



The Quality in Careers Standard >>>>



ACE School of
CHARACTER



Unlocking potential through expert knowledge and character

C community
cooperation

A ambition
achievement

R respect
responsibility

E endeavour
enjoyment

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Expectations

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

Ground Rules

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

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

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 9

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
Linking physical and mental health
Sleep
Diet and Exercise
Body image and mental health

Half Term Five

Relationships
Intimate sexual relationships
Consent facts and misconceptions
Sexual health
Media influence on relationships
Online safety

Half Term Three

Modern families
Healthy family relationships
Conflict
Changing relationships

Half Term One

Peer pressure
Online peer pressure
Peer pressure and groupthink
Negative influences
Knives and crime

Half Term Two

Careers
Personal skills
Choosing my options
Managing earnings
LMI

Half Term Six

Citizenship
Contributing to society
Employment rights
Skills for employment
Managing an online presence

Community
cooperation

Ambition
achievement

Respect
responsibility

Endeavour
enjoyment

Year Nine - Topic One

Peer Pressure



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Ambition Sheet

1	Peer Pressure	Influence from members of your group.
2	Negative Influence	When a friend encourages you to engage in bad behaviour.
3	The Equality Act	The law that is intended to prevent discrimination and ensure equality
4	Fundamental British Values	These underpin what it is to be a citizen in a modern and diverse Great Britain
5	Manipulation	Being pressured into doing something you are uncomfortable with.
6	Cyber Bullying	The use of electronic communication to bully a person
7	Trusted Adult	A safe figure that listens without judgment, agenda or expectation, but with the sole purpose of supporting
8	Groupthink	When a group of people make decisions or come to conclusions based on the opinion of the majority rather than critical thinking.
9	Radicalisation	When someone starts to believe or support extreme views, and in some cases, then participates in terrorist groups or acts.
10	Independent thinking	Analysing situations based on your own judgement.
11	Aggressive	Ready or likely to attack or confront
12	Passive	Accepting or allowing what happens or what others do, without active response or resistance.
13	Assertive	Having or showing a confident and forceful personality.
14	Vaping	Inhaling and exhaling vapour containing nicotine and flavouring produced by a device
15	Internal Pressures	Pressure to do something that come from within. Eg. A desire for power
16	External Pressures	Pressure to do something that come from others Eg. Threats
17	CCE	Child Criminal Exploitation
18	County Lines	Drug dealers in major cities establish networks to sell drugs to users in towns and rural areas, using young and vulnerable people.
19	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.
20	Role Model	Someone others look to as an example, can be good or bad.

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
- For support around mental health, visit Young Minds at www.youngminds.org.uk
- For help, text SHOUT to 85258 or call
- For advice on drugs, their effects and the law, visit talktofrank.com
- For advice on a range of issues from bullying, mental health, relationships and more contact Childline 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 Peer Pressure?

Today's Powerful Knowledge

- To know the warning signs for unhealthy friendships.
- To know what peer pressure is and what it looks like in concrete examples.

Healthy and Unhealthy Friendships

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



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

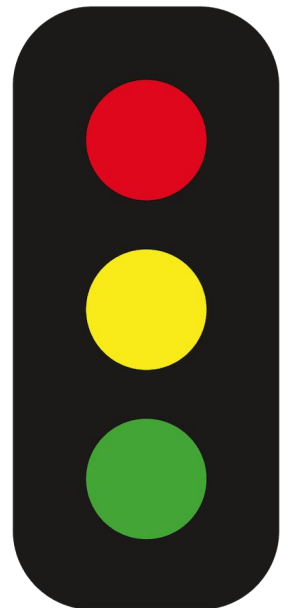
- You are afraid of your friend's temper.
- Your friend criticizes you or people you care about.
- Your friend threatens to hurt you.
- Your friend bullies and makes fun of you or other kids at school.
- Your friend pressures you to do things you know you shouldn't do.

YELLOW LIGHT: These are warning signs in a friendship.

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

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

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



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

Peer Pressure - Influence from members of your group.

As you grow your friends and the people around you will become more and more important to you. This means they will gain influence over your behaviours, this can be positive influence or negative influence. Look at the examples underlined above.

Task one: Write one concrete example of each type of peer pressure.

Red Flag -

Green Flag -

My trusted adult is:

Task Two: Read the scenarios and answer the questions below

Mia: I wish you would try out for the school production with me.
 Amelia: But I don't sing. I play football.
 Mia: Who says you can't do both? Besides, I've heard you sing. I know you have a great voice.
 Amelia: Me? No, I don't.
 Mia: Yes, you do. You have a beautiful voice. You just try to hide it.
 Amelia: Well, it's embarrassing to sing in public.
 Mia: Why is it any different than playing football in front of hundreds of people?
 Amelia: I don't know. It just is.
 Mia: Well, it can't hurt to try, can it? Plus, Josie and Nina are already going. It would be so cool for all four of us to do it together. Look, just think about it, OK? And stop worrying so much. It'll be fun!
 Amelia: OK, i'll think about it!

Who is doing the pressuring?	
How did they do the pressuring?	
Did it work?	
Should the other person have done something differently?	

Sam: Look at that kid. He's such a loser
 Alex: Who?
 Sam: That new kid. What's he even wearing anyway? That shirt is so dumb.
 Alex: He's alright. He's just quiet.
 Sam: He's alright? Did you see him in P.E.? He's the whole reason we lost today. I was talking with the guys and we think we're going to have to teach him a lesson.
 Alex: What kind of lesson?
 Sam: You know. Just scare him a little on the bus ride home today. You in?
 Alex: I don't know. I think we should just leave him alone.
 Sam: You're such a chicken, Eric. Are you worried about getting in trouble? Because that bus driver is like 90 years old. There's no way he'll know.
 Alex: It's not that. It's just that ...
 Sam: Just that what? You'd rather hang out with that loser than us? Fine. I'll find someone else to go out with this weekend.
 Alex: That's not what I said, OK?
 Sam: Wow, Alex. You used to be so cool. Now you're like my little sister or something. Are you with us today or not?
 Alex: Yeah, OK I'll be there.

Who is doing the pressuring? Is it positive or negative?	
How did they do the pressuring?	
Did it work?	
Should the other person have done something differently?	

Progress Reflection: It is always wrong to pressure or influence your friends. Do you agree?

Do Now:	
1. What do you call it when your friend makes you do something you know you shouldn't do?	
2. Name two British values.	
3. Name 2 signs of a healthy friendship	
4. Why does peer pressure happen more when you get older?	
5. Name 2 protected characteristics under The Equality Act.	

Date:



Lesson Two

Curriculum Question - Does peer pressure exist online?

Today's Powerful Knowledge

- To learn how to assess influence online and offline
- To gain an understanding of how open to influence I currently am and consider ways of improving.

Most people are influenced by their friends and peers (people their own age). Nowadays, this influence extends to the people you meet online, and speak with online.

It's perfectly normal for you to want to imitate your friends. But now, the pressure to fit in and be like your friends isn't limited to the real world; it also happens online. This includes the friends you chat with on social media or while gaming, as well as the celebrities you follow on platforms like Instagram or YouTube. Of course, wanting to be like your friends isn't always a bad thing. Your friends and online role models can inspire you to be more creative, pick up a new sport, eat healthier, or even motivate you to do better in school. However, sometimes, the online world can push you to do things you wouldn't normally do on your own or in the offline world like join a gang, bully others and consume drugs or alcohol



BL Stop and Jot - What are some things you could be pressured into online?



Task One:	Watch the video as a class and answer the questions.	
Why does Jack go along with what Charlie is doing? Why is Charlie able to manipulate him?	If others like the pictures or share them, are they also joining in with the bullying?	
One image in this film insinuates that Jason and his friend Ben are gay. A caption says 'Gay-mer boy-friends'. Why do you think Charlie uses the term 'gay'? What does he want it to mean?	How do you think it might feel if you were gay, to see this word being used to embarrass others?	
What do you think would happen if no one reported or said anything about the cyberbullying to the school?		

Task Two : Read the scenarios and tick the box with the actions you think you would most likely take.		
Scenario One		
Your friend has sent you a message on WhatsApp and you've read it. You actually have to study for an exam in the morning so you don't want to write back straight away as you are busy. You know that he/she might be really annoyed if don't respond immediately. What do you do?		
A	Write back and explain to your friend that you are studying	
B	Ignore the message but know that you will have to explain yourself in the morning	
C	Write back and ignore your study, it is only a stupid test	

Scenario Two		
Whenever your friends post pictures online, you have to like their posts straight away. If you don't, you are a bad friend, or so they tell you. You turn your phone off one evening but the following morning at school your friend starts giving you a hard time because you weren't online and didn't like her/his new profile picture on time. What do you do?		
A	Explain to your friend that you need a break from technology every now and then	
B	Apologise to your friend and say you will like their picture as soon as you can	
C	Explain to your friend that you forgot, but that it also doesn't mean you are a bad friend	

Scenario Three		
You and your friend are checking your social media profiles. Your friend has over 10 friend requests to respond to but no one has added you in at least a week. You don't really want to add people if you don't know them in real life, but your friends are laughing at you and saying that you have no friends. What do you do?		
A	You begin to add some 'friends of friends' to try to fit in more	
B	You explain to your friends that you would prefer to be safe online and you are fine with having less 'friends' than them	
C	You add lots of new people online so that you have just as many 'friends and followers' as your friends	

Scenario Four		
Your friend has seen a funny meme posted online about someone in your year group. They have liked it and keep telling you to share it, saying it is only a laugh and not to be so sensitive. What do you do?		
A	You refuse to share the meme as it isn't a nice thing to do	
B	You share the meme, but hope no one finds out	
C	You let the person who is in the meme know what is going on online	

Scenario Five		
You have been chatting to someone over the comments section of a YouTube video for some time. They ask you for your number to chat and your friend encourages you to do it; saying things like 'don't be a bore' and 'just send it.'		
A	You give your number, not because of what your friends said, because you think the person is really nice	
B	You don't give your number and you explain to your friends that they shouldn't put pressure on you like that and tell your trusted adult at home or in school	
C	You give a fake number, but also tell a parent or a teacher so they know what is going on	

Task Three : Circle your score based on your choices for each scenario, then add your scores up to find out your total.

Scenario	A	B	C
One	2	1	0
Two	2	0	1
Three	1	2	0
Four	2	0	1
Five	0	2	1

Total

Task Four: Read your outcome and answer the questions below.

0-4 You've got some work to do

It is difficult to know what the right thing is to do online. Try to chat to your friends about the pressures you feel while online and chat about what you expect from each other. Try not to give in to peer pressure and chat to your trusted adult if you are feeling stressed.

4-6 You're on the way

You are on the right path and you have a good group of friends. You know what is right, but sometimes you allow yourself to be influenced by others. Speak to your trusted adult if you are feeling stressed.

6-10 You're doing well

Well done, you are a really strong individual and you try to do the right thing online and offline. You try not to allow peer pressure affect you and you are well able to speak your mind. You have a strong friendship group who are supportive and don't put unnecessary pressure on each other.

Progress Reflection - Read what your score means and consider the questions below.

What does the result tell you about how you act online?

.....

.....

What can you do to be safer online and to resist peer pressure? How can you know you are making the correct decisions?

.....

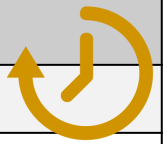
.....

What can you do to make sure you are not pressuring others online or offline?

.....

.....

Do Now:



1. What is a trusted adult?

2. Name two ways someone could support online bullying without being the main bully?

3. When should you share your mobile number with someone you have met online?

4. Give an example of a positive influence you could have on a friend.

5. Can you be friends with someone if your best friend doesn't want you to?

Date:



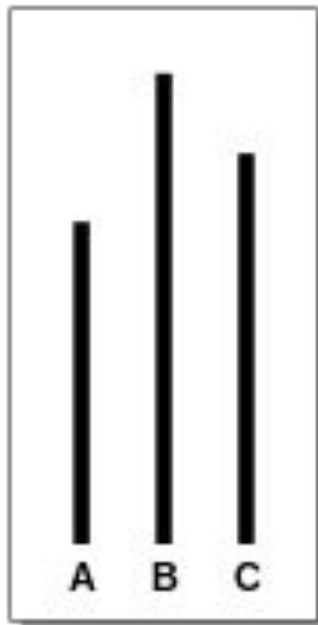
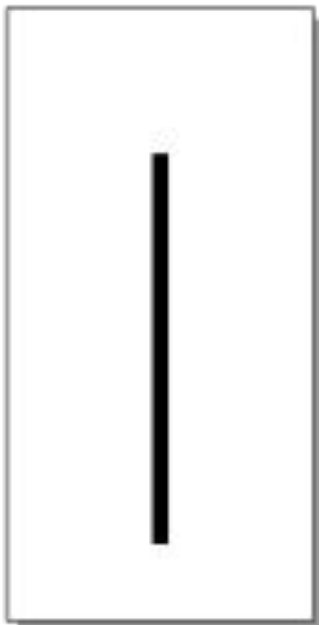
Lesson Three



Curriculum Question - How does peer pressure and groupthink affect decision making?

Today's Powerful Knowledge

- To learn about the power of group influences and the idea of groupthink.
- To look at strategies to avoid peer pressure and promote independent thinking.



BL Task One: Which line on the right is the same length as the line on the left?

A	
B	
C	

Do you think of yourself as a conformist or a non-conformist? That means do you like to fit in or stand out? Most people believe that they are non-conformist enough to stand up to a group when they know they are right, but conformist enough to blend in with the rest of their peers.

In the 1950s, social psychologist Solomon Asch conducted a series of experiments to study how people are influenced by group pressure and conformity (wanting to fit in). Participants were brought into a room with a group of people, but they didn't know that the others were actually actors. They were shown a simple visual test, where they had to compare the lengths of lines. The correct answer was usually very obvious. However, the catch was that the actors deliberately gave the wrong answers one after another. For instance, if the correct answer was "Line A," the actors might say "Line B" is the correct answer. The real focus of the experiment was to see how the actual participants reacted when faced with the whole group giving the incorrect response from the group. Surprisingly, many participants went along with the group's wrong answers, even when they knew the correct answer. They conformed to the group's opinion because they didn't want to stand out or be seen as different.

Task Two: Read the text and answer the questions

Why do you think so many people gave an answer they knew was wrong?

.....

.....

Do you think you would have given the correct answer or changed your answer based on everyone else?

.....

.....

Can you think of a time in your life when you went along with a group even when you knew it was wrong?

.....

.....

The two main reasons that people gave the wrong answer in the experiment were...

1

2

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.

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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)

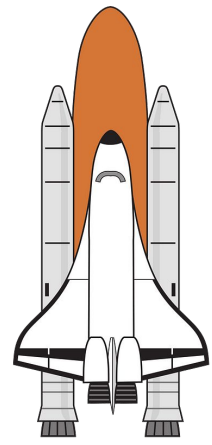
Turn and Talk: Why do you think 200 youths caused chaos in Manchester back in July if only 4 people were arrested?

Stop and Jot - What did you discuss with your partner?

Impact of Groupthink

In 1986, the space shuttle Challenger tragically exploded 73 seconds after liftoff, resulting in the loss of all seven crew members, including school teacher Christa McAuliffe. Safety at NASA is paramount, and if there is ever any chance of danger the mission will be cancelled. But the pressures of groupthink can override any good intentions. The decision to launch the shuttle was influenced by groupthink within NASA.

Engineers had concerns about the shuttle's safety in cold weather conditions, but due to pressure to meet deadlines and a desire to maintain a flawless launch record, key decision-makers approved the launch.



Task Three: Sometimes charismatic leaders can influence your thoughts and actions. Consider and answer below.

Name any charismatic leaders that caused people to act differently than usual.

Who else might influence you other than your friends?

Task 4: Read and jot down your thoughts on the following statements

It is hard to be the first member of a group to question a decision or opinion.

I agree/disagree because...

People always break rules if others break them too.

I agree/disagree because...

Being in a group makes people act differently.

I agree/disagree because...

The Dangers of Groupthink

Young people are more vulnerable to groupthink. They may not have developed their own opinions on topics and so are more likely to take on the opinions of others as their own. This means young people are also more vulnerable to radicalisation and gang involvement, taking on the extreme views of others and displaying extreme behaviours often on behalf of others.

Radicalisation - When someone starts to believe or support extreme views, and in some cases, then participates in terrorist groups or acts.

Radicalisation and gang initiation doesn't happen overnight. It is a gradual process, so young people who are affected may not realise what's happening. People can be radicalised into these groups and gangs by family members or friends, through direct contact with gang members, extremist groups, or through the internet.



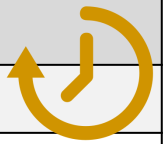
Independent thinking in young people is crucial for your personal development and decision-making skills. Here are some questions you can ask yourselves to encourage independent thinking:

- Is this my own opinion? Ask yourself if your thoughts and beliefs are truly your own or if you're simply following what others believe.
- Why do I believe this? Delve into the reasons behind your beliefs and opinions. Are they based on evidence, personal experience, or something else?
- Am I open to different viewpoints? Reflect on your willingness to consider perspectives that differ from your own. Are you open to challenging your beliefs?
- What are the potential consequences? Think about the possible outcomes of your decisions and actions. Are you making choices based on potential benefits or just following the crowd?
- Have I done enough research? Consider whether you've gathered enough information before forming an opinion or making a decision. Have you sought out different sources of information?
- Am I making choices out of fear or peer pressure? Examine whether your decisions are driven by fear of rejection or the desire to fit in. Are you compromising your beliefs to avoid conflict?
- Is this decision aligned with my values? Reflect on your core values and whether your choices align with them. Are you staying true to who you are and want to be?

Progress Reflection: What can groupthink make you do?

Groupthink can make you ...

Do Now:	
1. What is groupthink?	
2. What is the age of criminal responsibility?	
3. Who is your trusted adult? What is a trusted adult?	
4. Write a question you could ask yourself to know if you are being influenced by groupthink	
5. Name two protected characteristics under The Equality Act	



Date:

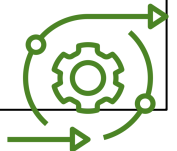


Lesson Four

Curriculum Question - What is the best way to communicate to resist negative influences?

Today's Powerful Knowledge

- To learn about passive assertive and aggressive communication styles
- To give responses to external pressures to vape.



BL Task One : Which skills do you think employers value most?

1. Communication skills	
2. Teamwork	
3. Positive attitude	
4. Literacy and numeracy	

Stop and jot - Why do you think this?

.....

.....

Communication skills are important in all areas of life. Part of developing individual thinking and avoiding peer pressure is developing skills to communicate when we encounter this pressure. We can categorise this communication into aggressive, passive and assertive.

Task Two: Which type of communicator is described in each box? Passive, assertive or aggressive?	
<ul style="list-style-type: none"> • express their feelings and opinions in a way that ignores the rights of others • are often verbally and/or physically abusive, so make other people afraid • often use a loud voice • don't listen well, are rude and interrupt a lot • always blame others for their mistakes, so don't learn from what goes wrong 	
These describe	communicators
<ul style="list-style-type: none"> • don't express their opinions or feelings • often speak quietly, and have poor eye contact • get 'walked on' over and over • don't try to do anything about their difficulties so don't get better as communicators 	
These describe	communicators
<ul style="list-style-type: none"> • say what they think clearly; stand up for their own rights but don't ignore the rights of others • listen well to others • have good eye contact, a calm voice and relaxed body language • get better at communication because they deal with problems and mistakes when they happen 	
These describe	communicators



Aggressive communicators think: 'I'm OK, you're not'



Passive communicators think: 'You're OK, I'm not'



Assertive communicators think: 'I'm OK, you're OK'

Task Three : Read the scenarios and tick the box with the actions you think you would most likely take.		
Scenario One		
You lend a friend one of your books. She returns it with pages missing.		
A	Hey, I noticed some pages are missing from the book I lent you. Can we talk about this and figure out how to resolve it?"	
B	Say nothing and let your friend keep the book with missing pages.	
C	Yell at your friend and accuse her of ruining your book.	

Scenario Two		
Your friend has started vaping and keeps offering it to you. You know they illegal for people under 18 and you are scared of the health risks but your friend is calling you boring for not trying it.		
A	Politely but firmly decline the offer and express your concerns about the health risks and legal consequences. Explain that you're making a responsible choice for your well-being. Tell your trusted adult.	
B	Try the vape to stop your friend thinking you are boring, try not to get addicted.	
C	React angrily, criticizing your friend for vaping and pressuring you.	

Scenario Three		
A relative calls you late at night just to talk. You are tired and have to get up early in the morning.		
A	Hang up the phone abruptly without explanation.	
B	"I appreciate your call, but it's really late, and I need to get up early	
C	Stay on the call and feel exhausted the next day.	

Scenario Four		
You are walking home with a friend and realise it is getting late. A car pulls up and asks if you want a ride. Your friend is tired and wants to take the ride but you think it's too risky.		
A	Okay, if you want to take the ride, we can.	
B	Are you crazy? Taking a ride from strangers is incredibly dangerous! You do what you want!	
C	"I don't feel comfortable taking a ride from a stranger, especially at this hour. I'd rather walk and you need to stay with me"	

Scenario Five		
Your friend Alex joined an online group that's becoming more radical. He is talking about committing crimes and getting influenced by extreme ideas. Alex says you should get involved if you are a real friend.		
A	Speak directly to your trusted adult straight away.	
B	Accuse Alex, demand they leave the group, and criticise their choices.	
C	Ignore the situation, hoping it'll resolve itself.	

Task Four: Mark your responses based on the answers below

Scenario	A	B	C
One	x		
Two	x		
Three		x	
Four			x
Five	x		

In many of these scenarios any action other than assertive is dangerous for your health and safety and the health and safety of others. Acting and responding assertively keeps yourself and those around you safe.



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?

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?

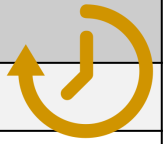
Tobi: I don't know – people in our year have them... And I've seen loads of flavours online – there's bound to be one we'll like. Besides, they're just disposable so we can just bin them if we don't like them. So, shall we give it a try?

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 could you ask yourself to check for groupthink?

2. What do vapes contain?

3. Name the most effective method of communicating to peer pressure.

4. What are the long term health risks of vapes?

5. Name the other two types of communication

Date:



Lesson Five

Curriculum Question - How are people influenced into crime?

Today's Powerful Knowledge

- To learn the different types of pressures that force people into crime
- To learn about county lines and CCE



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.

Why do you think people get involved with gangs and organised crime?

Task Two: Categorise the reasons someone joins a gang into reasons coming from inside them (internal) and reasons coming from others (external).	
Internal Pressures (Reasons coming from the person)	External Pressures (Reasons from others)
	1. Want to make money 2. Threats 3. Offer money 4. Need for belonging 5. Need for security 6. Blackmail 7. Bad home life 8. Don't think they can get a job 9. Wanting power 10. Recruited online 11. Build trust to exploit 12. Lie to them about the reality 13. Want to impress others 14. Think its cool 15. It's the family norm

Organised crime groups might want to recruit young people because: they can exploit them, they can be put at most risk (both in physical danger and being caught) to protect those further up the chain, they think the police won't be as suspicious of children being involved in organised crime so use young people as a business resource, they do not consider them to be 'friends' or care about their welfare even though they may suggest they do.

Remember! The age of criminal responsibility is 10.

Task Three: Read the story on the next page and answer the questions below
Which pressures, external and internal, pressured this person into crime?
.....
What skills does this person have? How could they use them for good?
.....
How will this person's actions affect them and their family?
.....

A Year In The Life....

January:

I'm 15 and just got in trouble at school again, got suspended for three days because of a fight. School doesn't always feel right for me, but I know I'm smart and have skills for the real world. I can't wait to be in control of my life and maybe even start my own business.

February:

Some older guys from my neighborhood have been hanging out with me after school. They're flashy, driving a new 4x4, wearing designer stuff, and always chatting with girls. They even let me drive the car and gave me new sneakers. It's exciting.

March:

I've been spending more time with these older guys. They helped me out when I was short on cash, bought me dinner, and asked me to do some easy work for them, like holding packages and selling stuff. It feels like a quick way to make money, even though it's a bit risky. They trust me now, and I like that feeling.

April:

School doesn't seem important anymore; I'm all about this business. An education officer showed up, and Mom was really upset, saying I'm bringing too much attention to our house.

May:

I started smoking weed to relax. Needed money for it, so I did more business for my friends. Got into a bad situation, got stabbed and robbed. My friends left me halfway to the hospital, and I realized they weren't real friends.

June:

Lost money due to my injury, had to work harder to make up for it. My mates said I was letting them down, which hurt. I need to prove myself.

July:

The police came around asking questions about my mates and the stabbing. My little sister was scared. I told her not to worry, but I'm not so sure anymore.

August:

Life is too stressful; my friends, the police, threats everywhere. It's not what I thought it would be.

September:

Went back to school; teachers were surprisingly supportive. One teacher thinks I'm smart and could do something great with my life.

October:

Police caught me selling drugs. Mom was furious. I don't want a criminal record before I'm 16.

November:

One of my mates got shot and killed. It's hard to believe he's gone. People want revenge, and my name keeps coming up because I'm not well-known on the other side of the city. It's dangerous everywhere.

December:

I have a court hearing next year. It's tough to walk away from what I'm involved in, but I need to change my life. I can't risk getting hurt or going to prison and ruining my family's life.

Task Four - Put an * next to three times in the story where the character should have made different choices for a better life

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

CCE - Child Criminal Exploitation

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

Zack, 15

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

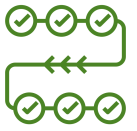
Progress reflection: Read through the scenario and answer the questions which follow:

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?



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:



1. What is a gang

2. Name two external pressures that could push someone to crime

3. Name two internal pressures that could push someone to crime

4. What is CCE?

5. Name two red lights for a toxic friendship

Date:



Lesson Six

Curriculum Question - Why do some people carry knives?

Today's Powerful Knowledge

- To learn the legal and physical risks associated with carrying a knife



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

Ali: You don't carry one?

Tia: What?! No way!

Ali: How else can you protect yourself?

Tia: I don't think it would protect me

Ali: Well it makes me feel safer

Tia: That's such a mistake.

1. What do you think they are talking about?

2. Which person do you agree with?

3. What should Tia say to Ali? What else should she do?

Stop and jot - Fill in the gap below.

I think that _____% of 10-29 year olds carry a knife

FACT - _____% of 10-29 year olds carry a knife

- A person can get up to 4 years in prison for carrying a knife, even if it is never used
- People who carry a weapon are more likely to be hospitalised with a violence-related injury, and in many cases their own weapon has been used against them
- Friends who pressure a person to carry a knife are not good friends and will likely not be around to help if that person were to get caught
- The media, culture and social media influences young people to think that everyone carries knives. This pressures young people into carrying a knife which places them in more danger.



Task Two : Read the descriptions and circle the positive people that have positive influence and are positive role models.

Harvinder

Harvinder is part of a gang. The gang carry knives to school but because everyone fears them, they never have to use the knives. Harvinder believes the school and the local community feel safer as a result.

Sara

Sara is having a discussion with her friends about people they fancy and who they will invite to the school dance. Everyone thinks Sara might go with Ali, but Sara says she would never date anyone who carries a knife. The other people in her friendship group agree.

Carly

Carly used to have anger issues and sometimes got into trouble when she was at school. Now she has left school, she joined a boxing gym, got a part time job and has applied to college. She has been asked back to give an assembly to the Year 9s about anger management strategies.

Vlera

Vlera likes taking risks, and her friends say she is really funny. When they're out, she is always daring her friends to do 'challenges' like shoplift, run through traffic or jump out and scare strangers. She teases anyone who refuses to complete her challenges, even though she never actually does them herself.

Community Conversation

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

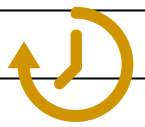
Discussion Notes - *Actively listening to the opinions of others.*

Name

Ideas

Reflection - *Actively considering the opinions of others*

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



	Statement	✓ True	✗ False
1	Peer pressure only happens during your teenage years.	<input type="checkbox"/>	<input type="checkbox"/>
2	Positive peer pressure can encourage healthy behaviors.	<input type="checkbox"/>	<input type="checkbox"/>
3	You must always do what your friends do to fit in.	<input type="checkbox"/>	<input type="checkbox"/>
4	Learning to say "no" confidently is a good way to resist peer pressure.	<input type="checkbox"/>	<input type="checkbox"/>
5	Peer pressure is always obvious and direct.	<input type="checkbox"/>	<input type="checkbox"/>
6	Groupthink happens when people go along with a group to avoid conflict.	<input type="checkbox"/>	<input type="checkbox"/>
7	Groupthink means people carefully consider all ideas before deciding.	<input type="checkbox"/>	<input type="checkbox"/>
8	Groupthink can lead to poor or dangerous decisions.	<input type="checkbox"/>	<input type="checkbox"/>
9	It's okay to challenge a group's idea if you believe it's wrong.	<input type="checkbox"/>	<input type="checkbox"/>
10	Going along with the group is always safer than speaking out.	<input type="checkbox"/>	<input type="checkbox"/>
11	Negative influences can come from friends, media, or even family.	<input type="checkbox"/>	<input type="checkbox"/>
12	It's okay to follow a negative influence if it helps you get ahead.	<input type="checkbox"/>	<input type="checkbox"/>
13	Being aware of your values helps protect you from negative influences.	<input type="checkbox"/>	<input type="checkbox"/>
14	You can't change your friends even if they're a bad influence.	<input type="checkbox"/>	<input type="checkbox"/>
15	Negative influences always come from people older than you.	<input type="checkbox"/>	<input type="checkbox"/>
16	Carrying a knife makes you safer in dangerous situations.	<input type="checkbox"/>	<input type="checkbox"/>
17	Knife crime affects victims, families, and communities.	<input type="checkbox"/>	<input type="checkbox"/>
18	It's legal to carry a knife for protection if you don't use it.	<input type="checkbox"/>	<input type="checkbox"/>
19	Reporting someone who carries a knife is the right thing to do.	<input type="checkbox"/>	<input type="checkbox"/>
20	Once involved in knife crime, there's no way out.	<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. Peer Pressure Scenario:

Jake's friends are pressuring him to skip school and hang out at the park. They say he's "boring" if he refuses and tease him in front of others.

Question:

What should Jake consider before making a decision, and how can he handle the pressure?

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

2. Groupthink Scenario:

In a group chat, everyone agrees that a new student is "weird" and should be avoided. Even though Sam disagrees, he stays silent because he doesn't want to be left out.

Question:

What is groupthink, and how can it be harmful in this situation?

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

3. Negative Influences Scenario:

Ella starts spending time with a group that constantly breaks rules, shoplifts, and posts risky behavior online. She feels uneasy but likes feeling included.

Question:

What risks is Ella facing, and what should she consider?

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

4. Knife Crime Scenario:

Tom hears a rumor that someone at school is carrying a knife “for protection.” His friend says it’s normal and that “everyone does it now.”

Question:

What should Tom understand about knife carrying, and what action can he take?

Handwriting practice area for the Knife Crime Scenario question, consisting of a large rectangular box with a solid top and bottom border and four horizontal dotted lines for writing.

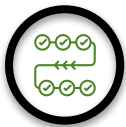
5. Peer Influence and Responsibility Scenario:

During a party, Max films someone being pushed around and posts the video online. His friends laugh, but the person in the video is clearly upset.

Question:

What should Max have done instead, and what are the consequences of posting such content?

Handwriting practice area for the Peer Influence and Responsibility Scenario question, consisting of a large rectangular box with a solid top and bottom border and four horizontal dotted lines for writing.



Progress Reflection: Managing peer pressure is not easy, and is a test of good character. How can demonstrating the CARE principles Respect and Responsibility help us avoid negative situations where we feel pressured to do things we don't want to.

Handwriting practice area for the Progress Reflection text, consisting of a large rectangular box with a solid top and bottom border and four horizontal dotted lines for writing.

Year Nine - Topic Two

Careers



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	Career sector	A specific industry or field of employment where people pursue their careers, such as healthcare or technology.
4	Skills	Abilities acquired through learning and practice, used to perform tasks effectively.
5	Workplace	The physical or virtual environment where people perform their jobs and collaborate with colleagues.
6	Learning pathways	Structured routes or educational programs that individuals can follow to acquire specific skills or qualifications in pursuit of their career goals.
7	Career goals	Specific objectives or ambitions that individuals set for their professional lives, helping guide their career development.
8	Qualifications	Formal credentials or certificates that demonstrate a person's knowledge, skills, and expertise in a particular field or area of study.
9	Career progression	The advancement and development of a person's career, often involving promotions, increased responsibilities, and higher-level positions.
10	Level 2 qualifications	A moderate level of educational attainment and competence, often equivalent to GCSEs. (General Certificate of Secondary Education)
11	Income	The money earned by an individual or household, often through employment, investments, or other sources.
12	Budgeting	The process of creating a plan for managing one's finances, including income and expenses, to ensure financial stability.
13	Salary	A fixed, regular payment made by an employer to an employee in exchange for their work, typically on a monthly or yearly basis.
14	Wage	A payment made to an employee on an hourly or piecework basis, often associated with jobs that pay by the hour.
15	Income tax	A deduction from your salary that goes towards funding services like the NHS
16	Employment rights	Legal protections and entitlements granted to workers to ensure fair treatment, safety, and fair working conditions.
17	LMI	(Labour Market Information): data and information about the labour market, including employment trends, salaries, and job requirements.
18	Job market	The environment where job seekers and employers connect, encompassing the availability of job opportunities.
19	Labour	The human effort and work that is expended in the production of goods and services.
20	Artificial Intelligence	Focuses on creating intelligent machines capable of performing tasks that typically require human intelligence

Do Now:



1. What are the long term health risks of vapes?

2. Name two British values.

3. What is CCE?

4. Who is your trusted adult? What is a trusted adult?

5. Name two protected characteristics under The Equality Act

Date:













Lesson One

Curriculum Question - What are my skills?

Today's Powerful Knowledge

- Explain why developing and recording skills now is important for the future world of work
- Reflect on your own skills and achievements
- Explain how skills can be developed and the benefits of accepting help, advice and support

BL Task one: Changes in technology have a huge impact on what the workplace looks like. Match the technology to the year it was released, then answer the questions below.

 a) ChatGPT	 b) Google	 c) iPhone / Android	 d) TikTok	 e) YouTube
 f) Facebook	 g) Instagram	 h) Remote working	 i) Twitter	 j) Zoom

1998	2004	2005	2006	2007	2010	2011	2017	2020	2022

1. Do you know how many of the technologies above are used in the workplace?

2. Can you think of any jobs that rely heavily on these technologies?

Why are skills important for careers?

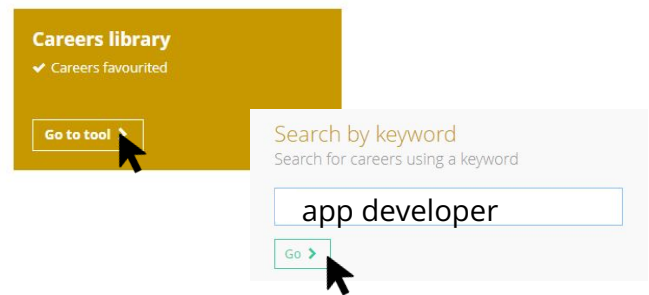
Let's go back in time 25 or 30 years to the 1990s – before any of the technology on the previous page had been released. Perhaps your parents or carers were at school then.



Why are skills important for careers?

Task Two: Open the Careers Library and search for each job below.

Using the information you read, decide if you think this job did or did not exist in the 1990s.



- 1
Aerospace engineer
- 2
App developer
- 3
Choreographer
- 4
Content creator
- 5
Network engineer
- 6
Project manager
- 7
Secondary school teacher
- 8
SEO specialist
- 9
Social media manager
- 10
Sound technician (TV or film)

Job	Do you think this job existed in the 1990s? Why/why not?
1. App developer	
2. Network engineer	
3. Choreographer	
4. Content creator	
5. Sound technician (TV or film)	
6. Project manager	
7. Aerospace engineer	
8. SEO specialist	
9. Social media manager	
10. Secondary school teacher	

Some jobs have been around for decades. Other jobs are newer. Many of the people doing these jobs today were at school in the 1990s.

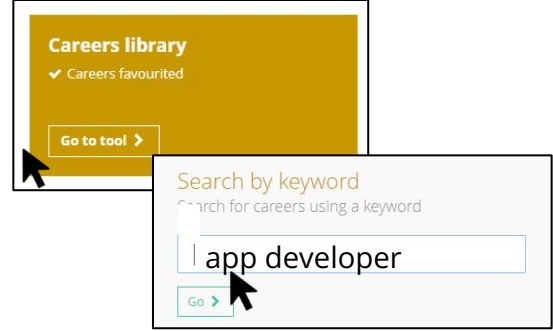
They couldn't have told their teachers or careers advisers this was their ambition – because their future jobs didn't exist when they were at school.

Turn and talk: How might you prepare now to do a job that doesn't exist yet?



Task Three:

1. Choose one job from the table below.
2. Click to read the Careers Library profile. Then find the skills you need for this job.
3. Write down - how might someone have demonstrated these skills in the 1990s, before the internet was widely used?



Job	How might someone have demonstrated the skills needed for this job in the 1990s?
1. App developer	
2. Content creator	
3. SEO specialist	
4. Social media manager	

Stop and Jot: Why do you think skills are so important

You're already developing skills that will help you in your future career, even if the job you'll do in the future doesn't exist yet!

Think about all the activities you do as part of your everyday life:

School subjects

Sports

Clubs
drama, art, choir, coding

Your role in your family

Leisure time
gaming, makeup, social media

Task Four: Think about all the activities you do as part of your everyday life and answer the questions below.

List one achievement you're proud of which is related to these activities.

List two strengths you have which are related to these activities.

1.

2.

List three skills you use when you take part in these activities.

1.

2.

3.

Task Five:

- Log in to your Unifrog account and open the [Careers library](#) tool.
- Scroll down to the section titled 'By skill.'
- Using the three skills you identified in the last activity, search for jobs that might suit you.



Once you've found three suitable jobs, complete the sentences below about each one:

I have good _____ skills.

A job that might suit me is _____

because I'd be good at _____

and I'd enjoy _____.

I have good _____ skills.

A job that might suit me is _____

because I'd be good at _____

and I'd enjoy _____.

I have good _____ skills.

A job that might suit me is _____

because I'd be good at _____

and I'd enjoy _____.

Optional Extra Task.

Adam's friends go running every Friday evening and he has decided to join them. They tell him they run 5 kilometres which 'isn't really that far' and that they just do 'easy running' as they're not interested in training for long distances like a marathon.

Adam thought it would be easy, but he couldn't keep up with his friends. He had to keep stopping to walk. They told him to come back next week but he told them he realised he's just not a runner – he'll stick to other sports from now on.

1. Why do you think Adam reacted this way?

2. Do you think Adam should go back next week?
Why/why not?

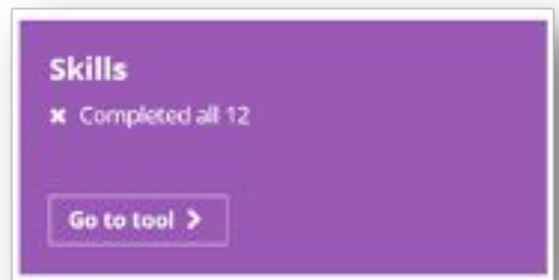
3. Is it possible for Adam to improve his running skills?
How might he do it?

Progress Reflection - What skills have i used?

Log on to Unifrog and go to the [Skills tool](#).

A) Choose one skill you've identified today.

B) Use the CAR method to write about your skill.



Context

What was the situation or task?

Action

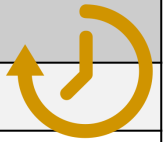
What did you do?

Result

What was the outcome?

My dad bought me a flat pack desk for my bedroom. I read the instructions and gathered all of the tools I needed. I followed the instructions step-by-step, checking carefully if I had the correct piece by comparing it with the picture. When something didn't look right, I took it apart and tried again. The finished desk is a sturdy, useful piece of furniture.

Do Now:



1. Why are skills important for future jobs?

2. Name two skills you have that would be liked by an employer

3. What is radicalisation?

4. What is groupthink?

5. What is a career?

Date:



Lesson Two Curriculum Question - What comes after secondary school?

Today's Powerful Knowledge

- Learning pathways that you would like to explore further
- Name pathways, qualifications, skills, and progression opportunities related to an example career
- State sources of further information about learning pathways

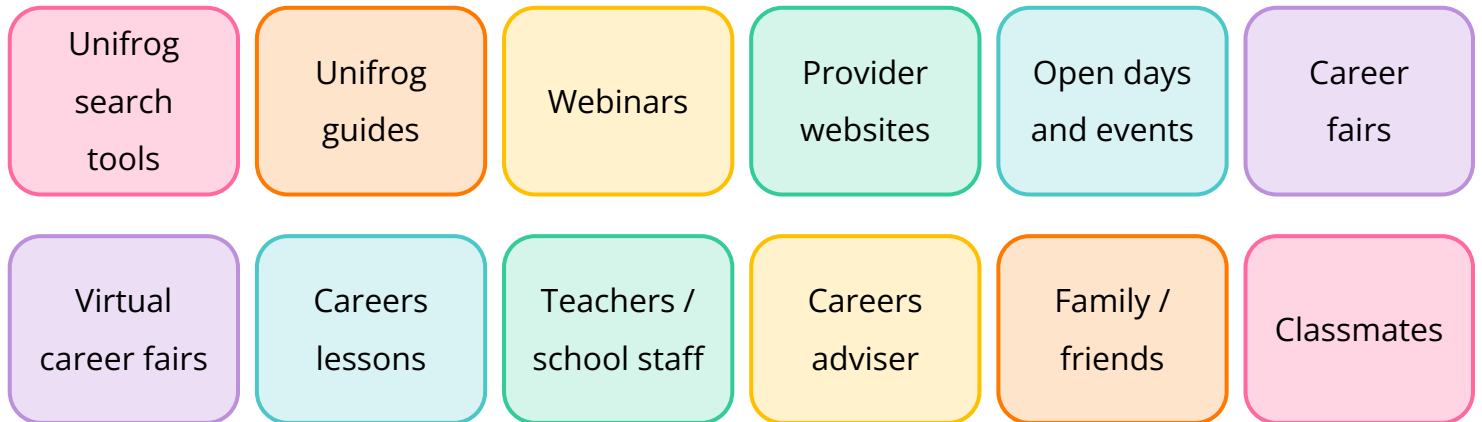
BL Task One: For each pathway, write down your rating of how much you know about it.

1. *I know nothing about this pathway*
2. *I know a little about this pathway*
3. *I know quite a bit about this pathway*
4. *I know lots about this pathway*



Pathway	My rating
FE college	
Sixth form	
Apprenticeship	
University	
Employment	
Volunteering	

There are many ways you can find out more about any pathways that you rated 1 or 2. These might include:



For different pathways, different sources of information may be more useful and reliable.

Task Two: Look at the pathways you rated low (1 or 2) choose one of them and answer the questions below.
Which do you think would be the most useful source of information and why?
Which do you think would be the least useful source of information and why?
Could any sources of information be biased?

Using the Unifrog Careers library – Careers and learning pathways

- Log in to your Unifrog account and open the [Careers library](#).
- Browse the library to identify a career you'd like to have at some point in your life.



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

- Task Three: Read the career profile, paying particular attention to the following sections:
 - o Career path and progression
 - o Skills required
 - o Entry requirements
 - o Related university subject profiles
- Use this information to help you to complete the table below.

Chosen career:		
Learning pathways	Qualifications and skills	Progression opportunities

Task Four: Read the statements below and fill in the gaps from the boxes below

Qualifications and skills	Learning pathways	Progression opportunities
---------------------------	-------------------	---------------------------

1. It's important to find out about the possible _____ related to your career goals because you might have otherwise thought there was only one possible route into this career.
2. It's important to find out about the _____ required to reach your career goals because it might impact the subjects you choose to study whilst at school / college / sixth form. You can think of ways to practice these skills whilst you're at school.
3. It's important to find out about the _____ related to your career goals because it might lead to you discovering new career goals.

Task Five: Select at least one of the following (incorrect!) statements from school students who don't see the value of researching different learning pathways and draft a reply.

A

'I need to go to university to get a good job. It's the only way.'

Have they thought about different learning pathways?

B

'My brother got the job he wanted straight after school, so I'll be able to do the same.'

Have they thought about required skills and qualifications?

C

'All the different learning pathways are the same – it doesn't matter which one you follow.'

Have they thought about their career goals?

Chosen Statement -

Reply -

Progress Reflection: Which of the following pathways would you like to learn more about, and why?

FE college

Sixth form

Apprenticeship

University

Employment

Volunteering

I would like to find out more about _____ because...

I'm going to research this pathway by...

Do Now:



1. What is a learning pathway?

2. Name 2 learning pathways

3. What are qualifications?

4. Name two places you can find out information on learning pathways

5. Name the pathway you know the least about

Date:



Lesson Three Curriculum Question - Which option subjects should I choose?

Today's Powerful Knowledge

- The important factors to consider whilst deciding on subject choices
- What you need to do next to reach your decision

BL Task One: Which of the following factors are the most important and least important to you when choosing your key stage 4 subjects?

- a) Friends' choices b) Siblings' choices c) Teachers' opinions d) Family and friends' opinions e) The subjects you currently enjoy studying
- f) New subjects on offer you don't currently study g) A career you'd like to have h) A degree you're interested in i) An apprenticeship you're interested in
- j) Your skills: what you're good at doing k) Your interests: what you enjoy doing l) Post 16 qualifications you're interested in m) Type of assessment
- n) Type of qualification (academic/vocational) o) Subject timetable and potential clashes

Most Important	Least Important
1	1
2	2
3	3

Deciding what subjects to study might seem like a daunting task, but there are lots of people who can provide information to help you and offer support.

Subject teacher

Form tutor

Careers adviser

Friend

Parent/carer

Older sibling

Task Two: Select one of the people above (or think of someone else) and answer the questions below:

Consider:

- What experience do they have?
- What knowledge do they have?
- Have they made a similar decision recently?
- Have they supported other people in making a similar decision recently?
- Do they know about your skills, interests, and career goals?
- Could they be biased?

Person -

Why might this person be a **useful** source of information to support you with your decision-making?

Why might this person **not** be a useful source of information to support you with your decision-making?

Making decisions and choosing subjects: case study

Ryan's school has a set of core subjects he must study in Years 10 and 11. He must choose two other subjects from a list of twelve optional subjects.

Sport	Dance	Music	Drama
Food technology	Geography	Textiles	Design technology
Computing	Spanish	RS	Art

'I really enjoy being creative.'

'I prefer practical assessments to written exams.'

'I think I'd like to have a career in the performing arts sector.'

Task Three: Based on the information you've got about Ryan (above), which TWO subjects would you recommend he choose and why?

I would recommend...

Because...

I would recommend...

Because...

Ryan decided to choose drama and music as his two optional subjects. Later, Ryan finds out that they clash in the school timetable, and he can only study one of them, alongside a different subject. Ryan then decides on drama and media studies as his final choices.

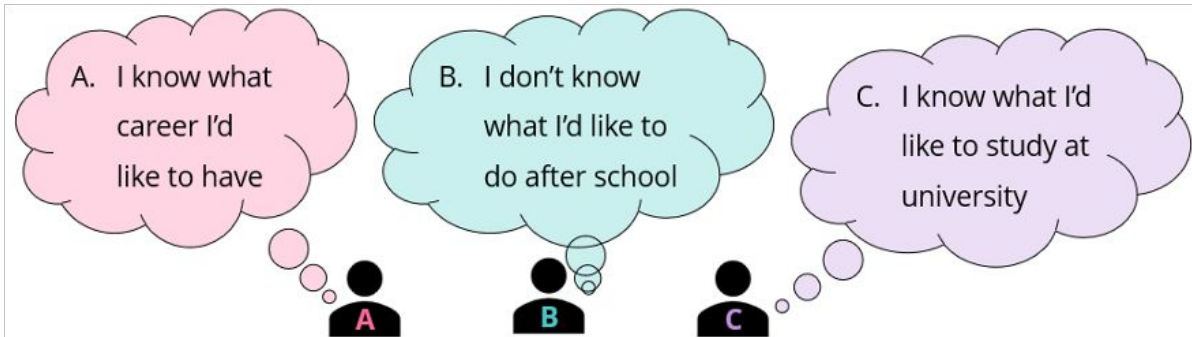
Why is it important to consider 'reserve' subjects alongside your main subject choices?

How else could Ryan pursue his interest in music alongside his chosen school subjects?

Using Unifrog to explore subjects

Some (but not all!) careers require university degrees, so we're going to explore university subjects today, as certain courses require you to have studied specific school subjects.

There are three sets of instructions, depending on your current career goals:



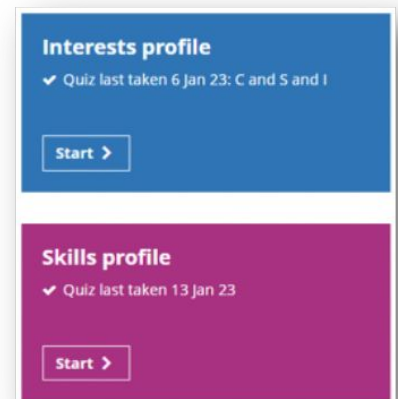
Option A: I know what career I'd like to have

- Go to the [Careers library](#) and select a career profile.
- Scroll down to 'Related university subject profiles' and select a subject profile.
- Then follow the instructions for using the Subjects library (option C).



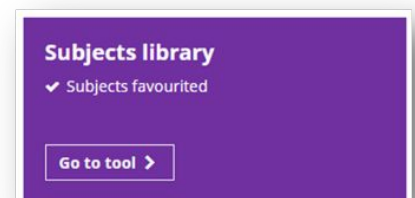
Option B: I don't know what I'd like to do after school

- Go to the [Interests profile](#) or [Skills profile](#) (if you've taken the quizzes).
- Scroll down to 'Search the Subjects library' and select a subject profile.
- Then follow the instructions for using the Subjects library (option C).



Option C: I know what I'd like to study at university

- Go to the [Subjects library](#) and select a subject profile.
- Scroll down to 'Getting in' and read the age 15/16 qualifications and grades you'd need.
- In this section, you'll see references to relevant school subjects.



Qualifications and subjects on offer to you

If you've been provided with a list of subjects on offer to you, sort them into three columns in the table below. *Otherwise, you can skip this table.*

Would love to study	Undecided	Don't want to study

For at least one subject you'd love to study, write down one reason why you're keen to study it.

I'd love to study... because...

For the subjects you're undecided about, write down one reason why you're undecided about them. *Use the example to help you.*

Subjects I'm unsure about	Why I'm currently undecided
<i>e.g. History</i>	<i>e.g. I'm not sure what topics we'd cover and whether they'd interest me.</i>

Progress Reflection: Write down at least three questions you'd like to ask to find out more about the subjects on offer to you. Use the notes you made about your undecided subjects to help you.

●
●
●

Do Now:



1. How many protected characteristics are there?

2. Name two important factors to consider when picking your GCSEs

3. Name 2 people that can provide information and support about your GCSE choices.

4. Who should you speak to if you think you are in an unhealthy friendship?

5. Why should you have backup option choices?

Date:



Lesson Four Curriculum Question - How do I manage my earnings?

Today's Powerful Knowledge

- Identify some of your employment rights as a school-age worker
- Calculate a monthly wage from an hourly rate or annual salary
- List some essential and non-essential expenditure when creating a budget

BL Task One: Match the definitions to the key terms using the accompanying letters.

1. National Minimum Wage

A. The lowest wage a worker aged 23 or over should receive.

B. A deduction from your salary (or self-employment profit) that contributes to funding public services like the NHS.

2. National Living Wage

3. School leaving age

C. A system your employer uses to take Income Tax and National Insurance contributions before they pay your wage.

D. The age at which you are legally allowed to leave school.

4. Pay As You Earn (PAYE)

5. Income Tax

E. A deduction from your salary (or self-employment profit) that contributes to a national fund for things like retirement.

F. The lowest wage a worker above school leaving age and under 23 should receive.

6. National insurance

1	2	3	4	5	6

Task Two: Write down what you think is close to the correct answer for each question below in pounds per hour. Write the actual answer in green pen below when you have it.

1. What is the minimum wage you're entitled to receive as a 13-year-old employee?	2. What is the minimum wage you're entitled to receive as a 17-year-old employee?	3. What is the minimum wage you're entitled to receive as a 23-year-old employee?
£ Per hour	£ Per hour	£ Per hour

Pay and taxes: An example

- Log in to your Unifrog account and open the [Careers library tool](#).
- Use the search functions to find any career profile you like.
- When viewing a career profile, scroll down to Labour Market Information (LMI).



Selected career profile	UK annual median salary
	£

1. National Insurance payments are made by people who earn over £242 a week. Is your example employee required to pay National Insurance?

2. You don't pay Income Tax on the first £12,570 of your income. Is your example employee required to pay Income Tax? If so, how much of their income is taxable?

3. How much is your example employee earning per month, before salary deductions like Income Tax, National Insurance, pension contributions, and loan repayments?

Task Three: Complete the statements below by highlighting the correct answers.

Statement	Answer
1. The youngest age you can work part time is ____, except in career sectors like acting.	A 11 B 12 C 13
2. Once you're ____, you must be paid through Pay As You Earn (PAYE).	A 13 B 16 C 18
3. Once you're ____, adult employment rights and rules apply.	A 16 B 18 C 23
4. Employees under ____ don't pay National Insurance.	A 16 B 18 C 23
5. Employees aged 16 to ____ are entitled to at least £5.28 per hour.	A 17 B 18 C 19
6. During term time, school-age employees can work a maximum of ____ hours a week.	A 10 B 11 C 12
7. During school holidays, 13- to 14-year-olds can work a maximum of ____ hours a week.	A 20 B 25 C 30
8. During school holidays, 15- to 16-year-olds can work a maximum of ____ hours a week.	A 30 B 35 C 40

Task Four: Imagine you're 13, and you've got a part-time job in a coffee shop that pays £6.25 an hour. You work every Saturday, 9:00am to 1:00pm.

Using the facts from the previous activity, answer the following yes/no questions and explain your answer.

Your manager asks if you can bring your 12-year-old sibling along to help out because the coffee shop is understaffed. Are they allowed to do this?

Your manager asks you to work an extra paid hour after your shift ends. Are they allowed to do this?

Your manager asks you to switch your work day to Sunday, keeping the same hours and pay. Are they allowed to do this?

It's the summer holidays and your manager asks if you'd like to work your typical 4-hour shift every weekday. Are they allowed to do this?

Imagine you're 13, and you've got a part-time job in a coffee shop that pays £6.25 an hour. You work every Saturday, 9:00am to 1:00pm.



1. What will your **weekly** wage be?

2. What will your **monthly** wage be?



Take the hourly rate (£6.25) and multiply it by the hours worked (4). This is the daily wage and as you work one day per week, this is also the weekly wage. X4 = monthly wage

One way to manage your income is to use the 50:30:20 rule. This means...



50% of your income on things you need (List 3 examples)

.
.
.



20% of your income on savings / debt repayments

30% of your income on things you want (List 3 examples)

.
.
.

Progress reflection: Choose a person and make a list of the types of things that your individual would need to spend their income on each month.

An adult living with three housemates

An adult living by themselves

An adult living with their partner and two children

An adult living with their partner

--	--

Do Now:	
1. Name 2 other pathways other than university..	
2. What is the national minimum wage?	
3. What do we call a deduction from your salary that contributes to funding services like the NHS	
4. What is the difference between wage and salary?	
5. What is the minimum wage for you at 13?	



Date:



Lesson Five

Curriculum Question - What is the labour market?

- Today's Powerful Knowledge
- Define the labour market and labour market information
 - Identify different types of labour market information
 - Compare labour market information

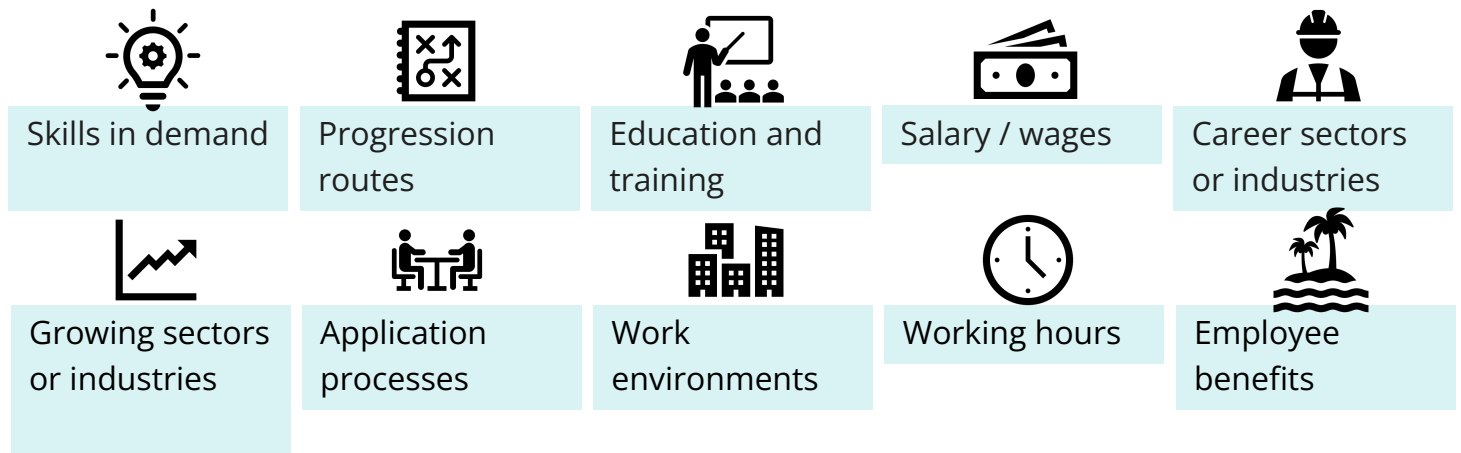


BL Task One : Write down at least two examples for each question:

What do workers need to know about the work in the labour market?	What do employers need to know about the people in the labour market?
1.	1.
2.	2.

What is labour market information?

Labour market information (LMI) is any data or information about the labour market.



Turn and Talk: Why you think we need to know this information.



The labour market is complex; many factors can influence it or cause it to change. Write down at least two things that could influence or change the labour market.



Factors that can influence or change the labour market

Labour market information is available in a range of places and formats.

1. Government websites / resources
National Careers Service

2. Unifrog platform search tools Careers library, Know-how library

3. Employers
Websites, social media

4. Universities or colleges
Websites, league tables, entry requirements

5. Careers department, Careers Adviser, information in Careers Office

6. Online / in person job boards
LinkedIn, Indeed, Job centre etc.



Today, we're going to use Unifrog to identify some labour market information.

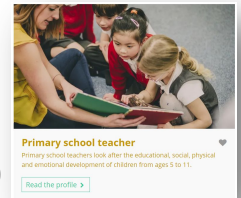
- Log in to your Unifrog account.
- Go to the [Know-how library](#).
- Find the guide called '[Employer profile: PwC](#)'.
- Watch the video in the profile.



Stop and Jot at least three examples of LMI you hear in the video.

- 1.
- 2.
- 3.

At the bottom of each Careers library profile, you'll find a section containing UK-wide and local LMI data. Here is an example for the job 'Primary school teacher:'



UK Current Jobs

Teaching professionals (SOC3)

UK jobs: 962,059

Kent jobs: 26,764 (1st of 214 UK LEAs)

Top 5 LEAs: Kent (26,764), Hertfordshire (22,648), Essex (22,544), Surrey (22,262), Hampshire (21,878)

It shows that there are nearly 100,000 teaching professional jobs in the UK.

This student lives in the Kent LEA (local education authority). Kent has over 26,00 teaching professional jobs which is the most in all UK LEAs.

Go to the Careers library and choose a career you're interested in.

Scroll to the bottom of the careers profile to the LMI section.

Answer the questions below.

1. UK current jobs: How many current jobs are there in your location?

"In Kent, there are currently 26,764 teaching professional jobs."

2. UK salary: What is the median (average) salary for your region?

"In the South East, the median salary for teaching professionals is £39,459."

3. UK prospects: What is the predicted growth for your region?

"In the South East, the predicted growth of teaching professional jobs 3.1%."

The career I've chosen is...

1. UK current jobs:
How many current jobs are there in your location?

2. UK salary:
What is the median (average) salary for your region?

3. UK prospects:
What is the predicted growth for your region?

- In the boxes below, write down at least two questions you have about careers, work or jobs that could be answered by using LMI.

For example...

- Use Unifrog to find out the answer to your question.



- You might need to use:
 - [Careers library](#)
 - [Subjects library](#)
 - [Know-how library](#)
 - [Searching for opportunities tools](#)
- Write the answers you find in the boxes below.

Career questions	Answers
1.	
2.	

Progress Reflection: Based on the information you've learned in this lesson, write down the answers to the questions below:

1. What is the labour market?	
2. What is labour market information?	
3. Why is the labour market important?	

Do Now -

Date:

Lesson Six - Spotlight

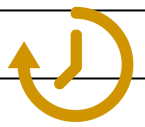
Curriculum Question

Today's Powerful Knowledge





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



	Statement	<input checked="" type="checkbox"/> True	<input type="checkbox"/> False
1	Digital skills like coding and data analysis are becoming more valuable.	<input type="checkbox"/>	<input type="checkbox"/>
2	Teamwork and communication will matter less in the future.	<input type="checkbox"/>	<input type="checkbox"/>
3	Problem-solving is an important skill for future careers.	<input type="checkbox"/>	<input type="checkbox"/>
4	Only people going to university need to learn future skills.	<input type="checkbox"/>	<input type="checkbox"/>
5	Adapting to change is a valuable skill in today's job market.	<input type="checkbox"/>	<input type="checkbox"/>
6	You should only choose GCSEs based on what your friends are picking.	<input type="checkbox"/>	<input type="checkbox"/>
7	Some GCSE subjects can lead to specific careers.	<input type="checkbox"/>	<input type="checkbox"/>
8	It's important to think about your interests and strengths when choosing subjects.	<input type="checkbox"/>	<input type="checkbox"/>
9	Once you choose your GCSEs, you can never change your career path.	<input type="checkbox"/>	<input type="checkbox"/>
10	Talking to teachers and career advisers can help you make good GCSE choices.	<input type="checkbox"/>	<input type="checkbox"/>
11	Earning money means you should spend it all right away.	<input type="checkbox"/>	<input type="checkbox"/>
12	Saving a part of your earnings is a smart habit.	<input type="checkbox"/>	<input type="checkbox"/>
13	Budgeting can help you manage your income and avoid debt.	<input type="checkbox"/>	<input type="checkbox"/>
14	You don't need to understand payslips or tax when you start working.	<input type="checkbox"/>	<input type="checkbox"/>
15	It's important to plan for both short-term and long-term financial goals.	<input type="checkbox"/>	<input type="checkbox"/>
16	The labour market includes all the jobs and workers in the economy.	<input type="checkbox"/>	<input type="checkbox"/>
17	Some jobs disappear while new ones are created as technology changes.	<input type="checkbox"/>	<input type="checkbox"/>
18	Everyone stays in the same job for life.	<input type="checkbox"/>	<input type="checkbox"/>
19	Understanding trends in the labour market can help you plan your career.	<input type="checkbox"/>	<input type="checkbox"/>
20	Some careers may require learning new skills throughout your life.	<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. Future Skills Scenario:

Amira is interested in becoming a graphic designer. Her teacher tells her that in the future, skills like creativity, digital literacy, and problem-solving will be in high demand.

Question:

What are future skills, and how can Amira start developing them now?

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

2. Choosing GCSE Options Scenario:

Liam is good at both science and art, but his friends are choosing only science-based subjects. He feels pressured to do the same, even though he enjoys creative subjects more.

Question:

What should Liam consider when choosing his GCSEs?

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

3. Managing Earnings Scenario:

Priya has a part-time job and just received her first paycheck. She wants to spend it all on clothes and going out, but her older sibling suggests making a budget.

Question:

Why is it important for Priya to learn to manage her earnings?

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

4. Labour Market Scenario:

Josh reads that some jobs are being replaced by AI and automation, while others are growing in fields like green energy and tech.

Question:

What is the labour market, and how can Josh use this information?

Handwriting practice area for the Labour Market Scenario question, consisting of a solid top line, a dotted midline, and a solid bottom line.

5. Planning for the Future Scenario:

Ellie says she doesn't need to think about careers or skills yet because she's still in school. She believes she'll figure it out later.

Question:

Why is it helpful for Ellie to start thinking about her future now?

Handwriting practice area for the Planning for the Future Scenario question, consisting of a solid top line, a dotted midline, and a solid bottom line.



Progress Reflection: If you are still unsure on what job you want in the future, how could you find out more about different careers in a range of sectors? Who could you speak to? Where could you find more information?

Handwriting practice area for the Progress Reflection question, consisting of a solid top line, a dotted midline, and a solid bottom line.

Year Nine - Topic Three Relationships



C community
cooperation

A ambition
achievement

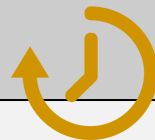
R respect
responsibility

E endeavour
enjoyment

Ambition Sheet

1	Marriage	The legal union of two people through a wedding ceremony
2	Civil Partnership	A legal relationship that has been registered between two people
3	Spouse	A married person; another way of referring to a husband or a wife
4	Cohabiting	Living together in a relationship without being married or in a civil partnership
5	Family	a group of one or more parents and their children living together as a unit.
6	Protected characteristic	The characteristics from the Equality Act that are illegal to discriminate against
7	Parent	a person's father or mother or someone that looks after a person in the same way.
8	Caregiver	a family member or paid helper who regularly looks after a child
9	Role Model	a person looked to by others as an example
10	Wellbeing	the state of being comfortable, healthy, or happy.
11	Physical abuse	Intentional bodily injury. Some examples include slapping, pinching, choking, kicking, shoving
12	Mental abuse	the use of threats, verbal insults, and other more subtle tactics to control a person
13	conflict	A disagreement or argument caused by two (or more) people having different ideas, feelings, wants, needs or experiences.
14	assertive	having or showing a confident and forceful personality.
15	passive	accepting or allowing what happens or what others do, without active response or resistance.
16	aggressive	ready or likely to attack or confront
17	forgiveness	deliberate decision to release feelings of resentment or vengeance toward a person or group
18	anxious	feeling or showing worry, nervousness, or unease about something
19	Trusted adult	A safe figure that listens without judgment, agenda or expectation, but with the sole purpose of supporting
20	Negotiate	to have formal discussions with someone in order to reach an agreement, with them

Do Now:



1

2

3

4

5

Date:



Lesson One

Curriculum Question - What is a family in modern Britain?

Today's Powerful Knowledge

- Identify different family types and describe the roles individuals might have within families
- Explain how the roles and responsibilities of family members might differ between families
- Evaluate how people make decisions related to long-term relationships and parenting

BL Task One: Read the statement and respond to the questions below.

"There is no single meaning of 'family' in the UK today"

1. Why might someone agree with this statement?

.....

2. Why might someone disagree with this statement?

.....

3. How far do you personally agree or disagree? Why?

.....




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



Marriage is a union between two people, it can either be between a man and a woman, or between partners of the same sex, marriage can be a religious ceremony. Couples can also have their relationships legally recognised as 'civil partnerships' as an alternative to marriage. Civil partners must not be treated less favourably than married couples. In 2023 The Marriage and Civil Partnership Act raised the legal marriage age to 18.

Some families have same sex parents. Sex is defined in the Equality Act as either male or female, or a group of people, like men/boys or women/girls. You must not be discriminated against because you are or are not a particular sex or because someone thinks you are the opposite sex, this is known as discrimination by perception.

In modern Britain families come in different forms. There are a number of different types of families and parenting structures. These include:

				
Lone parent family	Nuclear family (Including same sex)	Extended Family	Foster Family	Blended family

Task Two: Match the family types with the definition	
	A temporary arrangement where individuals or couples provide a home and support for children who cannot live with their biological parents.
	Not only parents and children but also other relatives, such as grandparents, aunts, uncles, and cousins, living together or maintaining close ties.
	A single parent raising one or more children, without the presence of a spouse or partner.
	A household unit comprising two parents and their children.
	Also known as a stepfamily. When a couple with children from previous relationships comes together to create a new family.

Task Three: Read the four people talking about their families and answer the questions below

It's just me, my younger sister and my dad in my family. He's really good at listening to us and making us feel like we can talk to him about anything. He works a lot to look after us, so I try to help out with my younger sister where I can – she's only 10. Sometimes I'll make us dinner, or I might help her with any homework she has once I've finished with mine. It can be tiring, but I want to help.

I live with my mum and dad; they're not married but they've lived together my whole life. They decided when I was little that they weren't going to have any more children. Mum's a doctor, so she works a lot of night shifts, but my dad's job lets him work from home. Dad is normally the one who is in contact with school and picks me up if I've got a late football match, so sometimes I think it can be tough on my mum. I hear them arguing sometimes, mainly about who's supposed to be doing what at home, or sometimes about work too

Mum and I live with my grandma. My mum has a long-term illness which means that she needs lots of care, which is why Grandma is with us too. In my culture, it's important for family members to look after each other. My grandma does everything she can to manage, but she is getting older and things are getting harder for her too, so I have started to take on more responsibility, like going to pick up medicines, helping to keep the house tidy, and helping my mum to move around in the mornings.

I'm living with a family friend at the moment. I call her 'Auntie' – even though she's not really my auntie, she's always been in my life. My mum had lots of challenges looking after me, especially when I was little, so my auntie took me in and is now officially my foster carer. I miss being with my mum, but I appreciate my auntie for being there for me and keeping me safe.

What can cause roles and responsibilities to be different between family types?

.....

Pick one scenario, what might the character find challenging about living in their family?

.....

What might the character like about living in their family?

.....

Progress Reflection: Answer the questions below.

"There is no single meaning of 'family' in the UK today"

1. How has how far you agree/disagree with this statement changed?

2. What are 3 ways families can look different to each other?

3. Why is it important to understand the similarities and differences between family types in society?

If you would like further guidance or support:

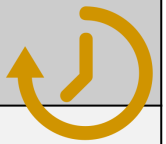
- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted adult
- Visit:
 - Childline: www.childline.org.uk 0800 1111

I need your help with something . . .

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

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

Do Now:



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Date:



Lesson Two

Curriculum Question - What is a healthy family relationship?

Today's Powerful Knowledge

- To learn about the signs of healthy and unhealthy relationships in the context of family
- To learn about the roles and responsibilities of different members of a family
- To identify the signs of a successful parent or caregiver

BL Task One: Add some ideas about the responsibilities and expectations of parents.

Parent

Different members of families have different roles and responsibilities. In all families with children, there is at least one caregiver – a parent, carer, or guardian – who might look different in different family types, but who has/have important responsibilities in looking after children and young people. For example, in one family there might be a mother and a father, while in another there might be two mothers, two fathers, step-parents, a lone parent, a foster carer or adoptive parent, a grandparent or another family member.

Task Two: Read and identify which list of responsibilities is for the parent/caregiver, the children or extended members of the family.

<ul style="list-style-type: none"> - Helping with tasks and chores around the house - Being a positive role model for siblings - Being kind and respectful to family members - Working hard at school and keeping a good school record 	<ul style="list-style-type: none"> - Providing food and clothing - Providing a home for the family - Choosing or providing an education for children - Making sure children are safe and healthy - Being a positive role model for younger family members - Looking after children's wellbeing, including asking for help when needed 	<ul style="list-style-type: none"> - Providing emotional support to family members - Offering financial support or help if possible and if this is needed - Being a positive role model for younger family members - Helping to look after children when parents are not able to - Helping out with day-to-day tasks, such as taking children to school or picking them up

Task Three: Write down any other roles and responsibilities for these members of the family

--	--	--

Turn and talk: How might these roles and responsibilities change over time?



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In your family it is important to know the signs of healthy and unhealthy family relationships. It is good to think of these as traffic lights just like with friendships.

Red Light (Unhealthy Family Relationships):

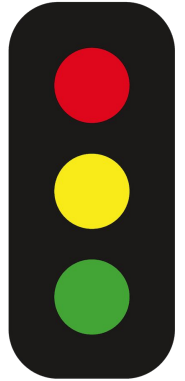
- Communication Breakdown: Toxic communication patterns, such as verbal abuse or manipulation.
- Lack of Trust: Family members feel unsafe or threatened.
- Disregard for Boundaries: Control or manipulation by one or more family members.
- Isolation: Emotional or physical isolation of one or more family members.
- Escalating Conflicts: Frequent, intense conflicts leading to emotional or physical harm.

Yellow Light (Caution/Warning Signs):

- Communication Challenges: Difficulty expressing emotions or thoughts openly.
- Lack of Support: Limited emotional support during difficult times.
- Boundary Issues: Invasion of personal space or lack of privacy.
- Limited Quality Time: Rare positive interactions or shared activities.
- Unresolved Conflicts: Conflicts without resolution.

Green Light (Healthy Family Relationships):

- Open Communication: Members feel comfortable expressing their thoughts and feelings.
- Trust and Support: Family members trust each other.
- Boundaries and Respect: Each family member's privacy is honored.
- Quality Time Together: Regular, positive interactions and shared activities strengthen family bonds.
- Problem-Solving: Family members work together to overcome challenges.



Healthy relationships share characteristics such as:



1. Listening to each other



2. Respecting boundaries



3. Being honest



4. Trusting each other



5. Being kind

Stop and Jot: Which characteristic is most important to you and why"

Task Four: Read the statements below that are requests for children in a family
 Mark the options below that you think it's reasonable to ask a 12 year old to carry out (H)
 Mark the options that you think are more the responsibility of the parent (P)
 Mark any unhealthy or abusive requests (U)

1.Keep your own bedroom tidy	2.Make a meal for other family members	3.Make a meal plan or weekly shopping list for the family
4.Wash and dry your own clothes	5.Earn enough money to support the family	6.Buy food for family (with parents' or carers' money)
7.Manage the household budget, making sure bills are paid on time	8.Hide all of your negative feelings in case they upset others	9.Do homework without being reminded or told

Progress reflection: Circle the 3 goals that you think are most important to be a successful parent or caregiver.

Children are kind and respectful to others

Children get top grades in every test

Children feel safe and secure

Children discuss their problems with you

Children make good choices

Children have designer clothes

Children never disagree or answer back

Children are happy 100% of the time

Children understand and manage emotions

Children can cope with failure

If you would like further guidance or support:

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

I need your help with something . . .

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Do Now:



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Date:

Lesson Three

Curriculum Question - What is conflict?



Today's Powerful Knowledge

- To learn about the different communication methods to deal with conflict
- To understand conflict and how adolescence affects conflict and emotions.
- To know how to be assertive and consider forgiveness where appropriate

Conflict - A disagreement or argument caused by two (or more) people having different ideas, feelings, wants, needs or experiences.

BL Task One: What are the names for these three types of communications that can be used to deal with conflict based on their descriptions?

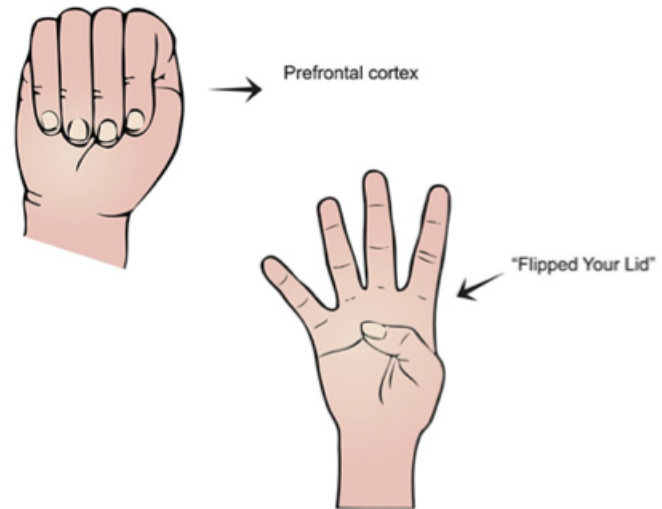
	Avoids asserting, gives in to others, lacks clear self-expression. "Whatever you want is fine with me, I don't mind."
	Confidently expresses thoughts, feelings; respects self and others. "I appreciate your input, but I have a different opinion."
	Forceful, confrontational, dominates and sometimes shouts. "How can you even think that!? You're completely wrong"

What happens when we are involved in conflict.

Even though this is a completely normal stage of human brain development, teenagers can often be shamed for being “too emotional” about arguments with friends, family or relationship breakups. During your teenage years your brain develops meaning you often feel much stronger emotions. As we have mentioned in the past, during your teenage years your friends and social status become much more important to you which can affect your emotions as well as make you more vulnerable to peer pressure.



THE HAND MODEL OF THE BRAIN



You can't avoid conflict. It's part of any relationship, people do not always agree, understanding this is recognising that we are all different but equal. How well you manage that conflict determines how successful your relationships are. It is possible to disagree with someone in a respectful way. Remember the three different ways of communicating in these situations.



Aggressive communicators think: 'I'm OK, you're not'



Passive communicators think: 'You're OK, I'm not'



Assertive communicators think: 'I'm OK, you're OK'

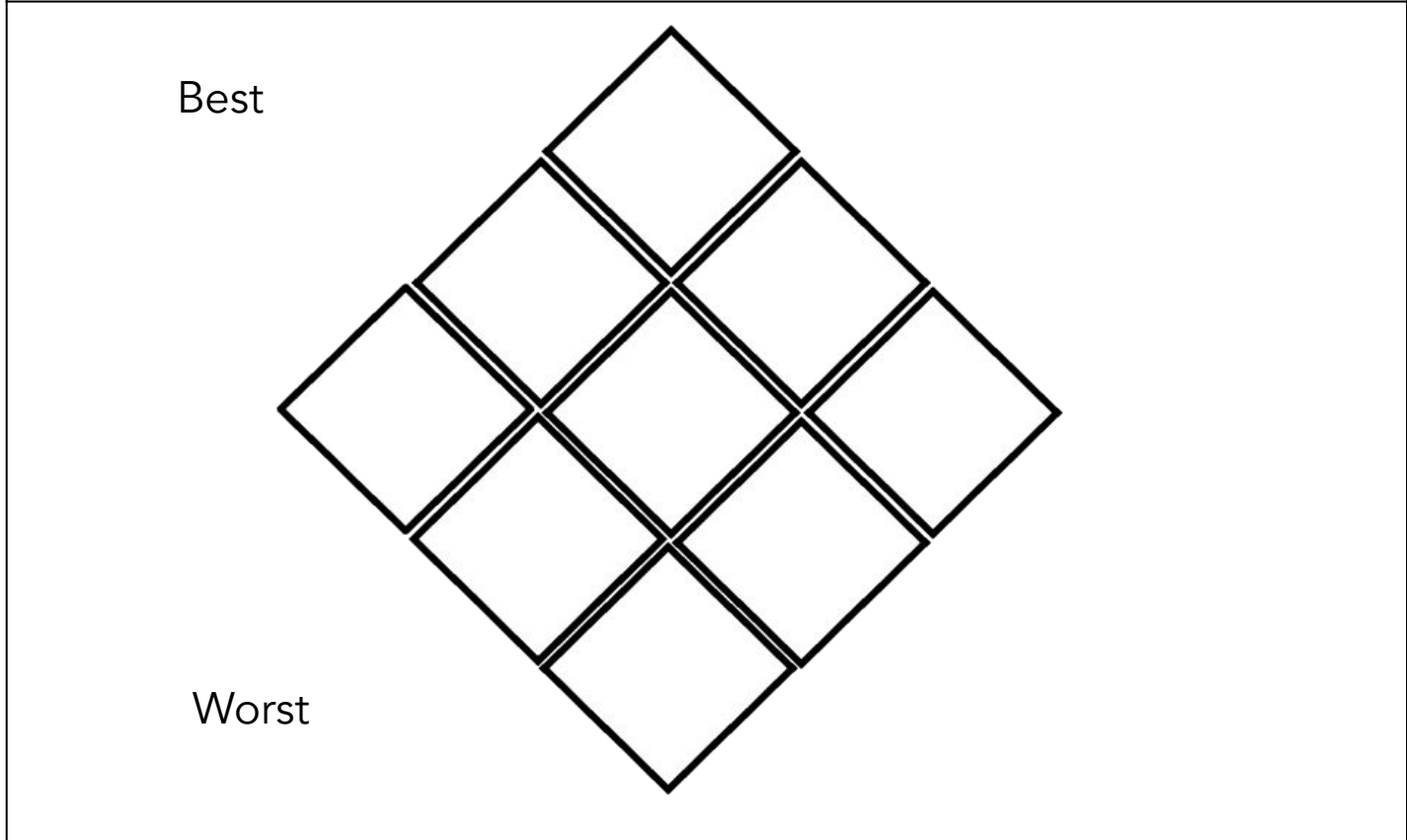
What's the best way to handle conflict? Be assertive.

The key to being assertive is to talk when you're feeling calm (not when you're still angry!)

- Start the conversation “softly”. e.g. Hey, can we talk for a second?
- Describe the problem using “I” statements. e.g. When you.... I felt....
- Try to understand the other person's point of view. e.g. I understand why you...
- Suggest a solution. e.g. Could you...? Can we agree to...? I need you to....

In some situations involving conflict with others it may be necessary to forgive their actions or even forgive ourselves for something we have done. This relates to how we respond to imperfect humans making mistakes, it is not about our responses to situations like physical or mental abuse. You may choose to forgive someone as a way to overcome conflict and continue a relationship...

Task Two: Rank the definitions of forgiveness in order from best to worst, using the accompanying letters.



a. To reconcile and restore a relationship to how it used to be.	f. To let go of feelings of anger and resentment.
b. To move forward with your life after conflict.	g. To develop empathy towards another person.
c. To learn from an occurrence of conflict in the future.	h. To acknowledge what another person did was wrong.
d. To forget about conflict and act as if it didn't happen.	i. To set a boundary about what is/isn't acceptable behaviour.
e. To excuse a person for what they did wrong.	

Progress Reflection: Read the questions and jot your honest answer.

Should you always forgive someone who has hurt you?

Can you continue a relationship with someone if you haven't forgiven them?

If you no longer want to have a relationship with someone because of something they said or did, is it still possible to forgive them?

Is it better to 'forgive and forget' or should we 'forgive but never forget'?

If you would like further guidance or support:

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Date:



Lesson Four

Curriculum Question - How can I manage conflict?

Today's Powerful Knowledge

- That disagreements in family relationships are common, but that effective communication can improve relationships
- Different communication styles and their likely impacts

BL Task One: Read and respond to the questions below

How does it feel to have conflict, argue or disagree with people?

.....

How might these feelings then impact on people's actions and words?

.....

Why does the way we respond to conflict matter?

.....

Effective conflict management could include:

- Supporting own wellbeing so better able to deal with conflict when it happens
- Pausing to reflect before responding
- Seeing things from different perspectives
- Coming up with different practical 'win-win' solutions
- Negotiating and compromising where safe and fair to do so
- Stepping away from escalating situations (where people seem to be getting more and more angry)
- Communicating effectively

Communicating effectively is an important skill, especially when managing conflict with others. Being aware of different communication styles and strategies can support this.

Task Two: Read the communication types and descriptions below. Add possible body language and an example of something that might be said			
Communication Strategy	Description	Body language	Example of something said
Attacking	Insulting, judging, threatening, being aggressive	<i>Loud and often invades others' personal space Pointing and aggressive gestures.</i>	<i>"You idiot!" "No-one agrees with you so just shut up!"</i>
Evasion	Down-playing, ignoring, putting off the conversation		
Informing	Sharing information, feelings, and views		
Openness	Curiosity, active listening, summarising, asking questions		
Uniting	Finding agreement/common values, building connection, finding solutions		

Task Three: Read and decide how best to respond, using their understanding of communication styles. Some situations may need a very different approach to ensure safety.

Ollie's been really grouchy lately so when his parents get on his nerves, he snaps at them. Then they get angry with him. The issues are all little things, like they ask him tons of questions about his day and his friends, and they get annoyed if he has a lie-in at weekends. It's making it feel unbearable to be at home right now.

I think this person should...

.....

.....

.....

Laura's dad is a single parent who relies on a small income from part time work to pay for expenses while he's looking after Laura's younger brothers. Laura's dad says he can't afford expensive school trips and clothes. But Laura feels left out as her friends' parents can afford those kinds of things. Laura recently got upset about it and snapped at her dad.

I think this person should...

.....

.....

.....

Tilly has recently been placed with a new foster family and is finding it difficult to learn a new set of rules and expectations, so she gets really angry sometimes and lashes out. She had similar problems at her last foster placement, so she doesn't know what to do.

I think this person should...

.....

.....

.....

Tomasz's mum has been drinking a lot since she lost her job and it makes it very difficult to talk to her about important things. He is really worried about what's happening at home and it's affecting his schoolwork which gets him into trouble.

I think this person should...

.....

.....

.....

Is it safe for the character to manage this situation themselves?
How could the character resolve this issue?
What support might they need to help them manage the situation?

Progress reflection: Can you suggest any ways young people can reduce the conflict they any have with parents?

If you would like further guidance or support:

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

I need your help with something . . .

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

Do Now:



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Date:



Lesson Five

Curriculum Question - How do relationships change?

Today's Powerful Knowledge

- The different types of relationship at different life stages
- The concept that relationships change over time including getting stronger or ending.
- How to responsibly ask for support when needed with a change in relationship



0-4



5-10



11-15



16-20



21+

BL Task One: What relationships might someone have at these life stages?

Turn and talk: What factors can cause a relationship to change over time?



Relationships naturally change as time passes. What starts as excitement can become a close bond. Challenges and shared experiences help relationships grow and become stronger. Over time, connections evolve and strengthen but equally some changes in relationship lead to the relationship ending. Sometimes you move away from people you were close friends with when you were younger, this can happen from an event or from both people growing and changing, this can also happen in romantic relationships.

Task Two: Read the Scenarios about changing relationships and answer the questions	
My older brother and I aren't really close, but we have a good relationship. He has just moved home from university with his girlfriend. They're living with me, my mum and dad while they look for a new house – there are too many people at home! I miss having my own space, and talking to my brother when I want to. It feels like my brother is a different person now, and I can't be myself at home.	My best friend and I have known each other our whole lives – we're like brothers. My family moved to a new area, so now I only see him outside of school. He got a girlfriend, and now they spend most of their time together. I like her, but I don't get to see my best friend much anymore. It feels like I'm losing my best friend and brother.
(What might Layla find difficult about the changes in her relationship with her brother?)	What might Aaron think will happen to his relationship with his best friend?
Layla might be thinking that...	Aaron might be thinking that...
What emotions might she feel, e.g. happy, sad, worried, anxious?	What emotions might he feel, e.g. sad, frustrated, conflicted?
She might be feeling...	He might be feeling...
What could she do next? Who could she talk to?	What could he do next? Who could he talk to?
She could...	He could...

Seeking support for navigating changes

- A friend can give emotional support.
- A teacher or mentor can provide advice and refer them to further support.
- A family member can provide emotional support and advice.
- A support service, such as Childline, can provide support and coping strategies to help them respond to the changes.

Task Three: Write a script for Layla and Aaron to ask for help with the changing relationship

Sentence starters

I feel like my relationship with _____ has changed because _____

It makes me feel _____

I feel this way because _____

I want to _____

It would help me if you could _____

Sentence starters

I feel like my relationship with _____ has changed because _____

It makes me feel _____

I feel this way because _____

I want to _____

It would help me if you could _____

Task Four: Read the overheard conversation and answer the questions below

Teacher: Good morning, Aaron! How are you today?

Aaron: I'm alright... actually... can I talk to you about something? Me and my best friend used to be so close, but I barely get to see or talk to him anymore. I think I feel a bit hurt, but I don't really know why... no one's done anything wrong.

I'm sorry to hear that Aaron, it's never easy when you feel like you're losing someone close to you.

Well done for talking about this with me, that's a great first step. Find me at breaktime, and we can talk some more about what's happened. I might not be able to tell you exactly what to say, but we can figure out how you're feeling and think together about what you can do next.

I want to talk to him about it, but I don't know how to bring it up. We haven't had a fight or anything, but I think I'm worried that we might fall out for good if I say anything. It would help me if you could tell me what to say.

What did aaron do well in this situation?

What could the teacher do to support Aaron?

Progress reflection: Read and respond to the questions below.

What can I do to support a friend who might be experiencing changes to a relationship?

If I'm feeling unsure about any of the relationships in my life, who can I talk to for advice?

If you would like further guidance or support:

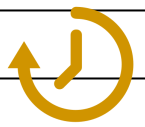
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- Visit:
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I need your help with something . . .

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

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

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



	Statement	 True	 False
1	Healthy families listen to each other and communicate openly.	<input type="checkbox"/>	<input type="checkbox"/>
2	Respect is an important part of a healthy family relationship.	<input type="checkbox"/>	<input type="checkbox"/>
3	Family members should never have different opinions.	<input type="checkbox"/>	<input type="checkbox"/>
4	Trust is built by being honest and reliable.	<input type="checkbox"/>	<input type="checkbox"/>
5	Family support can help with mental health and self-esteem.	<input type="checkbox"/>	<input type="checkbox"/>
6	Conflict is always bad and should be avoided at all costs.	<input type="checkbox"/>	<input type="checkbox"/>
7	It's okay to walk away from an argument to cool down.	<input type="checkbox"/>	<input type="checkbox"/>
8	Listening to the other person's point of view is a good way to resolve conflict.	<input type="checkbox"/>	<input type="checkbox"/>
9	Shouting and blaming others is the best way to solve a disagreement.	<input type="checkbox"/>	<input type="checkbox"/>
10	Apologising can help repair relationships after a conflict.	<input type="checkbox"/>	<input type="checkbox"/>
11	It's normal for friendships and relationships to change over time.	<input type="checkbox"/>	<input type="checkbox"/>
12	Ending a friendship always means someone did something wrong.	<input type="checkbox"/>	<input type="checkbox"/>
13	You can outgrow some relationships as you change and grow.	<input type="checkbox"/>	<input type="checkbox"/>
14	It's okay to set boundaries in any relationship.	<input type="checkbox"/>	<input type="checkbox"/>
15	Change in relationships always means failure.	<input type="checkbox"/>	<input type="checkbox"/>
16	Healthy relationships include respect, trust, and good communication.	<input type="checkbox"/>	<input type="checkbox"/>
17	You should always keep your feelings to yourself during conflict.	<input type="checkbox"/>	<input type="checkbox"/>
18	It's okay to ask for help if you're struggling with a relationship.	<input type="checkbox"/>	<input type="checkbox"/>
19	Relationships don't need effort once they're formed.	<input type="checkbox"/>	<input type="checkbox"/>
20	Managing relationships is a skill you can learn and improve.	<input type="checkbox"/>	<input type="checkbox"/>

Date:

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



1. Healthy Family Relationships Scenario:

Jamie feels like their parents are always telling them what to do, and they get frustrated when they try to set their own boundaries. Jamie still loves their family but wants more independence.

Question:

How can Jamie approach this situation in a healthy way?

2. Managing Conflict Scenario:

Two siblings, Zara and Malik, are constantly arguing about screen time and chores. Their fights often end in shouting, and nothing gets resolved.

Question:

What strategies can Zara and Malik use to manage their conflict better?

3. Changing Relationships Scenario:

Alex used to be very close with their cousin, but since starting different schools, they hardly talk anymore. Alex feels hurt but isn't sure what to do.

Question:

How can Alex handle this change in their relationship?

4. Balancing Family and Personal Needs Scenario:

Maria wants to spend more time with her friends, but her family expects her to help out at home every evening. She's starting to feel overwhelmed and resentful.

Question:

How can Maria communicate her needs without upsetting her family?

Handwriting practice area for the response to Question 4, featuring a solid top line, a dashed midline, and a solid bottom line.

5. Conflict with Parents Scenario:

Sam had a big argument with his mum over staying out late. Now they aren't talking, and the atmosphere at home is tense.

Question:

What could Sam do to help rebuild communication?

Handwriting practice area for the response to Question 5, featuring a solid top line, a dashed midline, and a solid bottom line.



Progress Reflection: Do you think it is better to have a conflict or to keep our feelings inside? If we decide we want to communicate that we are unhappy with someone, or about something, what do you think the best approach to the conversation is?

Handwriting practice area for the response to the Progress Reflection question, featuring a solid top line, a dashed midline, and a solid bottom line.

Year Nine - Topic Four

Physical Health and Mental Wellbeing



C community
cooperation

A ambition
achievement

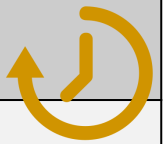
R respect
responsibility

E endeavour
enjoyment

Ambition Sheet

1	Mental health	State of emotional, psychological, and social well-being.
2	Physical health	Overall condition and well-being of the body's systems.
3	Depression	A mental health problem that involves having a low mood or losing interest and enjoyment in things
4	Anxiety	Feeling of unease, such as worry or fear, that can be mild or severe
5	Stress	The body's reaction to feeling threatened or under pressure
6	sleep pattern	Regular schedule of sleep and wake cycles.
7	Nap	Short period of sleep, typically during the day.
8	Influence	Effect or impact on someone's thoughts or actions.
9	Bedtime routine	Set of activities performed before going to bed.
10	Stimulants	Substances that increase alertness or energy levels.
11	Physical exercise	Activities that involve bodily movement for fitness.
12	Professional support	Assistance or guidance provided by qualified experts.
13	Healthy habits	Behaviors that promote physical and mental well-being.
14	Healthy diet	Nutritious eating pattern that supports overall health.
15	Body Image:	How we think and feel about our body, and how we believe others see us
16	Body positivity	Acceptance and appreciation of all body types, promoting self-love and respect regardless of societal beauty standards.
17	FOMO	(Fear of Missing Out): Anxiety from believing others enjoy experiences you're absent from, often felt in social or online contexts.
18	Idealised Body	Societal or cultural standard of physical attractiveness often portrayed in media, influencing perceptions of beauty and self-worth.
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 does mental wellbeing link with physical health?

Today's Powerful Knowledge

- Details about specific mental health challenges
- How physical health and mental wellbeing are connected
- Who to speak to about mental health

BL Task One: Based on your knowledge of mental health, complete the mind map below:

Healthy and unhealthy coping strategies.

Turn and talk: People only need help with their mental health when they tell people they need help. Do you agree?



Task Two: Watch the videos and complete the table below

	Signs that might mean someone had this mental health issue	Strategies and treatments	Ways others can help
Depression			
Anxiety			

How are physical activity and mental health connected?

Physical activity has lots of benefits for our mental and physical wellbeing. It can help with things like:

- Managing stress
- Improving sleep
- Improving your mood
- Improving confidence
- Connecting with nature
- Socialising and meeting new people
- Managing symptoms of depression and anxiety
- Memory and brain functioning
- Heart, muscle and bone health
- Reducing the risk of developing some long-term health conditions, such as heart disease



What if I struggle with being active?

There may be times when physical activity doesn't help our mental health, or makes us feel worse. For example, if we don't enjoy the activity we're doing, or if we over-exercise. We might also use exercise as part of an eating problem or body dysmorphic disorder (BDD).

There may also be things out of our control that prevent us from being active, such as:

- Living in area with limited access to safe places to be active
- Not having enough money to engage in the activities we want to do
- Our physical health, including the side effects of medications
- Negative experiences of physical activity, such as facing stigma, discrimination, or lack of understanding from people around you
- When you're feeling this way, it can be frustrating when people tell you about the benefits of being more active.

It is important to recognise when to seek help.

Task Three: List some physical activities you can personally do that would help with your mental health

Task 2: There are different people who you can talk to about mental health. Complete the table below to explain benefits, potential challenges and what it is appropriate to speak about.

	Benefits of talking to them	Potential challenges of talking with them	Topics appropriate to speak to them about
Friends			
Family			
Staff in School			

Progress Reflection: Name a person you would look to for support with your mental health.

.....

.....

.....

.....

If you would like further guidance or support:

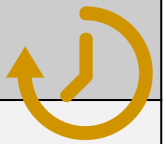
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Something's worrying me, can I talk to you?

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

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Lesson Two

Curriculum Question - Why is sleep so important to stay healthy?

Today's Powerful Knowledge

- Explain the impact of sleep on health and wellbeing
- Describe healthy sleep patterns and identify factors which can reduce sleep quality
- Describe a range of strategies for ensuring appropriate sleep patterns

BL Task One: Put an X in the boxes of the hours you sleep on an average night

1am	2am	3am	4am	5am	6am	7am	8am	9am	10am	11am	12am
1pm	2pm	3pm	4pm	5pm	6pm	7pm	8pm	9pm	10pm	11pm	12pm

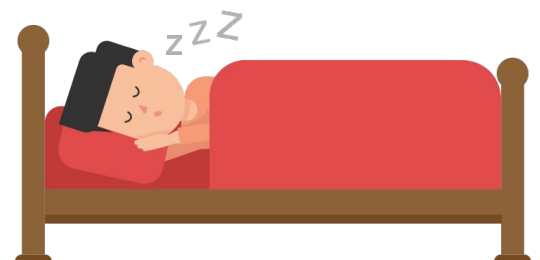
Complete the questionnaire

Do you often wake up feeling refreshed in the morning?	Yes/No
Do you have any bedtime routines or habits that help you sleep better?	Yes/No
On average, how long does it take you to fall asleep after getting into bed?	Yes/No
How many times do you wake up during the night?	Yes/No

Task Two: Read these statements about sleep, decide whether you think they are true or false and use the comment section to add info in green pen during the class discussion.

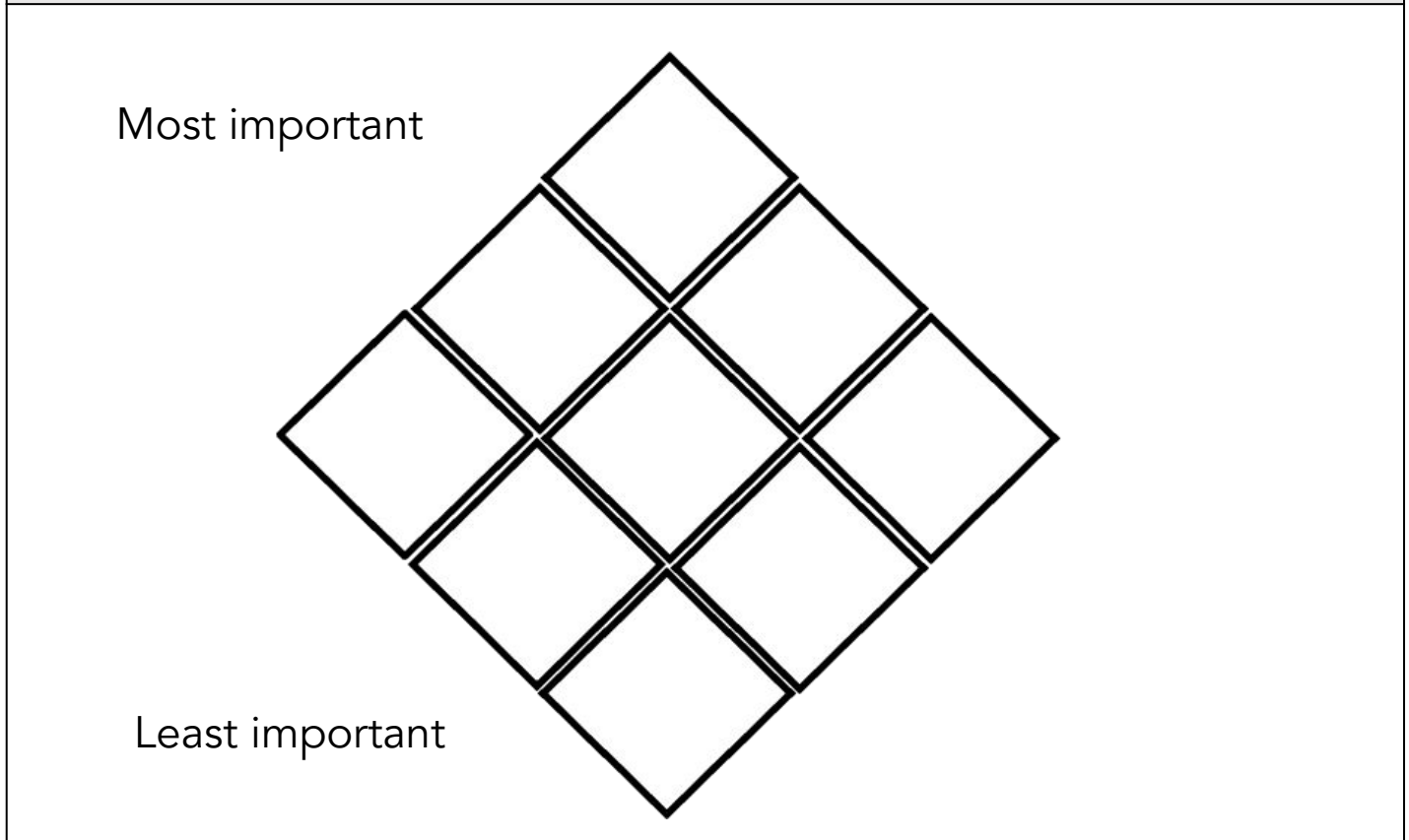
Statement	T	F	Comment
Teenagers need more sleep than adults			
Sleeping in at weekends to catch up on sleep will help you feel refreshed on Monday			
Most teenagers on average get the right amount of sleep			
It is recommended to eat a small snack before bedtime			
It is helpful to use a phone app to help track and promote sleep			
Naps should be no longer than 30 minutes			
It is possible to counteract the effects of lack of sleep by drinking caffeinated drinks			
Getting healthy sleep can improve school results			
Using the night setting on a phone means it doesn't have any effect on sleep			

Sleep is crucial for individuals of all ages, with teenagers requiring even more than adults. Proper rest isn't solely about feeling refreshed; it encompasses a many benefits. Adequate sleep positively impacts mood, reducing stress and promoting positivity. Moreover, it enhances cognitive functions, such as attention, focus, and memory, resulting in improved academic performance and better athletic abilities. Additionally, maintaining healthy sleep patterns contributes to clearer skin and supports overall brain health, fostering creativity and innovative thinking. Incorporating small pre-bedtime snacks and utilising sleep-tracking apps can aid in optimising sleep quality. While occasional caffeine intake might chive you more energy, moderation is key. Prioritising sleep isn't just about feeling rejuvenated; it's about nurturing both mental and physical well-being to tackle life's challenges.



In some situations involving conflict with others it may be necessary to forgive their actions or even forgive ourselves for something we have done. This relates to how we respond to imperfect humans making mistakes, it is not about our responses to situations like physical or mental abuse. You may choose to forgive someone as a way to overcome conflict and continue a relationship...

Task Three: Rank the benefits from most important to least important to you.




1 Can improve mood	6 Can improve long and short term memory
2 Makes it easier to pay attention and stay focused	7 Can develop creativity and creative thinking
3 Keeps skin looking fresh and clear	8 Reduces stress
4 Improves athletic performance and reaction speeds	9 Growth and development
5 It increases academic performance	

Good sleep for good health.

Insufficient sleep can have notable effects on our health, impacting both our physical and mental well-being. It can lead to changes in mood, increased levels of stress, and difficulties in concentrating and remembering things. Over time, it may weaken our immune system, making us more prone to getting sick, and raise the risk of health problems like obesity, diabetes, and heart disease.

To encourage better sleep habits, it's important to establish a consistent bedtime routine, aiming for 7-9 hours of sleep each night. This routine could involve calming activities before bed, avoiding stimulants like caffeine and screens, and ensuring a comfortable sleep environment. Regular exercise, a balanced diet, and effective stress management techniques can also contribute to better sleep quality. If sleep problems persist, seeking advice from a healthcare professional can be helpful in finding solutions tailored to individual needs. Cultivating good sleep habits is essential for maintaining overall health and feeling our best every day.

Task Four: Read the scenario and answer the questions	
	Klaudia has a really busy after school schedule. She finishes school at 3.30pm, and stays behind for homework club most days, until 4.30pm. She then helps out in the family shop until 7pm before she goes to basketball training three times a week (between 7.30 and 9pm). So when she gets back home she needs to shower, wash her hair and usually eats dinner at about 9.30 or 10pm. Then she relaxes by watching TV or chatting on social media before falling asleep around midnight. She is always tired when her alarm goes off at 7am to get ready for school, and usually snoozes it for at least half an hour.
What habits might be preventing Klaudia from getting good quality sleep?	
<hr/> <hr/> <hr/>	
What might be the consequences for Klaudia if they don't get good quality sleep?	
<hr/> <hr/> <hr/>	



Ryan

Ryan has just started secondary school. It starts earlier in the morning than his primary school used to, and he has to travel further to get to school now too. To make it on time, he gets up at 6.30am. He is finding this really hard, and feels very tired. This is made even worse because Ryan is quite worried about secondary school and is quite disorganised. He's been told off and had detention twice because he forgot his equipment. He often lies in bed running through in his mind all the things he needs to pack in his school bag for the next day. He sometimes wakes up in the night worried that he is going to get in trouble again.

What habits might be preventing Ryan from getting good quality sleep?

What might be the consequences for Ryan if they don't get good quality sleep?

Progress reflection : Reflect on your own sleep habits. Are there any areas where you could improve?

If you would like further guidance or support:

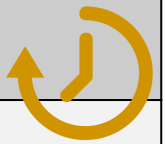
- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted adult
- Visit:
 - Childline:
www.childline.org.uk 0800 1111

I need your help with something . . .

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

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

Do Now:



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Date:



Lesson Three

Curriculum Question - How do I make good choices about diet and exercise?

Today's Powerful Knowledge

- Identify different influences on decisions regarding diet and exercise
- Analyse why some influences might be stronger than others
- Evaluate which influences are more or less reliable

BL Task One: Write down what a healthier lifestyle might look like

What does a 'healthier lifestyle' look like?

1. What does 'healthier' mean?
2. What might make someone more or less 'healthy'? What choices might they make?
3. How does someone know if they are making 'healthier' choices or not?

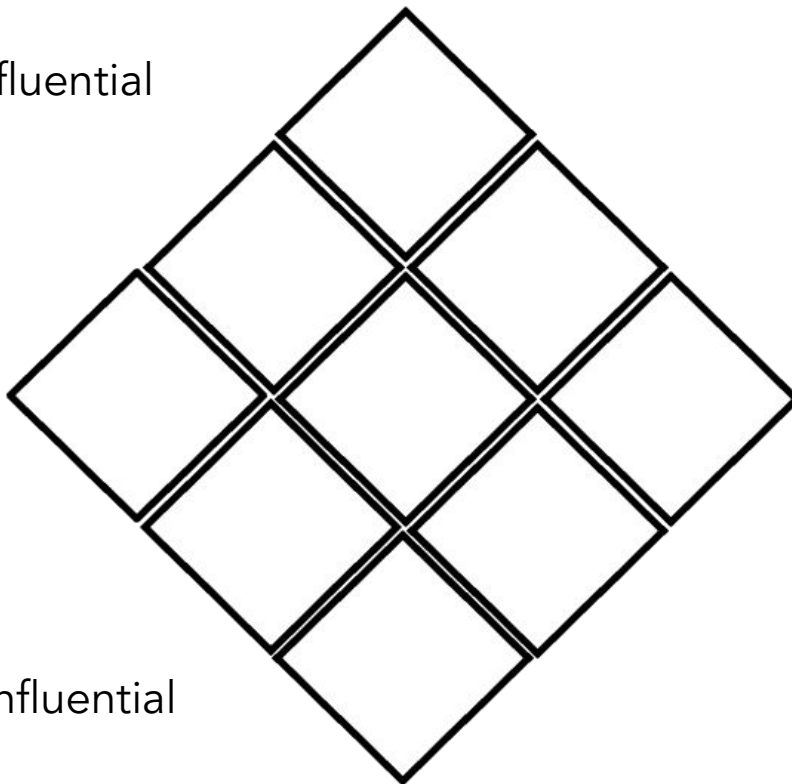
Turn and Talk: How might people form opinions about what is and is not 'healthier'?
 Where does information about what is and is not 'healthier' come from?
 What might influence someone's health-related choices?



Blank writing area with horizontal dotted lines for notes.

Task Two: Rank the influences on what you eat from most to least influential.

Most influential



Least influential

1 Religion and belief

6 Family and culture

2 TV and advertising

7 Friends and peers

3 Doctors

8 Celebrities

4 Social media

9 School/teachers

Clarity is essential when it comes to managing influences on our diet and exercise routines. Understanding various facts and information related to diet and exercise empowers us to make informed decisions that positively impact our health and well-being.

Task Three: Complete the questionnaire.			
Statement	Yes	No	It Depends
Does everyone need to eat a minimum of ten pieces of fruit a day?			
Does reducing the amount of highly processed meat someone eats benefit their health?			
If everyone followed the same healthy, balanced diet, would they all be the same shape and size?			
Are diet drinks better for someone's health than drinking non-diet versions?			
Does everyone need to take daily vitamin and mineral supplements to be healthy? And are protein shakes the best way to build muscles?			
Should people eat three meals a day?			
Do low-fat products often contain sugar or artificial sweeteners instead?			
Are all processed foods unhealthy?			
Should everyone walk 10,000 steps a day?			
Do someone's diet and exercise choices affect their mood and the way they feel?			

Everyone's health needs, exercise and food choices will vary, and people will have different levels of access to different food and exercise options, so it is important that everyone finds what works and what is possible for them. While recommended quantities of different foods might differ between different scientists, doctors, and health professionals, and health advice can sometimes be conflicting, there is a general consensus that there are some foods people should eat more of/choose more often (for example: fruit and vegetables; beans, pulses, eggs, fish, or other forms of protein), and some food people should eat less of/ choose less often (for example, foods high in salt and sugar or highly processed foods). Some people might also follow very specific diets for medical reasons, under the guidance of a health professional (for example, some people are unable to eat certain foods due to allergies, such as to gluten, or peanuts)

Building Healthy Habits: Focus on building healthy habits rather than following trends or fad diets. Prioritise a balanced diet rich in fruits, vegetables, whole grains, and lean proteins, and make sure to incorporate regular physical activity into your routine. Set realistic and achievable goals for yourself to stay motivated.

Positive Peer Influence: Surround yourself with peers who support healthy lifestyle choices. Engage in physical activities or meal planning with friends who have similar health goals. Positive reinforcement and motivation from your peers can help you stay on track with your diet and exercise regimen.

Mindful Media Consumption: Be mindful of media influences, including advertisements and social media content related to diet and exercise. Develop media literacy skills to recognise and filter out misleading or exaggerated claims about products or trends. Focus on consuming information from reliable sources.

Seeking Professional Guidance: Don't hesitate to seek guidance from qualified professionals such as nutritionists, dietitians, or personal trainers. They can provide personalised advice and support based on your unique needs and goals. Consulting with professionals can help you navigate through conflicting information and make informed decisions about your diet and exercise routines.

Progress Reflection: Go back to the BL task and add more information in your green pen

If you would like further guidance or support:

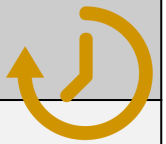
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I need your help with something . . .

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

Do Now:



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Date:



Lesson Four

Curriculum Question - What is body image?

Today's Powerful Knowledge

- To identify why some people feel pressure to look a certain way
- Be able to suggest ways to develop a healthy and positive attitude towards body image

BL Task One: Write down what the term 'body image' means to you. Write down any words, phrases, hashtags, photo crazes etc which define body image to you.

Body Image

Body image is not just about our weight, it can also be things like:

- Comparing how you look with friends or people you follow on social media
- Struggling to love and accept your body
- Feeling as though your body shape is not represented in the media
- Hiding your body because you feel ashamed by it
- Struggling to find clothes for your body
- Feeling like you are not attractive enough
- Birthmarks, surgery scars or acne affecting how you feel about how you look

<https://www.youtube.com/watch?v=C9N6k3nfwao>

Watch the clip on body image

Turn and talk: How influential are images we see online? Who is more influential – celebrities or our peers?



12

Number of selfies young people take before posting online

43%

of young people worry about how attractive they look online

30%

of young people said they have felt sad about their appearance after seeing something online

45%

of young people have used a filter in the last year to make themselves look better

Power of Image report 2017, UK Safer Internet Centre

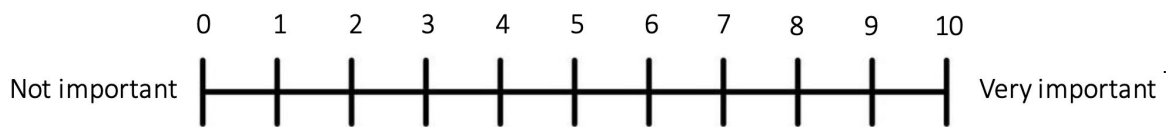
Task Two: Read Ryan's comments on body image and answer the questions which follow:



Ryan

Girls think there's more pressure on them to look good in photos but there's just as much pressure on guys to look good as well. It's a different kind of pressure. For girls it's all about wearing makeup. Whereas for me it's all about eating well, working out and looking good. For boys, I think it's all about looking fit and it's normal to post topless pics of yourself to show off your body. Because the reality is the fitter, prettier or skinnier you are, the more likes you're going to get. I really don't get it when ugly people post pictures of themselves online.

a. On a scale of 1-10 how important is appearance online is to young people?



b. Ryan thinks there's an equal but different type of pressure for boys to look good online as there is for girls. Explain why you agree or disagree.

.....

.....

c. Ryan says that you get more likes if you're fitter, skinnier or prettier – Is this realistic? Is it fair?

.....

.....

Thoughts about how we look are often influenced by social media, people on TV or seeing adverts about 'improving how you look'. All of this can contribute to how we feel about our body.

Other influences might be:

- the media promoting one type of body as 'fit and healthy' with little to no representation of different bodies
- comments from friends or family about your body
- social media promoting what should be the 'perfect body' image
- clothes limited to fit certain body types
- adverts, health campaigns or lessons at school on what is a 'healthy body'

Task Three: Read Ryan's comments on body image and answer the questions which follow:



Sadie

I know so many people who constantly need to be told that they look ok and if they don't get a nice comment in response to a picture they post, they take it down. Then they feel rubbish about themselves. I'd say one of the biggest issues facing young people online is self-confidence and body shaming. People can be really unkind online because they think their identity cannot be found. I overheard a conversation where someone said 'only good looking people should post pictures online'. I mean, what is pretty anyway and what does it actually mean? Why should it be down to other people to make us feel good about ourselves.

What has more impact – a positive or a negative comment online? Why do you think this is?

.....

.....

b. What is body shaming?

.....

.....

Turn and Talk: How can we reduce the stress and anxiety around body image that social media might cause?



.....

.....

.....

Progress Reflection After learning about body image, what 3 pieces of advice would you give?



Beth

'It's a fact that slim people are happier and more popular. They get more likes. They get more followers. I have found a strict diet that will help me to get the body I want. I also have a new app that will help me to edit my photos so that I look perfect. I literally take dozens of photos and change my clothes loads of times before I'm happy'

What advice would you give to Beth?

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If you would like further guidance or support:

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www.childline.org.uk 0800 1111

I need your help with something . . .

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

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

Do Now -

Dotted writing area for the Do Now section.

Date:

Lesson Five - Spotlight

Curriculum Question

Today's Powerful Knowledge

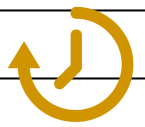
Dotted writing area for Today's Powerful Knowledge.



Dotted writing area for the Curriculum Question.





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



	Statement	 True	 False
1	Mental health is just as important as physical health.	<input type="checkbox"/>	<input type="checkbox"/>
2	Ignoring your feelings can make mental health worse.	<input type="checkbox"/>	<input type="checkbox"/>
3	Physical activity has no effect on mental health.	<input type="checkbox"/>	<input type="checkbox"/>
4	Talking to someone can help you feel better mentally.	<input type="checkbox"/>	<input type="checkbox"/>
5	You should only focus on physical health, not mental health.	<input type="checkbox"/>	<input type="checkbox"/>
6	Teenagers need around 8–10 hours of sleep per night.	<input type="checkbox"/>	<input type="checkbox"/>
7	Poor sleep can affect mood, memory, and focus.	<input type="checkbox"/>	<input type="checkbox"/>
8	Using screens right before bed can make it harder to sleep.	<input type="checkbox"/>	<input type="checkbox"/>
9	Getting less sleep helps your body recover faster.	<input type="checkbox"/>	<input type="checkbox"/>
10	A regular sleep routine is good for your health.	<input type="checkbox"/>	<input type="checkbox"/>
11	Eating a balanced diet helps your body and mind.	<input type="checkbox"/>	<input type="checkbox"/>
12	Skipping meals is a healthy way to lose weight.	<input type="checkbox"/>	<input type="checkbox"/>
13	Drinking water is important for your concentration and energy.	<input type="checkbox"/>	<input type="checkbox"/>
14	All fats and carbs are bad for you.	<input type="checkbox"/>	<input type="checkbox"/>
15	Eating a variety of foods is better than just eating “healthy” snacks.	<input type="checkbox"/>	<input type="checkbox"/>
16	Exercise can improve both physical and mental wellbeing.	<input type="checkbox"/>	<input type="checkbox"/>
17	You have to go to the gym to be physically active.	<input type="checkbox"/>	<input type="checkbox"/>
18	Walking, dancing, and sports are all forms of exercise.	<input type="checkbox"/>	<input type="checkbox"/>
19	Being active every day is only important for athletes.	<input type="checkbox"/>	<input type="checkbox"/>
20	Moving your body regularly can help reduce stress and anxiety.	<input type="checkbox"/>	<input type="checkbox"/>

Date:

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



1. Mental Health Scenario:

Liam has been feeling stressed and overwhelmed with schoolwork and personal issues. He's finding it hard to concentrate and gets irritated easily but doesn't want to talk about it in case people think he's weak.

Question:

What should Liam know about mental health, and what can he do?

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2. Sleep Scenario:

Aisha often stays up late scrolling through her phone and then feels tired and moody the next day at school. She says she can "catch up" on sleep at the weekend.

Question:

What impact can lack of sleep have, and how can Aisha improve her sleep habits?

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

3. Diet Scenario:

Josh skips breakfast most days and usually grabs energy drinks and crisps at lunch because it's quick. He often feels tired in the afternoon.

Question:

How might Josh's eating habits be affecting his energy and health?

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4. Exercise Scenario:

Tia says she doesn't like sports and prefers to spend her free time on her phone. She thinks exercise isn't important unless you're trying to lose weight.

Question:

Why is regular physical activity important, even for people who aren't focused on weight?

5. Balancing Health Habits Scenario:

Ethan is trying to do everything "perfectly" for his health—strict diets, daily workouts, no snacks—but it's making him anxious and tired.

Question:

What should Ethan consider about having a balanced approach to health?



Progress Reflection: Does having a healthy diet mean never having any sugar? How would you explain what a healthy diet is?

Year Nine - Topic Five Intimate Relationships



C community
cooperation

A ambition
achievement

R respect
responsibility

E endeavour
enjoyment

Ambition Sheet

1	Intimate Relationship	A close, personal relationship involving physical and emotional intimacy between partners.
2	Boundaries	Limits that define acceptable behavior in a relationship, set by individuals.
3	Assertive	Having or showing a confident and forceful personality.
4	Contraception	Methods or devices used to prevent pregnancy during sexual intercourse.
5	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.
6	Willingly	Doing something voluntarily or without reluctance.
7	Capacity	The ability or power to do, experience, or understand something.
8	Age of Consent	The minimum age at which an individual can legally give consent for sexual activities. 16 in the UK.
9	Pregnancy	The condition of carrying a developing embryo or fetus within the body.
10	The Implant	A small rod inserted under the skin to prevent pregnancy by releasing hormones.
11	Contraceptive Injection	A hormonal injection used to prevent pregnancy for a certain period.
12	The Pill	Oral contraceptive pills containing hormones to prevent pregnancy.
13	STI	Sexually Transmitted Infection, a disease spread through sexual contact.
14	Bacterial STI	STI caused by bacterial infection, such as chlamydia or gonorrhoea.
15	Viral STI	STI caused by a virus, like HIV, HPV, or herpes.
16	Parasitic STI	STI caused by parasites, such as trichomoniasis.
17	Conflict	Disagreements or disputes arising in relationships that can lead to tension.
18	Self Care	Activities and practices to maintain and improve one's physical, mental, and emotional well-being.
19	Respectful	Showing consideration and esteem for others' feelings, rights, and boundaries.
20	Communication	The exchange of thoughts, ideas, and feelings between individuals, essential for understanding and resolving issues in relationships.

Do Now:



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Date:



Lesson One

Curriculum Question - What is a respectful intimate relationship?

Today's Powerful Knowledge

- To consider how to being and develop positive relationships
- To be able to assess readiness for intimate relationships

BL Task One: Complete the questionnaire below

What do intimate relationships mean to you?

How do movies, TV shows, or social media portray intimate relationships?

What are your goals for your own personal growth within intimate relationships?

Task Two: The following are posts to an online advice forum. Read through and write a response to each post.

a. My friend doesn't think people ever get to the point where they feel fully ready to have sex for the first time, so there is no point in waiting for that. Are they right? Lilz20

b. My friend says you need to get your date to drink lots of alcohol as it's the only way to make sex more relaxed. Is that really a good idea? Wiltz98

C. I want to be in love before I have sex. But everyone keeps talking about keeping it casual and not committing to anyone. Am I wrong to want a proper relationship before having sex? BoomJT5000

D. I don't always have a condom with me when I want to have sex. But that's the guy's responsibility really, isn't it? I've skipped protection before and it was fine. HeartLife30

Beginning new relationships

Deciding to start a new relationship with someone and begin dating can be an exciting time. New partners are hit with a dopamine rush that make them feel exhilarated as they enjoy being in a new 'love bubble'. Initially, partners might try to put on a show, trying to perform to impress each other rather than be authentic.

They might try to act 'cool', avoid complaining, agree to things they might not usually want to do or ignore potential red flags. However, no-one can keep up an act forever. Relationship experts all agree that when beginning a new relationship it is important to maintain boundaries, be yourself and speak up when they might feel uncomfortable about something. If you feel as if you are performing for a new partner all the time or accepting behaviours that you would usually call out, they probably are not the right person for you.

Turn and talk: 'Dating as a teenager is more about reputation and status than love'
What do you think?



Task Three: Read the behaviour and indicate on a scale of 1 (strongly disagree) to 5 (strongly agree) your level of agreement with this statement

Behaviour	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Pinching someone's bum is ok					
2. Having sex after a first date is a bad idea					
3. Chat up lines are corny and won't get someone a date					
4. Telling someone what's great about them, is a good way to start asking them out					
5. Dating more than one person in the first few months of seeing someone is fine					
6. It's flattering if a person keeps asking someone out if they have said no					
7. Wolf whistling is ok if it's a compliment from someone known to that person					
8. Buying gifts can be a lovely way to show interest in someone					
9. Once a person starts sleeping with someone, they should break things off with anyone else they have been dating					
10. People like to share nude images with a partner in the first few weeks of dating					

Being assertive in a relationships

If someone feels uncomfortable in a new intimate relationship or feels like a boundary has been crossed, they should aim to respond assertively. Being assertive means expressing your point of view in a clear and direct way, while still respecting others. It can be difficult to do, but it becomes easier with practice.

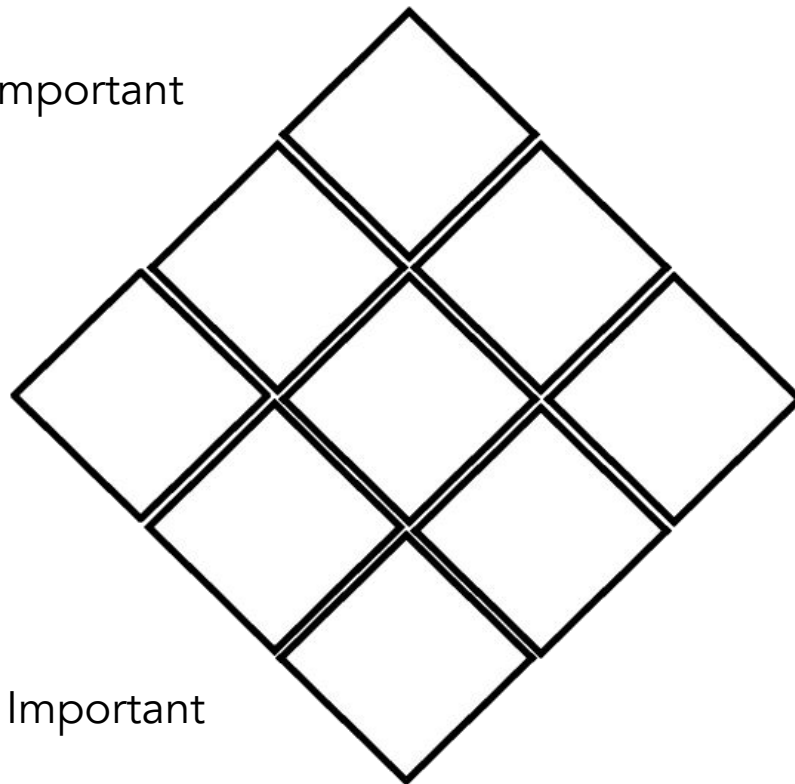
3	Assertive	Having or showing a confident and forceful personality.
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Turn and talk: Why might someone find it difficult to act assertively in a relationship?



Task Four: Place the statements in the diamond 9 shape. At the top should be the one you see as the most important to decide if a couple are ready for sexual intimacy, working towards their 9th most important at the bottom of the diamond. There is a blank for you to add you own reason

Most important



Least Important

1. Both people in the couple have friends who have already had sex

5. The couple are committed to each other and have fun together in lots of different (non-sexual) ways

2. The couple have discussed contraception and what they would do in the event of an unplanned pregnancy

6. At least one of the couple really wants to have a child

3. The couple are sexually attracted to each other

7. Both people are at least 16 years old

4. The couple are married

8. The couple trust each other and are in love

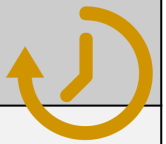
Progress Reflection: When does someone know if they are ready for an intimate relationship?

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Do Now:



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Date:



Lesson Two

Curriculum Question - What is consent in an intimate relationship?

Today's Powerful Knowledge

- To explain what is meant by freedom and capacity to consent
- To know the law about consent and contexts where someone's freedom or capacity to consent have been reduced or removed

BL Task One: Add your ideas to each section of the diagram below

Synonyms: What other words have a similar meaning?

Example: When might someone need to ask for consent?

Consent

Context: Where have you heard this word used before?

Behaviour: How might someone know that someone is giving their consent?

Turn and talk: The legal age of consent for sex in the UK is currently 16.
What do you think about this age?



5 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?

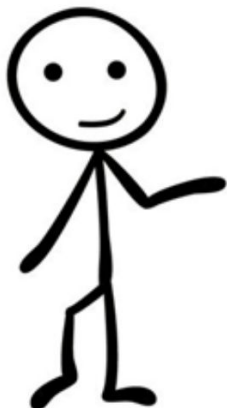
4. Why is someone unable to give consent if they are threatened or afraid?



Meaning of capacity

In general, capacity is whether a person has the mental skills needed to process and make clear decisions; and the ability to understand the meaning, consequence or implications of their decision. It is requirement by law for a person to have capacity to consent to sex or other sexual activity. Some people are not legally able to give consent. These include people who are mentally and/or physically disabled, someone who is under the age of 16 and anyone affected by intoxication (alcohol, drugs or medication). If a person does not have the capacity to consent but still shows willingness and gives consent, action upon this can amount to sexual assault or rape. If you are not sure it is best to avoid any sexual activity

Task Three: What might stop this person from being able to give, not give or withdraw their consent to something?



Task Four: Look at your responses to task 1 and categorise them below:

- Which of your reasons are to do with a lack of choice?
- Which of your reasons are to do with a lack of freedom?
- Why of your reasons are to do with lack of capacity to consent?

Lack of choice	Lack of freedom	Lack of capacity to consent



Task Five: Look at the scenarios below and identify:

1. Which scenarios might be against the law?
2. Which scenarios does the person not have the freedom to consent?
3. Which scenarios does the person no longer have the capacity to consent?

<p>Rex and Hannah are at a party, and they are both drinking beers. Rex spikes Hannah's drink with a drug.</p>	<p>Jill knows Amal doesn't really drink much. She comes up with a drinking 'game' to make him drink more and get him drunk faster</p>	<p>Jamie tells Frankie she is single and not seeing anybody else, but this is a lie.</p>
<p>1</p> <p>2</p> <p>3</p>	<p>1</p> <p>2</p> <p>3</p>	<p>1</p> <p>2</p> <p>3</p>
<p>Jake is nearly 16 and dating Marla, who is nearly 13. Maria and Jake have sex while her parents are out.</p>	<p>6. Trevor has naked photos of Suzy on his phone. He says he will share them with others unless she has sex with him.</p>	<p>Olu doesn't want to have sex with Lisa yet because she doesn't feel ready. Lisa offers her some drugs hoping this will make her want to have sex.</p>
<p>1</p> <p>2</p> <p>3</p>	<p>1</p> <p>2</p> <p>3</p>	<p>1</p> <p>2</p> <p>3</p>

Progress Reflection: What is meant by the phrase freedom and capacity to consent and why is it so important?

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Do Now:



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Date:

Lesson Three

Curriculum Question - What safe sex?



Today's Powerful Knowledge

- To understand the risks of having sex and how to stay safe
- To describe and explain the variety of contraception available

BL Task 1: Answer the questions below:

Why might someone decide to have sex?

What are the risks of having sex?

What is sex?

Sex is natural, normal part of any intimate relationships. Sex is usually awkward and clumsy at first.. Sex can mean all types of sexual activity. When people talk about having sex for the first time, they usually mean having penetrative vaginal sex. Having sex for the first time is often referred to as 'losing your virginity'. However, this is usually code for penetrative sex and doesn't take into account all the different types of sex that people can have. There are lots of different ways to be sexually intimate with another person. This means 'sex' and having sex 'for the first time' can mean different things for different people. However you choose to think about it, the most important thing is that any sexual activity you take part in, both the first time and every time after that, is consensual and that you feel happy, comfortable and safe.

Staying safe

When someone decides to have sex it is important that they are safe. This means reducing the risk of pregnancy and also any sexually transmitted infections. There are a variety of different methods of contraception that you will learn about that can help to reduce risks.

Turn and talk
How might someone's personal values/beliefs affect their contraception choices?

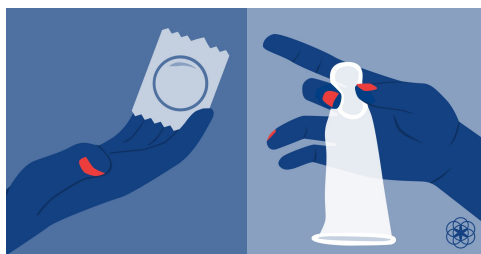


Task Two: Match up the sentence halves

1. No method of contraception is..	...still need to use protection to reduce the risk of STI transmission.
2. Pregnancy is still possible..	...is less effective than using a single condom, as friction between them increases the risk the condoms with split.
3. Condoms are less effective if...	...during menstruation (a period).
4. Condoms and other barrier methods can reduce...	...the risk of sexually transmitted infections (STIs) and unintended pregnancies.
5. Same-sex couples may not risk unplanned pregnancy but...	...pharmacies, some corner shops and supermarkets, sometimes vending machines in public toilets
6. Sex with two condoms...	... 100% effective. This means every time a heterosexual couple has sex, there is a small risk of pregnancy.
8. Contraceptives, including condoms are available..	... GPs and sexual health clinics for free, or from pharmacies (though sometimes people have to pay for this). Can be used up to 3-5 days after unprotected sex.
9. If contraception fails (such as a condom splits while being used) people can get emergency contraception from...	...they are put on incorrectly, come off of split during sexual intercourse

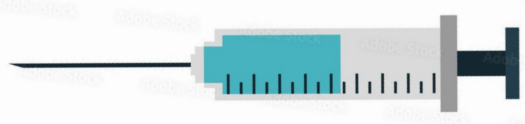

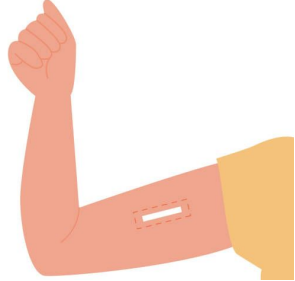
Using a condom

A popular way of reducing the risk of pregnancy and contracting STIs is by using a condom. Condoms are made of very thin latex and used to cover the penis during sexual intercourse. It stops pregnancy by catching the sperm and stopping it from meeting the egg.



Other types of contraceptive

There are some other types of contraceptive that are shown below. All will reduce the risk of pregnancy but not all will reduce the risk of contracting an STI. Contraceptive choices are entirely up to each individual and couple, it should be discussed openly and honestly before any sexual intercourse takes place.

	<p>The contraceptive injection</p>	<p>This is given to a female by a doctor or nurse once every 3 months. It stops an egg being produced each month. It also makes it harder for sperm to enter the uterus.</p>
	<p>The pill</p>	<p>A small tablet taken once a day by a female to prevent pregnancy. It works by stopping the body from releasing an egg each month. It can also reduce heavy periods.</p>
	<p>The implant</p>	<p>The contraceptive implant (Nexplanon) is a small flexible plastic rod that's placed under the skin in your upper arm by a doctor or nurse. It releases the hormone progestogen into your bloodstream to prevent pregnancy and lasts for 3 years.</p>

<p>3</p>	<p>Assertive</p>	<p>Having or showing a confident and forceful personality.</p>
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<p>Task Three: Responding assertively. Read each statement and suggest how you might respond assertively</p>	
<p>Statement</p>	<p>Assertive response</p>
<p>'I'm on the pill, you don't need a condom'</p>	<p>.....</p> <p>.....</p> <p>.....</p>
<p>'Using protection interrupts everything'</p>	<p>.....</p> <p>.....</p> <p>.....</p>

<p>'We're both virgins so there aren't any risks'</p>	<p>.....</p> <p>.....</p> <p>.....</p>
<p>'I'm allergic to latex so we can't use anything'</p>	<p>.....</p> <p>.....</p> <p>.....</p>

<p>Progress Reflection: What are the two main reasons people use contraception?</p>
<p>1</p> <p>.....</p> <p>2</p>

Do Now:



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Date:



Lesson Four

Curriculum Question - What is sexual health?

Today's Powerful Knowledge

- To know some of the most common STIs, their symptoms and consequences
- Identify and explain contraceptive methods which provide some protection against STIs

Sexually Transmitted Infections (STIs)

Infections and diseases can spread in many ways from person to person. Today, we will be looking at a specific class of infections called sexually transmitted infections (STIs). An STI is an infection you may get when doing any sexual activity with another person. You can only contract an STI from someone who already has one. By using contraception, people can avoid contracting an STI. Sometimes, even though someone might have an STI they don't visit the doctor? Reflect for a moment on why this might be?

Turn and talk: Why might someone not go to the doctor about an STI?



What are the three main groups of STIs?

- Bacterial STIs: These are caused by bacterial infections that can be cured with antibiotics.
- Viral STIs: These are caused by viruses and cannot be cured, but the symptoms can be managed with medication.
- Parasitic STIs: These are caused by parasites and can be cured with medication.

There are many different types of STIs. Some estimates suggest that there are more than 30 different types of STIs that can be transmitted through sexual contact.

Task One: Identify the correct STIs below. There are 11 in total.			
1. Pubic Lice	2. Vulvatic Culpubosis	3. Venereal Disease	4. Impotent Aperture
5. Encrustations	6. Chylamydia	7. Testicular Incarceration	8. Gonorrhea
9. Scabies	10. Decay	11. Psoriasis	12. Acute Protuberances
13. Herpes	14. Discharge Detonation Disorder	15. Syphilis	16. Hemiptera
17. HIV – Aids	18. Cancerous Ovulation	19. Chancroid	20. Genital Warts
21. Hepatitis B and C	22. Haemorrhoids	23. Corlingh Zhits	24. Trichomoniasis
25. Smear	26. Ezma	27. Vulvaritus	28. Thrush



Task Two: Using the following 3 pages find the information needed to complete the table below:

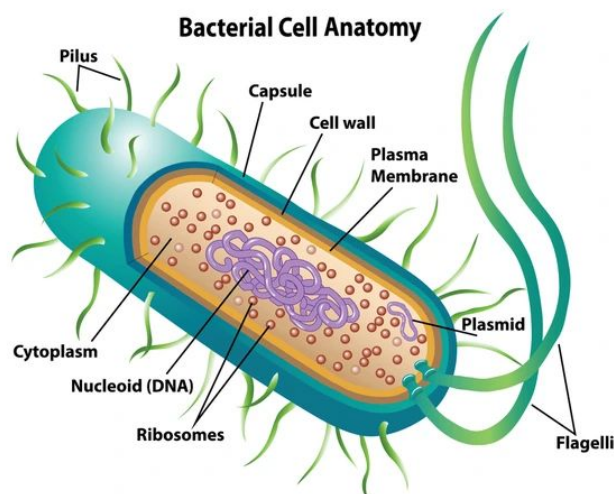
Find	Answer
a. Two STIs caused by a bacterial infection	1 2
b. Two STIs that cannot be treated with an antibiotic	1 2
Challenge: Suggest a reason why one of these cannot be treated with an antibiotic	
1	
d. One STI that can usually be prevented by using a condom (but not always)	1
e. Three STIs that might not always cause symptoms or may only show symptoms some of the time	1 2 3
f. One STI that can only be diagnosed with a blood sample	1
g. Three types of treatment that can be used to treat an STI	1 2 3
h. Challenge: Find two STIs that share similar treatments. Are there any other similarities?	1 2
i. The most common STI among young people in the UK	3

Task Three: There are self-test kits available for some STIs:

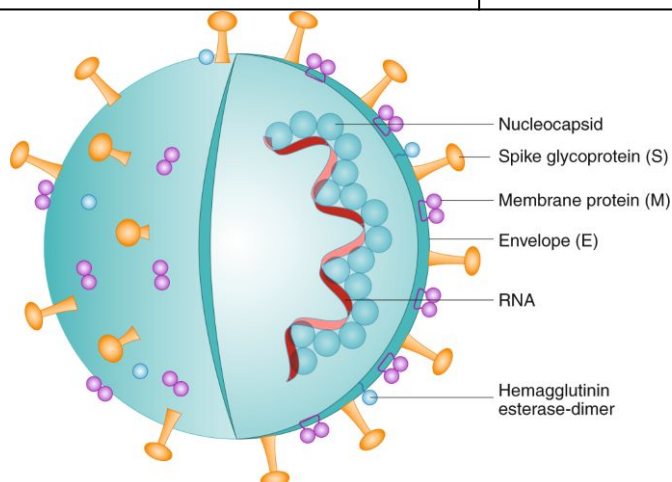
- How do you think the availability of tests to do at home might affect rates of diagnosis?
- What effect do you think this might have on how many new infections there are?

.....

	Chlamydia and Gonorrhoea (Bacteria)	Syphilis (Bacteria)
Common symptoms	<p>It is common not to notice any symptoms but where present the following are most frequent:</p> <ul style="list-style-type: none"> • Unusual discharge • Pain when urinating • Genital discomfort • Period changes 	<p>Syphilis symptoms may appear and disappear but often include:</p> <ul style="list-style-type: none"> • Highly infectious sores • Painless blotchy red rash • Flu-like illness • Patchy hair loss
Key Facts	<p>Chlamydia is the most common STI amongst young people in the UK. Left untreated these infections can affect fertility. Self-test kits are available to use at home - they are freely available for many under 25s.</p>	<p>As well as contact with semen and vaginal fluid, this STI can also be passed on through close contact with sores which sometimes appear around the mouth. Can cause serious damage to the heart, brain, eyes, bones, and nerves if left untreated for a long time.</p>
Prevention	<p>If there are no sores, it can be prevented by condoms</p>	<p>If there are no sores, it can be prevented by condoms</p>
Diagnosis	<p>Either urine or swab test (Including at home tests)</p>	<p>Medical inspection, swab tests, and blood tests</p>
Treatment	<p>Antibiotics</p>	<p>Antibiotic injection or antibiotic tablets</p>



	HIV (Virus)	Genital Warts (Virus)
Common symptoms	<p>People with HIV may have no symptoms for a long time, often for 10 years or more, but most will experience some flu-like symptoms soon after infection. People who have symptoms and worry that these may be signs of HIV, may find they are just signs of cold or flu. But, if someone has been in higher-risk situations, they should always get checked out.</p>	<p>During active stage - growth of highly contagious warts around the genital area and upper thighs - may be small or large, pink cauliflower-like lumps. Outbreaks can last weeks or years. During dormant stage - there will be no symptoms.</p>
Key Facts	<p>This is the virus that causes AIDS. HIV attacks the body's immune system, leaving it vulnerable to illness.</p> <p>HIV is found in blood, semen, vaginal fluid, and breast milk. Any activity that involves sharing these fluids could result in transmission of HIV. It cannot be transmitted through saliva.</p> <p>Home kits with finger prick blood tests are available.</p>	<p>Caused by a strain of the human papillomavirus (HPV)</p> <p>There are many strains of HPV. Most are low risk; others are higher risk and increase cervical cancer risk - this is why there is an HPV vaccine given to young people.</p>
Prevention	<p>Can be prevented by a condom</p>	<p>Condoms offer some protection but it can still be passed on, HPV Vaccine offers some protection</p>
Diagnosis	<p>Blood tests (including at-home tests)</p>	<p>Medical inspection</p>
Treatment	<p>Tablet medication can treat HIV, but there is no cure currently</p>	<p>Medicated cream or heating/freezing the wart</p>



	Genital Herpes (Virus)	Pubic Lice (Parasite)
Common symptoms	<p>Flu-like symptoms, including fever, tiredness, and swollen glands.</p> <p>Sensation of tingling in genital area or anal area and pain when urinating.</p> <p>Small fluid-filled blisters around the genitals, buttocks, or thighs which can take up to 10 days to heal.</p>	<p>Itching in affected areas. Black powdery droppings in your underwear. Sky-blue spots or tiny specks of blood on the skin.</p> <p>Brown live eggs in pubic or other body hair.</p> <p>It can take a few weeks for symptoms to appear, so people sometimes don't notice they have pubic lice initially.</p>
Key Facts	<ul style="list-style-type: none"> • It's normally transmitted by sexual contact with genital sores or blisters although the virus can be passed on when there are no obvious symptoms. • Genital Herpes is caused by a similar virus to cold sores so if someone has a cold sore when performing oral sex, this can cause genital herpes. 	<ul style="list-style-type: none"> • Pubic lice can be caught through close contact and live on coarse hair, like pubic, chest, armpit, or facial hair. • If there is evidence of pubic lice, as well as treating with medicated lotion/shampoo, clothes and bedding must have a hot wash • Hair removal does not prevent or treat infection.
Prevention	<p>Condoms do offer some protection, but it can still be passed on</p>	<p>Condoms offer some protection but it can still be passed on, HPV Vaccine offers some protection</p>
Diagnosis	<p>Medical inspection and swab test</p>	<p>Medical inspection</p>
Treatment	<p>Antiviral medication</p>	<p>Medicated lotions and medical shampoo</p>

Visiting a sexual health clinic

Visiting an STI clinic is like visiting any other doctor. Many of the procedures for testing for STIs are non-intrusive and require taking a urine or blood sample, although some include taking a swab from the genital area.

- Wanting to test for STIs demonstrates a safe and responsible attitude towards a sexual relationship and shows respect.
- Professionals that work in STI clinics deal with these concerns every day and will respond just as any other medical professional would.
- Information shared at an STI clinic is confidential so will not be shared with anyone else (including the person's GP and parents).
- Details on local STI clinics are easy to find online

The Golden Rule

While there may be barriers to seeking help, our own health must take priority. The golden rule that if anyone so much as suspects they could be at risk of an STI they must stop having sex/sexual activity, get tested, and not have sex/sexual activity again until they have the all-clear from the clinic



Reflection: Oona has had unprotected sex at a party. The following day she wakes up worrying about what to do next. What would your advice be?

<p>.....</p> <p>.....</p> <p>.....</p>
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Do Now:



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Date:

Lesson Five

Curriculum Question - How do I manage the end of a relationship?

Today's Powerful Knowledge

- To identify the range of emotions associated with breakups
- To describe ways to manage a breakup safely and appropriately
- To suggest strategies to help manage emotions when a relationship ends

I broke up with Meg on social media as we weren't seeing each other enough.

I didn't really understand Kaan's reasons for breaking up with me and had so many questions. This left me feeling really upset. Lots of my friends got angry with him on social media.

I was really scared when people started sending lots of horrible messages to me about the breakup with Meg. I felt upset that she wasn't saying anything to stop her friends doing it.

BL Task One: Answer the questions below based on the conversation.

Why did the couple break-up?

.....

How does Meg feel? Why?

.....

How does Kaan feel? Why?

.....



DOs



DON'Ts

Dos and don't of breakups.

DOs:

- **Express Your Feelings:** It's important to talk about your feelings with someone you trust, whether it's a friend, family member, or other trusted adult.
- **Give Yourself Time:** Healing takes time. Allow yourself to grieve and process the breakup without rushing into another relationship.
- **Stay Active:** Engage in activities that you enjoy to help distract yourself and boost your mood. Exercise can be especially beneficial.
- **Maintain a Routine:** Keeping a regular schedule can provide a sense of normality and help you feel more grounded.
- **Seek Support:** Don't be afraid to reach out for professional help if you're struggling to cope with the breakup.
- **Focus on Self-Care:** Take care of yourself by eating healthily, getting enough sleep, and practicing self-care activities like meditation or reading.
- **Reflect on the Relationship:** Use the breakup as an opportunity for self-reflection. Think about what you've learned from the relationship and how you can grow from the experience.

DON'Ts:

- **Avoid Bottling Up Emotions:** Keeping your feelings bottled up can lead to increased stress and emotional distress. It's okay to cry and express your emotions.
- **Don't Rush Into Another Relationship:** Give yourself time to heal before jumping into a new relationship. Rebound relationships often don't last and can lead to more emotional pain.
- **Avoid Negative Coping Mechanisms:** Resist the temptation to use alcohol, drugs, or other harmful behaviors to cope with your feelings. These can make things worse in the long run.
- **Don't Isolate Yourself:** While it's important to have alone time, isolating yourself from friends and family can lead to feelings of loneliness and depression.
- **Avoid Stalking Your Ex on Social Media:** Constantly checking your ex's social media can prolong the healing process and prevent you from moving on.
- **Don't Blame Yourself:** Breakups are often a result of both parties, and it's not always about something you did wrong. Avoid blaming yourself and focus on self-growth instead.
- **Avoid Making Rash Decisions:** Whether it's quitting your job, moving to a new city, or making other major life changes, try to avoid making impulsive decisions while you're still processing the breakup.

Task Two: Write some advice for each person in the breakup

Shana left Tina's place saying the relationship was over without any explanation - Shana refuses to have a conversation about why they are breaking up which is making Tina paranoid and damaging her trust in relationships.

Xander broke up with Yi by text. He just said "I've had fun but I'm not sure it's working out anymore so I'm going to see other people". Yi doesn't like confrontation and awkward situations, so thought this might have been easier than talking in person but is now feeling crushed and worthless.

Theo broke up with Zane in a really public way and now Zane wants revenge to get back his sense of pride.

Julie keeps contacting Liam months after they broke up. She keeps turning up at places she knows Liam will be, and sends really intense messages with gifts to his home. Liam is really worried Julie isn't going to stop pestering him.

We'd been keeping things casual – just when we bumped into each other at parties. So I never thought we were a thing. But when I started seeing Wayne, Jamie got super angry and told me I was a thoughtless fake.

Me and Lisa had been seeing each other for a while. We didn't make plans because we hang out with the same people, so were always seeing each other. But we'd been together most weeks, so it really hurt when she hooked up with this guy in front of me last weekend. I tried to ask Lisa why she did that but she said she didn't owe me an explanation – we were only casual. It made me feel kind of worthless.

I'm telling Wayne we're keeping it casual too. I'm too young for anything serious.

Photos of Wayne and Lisa were all over our group chats. It made me feel really hurt, so I posted some photos of us kissing. Now Lisa and her friends are getting angry at me.

BL Task One: Answer the questions below based on the conversation.

Lisa said the relationship was 'casual' – what does that mean? Do you think she was right?

How does Meg feel? Why?

How does Lisa feel? Why?

Progress reflection: Write advice for the people in the breakup.

Year Nine - Topic Six

Citizenship and Financial Literacy



C community
cooperation

A ambition
achievement

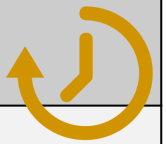
R respect
responsibility

E endeavour
enjoyment

Ambition Sheet

1	Free (election)	Every eligible citizen has the right and opportunity to register, vote, and express their political choices without coercion or intimidation.
2	Fair (Election)	all votes are counted accurately, the results are reported honestly, all candidates and voters are treated equally, and the final outcome is respected by all parties involved.
3	Voter registration	Process of enrolling individuals as eligible voters for an election.
4	Voter intimidation	Coercive tactics aimed at influencing or dissuading individuals from exercising their voting rights.
5	Voter Apathy	Lack of interest among voters in a democracy, resulting in a lot of people who have the right to vote not exercising it
6	insurrection	Violent uprising or rebellion against established authority, often for political motives.
7	Representative democracy	System of government where elected officials represent the interests of the population.
8	First past the post	Electoral system where the candidate with the most votes wins, regardless of majority support.
9	Proportional representation	Electoral system allocating seats in proportion to the votes received by each political party.
10	Non-governmental organisation (NGO)	An organisation that tries to achieve social or political aims but is not controlled by a government.
11	Pressure group	An organisation that tries to influence public policy and opinion on a certain topic.
12	Tax	Mandatory financial charge imposed by the government on individuals
13	Payslip	Document provided by an employer detailing an employee's earnings and deductions.
14	Net pay	Amount of money an employee receives after deductions such as taxes and insurance.
15	Gross pay	Total amount of money earned by an employee before deductions.
16	Deductions	Amounts subtracted from an individual's gross pay
17	National insurance	Social security system providing financial support to individuals during unemployment, illness, or retirement.
18	Inflation	when prices for things we buy, like food and clothes, go up over time, meaning our money doesn't buy as much as it used to.
19	'Consumer Prices Index' (CPI)	Measure used to track changes in the prices of a basket of goods and services consumed by households.
20	Tax band	The amount of tax taken from a different level of income.

Do Now:



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Date:



Lesson One

Curriculum Question - Is it important that elections are free and fair?

Today's Powerful Knowledge

- Define what constitutes a free and fair election.
- Assess the extent to which elections are free and fair in other countries.
- Evaluate the merits of democracy as a form of government.

BL Task One: What things do you think makes a good election?



What makes an election free and fair?

A free and fair election ensures that every eligible citizen can register to vote and actually cast their vote without facing any obstacles or intimidation. Accurate information about candidates and political parties must be available so voters can make informed decisions. Additionally, all votes must be counted correctly, and the results should be reported without any alterations or fraud. Furthermore, any citizen who is eligible to vote should also have the right to run for office, and the final results of the election must be respected by all parties. By adhering to these principles, elections can truly reflect the will of the people and maintain the integrity of the democratic process.

1	Free (Election)	Every eligible citizen has the right and opportunity to register, vote, and express their political choices without coercion, obstacles, or intimidation.
2	Fair (Election)	all votes are counted accurately, the results are reported honestly, all candidates and voters are treated equally, and the final outcome is respected by all parties involved.

Task Two: Match the characteristics of free and fair elections with their definition.

Characteristics		Explanations	
1	Citizens are able to register to vote		In free and fair elections, the loser respects the result.
2	Voters have access to reliable information		Nobody should be threatened at any point in an election, either before the election or at the polling station.
3	Citizens can run for office		Every voter should cast one vote, and it should count the same as every other vote.
4	All voters are able to vote		Votes are counted and reported accurately. Ballot papers are not altered or thrown out after they are cast.
5	Voters are not intimidated		To make informed choices at the ballot box, people need accurate information about the candidates and political parties they're choosing between.
6	Voting is free from fraud		Countries can limit the right to vote to people over a certain age, but everyone over that age can register to vote.
7	Ballots are counted accurately and the correct results are reported		Even if people are given the right to vote and are able to register to vote, the election is not free and fair unless they are then able to actually cast their vote.
8	The results are respected		Any citizen who is able to vote should also be eligible to stand as a candidate in an election.

Standards for a free and fair election

The organisation Liberties, a watchdog that safeguards the human rights of citizens of the European Union, has identified eight standards that elections must meet to be considered free and fair.

1. Voter registration
2. Voters have access to reliable information
3. Citizens can run for office
4. All voters are able to vote
5. Voters are not intimidated
6. Voting is free from fraud
7. Ballots are counted accurately and the correct results are reported
8. The results are respected

Task Three: Read the case studies on pages 9- 11 and complete the summaries for at least two countries.
What is the name of the country?
What is its voting system?
Does it have a particular type of government?
Are its elections free and fair? Why? Why not?

What is the name of the country?

What is its voting system?

Does it have a particular type of government?

Are its elections free and fair? Why? Why not?

Case study 1 Russia

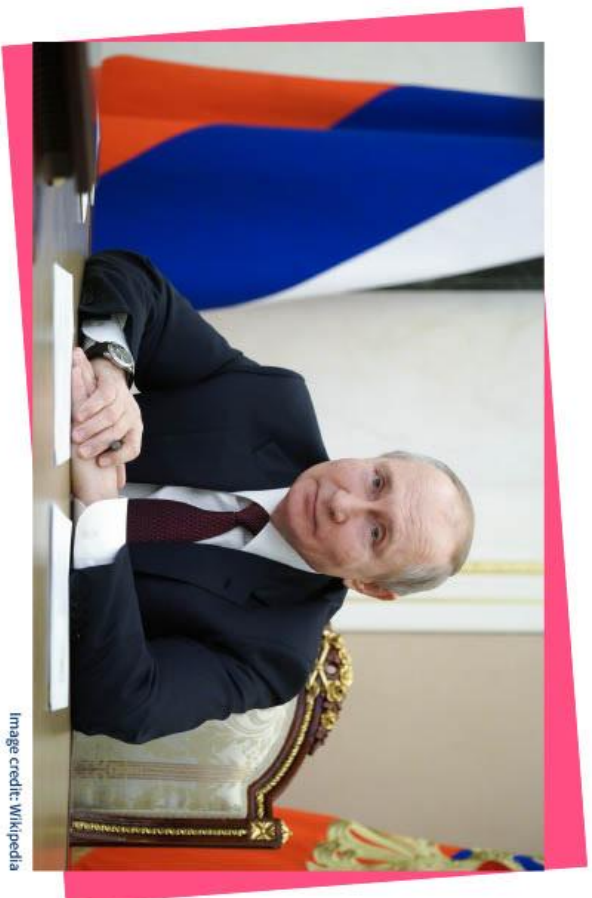


Image credit: Wikipedia

Russia operates a federal government, which means that it has a President and then 'local' or 'state' elections. In the presidential election, the President must win 50% of the vote to be elected. The country uses a preference system of voting, with candidates eliminated until one wins over 50% of the vote.

In the 2018 Russian presidential election, three candidates stood for office. President Putin eventually won the election with over 75% of the vote.

However, there were concerns raised about:

- Voter suppression: some voters were forced to stay home or were not allowed to vote
- Voter intimidation: some voters were threatened or beaten up at the polling stations
- Not all candidates who wanted to stand made it onto the ballot paper
- The press was heavily censored during the election

Case study 2 Belarus



Image credit: Wikipedia

Belarus is a country in Eastern Europe. It has a President and a National Assembly.

The President must win 50% of the vote to be elected. The country uses a preference system of voting, with candidates eliminated until one wins over 50% of the vote.

In the 2020 presidential election, two candidates stood for office. There were widespread allegations of fraud, including:

- Voters' papers being checked before they were placed in the ballot box
- Some voters' papers being discarded
- Voters being attacked and opposition supporters imprisoned
- The press encouraging people not to vote

As a result, the current President, Aleksandr Lukashenko, won with 84% of the vote. Very few countries recognise this as a fair election.

Case study 3 Saudi Arabia



Image credit: Wikipedia

The King of Saudi Arabia – currently King Salman of Saudi Arabia – is an absolute monarch. He acts as the Head of State and the government, taking advice from groups of unelected men.

Saudi Arabia has no voting system and people do not have the right to vote.

Some groups have attempted to establish political parties and trade unions, but have faced harsh punishments.

Case study 4 Vatican City



Image credit: Flickr

Vatican City State is the only theocracy in the world (the head of state is a religious leader). There are no political parties in the Vatican. Instead, there is an elected monarchy in which the Pope is elected by a small group of men.

The voting method is a majority of two-thirds. The first candidate to reach this number is elected as Pope.

These elections are not free or fair. Only a small group of men can vote (cardinals) and the only person electable is from within the group who are voting. Women can not be cardinals.

Case study 5 North Korea



Image credit: Sky News

In North Korea, there is a Supreme Leader who is in charge of the whole country. The current Supreme Leader is Kim Jong Un.

The Supreme People's Assembly is a group of approved representatives who agree with the Supreme Leader. They are voted in once every five years.

These are called 'sham elections', because people arrive at the polling station and can only vote for one candidate, who has been approved by the Supreme Leader. As such, the 'first past the post' method is mainly used.

There is no free press in North Korea and citizens can only read what is approved by the Supreme Leader.

Country: United States of America

Date: 6 January 2021

Building: The United States Capitol,
Washington DC



Turn and talk: What is happening in this photo?



.....

.....

Key facts: the attack on the Capitol building

1. President Trump claimed the November 2020 presidential election was 'rigged' and that he had won.
2. On 6 January 2021, the US Congress was due to certify the election result at the Capitol building in Washington DC, confirming Joe Biden as the next President of the United States.
3. At midday on 6 January, President Trump spoke to supporters in Washington and urged them to march on the Capitol to try to disrupt the electoral vote.
4. A mob stormed the Capitol and the building was evacuated.
5. Five people died during the attack, there were multiple arrests, and the scenes of violence shocked the world.
6. The electoral vote was finally confirmed the following day – 306 votes for Biden, 232 for Trump.

Progress reflection: Answer these questions based on the key facts of the attack.

What are the dangers of citizens taking this type of action?

Which standard of a free and fair election did President Trump break?

Do Now:



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Date:

Lesson Two

Curriculum Question - Why do so many adults not vote?



Today's Powerful Knowledge

- What is voter apathy and how does it affect elections?
- Why are some adults in the UK not able to vote?
- Should prisoners have the right to vote?

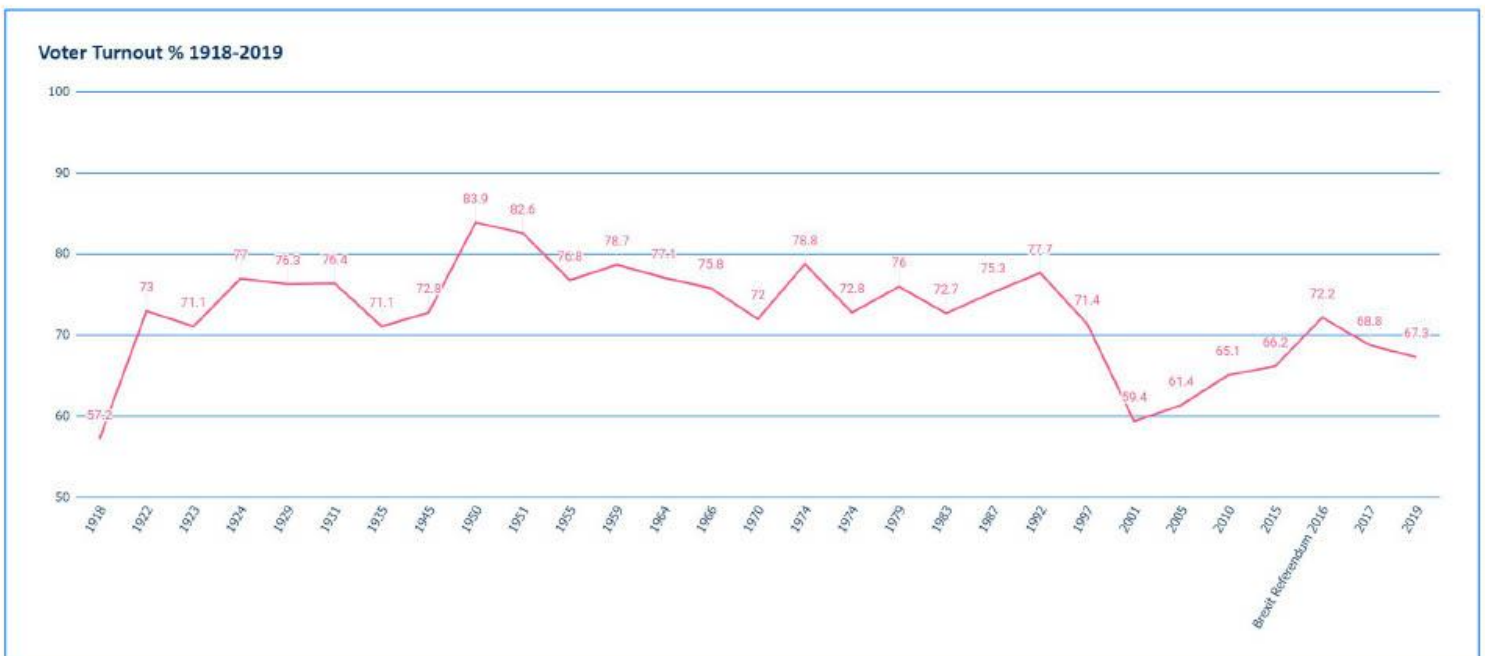
BL Task One: Which types of people can and cannot vote?

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

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



Despite having the right to vote, not all adults in the UK participate in elections. There are several reasons for this. Some people feel disillusioned with the political system, believing that their vote won't make a difference or that politicians don't represent their interests. Others may lack the necessary information about the candidates and issues, making them feel unprepared to vote. Practical barriers also play a role, such as difficulties in registering, inconvenient polling station locations, or being away on election day. Additionally, some individuals may not understand the importance of voting or feel disconnected from the political process. Addressing these issues is crucial to ensuring higher voter turnout and a more representative democracy.



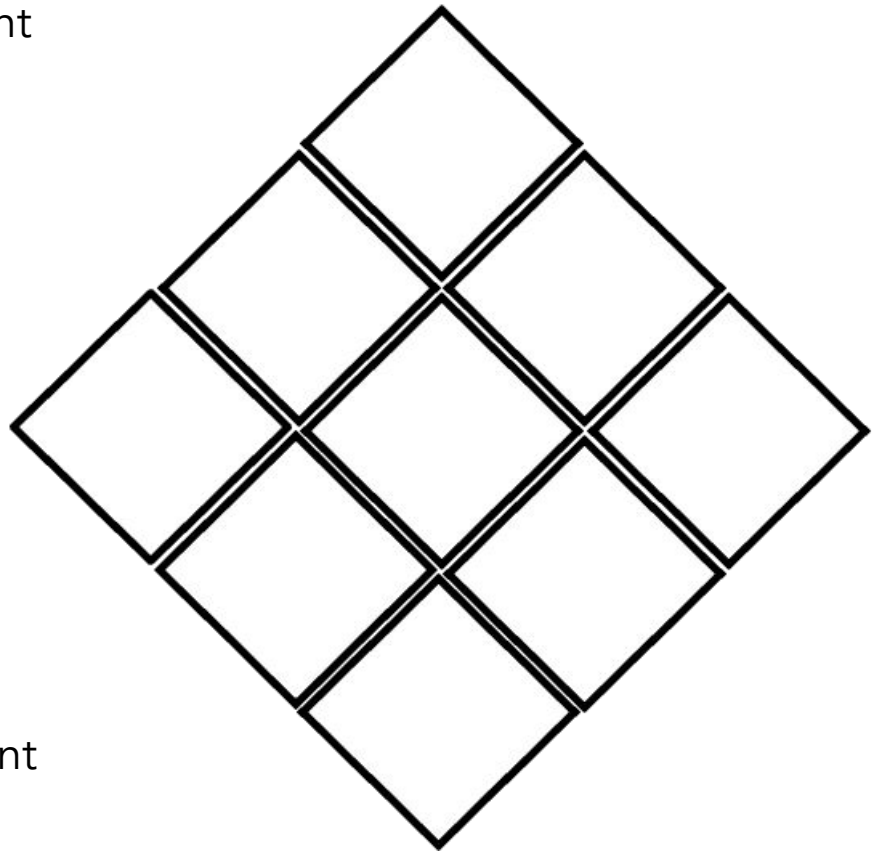
Task Two: Read the questions below and answer based on the graph of voter turnout.

When was the lowest voter turnout?	
Why might the turnout have been so low at that time?	
When was the second lowest voter turnout?	
When was the highest ever voter turnout?	
Has the voter turnout increased or decreased since the Brexit referendum?	
Roughly what percentage of adults in the UK decided the result of the last general election?	

5	Voter Apathy	Lack of interest among voters in a democracy, resulting in a lot of people who have the right to vote not exercising it
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Task Three: Place the statements in the diamond 9 shape. At the top should be the one you see as the most important, valid reason not to vote, working towards the least valid at the bottom of the diamond.

Most important



Least Important

1	"Politics is boring! It doesn't interest me and doesn't make a difference to my life."	5	"Politicians are all the same and nothing ever changes, so why vote?"
2	"Elections are confusing. I don't understand what to do."	6	"I'm young! Politics is for older people."
3	"I don't feel represented by my MP. They don't understand me and my life!"	7	"My vote won't make a difference! My seat is unlikely to change in the election – it's always won by the same party."
4	"I forgot to register or missed the registration deadline."	8	"I have accessibility issues that make it difficult for me to get to the polling station."

Which adults can't vote in the UK?

Registering to vote

All citizens over 18 who want to vote, must register to vote. To vote, you need to go to the government website and register your name and address. If you register at an address, the local authority will check that you are paying council tax for your home.

Prisoners

The 1983 Representation of the People Act states people who have been convicted of crimes from which they are or will be imprisoned cannot vote in any election in the UK. Some people who have been convicted of civil crimes (e.g. they have been fined) can vote. Some have argued that this is unfair – prison conditions are an election issue and those who are affected should have the right to express their views.

Homeless people

To vote, you need an address to register at. This means people who are homeless or forced to live in temporary accommodation (such as families fleeing domestic violence) are unable to vote. There are charities which help homeless people to register temporarily for elections.

The King and The House of Lords

There is no specific law that means the royal family can't vote, but Parliament guidelines state that it would be unconstitutional for the King and his family to vote. In addition, members of the House of Lords can't vote.

Task Two: Read and answer the questions below

How do people register to vote?

What problems do you think people might encounter when registering?

Why might some people choose not to register to vote?

What Act means that prisoners can't vote?

Do you think it's fair that prisoners can't vote?

Are all criminals barred from voting?

Why can't homeless people vote?

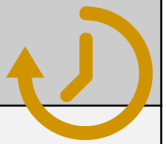
How can we overcome the issue of homeless people not being able to vote?

Why can't the King vote?

Why can't members of the House of Lords vote?

Progress Reflection: How does people not voting affect an election?

Do Now:



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Lesson Three

Curriculum Question - Which is the best voting system?

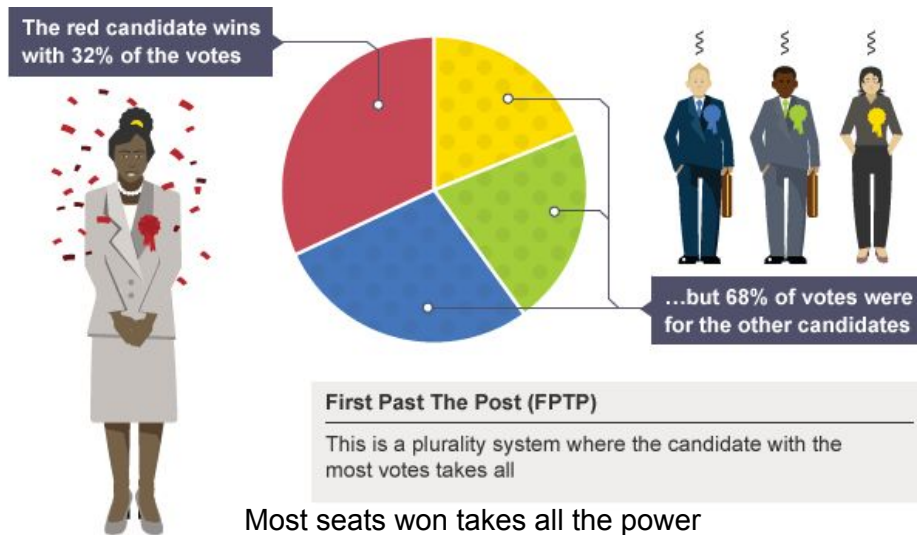
Today's Powerful Knowledge

- Examine the voting systems utilised to elect candidates in democracies.
- Analyse the advantages and disadvantages associated with various voting systems.
- Evaluate the viability of retaining the first past the post voting system in the UK.

BL Task One: Explain how voting works

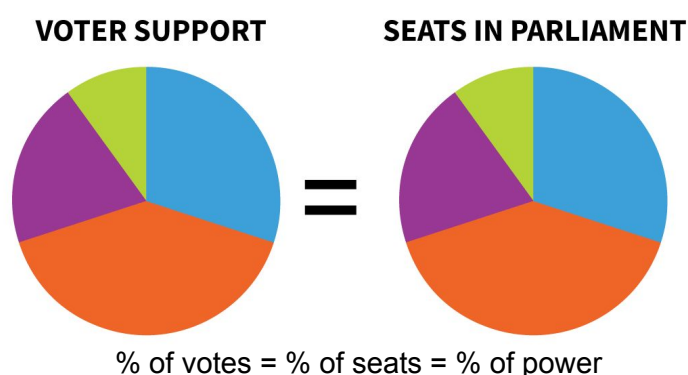
A large rectangular area with a solid top border and a solid bottom border. Inside, there are ten horizontal dotted lines spaced evenly down the page, providing a guide for writing the answer to the task.

First Past The Post - A voter receives a ballot paper which asks them to vote for one party/person. They cannot vote for more than one person, otherwise their vote is invalid and not counted. During the count, the number of votes cast for each person is totalled. This results in one winner – the candidate with the most votes. Sometimes, the candidate can win with less than 50% of the vote, meaning that most people did not vote for that person and they still won. This system of voting tends to favour the larger political parties like Labour, Conservatives and Liberal Democrats and smaller parties are under represented even though they earned votes across the country. First past the post creates 'safe seats', which different parties rarely win, and 'swing seats', which change parties from election to election. It tends to produce majority governments, which can make creating laws easier. Voters vote for a local MP who may feel more connected to local issues.



Proportional representation - The simplest way of doing proportional representation is to give voters a list of parties and ask them to vote for the one they prefer. All votes are counted and the number of seats are allocated according to the number of votes received. For example, North West England might have 10 MPs and people may vote for the Labour Party to take 6, the Conservative Party 2, and the Green Party 2. This would be decided by the proportion of the votes cast for each party meaning this system is fair based on national votes. A proportional representation vote is simple to count, but the proportion requires more complex working out and can take longer. There are disagreements over how to calculate proportions so that smaller parties are not disadvantaged. This system works best by picking a party, not a person, which can make people feel detached from their MP. It's also more difficult to get a party with an overall majority more than 50% meaning making new laws is more difficult because the parties disagree,

Proportional representation



Task Two: Identify the strengths and limitations of each voting system using the texts on the previous page.

<p>Proportional Representation (PR) allocates seats based on the proportion of votes received by each party, aiming to ensure fair representation for all parties and minimising wasted votes.</p>	Strengths

<p>First Past the Post (FPTP) is a voting system where the candidate with the most votes wins, even without a majority, favoring larger parties and often resulting in 'safe' and 'swing' seats.</p>	Strengths

	Limitations

	Limitations

Which voting system is best?
 Vote for only one candidate by putting a cross in the box next to your choice.

First past the post

Proportional representation

Task Two: Read the description and the voting card below and identify which voting system it is

- You vote for the party you prefer
- Your vote is added to all of the others
- The proportion of votes = the number of seats won by that party
- More votes = more seats

Vote for one of the parties below		
Conservative Party 	Sheena Li	<input type="checkbox"/>
	Dom Courtney	
	Ken Chase	
Green Party 	Kimberley Franks	<input type="checkbox"/>
	Andy Kingsley	
	Sushil Patel	
Labour Party 	Amani Jackson	<input type="checkbox"/>
	Kenny Greene	
	Richard Grey	
Liberal Democrats 	Nigel Wyatt	<input type="checkbox"/>
	Christine Kendall	
	Ahmet Balik	
United Kingdom Independence Party 	Rosie Travers	<input type="checkbox"/>
	Rowan Jarod	
	Conor O'Brien	

Voting system -

- Only select one person
- The person with the most votes wins
- If you vote for more than one candidate, your vote is invalid

Election of the Member of Parliament for the [insert name of constituency] constituency

Vote for **only one candidate** by putting a cross **X** in the box next to your choice

BASWPA, Parish
2 The Cottages, Anytown XY8 5UD
Liberal Democrat 

CRANLEY, Aileen
4 The Walk, Anytown XY9 5UJ
Green Party 

EDGEASTON, Richard
(address in the Birmingham Northfield Constituency)
The Common Good Party

GUNNILL-WALKER, Roger
33 The Lane, Anytown XY8 5GD
The Labour Party Candidate 

SMITH, Catherine Angelina
21 The Grove, Anytown XY2 5JP
Independent

SMITH, Keith James
3 The Road, Anytown XY3 4JN
The Conservative Party Candidate 

ZANUCK, George Henry
17 The Parade, Anytown XY5 9KP
The United Kingdom Independence Party Candidate 

Voting system -

Task Three: Write a short report for the Prime Minister to advise on the voting system in the UK. Your report should include:

An outline of the current, first past the post system

A summary of the advantages and disadvantages of the first past the post system

A comparison between the current voting system and another voting system you have learnt about today

Advice on which you think is best, with reasons why

Progress Reflection: At the next election you might be old enough to vote. Do you think you will use your vote? Why, Why not?

Do Now:



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Date:



Lesson Four

Curriculum Question - Should we change the voting system?

Today's Powerful Knowledge

- Assess the need for changing the electoral system in the UK.
- Construct a convincing argument for your stance on changing the electoral system.
- Evaluate whether elections serve as the best method for determining national leadership.

BL Task one: Complete the true or false quiz, which are characteristics of free and fair elections? x

Voters have access to reliable information	True	False
Citizens can run for office	True	False
There is only one candidate for the election	True	False
Voters are not intimidated	True	False
Citizens of all ages are allowed to vote	True	False
The results are respected	True	False
Some people are allowed to vote more than once	True	False
It doesn't matter if ballot papers are thrown out	True	False

8	Non-governmental organisation (NGO)	An organisation that tries to achieve social or political aims but is not controlled by a government.
9	Pressure group	An organisation that tries to influence public policy and opinion on a certain topic.

Ensuring that elections are free and fair is crucial for maintaining the integrity of the democratic process. In the UK, the Electoral Commission (EC) plays a key role in this by overseeing elections and ensuring they are conducted impartially, transparently, and in accordance with the law. The EC monitors campaign financing, regulates political advertising, and ensures that voter registration and voting procedures are accessible and secure. Additionally, organizations like Make Votes Matter UK advocate for electoral reform to make the voting system more representative. They push for changes such as proportional representation, which would ensure that every vote counts equally and that election results more accurately reflect the will of the people. Together, these efforts help to uphold the principles of democracy, making sure that every citizen's voice is heard and respected in the electoral process.



I believe that changing the voting system to proportional representation would ensure that every vote counts equally.

Under the current system, many votes feel wasted if they are cast in a "safe seat" where the outcome is predictable.

This change could increase voter turnout by making people feel their vote has more impact.

Should we change the voting system in the UK?

I believe that the current first-past-the-post system is simple and easy for voters to understand.

The current system usually produces a clear winner, providing strong and decisive governance.

First-past-the-post tends to provide a direct link between MPs and their constituencies.

Community Conversation

Stop and Jot - Should we change the voting system?

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

Name

Ideas

Progress Reflection - *Actively considering the opinions of others*

Progress reflection: Should we change the voting system in the UK?

Introduce the topic and voting systems: "Should we change the voting system in the UK?" Proportional representation or first past the post?

Arguments For Changing the Voting System

Equality of Votes, Fairer Representation, Higher Voter Turnout:

Arguments Against Changing the Voting System

Simplicity and Familiarity, Stable Governance, Avoiding Extremism, MPs connection

State your opinion or suggest that it's important for students to think about the pros and cons. Conclude with the importance of understanding how voting systems impact democracy.

A large rectangular area with horizontal dotted lines, intended for student writing.



Do Now:



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Date:



Lesson Five

Curriculum Question - What is tax?

Today's Powerful Knowledge

- Understand gross income, net income and deductions
- Examine how income from jobs is taxed and calculate how much is left to budget.

BL Task One: What things does your payslip tell you?



Employee No.	Employee			Date	National Insurance No.		
001	Beatrice Borbon			25-Sep-2018	AA 12 34 56 Z		
Payments		Units	Rate	Amount	Deductions		
Basic Pay				£2625.00	Income Tax		
Total Payments				£2625.00	National Insurance		
					Student Loan		
					Total Deductions		
					£331.00		
					£227.61		
					£46.00		
					£604.61		
Beatrice Borbon 38 Finsbury Square London EC2A 1PX				Totals This Period		Totals Year To Date	
				Total Payments	£2625.00	Taxable Gross Pay	£5250.00
				Total Deductions	£604.61	Income Tax	£662.00
				Employee NIC	£455.22		
				Employer NIC	£724.50		

Net Pay **£2,020.39**

Some people also pay a PENSION. This is a deduction from your pay. It is not shown on this payslip example. It goes towards a person's pension after they stop working.

Task Two: List the things that this payslip is telling you.

Understanding Your Payslip: UK Context

A payslip is a document from your employer that details your earnings and deductions for a specific period. Here's a summary of what you'll find on a typical UK payslip:

1. Personal Information

Employee Name and Number: Your name and unique ID assigned by your employer.

National Insurance (NI) Number: Tracks your NI contributions.

2. Payment Details

Gross Pay: Total earnings before deductions, including salary, overtime, and bonuses.

Net Pay: The amount you take home after all deductions.

3. Deductions

Income Tax: Deducted based on your tax band using the PAYE system.

National Insurance Contributions (NICs): Funds state benefits like the NHS and state pension.

Pension Contributions: Deducted if you're in a workplace pension scheme.

Student Loan Repayments: Automatically deducted if you earn above a certain threshold.

Other Deductions: May include union fees, pension or charitable donations.

4. Tax Code

Your tax code determines how much income tax is deducted from your pay.

5. Year-to-Date Totals

Gross Pay to Date: Total gross pay for the current financial year.

Total Deductions to Date: Total deductions for the financial year.

Net Pay to Date: Total net pay received so far.

Task Three: How do you think the amount taken for each deduction is decided?
.....
.....

Calculating Total Income Tax for the Year

Income tax is a tax based on a person's earnings. In the UK, the amount of income tax you pay depends on your total income and the tax bands you fall into.

Personal Allowance

Everyone in the UK has a personal allowance, which is the amount you can earn each year before you start paying income tax. For the tax year 2023/24, the personal allowance is £12,570. This means you do not pay any tax on the first £12,570 of your income. This amount is considered non-taxable earnings.

Tax Rates and Bands

After your personal allowance, your income is taxed at different rates, depending on how much you earn. For most people, the next band is the basic rate, where you pay 20% tax on income over the personal allowance and up to a higher threshold. Here's how it works:

Basic Rate (20%): If you earn between £12,571 and £50,270, you pay 20% tax on this portion of your income.

For example, if your total income for the year is £20,000:

Subtract your personal allowance: $£20,000 - £12,570 = £7,430$

Calculate the tax on this amount: $£7,430 \times 0.20 = £1,486$

Therefore, your total income tax for the year would be £1,486.

Higher Rates: When you earn more than £50,270, you enter a higher tax band, and you will pay a higher tax rate on the income above this threshold. However, the 20% rate still applies to the income between £12,570 and £50,270.

National Insurance

In addition to income tax, employees in the UK are also required to pay National Insurance (NI) contributions. National Insurance is a mandatory payment that funds various state benefits, including the National Health Service (NHS), state pension, unemployment benefits, and other social security benefits. The amount you pay depends on your earnings and employment status. Like income tax, there are different NI bands, and the rate you pay increases with higher earnings.



Task Four: Calculate how much tax will be taken from each person's yearly salary

Adil - Train driver - £52,000

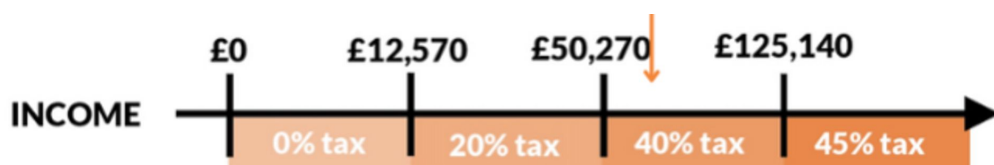
Tax Band	How much is taxable?	Tax to pay
Personal allowance (0%) £0 - £12,570	£12,570	$\times 0 = \text{£}0$
Basic Tax band (20%) £12,571 - £50,270	£37,699	$\times 0.2 = \text{£}7,539.80$
Higher rate (40%) £50,271 - £125,140	£1,729	$\times 0.4 = \text{£}691.60$
	Total tax deducted	£8,231.40

Sam - Hairdresser - £29,000

Tax Band	How much is taxable?	Tax to pay
Personal allowance (0%) £0 - £12,570	£12,570	$\times 0 = \text{£}0$
Basic Tax band (20%) £12,571 - £50,270		$\times 0.2 =$
Higher rate (40%) £50,271 - £125,140		$\times 0.4 =$
	Total tax deducted	

Fatima - Chief Police Inspector - £60,654

Tax Band	How much is taxable?	Tax to pay
Personal allowance (0%) £0 - £12,570	£12,570	$\times 0 = \text{£}0$
Basic Tax band (20%) £12,571 - £50,270		$\times 0.2 =$
Higher rate (40%) £50,271 - £125,140		$\times 0.4 =$
	Total tax deducted	



Progress reflection: A job advert shows the gross salary before any deductions, What advice would you give to someone who is motivated by salary and looking for a new job?

Services available for people who have concerns about their personal finance



Citizen's Advice – 'Debt and Money' – this resource contains links to advice on a number of topics including financial difficulties, cost of living and communications with creditors

MoneyHelper – Help if you're struggling with debt – this resource provides a guide for individuals who are having issues keeping up with their debts.



At school, you can speak with any trusted adult for support.

Do Now -

Date:

Lesson Six - Spotlight

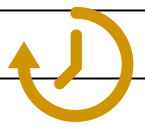
Curriculum Question



Today's Powerful Knowledge





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



	Statement	 True	 False
1	Fair elections are based on the principle of one person, one vote.	<input type="checkbox"/>	<input type="checkbox"/>
2	In a fair election, all candidates should have equal access to the media.	<input type="checkbox"/>	<input type="checkbox"/>
3	Only some citizens should be allowed to vote in a democracy.	<input type="checkbox"/>	<input type="checkbox"/>
4	Secret ballots help protect voters' choices.	<input type="checkbox"/>	<input type="checkbox"/>
5	Voter intimidation is acceptable if it gets results.	<input type="checkbox"/>	<input type="checkbox"/>
6	Different voting systems can produce different outcomes in an election.	<input type="checkbox"/>	<input type="checkbox"/>
7	Proportional representation gives seats based on the percentage of votes.	<input type="checkbox"/>	<input type="checkbox"/>
8	The UK currently uses proportional representation to elect MPs.	<input type="checkbox"/>	<input type="checkbox"/>
9	Some voting systems allow for tactical voting.	<input type="checkbox"/>	<input type="checkbox"/>
10	In a "first past the post" system, the candidate with the most votes wins.	<input type="checkbox"/>	<input type="checkbox"/>
11	Taxes help pay for public services like schools and hospitals.	<input type="checkbox"/>	<input type="checkbox"/>
12	Only employed people pay tax in the UK.	<input type="checkbox"/>	<input type="checkbox"/>
13	National Insurance is a type of tax that helps fund state benefits and pensions.	<input type="checkbox"/>	<input type="checkbox"/>
14	You don't have to pay tax if you earn less than the personal allowance.	<input type="checkbox"/>	<input type="checkbox"/>
15	Everyone pays exactly the same amount of income tax, no matter what they earn.	<input type="checkbox"/>	<input type="checkbox"/>
16	Inflation means that prices go up over time.	<input type="checkbox"/>	<input type="checkbox"/>
17	High inflation can reduce the value of money.	<input type="checkbox"/>	<input type="checkbox"/>
18	Inflation only affects people who own businesses.	<input type="checkbox"/>	<input type="checkbox"/>
19	Central banks sometimes raise interest rates to help control inflation.	<input type="checkbox"/>	<input type="checkbox"/>
20	A small amount of inflation is considered normal in a healthy economy.	<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. Fair Elections Scenario:

Lena hears someone say, "Elections don't matter because the same people always win." She's not sure if voting is really worth it.

Question:

Why is it important to have fair elections, and why should people vote?

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2. Voting Systems Scenario:

Amir is learning about different voting systems. He notices that in some elections, a party can win with fewer overall votes but still get the most seats.

Question:

How can different voting systems affect election results?

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

3. Tax Scenario:

Jasmine gets her first payslip and notices money has been taken out for something called "income tax." She feels annoyed because she worked hard for that money.

Question:

What is income tax, and why do people have to pay it?

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4. Inflation Scenario:

Lucas notices that the cost of his favourite snacks has gone up a lot over the past year. His parents explain that this is due to inflation.

Question:

What is inflation, and how does it affect people?

Handwriting practice area for the Inflation Scenario question, consisting of a solid top line, a dotted midline, and a solid bottom line.

5. Taxes and Public Spending Scenario:

Ella hears people arguing that taxes are too high, while others say more tax should be spent on schools and healthcare. She's confused about how decisions on public spending are made.

Question:

How are taxes used, and who decides where the money goes?

Handwriting practice area for the Taxes and Public Spending Scenario question, consisting of a solid top line, a dotted midline, and a solid bottom line.



Progress Reflection: Why, in a democracy, is it important to vote? Why is it especially important for young people to vote during elections?

Handwriting practice area for the Progress Reflection question, consisting of a solid top line, a dotted midline, and a solid bottom line.