch up with them later on and your friend immediately attacks one of them with a bottle leaving them badly injured on the floor. The police turn up and arrest you both. You didn't hit any of them so you don't think you will be in any trouble.

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?
.....

## Being a Positive Bystander.

- Reporting: this may include telling a trusted adult, reporting to social media or websites, or reporting illegal activity to the police.
- Changing the situation: this could be by distraction, changing the subject, or interrupting negative talk.
- Body language: walking away or not joining in with bullying or negative conversations. Using facial expression to show you disagree or are unhappy with the conversation.
- Supporting: talking to the person targeted or hurt, asking how you can support them. Calling for help when needed.

Progress Reflection: Complete the beliefs survey below.

1. If a young person notices someone doing or saying something that could upset someone else, they should generally just mind their own business

①-----②-----③-----④-----⑤

Strongly Disagree

Strongly Agree

2. We all have a responsibility to care about other people.

①-----②-----③-----④-----⑤

Strongly Disagree

Strongly Agree

3. Offending someone is ok if it was meant to be a joke.

①-----②-----③-----④-----⑤

Strongly Disagree

Strongly Agree

4. 2. After this lesson, how confident do you feel about your ability to be a positive bystander (in general)?

①-----②-----③-----④-----⑤

Not confident

Very confident

## Need some support?



**Speak to a trusted adult.** If a young person is worried about something that's happened, talking to someone they know, like a teacher or parent, may make them feel better and help them plan what to do next if action is needed.

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### Optional Further Reading.

Collective action is when people act as positive bystanders as part of a group. Groupthink and the desire to fit into the group can also make us do things we would otherwise not do. 200 youths did not set out to 'wreak havoc' in the city centre. Some youths simply followed to fit in.

News > Greater Manchester News > Manchester City Centre

## CCTV appeal as 200 youths wreak havoc in Manchester city centre after being kicked out of party

Four police officers were attacked as hundreds caused chaos in Piccadilly Gardens and St Peter's Square

CCTV images have been issued after **200 youths wreaked havoc in Manchester city centre** after being kicked out of a party on Monday night (July 24).

A number of fights **broke out across St Peter's Square and Piccadilly Gardens** following a party being shut down at Rebellion, at Deansgate Locks. A huge police presence was pictured across the city centre amid the chaos.

Officers had initially **been called by Rebellion staff** after security guards found 'weaponry', now understood to be a knife, was 'thrown' over its 'beer garden fence' before the event was brought to an end.

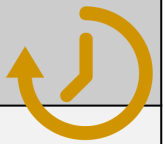
**Join our WhatsApp Top Stories and Breaking News group by [clicking this link](#).**

The youths then made their way towards the city centre with sporadic fights and anti-social behaviour taking place in Piccadilly Gardens and St Peter's Square, where four police officers were also assaulted.

Four people, aged between 14 - 18 years old have been arrested so far on suspicion of affray and have been bailed pending further investigation.

The age of criminal responsibility - The age at which you can be held responsible for your actions and face criminal charges (10 in the UK)

Do Now:



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## Lesson Four Curriculum Question - How can I challenge gender stereotypes?

### Today's Powerful Knowledge

- What gender stereotypes are and how they can be harmful
- The effect gender stereotypes can have on relationships
- Ways of challenging gender stereotypes

Society has always associated certain personality traits with certain genders. These can be referred to as stereotypes

**12** Stereotype

a widely held but fixed and oversimplified image or idea of a particular type of person

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?

The phrases in your lists would be examples of gender stereotypes or gender roles: the way that society expects people to think, feel, and act, based on their gender. Stereotypes cause prejudice which can then cause discrimination.

A study in the UK asked people aged 7-11 to draw different professionals, Write down your predictions for each result of the study.

Guess	Actual	
%	%	of children drew nurses as male.
%	%	of children drew builders as male.
%	%	of children drew bankers as male.
%	%	of children drew lawyers as male.

These kinds of gender stereotypes can affect the career opportunities and ambitions of both men and women.

The protected characteristics are grounded in all our fundamental british values.

1. Democracy - Act voted into law
2. Rule of Law - Legally protected characteristics
3. Tolerance of different cultures and religions - Religion and belief
4. Mutual respect - All different but equal
5. Individual liberty - Allows people to live their lives how they want to



Sex is a protected characteristic and defined in the Equality Act as male or female. Gender reassignment is the process of reassigning this sex. It is illegal to discriminate against these characteristics and therefore is important to challenge stereotypes that can lead to discrimination. In modern Britain there are various terms relating to gender. These include:

Sex	Gender identity	Non-binary
Transgender	Sexual orientation	Cisgender

Task Three: Match the gender related terms above to their definitions.

	The label assigned at birth based on genitals, hormones, and chromosomes
	Having the same gender identity as the sex assigned at birth
	Personal sense of having a particular gender (could be the same or different as sex)
	Having a gender identity different to the sex assigned at birth
	Identifying as a gender other than male or female
	The label someone gives themselves based on who they are attracted to

Task Four: Which gender terms relate to protected characteristics?	
Gender Term	Protected Characteristic

*There are 3 characteristics covered, some match to the same protected characteristic!*

Turn and talk: Read and discuss the following questions. Make notes below that you may like to share.
Are boys and girls expected to behave differently?
Are boys and girls expected to act differently in relationships?
Are boys and girls expected to think differently about their appearance?
Are boys and girls expected to express their feelings and emotions differently?

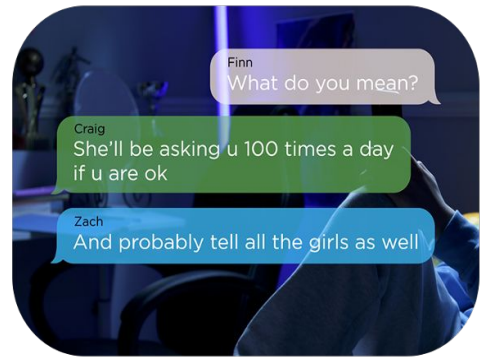
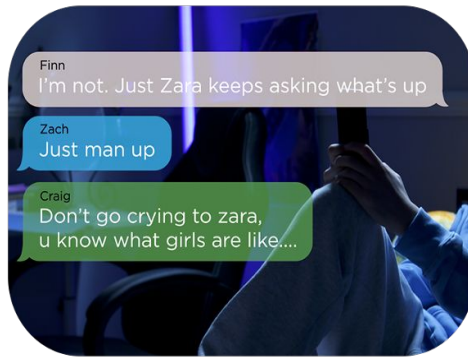
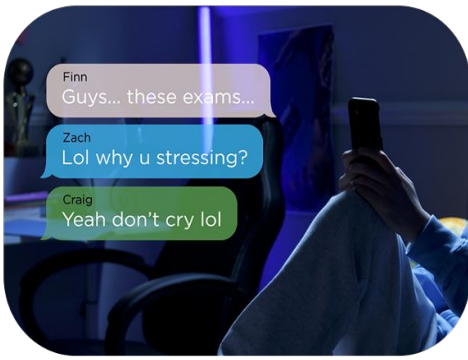
Society often expects men to be emotionless and assertive, while women are pressured to always be nurturing, emotional and passive. Gender stereotypes can be harmful to everyone, even when they might look to be fine or positive on the surface. This is because:

- They can stop people being and expressing themselves.
- Lots of people go along with them without questioning or challenging them.
- They can cause problems in relationships.

Stop and Jot: Why might it be difficult to challenge gender stereotypes?

Ways to challenge gender stereotypes:

- Talking about them with friends and family – what do other people really think?
- Recognising and challenging own thoughts or behaviour
- Calling out gender stereotypical behaviour (when it is safe to do so)
- Thinking critically about social media and TV programmes or films that communicate these stereotypes eg. Men=Heros / Women=In need of rescue



Progress Reflection: Read the text conversation between Finn and his friends. This reinforces unhealthy stereotypes about boys and girls.

Write a new text from Finn's friends that show how they should have responded once Finn expressed his feelings.

Zach	
Craig	

### Need some support?



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Do Now:



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Date:



## Lesson Five Curriculum Question - How can I prevent discrimination?

### Today's Powerful Knowledge

- To learn about the value of inclusion and the problem of discrimination
- The effects of stereotyping
- Different types of discrimination and things to do to combat discrimination

18	Inclusion	everyone's voice is heard and everyone has equal opportunities.
19	Diversity	representation of a wide range of traits and experiences in a group.

BL Task One: What are the benefits of living in an inclusive and diverse society?

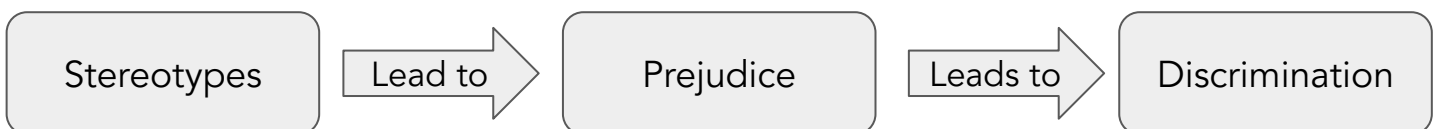
<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>
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- What would life be like if everyone was the same as each other?
- What can we learn from others that are different to us?
- How does it feel to be included and valued? How does it feel to be excluded and ignored?
- Why might an organisation benefit from a diverse workforce?

I do	Task Two: Read the scenarios and identify the stereotype
	Scenario One
	During a meeting at work, managers are trying to decide which colleagues to put on a new project. One of the managers says: 'we can't put Sarah on the project. She's probably the most qualified to do it but what if she gets too emotional or sensitive during the important negotiations? We need a man to do it.'
	What stereotype is present here?
	.....
	What are the negative effects of this type of stereotyping?
.....	

Scenario Two
In a school meeting students are allocating roles for a new project about making the school more eco friendly. There are lots of different roles for a variety of skills. Jamal, who is gay, volunteers to be in charge of the canteen menu. One student says that Jamal should be involved in redesigning the uniform as fashion should be his sort of thing.
What stereotype is present here?
.....
What are the negative effects of this type of stereotyping?
.....



We are all different but equal. As we have learned, stereotypes can cause unconscious prejudice which can lead to discrimination. Discrimination based on a protected characteristic is illegal. The age of criminal responsibility in the UK is 10 years old. Discrimination comes in many forms the names of some of these are:



Anti Semitism	Racism	Ageism	Islamophobia
Biphobia	Transphobia	Homophobia	Anti-semitism

Xenophobia	Racism	Ageism	Islamophobia
Biphobia	Transphobia	Homophobia	Anti-semitism

Task Three: Read the definitions of the different types of discrimination and match them with their names. These are all illegal based on the Equality Act 2020. British Value - Rule of Law.

	An intense dislike or fear of people from other countries or cultures.
	Dislike or prejudice against individuals who are homosexual or against homosexuality.
	Dislike or prejudice against transgender individuals or gender non-conforming individuals.
	Dislike or prejudice against Islam and Muslims.
	Discrimination or prejudice based on a person's age, often against older individuals.
	The fear, hatred, or prejudice against bisexual individuals, people who are attracted to males and females.
	A form of prejudice or discrimination based on a person's race or ethnic background. It involves the belief that certain races are inherently superior or inferior to others
	Prejudice, discrimination, or hostility directed against Jewish people. It can take the form of religious discrimination, ethnic prejudice, or discrimination based on cultural or historical factors related to Judaism.

Everyone has a right to respect in our community. This is part of our British Values. Sexual orientation and gender reassignment are protected characteristics and part of the Equality Act 2010 which helps to make sure anyone who is LGBT+ does not face discrimination.

4	Discrimination	Discrimination is when we treat someone unfairly because of our prejudice.
18	Inclusion	everyone's voice is heard and everyone has equal opportunities.

Task Four: 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.

- Imagine a pupil around the same age as you, who lives and goes to school near here. This child uses a wheelchair.
- For the first time, the child is going to watch their cousin play in a local junior league match, and has invited two friends along.
- They arrive excitedly at the bus stop to wait for the bus to take them to the local football pitches. When the bus arrives, they are told by the driver that she's really sorry, but the bus wheelchair ramp is not working.
- The others can get on the bus and go to watch the match, but the child in the wheelchair can't.

Progress Reflection: Read the scenario and answer the questions
Do you think it's fair?
What might the child in the wheelchair be thinking and feeling?
What should they say to the bus driver?
Are there any laws which protect against this discrimination?

Need some support?



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Do Now -

Date:

## Lesson Six - Spotlight

### Curriculum Question

Today's Powerful Knowledge





# Year Eight - Topic Four

## Challenging and Overcoming Stigma



**C** community  
cooperation

**A** ambition  
achievement

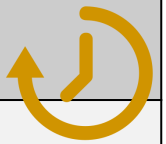
**R** respect  
responsibility

**E** endeavour  
enjoyment

# Ambition Sheet

1	Mental health	How we're feeling inside, or how we are emotionally
2	Stigma	A set of negative and often unfair beliefs about a group of people E.g. all people who have mental ill health are dangerous
3	Unhealthy coping strategies	Behaviours people used to deal with difficult emotions which have a positive impact on their mental health
4	Healthy coping strategies	Behaviours people used to deal with difficult emotions which have a positive impact on their mental health
5	Eating disorder	A serious mental health condition involving extreme, unhealthy eating behaviours
6	Self-harming behaviours	Describes a range of ways in which a person might hurt themselves, put themselves at risk or stop taking care of themselves to manage difficult thoughts or feelings.
7	The Equality Act 2010	UK law ensuring fairness and equal rights for everyone, protecting against discrimination based on characteristics like race or gender.
8	Self esteem	Confidence and value in oneself, reflecting beliefs about one's abilities, worth, and potential for success and happiness.
9	Emotional wellbeing	Overall mental health and balance, involving the ability to cope with stress, manage emotions, and maintain positive relationships.
10	Resilience	Ability to bounce back from setbacks, adapt to change, and cope with adversity, strengthening mental toughness and perseverance.
11	Self care	Practices promoting physical, mental, and emotional health, including activities like exercise, relaxation, and healthy habits for personal well-being.
12	Mindset	Attitude and beliefs shaping one's perception of themselves and the world, influencing behavior, resilience, and success.
13	Catastrophising	Exaggerating negative events or potential outcomes, dwelling on worst-case scenarios, and amplifying fears or anxieties.
14	Age restrictions	Rules or limits based on a person's age, commonly used in various contexts such as legal rights, access, or purchases.
15	Childline	A free, private and confidential service where you can talk about anything. 0800 1111
16	Digital Resilience	Digital Resilience – the ability to identify negative influences online and use strategies to overcome them to protect your mental health
17	FOMO	(Fear of Missing Out): Anxiety from believing others enjoy experiences you're absent from, often felt in social or online contexts.
18	Body image	Perception and feelings about one's physical appearance, influenced by societal standards, media, and personal experiences.
19	Social media	Online platforms enabling users to create, share, and exchange content, fostering communication and social networking.
20	Like culture	Valuing self-worth or content based on social media engagement metrics like likes, shares, and comments.

Do Now:



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# Lesson One

## Curriculum Question - How can I challenge mental health stigma?

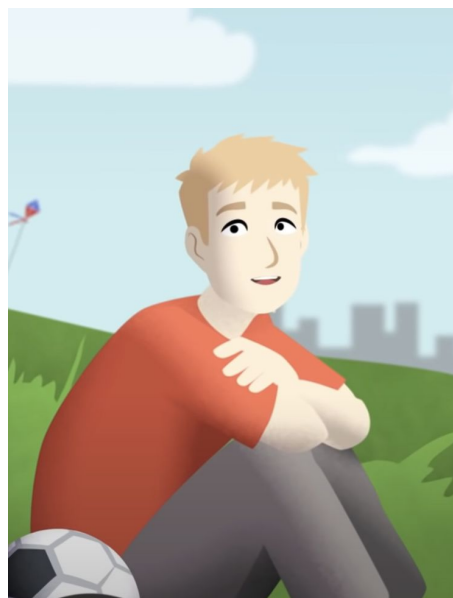
### Today's Powerful Knowledge

- To understand some of the stigmas around mental health
- To suggest ways to break down stigmas and support better mental health for everyone

BL Task One: Andre spoke about his mental ill health.

What supporting things could people say?

What negative things could some people say?



2

Stigma

A set of negative and often unfair beliefs about a group of people  
E.g. all people who have mental ill health are dangerous

## Stigma around mental health

Not everyone understands mental health problems. Some people may have the wrong idea about what certain mental health issues mean. They may say things which might be dismissive, offensive or hurtful.




For example:

- 'You look ok to me, there's nothing wrong with you'
- 'It's all in your head, get over it'
- 'You're crazy! Stay away from me!'

This can be very upsetting for someone with mental ill health – especially if someone who feels this way is a family member, friend or a healthcare professional.

People with mental health problems can also experience discrimination. Some people think there is link between mental health problems and being a danger to others. This is often reinforced by stories in the media. However, the most common mental health problems have no link to violent behaviour. There are many reasons why someone might commit a violent crime. Drug and alcohol misuse are more likely to cause violent behaviour than mental health. Many people are worried about talking about how they're feeling, or seeking help, because of the fear and stigma of being seen as dangerous or lying about how they feel.

 **The Equality Act 2010** It is against the law to discriminate against someone because of their:

**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.

A mental health condition is considered a disability if it has a long-term effect on your normal day-to-day activity. This is defined under the Equality Act 2010 and is a protected characteristic.

Turn and talk: Why might stigma around mental health stop people from getting help?



A large rectangular area with a solid black border, containing three horizontal dotted lines for writing.

Task 2: Finish the conversation. All the statements below are incorrect, use what you know about mental health to respond to the misconceptions.

a. I don't think mental health is a very big issue	<hr/> <hr/> <hr/>
b. I think everyone has the same chance of developing a mental health problem	<hr/> <hr/> <hr/>
c. I don't think someone with a mental health problem is going to be able to lead a full and happy life	<hr/> <hr/> <hr/>
d. I think people with mental health problems are dangerous	<hr/> <hr/> <hr/>
e. I think people with mental health problems have to go to a psychiatric hospital	<hr/> <hr/> <hr/>
f. I think you can tell if someone has a mental health problem by looking at them	<hr/> <hr/> <hr/>

### Men and mental health

Lots of people struggle to talk about their mental health, but some men don't want to talk about their emotional wellbeing. Although men will talk about their physical health, they often see talking about their feelings as showing weakness. In 2022, the Men's Health Forum reported that for men under 50 the biggest cause of death is suicide (taking your own life).



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



Progress Reflection: Read through the comments below. Suggest how the comment might make someone feel and what a positive alternative could be.

Comment	How does it make someone feel?	Alternative comment?
Really!? You look fine to me?	<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>
Man up!	<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>
Some people have much bigger problems...	<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>
I really think it's time you got over it now...	<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>
They are just after some attention...	<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>

If you would like further guidance or support:

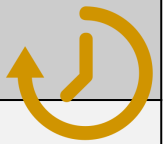
- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted adult
- Visit:
  - Childline:  
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I need your help with something . . .

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 - What are healthy and unhealthy coping strategies?

### Today's Powerful Knowledge

- Understand the difference between healthy and unhealthy coping strategies
- Suggest how someone can access support for self-harming behaviour

BL Task One: People have different ways of managing their mental health and emotional wellbeing. Some of these are healthy coping strategies and others are unhealthy coping strategies. Using your own knowledge, suggest 5 healthy and 5 unhealthy coping strategies.

Healthy	Unhealthy
1	1
2	2
3	3
4	4
5	5

3	Unhealthy coping strategies	Behaviours people used to deal with difficult emotions which have a positive impact on their mental health
4	Healthy coping strategies	Behaviours people used to deal with difficult emotions which have a positive impact on their mental health
5	Eating disorder	A serious mental health condition involving extreme, unhealthy eating behaviours

### Self-harming behaviours

Self-harm describes a range of ways in which a person might hurt themselves, put themselves at risk or stop taking care of themselves to manage difficult thoughts or feelings. People self-harm for different reasons such as relationship problems, being bullied, low self-esteem or stress from school or work.

When someone is finding life difficult, they might use unhealthy coping strategies.

For example:

- Taking risks (driving fast, taking drugs or getting involved in arguments)
- Eating too much or eating too little (this may lead to an eating disorder)
- Being overly critical of themselves
- Exercising too much
- Drinking too much alcohol
- Hurting themselves

Turn and talk: Why might someone engage in self-harming behaviours?



Task Two: a. Read Jai's story and highlight/underline self-harming behaviours that you notice in Jai

Jai has moved into a new house with his mum. His parents have split up and sold the family home. Jai has found it difficult moving out and argues with his dad whose new girlfriend often stays at his new place with her son. Jai has told his dad he wants to spend time with him alone but he says it's just the way life is now and he needs to get used to it. Jai's friends have noticed he is making a joke out of everything, being silly and starting to push boundaries in class with some teachers. He is often sent out and put in detention. Jai spoke to his friend Paisley and said he hates himself. His online stories often say 'what's the point?'. For the past few weeks, Jai has been staying in the gym after school every night using the weights and running on the treadmill. His mum has noticed he has stopped eating lunch at school too and rarely buys anything. When Jai's mum asks if he is ok he gets angry, slams doors and tells her to leave him alone. It often ends in an argument with both of them going to bed upset.

b. Why do you think Jai might be acting in this way?

c. What could Paisley do to support Jai?

d. What could Jai's mum do to support Jai?

It is not unusual to be overwhelmed by big feelings at different times in our lives. Puberty is a particularly difficult time when bodies are changing quickly and emotions can be difficult to manage. Everyone, however, can experience intense anger, sadness, happiness or worry. There are positive ways someone can manage these emotions that will not damage their health.

Talk to someone – finding someone they trust, and be honest about their emotions, challenges and urges they are feeling.

Hobbies– when experiencing difficult emotions, doing things that make a person happy can really help to relieve stress and improve mood, whether this is playing sport, listening to music, exercise, gardening, doing something creative, or playing their favourite game.

Releasing emotions – finding other ways to release emotions, such as screaming into a pillow, going for a long walk, meditating, writing an angry letter and tearing it up can all be successful strategies to manage challenging situations or feelings.

Reduce social media – some social media platforms can add to already challenging emotions or situations. Allowing time to disconnect from technology and avoiding posts which might be damaging to self-esteem or relationships with others can be helpful.



Write in journal



Draw a picture



Listen to music



Play with a pet



Color



Ask for help



Breathe deeply



Read a book



Take a walk

e. What strategies could Jai use?

Progress Reflection: Suggest some strategies to manage the following emotions:

Worry	<hr/> <hr/> <hr/>
Sadness	<hr/> <hr/> <hr/>
Anger	<hr/> <hr/> <hr/>

If you would like further guidance or support:

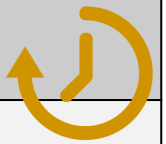
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Date:



## Lesson Three

### Curriculum Question - How can i promote emotional wellbeing?

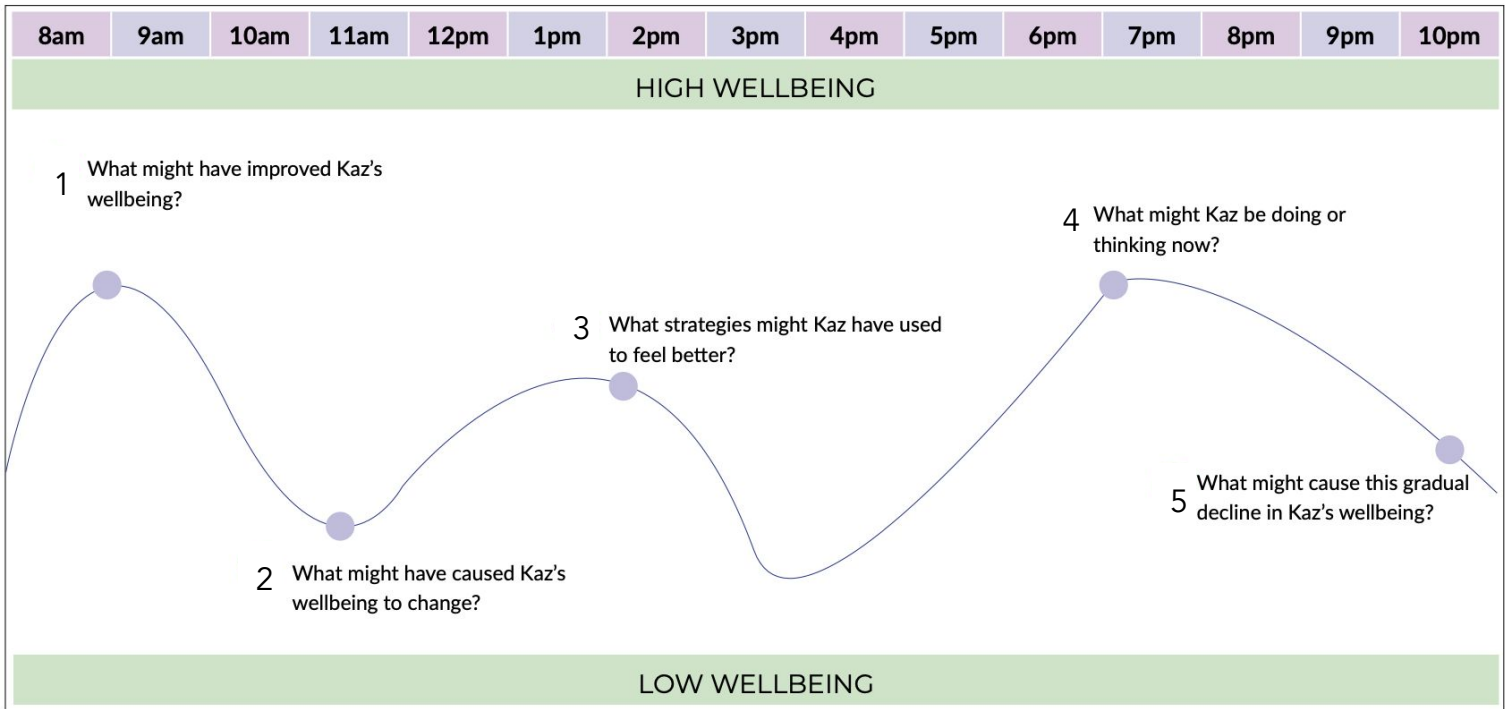
#### Today's Powerful Knowledge

- Explain the factors that affect emotional wellbeing
- Identify ways to promote emotional wellbeing and build resilience
- Reframe and learn from disappointments and setbacks

BL Task One: Add factors that can affect mental health and emotional wellbeing

Emotional Wellbeing

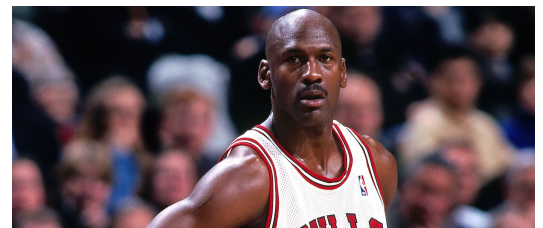
Task Two: Kaz is 13 years old and goes to a school similar to ours. This chart shows how Kaz's emotional wellbeing changes throughout a typical day. Fill the table in below to demonstrate what might affect the 'ups and downs' of Kaz's wellbeing.



1	I do...
2	We do...
3	
4	
5	

Challenge - How typical/normal do you think Kaz's day is

*'I've missed more than 9000 shots in my career. I've lost almost 300 games. 26 times, I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed.'*  
Michael Jordan



Turn and talk: What does Michael Jordan mean by 'I've failed over and over again in my life – this is why I succeed' ?



What is resilience?

Resilience means bouncing back from tough times. It's about facing problems, learning from mistakes, and getting stronger. Resilient people stay positive, adapt to change, and keep going when things get hard. They believe in themselves and keep trying, even when things don't go as planned. Resilience helps you handle challenges and grow from them. It's like a superpower that helps you stay strong and happy, no matter what life throws your way. So, remember, tough times don't last, but tough people do. Keep being resilient, and you'll overcome anything life throws at you!



**Practice Self-Care:** Taking care of your physical and mental health is crucial for resilience. Get enough sleep, eat nutritious food, exercise regularly, and make time for relaxation and hobbies.



**Have a Positive Mindset:** Focus on the good things in your life and practice gratitude (being thankful). Stay optimistic and believe in your ability to overcome challenges.



**Build Supportive Relationships:** Surround yourself with friends, family, and mentors who provide encouragement, advice, and emotional support. Strengthening your support network can help you navigate tough times more effectively.



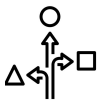
**Develop Problem-Solving Skills:** Instead of dwelling on problems, focus on finding solutions. Break down challenges into manageable steps, brainstorm ideas, and take action to address them.



**Learn from Failure:** View setbacks as opportunities for growth and learning. Reflect on past experiences, identify lessons learned, and use them to improve your resilience and decision-making in the future.



**Set Realistic Goals:** Set achievable goals that align with your values and priorities. Break larger goals into smaller, more manageable tasks, and celebrate your progress along the way.



**Practice Flexibility:** Be adaptable and open to change. Embrace uncertainty as a natural part of life and be willing to adjust your plans and expectations when necessary.



**Develop Coping Strategies:** Build a toolkit of healthy coping mechanisms to manage stress and difficult emotions. This may include deep breathing exercises, mindfulness meditation, journaling, or seeking professional support.



**Maintain Perspective:** Keep things in perspective and avoid catastrophising. Remember that setbacks are temporary and that you have the strength and resilience to overcome them.

Task Three: Circle the techniques that you think are easiest for a person to use if they wanted to become more resilient.

Can you add any other ways to be resilient?

Progress reflection: Categorise the strategies below into into unhelpful strategies (U), strategies to prevent disappointments(P), and strategies to manage disappointments(M)

	U	P	M
Look for a positive way out of the situation			
Drinking or using drugs to feel better			
Being realistic about expectations			
Shout until others realise the hurt they have caused			
Recognise strengths even when things go wrong			
Gain perspective — how will this disappointment impact on life tomorrow, next week, next year?			
Smile and try to remain positive			
Think about what can be learnt from the experience			
Get help or speak to someone who might know how to manage it in a different way			

If you would like further guidance or support:

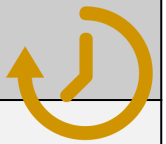
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I have something that's been bothering me . . .

Do Now:



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Date:



## Lesson Four

### Curriculum Question - How can I be digitally resilient?

#### Today's Powerful Knowledge

- Understand the impact of social media on mental health and emotional wellbeing
- Suggest strategies to develop digital resilience

BL Task One: List some ways being online and social media can benefit your mental health and some ways it can damage your mental health.

Improve	Damage

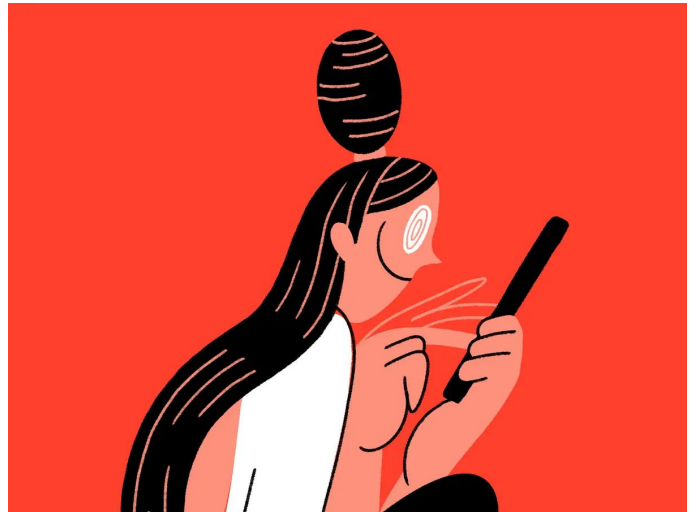
16

Digital Resilience

Digital Resilience – the ability to identify negative influences online and use strategies to overcome them to protect your mental health

Being connected is a big part of our lives. But if you're seeing posts online which makes you feel angry, sad, worried, stressed, or annoyed, this can build up and start having a negative impact on your life. For example, you might start worrying more about how you look or what you're missing out on (FOMO – Fear of Missing Out).

If you ever feel overwhelmed by the online world, unable to switch off, or find it difficult to cope, you're not alone. We all struggle to keep our online world positive sometimes.



Turn and talk: Why do people post selfies?



## Fundamental British Values

### 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

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+

Task Two: Read 'A digital day in the life of Taylor'. Highlight where Taylor's emotional wellbeing changes throughout the day based on their experiences of social media. When was Taylor having good experiences? When did Taylor have challenging or negative experiences?

Time	Activity
7:30am	Taylor wakes up and starts to get ready for school. While eating breakfast, Taylor opens a picture sharing app and scrolls through pictures of celebrities, friends, and cats. Taylor notices a favorite celebrity has posted a picture at a new film opening, and thinks "Wow! I could never look that good!"
8:00am	On the way into school, Taylor meets a friend on the bus and they take selfies and videos that they send to everyone in their friendship group. They are mostly just pulling silly faces and telling jokes. Some people send snaps back and they have a real laugh.
8:30am	Taylor goes to registration and some people snigger about the selfies they sent earlier. Two girls seem to be whispering behind Taylor's back. Taylor starts to wonder if something they said or did was really embarrassing.
9:00am	In first lesson, Taylor is bored, so posts a new status under the desk with the hashtag #uglyboringteachers. The post gets 100 likes and 30 shares within five minutes.
10:30am	It's break time and Taylor is looking at a photo-sharing app again. Everyone else seems to be having such an amazing time. And everyone else looks so stunning and has so many more interesting things to post. Taylor takes a range of selfies, chooses the best one, adds a filter, crops it, then posts it.
1:00pm	Taylor briefly checks to see if there are any notifications on new posts. The selfie Taylor posted at break has had a few negative comments and hardly any likes. After a while, Taylor deletes the photo and decides to skip lunch.
3:30pm	Taylor leaves school with a group of friends and they show each other their favorite videos online, including a new one by Taylor's favorite band.
4:00pm	Taylor goes to an intensive exercise class for 45 minutes. The class is part of a 'programme' that's recently been in the media a lot with loads of videos of celebrities doing the workouts because it gave them a '10/10 body' in less than a month. Hopefully, it will work the same for Taylor?
7:00pm	After a quick dinner with the family, Taylor spends a couple of hours playing an online game with players around the world. Taylor beats the others and gets the highest score. In the chatroom, the others all start accusing Taylor of using a cheat site. Someone starts referring to Taylor as "The_Chubby_Cheater" so Taylor logs off.
11:00pm	Taylor spends an hour checking all the social media sites, scrolling through news feeds, leaving comments and liking/sharing friends' posts. Taylor eventually falls asleep, with phone in hand, just after midnight.

Progress Reflection: After reading 'A digital day in the life of Taylor', answer the questions which follow:

Overall, is Taylor enjoying using social media or not? Why do you think this?

What evidence is there that Taylor's behaviour is being impacted upon by social med

What gender do you think Taylor is? What makes you think this?

Challenge - To what extent do young people of different genders experience different pressures on social media?

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Do Now -

Handwriting practice area with 10 horizontal dotted lines.

Date:

## Lesson Five - Spotlight

### Curriculum Question

Today's Powerful Knowledge

Handwriting practice area with 5 horizontal dotted lines.

Large handwriting practice area with 15 horizontal dotted lines.





Do Now -

Handwriting practice area with 10 horizontal dotted lines.

Date:

## Lesson Six - Spotlight

### Curriculum Question

Today's Powerful Knowledge

Handwriting practice area with 5 horizontal dotted lines.

Large handwriting practice area with 15 horizontal dotted lines.





# Year Eight - Topic Five

## Exploring Relationships



**C** community  
cooperation

**A** ambition  
achievement

**R** respect  
responsibility

**E** endeavour  
enjoyment

# Ambition Sheet

1	Values	Beliefs or principles that guide behavior and decision-making, often learned from family or society.
2	Relationship	Connection or bond between two or more people; can be platonic, romantic, or familial.
3	Expectations	Anticipated or desired outcomes in a relationship, often influenced by societal norms.
4	Man box	A set of societal expectations about how men should behave, often limiting emotional expression.
5	Intersex	Someone whose sex cannot be clearly identified as male or female at birth due to different sex development, with variations affecting genitalia, reproductive organs, or chromosomes.
6	Transphobia	Discrimination and prejudice towards people who are trans, or thought to be.
7	Homosexual	A widely accepted term for anyone attracted to the same sex.
8	Sex	Male or female, a protected characteristic
9	Sexuality	Refers to a person's sexual orientation or preference. This can include attraction to people of the opposite, same, or both sexes.
10	Asexual	Someone who does not experience sexual attraction.
11	Gender stereotypes	Preconceived notions or beliefs about the roles, behaviors, and characteristics expected of men and women based on their gender.
12	Assumption:	Something that is accepted as true or as certain to happen, without proof
13	Consent	An agreement which is given willingly and freely without threat or fear, and by a person who has the capacity to give their agreement.
14	Willingly	Doing something voluntarily or without reluctance.
15	Capacity	The ability or power to do, experience, or understand something.
16	Homophobia	Discrimination and prejudice towards people who are lesbian or gay, or thought to be.
17	Biphobia	Discrimination and prejudice towards people who are bisexual, or thought to be.
18	Gender	How a person self-identifies in terms of being a man or a woman.
19	Heterosexual	Someone who is sexually attracted to someone of a different sex to themselves.
20	Commitment	Dedication or obligation to a person, cause, or relationship; staying loyal and <sup>120</sup> devoted.

Do Now:



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Date:



## Lesson One

### Curriculum Question - What are values in a relationship?

#### Today's Powerful Knowledge

- To develop realistic and healthy relationship values and expectations

BL Task One: Answer the questions below using your own knowledge:

1. Describe a healthy relationship

.....

2. How should couples treat each other?

.....

3. How do you want to be treated in a relationship?

.....

4. Who models a good relationship?

.....

## Relationship Values

The strongest and healthiest relationships are built upon a set of core values that both people share. These are often values such as open communication, trust and honesty. Different people will have different values that are important to them. British Values By having an awareness of each others' values, it means that there are clear boundaries as well as an understanding of each others' expectations. This means relationships are likely to last longer and be more successful.

Turn and talk: A Year 8 student cannot fall in love with someone and be in a healthy relationship, do you agree?




---

Task Two: Read each scenario and decide whether it is:

- Green (Healthy)
- Amber (Somewhat healthy)
- Red (Completely unhealthy)

Scenario	Red	Amber	Green	Comments
a. A girl notices her younger girlfriend is getting a lot of attention from a few different people in her friendship group. She warn each of them separately to 'stay away, or else..'				<hr/> <hr/> <hr/>
b. A couple agree they won't put passwords on their mobile devices, and they will connect each other's social media accounts to both theirs and their partner's phone.				<hr/> <hr/> <hr/>
c. Your partner buys you lots of gym wear for your birthday because they want you to lose weight.				<hr/> <hr/> <hr/>

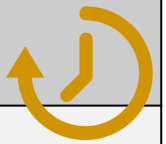


## Understanding values

It is important to think about what you believe would be right or wrong in a relationship so that you can communicate it in your future relationships. Everyone will have different relationship values, some people may prioritise values slightly differently, and have different boundaries about what they view as appropriate behaviour. However, some relationship behaviours are always unhealthy and unacceptable. In Personal Development, we learn to recognise these so that everyone stays safe.

Reflection: Summarise what a healthy relationship is using what you have learnt in this lesson.


Do Now:



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Date:



## Lesson Two

### Curriculum Question - What are the influences on relationship expectations?

#### Today's Powerful Knowledge

- How to challenge unrealistic relationship expectations

BL Task One: How far do you agree with the following statements?

	Agree	Disag	Depending on...
a. Most people will be nervous about their first romantic experiences			.....
b. The media tends to represent different genders equally and respectfully			.....
c. Sending nudes is dangerous and will cause anxiety			.....

Task Two: Read through the scenario and answer the questions

Jasmin is 13. She met her partner, who is 15, online and they have been going out for three weeks. She's sent them some pictures, but they keep hinting they'd like to see more of her body.

1. What might Jasmine be thinking?

---

---

2. Imagine you were friends with Jasmine. What would you advise her to do?

---

---

Taylor is 15. All their friends say they have started to be more intimate in their relationships and have shared photos to prove it. Taylor feels pressure to get photos from their partner to share too.

1. What might Taylor be thinking?

---

---

2. Imagine you were friends with Taylor. What would you advise her to do?

---

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Influences on relationships: Gender stereotypes Gender stereotypes can stop people from following their ambitions and beliefs, thinking that only men can do something or only women can act in a certain way. Lots of expectations continue to exist about what men and women should do. For example, a person might suggest that jobs in the military should be done by men – this is outdated as women have worked successfully alongside men in combat situations for some time now, and since 2018 have been able to join in any role including those in the infantry which were previously restricted to men.

Turn and talk: Girls today are outperforming boys in school at every level, and this should be celebrated?




---

Task Three: Read each statement and decide whether you agree, disagree or are not sure			
	Agree	Disagree	Unsure
Men should be tough			
A man should be the main provider in the family			
Men don't talk about their feelings			
Men should be into sport			
Men should be able to fix things			
Men should pay for the meal on a first date			
Men should allow women to do things first			
A man should always propose to a woman			
Men should never cry			

A real man?

A 'real man' is a man who fits inside a concept called a 'Man Box'. The Man Box is a structure, something that boys can learn from an early age, that they may feel they need to fit into. If someone doesn't fit, this suggests that you are not a 'real man' which carries a heavy social price.

Think: What other stereotypes might make someone fit inside the 'Man Box'?

#### Unhealthy stereotypes of the 'Man Box'

- Independent: Talking to others about your issues and concerns is weak. Men should figure out their personal problems without asking for help.
- Acting tough: A man who doesn't fight back is weak. Men should act strong, even if they feel scared or nervous
- Physical attractiveness: Successful men look good, but spending too much time on your looks is not manly.
- Heterosexuality and homophobia: A gay man is not a real man. Straight men should not have gay friends.
- A player: A real man had lots of girlfriends.
- Aggression and control: Men should use violence when necessary. A man always has the final say in a relationship.

Turn and talk: Being a man is about power, wealth, and athletic prowess. This is what the media shows us. Do you agree or disagree?



<b>Task Four: How might following all these 'rules' make someone feel?</b>
 <hr/> <hr/> <hr/>

<b>Progress Reflection: What impact might following 'rules' or expectations have on relationships?</b>
 <hr/> <hr/> <hr/>

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# Lesson Three Curriculum Question - What is gender identity and sexual orientation?

## Today's Powerful Knowledge

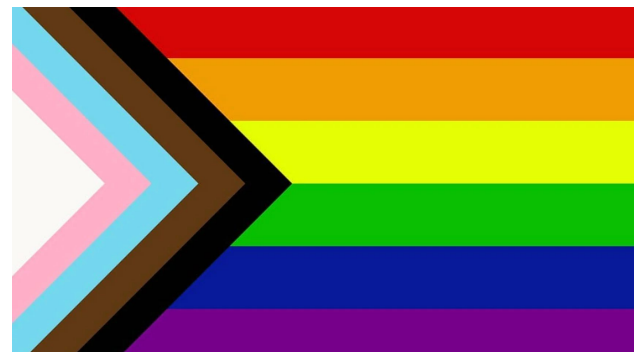
- To understand and respect the spectrum of gender identities and sexual orientations

**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, have age discrimination.
- 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.
- Gender Reassignment**: Gender reassignment means undergoing or intending 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.
- 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. Civil partners can also have their relationships legally recognised as 'civil partnerships', as an alternative to marriage.
- Pregnancy and Maternity**: Pregnancy refers to when someone is expecting a baby, naturally or in 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.
- Race**: Race is your skin colour, your nationality/ethnicity or your ethnic/cultural 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 British.
- Religion and Belief**: Religion refers to any belief, including a lack of belief. Belief refers to any belief, including a lack of belief. A belief should be a genuine and sincerely held belief and you do not have to be included in the official religion.
- Sex**: Sex refers to either male or female, as recorded on 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 of a particular sex, or because someone thinks you are of a particular sex, or because someone thinks you are of a particular sex.
- 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.

BL Task One: What does LGBTQ+ stand for?	
L	
G	
B	
T	
Q	
+	



LGBTQ+ is an acronym and a term used to refer to individuals who identify as members of the diverse and varied sexual orientations and gender identities that exist beyond heterosexual identities. It is often shortened to LGBT+.

The LGBTQ+ community is incredibly diverse, and it's important to respect the unique experiences and identities of each individual.

Key Word	Definition
1. Sex	A. Someone whose sex cannot be clearly identified as male or female at birth due to different sex development, with variations affecting genitalia, reproductive organs, or chromosomes
2. Sexuality	B. Discrimination and prejudice towards people who are trans, or thought to be
3. Gender	C. A widely accepted term for anyone attracted to the same sex
4. Intersex	D. When we refer to a person's sexual anatomy (his or her genitalia)
5. Heterosexual	E. Refers to a person's sexual orientation or preference. This can include attraction to people of the opposite, same, or both sexes.
6. Asexual	F. Someone who does not experience sexual attraction
7. Homophobia	G. Discrimination and prejudice towards people who are lesbian or gay, or thought to be
8. Biphobia	H. Discrimination and prejudice towards people who are bisexual, or thought to be
9. Transphobia	I. How a person self-identifies in terms of being a man or a woman
10. Homosexual	J. Someone who is sexually attracted to someone of a different sex to themselves

Everyone has a right to respect in our community. This is part of our British Values. Sexual orientation and gender reassignment are protected characteristics and part of the Equality Act 2010 which helps to make sure anyone who is LGBT+ does not face discrimination.

**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.
- 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.
- 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/ethnicity 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 those from distinct racial groups, for example black Britons.
- 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.
- 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 letter is known as discrimination by perception.
- 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.
- 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.
- 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.
- Ethnic National Origin:** This is not explicitly listed in the infographic but is a protected characteristic under the Equality Act 2010.

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

What is homophobic language? Homophobic language is derogatory language that is often aimed towards perceived lesbian, gay, and bisexual people, or those thought to be LGBTQ+. In addition, homophobic language is often used to refer to something or someone as inferior. Phrases such as 'those socks are gay!', for example, may be used to insult someone or something, but without referring to actual or perceived sexual orientation. Homophobic language is NOT acceptable and cannot be dismissed as harmless "banter" even if this is not your intention! Be very careful about the language that you use, as it can be very hurtful and incredibly upsetting for others to hear.

Watch the video below about Ryan's story of going through homophobic bullying for being gay.  
The video mentions bullying, mental health and suicide.

Task 2: Answer the questions below
1. When did the homophobic bullying start for Ryan?
2. How did the homophobic bullying impact on Ryan's well being?
3. Why did Ryan decide not to tell his parents about being bullied?
4. Ryan says the homophobic bullying escalated, what happened?
5. What does Ryan do now and why did he choose this career?

Task Three: Mark on the scale how someone would feel if they had to hide their identity. Give a reason below each answer.

Happiness ←————→ Sadness

because...

Confidence ←————→ Insecurity

because...

Comfortable ←————→ Afraid

because...

Proud ←————→ Shameful

because...

Belonging ←————→ Isolation

because...

Reflection task: What can be done to make young people feel more confident and included about their LGBTQ+ identity?

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Do Now:



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Date:



## Lesson Four Curriculum Question - What are the boundaries and consent in relationships?

### Today's Powerful Knowledge

- About common assumptions related to consent and how to challenge these

### BL Task One: Define consent

12

Assumption:

Something that is accepted as true or as certain to happen, without proof

What is an assumption

Assumptions are dangerous when thinking about consent. Believing that something is true or going to happen without checking can lead to misunderstandings or someone being forced into something they are not comfortable with. If someone is consenting to do something, it must be clear they are happy and confirmed with that other person. If the person asking for consent is unsure in anyway, they should take it as there isn't consent.

# 13 Consent

An agreement which is given willingly and freely without threat or fear, and by a person who has the capacity to give their agreement.

Task Two: Answer the questions below to check understanding of the definition of consent

1. What do the words 'willingly' and 'freely' mean in this definition?

2. How can we know if consent is willingly and freely given?

3. What does it mean for someone to have capacity to give their agreement?

4. Why is someone unable to give consent if they are threatened or afraid?

Task 1: Read each statement and complete the table with your thoughts and ideas

	Statement	Do you agree with the statement?	How do you think each person in the situation is feeling right now?	What might happen next?
I do	"Why are you pulling away? You came out on a date with me. You must be ok kissing me!"	Agree / Disagree		
We do	"Look at what you're wearing. You must be in the mood."	Agree / Disagree		
You do	"What's wrong with you? You've been flirting with me all night. You must want more than a kiss."	Agree / Disagree		
You do	"You wanted to last week. You must want to do it again."	Agree / Disagree		
You do	"You've already done it with someone else before so you must be up for it with me, too."	Agree / Disagree		

Read the story and complete the tasks

Miranda and Mikey are 15. They have been dating for a while and are thinking about what should happen next in their relationship.

Miranda has some assumptions about what boys want from their girlfriend.

Mikey has some assumptions about what girls want from their boyfriend.

Task 2: List what assumptions Miranda and Mikey might be making?

Miranda	Mikey

Miranda and Mikey meet up but start to feel a little nervous about their date.

Miranda’s assumptions about what boys want means that she behaves differently to how she normal would with Mikey.

Mikey’s assumptions about what girls want means that he behaves differently to how he normally would with Miranda.

Task 3: How might these assumptions make Miranda and Mikey behave differently?

Miranda	Mikey

Miranda and Mikey start to feel a bit uncomfortable and awkward around each other.

Miranda starts to question whether this is right. She feels like she must behave in a certain way to keep Mikey happy. It's all starting to feel a bit overwhelming!

Mikey's feels uncomfortable around Miranda and is starting to think they want different things. He is worrying about lots but doesn't feel like he can tell Miranda as she might think he is weak. He just wants to take things slowly

Turn and Talk: How might Mike and Miranda resolve the situation?



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Progress Reflection: Explain why it is important to avoid assumptions in relationships

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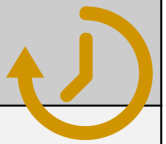
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Do Now:



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Date:



## Lesson Five

### Curriculum Question - What does commitment mean in a relationship?

#### Today's Powerful Knowledge

- What commitment to others and oneself means and looks like;
- Why commitment is important for people's health, wellbeing and relationships;
- What commitment means for me, and my own commitments, now and in the future.

BL Task One: On a scale of 1(disagree) to 5 (agree) how much do you agree with the following statements?

Commitment is not just about relationships	
Commitment is needed in any kind of relationship	
Marriage is the only way to show commitment to someone	
Committing to someone means forever	
Commitment to anything means hard work	
If someone doesn't really believe in what they're doing, it's harder to commit to it	
Being committed to something means never giving up on it	
If a person doesn't commit to something they won't get better at it	
Being committed can help someone become a better person	

## Commitment - Nick Brewer

A few years ago, I tried learning to play the guitar,  
It started off well, but ended up becoming draining and hard,  
I learnt the basics, so there were some songs I could actually play, But in order to improve I needed to practise each day,  
And I hated practising, meaning it rarely occurred,  
So, the idea that I might get better was clearly absurd,  
Until eventually I just ended up quitting,  
Because giving up seemed easier than committing,  
Committing to something is hard work,  
But without commitment, a lot of the best things in life can't work, And to a lot of people, commitment is a harsh word,  
So many are afraid of it,  
Because to commit to something is to take a risk,  
It's needed in all forms of relationships,  
Because even when it gets tough you remain in it,  
Now a lot of things in life aren't certain,  
But I want to be a reliable person,  
So if things in my relationship with you aren't working I don't want to just give up  
And say I've had enough  
I want to stick with it even if it's tough,  
If I'm committed to you,  
Then I want what's best for you,  
I wouldn't want anything less for you,  
That means I'll take responsibility if I'm stressing you,  
You can depend on me and I can depend on you,  
Commitment in a relationship can't be just on one side,  
It can't be something we only do sometimes,  
To commit to a relationship isn't to be unwise,  
It's to say, I'll be there in the mundane and the fun times,

But before we commit to anyone else,  
It's best that we commit to ourselves,  
And what does that involve?  
Well, it's working out who I wanna be,  
What qualities I wanna stand for,  
It's finding my feet,  
It's being secure in who I am,  
Knowing my limits,  
Knowing what's right in my eyes,  
And knowing what isn't,  
Once I'm settled with my inner commitment,  
Then I can find someone with a similar vision,  
Someone that will respect my choices,  
Because being committed isn't the same as being exploited, You should never feel obligated  
To tolerate any form of abusive behaviour,  
Don't be ashamed to walk away if someone  
Is making unfair use of your good nature,  
For the sake of everyone involved it's better you left  
Being committed to someone means you want what's best for them So in return don't settle for anything less.  
This is how I think it needs to be,  
But I can't speak for you.  
This is what it means to me,  
But what does commitment mean to you?

Task Two: Find Nick's definitions of:

Commitment

Commitment to someone else

Commitment to oneself

Turn and talk: "Before we commit to anyone else, it's best we commit to ourselves." What does Nick mean by this?



Task Two: Read through the scenario and answer the questions

Lauren and Sylvie have been together for ten years and have a baby girl called Willow. Lauren works full time and Sylvie takes care of Willow at home. Sylvie gave up her job to look after Willow, but she plans to go back to work when Willow is old enough for nursery.

Who or what are they committed to?

How do they show their commitments?

What kinds of challenges might their commitments face?  
What might be the benefits to them of their commitments?

Arjun and Ikeira have been married for two years. They run their own business together, and are saving up to buy their first house.

Who or what are they committed to?

How do they show their commitments?

What kinds of challenges might their commitments face?  
What might be the benefits to them of their commitments?

Dan is in the squad of his swimming club. He swims at 6am every morning before school and takes part in club competitions. One day he would like to swim for Great Britain in the Olympics, but he also wants to pass his GCSEs.

Who or what are they committed to?

How do they show their commitments?

What kinds of challenges might their commitments face?  
What might be the benefits to them of their commitments?

Ella is 15, and wants to be a manga artist. She draws cartoons every day and posts them on Instagram to share with her followers. She is learning Japanese and would like to travel to Japan to study. At the weekends she works in a shop to save up for this.

Who or what are they committed to?

How do they show their commitments?

What kinds of challenges might their commitments face?  
What might be the benefits to them of their commitments?

Progress Reflection: Complete the commitments review for yourself

	My Relationships	Myself
My commitments are:		
I am committed to these because:		
I demonstrate my commitments by:		

# Year Eight - Topic Six

## Citizenship and Financial Literacy



**C** community  
cooperation

**A** ambition  
achievement

**R** respect  
responsibility

**E** endeavour  
enjoyment

# Ambition Sheet

1	Political power	The ability to influence or control the behavior of people and institutions.
2	House of Commons	The lower house of the Parliament of the UK, responsible for making and passing laws.
3	House of Lords	The upper house of the Parliament of the UK, which reviews and suggests amendments to bills.
4	Monarch	The ceremonial head of state in a monarchy, often with limited political power.
5	Prime Minister	The head of government in the UK, responsible for running the country and making policy decisions.
6	The opposition	The political parties or groups that are not in power and challenge the government's policies.
7	Parliament	The supreme legislative body in the UK, consisting of the House of Commons and the House of Lords.
8	Government	The group of people with the authority to govern a country or state.
9	Representative democracy	A system where people vote to choose representatives to work and make decisions on their behalf.
10	Decided voters	Individuals who have made up their minds about which candidate or party they will vote for in an election.
11	Undecided voters	Individuals who have not yet made a final decision about which candidate or party they will vote for in an election.
12	Compulsory voting	A system where citizens are required by law to vote in elections.
13	Polling day	The day on which elections are held and citizens cast their votes.
14	Financial needs	Basic necessities required for survival, such as food, shelter, and clothing.
15	Financial wants	Non-essential items or services that enhance one's lifestyle, such as entertainment and luxury goods.
16	Budgeting	The process of creating a plan to manage income and expenses.
17	Conscious spending	Mindful and deliberate expenditure of money on goods and services.
18	Income	Money received, typically on a regular basis, for work or through investments.
19	Savings	Money that is set aside for future use rather than spent immediately.
20	Investments	Assets purchased with the expectation of generating income or profit.

Do Now:



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Date:



## Lesson One

### Curriculum Question - Who runs the UK?

#### Today's Powerful Knowledge

- To learn what the UK is.
- To learn about parliament and the government

BL Task One: Complete the quiz below

Question	Options	Answer
What does 'UK' stand for?	A. Upper Kingdom B. United Kingdom C. United Kindom	
What is the capital of the UK?	A. London B. Belfast C. Edinburgh	
What countries make up the UK?	A. England, Wales and Scotland B. England, Wales and Ireland C. England, Wales, Scotland and Northern Ireland	
What is Great Britain?	A. The island that contains England, Wales and Scotland B. The Commonwealth C. The same thing as the UK	

How many former UK Prime Ministers can you name?

The United Kingdom (UK) is a sovereign country made up of four distinct nations: England, Scotland, Wales, and Northern Ireland. Great Britain, on the other hand, is a geographical term referring to the largest island that includes England, Scotland, and Wales, but not Northern Ireland. Each of these nations has its own distinct culture, legal systems, and education systems, but they are all united under one central government based in London.



This is the Palace of Westminster in London – often called the Houses of Parliament.

It is where the UK Parliament meets to discuss, debate and make decisions about how to run the UK.

The Government is responsible for deciding how the UK is run and for managing things on a day-to-day basis. The Government is made up of MPs from the political party that wins most seats at a general election.

The Prime Minister	Appoints ministers, chairs Cabinet meetings, organises the structure of Government departments.
Secretaries of State (Cabinet ministers)	Around 20 senior ministers who are in the Cabinet and meet regularly to discuss important issues of policy and make decisions. They head up government departments, such as education, health, and defence.
Ministers	Work under Secretaries of State in a department.

**Task Two: Who within government has the responsibilities below?**

<ul style="list-style-type: none"> <li>● Setting the government's overall direction</li> <li>● Representing the country internationally</li> <li>● Appointing Cabinet ministers and other key government officials</li> <li>● Chairing Cabinet meetings</li> <li>● Responding to emergencies and crises</li> <li>● Holding regular meetings with the monarch (King)</li> </ul>	<ul style="list-style-type: none"> <li>● Leading and managing their respective government departments</li> <li>● Formulating policies related to their department's area of responsibility</li> <li>● Advising the Prime Minister on policy matters</li> <li>● Ensuring the effective operation of their departments</li> <li>● Communicating government policies and decisions to the public</li> </ul>	<ul style="list-style-type: none"> <li>● Assisting with the implementation of government policies</li> <li>● Overseeing specific areas of government activity</li> <li>● Representing their departments in Parliament and the media</li> <li>● Engaging with stakeholders and the public to gather feedback</li> <li>● Collaborating with other government departments on cross-cutting issues</li> <li>● Implementing government initiatives and programs</li> </ul>
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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)

### Why do we need Parliament?

If the Government is in charge of running things, why do we need Parliament?

Parliament's job is to look closely at the Government's plans and to monitor the way it is running things. Parliament works on citizens' behalf to try to make sure the Government is:

- Open and transparent – by questioning ministers and asking for information
- Efficient – e.g. by checking how public money is being spent and how laws and policies are working in practice
- Fair and non-discriminatory

Members of both the House of Commons and the House of Lords can speak out if they think the Government is being unfair or not acting in the best interests of citizens of the UK. Citizens can write to their MP to raise concerns about the government.

Turn and talk: Why is it so important for parliament to hold the Government to account?

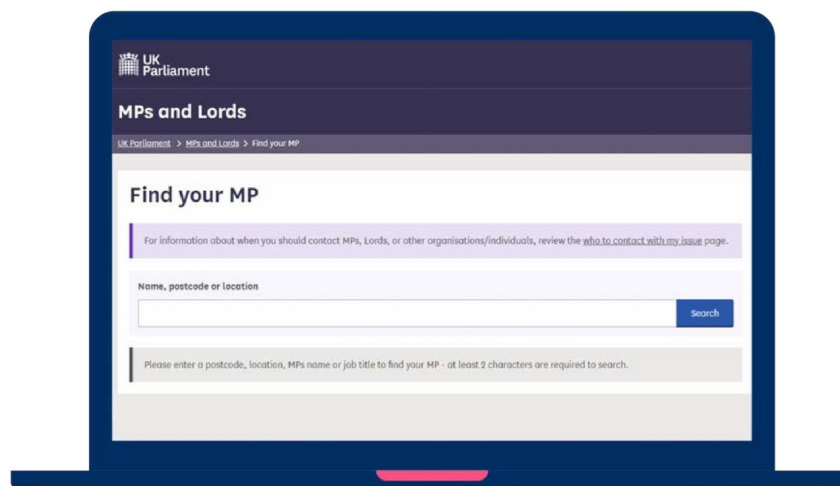


Task 3: Read the statements below and decide whether they are the responsibility of the Government or Parliament

Statement	Government	Parliament
1. Decides how to spend the country's tax money.		
2. Opens parliament each year.		
3. Manages public services e.g. the NHS.		
4. Questions the Prime Minister on the decisions the government has made.		
5. Oversees and signs each new law.		
6. Is held to account by the opposition.		

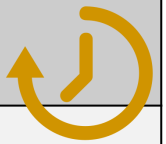
Progress Reflection: Fill in the missing parts of parliament in the table		
Parliament		
		House of Lords
Government	Opposition	
Ministers		

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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## Lesson Two

### Curriculum Question - Why are elections important?

#### Today's Powerful Knowledge

- Understand the role of voting in a democracy.
- Learn how a government is formed in the UK.
- Explore how voting helps elect representatives at both national and local levels.

BL Task one: Complete the true or false quiz.

Approximately 85% of countries hold regular elections.	True	False
Voter turnout in elections is typically higher in countries with democracies.	True	False
Women are equally represented in political leadership positions across the world.	True	False
80% of the world have the right to vote	True	False
In recent years, there has been a decline in the number of countries holding democratic elections.	True	False
Citizen participation in elections is essential for shaping the direction and policies of their countries.	True	False

Can you name any countries that do not hold fair elections?

What is democracy?

Democracy is an ancient idea. It comes from Greece and it means 'people rule'.

Throughout history, not everyone has been allowed to take part in democracy. For example, in Ancient Athens the 'demos' (the people) were only male citizens. Women and slaves were excluded.

Voting and democracy

In democratic countries, representatives who govern are elected by the people. In the UK, we vote for people to represent us in Parliament, where decisions are made about how the country is run. This means that voting is an important way for us to have our say and take part in democracy.

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



Today, more people can vote than ever before. The right to vote is a law in most western democracies. People vote in local, national and even international elections.

Task Two: Watch the video and answer the questions:	
A graphic with a pink background and two blue ribbons. The top ribbon says 'ELECTIONS' and the bottom ribbon says 'AND VOTING' in yellow text.	How often are elections?
	How many constituencies are there in the UK?
How old do you need to be to be able to vote?	What is the voting system called?

Task Three: Put the remaining steps towards forming a new government in order	
It's election day! Polls are open from 7am to 10pm. Elections are usually held on a Thursday.	
During the 'pre-election' period, people are likely to receive leaflets from candidates.	
There are now no MPs and everyone must campaign for their seat.	
The Prime Minister speaks to the King. The King agrees to dissolve Parliament.	1
At 10pm, ballot boxes are tipped out and counted. Results come in during the night.	
The party with the most MPs is invited to form a government by the King. The new Prime Minister meets the King.	
The new Prime Minister arrives at Downing Street and invites MPs to become members of the government.	
The new government is formed. The Prime Minister can speak to the King to ask him to dissolve Parliament again at any point before the next election is due.	8

Candidate/Party	Votes	Share	Change
 <b>Afzal Khan</b> Labour	34,583	77.6%	1.3%
 <b>Sebastian Lowe</b> Conservative	4,244	9.5%	2.2%
 <b>Jackie Pearcey</b> Liberal Democrat	2,448	5.5%	-0.2%
 <b>Eliza Tyrrell</b> Green Party	1,697	3.8%	1.6%

This is the breakdown for the Manchester, Gorton constituency vote in 2019. Circle the candidate that won the election.

Another type of elections in the UK are local elections, these are usually held every four years. The people you elect are called councillors. They serve on a local council. Councils are made up of 'wards', which might have multiple members depending on how many people live there. As such, you can elect more than one councillor for your area.

Manchester also has a Youth Council made up of young people from Manchester between the age of 11-17.

MYC meet weekly to discuss the issues affecting young people. Which leads into creating campaigns for other young people across our great city. Young people who join Manchester Youth Council will have opportunities to represent Manchester youth voice at local, regional and national levels.



**Task Five: Plan a manifesto for a campaign to youth parliament.**

What are your top three priorities?

- 1
- 2
- 3

Why are these important to you?

.....

.....

.....

What skills do you have that will help you to be a good youth MP?

.....

.....

.....

**Progress Reflection: Which of the answers below is an incorrect response to the question 'Why are elections important?'**

1. Elections make a country truly democratic.	
2. Elections give citizens the chance to change the government.	
3. Elections give law-making power directly to the people.	
4. Elections allow citizens to engage in the social and economic progress of the country.	

Do Now:



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Date:






## Lesson Three

### Curriculum Question - How do people decide who to vote for?

#### Today's Powerful Knowledge

- Examine the strategies employed by political parties to utilise the media effectively.
- Understand the methods candidates employ to campaign on a local level.
- Identify key aspects to watch for in the media leading up to a general election.

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

Party Symbol	Political party	Other information. Leader?
		<hr/> <hr/>
		<hr/> <hr/>
		<hr/> <hr/>

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, all business stops in the House of Commons and the House of Lords, and MPs are no longer MPs.

The election process begins!

Voters at this point can be categorised as decided or undecided.

<b>10</b>	Decided voters	Individuals who have made up their minds about which candidate or party they will vote for in an election.
<b>11</b>	Undecided voters	Individuals who have not yet made a final decision about which candidate or party they will vote for in an election.

Undecided voters are often the focus of intense campaign efforts by political parties, as their votes can swing the outcome of an election. People choose who to vote for based on their personal values and choose the party, MP or leader that shares the same values. For example if someone thinks education is important they will vote for the party that promises good education.

Task Two: Read the statements below and decide if they are valid reasons for deciding who to vote for.			
	Statement	Valid Reason	Non-Valid Reason
	"I support this candidate because they have a strong track record of supporting policies that align with my values."		
	"I'm voting for this candidate because they have a nice smile and seem friendly."		
	"I'm choosing this candidate because they are from the same hometown as me."		
	"I'm voting for this candidate because my parents told me to."		
	"I support this candidate because they have a detailed plan to address climate change."		
	"I'm voting for this candidate because they are the same gender as me."		
	"I support this candidate because they have experience and qualifications relevant to the position they are running for."		
	"I'm voting for this candidate because they belong to my favorite political party."		153

There are many different ways for voters to get information about where they should cast their vote. People use these methods to find the part that shares their values.



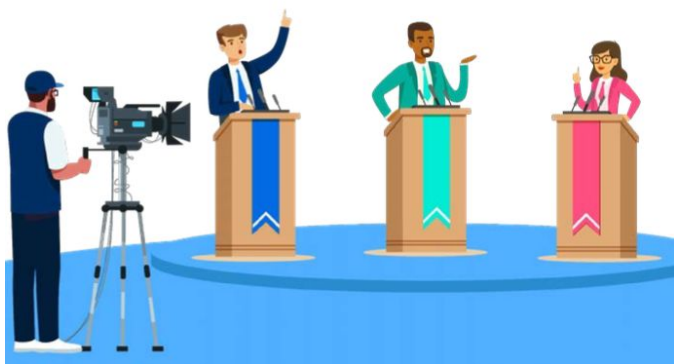
### Manifestos

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.



### 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



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.

### The role of the media in politics

Freedom of the press (or media) is a key part of a strong democracy in the UK. This means that the Government does not interfere with the media, and that there are laws to protect this freedom.

Task Three: What does the media have to do to make sure it acts in a fair way during an election?

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News broadcasters are set strict guidelines to follow by an organisation called OFCOM:

1. News broadcasts must be accurate and impartial (not biased)
2. Mistakes must be acknowledged and corrected on air, as soon as possible
3. No politician can be a newsreader, interviewer or news reporter

Did you know?

Not all countries have a free press. Instead it is controlled by the Government and all news information is approved by them. This happens in Russia, for example.

Turn and talk: Why is unfair for the government to control the media?



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### Compulsory voting

One possible solution to low voter turnout (too many people choosing not to vote) is making it illegal not to vote. Voting is compulsory in 19 countries around the world, including Australia. People are offered a range of ways to vote. If they don't vote, they are taken to court. Since voting became compulsory in Australia 100 years ago, the voter turnout has only fallen below 90% once.

Task Four: Read the consequences of compulsory voting and mark them as a pro or con.	Pro or Con?
Non-voters would be treated as criminals.	
More people will be involved in choosing the MPs who represent us.	
It becomes expected that everyone will take part in an election.	
People should also have the freedom to choose not to vote.	
People who are less interested and informed would be forced to vote.	
The election result will be more meaningful.	

Progress Reflection: How far do you agree with the statements below?

People should always vote for the political party their family supports.



The most important factor when choosing who to vote for is the candidate's policies.



A candidate's personal qualities are more important than their political experience.



Media coverage can significantly influence the outcome of an election.



Voting based on a candidate's stance on social issues (people) is more important than their stance on economic issues(money).



Voting should be compulsory in the UK.



It's important to research each candidate's background and qualifications before voting.



Agree

Disagree

Do Now:



1

2

3

4

5

Date:



## Lesson Four

### Curriculum Question - What happens on polling day?

#### Today's Powerful Knowledge

- Explore the voting process, including methods and procedures.
- Understand the activities and procedures that take place at polling stations during elections.
- Examine the process of counting votes.

#### BL Task One: 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

Zainab is 18 years old and lives in Cardiff, Wales. She is in the sixth form and is hoping to go to university to study law.

She registered to vote when she was 16 and is very excited to be voting in her first general election! There are 650 constituencies (areas) that vote for their MPs. This means that a general election is actually 650 individual elections that all happen on one day!

Zainab was sent a poll card through the post a couple of weeks before the general election.

Zainab's constituency is called Cardiff North.

Her poll card tells her that she should go to a polling station in a local community centre to vote.

<b>Poll card</b>	
<b>Election for Member of Parliament for the Cardiff North constituency</b>	
<b>Voting information</b>	
Voting hours	<b>7am to 10pm</b>
Your polling station will be	The Community Centre Anywhere Street Cardiff CF67 98U
You do not need to take this card with you. <b>Please turn over</b>	

Delivered by  **2** ROYAL MAIL  
POSTAGE PAID GB  
ANYTOWN 2500

**Zainab Lastname  
123 New Street  
Cardiff  
CF26 27Y**








Zainab is pleased that she will have a say in electing the MP who will represent her and her local area in Parliament. She wants to make the right choice.

She reads the manifestos of the main political parties, watches debates on TV, and goes to a local events.

Zainab takes her ballot paper into a private voting booth.

She reads the instructions on the ballot paper and marks a cross next to the name of the candidate she wants to vote for.

She then folds the ballot paper in half so no one can see how she has voted and puts the paper into a ballot box.

<b>Election for Member of Parliament for the Cardiff North constituency</b>	
Vote for <b>only one candidate</b> by putting a cross <input checked="" type="checkbox"/> in the box of your choice	
BASWRA, Paresh 2 The Cottages, Anytown XY8 9JG Liberal Democrat	 <input type="checkbox"/>
CRANLEY, Alana 4 The Walk, Anytown XY9 5JJ Green Party	 <input type="checkbox"/>
GUNNILL-WALKER, Roger 33 The Lane, Anytown XY6 9GD The Labour Party Candidate	 <input type="checkbox"/>
SMITH, Catherine Angelina 21 The Grove, Anytown XY2 5JP Independent	<input type="checkbox"/>
SMITH, Keith James 3 The Road, Anytown XY3 4JN The Conservative Party Candidate	 <input type="checkbox"/>
ZANUCK, George Henry 17 The Parade Anytown XY9 5KP The United Kingdom Independence Party Candidate	 <input type="checkbox"/>

After the polling stations close, all the ballot boxes for Zainab's constituency are taken to a vote count station in a local sports hall.

Count teams work through the night to count all the votes, including Zainab's! Their work is carefully checked to make sure there's no mistake.

For general elections, the UK uses a first-past-the-post voting system.

This means that the candidate with the most votes in a constituency becomes the MP and takes their seat in the House of Commons.

The results on the right are the results in Gorton for the 2019 general election. Who became the MP?

Eliza Tyrrell Green Party	1,697
Jackie Pearcey Liberal Democrat	2,448
Afzal Khan Labour	34,583
Sebastian Lowe Conservative	4,244

At 3 o'clock in the morning, once all the votes have been counted and checked, the returning officer for Zainab's constituency announces the election result.

When Zainab wakes up at 7am the next day, she is thrilled to find out that the candidate she voted for has won!

Zainab has played a part in electing an MP to represent her in the House of Commons.

The events taking place in Zainab's area have also been happening in 649 other constituencies across England, Wales, Scotland and Northern Ireland.

The political party that wins the most seats in the House of Commons overall (the party that has the most MPs) is declared the winner.

The leader of this party becomes the Prime Minister.

After the election result has been announced and a winner declared, the leader of the winning party visits the King to ask for his permission to form a new Government.

The new Parliament is officially opened by the King and MPs get down to work!

Task Two: Answer the questions below

Do you think the general election process is free and fair? Why?

.....

.....

How do you think Zainab felt about voting in a general election for the first time?

.....

.....

Turn and talk: Are you looking forward to being able to have your say when you are 18? Will you vote?



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There are three ways to vote in an election in the UK.



In person at a polling station



By post



By asking someone else to do it on your behalf (by proxy)

Estonia is a small country in Eastern Europe. In 2005, it became the first country in the world to introduce online voting.

Estonian citizens have a state-issued digital identity card. They can use this to register their vote online. The voter's identity is removed from the ballot before it is counted to ensure anonymity.

Estonians can still vote in person. In the 2019 parliamentary elections, 43.4% of voters voted online.

Task Three: Read the consequences of online voting and mark them as a pro or con.	Pro or Con?
Convenience: Vote from home easily.	
Digital Divide: Not everyone has internet access.	
Verification Issues: Hard to ensure voter identity.	
Increased Participation: More people might vote online.	
Cost-Effective: Saves money on physical resources.	
Lack of Transparency: Distrust in technology and process.	
Accessibility: Easier for people with disabilities to vote.	

Task Four: Number the key election events in chronological order	
	Political messages start to appear everywhere – from ads on billboards to posters and leaflets
	The leader of the party with the most votes becomes the Prime Minister
	General election day! Voting takes place
	The votes are counted
	650 new MPs are elected
	The results for each constituency are announced
1	People aged 16 and over register to vote so they can have their say in the election
18	The new Parliament gets down to business!
	Candidates campaign locally, talking to people, giving interviews and taking part in hustings
	The Prime Minister asks the monarch to dissolve Parliament
	The new Parliament is officially opened by the monarch
	The political parties publish manifestos
	There are debates and party election broadcasts on TV
	The party with the most votes forms the new Government
	The Prime Minister decides a date for the general election
	Voters decide who to vote for
	Parties campaign in the national media and on social media
	Parliament shuts down until after the general election

Progress reflection: Should we introduce online voting in your opinion? Why? Why not?
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Do Now:



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4

5

Date:



## Lesson Five

### Curriculum Question - How can I look after my money?

#### Today's Powerful Knowledge

- Describe the difference between financial needs and wants and the external influences that could impact them.
- Determine smart choices about managing my money that align with needs, wants and future goals.

BL Task One: Answer the questions below

Why is it important to think about how we use our money?"

"What does it mean to be good at managing money?"

How can money make people feel?

Task Two: How far do you agree with the statements below?

1. Money is easy to come by



2. Money is there to be spent



3. People should always be aware of how much money is in their bank



4. People should distinguish between essential and non-essential spending



5. People should always save some of the money they earn



Agree

Disagree

Needs vs Wants

Thinking about what money is spent on can help a person to budget.

The key question to ask when budgeting is

'Do I need it or do I want it'?

How can you tell what is NEEDED to buy from what is WANTED to buy?

If it is difficult to decipher what is a need or want, ask the three questions...

1. Do I really need this?

If I waited a week, a month or a year would I really still need this?

2. Do I really need this?

Do I need this so much I'm willing to give up something else to have it?

3. Do I really need this?

IS there a less expensive alternative that would fulfill my need?



Task Three: Categorise the items into needs or wants with a reason why.

Item	Needs or Wants?	Why?
School supplies (e.g., textbooks, pens)		
Basic clothing (e.g., uniform, shoes)		
Food (e.g., groceries, lunch at school)		
Transportation (e.g., bus fare, bike repair)		
Housing (e.g., rent, utilities)		
Video games		
Movie tickets		
Concert tickets		
Eating out with friends		
New phone or electronic gadgets		

Turn and talk: How might a person's needs change over time?



Conscious spending is a deliberate approach to money management, focusing on aligning expenses with personal values and goals. It involves mindful decision-making, considering each purchase's significance in relation to overall well-being. Understanding values and setting clear financial goals directs spending choices, prioritizing long-term fulfillment over impulse. This fosters a healthier relationship with money, promoting financial security and contentment. By choosing purchases intentionally, individuals align their spending with their aspirations, leading to greater satisfaction and well-being.

Giving in to FOMO (Fear of missing out) and buying the latest games console, phone or outfit is not conscious spending.




**STARBUCKS®**



Whether it's needs or wants, we need a job to earn money. Look at the job adverts below...

What job title, keywords, or company Where Manchester Find jobs

### Student Support Administrator

The University of Manchester  250 reviews  
 Oxford Road, Manchester M13  
 £24,174 - £27,116 a year - Contract

You must create an Indeed account before continuing to the company website to apply

[Apply on company site](#)

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We are seeking a highly motivated Student Support Administrator to join the busy Education Support Team in the School of Biological Sciences.

The Student Support Administrator will work as part of a team providing a key service to all Undergraduate students and academic colleagues, supporting new ways of working to enhance the student experience.

The successful candidate will be able to demonstrate excellent organisational, interpersonal and communication skills, be responsive to customer needs and have the ability to handle difficult situations in a calm manner. Excellent IT skills are essential and the ability to adapt to changing systems and platforms.

Anyone wishing to work in a busy environment, who has an ability to work to tight deadlines whilst under pressure, is encouraged to apply.

As an equal opportunities employer we welcome applicants from all sections of the community regardless of age, sex, gender (or gender identity), ethnicity, disability, sexual orientation and transgender status. All appointments are made on merit.

Our University is positive about flexible working – you can find out more here

**Blended working arrangements may be considered**


Please note that we are unable to respond to enquiries, accept CVs or applications from Recruitment Agencies.

**Enquiries about the vacancy, shortlisting and interviews:**

Name: Louise Stewart  
 Email: [louise.stewart@manchester.ac.uk](mailto:louise.stewart@manchester.ac.uk)  
 General enquiries:  
 Email: [hrservices@manchester.ac.uk](mailto:hrservices@manchester.ac.uk)  
 Technical support:  
<https://jobseekersupport.jobtrain.co.uk/support/home>

What job title, keywords, or company Where Manchester Find jobs

### Medical Laboratory Assistant

Manchester University NHS Foundation Trust  35 reviews  
 Manchester M13  
 £20,330 - £21,777 a year - Part-time

You must create an Indeed account before continuing to the company website to apply

[Apply on company site](#)

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An opportunity has arisen to join the Willink laboratory as a Medical Laboratory Assistant. The post is full time post job share will be considered working Monday to Friday. The Willink Biochemical Genetics laboratory has a national and international reputation as a centre specialising in the diagnosis and monitoring of patients with rare inherited metabolic disorders, particularly the lysosomal storage disorders. The laboratory has close links with the clinical service and therefore laboratory staff are able to see how their work contributes to the care of these patients.

The Willink Biochemical Genetics laboratory is part of the Genomic Diagnostics Laboratory and offers a highly specialised biochemical diagnostic service, primarily serving Manchester and the North West region, but also receives many referrals from throughout the UK and overseas. The laboratory provides a wide range of biochemical tests for the diagnosis and screening of rare inherited metabolic diseases, including regional screening for approximately 60,000 newborns per year for 7 specific disorders.

This is an excellent opportunity to learn a number of skills necessary for working in a Healthcare science laboratory including practical, theoretical and team working skills. This role is responsible for performing a range of protocol driven tasks. You will work as part of a team responsible for delivering one part of the service. Typical tasks are (but not limited to): - preparing and processing patient samples ready for analysis, preparing reagents, carrying out straightforward biochemical assays, basic maintenance of equipment and some administrative duties.

Applicants should have good communication skills, be able to work well in a team, remain calm under pressure, and be able to take initiative and prioritise workload. The work requires consistent attention to detail and excellent organisational skills. Good GCSE (or equivalent) results in maths, English and science, preferably A-levels in one or more science. Experience of practical laboratory techniques in biochemistry or chemistry (especially pipetting skills) would be desirable but full training will be given.

Manchester University NHS Foundation Trust  
 1 day ago  
[original job](#) - [report job](#)

[Laboratory Assistant jobs in Manchester](#)  
[Laboratory Assistant salaries in Manchester](#)

Task Three: Answer the questions below for your preferred job of the two	
What are the hours needed to work?	
Is the job full time or part time?	
What qualifications or experience is needed?	
What other skills are important?	
What is the salary?	
Stretch: Will this salary cover the costs of needs and wants?	

Progress reflection: What should you consider before spending money on something?

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Do Now -

Handwriting practice area with 10 horizontal dotted lines.

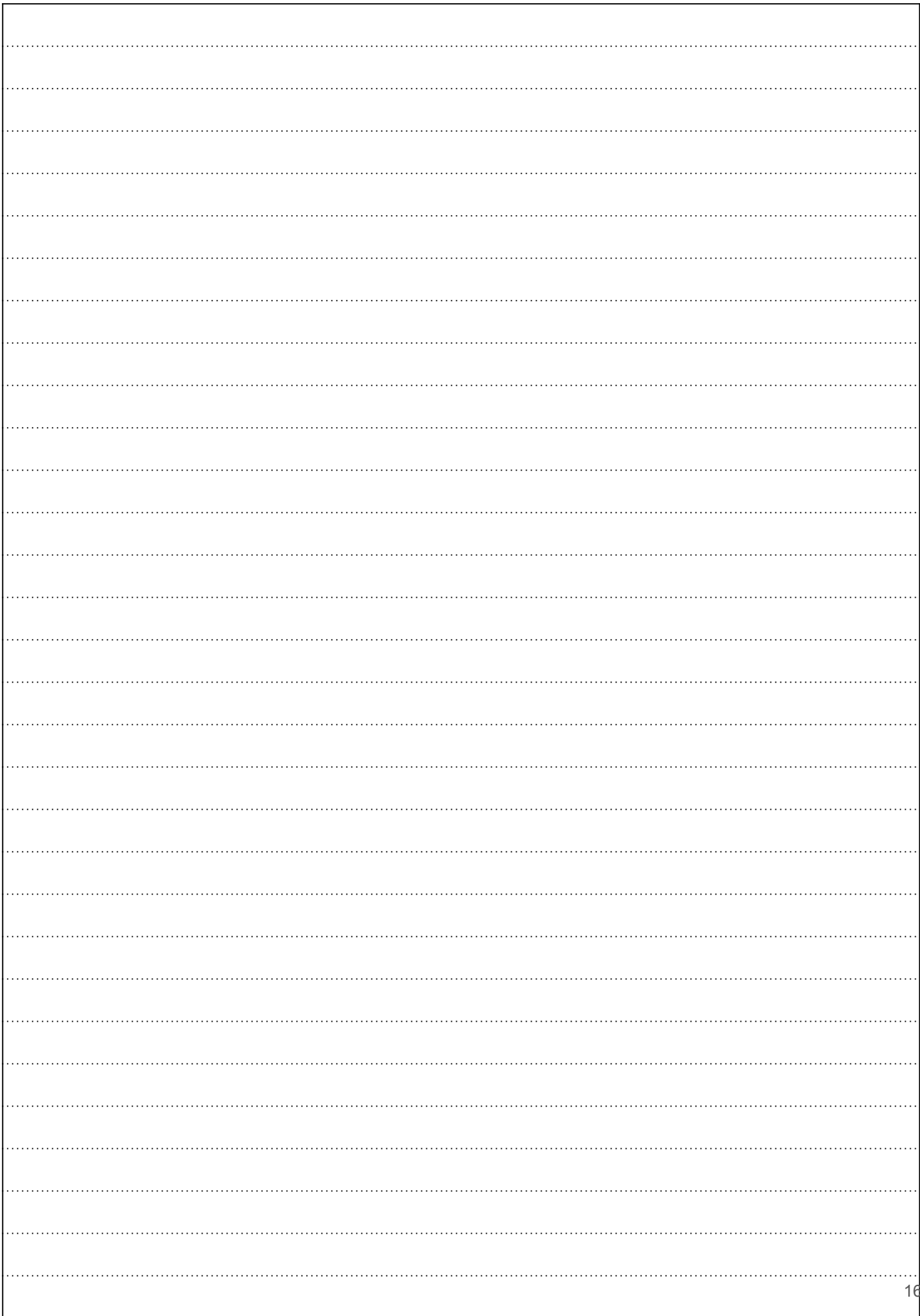
Date:

## Lesson Six - Spotlight

### Curriculum Question

Large handwriting practice area with 20 horizontal dotted lines.





Do Now: Complete the quiz based on lessons from this half term.



	Statement	True	False
1	Laws are created to maintain order and protect people's rights.	<input type="checkbox"/>	<input type="checkbox"/>
2	You can only break the law if you know it exists.	<input type="checkbox"/>	<input type="checkbox"/>
3	All laws apply equally to everyone in society.	<input type="checkbox"/>	<input type="checkbox"/>
4	Police officers are allowed to ignore the law when investigating crimes.	<input type="checkbox"/>	<input type="checkbox"/>
5	Some laws change over time to reflect changes in society.	<input type="checkbox"/>	<input type="checkbox"/>
6	It's safe to share your home address online if your profile is private.	<input type="checkbox"/>	<input type="checkbox"/>
7	Strong passwords should include a mix of letters, numbers, and symbols.	<input type="checkbox"/>	<input type="checkbox"/>
8	Using public Wi-Fi for online banking is always safe.	<input type="checkbox"/>	<input type="checkbox"/>
9	Antivirus software can help protect your device from cyber threats.	<input type="checkbox"/>	<input type="checkbox"/>
10	It's important to log out of accounts when using shared computers.	<input type="checkbox"/>	<input type="checkbox"/>
11	Grooming always involves physical contact.	<input type="checkbox"/>	<input type="checkbox"/>
12	Online groomers may pretend to be someone they're not to build trust.	<input type="checkbox"/>	<input type="checkbox"/>
13	It's okay to meet up with someone you met online if they seem nice.	<input type="checkbox"/>	<input type="checkbox"/>
14	Grooming can happen through social media, gaming, or messaging apps.	<input type="checkbox"/>	<input type="checkbox"/>
15	If someone online makes you feel uncomfortable, you should keep it a secret.	<input type="checkbox"/>	<input type="checkbox"/>
16	Once something is posted online, it can be difficult to delete it permanently.	<input type="checkbox"/>	<input type="checkbox"/>
17	You should always think before commenting or posting online.	<input type="checkbox"/>	<input type="checkbox"/>
18	It's okay to forward memes or jokes without checking if they're offensive.	<input type="checkbox"/>	<input type="checkbox"/>
19	Being kind and respectful online is just as important as in real life.	<input type="checkbox"/>	<input type="checkbox"/>
20	Your digital footprint can affect your future education or job prospects.	<input type="checkbox"/>	<input type="checkbox"/>

Date:

**Lesson Seven - Knowledge Application**  
**Curriculum Question: How do I apply my knowledge from this half term to show deeper understanding?**



### 1. Function of the Law Scenario:

Ella sees someone littering in a public park. When she tells them it's against the law, they laugh and say, "It's just rubbish, not a big deal."

Question:

Why does the law make even small actions like littering illegal?

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### 2. Online Safety Scenario:

Josh gets a message on social media from someone he doesn't know, asking for a photo and offering to be friends. The person's profile looks normal, but Josh feels unsure.

Question:

What should Josh do in this situation?

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### 3. Online Grooming Scenario:

Leah is playing an online game and a player she's chatted with for weeks starts asking personal questions, like her age, location, and if she's alone at home.

Question:

Why is this behaviour concerning, and what should Leah do?

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#### 4. Responsible Online Behaviour Scenario:

Tom sees a classmate being made fun of in a group chat. Several people are laughing, and some are forwarding memes about the person. Tom feels uncomfortable but doesn't say anything.

Question:

What is the responsible thing for Tom to do?

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#### 5. Media Literacy Scenario:

Nina sees a shocking news story online about a celebrity, but the source is an unfamiliar website with lots of pop-up ads and exaggerated headlines.

Question:

How can Nina check if the story is real or fake?

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Progress Reflection: Accessing news and current affairs stories online is the easiest way to find information. How can you ensure the information you are reading is true? Can you ever be 100% sure?

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