



The Quality in Careers Standard >>>>



ACE School of
CHARACTER



Unlocking potential through expert knowledge and character

C community
cooperation

A ambition
achievement

R respect
responsibility

E endeavour
enjoyment

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Expectations

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

Ground Rules

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

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

1	
2	
3	
4	
5	

What is CARE curriculum and Personal Development?

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

These topics include:

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

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



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

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



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

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



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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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.

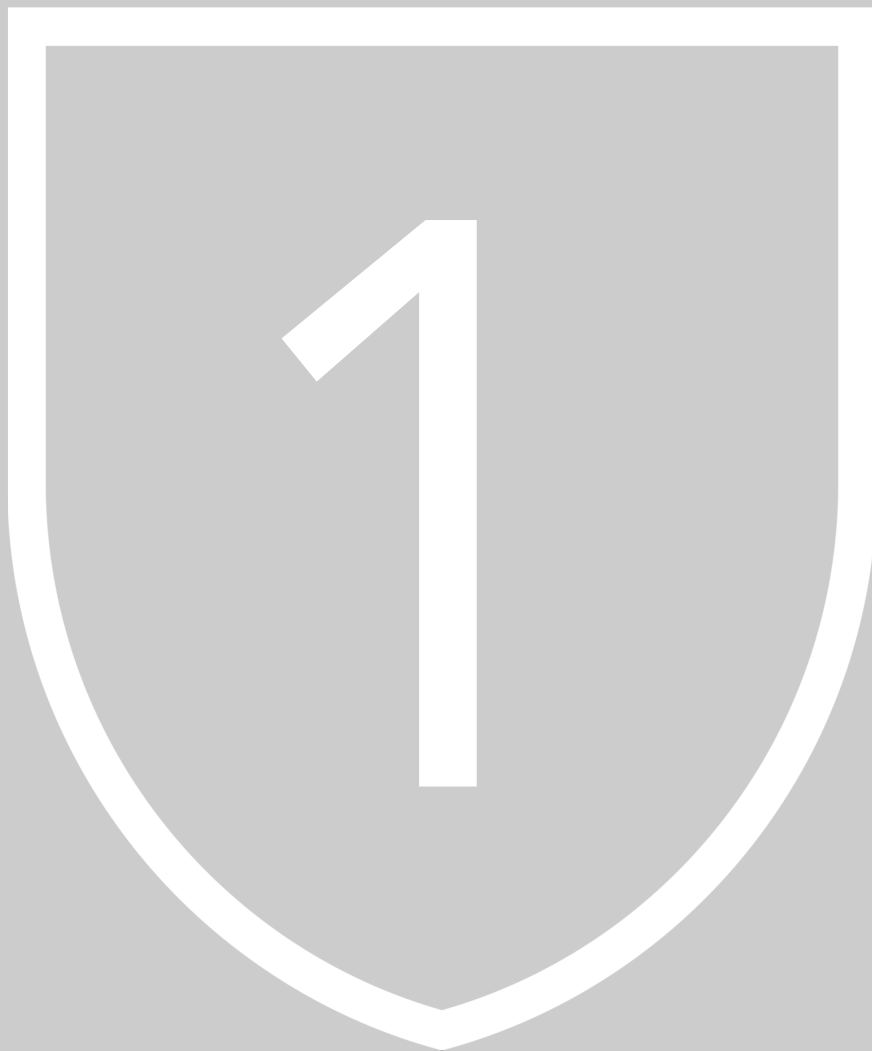
This reflects our CARE principle of **Community** by acknowledging and respecting the diverse backgrounds and perspectives of individuals.



5

Year Eleven - Term One

Preparing for the Future



Do Now:



Give three reasons why a healthy sleep routine is important:

1.

2.

3.



Lesson One: Curriculum Question - How do I plan for success in Year 11?

Today's Powerful Knowledge

- Understand how organisation can promote good wellbeing and fuel success.
- Making plans to maintain a healthy work-life balance.

There's an old saying '*tidy room, tidy mind*' – the same can be said about revision and exam preparation. The more organised you are, the easier it will be to keep on top of your tasks and keep your mind focused on getting the best grades you can achieve.

Being disorganised makes everything harder. It saps your productivity, makes you overwhelmed, and leads to unhealthy habits. Being organised means having a system in place to manage your life. As such, being organised can transform your quality of life. It goes far beyond mere tidiness and keeping strict routines - it's about finding balance and unleashing your full potential.

The 6 Benefits of Being Organized

Why you should get your life together

A yellow circle with a brain inside, representing stress.	A yellow crescent moon with a smiling face, representing sleep.	A yellow vertical bar with three green checkmarks, representing productivity.
Reduce Stress	Sleep Better	More Productive
A plate of food with a fork and knife, representing a healthier lifestyle.	A black floppy disk, representing being less forgetful.	Three yellow raised fists, representing feeling empowered.
Healthier Lifestyle	Less Forgetful	Feel Empowered

Task Two: To start organising yourself, make a list below of:

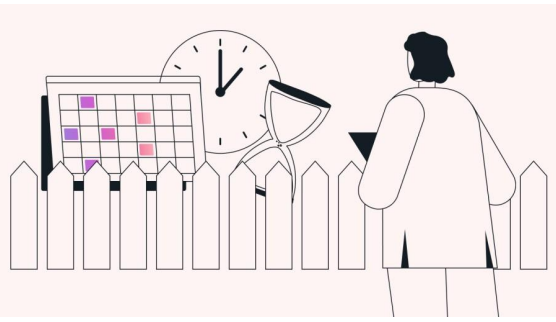
- Your commitments every week (e.g. school, clubs, picking up siblings every Tuesday...)
- Tasks you need to do (e.g. revision, Sparx)
- Your self-care - things you enjoy doing that help you to relax and feel good

Commitments	Tasks
.....
.....
.....
.....
.....
.....

Self-care (hobbies, ways you relax, etc.)	Anything else you need to make time for?
.....
.....
.....
.....
.....
.....

Task Three: Map out the tasks and activities you listed in Task Two. Make sure your plan is realistic and includes regular breaks.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00am							
7:00am							
8:00am							
9:00am							
10:00am							
11:00am							
12:00pm							
1:00pm							
2:00pm							
3:00pm							
4:00pm							
5:00pm							
6:00pm							
7:00pm							
8:00pm							
9:00pm							
10:00pm							
11:00pm							
12:00am							



Protecting personal time:

When you schedule your week, you create physical and mental boundaries between your work and personal life. These boundaries ensure that your personal time is honored by you and others.

Prioritising self-care:

When you schedule time for self-care activities, such as exercise, hobbies, or spending time with loved ones, you can treat these activities as non-negotiable appointments.



Progress Reflection: Now you have planned an example rota for the week consider the following.
Will each day look the same across the week? (If not, explain why)
.....
.....
.....
Are there any activities that should happen on most days of the week to support good health?
.....
.....
.....
When deadlines approach, which activities might it be best to take part in less often?
.....
.....
.....

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:



1. What do you often eat whilst studying?

.....

.....

2. What do you often drink whilst studying?

.....

.....

3. Do you consider how what you eat might affect your ability to study?

Always



Sometimes



Never



Lesson Two: Curriculum Question - How do I fuel my body and brain?

Today's Powerful Knowledge

- To understand how diet impacts upon effective study.
- To successfully identify which foods to prioritise when revising and why.

1 Continuous studying and intensive brain activity require the vitamins and nutrients found
2 in healthy foods (such as fruit, vegetables and fish) to work effectively. Yet many
3 teenagers forget to consider the importance of eating to fuel their study and to support
4 their wellbeing. There is often the temptation to snack on sugary food while studying,
5 however, this is counterproductive. Excessive sugar consumption leads to a temporary
6 rush of energy which is quickly followed by crashing blood sugar levels causing fatigue
7 among other things. It can seriously affect your ability to concentrate and study
8 effectively. Not getting enough sleep also will increase the likelihood of reaching for a sugary treat.



Eggs



Peanut Butter



Whole Grains



Salmon

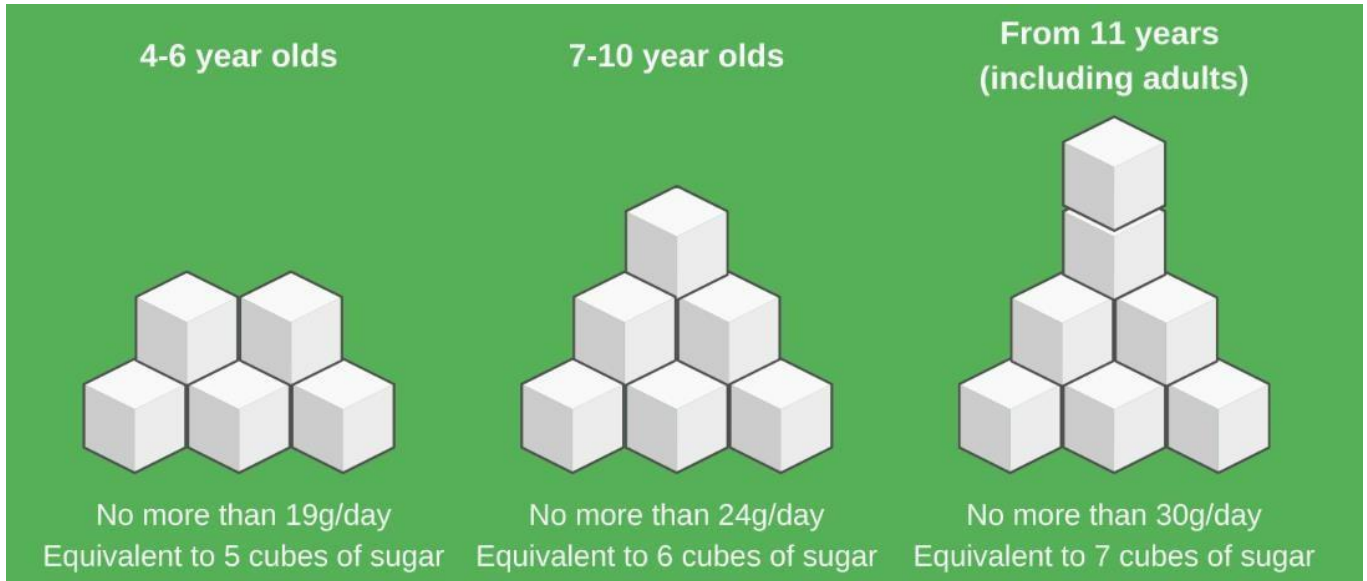


Berries









Apples

So, how much sugar should we consume each day?



The government recommends that sugar should make up no more than 5% of our daily calorie intake. On average in the UK we are consuming between 9% and 12.5% of our calories from free sugars, depending on the age group. So, we are consuming a lot more sugar than is recommended.

Task One: Can you guess how many grams of sugar are in the following items?					
1 Mars bar		Medium McDonalds milkshake		Bowl of Coco Pops	
					
Grams of sugar		Grams of sugar		Grams of sugar	
1 banana		500ml of orange juice		Small pack of skittles	
					
Grams of sugar		Grams of sugar		Grams of sugar	

Snacks to eat in moderation



Snacks to fuel study



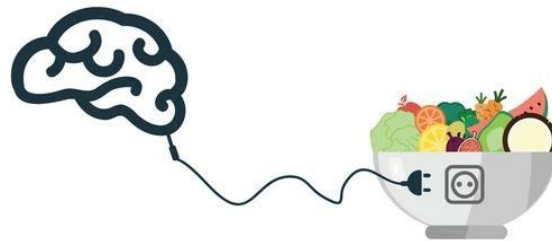
Task Two: Think about snacks/food that should be eaten in moderation and what these could be swapped for.

Examples of snacks/foods that should be eaten in moderation	What snacks/foods could you swap these for to fuel revision?
.....	
.....	
.....	
.....	



Progress Reflection: You have been asked to give a Year 11 student some advice about how best to fuel their body and brain for their first examinations on Monday. They have Maths in the morning followed by Computer Science in the afternoon. In each of the boxes, suggest how best they can power up! (This might not just include food/drink!)

The night before the exam	The morning of the exam
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>



Between exams	After exams are finished
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

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:



Name two ways that you can apply for a job.

--	--

What are three things you should put on a CV?

1.

2.

3.



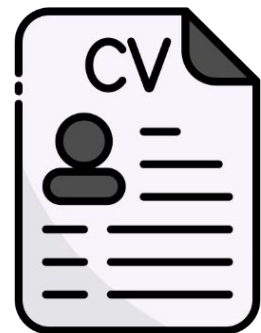
Lesson Three: Curriculum Question - What makes a strong Curriculum Vitae?

Today's Powerful Knowledge

- Understand what should and should not be included in a good CV, and why they are needed.
- Be equipped to write your own CV.

What is a CV?

A Curriculum Vitae (CV) is an outline of a person's education and work experience. It means, literally, 'the course of one's life'. A CV is the most flexible and convenient way to make applications. It should convey your personal details in a way that presents you in the best possible light. It is useful to leave a copy with people you're hoping to get a job with; for example, when you're asking around for a weekend/holiday job. Sometimes employers ask for an application form instead. This is designed to bring out essential information and personal qualities that the employer requires.















Preparing yourself to write a CV

There's a lot to do to make sure you get your CV just right. It will include information such as your contact details, qualifications and skills. However, everyone needs more than just qualifications and skills to make the most of their lives. Each of us have qualities that we use in the world of work. In addition to assessing your skills and abilities, you also need to be able to recognise and reflect on your personal qualities.



Task One: Read through the qualities below and score yourself against each one. A score of 5 means that you are strong in the quality. A score of 1 means you do not have much of this quality in you.

Quality	Explanation	Score
 Careful	You take care of your own and others' feelings.	
 Courageous	You stand up for what you believe in and don't shrink away from challenges.	
 Creative and original	You are an innovative thinker and full of new ideas.	
 Critical thinker	You think things through before taking action.	
 Curious and interested	You like exploration and discovering new things.	
 Enthusiastic and energetic	You approach projects with excitement and energy.	
 Fair and principled	You do not let your personal feelings bias your decisions.	
 Good team player	You always share and work hard for the group.	
 Hard worker	You don't get distracted and meet deadlines.	
 Honest and genuine	You are down-to-earth and try to be yourself.	
 Kind and generous	You enjoy doing things for others and willingly offer time and help.	
 Leader	You are a good organiser and encourage everyone in group to get things done.	

Task Two: Based on the Task One, which qualities would you write about in your CV?

There is no one best way to construct a CV – it is *your* document and can be structured as you wish within a basic framework. You could send it in on paper or complete it online if that is what the employer asks for. Your CV is your marketing document. It should:

- Detail your experiences and achievements, paid and unpaid
- Be no less than 1 page and no more than 2 pages
- Be written in a clear, modern font
- Avoid any spelling or grammar mistakes
- Be consistent throughout
- Be tailored to the reader



In most cases, employers spend less than a minute scanning your CV on their first look.

Task Three: Now you know what a good CV looks like, you are going to provide feedback on two CVs. Annotate and highlight your comments on each CV to show what changes you would suggest they make.

Consider:

- Does the layout seem easy to read?
- Are there any spelling or grammar errors?
- Is it easy to see what qualifications they have?
- Are the different sections easy to spot?
- Do they start their bullet points with active verbs or skill-related words?



Fiona Jenkins

13 Valley Lane
Derbyshire
DD3 7UH



Tel: (01382) 123456

funkysquirell@mail.com

Personal Details

Marital Status: Single

Children: None

Health: Very good

Nationality: British

Education

1993 – 2000	Highgate Primary School, Derby
2000 – 2005	Balday High School, Derby Achieved 8 GCSEs
2005-Present	Derby College, Derby Currently studying 3 A-Levels

Work

History:

Retail Assistant, Kensington Clothing Derby 2002-2005
Duties: Worked part-time in a clothes shop

Assistant Manager, Streetwise Fashion, Derby 2005 - present
Duties: Asisting in the running of a busy high street clothes shop

Hobbies/Interests:

I enjoy watching TV, playing games on my computer and going out with my mates.

Additional Information:

Fluent in French and Spanish

References

Mrs Stewart
Bayside Cottage
Derby
DD8 7PL

Mr Jenkins
13 Valley Lane
Derbyshire
DD3 7UH

Joanna Collins
8 Harper Road, Bigtown, BW10 5XJ
jcollins25@gmail.com
07999 432432

Education and qualifications

2020 - 2022 Bigtown Sixth Form College
A levels: Maths, Physics, Chemistry

2015 - 2020 Bigtown Academy
GCSEs: 10 grade A*-C including A* in Maths & Physics.
I did English, maths, three sciences, IT, humanities, food technology, French, history, PE and German. I was also a student ambassador, showing potential students around the school at two open evenings. I was responsible for showing them and their parents around the school, and explaining how things work at our school.

Work experience

Sept 2021 to current Volunteer teaching assistant, Bigtown Primary School, Bigtown
I help out year 5 students with their science work one afternoon a week. I speak to them about what they don't understand and support them to answer the questions set. I am becoming a trusted member of the class and the students actively ask me to sit near them.

Summer 2020 Retail assistant, B & Q, Bigtown

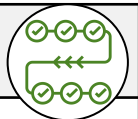
In this role I served customers, using the tills and on the customer service desk. It was a busy working environment where I had to think on my feet to provide effective solutions to customer enquiries, demonstrating my problem solving and communication skills.

Interests, hobbies & achievements

- I am a keen sailor and have gained the RYA Assistant Instructor's award

REFERENCES AVAILABLE ON REQUEST

Progress Reflection: Provide three pieces of advice to someone writing their CV.



1.

2.

3.

Do Now:



1. Give an example of a breakfast that would set someone up well for their day.

2. Name 3 pieces of information that should be included on a good CV.

3. Give one good tip for maintaining mental wellbeing when revising.



Lesson Four: Curriculum Question - What is the positive impact of blood donation?

Today's Powerful Knowledge

- To explain what it means to donate blood, stem cells and organs.
- To understand why donations are needed.

There are 3 different types of donations:

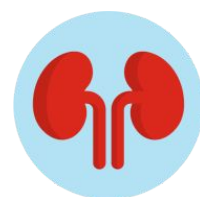
Blood



Stem Cell



Organ



Different people might need different donations:

Who might need a blood transfusion

- Someone experiencing blood loss (For examples, from an accident, surgery, or childbirth).
- Someone with a blood disorder

Stem cell transplant?

- Someone with blood cancer or a blood disorder

Organ or tissue transplant?

- Someone whose organ(s)/tissue has been damaged by disease or injury
- Someone who has a birth defect



Save a life Give blood

Watch the Blood Donation video to understand the full process

<https://www.youtube.com/watch?v=Q55LrC7vijM>

Task One: Complete the questions below
Why might somebody choose to donate blood?
.....
What should you do before going to donate blood?
.....
How long does it take to donate blood?
.....

What's involved in being a blood donor?

- 1 Register online from 16+ at www.blood.co.uk
- 2 Registered donors book an appointment at their preferred time and place from 17+
- 3 The donation process takes roughly 1 hour – donating itself just 15 minutes.
- 4 Donors receive a drink and biscuit and then their job is done.
- 5 A donor's blood is tested and they find out their blood group
- 6 The blood is split into component parts so each donation can help 3 adults or 6 infants
- 7 Blood is then distributed to hospitals across England and given to patients in need.



Task Two: How might recipient's lives be changed by receiving a donation?

.....

.....

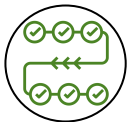
How does ethnic background relate to donating?

Watch https://www.youtube.com/watch?v=ht8m2z1_vDs



**Save a life
Give blood**

1 The closest matches between donor and recipient are found
2 between people from the same ethnic background. For
3 example, donors from Black Caribbean and Black African
4 backgrounds are likely to be the closest match for recipients
5 who are also from a Black Caribbean and Black African
6 backgrounds. This is because their blood groups and tissue
7 types can be closely matched. Demand is higher than the
8 number of donors for blood, stem cell and organ donations for
9 people from Black African and Black Caribbean backgrounds;
10 Asian backgrounds and minority ethnic backgrounds.
11 Individuals from minority ethnic backgrounds are also more likely
12 to have rare blood or tissue types that make it harder for them to
13 find a match. Because of this, patients from these backgrounds
14 often have to wait significantly longer for a successful match than
15 a white patient.



Progress Reflection: What might be the barriers to donation? What might prevent people from donating?

.....

.....

.....

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:
 - NHS Blood Donation : www.blood.co.uk



Do Now:



1. Define the term work-life balance.

2. Suggest a way to ensure a good night's sleep.

3. What foods should you limit when revising?



Lesson Five: Curriculum Question - What is self-examination and screening?

Today's Powerful Knowledge

- Know what cancer is, and the signs to look out for.
- Explain why it is important to report any concerns about health as soon as possible.

Looking after our health







Self-examination is a process to monitor changes in your body, such as lumps, swelling, or skin irregularities, that could indicate health issues. It helps with early identification of any potential issues.

Spotting any signs of difference

There are a variety of techniques and tests needed to properly diagnose cancer, but there are things we can do to spot the signs ourselves. When carrying out self-examination we may be looking or feeling for changes such as lumps, swelling, changes in moles, unexplained pain or changes in toilet habits. Everyone should be familiar with their own 'normal' as early detection of signs and symptoms can save lives.

How to carry out a testicular examination - Watch: <https://www.youtube.com/watch?v=089yUqF2LLQ>

Task One: Fill in the blanks below to show how to carry out a testicular examination	
How to carry out a testicular examination	
	1. Cup one testicle at a time using both This is best performed during a warm
	2. Examine by the testicles between the thumb and fingers. Use slight
	3. Familiarise yourself with the spermatic cord and epididymis. The tube-like structure's to the back side of each testicle.
	4. Feel for, changes in or irregularities. It is normal for one testis to be slightly than the other.
<p>Facts about testicular cancer:</p> <ul style="list-style-type: none"> • Leading cancer in men 15-44 • Early detection is key <p>Risk factors:</p> <ul style="list-style-type: none"> • Undescended testicles • Family history • Personal history <p>Signs and Symptoms:</p> <ul style="list-style-type: none"> • A painless lump, change in size or any irregularity • Pain or discomfort in the scrotum or testicle • A dull ache or sense of pressure in the lower abdomen, back or groin <p>A testicular examination should be carried out once a month.</p>	

pressure	connected	rolling	lumps
size	shower	larger	hands

Anyone can get breast cancer. It's important to check your breasts or chest regularly (around once a month) for symptoms of breast cancer or other conditions. Checking your breasts or chest regularly helps you learn what looks and feels normal for you. This makes it easier to notice any changes that could be a sign of a condition such as breast cancer.

How to carry out a breast examination (for men and women) - Watch: <https://www.youtube.com/watch?v=xcg7jWrlLJ8>

Task Three: Fill in the blanks below to show how to carry out a breast examination

<p>What to look for when checking your breasts or chest:</p> <ul style="list-style-type: none"> • a lump or in your breast, chest or armpit • a change in the skin of your breast, such as dimpling (it may look like peel) or redness, which may be harder to see on black or brown skin • a change in size or shape of 1 or both breasts, or either side of your chest – it's common for breasts to be different, but check for any changes that are not normal for you • nipple discharge (if you're not pregnant/ breastfeeding), which may have blood in it • a change in the shape or look of your nipple, such as it turning (inverted nipple) or a on it (it may look like eczema) • sores or on your chest 		<p>Your breasts may naturally look and feel different:</p> <ul style="list-style-type: none"> • at different points in your cycle, if you have periods • while you're pregnant or breastfeeding • after menopause <p>It's important to get to know how your breasts feel throughout your cycle and at different stages of your life, so you can spot any that are not normal for you.</p>		
<p>How to check your breasts and chest</p> <ul style="list-style-type: none"> • Look at your breasts or chest in a mirror to look for any changes. Start with your arms by your sides and then raise them. • Feel around each breast or side of your chest in a circular motion all the way up to your collarbone and under each Use a mix of light and firmer pressure. Do not press so hard it hurts. • Feel around and over each nipple. • It might be easier to feel your breasts or chest in the or lying down. 		<p>Use your right hand to examine your left breast, then vice versa. Feel for any lumps, thick spots or other changes. A circular pattern may help you make sure you hit every spot.</p> <p>With the pads of your three middle fingers, press on every part of one breast.</p> <p>Use light pressure, then medium, then firm. Then, press the tissue nearest your armpit.</p> <p>Be sure to check under your areola (area around your nipple) and then squeeze your nipple to check for discharge. Repeat the steps on the other side.</p>		
ulcers	menstrual	changes	swelling	shower
orange	armpit	sizes	rash	inwards



Progress Reflection: What barriers might prevent somebody from self-examining?

Do Now:



1. Name one reason why somebody might donate blood.

2. Why should we attend medical screenings when invited by the NHS?

3. Why should regular self-examining be part of our monthly routines?



Lesson Six: Curriculum Question - What are the different circumstances that can surround a pregnancy?

Today's Powerful Knowledge

- Understand the different options open to someone when finding out they are pregnant.
- Be able to explain the different views around abortion.
- Explain the term miscarriage and know where to access support.

Task One: Amelia and Owain are both 16 years old. Amelia missed her last period, so asked Owain to buy a pregnancy test and bring it round when her parents were out. She has just taken the pregnancy test and the result is positive.

How might Amelia be feeling?

How might Owain be feeling?



Unplanned pregnancy

In the case of an unplanned pregnancy, there are three possible options:

1. Become a parent – continue the pregnancy and raise the child, either as a single parent or a couple.
2. Have an abortion (also known as a 'termination') - the pregnancy is ended either by taking medication or having a surgical procedure.
3. Relinquish the child for adoption – once an adoption order is made, the adopters become the child's legal parents and the birth parents no longer have any legal rights in relation to the child.

Abortion

Some people decide to keep a pregnancy, whilst others may decide on a termination. This is an individual liberty in the UK. Abortion is a medical procedure that ends a pregnancy. In the UK, it is legal up to 24 weeks of pregnancy, although later abortions may be allowed in certain cases.



Task Two: Read through the views below and decide whether they are pro-choice or pro-life views.			
Pro-Choice Views People who believe that individuals should have the right to decide whether to continue a pregnancy. They emphasise autonomy, privacy, and access to safe, legal abortion.		Pro-Life Views People who believe that life begins at conception and prioritise the rights of the foetus. They may advocate for alternatives like adoption or greater support for parenting.	
		1	
1. Abortions are dangerous. There are many physical and mental risks, for example, the operation may lead to sterility and some women can become depressed afterwards.	2. When pregnancy is the result of rape, the woman should not be forced to continue with pregnancy.	3. Just because a child might be disabled does not mean that they shouldn't have a chance at life.	4. There is no need for abortion, many couples would welcome the chance to adopt an unwanted baby.
5. The unborn child has the right to life from the moment of conception. Abortion is the same as infanticide (child- killing).	6. It is wrong to bring an unwanted child into the world. Abortion saves thousands of children from being unwanted.	7. A woman should have the right to choose what happens to her body.	

Miscarriage, advice and support

- 1 Should someone decide to continue with a pregnancy, in some cases a miscarriage can occur.
- 2 Miscarriage is the spontaneous loss of a pregnancy before the foetus is mature enough to survive
- 3 outside the uterus. Miscarriage is estimated to affect between 1 in 5 and 1 in 8 pregnancies, the
- 4 majority of which occur in the first trimester (0-12 weeks). Miscarriage is not the fault of the
- 5 woman (or trans man) who has miscarried - there are many reasons why a miscarriage may happen,
- 6 such as a chromosomal abnormality, although the cause is often not identified. People who have
- 7 experienced a miscarriage may go through a variety of emotions, including grief, loss, and
- 8 bereavement. It can have a profound emotional effect not only on the person who had the
- 9 miscarriage but also on their partner and other family members. Miscarriage does not mean that
- 10 pregnancy is not possible on another occasion and many people go on to have healthy
- 11 pregnancies at another point in their lives.

If you are struggling, you should always speak to a trusted adult if you can. But you can also access support here:

Your local  doctors surgery

www.brook.org.uk 
Offers support for  under 25's

BPAS - British Pregnancy Advisory Service
If you discover that you have a pregnancy that you feel you are unable to continue with, we will be here to support you to make a decision that is right for you.



Miscarriage Association is a charity that offers support to people who have lost a baby. They have a helpline (01924 200 799) and an email address (info@miscarriageassociation.org.uk) and can put you in touch with a support volunteer.



MISCARRIAGE
ASSOCIATION
The knowledge to help

Progress Reflection: Write a paragraph of advice to Amelia and Owain explaining what they could do next and where they could go to access further help and support.





Lesson Seven: Knowledge Application Lesson

Today's Powerful Knowledge

- To address any remaining misconceptions from this half term in CARE.
- To apply knowledge from this half term to different scenarios.

How do I plan for success in Year 11?



True



False

- | | | | |
|----|---|--------------------------|--------------------------|
| 1 | It's best to leave all your revision until the night before the exam. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Taking regular breaks during revision helps you stay focused. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Highlighting everything in your notes is a good revision strategy. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Practising past papers can help you get used to the exam format. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Revising with friends is always distracting and never helpful. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Creating a revision timetable can help you stay organised. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Listening to music with lyrics while revising always improves focus. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Getting enough sleep is important for memory and concentration. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | You should try to revise everything in one long session without stopping. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Explaining topics to someone else can help you understand them better. | <input type="checkbox"/> | <input type="checkbox"/> |

Bonus question: What's one self-care tip that helps you stay calm during revision?

How do I fuel my body and brain?



True



False

- | | | | |
|----|--|--------------------------|--------------------------|
| 1 | Skipping meals helps you stay focused while revising. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Drinking enough water can improve concentration and energy levels. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Sugary snacks are the best choice for long-term brain energy. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Eating a healthy breakfast can boost brain function in the morning. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Caffeine and energy drinks are the healthiest way to stay alert. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Nuts, fruits, and whole grains are good snacks for brain health. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Staying hydrated is only important when exercising, not revising. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Omega-3 fatty acids (found in fish) can support brain function. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Eating large, heavy meals before studying helps you concentrate. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Regular meals and healthy snacks help maintain steady energy while revising. | <input type="checkbox"/> | <input type="checkbox"/> |

Bonus question: What's one snack or drink that helps you feel your best while studying?

What makes a strong Curriculum Vitae?



True



False

- | | | | |
|----|--|--------------------------|--------------------------|
| 1 | A good CV should be tailored to the specific job you are applying for. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | It's okay to include jokes or memes on your CV to show personality. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Using bullet points makes the CV easier to read. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | You should include every job you've ever had, even if it's not relevant. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | A clear and simple layout is better than a colourful, complicated design. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | It's acceptable to have small grammar or spelling mistakes on your CV. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Your CV should highlight achievements as well as responsibilities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Listing your hobbies is never appropriate on a CV. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Including a photo on your CV is always required. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Employers often skim a CV quickly, so the most important information should be near the top. | <input type="checkbox"/> | <input type="checkbox"/> |

What is the positive impact of blood donation?

True False

- 1 One blood donation can save up to three lives.
- 2 You can't donate blood if you have tattoos.
- 3 Donating blood is painful and dangerous.
- 4 You need to eat and drink before giving blood.
- 5 You can donate blood again one week after your last donation.
- 6 Blood is needed for emergencies, surgeries, and cancer treatments.
- 7 Only people over the age of 30 can donate blood.
- 8 After donating blood, you should rest and drink plenty of fluids.
- 9 Blood donations are tested before being used.
- 10 Blood donors do not get anything in return for donating.

Bonus question: Why is blood donation such an important responsibility?

.....

What is self-examination and screening?

True False

- 1 Self-examinations can help detect health issues early.
- 2 Only older people need to do health screenings.
- 3 Breast and testicular self-exams should be done regularly.
- 4 You don't need to see a doctor unless you feel very sick.
- 5 Health screenings can help prevent serious diseases.
- 6 Men and women have the same health screening needs.
- 7 You can ignore changes in your body if they don't hurt.
- 8 Self-exams should be done in a calm, private place.
- 9 Once you've had one health screening, you don't need another.
- 10 Talking to a doctor about your health is a smart and responsible choice.

What are the different circumstances that can surround a pregnancy?

True

False

- | | | | |
|----|--|--------------------------|--------------------------|
| 1 | An unplanned pregnancy means you have no choices. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | You can talk to a trusted adult, doctor, or counsellor for support. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Adoption is one option for someone facing an unplanned pregnancy. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | It's important to make decisions quickly without thinking too much. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Support services are available to help you understand your rights and options. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Only the pregnant person should be involved in making the decision. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Keeping the pregnancy, adoption, and abortion are all possible options. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Everyone's situation is different, so it's okay to take time to decide. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | You can't access support unless you're over 18. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Being informed and supported helps people make the best decision for themselves. | <input type="checkbox"/> | <input type="checkbox"/> |

Bonus question: What is the way to prevent an unplanned pregnancy?

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



Year Eleven - Term Two Rights and Responsibilities



Do Now:



1. How often should a person complete a self-examination?

2. How much water do you think an individual should drink in a day?

3. Name 2 different types of donation (medical)?



Lesson One: Curriculum Question - What challenges come with parental responsibility?

Today's Powerful Knowledge

- Understand and explain key parenting responsibilities and challenges.
- Suggest aspects of parenting which may lead to conflict and how to manage this effectively.

BL Task One: Mind map the word parenting. Consider what this means and what it might look like in practice. What does the role of a parent involve?

Parenting

Parental responsibilities

There are some key legal rights and responsibilities that parents have, according to the government:

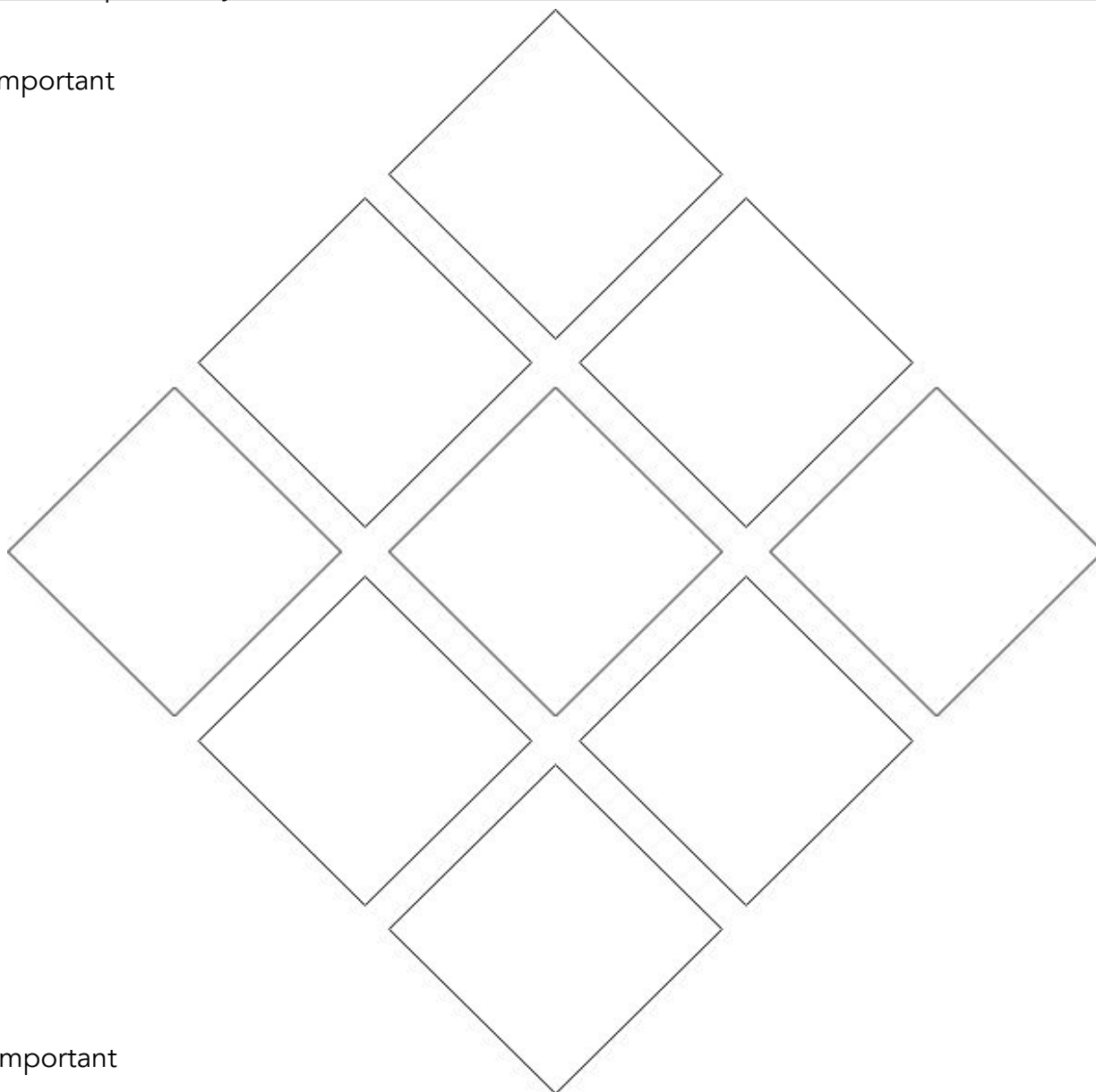
- providing a home for the child
- protecting and maintaining (caring for) the child
- disciplining the child
- choosing and providing for the child's education



Task Three: What are the most important responsibilities of parents?

Add the statements to the diamond 9 shape. At the top should be the one you see as the most important responsibility and at the bottom will be the least.

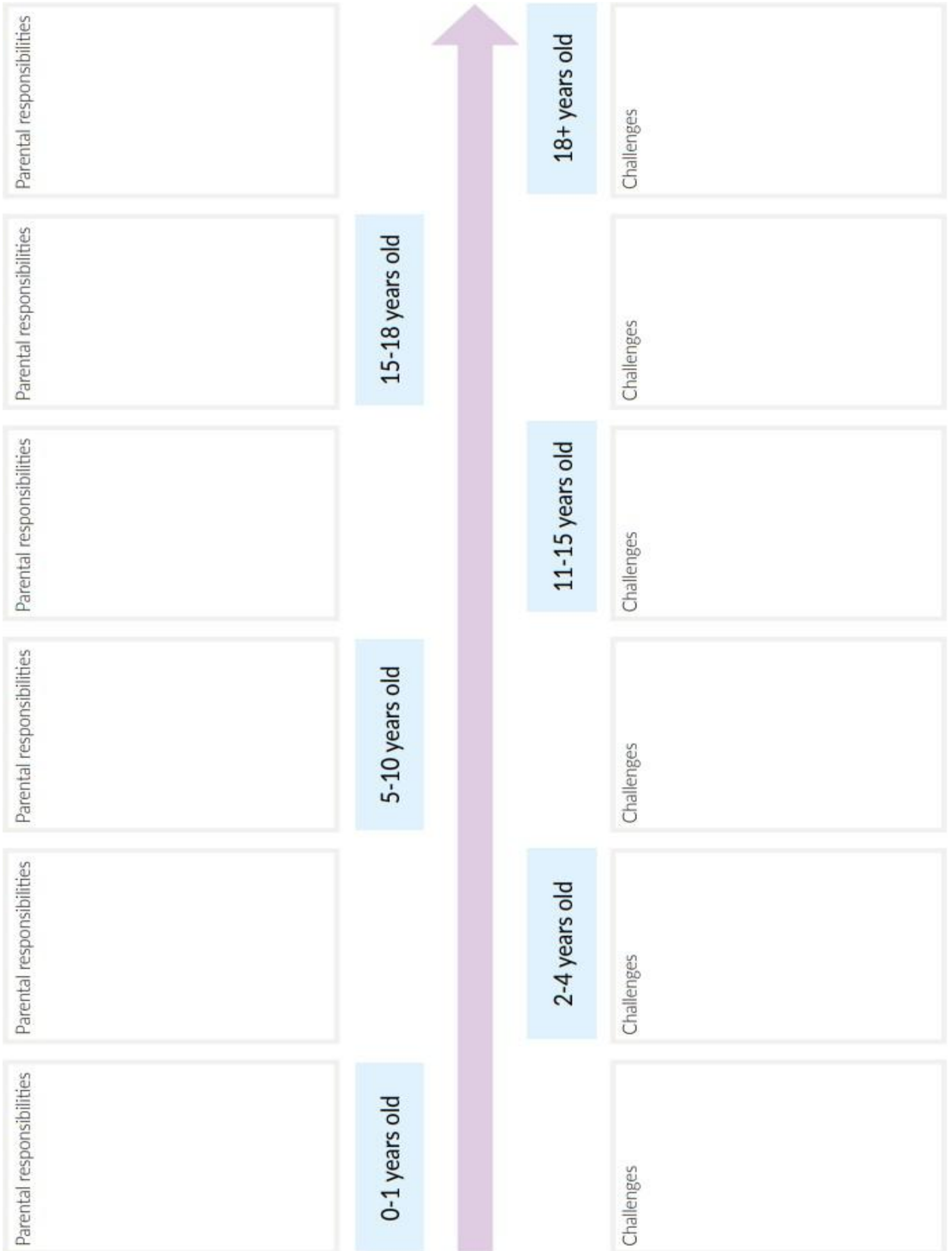
Most important



Least important

1. Encourage their child to participate in hobbies.	2. Talk to their child regularly.	3. Have high expectations of their child.	4. Take an interest in their child's school life.	5. Support their child in developing positive relationships with friends and family
6. Have meals together.	7. Make sure their child does chores.	8. Have strict rules at home.	9. Take their child on day trips and holidays.	

Task Four: Write down the responsibilities of parents at each stage of a child's life on the timeline provided and potential challenges that parents might face.





Progress Reflection: Are there any common challenges parents face across the age ranges?

.....

.....

.....

Which age range do you think is the most challenging and why?

.....

.....

.....



If you would like further guidance or support:

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

Do Now:



1. What challenges might a parent face when a child is a newborn?

2. What challenges might a parent face when a child is a toddler?

3. What challenges might a parent face when a child is a teenager?



Lesson Two: Curriculum Question - What does it take to care for a newborn baby?

Today's Powerful Knowledge

- Understand some of the challenges of a newborn baby.
- Be able to explain what a parent can do to soothe a newborn baby.

BL Task One : A baby is crying. Annotate the picture to suggest what might be wrong.



1 Babies cry as their primary way of communicating. Since they can't use words, crying is how
2 they express their needs and feelings. Understanding why a baby might cry is crucial for new
3 parents so they can soothe them and look after them properly.

4 Being a new parent comes with a mix of joy and challenges. The responsibilities are immense,
5 as parents must ensure their baby's well-being around the clock. This includes feeding,
6 changing nappies, soothing, and ensuring the baby gets enough sleep. The constant care can be
7 exhausting, especially with the lack of sleep that often comes with a newborn. New parents
8 might feel overwhelmed, anxious, or unsure at times, but they also experience immense love
9 and fulfillment. It's important for parents to seek support from family, friends, or parenting
10 groups to help navigate this new phase of life.

Task Two: Read through the information and answer the questions which follow:

Lara loves her new baby daughter, Eva – who is happy and thriving. However, Lara herself is struggling. She hasn't slept properly in month, she is living on ready meals and she has very little money left in her bank account.



a. Why might Lara not be sleeping?

.....

b. Why might Lara be living on ready meals?

.....

c. Why might Lara be struggling with money?

.....

d. Lara does not say she is unhappy? Why might this be?

.....

Turn and Talk: What might Lara's partner be able to do to support her?



Task 2: Read Adam's (Lara's partner) diary and answer the questions which follow

3rd November. I can't believe little Eva is already three weeks old! She is so, beautiful and I feel this weird outpouring of love whenever I hold her. However, I am so, so tired and I feel like I'm really taking my eye off the ball at work. Last night I got about two hours sleep. My boss called me in this morning and told me to sort myself out. He's worried about me working on any more cars until I am well rested. It's tough being a mechanic when you can barely keep your eyes open. Still, we only get two weeks paid paternity pay and there's no way Lara wanted to share her maternity leave!

5th November. Seriously – this is just getting ridiculous. I have spent £100 this month just on nappies. I'm so glad Lara has found it easy to breastfeed (many women, I know aren't so fortunate) as otherwise we would be spending another £80 a month on formula! Eva slept for four hours in a row last night! It felt like a mini-miracle!

10th November. Eva had a temperature of 38 degrees last night at 2am so we had to drive her to the hospital. I was terrified, but the doctors were very reassuring and said this is really common – she possibly has a virus though, so Lara has stayed with her in the hospital. I have work now. I don't think I slept at all last night. I will have to ask my boss if I can take the afternoon off unpaid. I've already used up all my holiday pay on the days I took off to help Lara when she was about to go into labour.

11th November. Eva out of hospital but still a little sick. Lara has been asleep upstairs all morning, so I've been on clean up duty. Lucky it's a Saturday! My friends have asked if I want to go to watch the football tonight but I think I will be asleep by 7pm!

a. Why is Adam struggling at work?

.....

.....

b. How do you think Adam is feeling about caring for a newborn? Explain your answer.

.....

.....

.....

Progress Reflection: Imagine you knew someone who was considering being a parent. What advice might you give them?



Four horizontal dotted lines for writing an answer to the reflection question.



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
 - Brook offers support for under 25's www.brook.org.uk



Do Now:



1. What is a stigma?

Blank space for writing the answer to question 1.

2. Name a way you can look after your mental health.

Blank space for writing the answer to question 2.

3. If you struggle to sleep in the week, you can catch up with sleep at the weekend. True or False?

Blank space for writing the answer to question 3.



Lesson Three: Curriculum Question - How are rights and responsibilities interlinked?

Today's Powerful Knowledge

- To explain how rights and responsibilities are linked.
- To understand why the rule of law is important in a democracy.
- To appreciate why citizens should obey the law and respect one another.

BL Task One: You must be over 18 to buy fireworks, and yet over 50% of all injuries were to children under 18. Who do you think is most to blame for these accidents?

Companies that make fireworks

Blank space for writing an answer.

Parents

Blank space for writing an answer.

People who organise public displays

Blank space for writing an answer.

The police

Blank space for writing an answer.

The children themselves

Blank space for writing an answer.

Explain your answer:

Two rows of dotted lines for writing an explanation.

Rights and Responsibilities

1 Everyone over 18 has the right to buy fireworks. This right, like many others brings with it certain
2 responsibilities. You must follow the firework code: never throw a lit firework at anyone, and never
3 set them off in the street, where they might disturb elderly neighbours who have a right to peace
4 and quiet, or alarm pets. If you don't respect the firework code you will not be respecting other
5 people's rights and freedoms.

6 Rights and responsibilities are best thought of as two sides of the same coin. You have a right to
7 own a bike and ride it down the street, but you also have a duty to ride it carefully so you don't
8 endanger pedestrians or other road users. For example, if you ride without lights in the dark, not
9 only will you be breaking the law but you could cause a motorist to swerve and crash while trying
10 to avoid you. Even if no one is hurt in the accident, there could be financial consequences for the
11 driver to repair the car and if they need their car to do their job.



Values



Commitment



Integrity



Charity



Partnership



Sensitivity



Green initiatives



Collaboration








Honesty

Moral Rights

A moral right is based on moral principles, fairness, or justice, rather than a legal or human right. It's about what's considered right and good behavior and how people should treat each other. In simpler terms, it's about acting with kindness, honesty, and respect.

Many of our rights are laid down in the law, but there are others that affect the way in which we behave. Children have a right to education for example, but this can sometimes be made difficult by disruptive classmates. Although not covered by law, children have a moral right to an education free of disruption.

Task Two: List some responsibilities that go with the following rights.		
	The right to an education	<hr/> <hr/>
	The right to drink alcohol (at age 18)	<hr/> <hr/>
	The right to own and drive a car	<hr/> <hr/>
	The right to share your opinions	<hr/> <hr/>
	The right to read and access books	<hr/> <hr/>



Keeping the law

- 1 Not only should people respect others' rights, they should also respect the law. If people do not
- 2 keep the law, society will not function well. In some countries people ignore laws when driving,
- 3 which makes the roads very dangerous. Sometimes people question the law because they don't
- 4 approve of what is happening - but they may find themselves in court.



Progress Reflection: What is a moral right?

Why is it important that people in society take moral responsibility?



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
 - Brook offers support for under 25's www.brook.org.uk

Do Now:



1. Caring for a newborn baby is always the mother's responsibility. True or False?

2. Companies that sell fireworks are solely responsible for fireworks-related injuries. True or False?

3. A moral right is based on moral principles, fairness or justice. True or False?



Lesson Four: Curriculum Question - How do individual actions affect wider society?

Today's Powerful Knowledge

- To understand how the decisions of individuals can impact on communities, or society in general.
- To understand how to take responsibility as British citizens.

Democracy

The belief in freedom and equality between people, or a system of government in which power is held either by elected representatives, or directly by the people themselves.

The Rule of Law

Everyone (including judges and politicians) must follow the country's laws. Laws are fair and clear. When laws are broken, the people who make the decisions about justice are skilled and unbiased.

BL Task One: Why is the rule of law important in a democracy?

.....

.....

.....

.....

.....

.....

.....

Task Two: Read through the different opinions of these members of the public.

a. I've got loads of money, so I don't bother following speed restrictions. If I get caught speeding, I'll just pay the fine. I won't even notice the money leaving my bank.

b. I sell drugs even though I know they're bad for people. I don't think it's a big deal because I never sell to anyone who looks under 14.

c. Women have been put down by men constantly over the years. I've decided enough is enough! I'm a teacher and I treat my female students better. I hate men and boys - I'm not going to pretend to be someone I'm not, just because I am at work.

d. I work for myself. I pretend not to earn much, because I don't want to pay income tax. I'd much rather spend the money on my three children.

f. I run a hotel. I have to let gay people stay as I'd be breaking the law otherwise.

I make sure gay guests feel really unwelcome though, to stop them coming back. For example, I tell staff to give them really bad room service.

e. I own a restaurant. I like my job, but I'm not a fan of food hygiene laws. I don't follow them properly because it takes ages to clean things properly. It's also expensive to throw away food just

because it is out of date.

h. I got sick of this couple next door who kept asking me to move my motorbike. I decided to punch the bloke - it's the only way to shut him up!

g. I'm not supposed to smoke in the work van, but it's pathetic that the government babysits us like that. One of my colleagues, who has asthma, asked me to stop smoking when she's in the van. She needs to grow up and stop believing all the rubbish scientists tell us.



Turn and Talk: What damage can individuals, like those on the previous page, cause to society?

Task Three: Choose one of the citizens on the previous page. Write the letter of the person you have chosen and then answer the questions that follow.

I have chosen person

How might this person's attitude negatively affect other citizens?

.....

What is unfair about this person's viewpoint?

.....

What advice would you offer this person to help them understand why changing their actions is important?

.....

Progress Reflection: What would happen if everyone took the opinion 'I'm only one person, so it doesn't matter what I do'?



.....



Do Now:



1. What are 3 things a newborn baby needs?

2. Name a food which will help fuel your brain when revising

3. Why is sleep so important for teenagers who are sitting examinations?



Lesson Five: Curriculum Question - How can so-called honour-based violence be stopped?

Today's Powerful Knowledge

- Be able to identify and explain honour based violence (HBV) and honour based abuse (HBA).
- Suggest ways to combat honour based violence.

BL Task One: Write a definition for each of the following words

Respect

Equality

Honour

Dishonour

1 Honour-based violence (HBV), also known as
2 honour-based abuse (HBA) is a form of
3 violence that is motivated by a desire to
4 protect or restore the perceived honour or
5 reputation of a family or community.

6 It is primarily perpetrated against women,
7 who are believed to have brought shame or
8 dishonour upon their families through their
9 behaviour or actions. However, it can
10 happen to men too.

11 Honour-based violence can occur within various cultural, religious, and ethnic communities around
12 the world, although it is more commonly associated with certain regions and communities. It is a
13 human rights violation and is not condoned or supported by international law.

WHO IS MOST AT RISK?

Women and girls

BME communities

Young people and children

First and second-generation migrants

Victims of HBV stay silent for **2 years longer** on average than victims of other forms of domestic abuse



'Honour'-based violence is prevalent in **all** cultures, countries and communities. It is **not specific to any one** religion, race or community.

Despite the term, **there is never honour in abuse.**

Types of honour-based violence include:

- Forced marriages
- Physical assault (Including FGM)
- Threats
- Intimidation
- Sexual violence
- Honour killings



Turn and Talk: Why might someone do that is deemed to bring 'dishonour' to the family?

Watch Shahina's Story and answer the questions on p52
<https://www.youtube.com/watch?v=ChfWjMZbYa8>

Task Two: As you watch the clip, answer the questions below?

1. What was Shahina afraid of?

.....

.....

2. How did this impact her life?

.....

.....

3. What advice does Shahina give to other HBV/HBA victims?

.....

.....

So-called Honour Based Killings

The murder of, most commonly, a woman or child by a father, brother or uncle for bringing perceived shame on the family is a form of domestic abuse perpetrated in the name of 'honour'. It is usually based around a set of rules by members of the family/community.

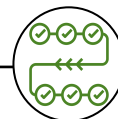
- The UN estimates there are around 5,000 honour killings every year.
- The BBC believes there to be 20,000 honour killings each year (due to serious underreporting).
- According to UNICEF, over 200 million girls have undergone female genital mutilation (FGM), which can sometimes lead to the death of the victim.



Human Rights



Progress Reflection: Read through the suggestions to stop HBV and explain how each one might help.



	Report and intervene	
	Increase education / awareness	
	Support and empower survivors	
	Advocate for greater legal measures	
	Engage in dialogue	
	Foster cultural change	
	Support organisations and campaigns	

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
- Karma Nirvana HBV UK Helpline: 0800 5999 247 <https://karmanirvana.org.uk/>



Do Now:



1. Define consent.

2. Good citizenship means being aware of how our actions impact others. True or False?

3. Which of our CARE principles helps us develop strong citizenship skills? Name at least three.



Lesson Six: Curriculum Question - How does the criminal justice system uphold democracy?

does
uphold

Today's Powerful Knowledge

- To understand why the rule of law is important in a democracy.
- To appreciate why citizens should obey the law and respect one another.

BL Task One: Match the keyword to its correct definition. The first one has been done for you.

Duty	3	1. A lawyer who represents and speaks for their clients in court.
Moral Right		2. A volunteer police officer.
Barrister		3. Something that is your responsibility to do.
Judiciary		4. All the judges in the country.
Probation Officer		5. A lawyer who gives legal advice and helps prepare their clients.
Solicitor		6. The responsibility of people to behave in a moral way towards others.
Legal Right		7. Someone who writes court reports on offenders and supervises them in the community.
Special Constable		8. A right that is protected by the law.



1 The criminal justice system

2 The criminal justice system is large and complex. These are the roles within it.

3 Judges

4 The judges who work in both criminal and civil courts are known collectively as
5 the judiciary. Most judges have worked for at least 10 years as a barrister, but a
6 few solicitors also become judges. In a jury trial, it is the jury that decides if the
7 accused is guilty or not, but the judge who determines the sentence. Senior
8 judges (who sit in higher courts) are powerful. Parliament makes laws and senior
9 judges can develop the law. If there is an argument about how a law should be
10 interpreted, it is the senior judges who decide.

11 Magistrates

12 Full-time magistrates are called district judges and are paid for their work. They
13 are usually barristers or solicitors with at least seven years experience. They sit
14 alone. Part-time magistrates come from all walks of life. They are not legally
15 qualified and are not paid. They work with other magistrates.



Task Three:

a) Why do judges need to have over 10 years experience working as a barrister in the criminal justice system?

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b) "Part-time magistrates come from all walks of life." Why do you think it is important for there to be people from different backgrounds working in the criminal justice system?

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Jury

A jury is made up of 12 adults, who sit in a crown court and decide whether the accused person is innocent or guilty. A jury is made up of members of the public chosen at random.




Police

The police do not make laws; they enforce them. Their job is to protect the public, arrest lawbreakers and bring them before the courts. The police investigate crime and take cases to the Crown Prosecution Service who decides whether to prosecute.

Task Four: Right or wrong? Read the statements below and tick whether you think they are right, or wrong, or if you're not sure.

	Right	Wrong	Not sure
a) Barristers are a type of lawyer. They have plenty of legal training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) All British magistrates work in London.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) The jury always decide on the length of a defendant's sentence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Police officers can stop and search any of us if they think we're carrying spray paint, weapons or drugs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Only men are allowed to be solicitors in the UK, due to our country's history.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Juries have the power to give a verdict of 'guilty' or 'not guilty'.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Police officers aren't allowed to enter your house without your permission, unless they have a warrant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Progress Reflection: Why is it important that different people working in the justice system have different powers? Use the British Values to support your answer.



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- British Values:
- Democracy
 - Rule of Law
 - Individual Liberty
 - Mutual Respect
 - Tolerance of Different Faiths & Beliefs



Do Now:



1. What responsibility goes with being able to drive?

2. What is the age of consent in the UK?

3. In a court of law, the jury is made up of 15 people. True or False?



Lesson Seven: Curriculum Question - What are the aims of the law?

Today's Powerful Knowledge

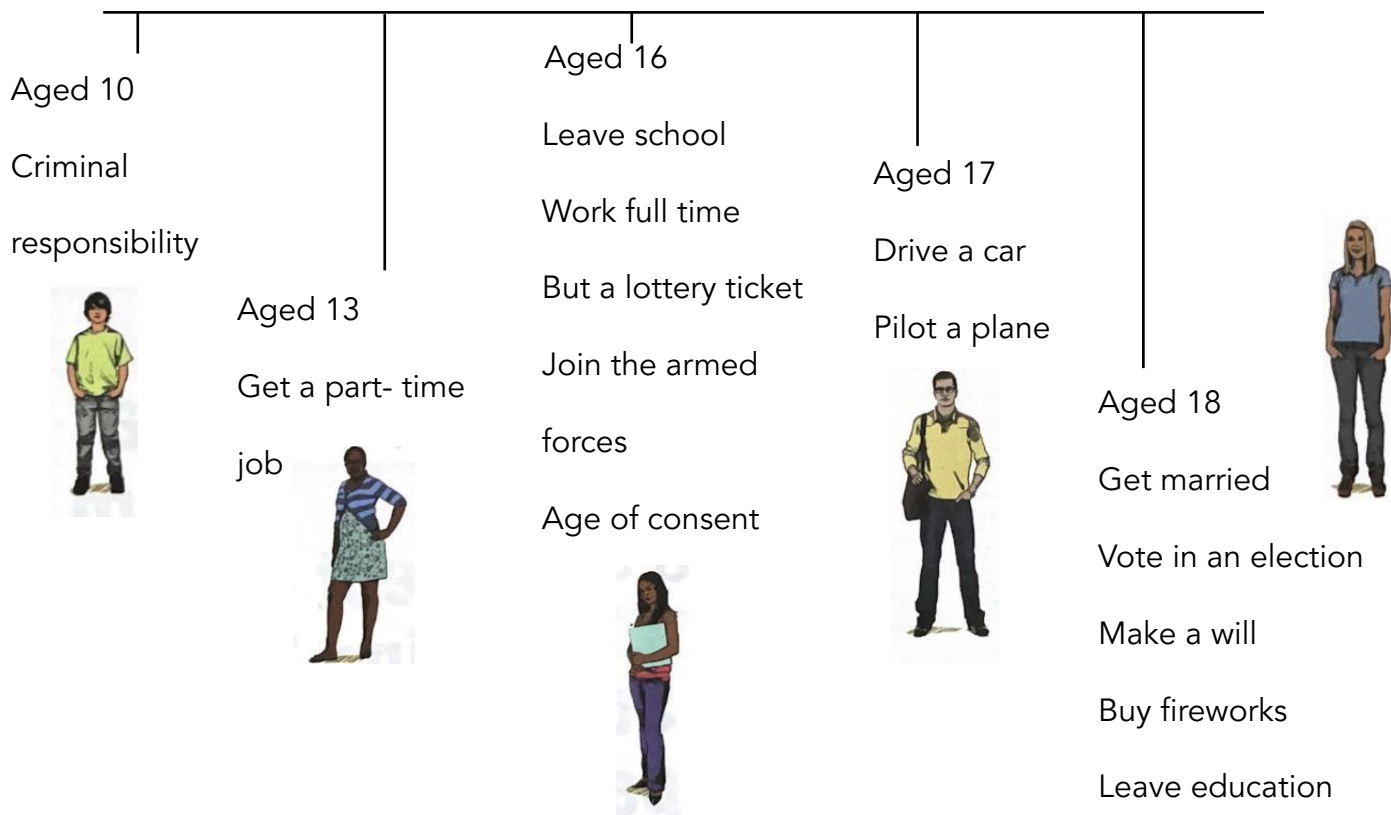
- To reflect upon the point of law.
- To reflect upon how law affects our everyday lives.
- To understand how laws protect us at all stages of life.

BL Task One: Why do we need laws?



Try imagining life without laws! Your life would be chaotic and the most vulnerable members of society, such as the very young, the ill, the elderly and some minorities would suffer most. Most agree that child abuse is a shocking crime and abusers must be punished. But public opinion is more divided on euthanasia. Some think it is wrong to treat doctors as criminals if they help terminally ill patients to die. Others would argue that this is morally wrong as well as unlawful. Laws are in place to help protect our rights.

Some of your legal rights in the UK



Task Three: Why does the law impose age limits like this?

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Which of these age limits would you change? Explain why.

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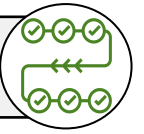
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Turn and Talk: Are people more likely to keep the rules if they have been involved in setting them?

Progress Reflection: Select from letters a-g to explain the purpose of the 15 laws below. The first one has been completed for you. If you write h for Other please explain.



1. We must pay for certain music downloads.	C and F
2. We are able to vote at 18.	
3. Cocaine is illegal.	
4. Sexual images of children are banned.	
5. Food labels must display ingredients, fat content, weight etc.	
6. We can't watch some films until we're 15.	
7. Couples are allowed to get divorced.	
8. Prostitution is illegal.	
9. Workers have the right to a break if they work enough hours.	
10. You can't be turned down for an interview due to your skin colour.	
11. Human cloning is tightly controlled.	
12. It's illegal to abuse someone via their Instagram account.	
13. Men and women are allowed to have paid time off work to look after a baby.	
14. Abortion is available to women at certain stages of pregnancy.	
15. We can obtain refunds for faulty purchases.	

a. To protect the public	b. To settle disputes	c. To ensure people are treated fairly	d. To change or stop negative behaviours
e. To respond to new scientific discoveries	f. To respond to new technology	g. To respond to changing values	h. Other

Do Now -

Date:

Lesson Eight - Spotlight

Curriculum Question

Today's Powerful Knowledge

