



The Quality in Careers Standard >>>>



ACE School of
CHARACTER



Unlocking potential through expert knowledge and character

C community
cooperation

A ambition
achievement

R respect
responsibility

E endeavour
enjoyment

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Expectations

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

Ground Rules

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

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

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What is CARE curriculum and Personal Development?

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

These topics include:

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

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



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

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



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

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



Co-op Academy
Belle Vue

The Equality Act 2010

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

Age

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



Marriage and Civil Partnership

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

Religion and Belief

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

Disability

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

Pregnancy and Maternity

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

Sex

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



Gender Reassignment

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

Race

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



Sexual Orientation

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

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

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



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Belle Vue

Fundamental British Values

Democracy

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

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

1

Rule of Law

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

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



2

Individual Liberty

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

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

3

Mutual Respect

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

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

4

Tolerance of Different Faiths and Beliefs

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

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



5

CARE Curriculum

Year 10

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 One

- Managing change
- Reframe negative thinking
- Mental ill-health
- Support systems
- Mental health stigmas
- Advocacy

Half Term Two

- Personal strengths
- Career types
- Apprenticeships
- Work Experience
- Hybrid and remote working

Half Term Three

- Promoting tolerance
- Hate speech
- Extremism
- Legitimate protest
- Respect
- Challenging hate crime

Half Term Five

- Intimacy and readiness
- Gender identity
- Technology and relationships
- Media attitudes
- Pressure, consent and coercion

Half Term Six

- Financial literacy
- Budgeting
- Preparing for work experience
- Professionalism
- Speaking up in the workplace

Half Term Four

- Being a role model
- Gang culture
- Drugs and alcohol
- Peer influence

Community
cooperation

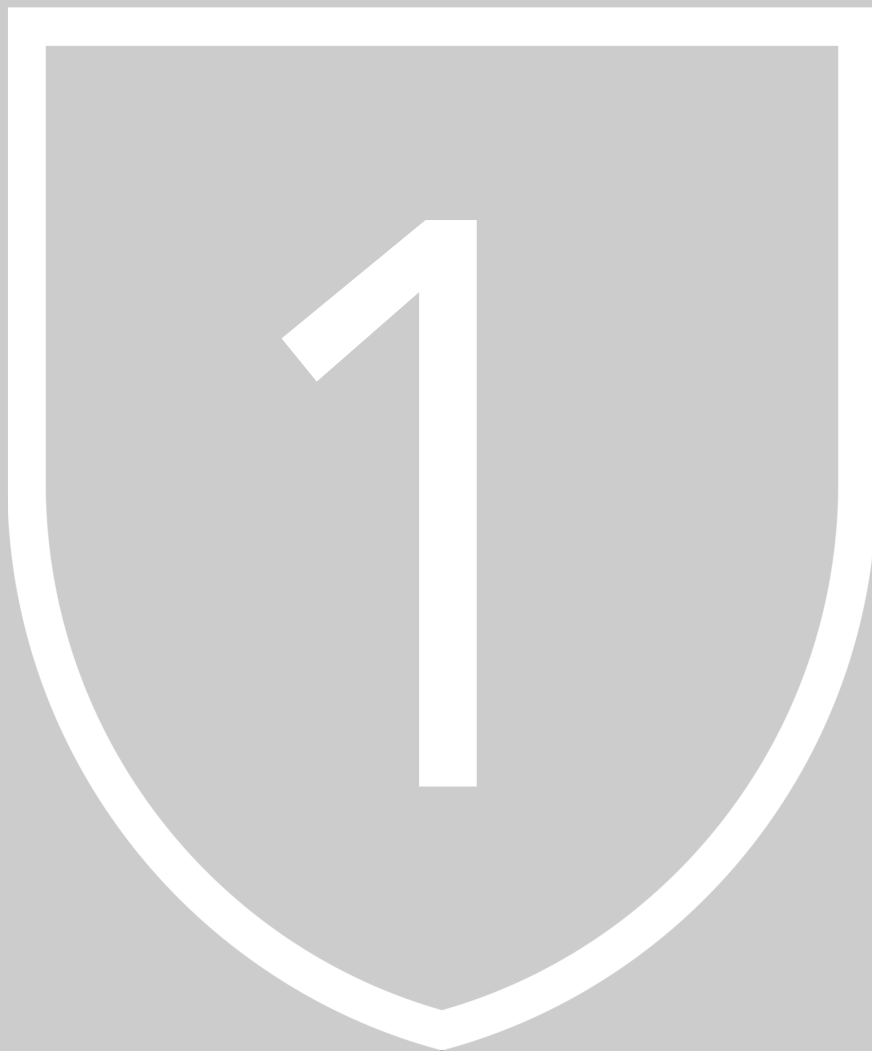
Ambition
achievement

Respect
responsibility

Endeavour
enjoyment

Year Ten - Topic One

Being mentally healthy



C community
cooperation

A ambition
achievement

R respect
responsibility

E endeavour
enjoyment

Ambition Sheet

1	Adolescence	The phase of life between childhood and adulthood from ages 10 to 19.
2	Coping strategy	The thoughts and actions used to positively deal with uncomfortable emotions.
3	Optimist	Someone who tends to think positively and expects things to go well.
4	Pessimist	Someone who tends to think negatively and expects bad things to happen.
5	Catalyst	A person or thing that triggers change or a new event.
6	Accumulate (verb)	To gradually gather or build up over time.
7	Isolation	The state of being physically and/or emotionally distant from people or places.
8	Exacerbate (verb)	To make something that is already bad even worse.
9	Reciprocate (verb)	When someone behaves or responds to you in the same way as you have behaved towards them.
10	Support system	A group of people who provide an individual person with practical help and advice, or help them manage their emotions.
11	Imbalanced	A situation with elements that are not fair or evenly weighted.
12	Self-care	The practice of taking an active role in protecting your own wellbeing and happiness, particularly during periods of stress.
13	Empathy	The ability to sense other people's emotions or imagine what someone else might be thinking or feeling.
14	Compassion	To be able to understand the feelings and emotions of others and be willing to take action to help reduce their suffering or discomfort.
15	Stigma	A judgement of disgrace or shame associated with a particular circumstance, quality or person.
16	Destigmatise (verb)	To remove associations of shame, embarrassment or disgrace.
17	Advocate (verb)	To publicly support or recommend a particular cause or perspective.
18	Inhumane	The cruel treatment of a person, or people, including acts resulting in physical or emotional suffering.
19	Perpetuate (verb)	To cause something to continue.
20	Direct discrimination	Purposefully treating somebody with a protected characteristic less favourably than others.
21	Indirect discrimination	When there is a policy or rule that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.

Do Now:



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Lesson One

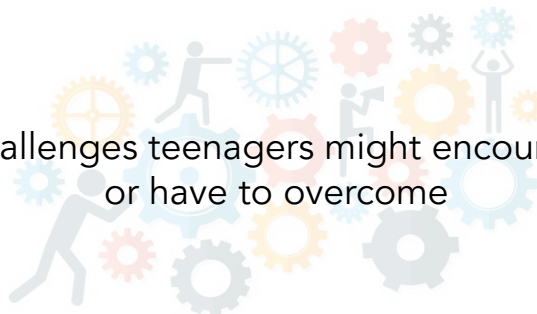
Curriculum Question - How can we manage the challenges of adolescence?

Today's Powerful Knowledge

- To understand the unique challenges faced during adolescence.
- To develop coping strategies to manage academic, social and personal challenges.
- To enhance resilience and promote mental wellbeing during this period.

BL Task One: Based on your knowledge complete the mind map below:

Challenges teenagers might encounter
or have to overcome



Adolescence is a period filled with various challenges as individuals navigate the transition from childhood to adulthood.

- Physically, the onset of puberty brings significant changes that can cause discomfort and self-consciousness.
- Emotionally, teenagers often experience heightened sensitivity and mood swings due to hormonal fluctuations.
- Socially, there is an increased pressure to fit in and form their own identity, which can lead to conflicts with parents and peers.
- Academically, demands intensify as they prepare for future educational and career opportunities.

Coping Strategies: Everything You Need to Know

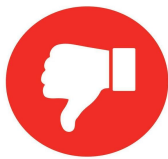


Coping strategies are actions that help people deal with stress and uncomfortable emotions or stress. The stress response is triggered by the "flight or fight" role of your nervous system which causes changes in your body to help you prepare to run away from, or face, potential problems head-on.

Side effects of the stress response can include increased heart rate, heavier or faster breathing, increased alertness and heightened senses. These physiological changes are helpful when you are in a dangerous situation. However, they are also meant to be temporary.

Unfortunately, your body doesn't know the difference between actual danger and emotional stress. Long-term stress can lead to problems, such as difficulty sleeping, changes in appetite, headaches, stomach pain, body aches, rashes, sadness, anxiety and a lack of interest in activities.

Whether you realise it or not, you are using coping strategies regularly which can help decrease the side effects of stress. However, not all coping mechanisms are helpful. In fact, some can even be harmful.



Positive strategies	Harmful strategies
Deep breathing	Drinking alcohol
Meditation	Using drugs
Exercise	Anger outbursts
Journaling	Denying or ignoring the problem
Talking with a friend	Negative thoughts
Positive thoughts	Isolating yourself
Listening to music	
Reading a book	

How to Improve Your Coping Skills

Identify your stressors: Positive strategies are most effective when you can identify the cause of your stress.

Try something new: You might need to try several different coping skills to find the one that works best for you.

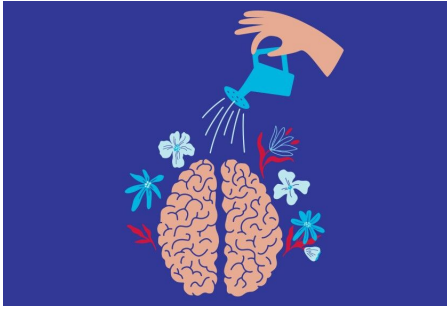
Make it a habit: Incorporate your coping skills into your daily routine. For example, take five minutes during break to do some active movement even if you aren't feeling stressed.

Get some help: If you are struggling talk to a friend or a trusted adult.

2.

Coping strategy

The thoughts and actions used to positively deal with uncomfortable emotions.



COPING STRATEGIES

Breathe deeply and count to ten	Exercise regularly	Spend time helping others	Talk to a trusted adult	Write in a journal
Stay organised and plan ahead	Read a book	Get enough sleep	Limit screen time	Join clubs or groups
Talk to a trusted friend	Practice positive self-talk	Set realistic goals	Eat healthily	Listen to music
Stay hydrated	Create some art	Practice gratitude	Engage in hobbies	Take breaks

Task Two: For each challenge scenario provide two different strategies that could help the person cope better. There are some ideas above to help you.

Challenge scenario	Example Coping Strategy 1	Example Coping Strategy 2
Person 1: <i>I am feeling generally more moody but I don't know exactly why. Sometimes I struggle to sleep which doesn't help.</i>		
Person 2: <i>I had an argument with a friend on Whatsapp last week. It became pretty heated and we are still not talking a week later. I still feel angry but don't want to lose my friend.</i>		
Person 3: <i>Over the last few weeks I am still struggling to understand new knowledge in GCSE Science. I don't put up my hand to ask because I don't want to look stupid in front of the class. Everyone else seems to get it.</i>		

Task Three: For each coping strategy suggest how it can support general personal growth for the future. In other words, what is the long term benefit of using each coping strategy? *The first example has been completed for you...*

Breathe deeply and count to ten	Exercise regularly	Spend time helping others	Talk to a trusted adult	Write in a journal
<i>Feeling calmer and in control</i>				
Stay organised and plan ahead	Read a book	Get enough sleep	Limit screen time	Join clubs or groups
Talk to a trusted friend	Practice positive self-talk	Set realistic goals	Eat healthily	Listen to music
Stay hydrated	Create some art	Practice gratitude	Engage in hobbies	Take breaks

Task Four: Although change can be challenging, can you name short-term or long-term benefits to experiencing change during adolescence?

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Progress Reflection: Can you suggest any ways young people can enhance their resilience and promote mental and physical wellbeing during periods of change?

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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Lesson Two

Curriculum Question - How can we reframe negative thinking to develop resilience?

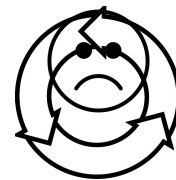
Today's Powerful Knowledge

- To recognise the impact of negative thinking patterns on mental health.
- To learn techniques to challenge and reframe negative thoughts.
- To develop a resilient approach to challenges.

BL Task One: Read these statements about mental health and decide whether you think they are true or false. Use the comment section to add info in green pen during the class discussion.

Statement	T	F	It depends	Comment
Social media makes us feel bad about ourselves as we compare with others.				
Negative thoughts can affect both your physical and mental health.				
Thinking negatively every day is typical for teenagers.				
Poor sleep can make us think more negatively the next day.				
Negative thoughts cannot be made positive.				
It is normal to feel anxious about assessments.				
We all have mental health - sometimes it is positive and sometimes it is negative.				

Negative thinking patterns are ways of thinking that are often irrational and pessimistic. These patterns can significantly impact mental health by creating a cycle of negative emotions and behaviours that can exacerbate (increase) conditions such as depression, anxiety, and stress.



4	Pessimist	Someone who tends to think negatively and expects bad things to happen.
8	Exacerbate	To make something that is already bad even worse.

Common Negative Thinking Patterns

1. **All-or-Nothing Thinking:** This involves viewing situations in black-and-white terms without recognising any middle ground. For example, if a person does not achieve perfection, they may see themselves as a failure.
2. **Over-generalising:** When a single negative event is seen as a never-ending pattern of defeat. For instance, experiencing a minor setback makes someone to believe they will never succeed.
3. **Mental Filtering:** This involves focusing solely on the negative aspects of a situation while ignoring the positives. For example, receiving multiple compliments on a piece of work but obsessing over one piece of constructive criticism.
4. **Disqualifying the Positive:** This occurs when positive experiences are rejected or downplayed. A person might dismiss compliments by thinking, "They are just being nice," rather than accepting that they did well.
5. **Jumping to Conclusions:** This includes making negative interpretations without concrete evidence. Two common forms are mind reading (assuming others are thinking negatively about you) and fortune telling (predicting that things will turn out badly).
6. **Catastrophising:** This involves expecting the worst possible outcome in any situation. For instance, if a person has a headache, they might immediately think it's a sign of a serious illness.
7. **Emotional Reasoning:** This is when someone believes that their negative emotions reflect reality. For example, feeling anxious might lead a person to believe they are in danger, even when there is no actual threat.
8. **'Should' Statements:** This involves placing unrealistic demands and expectations on oneself or others. For example, thinking "I should never make mistakes" can lead to feelings of failure and frustration.
9. **Labeling:** This entails assigning labels to oneself or others based on a single incident. For example, thinking "I am a loser" after failing a test.
10. **Personalisation:** This is when a person believes they are responsible for events outside their control. For example, assuming that a friend's bad mood is due to something they did.

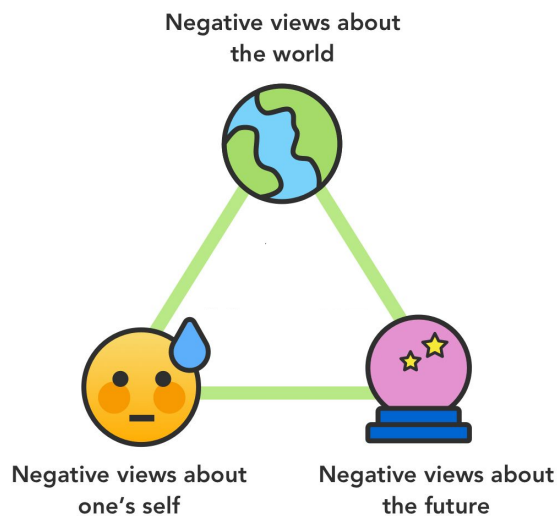
Task Two: For each statement assign a number from 1-10 to identify the related negative thinking pattern.

	"I don't actually look nice, they were just saying that to be polite."		"There's no point in doing this. I'm not going to try because it will just go wrong like it always does."
	"Hayley was in a funny mood with me today. I feel so bad, I must have done something wrong to upset her."		"This is so annoying. I should be able to do this but it's too hard for me. Everyone must think I'm stupid."
	"My test was a total disaster - I didn't know how to answer the question. I'm obviously rubbish at Science."		"The world is just a bad place full of horrible, selfish people, we see it every day on television and on social media."

Impact on Mental Health

Negative thinking patterns can create an endless cycle of emotional distress. They often lead to increased levels of sadness, anxiety or depression as individuals interpret their experiences in a consistently negative manner. Over time, these thought patterns can erode self-esteem leaving feelings of helplessness and general unhappiness.

For example, someone who habitually engages in all-or-nothing thinking might avoid taking on new challenges, fearing that anything less than perfect performance is unacceptable. This avoidance can lead to missed opportunities and a reinforced sense of not being good enough.



Impact of Optimism on the Body and Mind

Addressing negative thinking patterns is essential for improving mental health. By recognising and modifying these mental distortions, individuals can develop a more positive outlook and enhance their emotional wellbeing.



Strategies to Overcome Negative Thinking Patterns

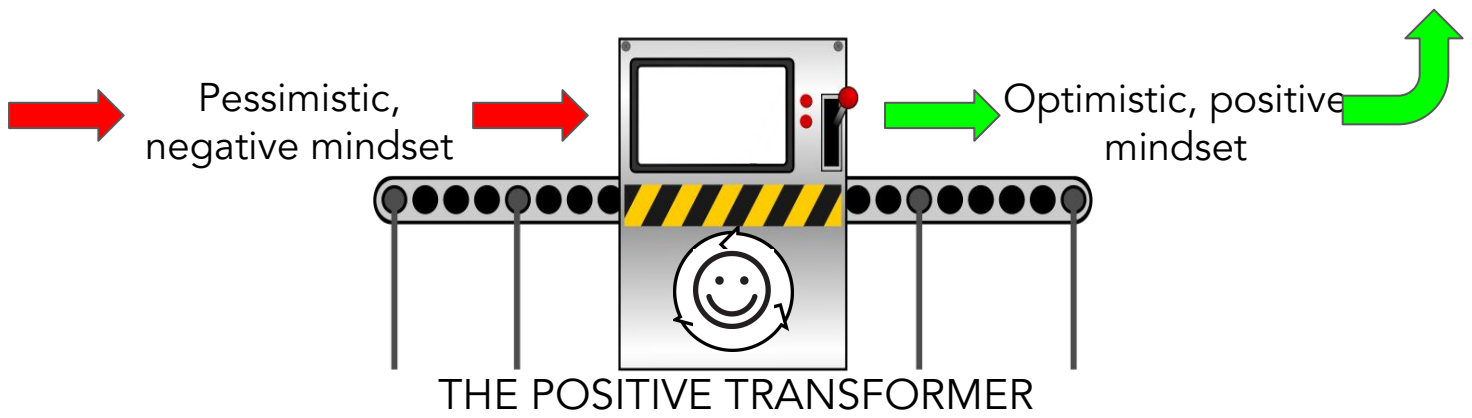
1. **Mindfulness and Meditation:** Enjoyable or calming practices such as exercise, drawing and reading can help individuals become more aware of their thought patterns and learn to observe them without judgment.
2. **Positive Self-Talk:** Encouraging oneself with positive affirmations can counteract negative thinking. Replacing "I can't do this" with "I will do my best" can shift one's mindset.
3. **Journaling:** Writing down negative thoughts and examining whether they are valid or represent a negative pattern can help individuals gain perspective and challenge irrational beliefs.
4. **Seeking Help:** Trusted adults can provide support and strategies tailored to individual needs, helping to break the cycle of negative thinking.

3	Optimist	Someone who tends to think positively and expects things to go well.
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Positive reframing is often challenging because negative thinking patterns can become deeply ingrained habits, reinforced by past experiences and emotions.

Our brains have a natural tendency towards negativity, making us more likely to focus on and remember bad events, as a survival instinct to prepare us for future problems. Additionally, these patterns can be reinforced by low self-esteem, anxiety and depression which create a cycle of negative self-talk.

Breaking free from this cycle requires conscious effort, self-awareness, and sometimes asking for help.



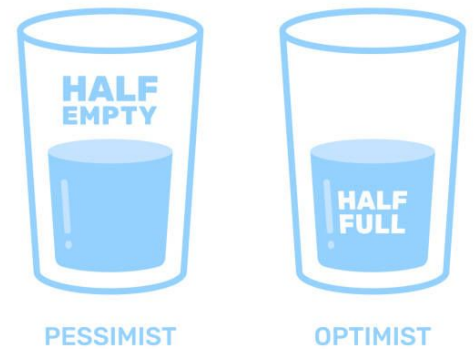
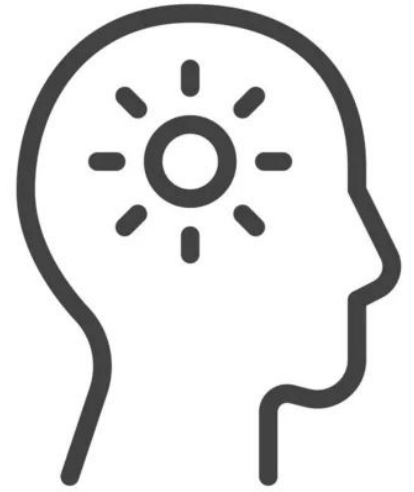
Task Three: Some unhelpful, negative thoughts have gone through the positive transformer machine, but the results have become jumbled on the way out. Use arrows to match the negative thought to the correct positive statement.

1. "I'll always mess things up."		"I can take things one step at a time and seek help if needed."
2. "Nobody likes me."		"It's okay to be imperfect; everyone has flaws and makes mistakes."
3. "I'm not good at anything."		"I have friends and family who care about me, and I can make new connections."
4. "I can't handle this."		"Not everything goes as planned, but I can adapt and find solutions."
5. "I'll never be successful."		"Most people are focused on themselves and I should just be myself."
6. "Everything always goes wrong."		"I sometimes make mistakes, but I also learn and grow from them."
7. "I'm a failure."		"Success takes time and effort, and I'm making progress."
8. "I should be perfect."		"I have strengths and skills, and I can always develop new ones."
9. "I'm not smart enough."		"I have experienced setbacks, but they do not define my worth."
10. "People are judging me."		"I am capable and can continue learning and improving."

Impact of Optimism on the Body and Mind

Optimism is important because it can have such a significant impact on your mental and physical wellbeing.

- **Better Health** - Studies regularly show that optimists are more likely to maintain better physical health than pessimists, including a 50% lower risk of heart disease. Some studies have also linked a pessimistic mindset with higher rates of infectious disease, poor health and earlier mortality.
- **Greater Achievement** - Psychologists analysed sports teams and found that the more optimistic teams performed better than the pessimistic ones. Believing in themselves, optimists also took more risks and create more opportunities for themselves.
- **Resilience** - Optimists don't give up as easily as pessimists, and they are more likely to achieve success because of it. People with optimistic attitudes are more likely to continue working toward their goals, even in the face of obstacles, challenges and setbacks.
- **Less Stress** - Optimists also tend to experience less stress than pessimists. They see negative events as minor setbacks to be easily overcome and view positive events as evidence of further good things to come.



Progress Reflection: How does reframing negative thinking help us become more resilient?

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If you would like further guidance or support:

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

I need your help with something . . .

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

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



Do Now:



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Date:

Lesson Three

Curriculum Question - What support is required when emotional or mental health is poor?

Today's Powerful Knowledge

- Identify common signs and symptoms of emotional or mental ill-health in others.
- Learn to identify when one's own mental health may be compromised.
- Explore self-care practices, stress management, and healthy lifestyle choices.

Life events can profoundly impact an individual's mental health, often acting as catalysts for mental health challenges. Even positive changes can induce stress and emotional strain which can accumulate and potentially lead to poor mental health if not managed effectively.

5	Catalyst	A person or thing that triggers change or a new event.
6	Accumulate	To gradually gather or build up over time.

Relationships of all types play a crucial role in mental well-being including friendships, romantic relationships and our family network. Changes in relationships and conflicts are unsettling and can lead to poor mental health.

Financial problems, such as job loss or debt, are another major stressor which affect individuals and families. The financial concerns can create pressure which leads to prolonged periods of anxiety or tension.

Severe physical health problems of either yourself or someone else, or the loss of a loved one, can be overwhelming and manifest as depression, anxiety, prolonged sadness or complex feelings of grief. This emotional toll can disrupt daily functioning and lead to a decline in mental health.

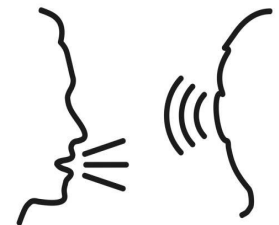
Even positive life changes, such as moving to a new city, starting a new job, or becoming a parent, can cause stress and pressure. The adjustment to new roles and environments can be challenging and overwhelming.

BL Task One: Read these statements and put a cross next to any observations you think could be a sign of somebody being mentally unwell. Which ones would concern you the most? Talk this through with your partner to share thoughts and ideas.

Untidy hair		Did not complete Science homework		Not messaging back as much as usual	
Late to school last Tuesday		Did not complete any homework all week		They have been having pains in their chest or arm	
Red eyes in the morning		Has started getting spots on their face		Angry after they lost a football match	
Choosing to be alone		Biting nails		Physically restless e.g. continually tapping foot	
Complaining of headaches		Has been absent from school a lot this term		Cancelling plans last minute	
They have been quite snappy recently		Messaging friends at 4am		Wearing more oversized or baggy clothes	

Leave blank for no concern, put **X** for a slight concern and put **✗** for a serious concern

How to support someone who is struggling with their mental health



1. When you ask someone how they're doing, try to make sure it's a private space where they won't need to worry about someone else overhearing.
2. Sometimes these conversations can feel awkward and that's okay. Take your time and figure it out together – there is not one 'correct' answer.
3. If they avoid answering or don't want to talk about it, make sure you don't pressure them into talking. That can make someone feel anxious. Give them space if they need it. Sometimes when someone is emotional they might need time to process everything and calm down before talking about it.
4. Avoid interrupting them or giving too much advice. If you're unsure of what to say, you could ask, 'Do you want advice or just someone to listen? Either is okay, I just want to check.'
5. If you need to talk about the situation make sure you do so for the right reasons. Avoid gossiping – it's their situation to share, not yours.
6. If they say or do something that makes you feel really concerned about their safety, tell an adult you trust. An example of this could be if you feel worried to leave them or let them go home after school.

Task Two: Write a plan for a supportive conversation you could have with Sara:

When?	A ideal time to speak to Sara would be...
Where?	An appropriate place to chat would be...
Who with?	I think it would be best to...
What would you say at the start?	I would beginning the conversation saying...



Case Study One: Sara
 You have been friends with Sara since Year 7. Recently you've noticed her being tense and pulling her hair - you're not sure if she is even aware when she is doing this. You have been a in a group chat with shared friends for years but Sara hasn't been joining in for a few weeks - she must has been spending a lot of time on her own. You keep on trying to include her but whenever you try and make groups plans she always cancels at the last minute.



Case Study Two: Darren

Darren used to be the joker of the group and always seemed confident and happy.

A few weeks ago he was playing a school football match and was being unusually aggressive so ended up being sent off. He was so angry he ended up damaging the changing room door so he was banned from playing for two weeks.

Since then he has stopped coming to football practice altogether and you haven't hung out as much. Sometimes you game online together but he usually carries on playing in the middle of the night when people would normally be asleep. A few of you have noticed that sometimes in the mornings his eyes look red but nobody has mentioned it to him yet.

Task Three: Write a plan for a supportive conversation you could have with Darren:

When?	A ideal time to speak to Darren would be...
Where?	An appropriate place to chat would be...
Who with?	I think it would be best to...
What would you say at the start?	I would beginning the conversation saying...

The practice of taking an active role in protecting your own well-being and happiness, in particular during periods of stress.

Making sure to look after ourselves is not selfish - in fact it usually makes us more effective with friends, at school and with family members. When we take care of our own physical and mental needs we are far better equipped to support others in a way that is healthy and sustainable.



Progress Reflection: Why is it important to recognise mental ill-health in ourselves and others sooner rather than later?

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:
 - A Better Medway: www.abettermedway.co.uk
 - Childline: www.childline.org.uk 0800 1111



Do Now:



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Lesson Four

Curriculum Question - What are support systems and how do they help us?

Today's Powerful Knowledge

- To identify examples of formal and informal support systems, and the benefits of both.
- To consider how support systems can lead to unhealthy relationships.
- To discuss strategies to maintain healthy relationships within support systems.

7

Isolation

The state of being physically and/or emotionally distant from people or places.

BL Task One: If someone felt isolated for a long period of time what impact could this have on them? Based on your knowledge complete the mind map below:

How can feeling isolated impact someone in different ways?

How does isolation affect people?

Isolation can have complex and far-reaching impacts on individuals, affecting both their mental and physical health. Social isolation from people, whether due to circumstances like illness, moving to a new area, being left out of social opportunities or generally struggling to make friends can lead to a host of negative outcomes.

Mentally, isolation often leads to increased feelings of loneliness, anxiety, depression and even anger. Human beings are inherently social creatures and prolonged lack of social interaction can exacerbate feelings of worthlessness and hopelessness. This emotional distress can affect cognitive functions such as memory, attention, and problem-solving, making it harder for isolated individuals to cope with everyday life effectively.

8

Exacerbate

To make something that is already bad even worse.

Physically, isolation is linked to numerous health problems. Studies have shown that socially isolated individuals are at higher risk for chronic conditions such as heart disease and strokes. The lack of social support can also lead to poorer health behaviours such as inadequate sleep, poor diet, and reduced physical activity, which further contribute to physical decline.

Isolation also impacts an individual's ability to build and maintain healthy relationships. The longer a person remains isolated, the more difficult it becomes to reintegrate into social settings, potentially leading to a vicious cycle of continued isolation and social anxiety.



What is a support system?

A support system is a group of people who provide an individual person with practical help and advice or help them manage their emotions.

Formal support includes help provided by professional or trained specialists who are sometimes provided for free through schools or the local council, or in other circumstances may be paid for by the individual as a private service.

On the other hand, informal support is provided by the person's social network including friends, family and their wider community.

Task Two: Below are some examples of people who may be part of someone's support system. If you think they are an example of formal support label with an F. If you think the type of support is informal label with an I.

Teacher		Social services	
Next door neighbour		Pet e.g. your dog or cat	
Dentist		Sibling	
Best friend		Local GP	
Counsellor		Religious leader e.g. the local Imam or priest	26

What are the benefits of having a support system?



<p>1. Emotional Support: <i>This can reduce anxiety and feelings of loneliness as well as provide comfort.</i></p> <p>2. Improved Mental Health: <i>Feeling connected and valued by others contributes to overall mental well-being.</i></p> <p>3. Enhanced Self-Esteem and Confidence: <i>Feeling supported and accepted helps them believe in their abilities.</i></p> <p>4. Better Decision-Making: <i>Supportive relationships provide different perspectives and advice, helping you make more informed choices.</i></p>	<p>5. Social Skill Development: <i>Helps develop skills such as communication, empathy and conflict resolution.</i></p> <p>6. Academic Support: <i>Academic help can lead to more motivation and a positive attitude toward learning.</i></p> <p>7. Sense of Belonging: <i>Feeling connected can reduce feelings of isolation and increase overall happiness.</i></p> <p>8. Access to Resources: <i>A support system can help you access various resources such as tutoring, counselling, extracurricular activities, and career guidance.</i></p>
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10	Support system	A group of people who provide an individual person with practical help and advice, or help them manage their emotions.
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Task Three: Remember Darren from last lesson? He needs support but doesn't know where to turn. Let's help him build a support network including both formal or informal sources of guidance. You should refer back to his case study to ensure your suggestions are appropriate to his needs.



Darren is not coping and feels like he is in crisis. Who should he speak to first?

Who could provide some informal support to help him reconnect and address his isolation?

Who else could provide some informal support to help him sustain better mental health long term?

Who could provide some formal support to help with his anger?

If Darren struggles to manage his emotions in the future who could provide formal support?

Task Four: Sara also needs some extra help and doesn't know how to move forwards. Let's help her build a support network too, including both formal or informal sources of guidance. You should refer back to her case study to ensure your suggestions are going to work well for her.



Sara is not coping and feels like he is in crisis. Who should he speak to first?

Two white arrows point towards a large empty rounded rectangular box, intended for a response to the question above.



Who could provide some informal support to help Sara reconnect and address her anxiety about socialising in big groups?

Two white arrows point towards a large empty rounded rectangular box, intended for a response to the question above.

Who could provide some formal support to help Sara with her hair-pulling?

Two white arrows point towards a large empty rounded rectangular box, intended for a response to the question above.

Who else could provide some informal support to help him sustain better mental health long term?

If Sara struggles to manage her emotions in the future who could provide formal support?

An empty rounded rectangular box for a response to the question below.

An empty rounded rectangular box for a response to the question below.

An empty rounded rectangular box for a response to the question below.

An empty rounded rectangular box for a response to the question below.

During adolescence developing a support system is crucial for your emotional and social development. Here are six ways your can build a strong support system:

1. **Join Clubs, Youth Groups or Sports Teams:**
 - Participating in school clubs, sports teams, or community groups helps teenagers meet peers with similar interests. This can lead to strong friendships and a sense of belonging.
2. **Nurture Family Relationships:**
 - Spending quality time with family members, sharing thoughts and feelings, and participating in family activities can strengthen bonds and create a reliable support network.
3. **Seek Out Mentors:**
 - Identifying teachers, coaches and older family members or friends as mentors can provide advice and a different perspective on challenges.
4. **Use Online Communities Wisely:**
 - Engaging in positive online communities or forums that focus on their interests can provide support and friendship, though it's important to prioritise safety and privacy.
5. **Seek Professional Help When Needed:**
 - If you are struggling, seeking help from a school counsellor or pastoral leader can provide professional support and coping strategies.

Task Five: Can you identify any potential flaws or future issues that could arise with the following sources of support? Consider factors that might affect access to the support such as changes in circumstance or getting older

Source of support	Potential flaw or future issue:	Source of support	Potential flaw or future issue:
Older brother	Local GP	....................
School counsellor	Best friend	....................

Our support system will continue to develop and change as we get older and our circumstances, and needs, change. Informal support can also become unstable if we do not actively maintain it by consciously reciprocating the support we receive from others to help them in return.

9	Reciprocate	When someone behaves or responds to you in the same way as you have behaved towards them.
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Progress Reflection: What can we do to maintain our support system and ensure we are reciprocating the support we need ourselves to others?

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If you would like further guidance or support:

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



Do Now:



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Lesson Five

Sum Question - How do we challenge stigmas and stereotypes in the media portrayal of mental health?

and

Today's Powerful Knowledge

- Analyse the portrayal of mental health and how it impacts on public perceptions.
- Explore ways to challenge stigma, stereotypes, and misinformation.
- Examine skills to advocate for accurate and compassionate representations of mental health.

15

Stigma

A judgement of disgrace or shame associated with a particular circumstance, quality, or person.

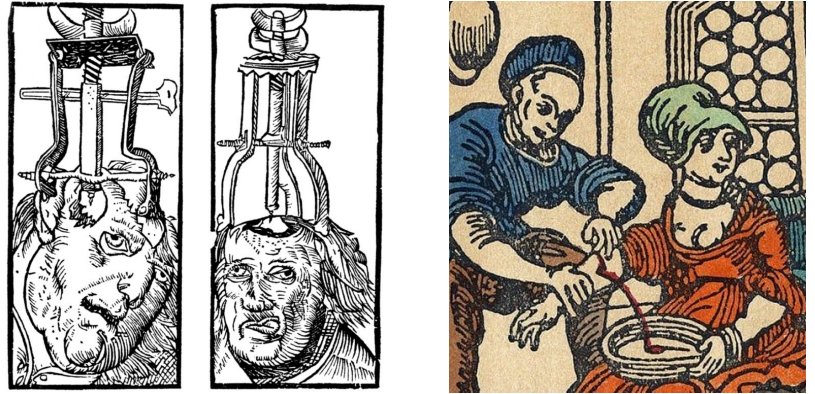
BL Task One: Stigmas surrounding mental health still exist today. What stigmas, negative assumptions or stereotypes can you think of that society may have about people suffering with their mental health? Can you think of any words commonly used to describe people with mental ill-health?

Stigmas and stereotypes associated with people with mental ill-health

Throughout history, the treatment of people with mental illness has varied significantly, often reflecting the cultural, religious and scientific beliefs of the time. In ancient civilisations such as Egypt, Greece, and Rome, mental illnesses were said to be caused by supernatural forces or spiritual punishments. Treatment methods could include exorcisms, herbal remedies and painful ritualistic practices.

During the Middle Ages, the view of mental illness became more closely linked with religious and superstitious beliefs. Individuals with mental health issues were frequently seen as possessed by demons or under the influence of witchcraft.

As a result treatments could be harsh and inhumane, including lifelong imprisonment and even execution. The establishment of prison-like institutions known as asylums in the later medieval period provided some structured care, but these institutions often became overcrowded and known for their mistreatment of patients.



In Medieval times it was common practice to use daily bloodletting techniques to “treat” mental illness. Engravings from 1525 show trephination in use - it was believed that drilling holes in the skull could cure mental disorders by releasing inner demons.

**PEOPLE
FEAR
WHAT
THEY
DON'T
UNDERSTAND**

As knowledge and understanding of the human body and mind developed during the eighteenth and nineteenth centuries, medical professionals began to advocate for the moral treatment of the mentally ill. However, this progress was slow and often limited by misinformation and stigma.

The twentieth century saw significant advancements in the understanding and treatment of mental illness yet stigmatisation and inadequate treatment persisted. People were reluctant to talk about mental illness for fear of being taken to an institute, losing their job or their parental rights, or being rejected by society.

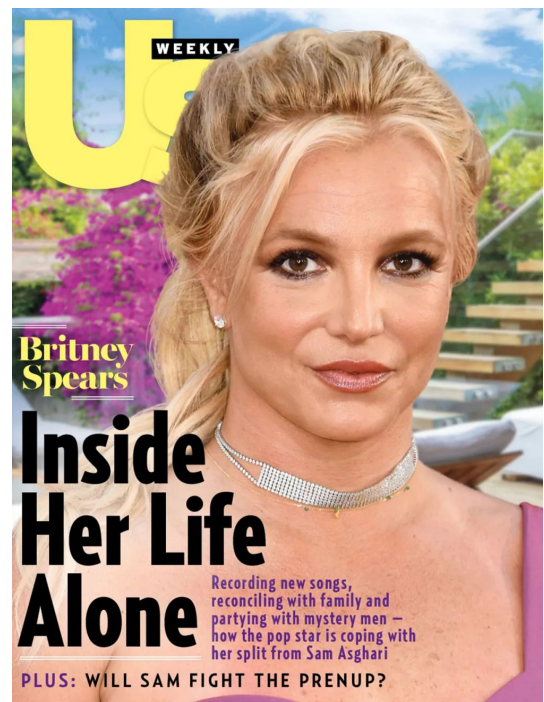
Even after the psychological trauma of two world wars, it would take almost another century for the culture around discussing mental health to become more normalised. Today, efforts have increased to integrate mental health services into general healthcare, promote public awareness, and support the rights and dignity of individuals with mental health conditions. Despite these advancements, challenges remain, and continued advocacy is essential to ensure those suffering from mental health issues are treated properly.



Case Study - How have the media reported on Britney Spears' mental health?

In the early 2000s, American pop singer Britney Spears was a global success with 150 million albums sales worldwide. By 2007 she had a highly publicised breakdown which marked a turbulent period in her life and career.

Amid intense media scrutiny and personal struggles, including a divorce and custody battle, Spears exhibited erratic behaviour, such as shaving her head and attacking a magazine photographer's car. These incidents resulted in multiple hospitalisations and led to Spears losing legal rights over her children and finances. Despite her distress, the media continued to follow her creating relentless headlines about her mental state.



Task Two: Analyse the Britney Spears headlines to answer the questions below.

1. What negative opinions do the headlines encourage the public to have about Britney?

2. How do the reports exacerbate stigma and stereotypes about mental health?

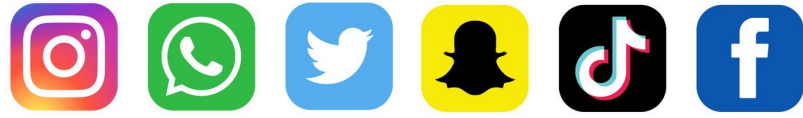
3. How do you think the reporting affected both Britney and her loved ones?

4. How do you think the reporting affected her career?

5. How could the reports be harmful for other people experiencing poor mental health?

6. Why do you think the media continued to report on Britney in this way over several years?

Social media plays a significant role in shaping public perceptions, and whilst it can be a platform for raising awareness and providing support, social media often exacerbates stigmas surrounding mental health.



Turn and talk: In what ways do you think social media could have a *negative* impact on the general public's view on mental ill-health?



If used irresponsibly, social media can amplify negative comments and be a hotspot for cyberbullying. Individuals who share their mental health struggles online may face ridicule, judgment, or insensitive remarks, discouraging others from opening up about their own issues. This hostile environment perpetuates the belief that mental health problems should be hidden and that seeking help is shameful. Misinformation is another critical factor. Social media is rife with inaccurate information about mental health, including oversimplified or exaggerated portrayals of mental illnesses, leading to misunderstandings and harmful stereotypes being reinforced.

Task Three: Read the statements and decide whether you think they are true or false - look out for any signs of misinformation.			
	Statement	T	F
1.	Adults and children can both experience mental ill-health.		
2.	1 in 10 people in the UK will experience mental health problems in their lifetime.		
3.	People who identify as being LGBT+ are statistically more likely to have mental health problems.		
4.	People with mental illness are more likely to lose their jobs.		
5.	Therapy or counselling is less effective than medication for curing mental illness.		
6.	Adults with mental health issues are not allowed to work with children.		

Social media plays a significant role in shaping public perceptions, and whilst it can be a platform for raising awareness and providing support, social media often exacerbates stigmas surrounding mental health.

One of the main ways social media enhances these stigmas is through the perpetuation of unrealistic standards and ideals. Platforms like Instagram and TikTok frequently showcase idealised versions of life, which can lead to comparisons and feelings of inadequacy among users. This environment fosters the misconception that experiencing mental health issues is abnormal or a sign of weakness, reinforcing negative stereotypes.

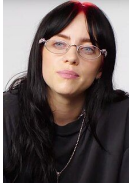








19	Perpetuate (verb)	To cause something to continue.
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The need for constant validation on social media can also worsen mental health issues. The pressure to maintain a perfect online persona can exacerbate anxiety and depression, further stigmatising those who struggle to meet these unrealistic expectations. Addressing these issues requires a purposeful effort to³⁴ promote more accurate, compassionate, and supportive conversations about mental health online.

16	Destigmatise	To remove associations of shame, embarrassment or disgrace.
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17	Advocate (verb)	To publicly support or recommend a particular cause or perspective.
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Since the advent of social media we have more access than ever to lives and opinions of famous people. The following celebrities have shared their stories, helping to destigmatise mental health issues and advocate for others.

<p>Billie Eilish:</p> <p>Suffers from depression and body dysmorphia.</p> 	<p>Zayn Malik:</p> <p>Struggles with anxiety and an eating disorder.</p> 	<p>Demi Lovato:</p> <p>Struggles with bipolar disorder, addiction and eating disorders.</p>
<p>Selena Gomez:</p> <p>Battles with depression and bipolar disorder.</p> 	<p>Miley Cyrus:</p> <p>Deals with anxiety and depression.</p> 	<p>I wish people could understand that the brain is the most important organ of our body. Just because you can't see mental illness like you could see a broken bone, doesn't mean it's not as detrimental or devastating to a family or an individual.</p> <p>DEMI LOVATO</p> 
<p>Justin Bieber:</p> <p>Faces depression and anxiety.</p> 	<p>Emma Stone:</p> <p>Suffers from anxiety and panic attacks.</p> 	
<p>Ariana Grande:</p> <p>Deals with PTSD and anxiety since the Manchester bombing.</p> 	<p>Kanye West:</p> <p>Experiences bipolar disorder.</p> 	

Progress Reflection: In what ways can it makes a positive difference when famous people talk openly about their mental health struggles?

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: A Better Medway:  www.abettermedway.co.uk
- Childline: www.childline.org.uk 0800 1111

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Lesson Six

Curriculum Question - How can we influence the global impact of mental health advocacy?

Today's Powerful Knowledge

- To explore common mental health issues and how they could lead to different forms of discrimination.
- To consider skills to advocate for accurate, compassionate representations of mental health.
- To consider how increased understanding of mental health increases empathy.
- To discuss how a culture of empathy improves wider society.

Protected characteristics are what the Equality Act 2010 set out as being characteristics that it is explicitly illegal to discriminate against. All of these relate in some way to families in modern Britain, and can be associated in numerous ways with mental health issues that could be discriminated against.



BL Task One: Use a connecting line to link the protected characteristic to a related mental health issue.

Age		Being the victim of persistent bullying due to your ethnicity.
Disability		Struggling to understand who you are and often feel confused and unsettled.
Race		Being at home alone with the baby is overwhelming but you are ashamed to ask for support.
Religion or Belief		Most people your age have passed away from old age or illness, leaving you lonely and isolated.
Gender		You have developed a physical disability which excludes you from the social sports you used to love.
Sexual Orientation		People at a company are sometimes disrespectful and sexist to the women who work in the office.
Pregnancy and Maternity		A recent increase in aggressive, antisemitic graffiti has left you feeling frightened to leave your house.

Many of the following mental health issues above are exacerbated by a general lack of understanding of how individual actions affect other people's wellbeing.

When does a mental health issue become a disability?

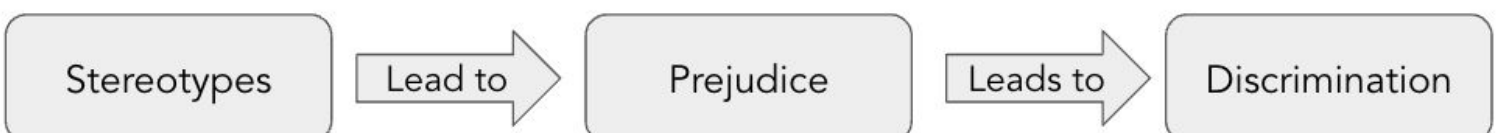
According to UK Government policy, a mental health condition is considered a disability if it has a long-term effect on your normal day-to-day activity. This is defined under the Equality Act 2010. Your condition is 'long term' if it lasts, or is likely to last, 12 months.

'Normal day-to-day activity' is defined as something you do regularly in a normal day. This includes things like using a computer, attending school or a workplace at set times or interacting with people. There are many different types of mental health condition which can lead to a disability, including:

- dementia
- depression
- bipolar disorder
- obsessive compulsive disorder
- schizophrenia



It is important that we improve our understanding of mental health as a wider society, to ensure a lack of knowledge does not lead to stereotyping, prejudice or ultimately discrimination.



There are many different forms of discrimination, and they often stem from deeply embedded societal stereotypes. Fear of the unknown, and lack of exposure to diverse groups, can also lead to prejudice and discrimination as people may distrust or devalue those who are different from themselves.

20	Direct discrimination	Purposefully treating somebody with a protected characteristic less favourably than others.
<p style="color: red;">Direct discrimination example: An employer refuses to hire a qualified candidate because they have disclosed they have a history of depression.</p>		
21	Indirect discrimination	When there is a policy or rule that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.
<p style="color: blue;">Indirect discrimination example: A business requires 100% attendance at work for candidates to be able to apply for a promotion. This indirectly disadvantages employees with mental health conditions who might need occasional time off for appointments.</p>		

<p>Task Two: Use the code D or ID to identify if the discrimination is direct or indirect. Consider if it is a purposeful act towards a person or people (direct) or a general rule or policy that disadvantages a type of person (indirect).</p>			
A bank loan application includes a detailed in-person interview, which disadvantages individuals with severe social anxiety who find such interactions extremely challenging.		There is a compulsory requirement for attending after school activities, which can be difficult for teenagers with fluctuating mental health conditions.	
A school refuses to admit a teenager because they have a diagnosis of ADHD, despite meeting all other admission criteria.		Teachers or staff make derogatory comments about a teenager's mental health condition in front of other students.	
A school has a policy of expelling students who miss a certain number of days, discriminating against students who need to miss school for mental health treatment.		An employee is not considered for a promotion because their employer learns about their history of panic attacks.	
A teenager is not allowed to participate in a school trip or extracurricular activity because they have a history of self-harm.		A company enforces strict 9-to-5 working hours without flexibility, which disadvantages employees managing conditions like anxiety or depression that may require medical appointments during the day.	
A court disregards the account of a witness solely based on their mental health diagnosis of post-traumatic stress disorder (PTSD).		A teacher lowers a teenager's grades after finding out the student has been diagnosed with an anxiety disorder, believing they are not trying hard enough.	
A coach removes a teenager from a sports team upon discovering that the teenager takes medication for a mental health condition.		A bank denies a loan to an individual after discovering they have obsessive-compulsive disorder (OCD).	

How to be an effective advocate for mental health

If a lack of compassion exists at the root of prejudice towards people experiencing mental health difficulties, it is vital that we as individuals are proactive in advocating to create a more compassionate society.

17	Advocate (verb)	To publicly support or recommend a particular cause or perspective.
14	Compassion	To be able to understand the feelings and emotions of others and be willing to take action to help reduce their suffering or discomfort.

Turn and talk: In what ways can we, as individuals, advocate effectively in support of more compassion for sufferers of poor mental health? Consider actions that could be taken both in person and online.



Task Three: Make notes to complete the mind map with ideas from your turn and talk discussion.

Ways an individual can take action to advocate
for sufferers of poor mental health

Task Three: Read the scenarios and tick the box with the action you would most likely take.

Scenario One

You are organising your birthday party and want to invite about twenty people. One of your best friends, Kimi, is autistic and struggles in large groups and in loud public places. You really want to go bowling and invite everyone you like.

A	You decide not to invite Kimi as she will struggle to cope with the large group and the sounds of the bowling alley - you don't want to stress her out.	
B	Invite Kimi so she feels included. She is one of your best friends after all and you reckon she'll be fine once she is there.	
C	When you invite Kimi to your birthday tell her the plan, then ask her if there is anything you can do to support her on your birthday. For example, you could agree to be on the same bowling team or decide a signal to use if she needs to take a break in a quieter space.	

Scenario Two

Your friend Ryan has made an Instagram post talking about how his depression affects him day-to-day. Although a lot of people liked the post there were several discriminatory comments calling him a freak and a psycho.

A You make sure to post a positive comment commending Ryan for sharing his story. Even though the comments are online, you check in with him the next day to see if he is ok and find out if he needs any further support.

B You don't do anything - it's only online and not really anything to do with you specifically.

C You call out the comments online by responding to the trolls - you want to be seen clearly sticking up for your friend and to set a good example to others.

Scenario Three

Next week your year at school are going on a trip to Alton Towers, but your friend Sammy is not allowed to come as she was late to school three times last week. You know Sammy has a lot of problems going on at home at the moment and has been struggling with stress and sleeping. She even told you she had been feeling depressed and hopeless.

A You do not think school are aware of Sammy's home issues and think they are discriminating against her by banning her from the trip. You see the head teacher at break time and go to speak to him then about Sammy's situation - this might get her some support and also get her permission for the trip.

B You speak to Sammy and agree that she might need extra support from school during such a difficult time, and that if school were aware they might let her go on the trip. Sammy tells you which adult she trusts at school and when she could speak to them privately - in the end you agree to go together to make sure she has a bit more support as she is nervous to reach out on her own.

C You invite Sammy out to do something after school on the day of the trip. Even though she isn't going on the trip this will give her something to look forward to on that day.

Scenario Four

Jordan has been feeling overwhelmed by social media and the news, and has been spending more and more time online reading conspiracy theories and engaging with extreme political content. His grades have been slipping, he often seems distant and he has started posting alarming messages online.

A As Jordan's posts have become so extreme you decide to talk to a trusted teacher informing them about the situation. You could say, "I'm really worried about Jordan. I think they might need more help than I can provide. Please can you reach out to them?"

B You approach Jordan but try to hold back any judgement. "I've noticed you've been going through a tough time lately. I'm here for you if you want to talk."

C You decide to speak to Jordan about his social media use and tell him you think it is too extreme and is becoming a problem.

Scenario Five

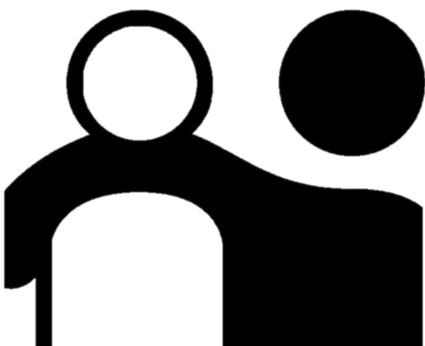
Aisha has been displaying troubling eating habits, frequently skipping meals and making negative comments about her body. Her weight has noticeably dropped, and she often seem fatigued and withdrawn. You are deeply concerned about these changes and want to help but aren't sure how to approach the sensitive topic.

A	You bring in some chocolate as a surprise gift to Aisha. You attach a card saying "To beautiful Aisha, here's a small gift to say thank you for being such a great friend". You hope this will cheer her up.	
B	You could gently bring up the topic in a private and supportive manner, expressing concern without judgment. For example you might say "I've noticed you haven't been eating much lately and I'm really worried about you. Is there something going on that you'd like to talk about?"	
C	You could offer information about eating disorders and support services, such as hotlines or websites. You might say "I found some resources that might be helpful. There are support groups and hotlines specifically for what you're going through."	

Circle your score based on your choices for each scenario, then add your scores to find out your total. You can then read your results.



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



Task Four - Read your outcome based on your total score.

0-4 You've got some work to do

Your heart is always in the right place however sometimes you might wait too long to address an issue which can allow time for it to worsen. In other instances your reactions are impulsive and require further consideration. Take time to think about the long term impact of your actions. It can be hard to know what to do so it is always a good idea to speak to a trusted adult if you are unsure.

5-7 You're on your way

You are on the right path and your actions show your friends that you care about them. It is fine to give your friends advice when they are struggling, but it is important to make sure you allowing plenty of time for them to talk and for you to listen, not just the other way round.

8-10 You're doing well

The actions you have chosen show you are a good friend who puts their own judgements to one side. You are a good listener, but are not afraid to address your concerns directly with your friends (even if it may feel uncomfortable at the time). You also understand when to seek help from adults when situations are too complex for you to handle alone.

Progress Reflection: Use your learning from today to answer the following questions:

What does the result tell you about how effective your actions would be? Are the actions you chose always the most appropriate or could you be more mindful?

.....

.....

.....

.....

.....

What do you think we need to do as a society to help those who suffer with their mental health?

.....

.....

.....

.....

.....

How do you think increasing empathy for mental health could result in less discrimination?

.....

.....

.....

.....

.....

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: A Better Medway:
www.abettermedway.co.uk
- Childline:
www.childline.org.uk 0800 1111



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



	Statement	<input checked="" type="checkbox"/> True	<input checked="" type="checkbox"/> False
1	It's normal to feel a range of emotions during adolescence.	<input type="checkbox"/>	<input type="checkbox"/>
2	Hormonal changes can affect mood and behaviour.	<input type="checkbox"/>	<input type="checkbox"/>
3	All teenagers go through the exact same changes at the same time.	<input type="checkbox"/>	<input type="checkbox"/>
4	Change can be challenging, but also an opportunity for growth.	<input type="checkbox"/>	<input type="checkbox"/>
5	It's not helpful to talk about your feelings during periods of change.	<input type="checkbox"/>	<input type="checkbox"/>
6	Feeling sad or anxious all the time can be a sign of mental ill-health.	<input type="checkbox"/>	<input type="checkbox"/>
7	Changes in sleep, appetite, or energy can indicate a mental health issue.	<input type="checkbox"/>	<input type="checkbox"/>
8	Mental ill-health always looks the same in everyone.	<input type="checkbox"/>	<input type="checkbox"/>
9	Ignoring mental health problems can make them worse over time.	<input type="checkbox"/>	<input type="checkbox"/>
10	Only adults experience mental health issues.	<input type="checkbox"/>	<input type="checkbox"/>
11	Talking to someone you trust is a good first step to getting support.	<input type="checkbox"/>	<input type="checkbox"/>
12	Friends, family, teachers, and professionals can all be part of a support system.	<input type="checkbox"/>	<input type="checkbox"/>
13	You have to face mental health challenges completely on your own.	<input type="checkbox"/>	<input type="checkbox"/>
14	Helplines and school counsellors are available for young people.	<input type="checkbox"/>	<input type="checkbox"/>
15	Support systems can help you manage stress, anxiety, and low mood.	<input type="checkbox"/>	<input type="checkbox"/>
16	Some people avoid getting help due to fear of being judged.	<input type="checkbox"/>	<input type="checkbox"/>
17	Talking openly about mental health can help reduce stigma.	<input type="checkbox"/>	<input type="checkbox"/>
18	Only "weak" people struggle with mental health.	<input type="checkbox"/>	<input type="checkbox"/>
19	Mental health is just as important as physical health.	<input type="checkbox"/>	<input type="checkbox"/>
20	Learning about mental health can help people support themselves and others.	<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. Adolescence & Identity Scenario:

Sarah, a 15-year-old high school student, has started isolating herself from her friends. Her grades have dropped, and she seems disinterested in activities she once loved. At home, she's often irritable and avoids family dinners.

Question:

What changes in Sarah's behaviour might be typical of adolescence, and which signs might suggest she's experiencing mental health challenges?

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

2. Pressure Scenario:

Jacob, a 17-year-old student, constantly worries about his performance in exams. He sleeps poorly, complains of headaches, and says things like, "If I fail, I'll never be successful." He avoids socialising, citing the need to study, but seems increasingly anxious and withdrawn.

Question:

What signs suggest that Jacob may be experiencing mental ill health rather than just normal stress? What support might he need?

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

3. Peer Pressure Scenario:

Ali opened up to a friend that he's been feeling "empty" and struggling to concentrate. His friend responded, "You're just being dramatic. Real men don't talk about feelings." After this, Ali stopped talking about how he felt.

Question:

How does this response from Ali's friend reflect stigma around mental health? What might be a more supportive way to respond?

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

4. Social Media & Self-Image Scenario:

Emma, 14, spends a lot of time on social media comparing herself to influencers. She's become increasingly critical of her appearance, stopped eating lunch at school, and often says, "I'm so ugly." Her friends are concerned but unsure how to help.

Question:

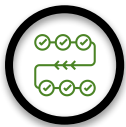
How can social media affect adolescent mental health and self-image? What signs suggest Emma might be developing a mental health issue?

5. Stigma Scenario:

A school is organising a Mental Health Awareness Week. Some students say, "Why bother? It's not like we're crazy," while others are afraid to attend events for fear of being judged.

Question:

What does this scenario reveal about common stigmas surrounding mental health? How can schools create a safer environment to promote mental well-being?



Progress Reflection: How has your understanding of mental health changed during this half term? Can you think of any advice you would give to someone who was struggling but was too scared to ask for help?

Year Ten - Topic Two

Careers



C community
cooperation

A ambition
achievement

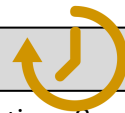
R respect
responsibility

E endeavour
enjoyment

Ambition Sheet

1	Recruitment	The process of attracting, interviewing, selecting and hiring new members of work staff.
2	Self-perception	The view we have about ourselves, our characteristics, and the judgments we make about the traits we have.
3	Lifestyle	The usual way of life of a person, group, or society.
4	Single track career	Choosing an industry, starting at the bottom and working your way up by getting promoted. Some people call this climbing the career ladder.
5	Lifestyle career	A career built around work-life balance which allows you to balance your hobbies, job and family roles easily.
6	Portfolio career	Doing two or more different jobs at the same time.
7	Serial career	Moving from job to job at different companies or organisations. You might move to a promoted position or transfer into a similar job.
8	Freelance	Being self-employed and hired to work for different companies on particular projects.
9	Degree	A higher education qualification that helps you develop a thorough understanding of a subject, typically completed at university.
10	Apprenticeship	A paid job which offers hands-on work experience alongside off-the-job training.
11	Academic	Educational work which involves studying and reasoning rather than practical or technical skills
12	Placement	A fixed-term, voluntary work opportunity in a particular sector of employment.
13	Fixed term	For a set amount of time.
14	Volunteer	A volunteer is someone who undertakes an activity that involves spending time, unpaid, doing something that aims to benefit individuals or groups.
15	Employer	A person, company, or organisation that pays people to work for them.
16	Employee	Someone who is paid to work for someone else
17	Transferable skills	The skills you have developed that can be transferred from one job to another, like good communication or time management skills.
18	Prospective	Something that is expected, or likely to happen, in the future.
19	Remote working	A type of flexible working arrangement that allows an employee to work from remote location outside of the organisation e.g. at home.
20	Hybrid working	A form of flexible working where workers spend some of their time working remotely and some in the employer's workspace

Do Now: Circle the correct answers from the options a-d



1. What is the main purpose of completing a self-assessment when exploring career options?
- a) To understand salary expectations
 - b) To identify your strengths, interests, and how they match with your different careers
 - c) To learn about the daily tasks of different jobs
 - d) To compare job benefits

2. Which of the following is most important when considering a career that suits you?

- a) Job title
- b) Company reputation
- c) Your personal strengths and skills
- d) Office location

3. If you have strong communication skills and enjoy helping others, which type of career might be a good fit?

- a) Software developer
- b) Social worker
- c) Accountant
- d) Graphic designer

4. After identifying a skill gap, what is the useful next step in preparing for a career?

- a) Ignore the gap and focus on what you're good at.
- b) Research how to develop that skill and create an action plan
- c) Change your career choice immediately
- d) Wait until you start working to learn the skill

5. Which career tool might help you understand how your interests and skills match with different job roles?

- a) Labour market
- b) A CV
- c) A career self assessment quiz
- d) Job application form

Date:



Lesson One: Curriculum Question - What are your strengths and interests, and which careers match them?

Today's Powerful Knowledge

- Identify your personal strengths, skills, and interests.
- Learn how different careers match with your personality and abilities
- Complete career assessments to explore suitable job options.

Psychometric assessments used to evaluate your personality, values, motivations, and abilities, help predict behaviours and job performance across various roles. Employers often incorporate these tests in recruitment processes for internships, placements, and graduate positions. Popular assessments like the Myers -Briggs Type Indicator (MBTI), DISC (Dominance, Influence, Steadiness and Compliance) , and 48 High 5 tests are widely known.

BL Task One: Complete Unifrog's profile quizzes (covering interests, personality, work environments, and skills), reflect on how well the results align with your self-perception and consider how these traits may influence your career choices.

Interests profile

✘ Quiz not taken

[Start >](#)

Personality profile

✘ Quiz not taken

[Start >](#)

Work environments profile

✘ Quiz not taken

[Start >](#)

Skills profile

✘ Quiz not taken

[Start >](#)

Task Two: Complete the table below comparing the skills and qualifications needed for careers that align with your skills results. Which career seems like the best fit for your strengths and why?

Skills (Rate from the top strengths to the lowest; 1- being the highest, 10- is the lowest)	Careers	Essential Qualifications/Requirements
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Recording what you've done

Locker

✘ Add your first item

[Go to tool >](#)

Activities

✘ Recorded at least 10

[Go to tool >](#)

Skills

✘ Completed all 12

[Go to tool >](#)

Skills profile

Learn more about yourself, and explore the careers commonly associated with your strengths.

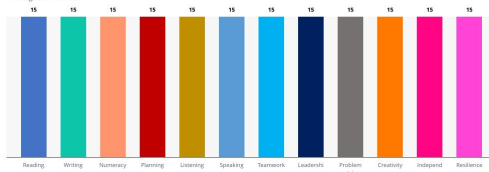
See the full picture on your Quiz profile
Once you've completed the Interests quiz you'll have access to your Quiz profile, which combines all your quiz results to create a rounded picture, and give you nuanced insights into subjects and careers.

[Take the Interests quiz >](#)

Want to take the Skills quiz again? We recommend that you only take the quiz every 6 months or so. You last took it on 20 September 2024. [Take quiz again >](#)

Your estimated level in your school's key skills

Levels go from 6 to 15.



Search the Careers and Subjects libraries

Anyone can enjoy and excel at any profession, but this button will take you to the careers and subjects that best suit the skills we think you're strongest at, with the closest matches at the top.

[Search the Careers library >](#)

[Search the Subjects library >](#)



Progress Reflection: Based on your strengths and interests, what career option appeals to you the most, what key skills do you already have for this career, and what is one step you will take to develop a skill you still need?

.....

.....

.....

If you would like further guidance or support:

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

I need your help with something . . .

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



Do Now:

1.

2.

3.

Date:



Lesson Two: Curriculum Question - How do different career types affect our lifestyle?

Today's Powerful Knowledge

- Understand the difference between a career and a job.
- Understand the benefits and drawbacks of different career types.
- Discover how different career types affect your overall lifestyle.

A career is the name for the journey you take through life, learning and work. A job is a stop on that journey. Education, training and other life experiences are tools to help you to navigate your career journey .50

1 To me, a career means climbing the ladder – you start off in a low paid job and then get promoted.

2 Any career I have would need to fit around my life, not the other way around.

3 I have loads of different interests and ideas. I don't want to have to choose just one to earn money from.

4 I can't think of anything worse than being stuck in the same job for 40 years. I'd be so bored!

5 To me, a career means not staying in one place. You move to different jobs at different organisations.

BL Task One:
Looking at statements 1-5. I agree with statement _____ most, because....
.....
Looking at statements 1-5. I agree with statement _____ least, because...
.....

What are the different types of careers?

Single track career

a. Moving from job to job at different companies or organisations. You might move to a promoted position, you might do a "sideways move" into a similar job, or you might step down into a role with fewer responsibilities.

Serial career

b. Doing two or more different jobs at the same time. This might involve a mixture of working freelance for different clients, taking on short term projects or contracts and/or running a small business.

Portfolio career

c. Choosing an industry, starting at the bottom and working your way up by getting promoted. Some people call this climbing the career ladder.

Lifestyle career

d. A career built around work/life balance. This might mean choosing a job to fit around your hobbies, such as becoming a ski instructor or a yoga teacher, or it might mean finding a job that allows you to balance your work and family roles easily.

Task Two: What are the different types of careers? Match the type of career to its description (a-d).

	a , b, c, d
Single track career	
Serial career	
Portfolio career	
Lifestyle career	

Task Three: Choosing a career type. What are the benefits and drawback (or risks) of each career type?

	Benefits of this career type	Drawbacks or risks with this career type
Single track career: Choosing an industry, starting at the bottom and working your way up.		
Lifestyle career: A career built around work/life balance. This might be based on a hobby.		
Portfolio career: Doing two or more different jobs or freelance contracts at the same time.		
Serial career: Moving from job to job at different companies or organisations.		

8	Freelance	Being self-employed and hired to work for different companies on particular projects.
---	-----------	---

3	Lifestyle	The usual way of life of a person, group, or society
---	-----------	--

What does it mean to have a 'positive career'?

At the beginning of the lesson, we learned that your career is the journey you take through life, learning and work. Having a positive career means:

being happy with how you spend your time

having a decent standard of living

being able to make a contribution to your community

Complete a mind map with ideas of how you want to spend your time after you leave school. Add points to do with both your work and leisure time.

How I want to spend my time
when I leave school (work and leisure)

Progress Reflection:

What does having a “decent standard of living” mean to you?

What does a being able to make a contribution to your community mean to you?

If you would like further guidance or support:

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

I need your help with something . . .

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



Do Now:



1

2

3

4

5



Date:

Lesson Three: Curriculum Question - What are apprenticeships, and how are they different from academic routes?

Today's Powerful Knowledge

- Explore what apprenticeships and vocational training involve.
- Compare apprenticeship routes with traditional academic pathways.
- Learn about career opportunities in trades and practical industries.

BL Task One: Put an 'X' next to jobs you think are most suitable for apprenticeships, trades and practical qualifications (rather than going to university).

Electrician		Investment banker		Doctor		Mechanic	
Digital marketing		Lawyer		IT technician		University lecturer	
Dentist		Carpenter		Architect		Hairdresser	
Research scientist		Construction worker		Pharmacist		Plumber	

9	Degree	A higher education qualification that helps you develop a thorough understanding of a subject, typically completed at university.
10	Apprenticeship	A paid job which offers hands-on work experience alongside off-the-job training.

What is the difference between studying at university and completing an apprenticeship?

University

Reputation: In world university rankings, UK universities regularly feature in the top 10, with around 25 ranking in the top 200. Generally, the UK is considered second only to the US in terms of the number of top universities.

Earning potential: In the UK, jobseekers with a degree earn up to £12,000 a year more than their graduate peers entering the job market, the equivalent of more than £500,000 over an average working life.

Student finance: British students studying at UK universities can get government loans to cover fees and living costs. They don't have to pay the loans back until after they are earning at least £25,000 a year and even then, they pay them back gradually.

Subject choice: Students apply directly for specific degree programmes, e.g. 'History at Birmingham University'. This is unusual compared to other university systems, where students often only decide what they will major in in their second or third year of study.



Apprenticeships

Earn while you learn: Unlike going to university where students normally accrue debt, apprentices are paid from their first day of training. If you do a degree apprenticeship, you will even have your degree paid for while you earn a salary - that's double savings!

Practice and theory: Apprenticeships typically consist of 80% on-the-job training and 20% studying. For some opportunities this means four days per week at the workplace and one day at a college, and for others this means you will work for about ten months a year, then you'll spend two months just studying.

Types: There are several types of apprenticeship. At any time there tends to be more vacancies at the lower levels of qualification.

Traineeship: Level 1 or Level 2 (equivalent to GCSEs or below). These last a maximum of 6 months; they are unpaid but you gain skills and qualifications.

Intermediate: Level 2 (equivalent to 5 GCSEs).

Advanced: Level 3 (equivalent to 2 A levels).

Higher: Level 4 and above (equivalent to Foundation degrees and higher).

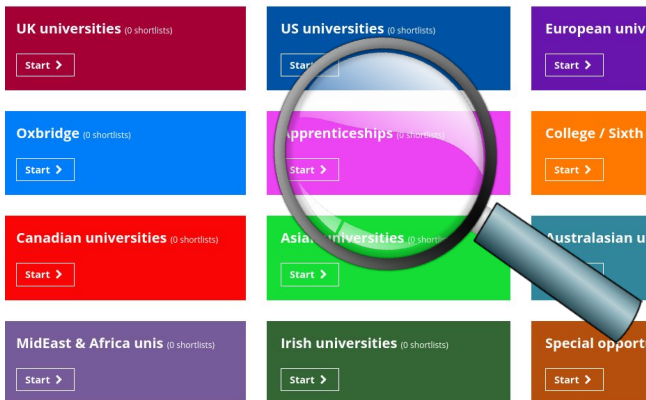
Degree apprenticeship: Level 6 or Level 7 (equivalent to Bachelor's or Master's degrees). As well as working on the job you study for a degree; you earn from day one and your tuition fees are paid by the employer.

Jobs: Apprenticeships are jobs like any other type of job - so to secure one you need to impress the employer enough to want to recruit you. Bear in mind that often apprenticeship vacancies are only advertised for as long as the available spots take to be filled - so you have to be quick.

Task Two: You are deciding between pursuing an apprenticeship or going to university. Fill in the table below to compare the pros and cons for both paths

	Pros	Cons
University		
Apprenticeship		

Searching for opportunities



Task Four: Use the Unifrog 'Searching for opportunities' section to choose two companies that offer apprenticeships in your area of interest. Compare their apprenticeship programs based on factors such as duration, salary, and skills gained.



	Duration and salary	Skills/Qualifications Needed	Next steps to achieve career goals
Company 1			
Company 2			

Progress Reflection:

Imagine you've just been offered both a spot at a top university and a highly competitive apprenticeship in your chosen field. The university offers theoretical knowledge and research opportunities, while the apprenticeship provides hands-on experience and a salary.

Which option would you choose and why? Consider how each path aligns with your career goals, the skills you want to develop, and your long term plans.

.....

.....

.....

If you would like further guidance or support speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted adult.



Do Now:


1

2

3

4.

5.



Date:



Lesson Four: Curriculum Question - Why is work experience important, and how can you find a placement?

Today's Powerful Knowledge

- Understand the importance of work experience for career development.
- Learn how to find work experience and volunteering opportunities.
- Discover how to use work experience to build skills and improve employability.

BL Task One: Think of three reasons why work experience is so important.

•

•

•

Work experience helps you learn about the industries you're interested in, and gives you more to write about in future applications. For some sectors - education, for example - admissions and recruiting staff will 100% expect to see relevant work experience when you apply.

Thinking of ideas for work experience can be a challenge. Instead of focusing on one specific job role, consider the wider career industry. For example, it may not be possible to shadow an anaesthetist, but you could explore other roles in the healthcare industry like working in a dental practice, nursing home, or GP clinic. These will all give you relevant experience that you can still learn from and reflect on in your applications.

You could also think about the transferable skills that are relevant across industries to help you find a placement. For example, it's unlikely that you'll be able to find work experience as an air steward, but you could reach out to customer services departments as the staff will use very similar skills in their day to day jobs. You can think about experiences that are relevant to the school subject that is most related to the job or industry you'd like to go into.

For example:

- History and classics: museums, archive offices, National Trust sites, and archaeological digs
- Art and design: galleries, workshops, branding departments, and architectural firms
- Drama and performing arts: talent agencies, local theatres, local events spaces, and drama departments in schools
- English and modern languages: foreign language classes, translating companies, local newspapers and radio stations, broadcasting companies, libraries, publishing houses, advertising agencies, blogs, and local councils
- Physics, astronomy, chemistry, and engineering: water works, research and development departments at a local factory, energy/oil/gas companies, local pharmacies, local airports or aerodromes, local astronomy observation centres, automobile and aviation manufacturers, and science museums
- Medical sciences and human biology: pharmaceutical companies, dental practices, nursing homes, local hospitals, GP or walk in clinics, opticians, chiropractors, and podiatrists
- Computer sciences: app development companies, IT security companies, programming companies, tech start-ups, and school IT departments
- Maths: finance departments, accounting firms, insurance firms, tax firms, HR departments, and banks
- All subjects: primary schools, local blogs and magazines, local societies or study groups, supermarkets, department stores, libraries, and local councils

1

For you, the process for finding a work experience opportunity will begin in the Autumn Term with a one-to-one career meeting with our onsite Career Coordinator. This meeting will provide you with advice and tips on securing an appropriate placement.

Careers library
✕ Careers favourited

[Go to tool >](#)

Subjects library
✕ Subjects favourited

[Go to tool >](#)

Know-how library
✕ Guides favourited

[Go to tool >](#)

Courses
✕ No courses added

[Go to tool >](#)

MOOC
Make your first shortlist

[Start >](#)

Unifrog events
Interact directly with experts

[Go to tool >](#)

Read, Watch, Listen
✕ Profiles favourited

[Start >](#)

Placements
✕ No placements added

[Go to tool >](#)



Co-op Academy Belle Vue

Student initial form

You're adding a Student initial form for a placement

Fill in the information below carefully. When you're done tick 'finished' at the bottom of the form. Afterwards we'll ask the placement lead at the employer to fill in the next form.

* In person or Virtual

Placements tool or Activities tool? The Placements tool is for administering 'real' work experience, where - whether it's in person or virtual - you have **direct, personal interaction** with the employer. If you're instead looking to record doing a webinar, presentation or online course which has a work theme, use [Activities tool instead >](#)

Virtual or In person? If the experience you are adding involves **any** in person time with the employer, add it as 'in person' and not 'virtual'.

* Placement coordinator
This is the **school / college** staff member who will be coordinating the placement from your school's / college's side.

* Name of placement business / organisation

* Placement start date

Placement end date

* Describe the time commitment

* What are your objectives for this placement?

Words: 0. 25 minimum recommended.

We will show this to the employer, to help them plan a really useful placement for you.

Consider:

- What skills you want to develop
 - What you'd like to observe and learn at the workplace
 - Any questions you have about the employer's work
- [See example >](#)

* Employer placement lead: name

* Employer placement lead: email

Important: this must be correct, or we won't be able to progress the placement.

* Employer placement lead: email (again)

2

In the Spring Term, when you have successfully contacted an employer about work experience, your placement will be logged and tracked using Unifrog. This makes it easy for parents and Belle Vue staff to support you along the way.

3

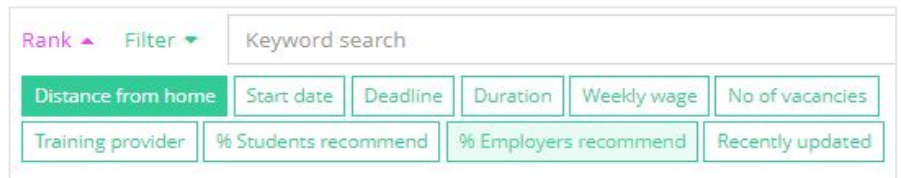
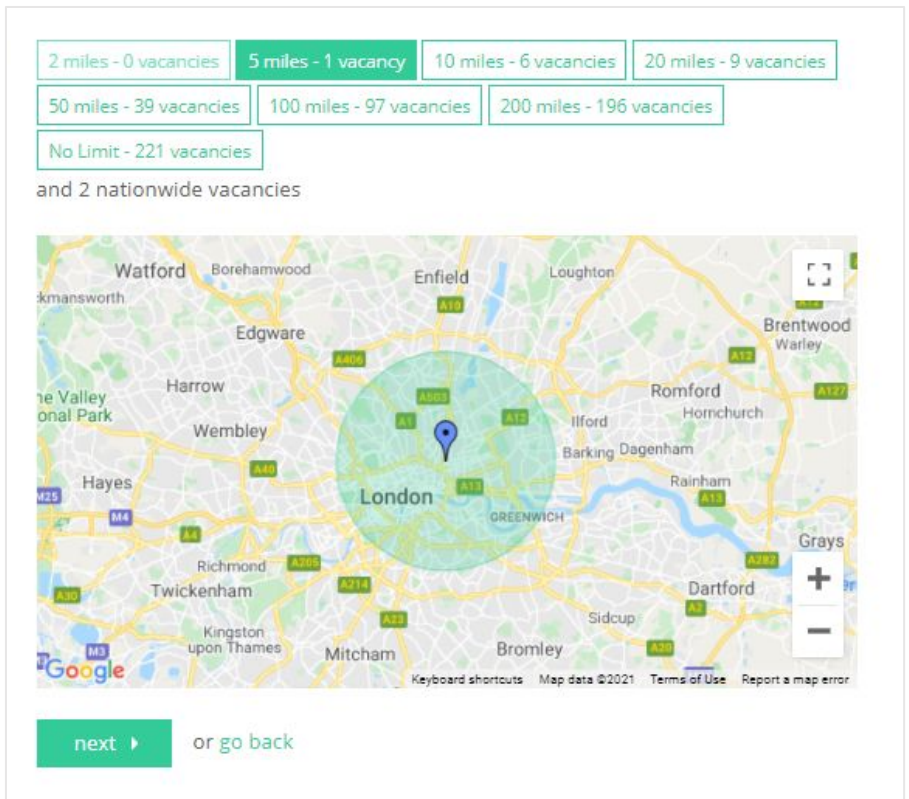
Before you go on placement in the Summer Term you will have CARE lessons where you will learn about how to make the most of your time at work, from how to dress appropriately, what questions to ask, and how to leave a lasting good impression on your employer.

Apprenticeships Tool

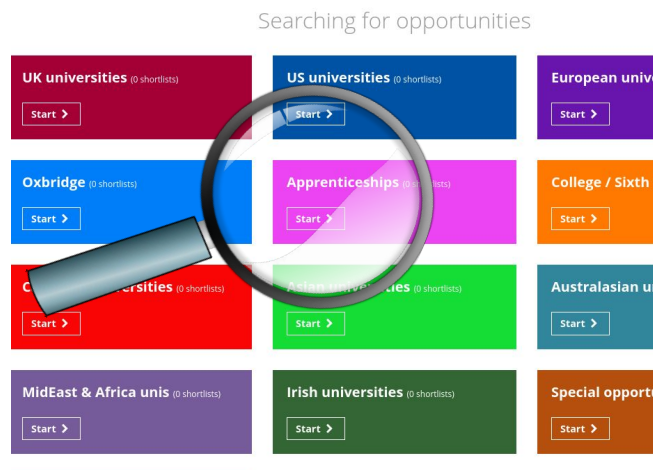
Although Unifrog does not have a list of work experience placements for you to search through, you can use the Apprenticeship tool to find local businesses in a range of sectors. These could provide you with a starting point for ideas and a few initial contacts when you are ready to reach out to employers.

Distance from home is the most important factor when you're searching on the Apprenticeships tool - don't spread your search too far!

Filter your results by the distance you are willing to travel for work experience using the map. Once you click through to the next page, you'll be able to rank your longlist of results by 'Distance from home'.



Task Two: Use the Apprenticeship Tool to search for local businesses and companies in different sectors that match your interests.



You might have to contact an employer by email when you ask for a placement. Read the example on the right.



Turn and Talk: What's good and bad about the email? How would you improve it?

To: hello@localbusiness.com
Subject: Please can I have work experience
Hi Ms Jones, My school has said that I have to do work experience. Can I join you for placement? If that would be cool to with you, just email back soon. Cheers, Sammy

Progress Reflection:

How could you make a good first impression when contacting a prospective employer by email?

How could you make a good first impression when contacting a prospective employer by phone?

18

Prospective

Something that is expected, or likely to happen, in the future.



If you would like further guidance or support speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted adult.

I need your help with something . . .
Something's worrying me, can I talk to you?



Do Now:



1

2

3

4.

5.



Date:

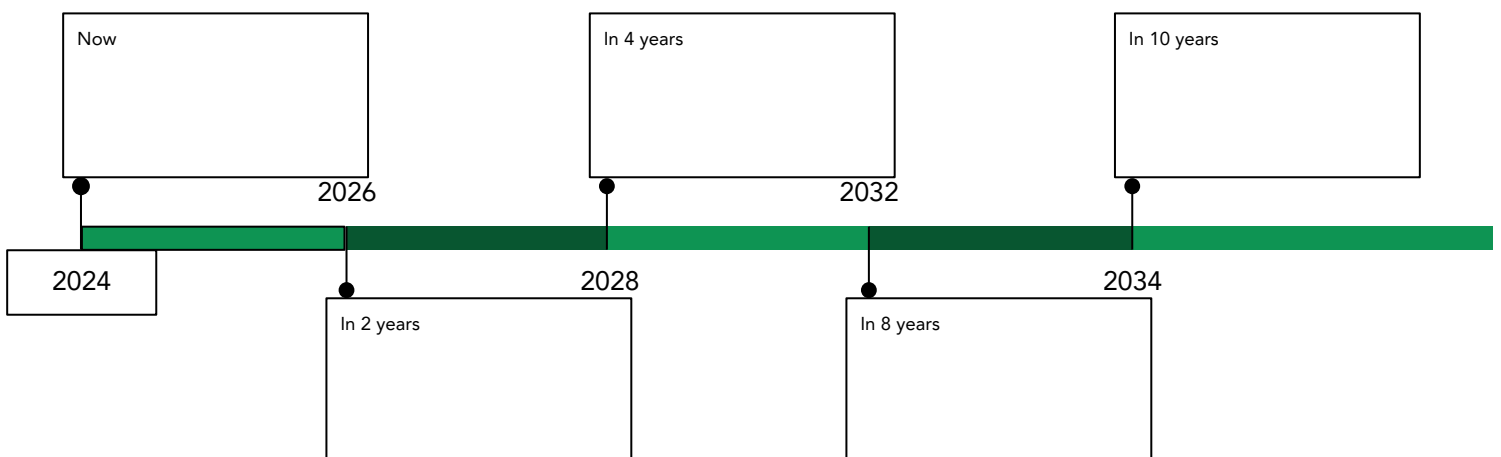
Lesson Five:

Curriculum Question - What is the difference between in-person, hybrid and remote working?

Today's Powerful Knowledge

- Understand how the COVID-19 pandemic affected work styles long term.
- Explore how different jobs are suited to different work patterns.
- Discover how to use work experience to build skills and improve employability.

BL Task One: Create a timeline outlining your educational pathway now to your dream career. Include key milestones such as finishing school, gaining qualifications, and entering the job market.



The global pandemic changed the way we thought about education. Many students joined online virtual lessons instead of attending school or college in person.

Task Two: Fill in at least one benefit and one drawback of online learning for each group of people.

Benefit: _____ Drawback: _____

Benefit: _____ Drawback: _____

Benefit: _____ Drawback: _____

Careers library
 ✓ Careers favoured

Go to tool >



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

Find and add to the table at least:

- Two jobs that can be done remotely all of the time.
- Two jobs that can never be done remotely.
- Two jobs that can be done remotely for part of the time (hybrid working).

a) Remote	b) In person	c) Hybrid
•	•	•
•	•	•
•	•	•
•	•	•

19	Remote working	A type of flexible working arrangement that allows an employee to work from remote location outside of the organisation e.g. at home.
20	Hybrid working	A form of flexible working where workers spend some of their time working remotely and some in the employer's workspace

Turn and Talk: Share your answers with the person sitting next to you so that you each have at least **four** examples for remote, in-person, and hybrid working in your table.



Task Four: Based on your lists of example jobs for each category, answer the following questions:

1. What types of tasks can be done <u>remotely</u> ?	2. What types of tasks must be done <u>in person</u> ?

Changing patterns of employment

Task Five: Complete the following statistics about how work has changed across the world as a result of the COVID-19 pandemic by highlighting the correct answer.

1. _____% of companies worldwide are fully remote.

A. 16%	B. 26%	C. 36%	D. 46%
--------	--------	--------	--------

2. _____% of global workers believe remote working is 'the new normal.'

A. 25%	B. 50%	C. 75%	D. 100%
--------	--------	--------	---------

3. _____% of people working remotely report reduced stress levels.

A. 50%	B. 55%	C. 60%	D. 65%
--------	--------	--------	--------

4. _____% of people think that remote / hybrid working would improve their work-life balance.

A. 50%	B. 61%	C. 72%	D. 81%
--------	--------	--------	--------

'I no longer use my car - I'm saving a fortune on fuel!'

'I can't keep an eye on my staff - I don't know if they're being productive or not when they're at home.'

'I live by myself and it can be really lonely working from home.'

'My dog has never been happier - I love getting to walk him during my lunch break.'

'Meetings aren't as effective over Zoom - people often have technical problems.'

'I find it hard to stay focused on my work - there are lots of distractions at home.'

Tsk Six: Why do you think people's opinions about remote work differ so much?

Progress Reflection: Fill in at least one benefit and one drawback in-person working for each group of people.

Benefit:

Society

Drawback:

Benefit:

Employers

Drawback:

Benefit:

Employees

Drawback:

15

Employer

A person, company, or organisation that pays people to work for them.

16

Employee

Someone who is paid to work for someone else

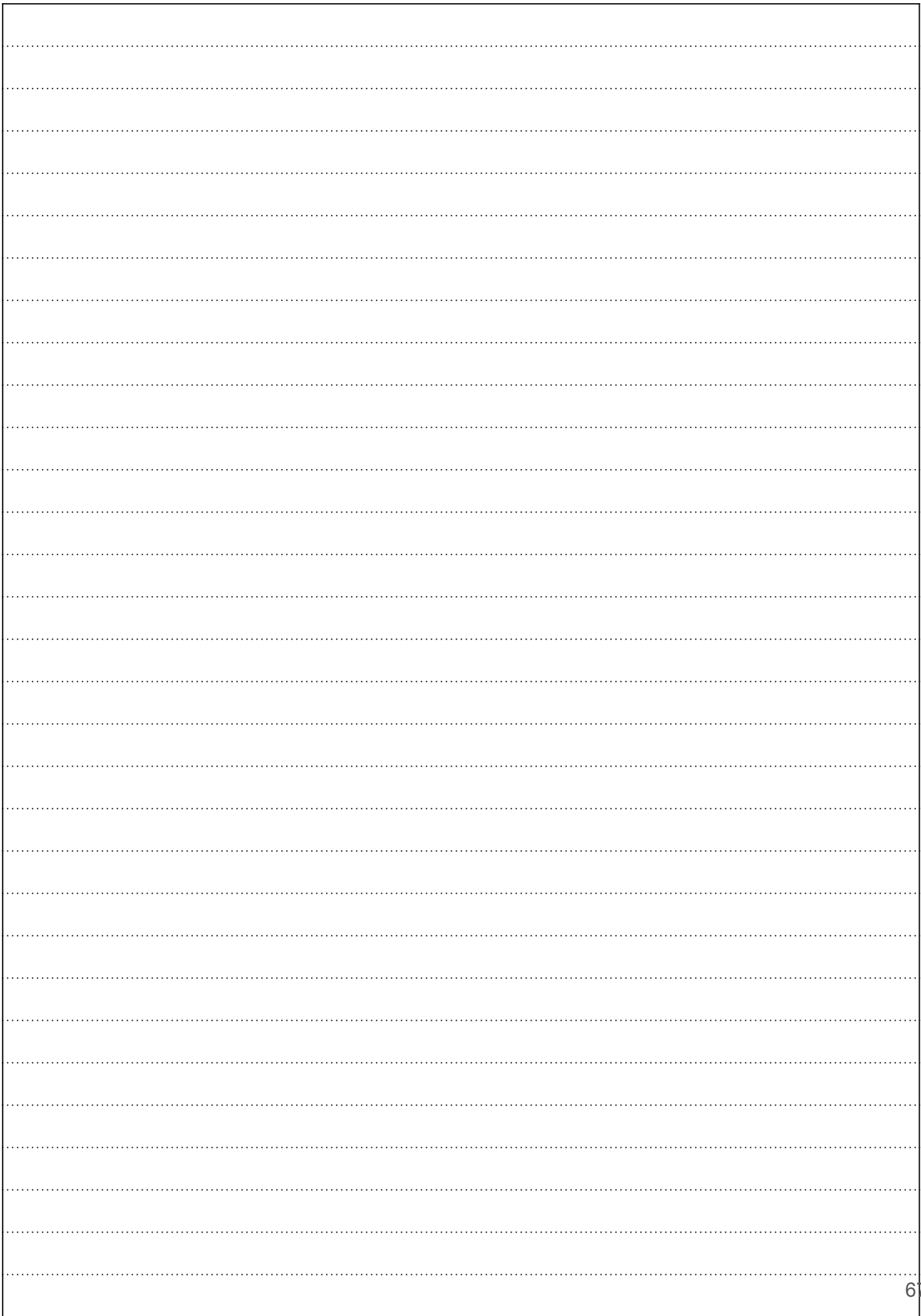
Do Now -

Date:

Lesson Six - Spotlight

Curriculum Question

Today's Powerful Knowledge



Do Now -

Dotted writing area for the Do Now section.

Date:

Lesson Seven - Spotlight

Curriculum Question

Today's Powerful Knowledge

Dotted writing area for Today's Powerful Knowledge.

Dotted writing area for the Curriculum Question.



Year Ten - Topic Three

Supporting Equality



C community
cooperation

A ambition
achievement

R respect
responsibility

E endeavour
enjoyment

Ambition Sheet

1	Tolerance	Willingness to accept feelings, habits, or beliefs that are different from your own.
2	Campaigner	A person who takes part in organised activities that are intended to change something in society
3	Activism	The use of ongoing campaigning to bring about political or social change.
4	Humanitarian	Support for people in extreme need, often in areas affected by conflicts or disasters, by ensuring that their most basic needs such as food, water, shelter, and protection are met.
5	Extremism	The promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to destroy the fundamental rights and freedoms of others.
6	Ideology	A set of cultural or political beliefs of a group or an individual.
7	Bias	A tendency to believe that some people, ideas, etc., are better than others that usually results in treating some people unfairly
8	Misinformation	Incorrect or misleading information.
9	Manipulation	An action designed to influence or control another person, usually in an unfair manner which facilitates one's personal aims.
10	Terrorism	The use of violence or of the threat of violence in the pursuit of political objectives.
11	Free speech	The right to speak, write, and share ideas and opinions without facing punishment from the government.
12	Hate speech	When someone acts in a way that is threatening and intended to promote hatred. This could be in words, pictures, videos, music, and includes information posted online.
13	Hate crime	A crime against someone based on a protected characteristic.
14	Discrimination	Treating someone differently based upon protected characteristics.
15	Radicalisation	The process through which a person comes to support or be involved in extremist ideologies.
16	Protest	A statement or action expressing disapproval of or objection to something. For example marches, boycotts, silent vigils, or petitions.
17	Boycott	To refuse to buy, use, or participate in (something) as a way of protesting.
18	Vigil	An act of staying awake, especially at night, in order to make a protest.

Do Now:



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Date:

Lesson One: Curriculum Question - How do we promote tolerance in modern Britain?

Today's Powerful Knowledge

- To understand what is meant by 'being British'.
- To explore the wider impacts of threats to our democracy.
- To consider ways we can embrace diversity within our communities.

BL Task One: What does being British mean to you? Annotate around the image below to create a mind map.



Being British



Watch the short film on 'Being British'.

Task Two: In the space below, list what it says about being British.

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

You will notice that 'Being British' can mean many different things to different people. It's likely that your ideas are different to the person next to you. They are also likely to be different to someone who lives in another city, town or village around the country. There are, however, many things that unite us. These are our British values:



1. Democracy
2. Rule of Law
3. Tolerance of different cultures and religions
4. Mutual respect
5. Individual liberty

2	Campaigner	A person who takes part in organised activities that are intended to change something in society
3	Activism	The use of ongoing campaigning to bring about political or social change.
4	Humanitarian	Support for people in extreme need, often in areas affected by conflicts or disasters, by ensuring that their most basic needs such as food, water, shelter, and protection are met.

Valuing Diversity: Jo Cox

Jo Cox was passionate campaigner, activist and humanitarian. She was a proud Yorkshire woman and a devoted mum, daughter, sister, wife and friend who worked as a Member of Parliament (MP). Jo was driven by her belief that a fairer, kinder and more tolerant world was possible. She believed that even the greatest challenges in our society could be overcome. On 16th June 2016, on her way to a constituency event to meet with local residents of Batley and Spen, Jo was murdered by a far-right extremist because of her beliefs.



Jo lived by the words she expressed in her first speech in Parliament: *"We are far more united and have far more in common than that which divides us."*

Turn and Talk: What do you think Jo Cox meant when she said this?



Despite our similarities, there are some people whose actions are totally against our fundamental British values. In the most severe cases, lives have been lost as demonstrated by the murder of Jo Cox. The day she was murdered, she met with people of her constituency to talk about supporting them and ensuring their views were heard in Parliament. People's actions can destroy our sense of community and mean that people take sides, focusing on their differences rather than what unites them.

Task Three: What impact do you think Jo's murder had on her local community and the rest of the UK?

A large rectangular area with a dotted line border, intended for writing an answer to the task question.



5	Extremism	The promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to destroy the fundamental rights and freedoms of others.
---	-----------	---

6	Ideology	A set of cultural or political beliefs of a group or an individual.
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Since Jo Cox

Despite what happened to Jo Cox, there are still many different forms of extremism that take place in the UK. Recently, a couple from Oxfordshire were found guilty of belonging to the banned right wing extremist group, National Action. National Action is a Neo-Nazi group which spreads hate by promoting violence against non-white, Jewish and gay people. It was banned in 2016 after its members posted a message celebrating the murder of MP Jo Cox, at the hands of right wing extremists (sometimes banned groups can still continue communication online).

10	Terrorism	The use of violence or of the threat of violence in the pursuit of political objectives.
----	-----------	--



What damage does extremism do?

Not everyone with extremist views will resort to violence or terrorism, but extremism can be damaging to society in many other ways.

- It encourages hate between different groups
- It can make people feel like they don't belong, dividing communities
- It can make people afraid of the community that they live in

Only a small minority of people are extremists, but it can cause a big impact.



Task Four: Working together as a class, read each statement and explain how the community might respond in a way that promotes unity.

The local council approves the opening of a new place of worship for a faith group who are a minority group in the local community.

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.....

A school student posts a comment about immigration and a classmate responds saying they are a racist. The student faces daily bullying having been labelled a racist.

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The person arrested for an attack on an old resident is a recent migrant from an ethnic minority background.

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Pictures of people enjoying a multi-faith celebration day appear in the local free newspaper.

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A group of young people throw stones at a woman wearing cultural/religious dress.

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Task Five: Read each statement and explain how this might positively affect a community

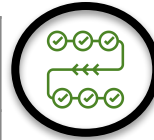
A new youth club opens where people from different backgrounds can mix.

Three horizontal dotted lines for writing an answer to the first statement.

A local campaigner speaks out against racially-motivated violence in their community.

Three horizontal dotted lines for writing an answer to the second statement.

Progress Reflection: How might we all promote tolerance within our own community at Co-op Belle Vue?



Four horizontal dotted lines for writing a progress reflection.



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?



Do Now:



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Date:

Lesson Two: Curriculum Question - What is hate speech and how can it be challenged?

Today's Powerful Knowledge

- Understand the Equality Act and its significance in promoting equality and combating discrimination.
- To understand the term 'hate crime' and how it differs from 'hate speech'.
- To suggest ways in which we can all challenge the national increase in hate crimes.

"Everyone has the right to free speech – people should be able to express their thoughts and beliefs even if others are upset by them."



BL Task One: Do you agree with the statement above? Explain your answer.

.....

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.....

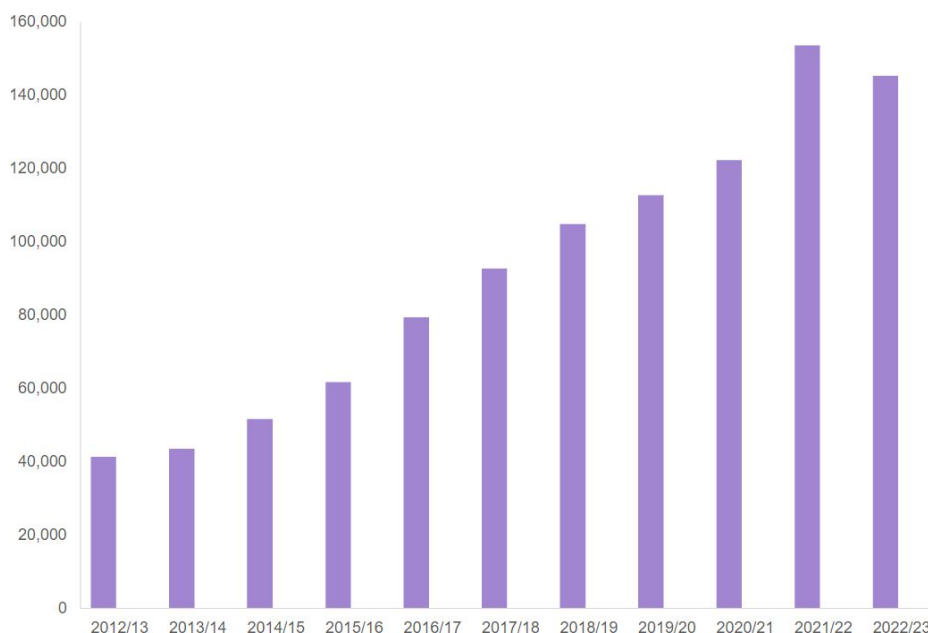
11	Free speech	The right to speak, write, and share ideas and opinions without facing punishment from the government.
12	Hate speech	When someone acts in a way that is threatening and intended to promote hatred. This could be in words, pictures, videos, music, and includes information posted online.
13	Hate crime	A crime against someone based on a protected characteristic.



Hate speech is any kind of communication that attacks or uses discriminatory language with reference to a person or group on the basis of who they are. In other words, based on their religion, ethnicity, nationality, race, gender or other identity factor. It is illegal to discriminate against someone based on one of these characteristics under the Equality Act 2010. This means that hate speech can be illegal under this and other laws.

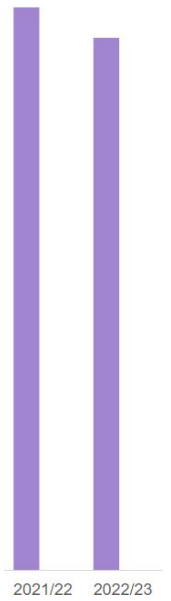
Hate crimes can include threatening behaviour, assault, robbery, damage to property, inciting others to commit hate crimes and harassment. A victim of hate crime does not actually have to be a member of a particular group, for example they may be targeted as because of an incorrect assumption. Incidents such as these would be recorded as a hate crime. Hate crime often spikes (increases significantly) around national or international events.

Hate Crime Statistics UK: Home Office (November 2023)



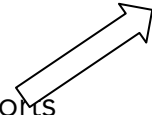


The majority of hate crimes in the UK are racially motivated, accounting for around two thirds of such offences (70%; 101,906 offences) in 2023. Transgender identity crime rose by 11% in 2022/23. Transgender issues have been heavily discussed by politicians, the media and on social media over the last year, which the Home Office believe might had led to an increase in offences, or more awareness in the police about the identification and recording of these crimes.



Is the number of hate crimes decreasing?

For the first year since recording hate crime, there was a drop in reports but many hate crimes, particularly those online, go unreported.



Task Two: Watch the Home Office’s campaign video to raise awareness of hate crime to answer the following questions.

Which hate crimes are shown during this film? List them below:	
In the scenes shown was there anything anyone could do to help the victims of abuse?	

It is a Thursday afternoon and a member of the public witnesses a group of young adults verbally abusing a wheelchair user at the bus stop. As this is a hate crime it is their duty to intervene to stop the abusers, rather than be a bystander.

Turn and Talk: To what extent do you agree or disagree with this statement? What do you think the witness should do?





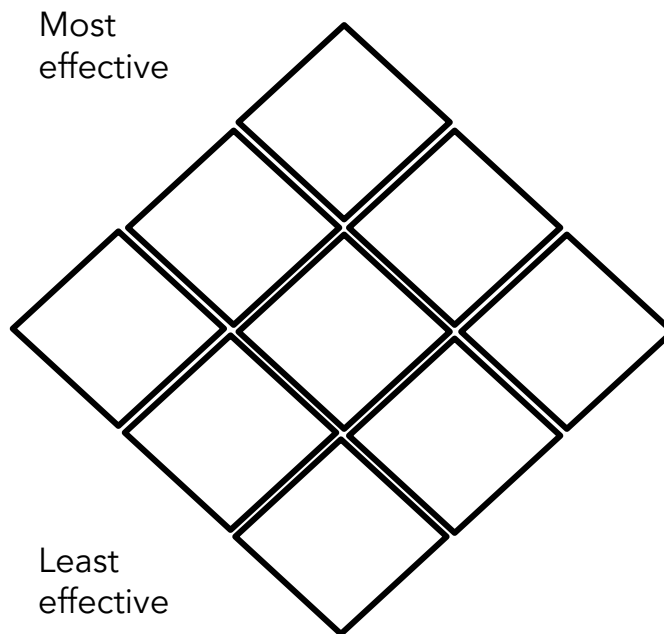
Why might a person commit a hate crime?

Hate crimes often stem from prejudice, fear, or a lack of understanding about people who are different from them. Some people commit hate crimes because they grow up hearing negative stereotypes or messages of hate. If someone is taught to fear or dislike a certain group, they may act out violently or destructively. Sometimes, people blame others for their problems, like job loss or personal struggles, and take out their anger on innocent people who look or believe differently.

Some individuals or groups commit hate crimes to intimidate others and make them feel unwelcome. Peer pressure can also play a role; a person might join others in hateful actions to fit in or gain approval. Hate crimes are hurtful and wrong because they attack someone for just being who they are. When people learn about and accept differences, they are less likely to act out in harmful ways.

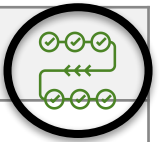
Tackling online hate speech

Task Four: Place numbers 1-9 inside the diamond to represent what you think is the most effective way to prevent and challenge online hate speech. The statements at the top should be the most effective and the least effective at the bottom.




1. Tell the person their words could upset people.	6. Think before posting or sharing.
2. Try to be kind to the person posting negative comments.	7. Avoid sharing content designed to provoke a reaction.
3. Post something funny to both challenge the original post and diffuse any tension.	8. Avoid reposting the content when expressing disapproval of it.
4. Report it to someone who can take messages down or give other help.	9. Avoid directly engaging in an online argument with a person who has shared negative content.
5. Block people who post offensive content.	

Progress Reflection: What is the difference between hate speech and a hate crime?



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Do Now: 

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Date:



Lesson Three:

Curriculum Question - How does extremism differ from legitimate protest?

Today's Powerful Knowledge

- The understand how violent extremism is different to a legitimate protest.
- To explore that circumstances that can lead to extremism.

5	Extremism	The promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to destroy the fundamental rights and freedoms of others.
---	-----------	---

"It is acceptable to hold extremist views as long as you don't carry out violent acts or show religious/racial hatred."

BL Task One: Do you agree with the statement above? Explain your answer.

.....

.....

.....



How do extreme ideologies spread?

6	Ideology	A set of cultural or political beliefs of a group or an individual.
15	Radicalisation	The process through which a person comes to support or be involved in extremist ideologies.

Extremism spreads through a process called radicalisation, where individuals adopt extreme beliefs and may even support or engage in violence. This process often begins when someone feels isolated, angry, or excluded from society, making them vulnerable to extremist messages that promise purpose or belonging.

Radicalisation can happen online, in communities, or through personal relationships. Social media and websites play a significant role by spreading propaganda that targets vulnerable people. Extremist groups create content that exaggerates problems, blame specific groups, and portray violence as the only solution.

Offline, radicalisation can occur in places like schools, workplaces, or local communities. Influential figures exploit personal grievances or societal issues, such as inequality or discrimination, to manipulate others. They use persuasive techniques like emotional appeals, misinformation, or promises of a better future to recruit followers.

8	Misinformation	Incorrect or misleading information.
9	Manipulation	An action designed to influence or control another person, usually in an unfair manner which facilitates one's personal aims.

Peer pressure and group dynamics can intensify radicalisation. People may feel compelled to adopt extreme views to fit in or gain approval from a group. Over time, their beliefs become more rigid, and they may lose empathy for others who think differently.

Education and awareness are essential to prevent radicalisation. Learning to question information and understand different perspectives can help people resist extremist influence. Strong, supportive communities and open dialogue also play a critical role in countering radicalisation, offering individuals healthy outlets to express concerns and connect with others.



Task Two: Watch the short film and answer the following questions:

What examples of extremism are mentioned in the clip?

What does the clip say about why extremism and radicalisation happen?

Here are 8 factors that can make someone vulnerable to radicalisation:

1. **Isolation and Loneliness:** Feeling disconnected from family, friends or community.
2. **Identity Crisis:** Struggling to find a sense of purpose or identity.
3. **Grievances or Injustice:** Experiencing or perceiving discrimination, inequality, or unfair treatment.
4. **Mental Health Challenges:** Issues like depression, anxiety, or trauma can increase vulnerability, especially if extremist groups offer a sense of validation or purpose.
5. **Exposure to Extremist Content:** Regular interaction with radical material online or offline can normalise extreme ideas and encourage further involvement.



Turn and Talk: What could someone do if they were worried about extremist influences online?



Task Three: Read through the statements ticking true or false, writing a comment if you want to explain further.

Statement	True	False	Comments
1. Most people would agree with extremist views.			<hr/> <hr/>
2. Extremism always leads to violence.			<hr/> <hr/>
3. Extremism includes extreme action on a range of issues including environmental concerns.			<hr/> <hr/>
4. Once someone joins an extremist group, they cannot leave.			<hr/> <hr/>
5. Extremism is against the law.			<hr/> <hr/>
6. Extremists try to recruit new people who are having a difficult time in their lives.			<hr/> <hr/>

What is a legitimate protest?



A legitimate protest is a peaceful, lawful way for people to express their views, raise awareness, or demand change about issues they care about. It respects democratic values and the rights of others while challenging policies, decisions, or injustices. Legitimate protests can include marches, sit-ins, petitions, or demonstrations that follow legal guidelines, such as obtaining permits when required. They aim to create positive change without violence or harm. Legitimate protest is a vital part of a free society, allowing people to voice their concerns and influence decision-making while respecting the rule of law and maintaining public safety.

Task Four: Read Jo and Sami's scenarios, answering the questions in the tables:



Jo is angry about the lack of action on climate change. They have been involved in a range of protests and recently organised a sit-in at a local government office. They were removed from the premises by police officers and given a police caution. The experience convinced them that more direct action was needed, so they have connected with some people who are intending to forcibly prevent entry to the headquarters of a leading fossil fuel corporation.



Does the scenario describe legitimate forms of protest, illegal forms of protest, or forms of violent extremism?

.....

What are the potential consequences for Jo?

.....

.....

What consequences might there be for others in the situation?

.....

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Sami was born overseas and moved to the UK when they were very young. They are popular at school, but their family has experienced racism before, which makes them feel frustrated. Recently, Sami has seen other people talking online about similar experiences they've had and sees that one of the groups has organised an opportunity to meet in person. Sami decides to go along. At the meeting, the group start planning a series of protests to raise awareness of this issue. After the meeting, someone from the group gives Sami a book written by a notorious activist, who is known for promoting violent methods to gain attention. The person suggests that the group should be following these methods instead, and they want Sami to share this message. They tell them they have great leadership potential and has a promising future if they follow the book's instructions.

Does the scenario describe legitimate forms of protest, illegal forms of protest, or forms of violent extremism?

.....

What are the potential consequences for Sami?

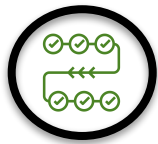
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What consequences might there be for others in the situation?

.....

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Progress Reflection: Taking action - for each scenario advise on what the person should do next.



Taylor's dad has been involved in the local branch of a political party that has a lot of members with far-right views. They have been attending protests with their dad but are not particularly comfortable with some of the comments they hear. Taylor has been asked to hand out leaflets that they think are offensive.

If you were Taylor's friend what would you advise them to do?

.....

.....

What could happen if they keep going on in their situation as it is?

.....

.....

Charlie has seen a number of protests happening in London about the economy and likes the idea of vandalising government buildings as a way of venting their anger about economic and social inequalities. They have booked a ticket to London and has bought a range of supplies, including spray cans and a mask.



If you were Charlie's friend what would you advise them to do?

.....

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What could happen if they keep going on in their situation as it is?

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Do Now:



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Date:



Lesson Four:

Curriculum Question - What skills do I need in order to express my own views whilst respecting others?

Today's Powerful Knowledge

- Learn strategies for managing conflicting views and engaging in constructive discussions.
- Develop skills in fact-checking, verifying sources, and critically evaluating information.
- Promote respectful dialogue and the ability to challenge misleading information effectively.

Person 1:

"I think social media can be a great way to stay connected with friends and learn new things, but I also feel it's important to set limits so it doesn't take over our lives. What do you think?"

Person 2:

"Social media is ruining everything, and anyone who spends all day on it is just wasting their life. People like you don't even care about real problems!"

BL Task One: Read the conversation between person 1 and 2, who are sharing opposing views on social media. Which person comes across as the better communicator and why?

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Communication Skills

Expressing views respectfully helps strengthen relationships and fosters understanding by creating a safe space for open dialogue. When we communicate with kindness and empathy, others are more likely to listen and engage, even if they disagree. Respectful expression avoids blame or personal attacks, focusing instead on ideas and shared solutions. This approach builds trust, reduces conflicts, and shows that we value others' opinions and feelings. By actively listening and seeking common ground, we demonstrate maturity and openness, which encourages mutual respect.

Listening, empathy, and managing emotions are crucial when discussing differing opinions because they promote understanding and reduce conflict. Active listening shows respect and helps us truly understand others' perspectives instead of just reacting. Empathy allows us to put ourselves in someone else's shoes, fostering compassion and creating a connection despite disagreements. Managing emotions, such as anger or frustration, ensures discussions remain calm and constructive rather than escalating into arguments. These skills help maintain a positive environment where everyone feels heard and valued, enabling productive conversations that focus on solutions rather than personal differences or hostility.



Turn and Talk: How do you show you are actively listening when talking to another person?

Task Two: Tick the techniques that would show both respect and effective communication skills within a conversation. ✓

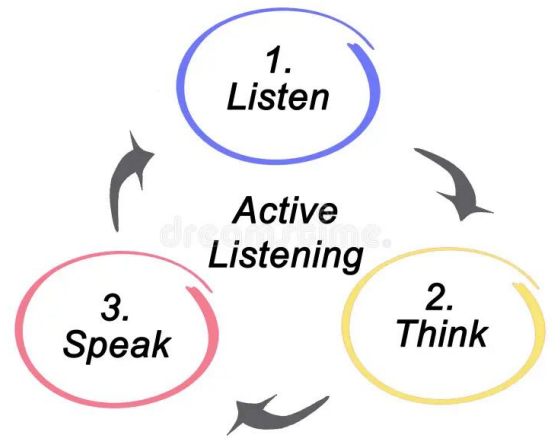
Interrupting the other person		Giving eye contact		Listing lots of examples of why they are wrong	
Saying you appreciate their honesty		Talking loudly to overpower the other person		If feeling frustrated, taking time to consider what you are going to say next	
Storming off		Asking questions so you can understand their point of view		Not saying what you think for fear of conflict	



Communication Techniques

Here are four main strategies for respectful dialogue:

1. Use "I" Statements: Share feelings without blaming (e.g., "I feel... because...").
2. Active Listening: Pay attention and respond to what others say.
3. Avoid Personal Attacks: Focus on ideas, not individuals.
4. Ask Questions: Show interest in understanding others' perspectives.



Task Three: In groups of two or three, talk through the statements trying to use the communication techniques list above. Consider how your body language can show you are listening too:

"Social media does more harm than good."

"School uniforms should be mandatory for all students."

"Online learning is more effective than traditional classroom learning."

"Animal testing should be banned worldwide."

"Video games contribute to violent behaviour in teenagers."

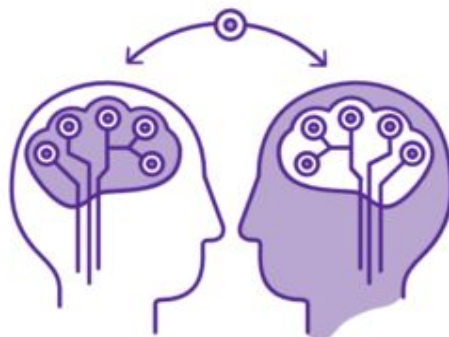
"The voting age should be lowered to 16."

"Homework should be banned in secondary schools."

"Climate change is the biggest threat facing future generations."

"Students should be allowed to use smartphones in class."

"It's better to have a smaller group of close friends than a large group of acquaintances."





Progress Reflection: Use your learning from today's lesson to answer the following questions:

Why does respectful communication matter in real life e.g. with friendships, family and in formal environments such as school or a workplace? Include three examples.

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How can disrespectful communication escalate conflicts or harm relationships? Include three examples.

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Write down three techniques you will use to express your views respectfully in the future.

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How will using the techniques above help you once you leave school?

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If you would like further guidance or support speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted adult.

I need your help with something . . .

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



Do Now:



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Date:

Lesson Five: Curriculum Question - What is the impact of hate crime in football?

Today's Powerful Knowledge

- To examine football as a case study for hate crime and understand its prevalence.
- To explore the impact of the consequences of hate crime in the context of football.
- To consider the wider implications of hate crime in relation to racism and misogyny.

BL Task One: Why do you think professional football matches are such a common place for racism to take place? Add your ideas to the mind map.

Why might racism
take place at a
professional football
match?

What is the relationship between hate crimes and football?



Hate crime in football refers to acts of violence, discrimination or abuse directed at players, fans, or officials based on their personal characteristics. It can occur both on and off the pitch and is a serious problem in the sport. Players have been subjected to racial abuse, homophobic chants and even violent attacks simply because of their identity.

Social media has also played a role in amplifying hate crimes, with players often receiving online abuse after a bad performance or controversial moment in a match. This creates a toxic atmosphere, making football less inclusive and enjoyable for everyone involved.

Football governing bodies, like FIFA and UEFA, have taken steps to tackle hate crime by implementing strict rules, fines and penalties for discriminatory behaviour. However, more work needs to be done to address the root causes of hate in football, such as improving education, promoting diversity and encouraging respect for others.

Fans also have a part to play. By challenging hate and standing up against discrimination, they can help create a safer, more welcoming environment for everyone. It's important that football remains a space where people of all backgrounds can come together and enjoy the game without fear of abuse.



There are growing concerns in the UK about the significant increase in hate crimes. The number of football banning orders issued by UK courts has risen by 230% while online hate allegations within the sport are up 53% (say police).

Task Two: Why do you think there has been an increase in hate crimes at football matches?

.....

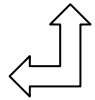
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What effect does this sort of behaviour have on people who attend football games?

.....

.....

Bukayo Saka faced racist abuse after the player's missed penalty in the final of Euro 2020



There have been a series of high-profile incidents recently linked to racism in football with hate speech directed at players from the crowd but also on social media. High profile campaigns have been launched to try and challenge this behaviour, as well as more serious punishments for those who are found to be perpetrators.

Jamie Arnold was convicted of racially abusing Rio Ferdinand at a Premier League match in 2021. He hurled racist remarks and hand gestures at the former England defender whilst he was working as a commentator for BT Sport during the match between Wolves and Manchester United on 23rd May 2021. Arnold was sentenced to six months in prison and given a seven year football banning order from all matches in the UK and abroad.

Ferdinand said *"As an ex-professional football player who has played all over the world representing my club and country, I have unfortunately experienced racist comments and gestures whilst playing. Working on TV this is something I have never experienced as a pundit, to be inside a football stadium which was live on TV broadcast around the world makes me sad and angry that someone felt the need to do this to me, which is something I will never ever forget."*



Wider discrimination

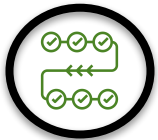
Hate crime towards women in football Unfortunately, racism is not the only hate crime that has been experienced in football stadiums. There have been a number of reports of attacks on a variety of protected characteristics such as sexual orientation, disability and gender. In November 2023, two football fans were arrested during Birmingham's home match with Sheffield Wednesday for alleged misogynistic chanting towards referee Rebecca Welch. Two 17-year-olds were arrested for alleged chants towards Welch, who made history in January by becoming the first woman to officiate a Championship match after she took charge of Birmingham's clash with Preston.



Turn and Talk: Why do you think some football fans behave in this way?



Task Three: Read the scenarios and makes suggestions for appropriate responses.



What immediate actions should be taken?

What long-term strategies could help prevent this?

How can everyone involved (players, clubs, fans, governing bodies) contribute?

A player receives homophobic abuse during a match.

A fan posts a racist comment on social media.

Supporters start a sexist chant in the away stand.



What is being done, and how can I get involved?

2	Campaigner	A person who takes part in organised activities that are intended to change something in society
3	Activism	The use of ongoing campaigning to bring about political or social change.

Here is the mission statement from the UK's Kick It Out campaigners:

Driven forward by our love of sport, we're here to fight discrimination. We're here to make sure football is a game for everyone – and that means putting equality and inclusion up front.

We were set up to fight racism in football in 1993. Then in 1997 we expanded to tackle all forms of discrimination. Since the beginning, we've made huge progress on and off the pitch, leading the charge for positive change. We've done it by raising awareness, confronting issues and helping our sport be better.


Today, we support people from under-represented and minority communities to make a career in football and thrive. And we call out discrimination wherever it happens – from your local park to the Premier League to your social feed.

We all know Kick It Out shouldn't have to exist. Our biggest hope is that one day football no longer needs us. But right now we're here to put an end to every form of discrimination. We won't stop until it stops.

REPORT IT

If you've seen discrimination in football – online or at a grassroots, non-league or professional game – don't turn away. Report it to us so we can get the right people involved and support everyone affected.

Where did it happen? *



Professional



Grassroots







Online





More ways to report it

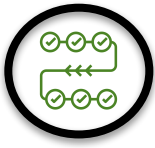
02039678989
Call us and we'll get to work

  
Message us on social media

 report@kickitout.org
Email us the details

 Get It On Google Play  Available on the App Store

Report it using our app



Progress Reflection: Use your learning from today's lesson to answer the following questions:

Why is it important to address discrimination in football?

.....

.....

.....

.....

How can young people make a difference?

.....

.....

.....

.....



Stand

Speak

Act

If you would like further guidance or support speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted adult.

I need your help with something . . .

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



Do Now -

Date:

Lesson Six - Spotlight

Curriculum Question

Today's Powerful Knowledge





Year Ten - Topic Four Challenging Influences



C community
cooperation

A ambition
achievement

R respect
responsibility

E endeavour
enjoyment

Ambition Sheet

1	Role model	A person who someone admires and whose behaviour they try to copy.
2	Peer influence	Instances where one person affects, or is affected by, one other or multiple others who are similar in age.
3	Critical thinking	An ability to question; to acknowledge, examine, interpret and evaluate.
4	Portrayal	A presentation of someone or something in a particular way.
5	Perception	The way in which something is regarded, understood or interpreted.
6	Stereotype	An oversimplified or generalised idea of a particular type of person or thing.
7	Psychological impact	The impact of psychological trauma on mental health, both at an individual and community level.
8	Substance abuse	The use of illegal drugs or the use of prescription or over-the-counter drugs or alcohol for purposes other than those for which they are meant to be used, or in excessive amounts.
9	Societal	Relating to society or social relations.
10	Addiction	A compulsive, chronic, physical or psychological need for a habit-forming substance, behaviour, or activity.
11	Support network	Family, friends and professionals that make up your network and offer support during good or bad times.
12	Gang culture	Norms, values, beliefs, customs associated with a group of people who use methods deemed illegal or illegitimate.
13	External influence	When other people, the media and the environment affect a person's decision-making,
14	Internal influence	When someone's own thoughts, feelings, perceptions and attitudes affect their decision-making.
15	Positive bystander	Someone who challenges problematic behaviour effectively and respectfully.
16	Negative bystander	A person who is close to, or sees, an unkind or discriminatory act, and does nothing about it (either by stopping it or reporting it).
17	Responsibility	A moral duty to do something or to help or take care of somebody because of your job or position.
18	Self-worth	The internal sense of being good enough and worthy of love and belonging from others.
19	Mentorship	An ongoing partnership where individuals work together over time to support personal and professional growth,
20	Consequence	A result or effect, typically one that is unwelcome or unpleasant.



Positive role models

Role models can definitely be both positive and negative, depending on their behaviour, values, and influence on others. A positive role model is someone whose actions and attitudes inspire others to make good choices and lead a responsible, ethical life. These individuals typically embody qualities such as kindness, perseverance, honesty and compassion. On the other hand, a negative role model may encourage harmful behaviors, such as dishonesty, selfishness, or violence, often leading others to make poor decisions or adopt destructive attitudes.

Some well-known positive role models today include:

1. **Malala Yousafzai** – A champion for girls' education, Malala's courage in standing up against the Taliban and advocating for education in the face of personal danger has inspired millions worldwide. Her message of equality, perseverance, and peace makes her a powerful positive role model.
2. **Barack Obama** – The former U.S. president is seen as a role model for his leadership, integrity, and ability to unite people across different backgrounds. He advocates for equality, social justice, and education, and many look up to his commitment to public service.
3. **Greta Thunberg** – The Swedish environmental activist has become a global symbol of youth-led climate action. Her unwavering dedication to raising awareness about climate change and advocating for a sustainable future has made her a role model for environmental activism.



These individuals are seen as role models because they demonstrate qualities such as courage, integrity, and a commitment to making the world a better place. They have used their platforms and influence to challenge societal issues and inspire others to take action. A positive role model doesn't just set an example; they encourage others to strive for a higher purpose, to care for others, and to stand up for what is right.

Turn and Talk:

Do people in the public eye have a responsibility to act as a positive role model?

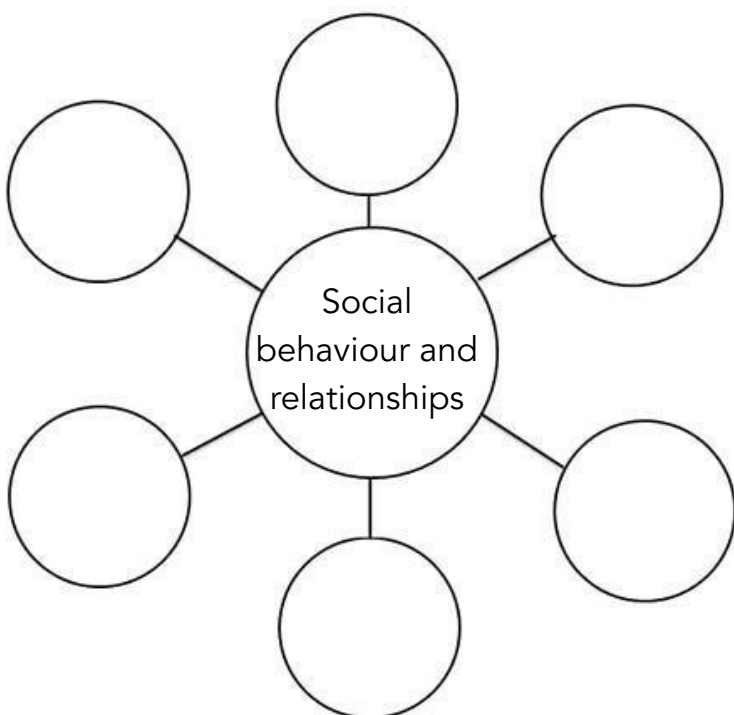
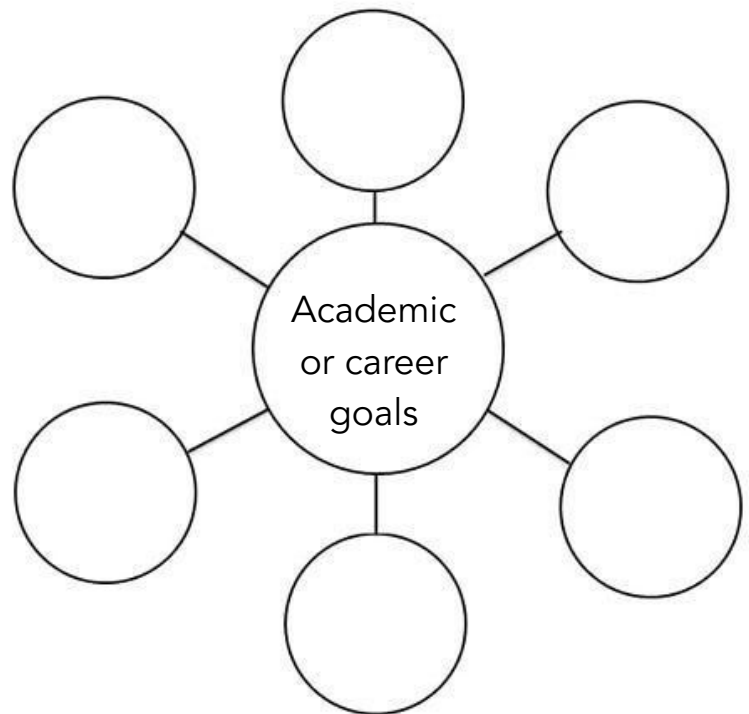
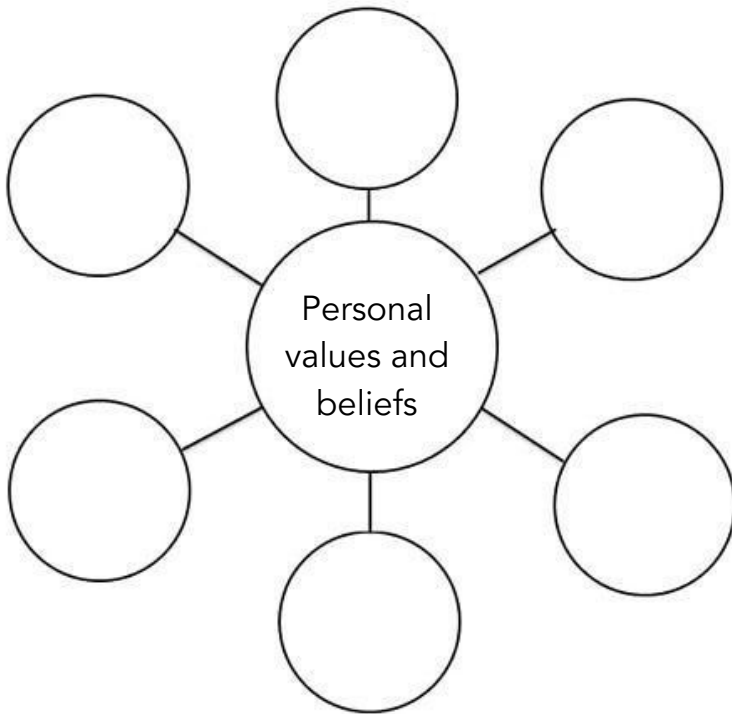
Can ordinary individuals create positive societal change simply by being themselves?



Task Two: Make a list of four different examples of positive role models who are not famous. Who can positively influence you in everyday life?

Task Two: Fill in the mind maps with your own ideas on how positive role models (including famous or non-famous people) might influence the following aspects of another person's life:

1. Personal values and beliefs
2. Academic or career goals
3. Social behaviour and relationships





Case Study: King Charles III



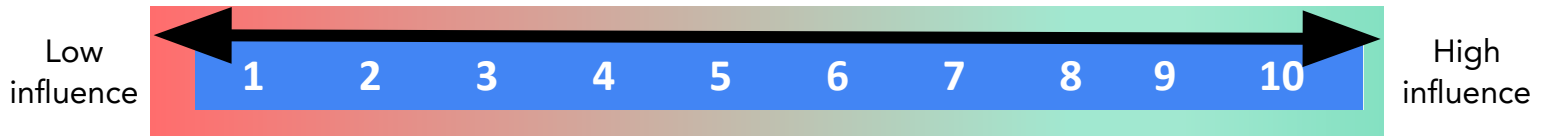
King Charles III, born on November 14, 1948, became King of the United Kingdom and Commonwealth realms on September 8, 2022. Throughout his life, King Charles has been deeply involved in charitable work, particularly in environmental conservation, youth development, and social issues. He founded The Prince's Trust in 1976, which has helped over a million young people with education, employment, and entrepreneurship.



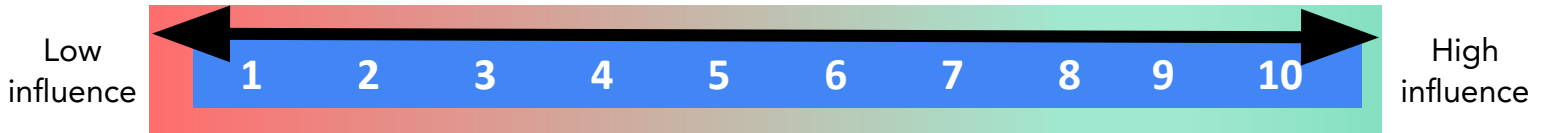
King Charles III's personal net worth is estimated to be around £1.8 billion. This wealth includes assets such as personal jewels worth £533 million, real estate (land and buildings) estimated at £330 million, and investments totalling £142 million.

Task Three: Make a personal assessment of King Charles' influence taking into consideration the information above. Indicate your response with circles. Then answer the questions below.

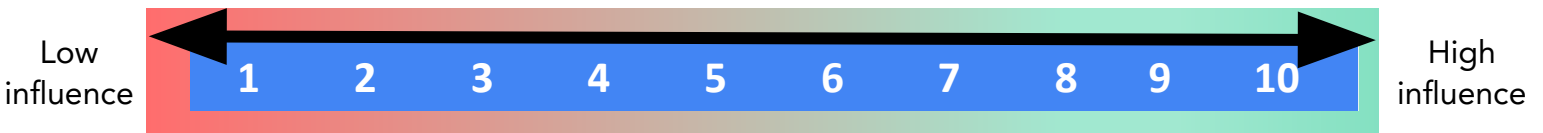
1. How much influence do you think King Charles has in the UK?



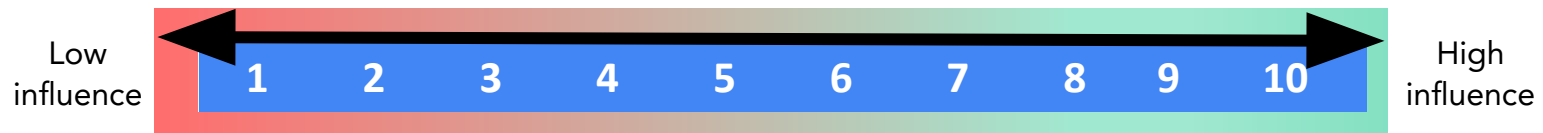
2. How much influence do you think King Charles has internationally/around the world.



3. How much influence do you think King Charles has over younger people?



4. How much influence do you think King Charles has over older generations?



What positive changes in society does King Charles inspire?

How does his role influence our understanding of what power and success looks like?



Negative role models

It is important to note that some role models can have a negative impact when their actions, attitudes, or values promote harmful behaviour or unhealthy mindsets. Another way negative role models affect individuals is by promoting unrealistic expectations. Many celebrities and influencers carefully curate their public images, presenting a lifestyle of perfection in terms of appearance, success or wealth. Constant exposure to such idealised portrayals can damage self-esteem, as people may feel inadequate when comparing themselves to unattainable standards. This pressure to look or live a certain way can lead to anxiety or poor life decisions driven by a desire to fit in.



Progress Reflection: Use the following questions to reflect on your own influence as a role model to others.

What qualities do you think a good role model should have?

.....
.....

List three different people (individuals or groups) who would see you as a role model.

.....
.....

In what ways can you be a positive role model to your peers, family or community?

.....
.....

Write down one small action you can take this week to set a positive example.

.....
.....

If you would like further guidance or support speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted adult.

I need your help with something . . .

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





What is a gang?



A gang is a group of individuals who associate together, often engaging in criminal or violent activities. Gangs can be structured organisations or loosely connected groups, typically united by a common identity, symbols or territory. They may participate in activities such as drug trafficking, robbery, extortion and violence. Many gangs form in disadvantaged communities, offering members a sense of belonging, protection, and financial opportunities. Some gangs operate on a local scale, while others expand nationally or internationally. Law enforcement and community programmes work to prevent gang involvement by providing education, employment opportunities, and support for at-risk individuals.

4	Portrayal	A presentation of someone or something in a particular way.
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Task Two: Watch the trailers and make notes. How are gangs and gang life being portrayed to the audience?



Turn and Talk:

Do you think these portrayals of gangs are accurate? Why or why not?

How do you think the media influences the way society views gangs?

Task Three: How might people who have little experience with gangs or urban communities form opinions based on this portrayal? How could it lead to prejudice, stereotyping or discrimination?



Task Four: Read through the statements ticking true or false, writing a comment if you want to explain further.

Statement	True	False	Comments
1. Most gang members are involved in violent crime.		
2. Gang members are all from poor or disadvantaged backgrounds.		
3. Gang life is glamorous and exciting.		
4. Joining a gang is the only way to survive in certain communities.		

5	Perception	The way in which something is regarded, understood or interpreted.
6	Stereotype	An oversimplified or generalised idea of a particular type of person or thing.



Media portrayals of gangs

Media portrayals of gang culture often sensationalise violence, crime, and power while neglecting the social and economic factors that contribute to gang involvement. Movies, TV shows, and music can glamorise gang life, depicting it as exciting or profitable, which may mislead audiences, especially young people.

On the other hand, news coverage sometimes reinforces stereotypes, portraying gang members as evil criminals rather than individuals shaped by their environment. This oversimplification can lead to biased perceptions, increased fear and a rise in discrimination. Too often media portrayals ignore the role of poverty, lack of opportunity and societal issues in driving gang membership.

9	Societal	Relating to society or social relations.
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Task Five: In pairs, come up with four different initiatives that could provide alternatives to gang culture. For example, think about programmes or groups that could exist in the community to reduce the number of young people joining gangs.

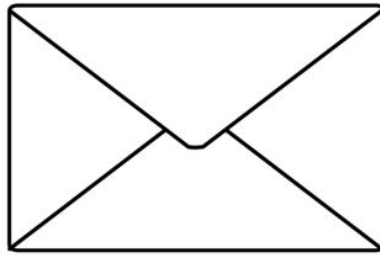
Idea 1	Idea 2
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Idea 3	Idea 4
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How would your ideas help give people positive alternatives to gang activity?



Supporting communities

Community programs play a crucial role in reducing youth gang involvement by providing positive alternatives, mentorship, and support. After-school activities, sports, job training, and counselling help steer young people away from crime by fostering a sense of belonging and purpose. Mentorship programs connect at-risk youth with positive role models, reducing the appeal of gangs as surrogate families. Education and employment initiatives offer opportunities for success outside of crime. Additionally, community outreach efforts build trust between young people and local authorities, promoting safer environments.



Progress Reflection: Letter to my future self

Imagine you are in a situation where you feel pressured to join a gang. Write a short letter to your future self, giving advice on how to stay strong, make positive choices, and avoid negative influences. Include:

1. The dangers of gang involvement.
2. Positive alternatives and support systems.
3. Personal goals and aspirations that would be at risk.

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:
 - A Better Medway: www.abettermedway.co.uk
 - Childline: www.childline.org.uk 0800 1111





Medicinal v Recreational



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

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

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



Turn and Talk:

What impact do you think taking illegal drugs has on an individual person?

How can illegal drug use impact more people - for example, how could it affect wider families or communities?

Task Two: Working in pairs, identify whether the following consequences to repeated, recreational drug-use have a physical impact (PH), psychological impact (PSY) or social impact (SI). Be aware that some may fall into more than one category.

Addiction		Family breakdown		Heart problems	
Depression		Liver damage		Legal problems	
Feeling lonely		Anxiety		Impaired judgement (making bad decisions)	
Problems sleeping (sleeping too much or too little)		Money problems		Mood swings	
Dental problems		Weight loss		Suicidal thoughts	
Aggression		Increased criminal activity		Losing your job	



Task Three: For each substance-related scenario, write down what the personal, and wider, impact could be.

Scenario 1: Drunk Driving Accident

Sam, a 17-year-old, leaves a party after drinking alcohol, convinced they are fine to drive. As they speed home, they lose control and crash into another car. The other driver is seriously injured. Sam is arrested, facing legal consequences, guilt and the reality of their reckless decision.

What is the impact on Sam?	..... .....
What is the impact on Sam's family?	..... .....
What is the impact on Sam's community?	..... .....

Scenario 2: Drug Addiction and Isolation

Charley starts experimenting with drugs in high school, thinking it's harmless fun. Over time, they become addicted, prioritising substances over everything. Their grades drop, they stop talking to their family, and friends distance themselves. Alone and struggling, they realise addiction has taken everything, but recovery feels impossible.

What is the impact on Charley?	..... .....
What is the impact on Charley's family?	..... .....
What is the impact on Charley's community?	..... .....

Scenario 3: Alcohol and Poor Decision-Making

Jordan turns to alcohol after work to escape stress, drinking more each night. One evening, they lash out at their partner during an argument, saying hurtful things they don't mean. Their relationships suffer, work performance declines, and they face the painful truth - alcohol is controlling their life.

What is the impact on Jordan?	..... .....
What is the impact on Jordan's family?	..... .....
What is the impact on Jordan's community?	..... .....



Task Four: To check your knowledge, take the quiz about the impact of substance abuse on individuals and society.

<p>1. What is a common long-term effect of excessive alcohol consumption?</p> <p>A) Stronger muscles B) Liver disease (cirrhosis) C) Improved memory D) Faster metabolism</p>	<p>6. What is one way drug addiction affects the economy?</p> <p>A) It leads to higher healthcare and crime-related expenses B) It creates new businesses and job opportunities C) It helps improve workplace performance D) It reduces financial burdens on families</p>
<p>Q1 Answer:</p>	<p>Q6 Answer:</p>
<p>2. How does drug addiction affect brain function?</p> <p>A) It permanently increases intelligence B) It has no lasting impact on the brain C) It improves decision-making skills D) It disrupts the brain's reward system, leading to compulsive behaviour</p>	<p>7. Which substance is most commonly linked to violent behaviour?</p> <p>A) Caffeine B) Alcohol C) Vitamin C D) Antibiotics</p>
<p>Q2 Answer:</p>	<p>Q7 Answer:</p>
<p>3. What is a major social impact of widespread drug addiction?</p> <p>A) Increased homelessness and unemployment B) Decreased crime rates C) Improved family relationships D) Higher academic performance</p>	<p>8. Why are teenagers more vulnerable to drug addiction?</p> <p>A) Their brains are still developing, making them more sensitive to substance effects B) They have a stronger ability to resist addiction C) Their bodies process drugs more effectively than adults D) Addiction only occurs in older adults</p>
<p>Q3 Answer:</p>	<p>Q8 Answer:</p>
<p>4. Why do withdrawal symptoms occur when someone stops using a drug?</p> <p>A) The body has become dependent on the drug and struggles to function without it B) The person is pretending to feel bad C) The drug has permanently changed the body's chemistry D) Withdrawal symptoms only happen with illegal drugs</p>	<p>9. How does drug addiction contribute to crime?</p> <p>A) It strengthens law enforcement B) It reduces the number of people involved in criminal activity C) People may steal or engage in illegal activities to support their addiction D) It leads to better decision-making</p>
<p>Q4 Answer:</p>	<p>Q9 Answer:</p>
<p>5. How does drug trafficking affect society?</p> <p>A) It reduces crime and creates job opportunities B) It has no impact on society C) It increases violence, corruption, and law enforcement costs D) It makes healthcare more affordable</p>	<p>10. How does alcohol affect driving ability?</p> <p>A) It slows reaction time and impairs judgment B) It improves coordination and focus C) It has no effect on driving skills D) It makes people drive more carefully</p>
<p>Q5 Answer:</p>	<p>Q10 Answer:</p>



Progress Reflection: Use the following questions to reflect on your learning in today's lesson.

Write down one thing you have learned about the impact of drugs and alcohol on individual people.

Four horizontal dotted lines for writing.

Write down one thing you have learned about the impact of drugs and alcohol on the families of users.

Four horizontal dotted lines for writing.

Write down one thing you have learned about the impact of drugs and alcohol on communities and society.

Four horizontal dotted lines for writing.

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:
 - A Better Medway: www.abettermedway.co.uk
 - Childline: www.childline.org.uk 0800 1111





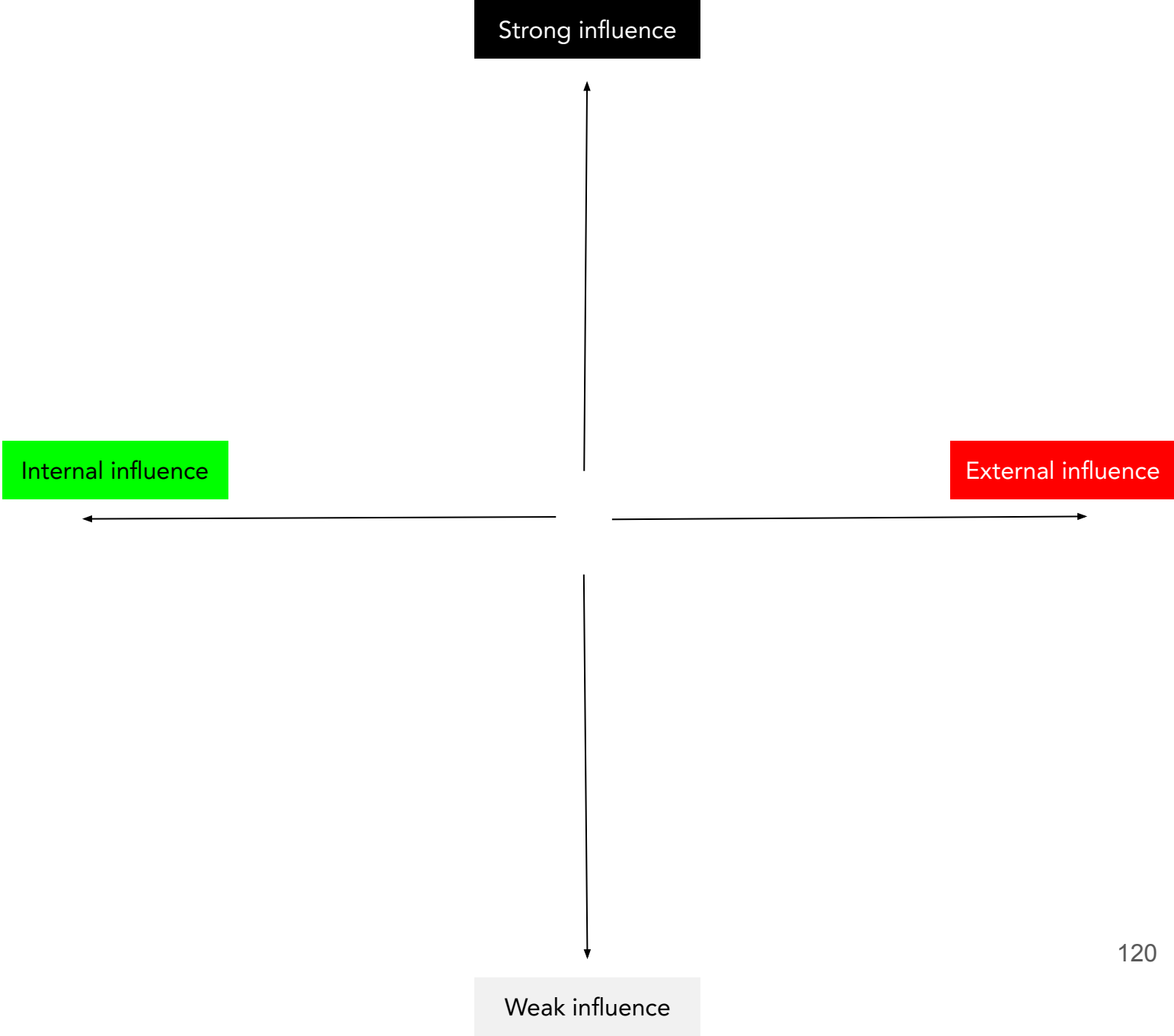
Internal influence – relates to someone’s own thoughts, feelings, perceptions and attitudes etc.



External influence – relates to other aspects which affect someone’s ideas, such as those coming from others, the media, or the environment around them.

Task Two: Look at the factors below that affect decision-making. Place them in the influence chart - are they an internal or external factor, and is their influence strong or weak?

Peer group	Desire to fit in	Media (TV and advertising)	Religion
Personal values and goals	Self-worth	Family	Celebrities
Political opinions	Social media	School ethos	Mental health or wellbeing





STAGE 1

Max has just finished his GCSEs and is getting ready to go to a weekend music festival to celebrate. Lots of his friends are going, as well as people he knows from other schools. As he is packing, he sees messages in the group chat about what everyone should bring, including what alcohol and other drugs they could take with them.

STAGE 2

They arrive at the campsite and start setting up their tents. A group nearby are playing music, chatting and drinking. Another group seem to be smoking something together. Everyone seems very friendly, and several people introduce themselves as they set up their camp.

STAGE 3

The group go to watch a band. It's very busy but there's a great atmosphere. Max's friend CJ drinks lots of beers quickly, some given to them by strangers, and now seems quite drunk. Max has been drinking soft drinks but he feels a bit drunk, so wonders if someone has put something in his. He also starts to become worried about CJ's behaviour, but everyone's having a good time and nobody else seems worried about CJ acting out of character.

STAGE 4

Max has lost CJ. He saw a group doing something with balloons earlier and now his friends are dancing with them. No-one else seems worried about what is going on and Max doesn't want to be accused of bringing down the mood. Eventually the last band finish up. Some of the group go off with their new friends and the rest head back to their own tents. A few hours later, Max finds CJ by the toilets, very dazed and confused and looking really unwell.



Turn and Talk:

What are the potential influences on Max and others at each stage of the timeline?

What opportunities are there for Max to be a positive influence on others?

When people become increasingly independent, it is important that they know how to help keep themselves and others safe. It is easy for young people to get caught up 'in the moment', especially when with their peers and in a place where there is less direct adult supervision.

Strategies to stay safe might include:

1. Establishing expectations with friends before going to social events.
2. Saying a polite but assertive 'no thanks' to offers of alcohol or other drugs.
3. Arranging designated meeting points or meeting times in case they lose one another.
4. Finding appropriate help such as going to the first aid tent if needed.
5. Always staying in at least pairs throughout the weekend.
6. Not leaving drinks unattended.



Task Three: Read the statements below and circle on the scale the indicate how much you agree or disagree with them.

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



Strongly disagree

Slightly disagree

Slightly agree

Strongly agree

2. People always break rules if others break them too.



Strongly disagree

Slightly disagree

Slightly agree

Strongly agree

2. Being in a group makes people act differently.



Strongly disagree

Slightly disagree

Slightly agree

Strongly agree



How does substance use affect decision-making?

Substance use can seriously affect how teenagers make decisions. When you use drugs or alcohol, they change the way your brain works, especially the part that helps with making good choices and controlling impulses. This can make you act without thinking, take unnecessary risks, or make poor decisions that you might regret later. Over time, using substances can harm your ability to think clearly, which means you may struggle with making smart choices about your future. It's important to understand that what might feel good in the moment can lead to bad consequences in the long run.

Chrissy and their friends are at their classmate Jojo's house party. Jojo lives outside the city, so there aren't any other houses nearby, and this means they can play the music loudly and have some drinks and smoke without upsetting any neighbours. Everyone is having a great night.

As the night goes on, Chrissy notices they haven't seen Jojo in a while and goes looking for them. Chrissy knows that Jojo recently bought some tablets online, but doesn't know what they are or if Jojo has taken any. They find Jojo lying on the floor in another room and can't wake them up. Chrissy tells their friends, but they just laugh, saying Jojo must be really drunk and needs to "sleep it off".



Turn and Talk:
What should Chrissy do?



Task Four: Order the different response options from 1-8 in order of priority and safety (1 being a poor/unsafe decision, 8 being the most sensible decision Chrissy could take to make Jojo safer).

Speak to somebody else at the party to see what they think.	Sit with Jojo for a while and wait to see what happens.	Put Jojo in the recovery position.	Call Chrissy's parents.	Shake Jojo again to see if they will wake up.	Leave Jojo alone and carry on with the party.	Call 999.	Call Jojo's family.



In the end, Chrissy decided to put Jojo in the recovery position and call their mum - the party was ended when an ambulance turned up at the house. Jojo was ok eventually, having received immediate medical treatment.



As a result of Chrissy asking for help from an adult, lots of parents found out what had happened, and many of the partygoers got in trouble later on.

Progress Reflection:

How might Chrissy respond to any negativity or criticism from the other students at the party for making this decision?

.....

.....

.....

Why is important to seek help from an adult quickly when drugs or alcohol are involved in an emergency situation?

.....

.....

.....

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 www.nhs.uk/live-well/alcohol-support
- visit www.talktofrank.com
- visit: A Better Medway: www.abettermedway.co.uk
- visit Childline: www.childline.org.uk 0800 1111



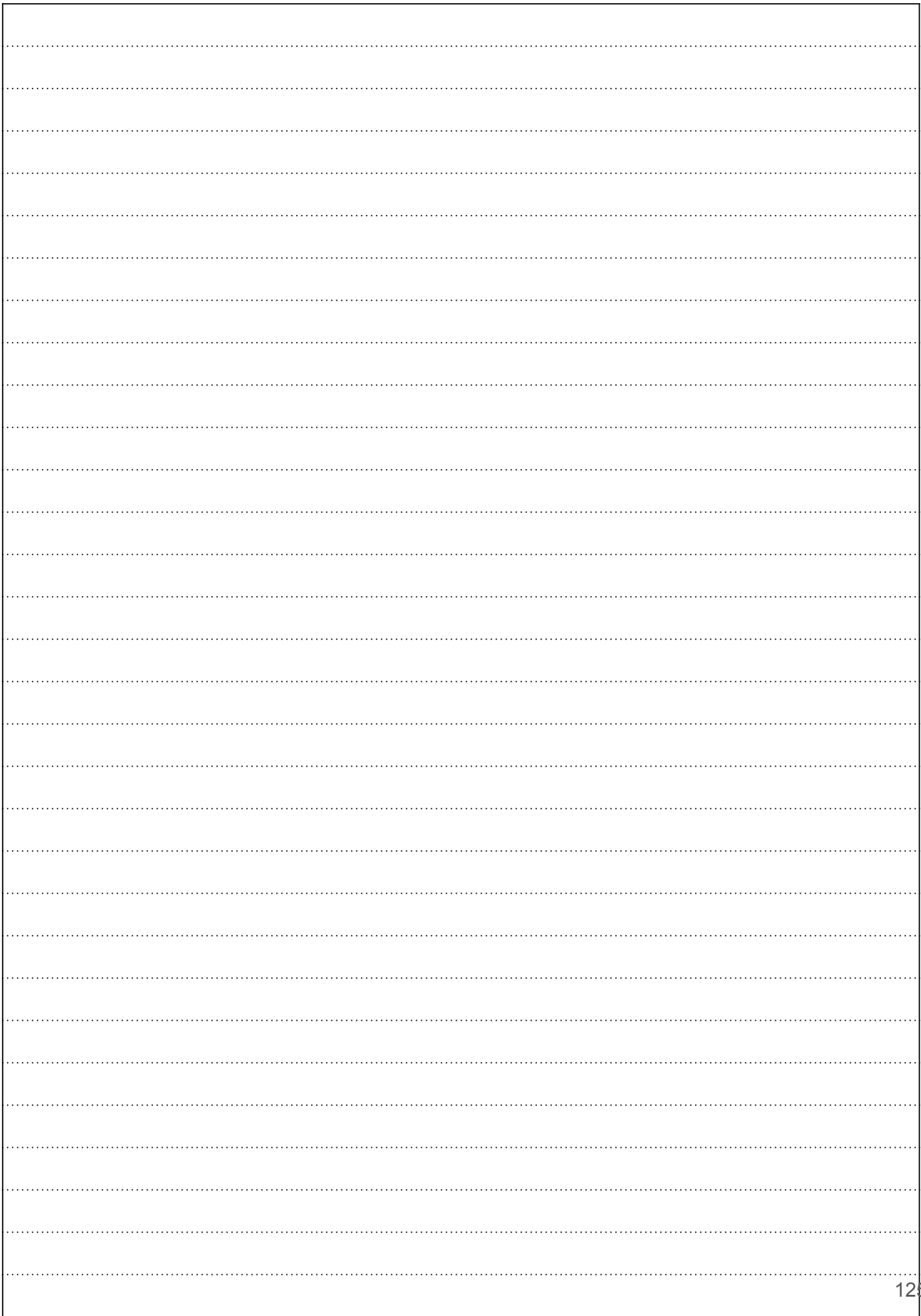
Do Now -

Date:

Lesson Five - 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 checked="" type="checkbox"/> False
1	A role model is someone who sets a positive example for others.	<input type="checkbox"/>	<input type="checkbox"/>
2	You don't have to be famous to be a role model.	<input type="checkbox"/>	<input type="checkbox"/>
3	Good role models encourage others to make responsible choices.	<input type="checkbox"/>	<input type="checkbox"/>
4	How you act online doesn't matter if you're a good role model in real life.	<input type="checkbox"/>	<input type="checkbox"/>
5	A role model admits mistakes and learns from them.	<input type="checkbox"/>	<input type="checkbox"/>
6	Some people view gang life as glamorous due to music or media.	<input type="checkbox"/>	<input type="checkbox"/>
7	Being in a gang always leads to money and respect.	<input type="checkbox"/>	<input type="checkbox"/>
8	Gangs often pressure young people to commit crimes.	<input type="checkbox"/>	<input type="checkbox"/>
9	Carrying a weapon for protection is a safe and smart choice.	<input type="checkbox"/>	<input type="checkbox"/>
10	Gang involvement can have long-term consequences, including criminal records.	<input type="checkbox"/>	<input type="checkbox"/>
11	Peer pressure can be both positive and negative.	<input type="checkbox"/>	<input type="checkbox"/>
12	It's impossible to say no to friends without losing them.	<input type="checkbox"/>	<input type="checkbox"/>
13	Surrounding yourself with positive friends helps you make better choices.	<input type="checkbox"/>	<input type="checkbox"/>
14	Everyone gives in to peer pressure at some point.	<input type="checkbox"/>	<input type="checkbox"/>
15	You can influence others in your group by leading by example.	<input type="checkbox"/>	<input type="checkbox"/>
16	You should always think about consequences before taking risks.	<input type="checkbox"/>	<input type="checkbox"/>
17	Talking to a trusted adult can help you handle difficult peer situations.	<input type="checkbox"/>	<input type="checkbox"/>
18	Being part of a gang can make it harder to achieve your goals.	<input type="checkbox"/>	<input type="checkbox"/>
19	Saying no to risky behaviour is a sign of weakness.	<input type="checkbox"/>	<input type="checkbox"/>
20	Knowing your values helps you stand firm under pressure.	<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. Role Models Scenario:

Daniel, 13, looks up to a popular local rapper who often talks about overcoming a tough background, including gang involvement. Daniel has started mimicking the rapper's style, language, and attitude, saying, "He made it big, so I'm just doing what he did."

Question:

How can role models influence young people's behaviour, both positively and negatively?

2. Media Perception Scenario:

In a class discussion, some students say all gang members are "violent criminals" and blame them for everything wrong in the neighborhood. This opinion is based mostly on what they've seen in TV shows and news reports.

Question:

How might media influence how young people perceive gangs, and why is it important to question those portrayals?

3. Peer Pressure Scenario:

Liam just moved to a new school and is trying to fit in. A group of students invite him to skip class and hang out. They say, "If you want to be cool here, you've got to prove it." Liam isn't sure but doesn't want to be left out.

Question:

How does peer pressure affect decision-making, and what can Liam do to make a healthy choice?

4. Community Scenario:

Maria, 16, volunteers at a local youth centre and is admired by younger kids. She recently gave a talk about staying focused in school and avoiding negative influences. Some students said, "It's not cool to act like a teacher," and made fun of her.

Question:

Why is it important to support positive role models, and how can communities encourage more young leaders like Maria?

5. Social Media Scenario:

On social media, Jay's friends post videos of themselves doing dangerous stunts and getting lots of likes. They tag Jay and say, "You're next!" Jay wants to be part of the trend but feels unsure.

Question:

How can social media increase peer pressure, and what are some ways Jay can respond without feeling left out?



Progress Reflection: Making positive choices is not always easy. How do our CARE principles support us in making better life choices for ourselves, even outside school?

Year Ten - Topic Five Healthy Relationships



C community
cooperation

A ambition
achievement

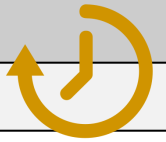
R respect
responsibility

E endeavour
enjoyment

Ambition Sheet

1	Intimacy	A close, familiar, and usually affectionate or loving personal relationship with another person which builds through feelings and actions.
2	Emotional intimacy	The sharing of thoughts and feelings with another person in a way that is trusting, safe, and vulnerable.
3	Physical intimacy	Touch and closeness between which might include holding hands, cuddling, kissing or sex.
4	Consent	Permission for something to happen or agreement to do something.
5	Gender identity	The gender that someone identifies with, the gender that someone knows and feels themselves to be, and it is part of their internal sense of self.
6	Sex characteristics	A group of bodily characteristics including genitals, chromosomes and hormones.
7	Gender expression	How a person dresses, presents themselves, acts or interacts with the world in relation to gender.
8	Sexual orientation	The part of identity relating to who a person finds attractive either romantically or spiritually.
9	Pronouns	Words used in place of the name of someone or something.
10	Trans	A person whose gender identity is different to the one assigned at birth.
11	Cis [pronounced 'sis']	A person whose gender identity is the same as the one assigned at birth.
12	Non-binary	A person whose gender identity is outside of the binary of "woman" and "man".
13	Flirting	When a person behaves playfully with someone as though they are attracted to them.
14	Boundaries	The limits and rules we set for ourselves in terms of our comfort levels around others.
15	Monogamy	A committed romantic relationship that only has one partner at a time.
16	Portrayal	A description or representation of someone or something in a particular way.
17	Idealised	Representing something as better than that it really is.
18	Coercion	Persuading somebody to do something using force or threats.
19	Victim-blaming	Any response that explicitly states or implies that the victim is to blame for the abuse they have experienced.
20	Perpetrator	A person who carries out a harmful, illegal, or immoral act.

Do Now:



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Lesson One

Curriculum Question - What is the role of intimacy and readiness in consensual relationships?

Today's Powerful Knowledge

- To recognise what enthusiastic consent looks and feels like.
- To assess the importance of readiness for intimacy as an individual and as a couple.
- To explain the role that communication and respect play in healthy relationships and consent.

BL Task One: What do you already understand about intimacy?

Definition: what does intimacy mean?	Examples: what does intimacy look like?
Signs a person is comfortable with the intimacy	Signs a person is not comfortable with the intimacy

1

Intimacy

A close, familiar, and usually affectionate or loving personal relationship with another person which builds through feelings and actions.



4 types of intimacy

Intimacy is about building a trusting connection with someone. It can involve sharing thoughts, feelings, or experiences that you don't share with everyone. Intimacy isn't just physical; it can be emotional, like talking deeply with a friend or family member, or intellectual, like discussing topics you are passionate about. Physical intimacy can be a part of relationships too, but it is important to set boundaries and communicate what feels comfortable. True intimacy requires respect, trust, and understanding from both people. It helps you feel safe and valued, making your connection deeper and more meaningful over time.

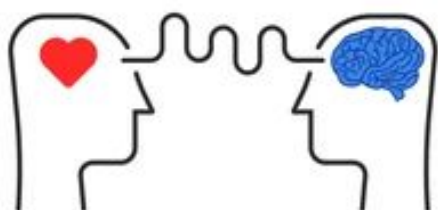
2

Emotional intimacy

The sharing of thoughts and feelings with another person in a way that is trusting, safe, and vulnerable.

Task One: Number the examples of emotional intimacy from 1 to 12. Assign lower numbers to the first steps of building intimacy and higher numbers for the most intimate actions that would come later on.

Going on dates	Saying "I love you"	Getting to know each other's friends
Sharing interests and hobbies	Sharing thoughts about dreams, hopes, ambitions	Buying or making gifts for each other
Meeting each other's family	Flirting	Agreeing to be 'exclusive' (not date anyone else)
Agreeing to be 'exclusive' (not dating anyone else)	Talking on the phone more often	Laughing together



Turn and Talk: In general did you rate the steps in the same way? If there were differences can you think why people might have different opinions?



Relationships develop at different speeds, and that's perfectly normal. Some people connect quickly and become close friends or partners, while others take more time to feel comfortable and trust each other. There's no "right" pace—what matters is that both people feel comfortable and respected. Trying to rush things or feeling pressured can make a relationship feel stressful, so it's important to listen to yourself and communicate honestly. Respecting each other's boundaries helps a relationship grow naturally. Remember, each relationship is unique, so whether it's fast or slow, moving at a pace that feels right for both is key.

3	Physical intimacy	Touch and closeness between which might include holding hands, cuddling, kissing or sex.
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Task Two: This time number the examples of physical intimacy from 1 to 9. Assign lower numbers to the first steps of building intimacy and higher numbers for the most intimate actions that might come later.

Cuddling		Oral sex	
			Kissing
Holding hands		Brushing / playing with hair	
			Massage
Stroking skin; arms, face, etc.		Dancing	
			Sexual intercourse

Turn and Talk: How do couples know when they are ready to move from the initial stages of touch, such as holding hands, to something more physically intimate?



In some cultures and religions, sexual intimacy in relationships is not encouraged before marriage. Some people may also prefer to wait for a permanent, committed relationship, irrespective of religious or cultural beliefs. There will be some aspects of intimacy that might take months or years to build between two people. This is why couples should take time to get to know each other, and not make assumptions about what someone might want or like when getting to know each other.

4	Consent	Permission for something to happen or agreement to do something.
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The following scenarios show examples of someone giving enthusiastic consent:

Jessie and Ashley say they love each other and they both kiss for a long time before they both feel ready to go further.

Casey's partner asks "How does that feel?" They say; "Keep going. That feels good."

Jordan asks Mali "Do you like this?" Mali smiles and says "Yes!"

Alexis and Gia have spoken about contraception and gone to get some together. They are laughing, smiling, kissing and decide to take things further.

Task Three: The following scenarios do not demonstrate enthusiastic consent. Read the examples - have both people given consent in each case? Tick in the column to show your opinion.



There is not full consent from both people.

There may be consent but it is not clear



Scenarios:			
1.	Alex tells Jay they need to hurry up and say yes to sex as they are bored of waiting. Jay thinks they might be ready but feels really nervous.		
2.	Charlie tells Carly that they will share a private video of them unless they send more.		
3.	Simon tells Ade they think it would be fun to watch porn together. But Ade feels really embarrassed about it.		
4.	As they're about to have sex, Demi tells Kai they needs the toilet and disappears for a while. Then Demi says they are distracted by the noise, then says the sofa is uncomfortable.		
5.	Tabby is stroking Sam's arm. They wince and pull their arm away, saying "It feels tickly."		
6.	Taylor jokes that they'll start sleeping around with other people if Lily doesn't do what they want in bed.		
7.	Ed says "No" at first, but after Mimi talks to them about it, they finally agree to have sex.		
8.	Aya has been exchanging sexual messages with her girlfriend Rema about things she'd like to do when they're next together. They're meeting up at the weekend and she is really excited.		

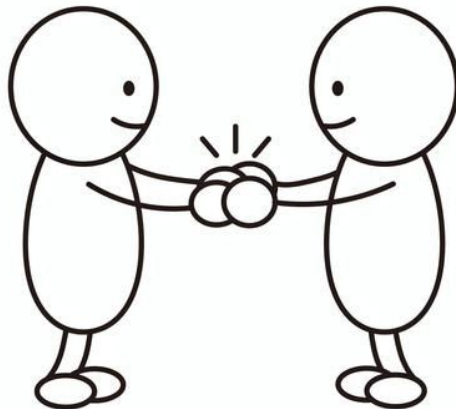
Task Four: How could the characters involved assertively (strongly) communicate their feelings and explain concerns they might have?

1.	Alex and Jay	
2.	Charlie and Carly	
3.	Simon and Ade	
4.	Demi and Kai	
5.	Tabby and Sam	
6.	Taylor and Lily	
7.	Ed and Mimi	
8.	Aya and Reya	

Progress Reflection:

What is the difference between emotional and physical intimacy?

How can couples who want to build intimacy also maintain consent?



For further support about healthy relationships or consent:

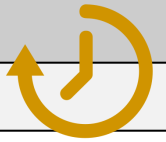
- Speak to a parent, tutor, counsellor, support service or other trusted member of staff in the school, university or workplace
- Contact: Childline www.childline.org.uk; 0800 1111 (up to age 18)
Samaritans, www.samaritans.org; 116 123
- Explore advice on the Brook website www.brook.org.uk



I need your help with something . . .

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

Do Now:



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Date:



Lesson Two

Curriculum Question - What is the difference between gender identity and sex characteristics?

Today's Powerful Knowledge

- Understand what gender identity is and how this is different from other parts of identity, such as sex characteristics and gender expression.
- Understand what pronouns are and the importance of using them correctly.
- Understand what it means if somebody describes themselves as trans, cis and/or non-binary.
- Practise using these words appropriately and confidently.

5	Gender identity	The gender that someone identifies with, the gender that someone knows and feels themselves to be, and it is part of their internal sense of self.
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Sex and gender reassignment are what the Equality Act 2010 set out as being the characteristics that is explicitly illegal to discriminate against.



BL Task One: How do you know what your gender is?

What do we know about gender?

SEX CHARACTERISTICS

Your body

Some people think that you can determine a person's gender identity by looking at their body parts.

However, when we talk about the physical characteristics of a person's body, we're actually talking about sex characteristics and not gender identity. People who have similar bodies might have a very different gender identity. And some people who have the same gender identity might have a very different looking body.



6	Sex characteristics	A group of bodily characteristics including genitals, chromosomes and hormones.
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From birth

When a baby is born (and often before) the doctor or midwife looks at the baby's genitals and declares "it's a girl!" if they observe a vulva, or "it's a boy!" if a penis can be seen. Sometimes that is difficult as bodies do not fit neatly into two boxes. Regardless, the sex (and gender) are assigned to the baby at that point and is put on their birth certificate.

Hobbies and clothes

In society a lot of assumptions are made about people based on what they like to do or wear, or more generally how they present themselves. Some people are feminine, some people are masculine and some people are both or neither (androgynous). We call this 'gender expression'.



7	Gender expression	How someone dresses, presents themselves, acts or interacts with the world in relation to gender.
---	-------------------	---

However, any person might like wearing dresses or playing football (for example), so these things do not necessarily tell us what a person's gender is.



Physical attraction

If a person is talking about who they are attracted to, they are talking about a completely different part of what makes up their identity.

8	Sexual orientation	The part of identity relating to who someone find attractive either romantically or spiritually.
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Sexual orientation is the part of identity that refers to the types of people a person finds themselves attracted to. Some people fancy women, some people fancy men, some people fancy lots of different kinds of people.



So, who a person finds attractive does not determine gender.



Gender identity is part of someone’s internal sense of self which relates to how they feel and know themselves to be. Some people feel like they are women, some people feel like they are men, while other people may feel that they are not a woman, or a man, and may describe this as being “non-binary”.

So how do someone know? They just know! An individual is the only person who can know what their own gender identity is.

9	Pronouns	Words used in place of the name of someone or something.
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Examples of pronouns include:

I She/her
We They/them
You He/him

Task Two: Find the pronouns and circle them:

1. Aisha got into her car.
2. Jack lost their keys.
3. They all knew their friend would love the gift.
4. Michael wasn’t sure he liked the dog.
5. The cat licked its paw.



Turn and Talk: Why might it be important to use the pronouns somebody wants you to use when referring to them? How does this link to our CARE principles?

Using someone’s correct pronouns is a simple but important way to show respect and understanding. Pronouns like "he," "she," or "they" are part of a person’s identity, and getting them right helps people feel recognised and valued. When we take the time to use the correct pronouns, we show that we care about their feelings and identity. It’s normal to make mistakes, but making the effort and correcting yourself shows respect. Using the right pronouns can also help create an inclusive environment where everyone feels safe to be themselves.

Personal beliefs and LGBT+

In modern Britain it is important for all members of society to acknowledge the LGBT+ community and respect the rights of all individuals, regardless of gender or sexual orientations. Some people might find it challenging to balance their understanding of what it means to be LGBT+ in relation to their own beliefs - this could mean social, personal or religious beliefs. The relationship between faith and LGBT+ can prompt important questions. The Proud Trust interviewed LGBT+ young people, who were also active participants in their religious communities, to hear their thoughts....



Task Three: Read the transcript of some of the questions and answers from the *LGBT+ and Faith* event.

What was it like realising you are LGBT+ and religious

"It shook me a bit but it forced me to think more maturely about the way I approach faith, and how my faith feeds into all other aspects of what makes me who I am." [Jo, 17]

What's been your best experience in a faith space being LGBT+?

"I grew up religious and when I came out I worried I wasn't part of that religious community any more. With time I was able to create a space where I could be gay and religious at the same time. I could never give either up as they are both such important parts of who I am." [Kris, 19]

"I recently went to a church which had a LGBT+ congregation. It was very welcoming and encouraging - it was important for me to be able to have a positive space to worship as it makes me feel connected to God when I pray with others." [Andi, 21]

In our scripture it says homosexuality is a sin

"There are many parts of scripture that are seen differently by different people. Everything needs to be read in the context of its time. Holy scripture gives me the guidance I need, but I also know that we all have our own views on the text regardless of gender or sexual orientation (faith is shaped by so many factors!) Worship, for example, is very personal and helps people who want to feel closer to God to connect, but not always in the same way." [Kris, 19]

In a diverse society it is usual for some people to describe their gender identity in different ways:

10	Trans	A person whose gender identity is different to the one assigned at birth.
11	Cis	A person whose gender identity is the same as the one assigned at birth.
12	Non-binary	A person whose gender identity is outside of the binary of "woman" and "man".

Task Two: Circle the keyword based on how each person chooses to identify:

1. Michael was assigned female at birth. He identifies as a man and uses he/him pronouns. Michael might describe himself as:

A trans man

A trans woman

A non-binary person

A cis woman

A cis man

2. Jack was assigned male at birth. They do not see themselves as being a woman or a man and use they/them pronouns. They might describe themselves as:

A trans man

A trans woman

A non-binary person

A cis woman

A cis man

3. Aisha was assigned female at birth. She identifies as a woman and uses she/her pronouns. Aisha might describe herself as:

A trans man

A trans woman

A non-binary person

A cis woman

A cis man

4. Sian was assigned male at birth. She identifies as a woman and uses she/her pronouns. Sian might describe herself as:

A trans man

A trans woman

A non-binary person

A cis woman

A cis man

5. Ty was assigned female at birth. Sometimes Ty feels like a woman, sometimes like a man. They use a mixture of pronouns. They might describe themselves as:

A trans man

A trans woman

A non-binary person

A cis woman

A cis man

Progress Reflection:

What is the difference between gender identity and sex characteristics?

For further support about gender, relationships or consent:

- Speak to a parent, tutor, counsellor, support service or other trusted member of staff in the school, university or workplace
- Contact: Childline www.childline.org.uk; 0800 1111 (up to age 18)
- Explore advice on the Brook website www.brook.org.uk
- Explore advice or live chat on The Proud Trust website www.theproudtrust.org



I need your help with something . . .

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

Do Now:

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Date:



Lesson Three

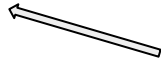
Curriculum Question - What part can technology play when navigating relationships?

Today's Powerful Knowledge

- To understand healthy and unhealthy behaviours within online and offline friendships and relationships.
- To understand the importance of permission and consent, in particular in relation to sharing nude images and videos.
- To identify signs of manipulative, pressurising or threatening behaviour and respond safely to it.
- To understand the importance of seeking help from a trusted adult or support service when needed.

BL Task One: Complete the mind map with examples of how technology (phones and online) can positively impact romantic relationships. An example has been given to start you off.

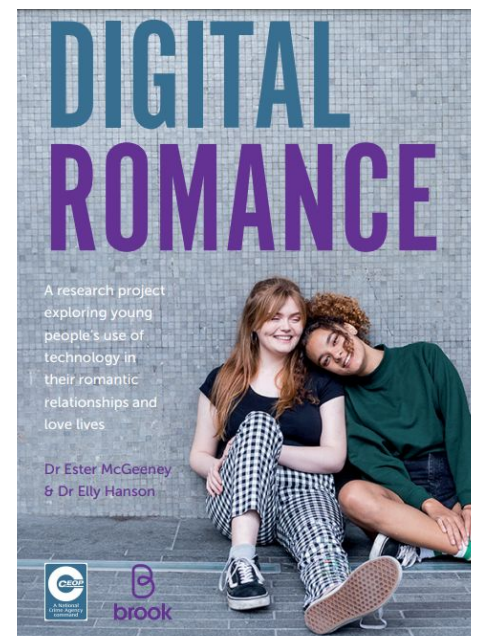
It is easier to meet new people online



Positive effects of technology on romantic relationships

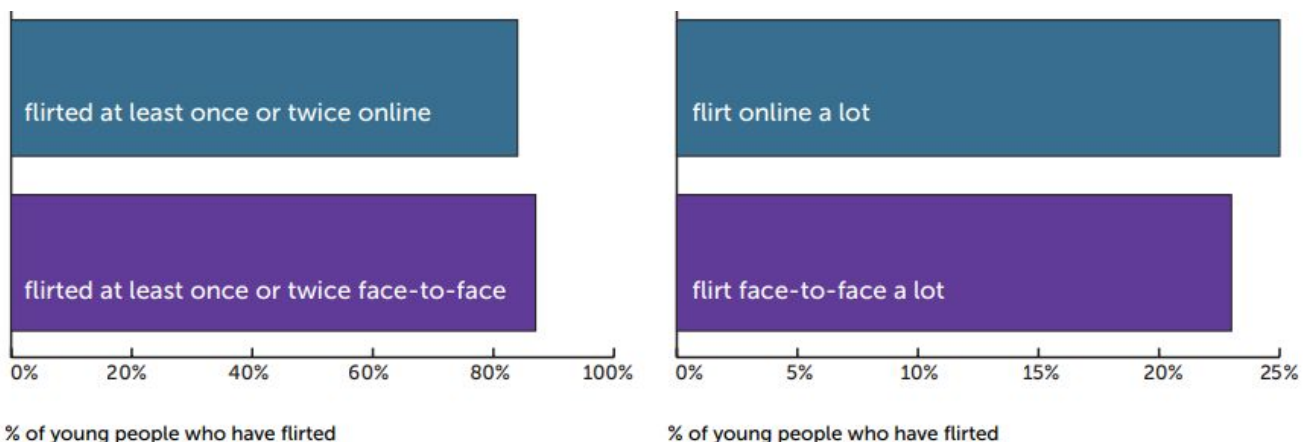
Digital Romance is a research project set out to explore how young people are using digital technologies in their romantic relationships. They are interested in how young people use tech as they meet new partners, start relationships, communicate in relationships, negotiate pressure, break up and survive post break up.

The report explores the risks of online communication such as the unsafe sharing of personal details and the facilitation of abusive and bullying behaviours. However it also acknowledges the positive role of digital technology in young people's lives and the complicated ways in which young people experience and negotiate risk.



Flirting

The research found that digital technologies are an integral part of how young people 'do' their romantic relationships from flirting, through to ending relationships. However, rarely did the use of technology replace face-to-face relationship work. Rather, digital and in-person contact and communication were fully interwoven.



Task Two: Read the quotes from people taking part in the study. Identify the pros and cons of flirting online or over messages, using a tick or cross in each box.

<p><i>"Online you can push the boundaries of intimacy a bit further, without the pressure of actually being there in real life. It can help you move the relationship on and then you feel closer" [Riley]</i></p>		<p><i>"You can figure out what you're gonna say and make it sound better and, sort of, adjust it to what you want. So, like, you're not really on the spot, you can just have a bit of time to think. " [Cameron]</i></p>	
<p><i>"In person you have to restrict yourself 'cos there's rules and boundaries in place, whereas online there's less. Like, you can say whatever you want!" [Robin]</i></p>		<p><i>"Don't say anything on text that you won't do, because they'll expect it when you see them next. Sometimes you change your mind but it makes things awkward" [Jordan]</i></p>	
<p><i>"I think it means more if its face-to face. You can say more over messages but it feels more real and genuine said in person." [Morgan]</i></p>		<p><i>"Messaging can be really pressured. You run out of things to say or ways to keep the communication going." [Rowan]</i></p>	

14	Boundaries	The limits and rules we set for ourselves in terms of our comfort level around others.
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Sending images

When digital communication plays a significant part in a relationship, young people may be tempted to ask for, or send, naked or semi naked images or videos (nudes) for a variety of reasons. This includes:

- Thinking it is an expected part of flirting
- To get positive comments from others because they have low body confidence
- Being pressured from a friend or a partner

Being pressured to send a nude is never okay. Everyone has the right to say 'no' if someone asks them to them to do something they are not comfortable with. In addition to this, sending a nude image can have unexpected, and serious, negative consequences.

Know the law

If you are under 18, it is against the law to:

- take, have or distribute a sexual photo, including selfies
- have or pass on indecent images of someone under 18
- encourage or force someone to take or send 'sexts' or 'nudes'
- take a photo of your own genitals, whether the image is shared or not



As well as the legal consequences, 'sexting' can cause other emotional and reputational issues.

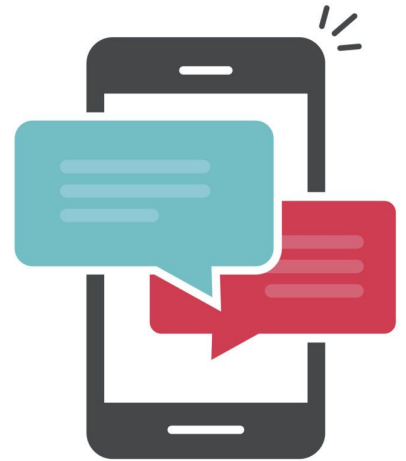
Alex and Jay have been in a relationship for six months. They have been building both physical and emotional intimacy during this time. One evening they have been exchanging flirty messages when Jay asks Alex to send a nude picture - this takes Alex by surprise and they feel unsure about what to do. They don't want to reject Jay but also feel really uncomfortable about sending a nude picture.



Turn and talk: If Alex is uncomfortable about sending a nude, how could they respond in this situation?

Things to consider if asked to send a nude picture:

You don't have to. No one should ever make you feel that you owe them a nude picture. Even if you're comfortable with sexual chat or photos, it doesn't mean you have to send a naked picture, or you've 'led someone on' if you don't send one. You don't have to send someone a nude to 'prove' you like someone. If someone says you need to do it to prove your commitment, they're wrong. Ask yourself – am I doing this for me, or for them? It's a form of abuse for someone to put you under pressure to send a nude image.



There are a few different ways to say 'no'. Here are some suggestions for what could be said in different situations:

- Someone you're in a relationship with - Let them know you're not comfortable. If they respect and care about you, they should understand.
- Someone you know and like, but are not in a relationship with - It might feel easier to say no in a funny way, like sending a GIF or meme.
- Someone you don't know - Ignore, block and report them, so they can't continue to contact you.

If someone has already sent a nude what can they do?

1. If someone has shared something, but now the thought of someone having it makes them feel uncomfortable, they should have an honest conversation with the recipient and ask them to delete it.
2. Speak to a trusted adult. If they feel worried about a picture they've sent they should talk to someone about what's happened. We know this can feel embarrassing, but an adult will be able to help. If they feel as though there isn't anyone they can tell, speak to a counsellor at Childline confidentially by calling 0800 1111.
3. Get help from CEOP. If someone pressured them to send a picture, or is now threatening them, it is never too late to get help. This is a crime and it can be reported to CEOP using an online form. Do not feel embarrassed, CEOP deal with lots of cases like this every day and they will know how to help. They will not judge or blame in any way.

Communication during an established relationship

15

Monogamy

A committed romantic relationship that only has one partner at a time.



Once two people are in monogamous partnership it is important to communicate honestly about thoughts and feelings. Online and phone communication can be used positively, but can also be used to reinforce unhealthy behaviours in a relationship.

Task Three: For each characteristic, ask young people to write down examples of the kind of online behaviour you might expect to see. Two examples have been completed for you:

Healthy relationship characteristics		Unhealthy relationship characteristics	
Being proud of your partner	<i>Posting a positive post on social media about something your partner has achieved.</i>	Jealousy	
Respect		Pressure	
Trust		Being unreliable	<i>Ignoring messages or taking several days to reply.</i>

In person or on the phone?

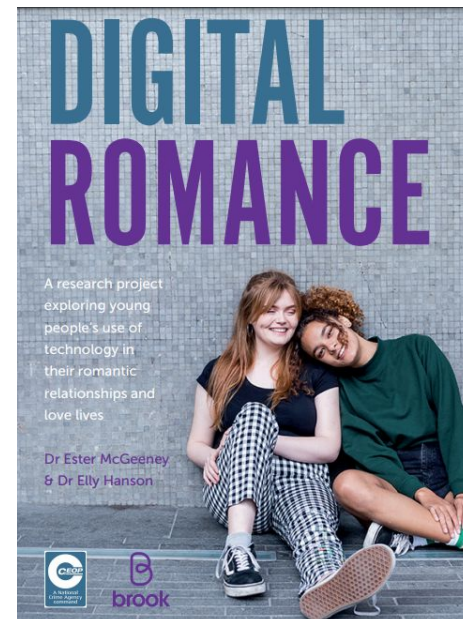
Talking or messaging on the phone are often the quickest and easiest ways to communicate with a partner, but is it always the most effective way to maintain a healthy, trusting relationship?

Task Four: Mark with X to indicate what you think the best form of communication is for each scenario.	Better done person 	Better on the phone 	Both forms of communication are okay
Sorted out an argument			
Discussed with a partner things that are worrying them			
Talked about what they want from a relationship			
Said "I love you"			
Told others how they feel about their partner			
Laughed until their stomach hurt			

Communication during break-up

And finally, back to the study. Here we can see the percentage of participants who had been broken up with using some form of technology.

	% of respondents who have been broken up with in each way ¹⁶
Messaging (text or private message on social media)	84
In person	43
Drifting apart	29
Ghosting	25
Phone or Video call	25
Social media status change	7



Turn and talk: Why is it so common for people to end their relationship by message rather than in person? What do you think is the most respectful way to break up?



Progress Reflection:

Based upon what you have learned today about the positive and negative ways technology can be used within relationships, what advice would you give to help somebody use digital communication with a partner in a healthy way?

What advice would you give to help somebody use digital communication with a partner in a safe way?

For further support about relationships or consent:

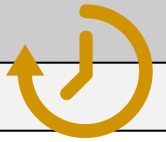
- Speak to a parent, tutor, counsellor, support service or other trusted member of staff in the school, university or workplace
- Contact: Childline www.childline.org.uk; 0800 1111 (up to age 18)
- Explore advice on the Brook website www.brook.org.uk
- Explore advice or live chat on The Proud Trust website www.theproudtrust.org
- Get help from CEOP online at www.ceop.police.uk



I need your help with something . . .

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

Do Now:



1.

2.

3.



Date:

Lesson Four

Curriculum Question - Why should sexual attitudes portrayed in the media face criticism?

Today's Powerful Knowledge

- To evaluate the impact of pornography on people's understanding and expectations of consent.
- To challenge inaccurate and dangerous messages perpetuated by pornography, about sexuality, gender, and consent.
- To understand the pressures people face due to unrealistic or unhealthy sexual attitudes portrayed in the media.

BL Task One: Read each statement and circle a number from 1 to 5 to show how much you agree or disagree. Then provide a sentence to explain your answers.

Watching TV and film is a good way to learn about romantic relationships

Strongly Disagree 1 2 3 4 5 Strongly Agree

Why do you think this?

Most romantic relationships on TV and in film seem realistic

Strongly Disagree 1 2 3 4 5 Strongly Agree

Why do you think this?

TV and film are very good at showing a range of diverse relationships and families

Strongly Disagree 1 2 3 4 5 Strongly Agree

Why do you think this?

TV and film have influenced what I expect from a romantic relationship

Strongly Disagree 1 2 3 4 5 Strongly Agree

Why do you think this?

Task Two: The following statements are portrayals of relationships often seen in the media. Tick the columns to show how similar or different do you think the statements are to in real-life healthy relationships?

	Very similar to real life	Could be possible in real life	This is unrealistic
It is typical to fall in love at first sight.			
Characters who fall in love often start off hating / disliking each other.			
Most relationships involve dramatic arguments where lots of their friends get involved.			
Characters rarely ask permission before kissing another character.			
Grand, romantic gestures help to win someone over if they're not that interested.			
Most relationships include lots of breakups and getting back together several times.			
Kissing usually leads to other sexual behaviour (often in the same scene).			

16	Portrayal	A description or representation of someone or something in a particular way
17	Idealised	Representing something as better than that it really is.

Media portrayals of relationships aimed at teenagers often highlight intense romance, love triangles, and "perfect" partners, sometimes overshadowing realistic aspects like communication and conflict resolution. These portrayals can lead teens to form idealised expectations of love and intimacy. Here are some common examples of media content that can promote unrealistic relationships:

Disney film romance	Reality TV romance competition	Constructed reality TV show
Teen high school drama on an online streaming service	TV soap opera	Hollywood/Bollywood romantic comedy film
Historical drama	Sci-fi or fantasy films	Pornography

Pornography is the most explicit representation of sexual activity in the media. Exposure to pornography is increasingly common, especially as digital media becomes more accessible. For many young people, pornography can shape early ideas about sex, relationships, and body image. However, it presents unrealistic, incorrect and dangerous portrayals of intimacy that can distort healthy understanding.



The impact of pornography: a case study

Age 12

Grey was 12 years old when they first saw pornography. Some of their friends had been making jokes about 'porn' at school so they looked it up online to see what it meant. What they saw grossed them out and made them feel weird and disgusted.

Age 13

The next time they saw pornography a friend sent them a link to a video. They clicked on it without knowing what it was. They were out with their mum shopping. It was really embarrassing and mum confiscated the phone for a week. Dad gave them a 'serious talk' when they got home.

Age 14

By the time Grey was 14 and they were looking at pornography once every couple of weeks. Sometimes their friends shared pictures or videos on a chat group - sometimes they looked it up online themselves. Most of the time, they weren't even thinking about porn when an advert would pop up on another website, and they couldn't help but click on them.

Age 15

In Year 10, Grey watched pornography every week, usually several times a week. The pornography they were viewing was also changing; often the people in the videos performed sex that was aggressive. They found they were distracted and thinking about sex – and the sex he had seen in 150 porn – often during the day.

Age 16

Grey was interested in a few people at school but was shy about speaking to them. They also weren't interested in getting into a relationship and just wanted some 'fun'. Grey's friends started to make jokes about them being a virgin and nobody wanting to go out with them. Without consent Grey decided to 'upskirt' (take a photograph up the skirt of) one of the girls to share with their friends.

Age 17

Grey met a girl that they really liked and they started dating. She didn't want to have sex right away, and said they should get to know each other first, so Grey ended up watching lots of porn at home instead. They were feeling pressure to get it right when they did have sex together, so wanted to pick up some tips. The women in the porn they watched seemed to like being shoved around and told what to do.

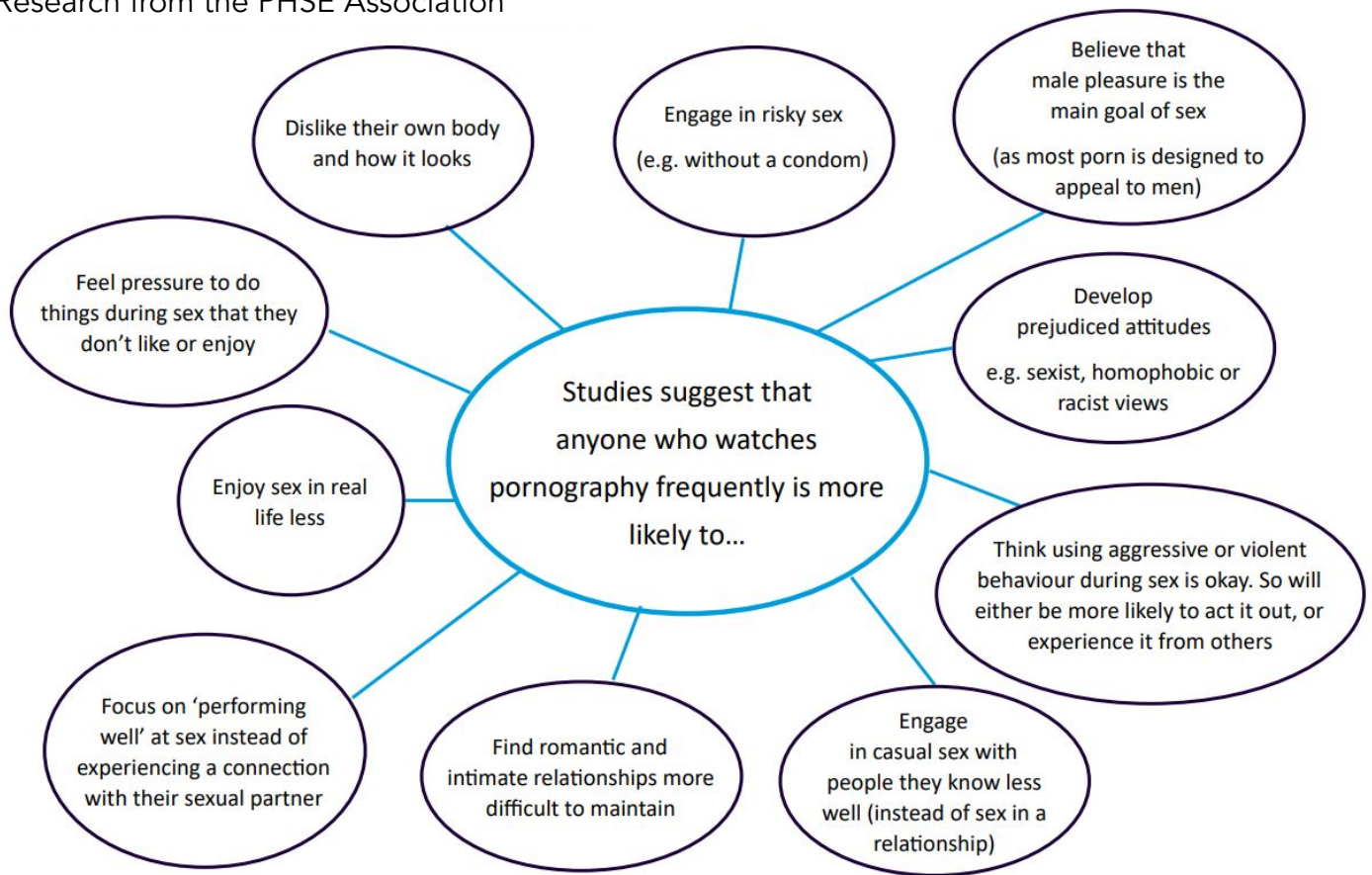
The first time Grey thought they might have sex together, their girlfriend had come over to hang out and revise with them one day after school when the house was empty. Grey was really in the mood so kept nagging their girlfriend to have sex. She was quiet but eventually agreed, and they started kissing and touching each other. Grey wanted to prove they knew what they were doing and tried out some things they had seen in pornography. Grey's girlfriend started pushing and yelled at them to get off. They weren't sure if she meant it or was just acting like the women in the videos they had seen.

Task Three: Answer the questions about Grey's case study below.

1. What happened to Grey's viewing habits around pornography throughout their teenage years? Why do you think this happened?

2. How do you think Grey's pornography use affected their girlfriend and others around them?

3. What does Grey need to do at the moment the story ends? What might be the consequences of their actions?



Watch the Screwball film. Afterwards you will do a Turn and Talk about the following points:

- Where was there enthusiastic consent?
- What conversations do they have about how they feel?
- What assumptions might both characters have made?



Progress Reflection:

Based upon what you have learned today, how do you think the media impacts on the expectations people put upon themselves within romantic relationships?

For further support about relationships or consent:

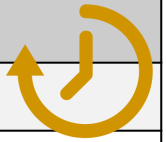
- Speak to a parent, tutor, counsellor, support service or other trusted member of staff in the school, university or workplace
- Contact: Childline www.childline.org.uk; 0800 1111 (up to age 18)
- Explore advice on the Brook website www.brook.org.uk
- Explore advice or live chat on The Proud Trust website www.theproudtrust.org
- Get help from CEOP online at www.ceop.police.uk



I need your help with something . . .

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

Do Now:



1.

2.

3.

4.

5.

Date:



Lesson Five

Curriculum Question - What do we need to know about pressure, consent and coercion?

Today's Powerful Knowledge

- To identify when asking for consent becomes inappropriately pressurising or persuasive.
- To recognise everyone's right to not give, or withdraw consent, and challenge victim-blaming narratives.
- To explain the legal consequences of pressure, persuasion, and coercion in relation to consent.

Consent is defined in law as agreement by choice made by someone with the freedom and capacity to consent. Under the law, it is the person seeking consent who is responsible for ensuring that these conditions are met.

BL Task One: The following questions could be asked when seeking consent for physical intimacy with a partner. Which statements are asking for permission, and which questions are showing more persuasion? The first example has been completed for you:

<i>"Would you like to...?"</i>	Permission
<i>"Come on, don't you like me?"</i>	
<i>"Are you comfortable with this...?"</i>	
<i>"I want to be closer to you, you do too right?"</i>	

Task Two: Read the conversation between Person A and B and answer the questions:

Person A: 'Go on, it'll be ok.'

Person B: 'I'm not sure ...'

Person A: 'I am. It'll be great!'

Person B: 'I'm not sure ...'

Person A: 'Look, you know I really care about you, and everyone is doing it. Don't you trust me?'

Person B: 'I do... I just... I don't want to.'

Person A: 'That's not normal, you're not normal! 'I'll tell everyone there's something wrong with you!'

Person B: 'Why would you do that?'

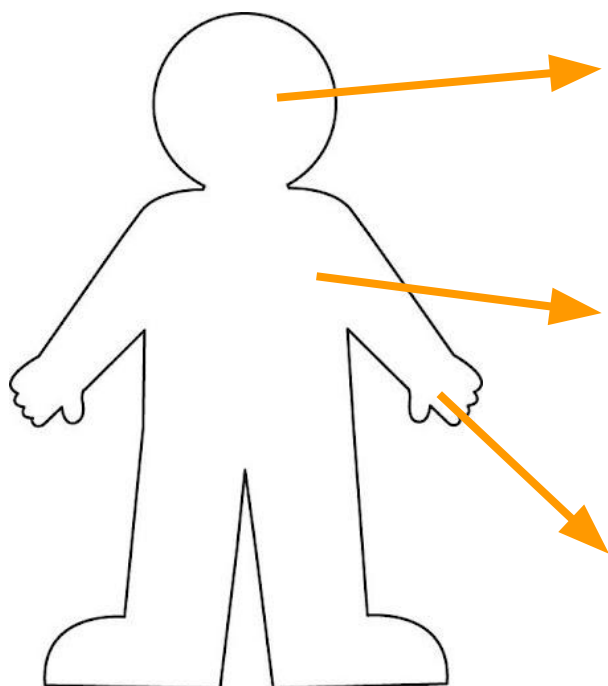
Person A: "It's your fault! You're making me angry!'

Person B: 'I'm sorry.'

Person A: 'I don't care – I'm not going to keep your secret anymore'

Person B: 'No, please don't!'

Person A: 'So are you saying yes...?'



Head – What is Person A thinking?	Head – What is Person B thinking?
Heart: How is Person A feeling?	Heart: How is Person B feeling?
Hands: What should Person A do next?	Hands: What should Person B do next?

18	Coercion	Persuading somebody to do something using force or threats.
19	Victim-blaming	Any response that explicitly states or implies that the victim is to blame for the abuse they have experienced

Task Three: Person B talks to their friend the next day after about about what happened with Person A last night. Use a highlighter to identify examples of pressure, coercion and examples of victim-blaming in what they have told their friend.c

Last night I had sex with this person I've fancied for a while. I was excited when they came over, but then they started putting loads of pressure on me to have sex. I wasn't ready and didn't want to, but they wouldn't stop going on about it and kept telling me I'd been leading them on. I tried to push them away but they said it was 'too late now' because they were already turned on.

Anyway, eventually I just did it, as it didn't feel like I had a choice. I've woken up feeling upset, angry and confused, and wishing it hadn't happened. I'm not sure what to do now or who to speak to.

When I messaged my friend about it, she said it was my own fault for inviting them over. And I'd sent a nude before too, so it was obvious I wanted more. Maybe she's right?

Turn and Talk: What could the person's friend have said or done that would be more helpful?



Victim-blaming happens when people suggest that someone is responsible for the harm they've experienced, such as bullying, harassment, or other abuse. Instead of focusing on the actions of the person causing harm, people may question what the victim did to "provoke" or "encourage" it, suggesting it is partly their fault. This attitude can lead victims to feel ashamed, embarrassed, or afraid to report the incident. Victim blaming can make it harder for people to seek help and prevents a safe, supportive environment. Here are five examples of victim blaming statements:

1. "Why didn't you just walk away if you didn't like it?"
2. "Maybe if you dressed differently, this wouldn't have happened."
3. "Are you sure you didn't lead them on?"
4. "You should have known better than to be out that late."
5. "If you had stood up for yourself, they might have stopped."

These statements imply that the victim is responsible for the harm rather than holding the perpetrator accountable.

20	Perpetrator	A person who carries out a harmful, illegal, or immoral act.	155
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A few days later Person B decided to talk to their cousin...

Person B: ...So that's what happened. I can't stop thinking about it.

Cousin: Thank you for telling me. I'm so sorry that happened to you. You know that's rape, right? I think we need to get you some help.

Person B: Really? But it was last week; what can I do about it now?

Task Four: What might Person B do next? What might their cousin do next to help?

In UK law, rape is defined as sexual intercourse carried out forcibly or under threat of injury against a person's will, or with a person who is beneath the age of consent (16). For non-penetrative sex there is a maximum sentence of 10 years in prison and for penetrative sex, there is a maximum life sentence. If a survivor of rape reports what happened to the police, there are support services in place to assist with health, safety, and empowerment throughout the process.



Progress Reflection: Thinking about the case study with Person A and B, what might the consequences be for

- the person who experienced the abuse?
- the perpetrator?

Legal consequences	Person A	
	Person B	
Physical or emotional consequences	Person A	
	Person B	
Social consequences	Person A	
	Person B	

For further support about relationships or consent:

- Speak to a parent, tutor, counsellor, support service or other trusted member of staff in the school, university or workplace
- Contact: Childline www.childline.org.uk; 0800 1111 (up to age 18)
- Explore advice on the Brook website www.brook.org.uk
- Get help from CEOP online at www.ceop.police.uk
- Contact Victim Support: www.victimsupport.org.uk or Rape Crisis: www.rapecrisis.org.uk

I need your help with something . . .

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



Year Ten - Topic Six

Pathways to Success



C community
cooperation

A ambition
achievement

R respect
responsibility

E endeavour
enjoyment

Ambition Sheet

1	Debit	A record of the money taken from your bank account.
2	Credit	The ability to obtain (get) goods or services before making payment - with the faith that the payment will be made in the future.
3	Income	Money received, especially on a regular basis, for work.
4	Outgoings	Money that a person has to spend regularly, rather than money that they earn or receive.
5	Budget	Setting a spending limit based on incomings and outgoings.
6	Debt	A sum of money that is owed or due.
7	Expenditure	An amount of money spent.
8	Cutback	An act or instance of reducing something, especially expenditure.
9	Professionalism	A set of standards that an individual is expected to adhere to in a workplace, usually in order to appear serious, uniform, or respectful.
10	Protocol	A system of rules that explain the correct actions to take in certain situations.
11	Consequences	An act or instance of following something as an effect, result, or outcome.
12	Professional judgement	Combining personal qualities with relevant knowledge and experience to form opinions and make decisions.
13	Punctual	Happening or doing something at the agreed or proper time.
14	Abide	To accept or act in accordance with a rule or decision.
15	Engage	To actively participate or be involved with.
16	Reflect	To think deeply or carefully about.
17	Nominal wage	The actual amount of money you earn, without considering the cost of living.
18	Pay rise	An increase in the amount of money an employee earns for doing their job.
19	Inflation	The rate of increase in prices over a given period of time.
20	HR (Human resources)	The department of an organisation that deals with the hiring, administration, and training of staff.

Task Two: Today, you'll start completing your work experience journal.

WORK EXPERIENCE JOURNAL		
This journal will help you plan and track your work experience. You'll need to fill in some sections before, during, and after your work experience.		
A) COMPLETE BEFORE PLACEMENT		
1. Work experience profile		
Complete the following sections:		
Dates of experience:		
Start date:	End date:	
Working hours:		
From:	To:	
Things to prepare:		
Lunchtime arrangements (e.g. packed lunch, provided by work, buying lunch yourself)		
Workwear (e.g. are you required to wear particular clothing such as a suit, high visibility jacket, company clothing, or a uniform?)		
Will this be provided for you? Yes / No		
Travel arrangements:		
Mode of travel (e.g. car, train, walk, bus)	Journey length	Cost of travel

Your journal has been shared with you on Google classroom.



Google Classroom

1. Complete section 1 of your work experience journal called 'Work experience profile' now.
2. If you don't know all the answers, make a note of who you need to talk to confirm these details.

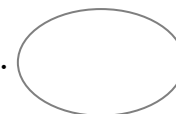
9	Professionalism	A set of standards that an individual is expected to adhere to in a workplace, usually in order to appear serious, uniform, or respectful.
12	Professional judgement	Combining personal qualities with relevant knowledge and experience to form opinions and make decisions.

Task Three: The following scenarios will help you apply professional judgement to different situations. Read each scenario and answer what you think the student should do:

Scenario 1

Tim has a great day on his first day of placement. He can't wait to go back. He wakes up the next day and is sick. He doesn't feel well enough to go to work but is too scared to tell them he isn't well enough. He's worried that they'll think he's faking.

What should Tim do? Circle the best option.



- a) Go to work unwell - the employer will think he's dedicated.
- b) Get his mum to call school - they'll tell the employer.
- c) Just don't go - it's not like he's a "proper" employee.
- d) Email them and explain that he's too ill to come to work.

Scenario 2

It's Danni's first day on work experience at her local council office. She got up late and missed her train. She's going to be 15-30 minutes late. She doesn't want to go anyway and thinks about going home and pretending she's sick.

What should Danni do? Write the positive and negative consequences of each option.

a) Go home as she's already late. She can pretend to be unwell so she doesn't look bad.

Positive consequence
.....
Negative consequence
.....

b) Arrive whenever she gets there and hope no one notices she's late; perhaps she'll get away with it.

c) Call or text her work experience provider to apologise and let them know what time she'll arrive.

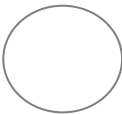
Positive consequence
.....
Negative consequence
.....

Positive consequence
.....
Negative consequence
.....

Scenario 3

Cherelle has been on placement for three days and was told she isn't allowed to use her phone. Her supervisor called her into the office and said another colleague saw her taking selfies at the desk. He's worried there may be confidential information on the screen in the background of her photo.

What should Cherelle do? Circle the best option.



a) Explain that Snapchats disappear so there's not been a breach of data protection. Reassure him that they were just selfies - it's not like she posted the company accounts online.

b) Deny using her phone and say the colleague must have been mistaken. There's no proof so she can't get into trouble.

c) Refuse to go back to the placement the next day as it's obvious everyone hates her and doesn't want her there.

Scenario 4

Sarah is on day three of her placement at a bank. One of her colleagues shows Sarah that she can access people's private information and asks if Sarah would like to search for someone she knows; she can see how much money they have in their account!

What should Sarah do? Read the suggestions then answer the questions below.

a) Look up the information – it'll be fun to find out how much money they have!

b) Say no thank you. Later, report it to the manager and her school.

c) Tell the colleague that it's wrong and that she's going to report her. Her behaviour is incredibly unprofessional.

Why shouldn't Sarah confront her colleague?

How is Sarah's colleague being a bad role model?

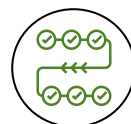
What do you think a good leader would do if Sarah was honest and told them what happened?

10

Protocol

A system of rules that explain the correct actions to take in certain situations.

Progress reflection: Complete section 2 of your work experience journal called 'Protocols'. Use the scenarios to help you think of the answers.



2. Protocols

What will I do if...

I wake up and feel too unwell to go to work?

I realise that I'm going to be late?

I'm concerned about part of my work experience?

To make the most out of work experience, you should:



1. Research the company: learn as much as you can beforehand.



2. Arrive on time: let them know if you'll be late or are unwell.



3. Follow the rules: such as health and safety, working hours, social media use.



4. Listen: and absorb as much information as you can!



5. Ask questions: there is no such thing as a silly question.



6. Complete your work experience journal.

13	Punctual	Happening or doing something at the agreed or proper time.
14	Abide	To accept or act in accordance with a rule or decision.
15	Engage	To actively participate or be involved with.

Task Four: Read the following three scenarios and use these six tips to help you answer the questions.

Scenario 1:

Ahmed is working at his local post office. He wants to be a car mechanic and thinks this is boring. He turns up late and has been caught sitting on his phone at the back of the store. On his last day, his work experience manager asks if he has any questions or needs any help with his work experience journal. He says no and asks to leave early. Ahmed thought the whole week was pointless.



Write down at least two ways Ahmed could have engaged more with his work experience. Use the icons as clues.

1.

2.





Scenario 2:

Polly is working at her old primary school. She researches what's changed at the school. On her first day, Polly arrives 10 minutes early. She keeps her phone in her bag and doesn't get it out during class. Polly receives an induction and listens intently. During the week, Polly keeps a list of questions and goes through them in her daily catch-ups with her supervisor. Polly asks if they could spend time completing her work experience journal. Polly leaves feeling confident about a career in primary school teaching. She records her skills on Unifrog. Her supervisor asks if she'd like to volunteer with their summer school to gain more experience!



Write down at least two ways Polly engaged with her work experience. Use the icons as clues.

1.

2.

Scenario 3:

Nathan secured remote work experience for an HR department; he was sent everything he needed via post. Beforehand, he researched job roles within HR on the Unifrog Careers library and wrote down key skills and questions. His supervisor says that he is impressed with how he completed all tasks to a high level, was friendly on Zoom calls, and asked lots of good questions. Nathan reflected in his journal that he found the placement quite boring. He'd prefer to have a varied job role and be around colleagues and clients in person.



Write down at least two ways Nathan engaged with his work experience. Use the icons as clues.

1.

2.



Task Five: Fill in the next section on your work experience journal called *Outcomes of your work experience*. Use the example answers to help.

Overall, write down the main thing you hope to achieve from your work experience:

- Understand if working as a hairdresser is the right career for me

Write down **three** things you'll do to make the most of your work experience:

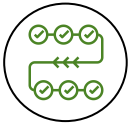
1. Read the hairdresser Careers library profile
2. Arrive on time by leaving early to avoid being late
3. Complete my work experience journal

Write down **three** key skills you would like to develop during your work experience:

- 1.
- 2.
- 3.

Who can help you to achieve your goals during your work experience?

- 1.
- 2.



Progress Reflection: Look back at your answers to the tasks from the starter and decide:

1. Would you change or add anything to these answers?
2. How will going on work experience help you in your future career?

Write at least **one** thing you're looking forward to about your work experience

Write at least **one** thing you're worried about relating to your work experience

Write at least **one** way your work experience will be different from school

Write at least **one** professional relationship you'll develop on work experience

Do Now:



Lesson Three:

Curriculum Question - When should somebody speak up in the workplace?

Today's Powerful Knowledge

- Identify different pay-related issues.
- Demonstrate the skills to stand up for rights at work.
- Explain sources of support in the workplace.

"I'm experiencing pay problems at work. What should I do?"



BL Task One: Consider this person's problems and answer the following questions.

1. Write a list of the pay issues people might experience at work.

2. What advice would you give this person?

Nominal vs. Real Wages: What's the Difference?

When people talk about how much money they earn, they usually mention their nominal wage - the number on their payslip. But that number doesn't always tell the full story. That's where real wages come in.

Nominal wages are the actual amount of money you earn, without considering the cost of living. For example, if you make £15 an hour, that's your nominal wage. But if prices for things like food, petrol, or rent go up, that £15 doesn't stretch as far as it used to.

Real wages show how much your income is actually worth after adjusting for inflation (when prices rise over time). If your wage stays the same, but everything gets more expensive, your real wage goes down, even though your pay hasn't changed.

Why does this matter? Because earning more money doesn't always mean you're better off - what counts is what that money can *buy*. Real wages give a clearer picture of your true spending power.

So remember:

Nominal = the number you earn.

Real = the value of what that money can buy.

17	Nominal wage	The actual amount of money you earn, without considering the cost of living.
18	Pay rise	An increase in the amount of money an employee earns for doing their job.
19	Inflation	The rate of increase in prices over a given period of time.

Asking for pay rise

Jonathan works in the marketing department at a large fashion brand. At the start of the year he was involved in a big project that led to a £200,000 increase in the company's profit. But he hasn't had a pay rise since he started working there three years ago. Furthermore, two members of the team left and were not replaced, so Jonathan has picked up their work too, working over his contracted hours at least a couple of days a week. At the same time, over the past year, inflation has risen to 10% meaning a lot of his costs and the things he buys have become much more expensive. He's noticed the cost of petrol, his weekly food shop and heating bill rise a lot.



Turn and Talk:

What should Jonathan say to his boss?

Can you identify the key points for his pay rise pitch? Highlight or underline the text to help.

Top tips when asking for a payrise

- Be specific when it comes to the value of their work, both in terms of what they have achieved and how they have achieved results.
- Demonstrate the value they will bring to the employer in the future.
- Discuss their soft skills and how they add value internally to the company e.g. organising a volunteer's day, or supported colleagues through problems?
- Use facts where possible e.g. "Outcomes of the project led to a 10% increase in sales last year".
- Prepare key points before booking a meeting with the manager.
- Use clear and concise language.

Task Two: There are a number of organisations and individuals who might be able to help Jonathan. Match these up to the correct definitions below, using the small table e.g. 1E.

1. Jobcentre

A. A department within a company that is responsible for looking after people. This includes recruitment (hiring), training and pay.

2. Human Resources (HR)

B. The government organisation that collects the tax money that pays for the UK's public service and helps families and individuals with targeted financial support. It also regulates the national minimum wage and gives out national insurance numbers.

3. HMRC (His Majesty's Revenues and Customs)

4. Union

C. The person responsible for overseeing your work and the first person to speak to in order to try and resolve problems at work.

5. Citizens Advice

6. Manager

D. A business which is paid by employers to match them with employees.

7. Recruitment Agency

E. Employment agency with offices all over the country providing job search advice, coaching and lists of current job vacancies. The service is open to anyone and is free.

F. An organisation that represents employees working in a particular field or company, speaking on their behalf, bargaining for pay and improving working conditions.

G. Charity giving independent advice and support with legal, financial, housing and other problems in the UK.

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

Task Three: Resolving pay problems. Read through each scenario and decide who each person should speak to.

20	HR (Human resources)	The department of an organisation that deals with the hiring, administration, and training of staff.
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A	B	C	D	E
Job Centre / Recruitment Agency	Manager then HR	Government website	HMRC	HR then if no support, union

Scenarios	A, B, C, D or E?
1. Lucy is a waitress and after her first payslip she doesn't understand the tax deductions and thinks she's on the wrong tax code.	
2. Shivaughn is a food delivery cyclist. She has two kids and her income does not cover her bills and food. She thinks that she might be entitled to support from the government.	
3. Deeraj recently passed his accountancy examination, meaning he is more qualified and a more valuable employee. His pay is still the same as it was before the test and he thinks he deserves more.	
4. Ken is a graphic designer. He has decided that he would like a more traditional 9-5pm job to bring in more regular income. He therefore wants to understand what jobs he can apply for.	
5. Daisy works for a charity working to reduce climate change. She also has a jewellery-making side hustle that normally makes her £2-3000 per year. But last year it only made £300. She is completing a self assessment tax return but thinks she's made some mistakes.	
6. David is a junior banker. He was shouted at in an aggressive way by his manager. He has tried to talk to them but the manager refuses to meet him to discuss what happened. Since then, he's not been invited to meetings and has been taken off high-profile projects. He thinks this is discrimination because he had to take time off with stress.	



Finances and Wellbeing

For many families managing finances and budgeting from net pay has been difficult because of inflation. Inflation is when prices rise, and inflation has been rising a lot, reducing purchasing power (how far money can go in terms of spending). There are things that people can do to adjust their budgets including reconsidering what things are needs and wants. Remember that inflation changes over time and this period will not last forever.

There are many sources of advisory services and help for families who are experiencing financial difficulties.

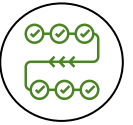
Key Takeaways

- Prepare key points.
- Speak assertively but not aggressively.
- Use evidence and examples to explain.
- Know your value.
- Recognise that sometimes it's important to be flexible, but personal wellbeing is also important and a work-life balance and breaks are necessary to do your job well too.

19

Inflation

The rate of increase in prices over a given period of time.



Progress reflection: Standing up for yourself. Read each of the scenarios and using your learning from today provide some advice to each person who is being spoken to by their boss.

"I'm really sorry that we haven't paid you for last month yet. We've been going through some financial difficulties. Just give us some time to get back on our feet"

"Thanks for taking on that project for Jenny over the last two weeks. You see, it'd really help us out if you could also finish off this bit of analysis for me. I just don't have the time I'm afraid"

"Hi, I know you've booked the time off, and it's been a while since you've taken annual leave, but we could really do with a set of spare hands today. Can you come in?"

"I know you've worked incredibly hard since you joined us, but John has been here for years so there's no way we could promote you ahead of him."

"Being tired is all part of it. All of the junior workers go through it. Working 13-hour days is just a rite of passage."

You have been provided with a work experience logbook to complete throughout your placement. This logbook is designed to help you reflect and make the most of your placement. You should bring it with you every day and use it to record what you learn, the skills you use and how you feel about your experience. Your placement supervisor or a member of staff will also complete some sections with you.

Task Two: Placement Details - Complete your placement details on page 3 - ensure this is updated on unifrog and if you are unsure of any of the details, you must speak to your organiser before you go.



Why is it important to reflect on work experience?

Reflection is a powerful tool that helps you learn and grow—especially in a work environment. When you take time at the end of each day to think about what went well, what challenges you faced, and how you can improve, it helps you become more self-aware and focused on your character development. Being reflective shows responsibility as it

1. Improves Performance

Reflecting on your day allows you to identify what worked well and what didn't. By understanding your strengths and areas for improvement, you can keep improving and make the most of your placement.

2. Builds Problem-Solving Skills

Workplaces are full of challenges. Reflection helps you think through problems and find solutions. When you reflect, you can figure out what you might do differently next time to handle similar situations with more confidence.

3. Encourages Goal Setting

When you reflect, you're not just looking at the past—you're also looking ahead. It gives you the chance to set new goals for yourself, helping you stay focused and motivated in your work.

4. Strengthens Communication

When you reflect, you're practicing how to talk about your experiences. This can help you communicate clearly and confidently with your colleagues, bosses, and anyone you meet in the workplace.

5. Shows Responsibility and Ambition

Taking time to reflect shows you're serious about improving and committed to your personal growth. This kind of self-awareness is a key part of being a responsible and ambitious worker.

Task Three: Using the FASE reading, summarise why it is important to reflect on work experience

Handwriting practice area with 10 horizontal dotted lines.

Task Four: Complete your 'Before You Start' reflection on page 4 of your work experience logbook



Task Five: Read through the following scenarios and for each scenario

1. Identify the issue
2. Suggest a action
3. Identify which CARE principle is being shown in the solution

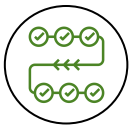
<p>1. You arrive at your placement and no one greets you or tells you what to do.</p>	<p>What is the issue?</p>
<p>What action should you take?</p>	<p>What CARE principle can you show</p>

<p>2. You're asked to do a repetitive task like filing or stock-taking.</p>	<p>What is the issue?</p>
<p>What action should you take?</p>	<p>What CARE principle can you show</p>

<p>3. You hear a colleague making an inappropriate joke.</p>	<p>What is the issue?</p>
<p>What action should you take?</p>	<p>What CARE principle can you show</p>

<p>4. You finish your task early.</p>	<p>What is the issue?</p>
<p>What action should you take?</p>	<p>What CARE principle can you show</p>

<p>5. You make a mistake that affects someone's work.</p>	<p>What is the issue?</p>
<p>What action should you take?</p>	<p>What CARE principle can you show</p>



Progress Reflection: Write a summary of what you need to do before your WEX placement begins

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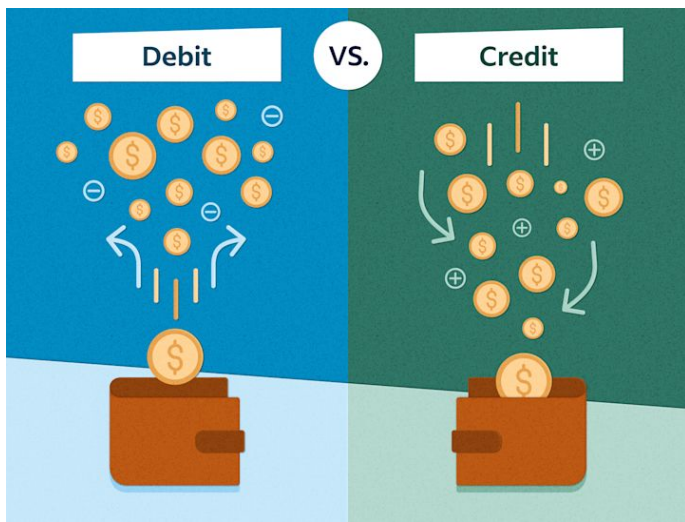
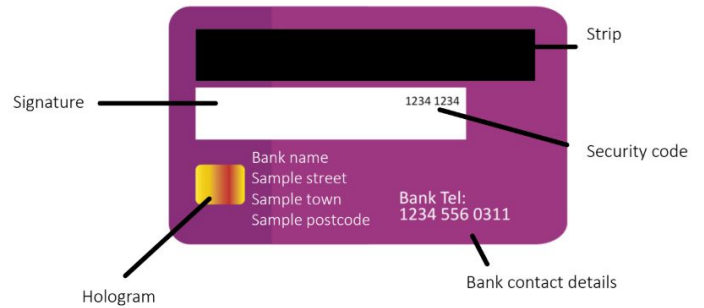
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The front of a bank card usually shows the cardholder's name, the card number, the expiration date, and the bank's logo. It may also include a chip for added security. The back of the card has a magnetic strip, a CVV or CVC code (usually three digits), and a space for the cardholder's signature. Some cards also include a customer service phone number. The CVV code is especially important for online purchases, helping confirm that you physically have the card.



Credit vs. Debit: What's the Difference?

Credit and debit cards might look the same, but they work in very different ways. A debit card is linked directly to your bank account. When you buy something with it, the money comes out of your account right away - so you can only spend what you already have. It's like using digital cash.

A credit card, on the other hand, lets you borrow money from the bank to pay for things now and pay them back later. You get a "credit limit," which is the maximum amount you can spend. If you don't pay your full balance by the due date, you may get charged interest - extra money added to what you owe.

Debit is usually safer for day-to-day spending if you want to avoid debt. But building good credit (by using a credit card wisely and paying it off on time) can help you in the future - like when you want to rent an apartment, buy a car, or even get a job.

Bottom line: Debit = your money now.
Credit = borrowed money to be repaid later.

Use both carefully to stay in control of your spending.

Task Two: List Pros and cons for having a debit or credit card.	
Pros of debit card	Pros of credit card
Cons of debit card	Cons of credit card

1	Debit	A record of the money taken from your bank account.
2	Credit	The ability to obtain (get) goods or services before making payment - with the faith that the payment will be made in the future.
6	Debt	A sum of money that is owed or due.


Watch the Managing Debt video <https://www.youtube.com/watch?v=X9rumBDpFpM>



Turn and Talk: How easy do you think it is to get out of debt?

It is important to understand credit and debit so that we manage our money effectively and avoid getting into debt. The next task involves looking at some people's accounts to see whether they are in debit or in credit. This will involve looking at their income and outgoings.

3	Income	Money received, especially on a regular basis, for work.
4	Outgoings	Money that a person has to spend regularly, rather than money that they earn or receive.



Name: Cassie
Age: 28
Occupation: Nurse
Income: £1,850 a month
Husband's income: £2,100 a month
Dependents: 2 children

- Cassie and her husband pay all of their bills by direct debit.
- They try not to spend money on luxuries.
- They have £130,000 left to pay on their mortgage over 25 years.

Look at Cassie's family outgoings.
Do you think she is in control of her money?

Outgoings	Cost
Mortgage	£1030 per month
Childcare	£150 per week
Groceries	£200 per week
Utility bills (gas, electricity, water, council tax)	£450 per month
Car (loan repayment and petrol)	£180 per month
Savings	£250 per month
Pension	£120 each per month
Holidays	£100 per month
Going out	£75 per week

Income		Outgoings	
Cassie		Mortgage	
Cassie's husband		Childcare	
		Groceries	
		Utility bills	
		Car	
		Savings	
		Pensions	
		Holidays	
		Going out	
Total	£	Total	£

Task Three:

Is Cassie's household in credit or debit?

.....

How would you feel in this situation?

.....

.....



Name: Andrew
Age: 18
Occupation: Apprentice Chef
Income: £95 a week
No dependents

- Andrew lives with his parents and contributes to bills.
- His parents gave him their old car.
- He borrowed £500 from them to cover insurance and tax. He pays them back £50 each month.
- Andrew uses a credit card when he needs extra cash.

Outgoings	Cost
Household bills	£15 per week
Mobile phone	£32 per month
Cable TV	£28 per month
Gym membership	£16 per month
Car repayment and petrol	£45 per week
Clothes and going out	£25 per week
Loan from parents	£50 per month

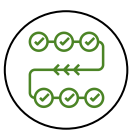
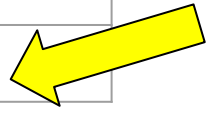
Income		Outgoings	
Andrew	Per week	£	Household bills
	Per month	£	Per week
			£
			Per month
			£
			Mobile phone
			Per month
			£
			Cable TV
			Per month
			£
			Gym membership
			Per month
			£
			Car repayments and petrol
			Per week
			£
			Per month
			£
			Clothes and going out
			Per week
			£
			Per month
			£
			Loan from parents
			Per month
			£
Total		£	Total
			£

Task Four:

Is Andrew's household in credit or debit?

How would you feel in this situation?

Only add up the monthly costs.



Progress Reflection: TJ really wants to buy an iPad Pro to help with his studies. He knows it will help with his organisation and also help with revision when it comes to his GCSEs next year. His family don't have the money and will need to purchase it using a credit card.

Explain why it would be a good idea to remain in credit and therefore not purchase the device.	Explain why the family should purchase the device, which would mean the person would temporarily be in debt.
<hr/> <hr/>	<hr/> <hr/>

Watch the Needs and Wants video

<https://www.youtube.com/watch?v=9ZxpWl1rDTE>

Task Two:

What's the difference between a need and a want? What proportion of your earnings should you spend on each?

How might someone's needs change over time?

How might someone's wants change over time?

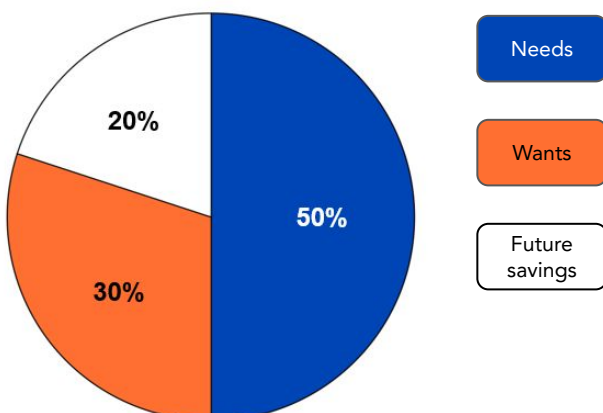


Turn and Talk: Why should people budget?

Why might a person decide to budget?

- A person can feel more in control over their money
- Understand spending better and where to cutback
- Allows us to save for the future
- Provides financial security and safety
- Can increase confidence and improve wellbeing

The diagram below shows how we should budget.



7	Expenditure	An amount of money spent.
8	Cutback	An act or instance of reducing something, especially expenditure.

What should I consider when budgeting?

There are two main things to consider when it comes to budgeting - income and expenditures. Reviewing regular and ad hoc (irregular) payments can help them see how much there is left to spend on other needs and additional wants, taking into account ways they can cutback to save for the future.

Watch the budgeting video

<https://www.youtube.com/watch?v=2l81KU-4PPI>



Task Three: Imagine you are earning £1500 per month. Use the Bills Catalogue on the next page to find the costs of things you will pay for. Separate them into needs and wants, setting aside some for future savings. Try to spend about 50% of your money on needs, 30% on wants and 20% on future savings.

Needs (approx. 50%)		Wants (approx. 30%)	
Expense	Amount	Expense	Amount
E.g. rent	£		£
	£		£
	£		£
	£		£
	£		£

Task Four: Using the table above, calculate your balance for the month.

Total income	£1500
Total needs	£
Total wants	£
Balance (deduct needs and wants from income)	
Remaining amount for future saving?	£

Progress Reflection: If somebody budgets correctly and is able to save some money each month, what could that money be used for in the future? Think of some examples of more expensive things that would need to be saved for over time.



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Utilities and Food



Electricity/Gas Bill

Based on average UK consumption + Ofgem rates from April 2024.

- 1/2 bedrooms £111.16 per month
- 3/4 bedrooms £130.50 per month
- 5+ bedrooms £212.57 per month

TV Licence

Needed if you watch any live-broadcast TV or BBC iPlayer.

£14.13 per month



Food

£135.00 per month for one person's essentials.

Source [ONS](#).

Transport

Bus and Tram

Remember, walking is free!

TICKETS AVAILABLE:

System One Adult County Card Monthly	£153.00	All Day	>
28 day Bee AnyBus Adult	£85.40	All Day	>

Cycling



£140.00

Extra 20% off a Bike Rack when you buy a Bike*
Discount applied in basket. *Excludes balance Bikes.

Pay later with Klarna from £6.96 per month

- Approximate Weight (KG) : 14.3kg
- Brake Type : V-Brakes
- Number of Gears : 6 (1x6)

Somewhere to live

Your Bills Catalogue



APARTMENT A

1 bedroom apartment in Central Manchester

- Bills included: electricity, water and internet
- Fully furnished living space
- Ensuite double room with balcony
- Council tax band A
- No pets

£987 PCM



APARTMENT B

2 bedroom apartment in Central Manchester

- Bills NOT included
- Part furnished
- Double rooms with balcony
- Council tax band A

£785 PCM



ROOM C

1 bedroom in house share in Salford

- Bills included: electricity, water and internet
- Fully furnished living space
- Six rooms in total - two shared bathrooms
- Council tax band D

£337 PCM

PCM means per calendar month ie. monthly cost

Internet and Phone

plusnet

Plusnet Unlimited Fibre Extra & Phone Line

66Mb average speed* unlimited downloads

18 month contract £23.95 p/m no setup cost

NOW BROADBAND

NOW Broadband: Brilliant Broadband & Anytime Calls

11Mb average speed* unlimited downloads

12 month contract £18.00 p/m £5.00 setup cost

Virgin Media

Virgin Media M100 Ultrafast Fibre Broadband + Phone

108Mb average speed* unlimited downloads

18 month contract £34.00 p/m £35.00 setup cost

NETFLIX

10.99 per month (no ads)

CONTENTS INSURANCE

Protect your belongings in your home

£13.00 per month

sky & NETFLIX & sly sports

Sky Stream, Sky Sports, Sky TV & Netflix

£46/month 24 month contract

Product: Streaming box, Sky over WiFi

TV Packs: Exclusive shows, comedies & more

NETFLIX: Netflix Standard with Ads

sky sports: 9 dedicated Sky Sports channels

TV Packages

Virgin Media

Virgin Media Big TV Bundle, Ultrafast Fibre Broadband + Phone

108Mb average speed* 100 channels

18 month contract £29.00 p/m £35.00 setup cost

NOW BROADBAND

NOW Broadband: Super Fibre, Anytime Calls & Entertainment Membership

63Mb average speed* 20 channels

12 month contract £24.99 p/m £5.00 setup cost

SIM ONLY PHONE

25GB £10

- Unlimited UK minutes & texts
- 100 International minutes

IPHONE CONTRACT

2GB DATA BOOSTED FROM 1GB

36 month Device Plan

Unlimited UK Minutes & Texts

Monthly rolling Airtime Plan

Plans unlocked after 24 months

DETAILS INCLUDED

Get up to an extra £100 when you trade in your old device. Ends 9 October.

Learn freely in the EU, up to 25GB.

Get extras on us

£30.00 upfront + £47.26 MONTHLY

Other potential costs **Flic** Financial Literacy & Inclusion Campaign Supported by the Financial Times

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



	Question	True <input type="checkbox"/>	False <input type="checkbox"/>
1	A credit score only matters when applying for a credit card.		
2	Interest on savings accounts means your money can grow over time.		
3	All student loans are automatically forgiven after 10 years.		
4	You should always check for hidden fees when opening a bank account.		
5	Making only the minimum payment on your credit card can lead to debt.		
6	Budgeting is only necessary for people who are struggling financially.		
7	A "fixed expense" is a cost that stays the same every month, like rent.		
8	It's better to guess your expenses than track them precisely.		
9	Emergency funds should cover at least 3 to 6 months of expenses.		
10	Budgeting can help reduce financial stress.		
11	Employers can pay below minimum wage if the worker agrees.		
12	You have a right to a safe and healthy workplace.		
13	Overtime pay is usually required after 40 hours of work in a week.		
14	Workers under 18 have the same job safety protections as adults.		
15	It is illegal to be fired for joining a union.		
16	You should never speak up at work, even if something feels wrong.		
17	Constructive feedback to your manager can help improve the workplace.		
18	Whistleblower laws protect workers who report unsafe practices.		
19	If you feel uncomfortable, HR is an option for raising concerns.		
20	Speaking up respectfully at work can show leadership.		

Date:

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



1. Financial Literacy Scenario:

Deon is thinking about buying something online from a new website. The site offers a “Buy Now, Pay Later” option with no upfront cost, but monthly payments over the next year.

Question:

What should Deon consider before choosing the “Buy Now, Pay Later” option, and how could it affect their finances?

2. Budgeting Scenario:

Maria earns £2,000 a month. She spends money on rent, food, transportation, and entertainment but doesn't track how much she spends. She often runs out of money before the end of the month.

Question:

How could creating a budget help Maria, and what steps should she take to get started?

3. Workers’ Rights Scenario:

Jordan is 17 and working part-time in a restaurant. Their manager asks them to clean the grease trap without any training or safety gear.

Question:

Is this a violation of Jordan's rights as a young worker? What should they do?

4. Speaking Up at Work Scenario:

Taylor notices a co-worker being treated unfairly and hears offensive comments in the staff room. They're worried about speaking up because they don't want to lose their job.

Question:

What are some safe and appropriate ways Taylor can address this situation?

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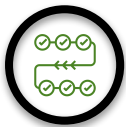
5. Budgeting Scenario:

Sam wants to buy a new phone for £900. They have £400 saved and are considering putting the rest on a high-interest credit card.

Question:

What are the pros and cons of using the credit card in this case, and what are some better financial options?

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Progress Reflection: How has your understanding of finances improved during this half term? Can you think of any advice you would give to someone to help them stay on track with their money?

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