



# Aldercar High School

School Ready – Life Ready

## RELATIONSHIP AND SEX EDUCATION POLICY

As a small school in the heart of our local community our mission statement remains the same each year and that is to achieve the best possible outcomes for all our students thereby ensuring the best life chances for everybody in our care.

This is underpinned by a belief that ‘an education’ is more than just a set of qualifications but is an experience which allows young people to enhance their natural talents, gifts and abilities. We are committed to ensuring that all children receive a first class education that prepares them thoroughly for the future and allows them to play an active role in the life of the school and wider community.

We strive to ensure that all our students are supported to be the articulate, tolerant, resilient and caring young people who will go into the world beyond Aldercar High School capable of achieving great things and making a difference.

Our House system fosters healthy competition in a wide range of sports and activities emphasising loyalty, commitment, good sportsmanship and a sense of fair play. Everyone at our school is a member of a House and engages regularly in activities, with a House assembly once a week to reinforce the sense of community and belonging.

We are very proud of our caring reputation built up over many years for supporting students of all abilities to achieve excellent results at both GCSE and A level which enables them to move on to the best in higher education, training and employment.

Aldercar High School is a school about individuals and it is our vision that everybody feels that they have a voice which can be heard within the school and a personalised experience which enables them to succeed both personally and academically.

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## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

At Aldercar High School, we teach RSE as set out in this policy.

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996

- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

### 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
3. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

### 5. Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

### 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Additional support will be given when needed for the students with SEND.

Outside agencies also support to deliver elements of the RSE curriculum.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other

structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## 6.1 Inclusivity

We will teach about these topics in a manner that:

- › Considers how a diverse range of pupils will relate to them
- › Is sensitive to all pupils' experiences
- › During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- › Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- › Give careful consideration to the level of differentiation needed

## 6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Comply with:
      - This policy
      - The [Teachers' Standards](#)
      - The [Equality Act 2010](#)
      - The [Human Rights Act 1998](#)
      - The [Education Act 1996](#)
  - Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
  - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
  - Review any case study materials and look for feedback from other people the agency has worked with
  - Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
  - Ask to see in advance any materials that the agency may use
  - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
  - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
  - Check the agency's protocol for taking pictures or using any personal data they might get from a session
  - Remind teachers that they can say "no" or, in extreme cases, stop a session
  - Make sure that the teacher is in the room during any sessions with external speakers
- We **won't**, under any circumstances:
- Work with external agencies that take or promote extreme political positions
  - Use materials produced by such agencies, even if the material itself is not extreme

## 8. Roles and responsibilities

### 8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to Clare Hatto.

### 8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

### 8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the certain components of RSE

Teaching staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Teacher with overall responsibility for RSE at Aldercar High School is Sarah Murray (Assistant Headteacher)

## 8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## 9. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be completed on Appendix 2 and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative school work will be given to pupils who are withdrawn from sex education.

## 10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 11. Monitoring arrangements

The delivery of RSE is monitored by Sarah Murray through:

Planning scrutinies

Learning walks

Pupil voice

Staff voice

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Sarah Murray annually. At every review, the policy will be approved by the governing board and the head teacher.



## APPENDIX 1

### Explore PSHE

#### Year 7 Overview

Lesson 1.1	What is PSHE
Lesson 1.2	How will we work together?
<b>Growing Up</b>	
Lesson 2.1	How is Year 7 different?
Lesson 2.2	What happens at puberty?
Lesson 2.3	Menstrual wellbeing
Lesson 2.4	Personal hygiene
<b>Relationships</b>	
Lesson 3.1	What are the different types of relationships?
<b>Alcohol, Tobacco and other drugs</b>	
Lesson 5.1	Drugs-an introduction
Lesson 5.2	Drugs and the law
<b>Emotional wellbeing and mental health</b>	
Lesson 6.1	What are 'emotional wellbeing' and 'mental health'?
Lesson 6.2	What is 'resilience'?
<b>Healthy Lifestyle</b>	
Lesson 7.1	What do we need to keep you healthy?
<b>Risk Safety</b>	
Lesson 8.1	What do we mean by 'risk'?
Lesson 8.4	Bullying
<b>Identity</b>	
Lesson 9.1	Who am I?



<b>Communities</b>	
Lesson 10.1	Understanding our communities
Lesson 10.2	How do I feel about 'difference'?
<b>Planning for the future</b>	
Lesson 11.1	What are my aspirations?
Lesson 11.2	How do I work best with others?
<b>Money and Me</b>	
Lesson 12.1	How do I save and how do I budget?

20 Lessons

## APPENDIX 2

### Explore PSHE

#### Year 8 Overview

<b>Growing Up</b>	
Lesson 2.5	Why am I feeling like this?
Lesson 2.6	Why are friends important?
<b>Relationships</b>	
Lesson 3.2	What is a healthy relationship?
Lesson 3.3	Communication Skills?
<b>Sex, sexuality and sexual health</b>	
Lesson 4.1	Choices around sex
Lesson 4.3	Sex and the law
Lesson 4.4	Conception, pregnancy and birth
<b>Alcohol, tobacco and other drugs</b>	
Lesson 5.3	Alcohol
Lesson 5.4	Smoking
<b>Emotional wellbeing and mental health</b>	
Lesson 6.3	Feelings and how to manage them
<b>Healthy lifestyles</b>	
Lesson 7.2	Exercise
Lesson 7.3	Things that support our health
<b>Risk Safety</b>	
Lesson 8.2	How do we manage risky situations?
Lesson 8.3	Being assertive and dealing with pressure

Lesson 8.5	Gambling
Lesson 8.6	Gangs and knife crime
Lesson 8.7	Female genital mutilation (FGM)
<b>Identity</b>	
Lesson 9.2	What does 'family' mean?
Lesson 9.3	How can I contribute to family life?
Lesson 9.4	Gender identity
Lesson 9.5	Stereotypes
Lesson 9.6	Faith and values
<b>Communities</b>	
Lesson 10.3	How can we value each other?
Lesson 10.4	What makes a successful community?
Lesson 10.5	What can cause problems in communities?
Lesson 10.6	Hate crime and radicalisation
<b>Planning for the future</b>	
Lesson 11.3	Skills for working with others
Lesson 11.4	Goal setting
Lesson 11.5	How can I plan for my future?
Lesson 11.6	My personal brand
<b>Money and Me</b>	
Lesson 12.2	What influences our spending?

31 lessons

## APPENDIX 3

### Explore PSHE

#### Year 9 Overview

<b>Relationships</b>	
Lesson 3.4	Is commitment important in relationships?
Lesson 3.5	Abuse in relationships?
<b>Sex, sexuality and sexual health</b>	
Lesson 4.2	Pornography and sexting
Lesson 4.5	What is contraception
Lesson 4.6	What are STIs?
<b>Alcohol, tobacco and other drugs</b>	
Lesson 5.5	The impact of drug taking
Lesson 5.6	How do I manage situations involving drugs?
<b>Emotional wellbeing and mental health</b>	
Lesson 6.4	What impacts on emotional wellbeing?
Lesson 6.5	How do I cope with loss and bereavement?
Lesson 6.6	Recognising the signs of poor mental health
Lesson 6.7	Ways to look after emotional wellbeing
Lesson 6.8	Who can help?-support services
<b>Healthy Lifestyles</b>	
Lesson 7.4	Things that support our health
Lesson 7.5	When health goes wrong
<b>Risk safety</b>	
Lesson 8.8	First Aid and CPR

Lesson 8.9	Who can help?
<b>Identity</b>	
Lesson 9.7	How am I doing?
Lesson 9.8	What are my right and responsibilities?
<b>Communities</b>	
Lesson 10.7	How can I contribute to my community?
Lesson 10.8	What do voluntary agencies do?
Lesson 10.9	How can we challenge prejudice and discrimination?
<b>Planning for the future</b>	
Lesson 11.7	What do I need to plan for?
Lesson 11.8	What opportunities are out there for me?
Lesson 11.9	How do I improve my prospects?
Lesson 11.10	What does the law say about work?

25 Lessons

APPENDIX 4

<b>Introduction</b> This Explore PSHE Scheme of Work is designed to help you plan and implement a robust, flexible PSHE course, <b>that covers all of the government’s compulsory 2020 Relationships and Sex Education and Health Education curriculum.</b> <ul style="list-style-type: none"> <li>• <a href="#">Introduction to the Course Plan</a></li> </ul>		<b>1 Introducing PSHE education</b> <b>Teaching notes</b> Setting up a safe learning environment is important in each class, so the group agreement activity in <b>lesson 1.1</b> should be repeated in both years 10 and 11. The group agreement should be on show throughout the course so that it becomes a working document that the teacher can refer back to and use to remind students of expectations. It may also be added to as issues arise.	
<b>Lesson outlines</b>			
<b>Lesson 1.1 How we will work together</b>			
<b>Learning outcomes</b>	<b>Page links and resources</b>	<b>Notes</b>	<b>Links to statutory RSE/Health guidelines</b>
By the end of this lesson students will: <ul style="list-style-type: none"> <li>• understand why ‘rules’ and group agreements are important in the context of PSHE lessons</li> <li>• have contributed to the development of a class ‘group agreement’.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 1 Teacher Book</a></li> <li>• <a href="#">Chapter 1 Teacher Book (PDF)</a></li> <li>• <a href="#">Lesson 1.1: How we will work together</a></li> <li>• <a href="#">Lesson 1.1: How we will work together (editable)</a></li> <li>• <a href="#">Worksheet 1.1.1</a></li> <li>• <a href="#">Worksheet 1.1.1</a></li> <li>• pp.2-3, Student Book Explore PSHE KS4</li> </ul>	Personal, Social, Health and Economic (PSHE) education is a planned programme of learning opportunities and experiences that helps young people grow and develop as individuals, and as members of families and of social and economic communities. This resource is intended to support the provision of PSHE Association programmes of Study and the statutory SRE guidance for Secondary schools. It should be used in the context of a whole-school approach to meeting the statutory aims of the curriculum to which PSHE education is essential. The aims are to enable all young people to become: <ul style="list-style-type: none"> <li>• successful learners who enjoy</li> </ul>	N/A

<p><b>2 Relationships - Teaching notes</b></p> <p>This chapter was kindly reviewed by Brook, a renowned sexual health and wellbeing charity. For more information, you can visit: <a href="http://www.brook.org.uk">www.brook.org.uk</a>.</p>		<p>learning, making progress and achieving</p> <ul style="list-style-type: none"> <li>• confident individuals who are able to live safe, healthy and fulfilling lives</li> <li>• responsible citizens who make a positive contribution to society.</li> </ul>	
<p><b>Lesson 2.2</b> explores how to end relationships, which may be an emotive subject for some. Staff can signpost students to this Brook page for more support around dealing with break-ups: <a href="https://www.brook.org.uk/your-life/breaking-up/">https://www.brook.org.uk/your-life/breaking-up/</a>.</p> <p>For more information on family budgeting for <b>lesson 2.3</b> and resources to compare prices on utilities, for example, visit: <a href="https://www.moneysavingexpert.com/banking/Budget-planning/">https://www.moneysavingexpert.com/banking/Budget-planning/</a>.</p> <p><b>Lessons 2.4 and 2.5</b> explore what happens when relationships are not healthy. You may decide to do more detailed work on the various issues raised. This video from the ThinkUKnow website can be used to further discussion on Child Sexual Exploitation: <a href="https://www.thinkuknow.co.uk/professionals/resources/exploited/">https://www.thinkuknow.co.uk/professionals/resources/exploited/</a>.</p>		<p><b>Total number of lessons</b></p>	<p><b>5</b></p>
<p><b>Lesson outlines</b></p>			
<p><b>Lesson 2.1 Relating to others</b></p>			
<p><b>Learning outcomes</b></p>	<p><b>Page links and resources</b></p>	<p><b>Notes</b></p>	<p><b>Links to statutory RSE/Health</b></p>

<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• be able to describe different types and levels of relationships</li> <li>• be able to explain different roles within relationships</li> <li>• be able to identify factors that make relationships successful or difficult</li> <li>• understand the importance of rights, responsibilities and respect in relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 2 Teacher Book</a></li> <li>• <a href="#">Chapter 2 Teacher Book (PDF)</a></li> <li>• <a href="#">Lesson 2.1: Relating to others</a></li> <li>• <a href="#">Lesson 2.1: Relating to others (editable)</a></li> <li>• <a href="#">Worksheet 2.1.1</a></li> <li>• <a href="#">Worksheet 2.1.1</a></li> <li>• pp.4-5, Student Book Explore PSHE KS4</li> </ul>	<p>Some students may find it uncomfortable to participate in this topic, for example, if they have few relationships themselves, find relationships difficult, are 'looked after' children or have been recently bereaved. Be alert to this possibility, ensure that the climate feels safe and allow the opportunity for opting-out. This lesson introduces the concept of relationships by exploring different types and levels of relationships. It goes on to discuss why most people want close relationships and considers what may be good about relationships and what is sometimes difficult in relationships. The difference between 'friendships', 'non-intimate' and 'intimate' relationships is a focus for discussion. Building relationships and working at maintaining them is examined. The final activity in the lesson provides an opportunity for students to reflect on and think about their learning in relation to their future 'working' lives.</p>	<p><b>guidelines</b></p> <p>Students should know:</p> <ul style="list-style-type: none"> <li>• there are different types of committed, stable relationships</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• characteristics of positive and healthy friendships</li> <li>• in school and wider society they can expect to be treated with respect.</li> </ul>
<p><b>Lesson 2.2 Skills for successful relationships</b></p> <p><b>Learning outcomes</b></p>	<p><b>Page links and resources</b></p>	<p><b>Notes</b></p>	<p><b>Links to statutory RSE/Health guidelines</b></p>



<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>develop and evaluate strategies that can help to begin new relationships</li> <li>develop and evaluate strategies to help maintain healthy relationships</li> <li>develop and evaluate strategies to help end relationships.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Chapter 2 Teacher Book</a></li> <li><a href="#">Chapter 2 Teacher Book (PDF)</a></li> <li><a href="#">Lesson 2.2: Skills for successful relationships</a></li> <li><a href="#">Lesson 2.2: Skills for successful relationships (editable)</a></li> <li><a href="#">Worksheet 2.2.1</a></li> <li><a href="#">Worksheet 2.2.1</a></li> <li>pp.6-7, Student Book Explore PSHE KS4</li> </ul>	<p>Following on from the first lesson in this chapter, there could be students for whom participating in this topic may be uncomfortable if they have few relationships themselves, find relationships difficult or have been recently bereaved. Be alert to this possibility, ensure that the climate feels safe and allow the opportunity for opting-out.</p> <p>This lesson introduces some considerations and strategies for beginning, maintaining and ending relationships. It asks students to reflect on their own skills and qualities with regards to relationships and identify areas they think they could work on. It also looks at strategies that researchers have found are used regularly to end relationships, asking students to evaluate how effective they think these are before considering their own strategy to end relationships. Be mindful of students who may find discussion around ending relationships difficult due to personal circumstances, for example, divorced or separated parents.</p> <p>The final activity in the lesson provides an opportunity for students to reflect on and think about their learning in relation to their future 'working' lives.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>characteristics of positive and healthy friendships: management of conflict, reconciliation and ending relationships.</li> </ul>
<h3>Lesson 2.3 Parenting skills and family life</h3>			
<p><b>Learning outcomes</b></p>	<p><b>Page links and resources</b></p>	<p><b>Notes</b></p>	<p><b>Links to statutory RSE/Health guidelines</b></p>

<p>By the end of the lesson students will:</p> <ul style="list-style-type: none"> <li>• be able to explain the challenges of bringing up a family</li> <li>• understand the importance of family budgeting</li> <li>• explain how different people interpret the word 'family'</li> <li>• understand the skills needed to be a good parent.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 2 Teacher Book</a></li> <li>• <a href="#">Chapter 2 Teacher Book (PDF)</a></li> <li>• <a href="#">Lesson 2.3: Parenting skills and family life</a></li> <li>• <a href="#">Lesson 2.3: Parenting skills and family life (editable)</a></li> <li>• <a href="#">Worksheet 2.3.1</a></li> <li>• <a href="#">Worksheet 2.3.1</a></li> <li>• pp.8-11, Student Book Explore PSHE KS4</li> </ul>	<p>The Student Book contains information for this topic on two key areas where young people may be vulnerable in their relationships: grooming and domestic violence. The case studies are relatively graphic and the teacher will need to be mindful of any vulnerable students in the class and seek advice from the pastoral team for information and support as required. The teacher is encouraged to engage the students in discussing these matters. They are issues the students will be aware of from PSHE, but also the news and other sources of information. It is important to be sensitive with such issues and students should be reminded of the established Group Agreement.</p> <p>There are discussion activities which invite young people to reflect on case studies relating to grooming and domestic abuse and consider their own online safety. Students that have experienced abuse themselves or within their family should be made aware that they are able to opt out of activities or lessons if the content is likely to cause distress, for example, the domestic abuse and grooming case studies. More information on types of abuse and the law can be found via the following link:</p> <p><a href="http://www.citizensadvice.org.uk/family/gender-violence/domestic-violenceand-">www.citizensadvice.org.uk/family/gender-violence/domestic-violenceand-</a></p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships</li> <li>• how these relationships might contribute to human happiness and their importance of bringing up children</li> <li>• marriage and civil partnerships</li> <li>• the roles and responsibilities of parents with respect to the raising of children.</li> </ul>
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## Lesson 2.4 Exploitation and abuse in relationships

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>understand issues that can make relationships unhealthy or damaging</li> <li>understand laws that support people in unhealthy relationship situations</li> <li>be able to explain why respect is an important part of a relationship</li> <li>be able to identify potentially abusive relationships.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Chapter 2 Teacher Book</a></li> <li><a href="#">Chapter 2 Teacher Book (PDF)</a></li> <li><a href="#">Lesson 2.4: Exploitation and abuse in relationships</a></li> <li><a href="#">Lesson 2.4: Exploitation and abuse in relationships (editable)</a></li> <li>pp.12-15, Student Book Explore PSHE KS4</li> </ul>	<p>The Student Book contains information for this topic on two key areas where young people may be vulnerable in their relationships: grooming and domestic violence. The case studies are relatively graphic and the teacher will need to be mindful of any vulnerable students in the class and seek advice from the pastoral team for information and support as required. The teacher is encouraged to engage the students in discussing these matters. They are issues the students will be aware of from PSHE, but also the news and other sources of information. It is important to be sensitive with such issues and students should be reminded of the established Group Agreement.</p> <p>There are discussion activities which invite young people to reflect on case studies relating to grooming and domestic abuse and consider their own online safety. Students that have experienced abuse themselves or within their family should be made aware that they are able to opt out of activities or lessons if the content is likely to cause distress, for example,</p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>how to determine whether a relationship is unsafe</li> <li>how to seek help or advice, including reporting concerns about others if needed</li> <li>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>what constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>the concepts of laws relating to sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships.</li> </ul>

the domestic abuse and grooming case studies. More information on types of abuse and the law can be found via the following link:  
[www.citizensadvice.org.uk/family/gender-violence/domestic-violenceand-abuse](http://www.citizensadvice.org.uk/family/gender-violence/domestic-violenceand-abuse)

The Teacher Book includes a resource sheet about forced marriage.

## Lesson 2.5 Help and support for relationships

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• be able to describe signs of exploitation in relationships</li> <li>• be able to recognise signs of harm and risk in relationships</li> <li>• know how and where to seek support for relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 2 Teacher Book</a></li> <li>• <a href="#">Chapter 2 Teacher Book (PDF)</a></li> <li>• <a href="#">Lesson 2.5: Help and support for relationships</a></li> <li>• <a href="#">Lesson 2.5: Help and support for relationships (editable)</a></li> <li>• <a href="#">Worksheet 2.5.1</a></li> <li>• <a href="#">Worksheet 2.5.1</a></li> <li>• pp.16-19, Student Book Explore PSHE KS4</li> </ul>	<p>The Department for Education’s new Relationships and Sex Education (RSE) and Health curriculum encourages young people to find and evaluate information for themselves. This lesson is particularly focused on information about advice and support and uses the general area of domestic violence as one for investigation. Particular care needs to be taken to determine whether or not students in the group may have been affected by domestic violence. Pastoral staff should be consulted as they may be aware of past or present issues affecting the students.</p> <p>The activity works on the resilience model – young people will be more empowered when they are encouraged to do things for themselves rather than simply reading about it.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• how to determine whether a relationship is unsafe</li> <li>• how to seek help or advice, including reporting concerns about others if needed</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• the concepts of laws relating to sexual exploitation, abuse, grooming, coercion, harassment</li> </ul>

		<p>It uses the basic principle of stories about others and invites students to research a range of helping agencies and find solutions for the characters.</p>	<p>and domestic abuse and how these can affect current and future relationships.</p>
<p><b>3 Sex, sexuality and sexual health - Teaching notes</b></p>			
<p>This chapter was kindly reviewed by Brook, a renowned sexual health and wellbeing charity. For more information, you can visit: <a href="http://www.brook.org.uk">www.brook.org.uk</a>.</p>		<p>For staff wanting to do more work around consent to galvanise learning in <b>lesson 3.1</b>, there is a useful lesson plan with video resource here: <a href="https://learning.nspcc.org.uk/media/1407/ks3-lesson-plan-6-consent.pdf">https://learning.nspcc.org.uk/media/1407/ks3-lesson-plan-6-consent.pdf</a>. To support discussions around pregnancy choices in <b>lesson 3.4</b>, staff can get more information here: <a href="https://www.brook.org.uk/topics/pregnancy/">https://www.brook.org.uk/topics/pregnancy/</a>. If students need further lessons to explore the myths and risks around pornography covered in lesson 3.5, the following toolkit can support: <a href="https://www.childnet.com/resources/pshe-toolkit/myth-vs-reality">https://www.childnet.com/resources/pshe-toolkit/myth-vs-reality</a>.</p>	
<p>Staff delivering lessons in this chapter can prepare themselves by undertaking any or all of the free e-learning packages developed by Brook: <a href="https://learn.brook.org.uk">https://learn.brook.org.uk</a>.</p>	<p><b>Total number of lessons</b></p>		<p><b>5</b></p>
<p>The American website <a href="http://www.amaze.org">www.amaze.org</a> has a wealth of short videos that can be used as an additional resource for lessons in this chapter. Ensure that videos are selected carefully and that all information is put into a UK context.</p>			
<p><b>Lesson outlines</b></p>			
<p><b>Lesson 3.1 Consent</b></p>			
<p><b>Lesson outlines</b></p>	<p><b>Page links and resources</b></p>	<p><b>Notes</b></p>	<p><b>Links to statutory RSE/Health guidelines</b></p>
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• be able to state the age of consent and explain what consent means</li> <li>• be able to describe the laws</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 3 Teacher Book</a></li> <li>• <a href="#">Chapter 3 Teacher Book (PDF)</a></li> <li>• <a href="#">Lesson 3.1: Consent</a></li> <li>• <a href="#">Lesson 3.1: Consent (editable)</a></li> <li>• <a href="#">Worksheet 3.1.1</a></li> </ul>	<p>Consent is an ongoing theme throughout this chapter. This lesson initially looks at the age of consent in various countries around the world and asks students to consider whether or not they feel the age of consent in the</p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• what constitutes sexual harassment and sexual violence and why these are always</li> </ul>

<p>around consent</p> <ul style="list-style-type: none"> <li>• be able to identify when consent is and is not given in a range of scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Worksheet 3.1.1</a></li> <li>• pp.20-23, Student Book Explore PSHE KS4</li> </ul>	<p>UK should be changed. The meaning of, and laws around, consent are outlined to students, as is the fact that a person has the right to change their mind and withdraw consent. A number of scenarios are presented to students which encourage discussion in pairs or groups leading to decisions as to whether consent has been given and the issues surrounding it. Students conclude by reflecting on a range of opinions and statements in a second source, which encourage consideration of their experiences throughout the related topics.</p>	<p>unacceptable</p> <ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming and rape</li> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> </ul>
<p><b>Lesson 3.2 Sexual relationship</b></p> <p><b>Learning outcomes</b></p>	<p><b>Page links and resources</b></p>	<p><b>Notes</b></p>	<p><b>Links to statutory RSE/Health</b></p>

<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>understand the importance of, and responsibility that comes with, sexual relationships</li> <li>be able to list a range of ways that people can show love and affection in relationships</li> <li>be able to describe some of the benefits of sexual relationships.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Chapter 3 Teacher Book</a></li> <li><a href="#">Chapter 3 Teacher Book (PDF)</a></li> <li><a href="#">Lesson 3.2: Sexual relationships</a></li> <li><a href="#">Lesson 3.2: Sexual relationships (editable)</a></li> <li><a href="#">Worksheet 3.2.1</a></li> <li><a href="#">Worksheet 3.2.1</a></li> <li>pp.24-25, Student Book Explore PSHE KS4</li> </ul>	<p>The starting point here is the principle of a normative approach which does not assume underage/early sex. Research with young people indicates that they want to discuss more than the biological aspects of sex. For this reason this lesson includes an activity specifically focused on the feelings young people may have when faced with the possibility of a sexual relationship and alternative ways to show affection. The benefits of sexual activity beyond the physical are also identified as are the impulses that teenagers may experience as the emotional understanding of their feelings try and keep pace with the sexual urges they may experience.</p>	<p><b>guidelines</b></p> <p>Students should know:</p> <ul style="list-style-type: none"> <li>the concepts of, and laws relating to, sexual consent</li> <li>how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn</li> <li>how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>that they have a choice to delay sex or to enjoy intimacy without sex.</li> </ul>
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### Lesson 3.3 Sexual health

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>understand what it means to be sexually healthy</li> <li>be able to describe different types of contraception and how they</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Chapter 3 Teacher Book</a></li> <li><a href="#">Chapter 3 Teacher Book (PDF)</a></li> <li><a href="#">Lesson 3.3: Sexual health</a></li> <li><a href="#">Lesson 3.3: Sexual health (editable)</a></li> <li>pp.26-29, Student Book Explore</li> </ul>	<p>This lesson focuses on what it means to be sexually healthy and how to maintain good sexual health. Students are encouraged to reflect on factors that a sexually healthy adult engages in and choices available to them in terms</p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical,</li> </ul>

<p>work</p> <ul style="list-style-type: none"> <li>• be able to identify which contraceptives are most appropriate for different scenarios</li> <li>• understand the signs, symptoms and causes of sexually transmitted infections (STIs)</li> <li>• know how and where to seek sexual health advice.</li> </ul>	<p>PSHE KS4</p>	<p>of contraception when they are ready to be sexually active. Sexual activity can lead to problems linked with emotional and physical health. In this lesson, statistics surrounding sexually transmitted infections are used to raise awareness of the growing issue among teenagers, and a range of STIs are researched by students so as to produce information leaflets for others in their group looking at causes, symptoms, treatments and where to seek support and advice in order to reduce the stigma that is still attached to such infections. Although not included in the Student Book, there is in this Teacher Book (page 44) a substantial activity focusing on factors that contribute to 'safer sex', and this is explored both in terms of sexually transmitted infections (STIs) and contraception. The final activity moves away from the positive norm to look more critically at the choices faced by young people in situations of unplanned pregnancy. This provides the appropriate context to think about issues such as abortion, adoption, teenage parenthood and so on.</p>	<p>emotional, mental, sexual and reproductive health and wellbeing</p> <ul style="list-style-type: none"> <li>• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available</li> <li>• how the different sexually transmitted infections (STIs), including HIV AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and</li> </ul>
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treatment.

## Lesson 3.4 Pregnancy choices

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"><li>• be aware of pregnancy rates in the UK</li><li>• be able to state factors that increase the risk of unplanned pregnancies</li><li>• be able to explain the choices available for someone who is pregnant.</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Chapter 3 Teacher Book</a></li><li>• <a href="#">Chapter 3 Teacher Book (PDF)</a></li><li>• <a href="#">Lesson 3.4: Pregnancy choices</a></li><li>• <a href="#">Lesson 3.4: Pregnancy choices (editable)</a></li><li>• <a href="#">Worksheet 3.4.1</a></li><li>• <a href="#">Worksheet 3.4.1</a></li><li>• pp.30-31, Student Book Explore PSHE KS4</li></ul>	<p>Following on from their work on STIs, this lesson looks at another unintended consequence of sexual activity, namely unplanned pregnancy. The lesson begins by looking at why we choose to have children and provides statistics looking at the average age at which women in the UK have children and how the number of teenage pregnancies has fallen over recent years. The choropleth map provides students with an insight into areas of England and Wales with higher and lower rates of teenage pregnancies, and identifies factors that can increase the likelihood of this occurring.</p> <p>An additional activity (not in the Student Book) encourages students to identify areas on the map that have high and low rates of teenage pregnancies and use 'datashine' to look at factors such as employment, health and housing to create common profiles for these areas.</p> <p>The final activity looks more critically at the choices faced by young people in situations of unplanned pregnancy. This provides the appropriate context to think about issues such as abortion,</p>	<p>Students should know:</p> <ul style="list-style-type: none"><li>• the facts around pregnancy including miscarriage</li><li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li><li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li><li>• the roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting.</li></ul>

adoption, teenage parenthood and so on.

## Lesson 3.5 Pornography

### Learning outcomes

By the end of this lesson students will:

- be able to describe the impact of pornography on children and young people
- understand the impact of pornography on relationships
- be able to explain the laws relating to pornography.

### Page links and resources

- [Chapter 3 Teacher Book](#)
- [Chapter 3 Teacher Book \(PDF\)](#)
- [Lesson 3.5: Pornography](#)
- [Lesson 3.5: Pornography \(editable\)](#)
- [Worksheet 3.5.1](#)
- [Worksheet 3.5.1](#)
- pp.32-35, Student Book Explore PSHE KS4

### Notes

The focus of this lesson looks at the impact that the increased access to pornography is having on children, young people and relationships. Research from the UK Council for Child Internet Safety is used as a stimulus for discussion about the number of young people that have viewed pornography and the impact they state it has had on them, including the fact that a significant percentage of young people believe that pornography is realistic. Students are encouraged to reflect as to whether they find the statistics concerning and offer suggestions as to how their concerns could be addressed.

The focus then switches to the reality of pornography, from the manipulation of what the audience actually sees to the exploitation of those involved. The further impacts for the audience in terms of sexual expectations and relationships are then discussed through a continuum activity in which students sort statements into strength of agreement.

The topic concludes with students reflecting on new UK law proposals to

### Links to statutory RSE/Health guidelines

Students should know:

- the impact of viewing harmful content
- that specifically sexually explicit material, e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

		prevent underage people accessing age-restricted content.	
<p><b>4 Alcohol, tobacco and other drugs - Teaching notes</b></p> <p>This chapter was kindly reviewed by Drugs And Me, an educational website providing freely accessible, unbiased, and non-judgemental harm reduction information for alcohol and other drugs resources. For more information, you can visit: <a href="http://www.drugsand.me">www.drugsand.me</a>.</p> <p>More information and resources to support <b>lesson 4.1</b> discussions around 'county lines' can be found here: <a href="https://www.fearless.org/en/professionals/resources">https://www.fearless.org/en/professionals/resources</a>. As an addition to work around alcohol units in <b>lesson 4.2</b>, students could use the calculator on this website to explore the amount of units and calories in various types of alcohol: <a href="https://www.drinkaware.co.uk/understand-your-drinking/unit-calculator">https://www.drinkaware.co.uk/understand-your-drinking/unit-calculator</a>. To support discussion around addiction and dependency in <b>lesson 4.3</b>, teachers may want to explore the links between mental health, mental illness and substance use. This would lead nicely into work in Chapter 5 on emotional wellbeing and mental health. Further information around mental health and drug use</p>		Further information around mental health and drug use can be found via these links: <a href="https://www.mind.org.uk/information-support/types-of-mental-health-problems/drugs-recreational-drugs-alcohol/effect-on-mental-health/#.Xe4ZfC-cZsM">https://www.mind.org.uk/information-support/types-of-mental-health-problems/drugs-recreational-drugs-alcohol/effect-on-mental-health/#.Xe4ZfC-cZsM</a> and <a href="https://www.rethink.org/advice-and-information/about-mental-illness/learn-more-about-conditions/drugs-alcohol-and-mental-health/">https://www.rethink.org/advice-and-information/about-mental-illness/learn-more-about-conditions/drugs-alcohol-and-mental-health/</a> .	<b>Total number of lessons</b> <b>3</b>
<p><b>Lesson outlines</b></p>			
<p><b>Lesson 4.1 Drugs</b></p>			
<p><b>Learning outcomes</b></p> <p>By the end of this lesson students will:</p>	<p><b>Page links and resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Chapter 4 Teacher Book</a></li> <li>• <a href="#">Chapter 4 Teacher Book (PDF)</a></li> </ul>	<p><b>Notes</b></p> <p>Government guidance to schools recommends that the term 'drugs'</p>	<p><b>Links to statutory RSE/Health guidelines</b></p> <p>Students should know:</p>

<ul style="list-style-type: none"> <li>• understand the law about different types of drugs</li> <li>• be able to explain the drug supply chain and its impacts</li> <li>• know the signs, impacts and where to seek support with regards to 'county lines' and 'cuckooing'</li> <li>• be able to describe and evaluate the risks associated with drug taking.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Lesson 4.1: Drugs</a></li> <li>• <a href="#">Lesson 4.1: Drugs (editable)</a></li> <li>• <a href="#">Worksheet 4.1.1</a></li> <li>• <a href="#">Worksheet 4.1.1</a></li> <li>• pp.36-39, Student Book Explore PSHE KS4</li> </ul>	<p>refers to all drugs, including medicines, volatile substances, alcohol, tobacco and illegal drugs. Young people will have been progressively learning about reasons for not misusing a range of drugs since Primary school. This unit begins with the premise that we live in a world where drugs are taken for all sorts of reasons and are widely accepted. The law as it relates to drugs and the other risks involved in drug use form activities for exploration in this unit. The moral and social issues surrounding the supply of drugs are explored through an examination of a supply chain. This must be handled carefully, but asks students to look beyond a simplistic answer of 'blame the dealers'.</p>	<ul style="list-style-type: none"> <li>• how people can actively communicate and recognise consent from others, including sexual consent</li> <li>• the facts about legal substances and illegal substances, including drug-taking, and the associated risks, including the link to serious mental health conditions</li> <li>• the law relating to the supply and possession of illegal substances</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes (relatively) safe alcohol consumption</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> </ul>
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## Lesson 4.2 Alcohol

### Learning outcomes

By the end of this lesson you will:

- understand and evaluate the risks associated with alcohol consumption
- be able to explain the laws relating

### Page links and resources

- [Chapter 4 Teacher Book](#)
- [Chapter 4 Teacher Book \(PDF\)](#)
- [Lesson 4.2: Alcohol](#)
- [Lesson 4.2: Alcohol \(editable\)](#)
- [Worksheet 4.2.1](#)
- [Worksheet 4.2.1](#)

### Notes

This lesson begins by looking at recommended daily and weekly alcohol consumption limits. It then moves on to take a wider view of the risks faced by people who misuse/abuse alcohol. An opportunity is provided to discuss boundaries around alcohol from a

### Links to statutory RSE/Health guidelines

Students should know:

- how people can actively communicate and recognise consent from others, including sexual consent
- the facts about legal substances

<p>to alcohol consumption</p> <ul style="list-style-type: none"> <li>• be able to explain why young people have differing views about the use of alcohol</li> <li>• know how and where to seek support for alcohol use.</li> </ul>	<ul style="list-style-type: none"> <li>• pp.40-43, Student Book Explore PSHE KS4</li> </ul>	<p>parental viewpoint and sources of help and support services for those with alcohol issues are included as a small research idea.</p> <p>Existing legislation is flagged up and students are asked to consider whether or not more legislation is required to change drinking behaviours. They are also asked to find pragmatic and possibly creative solutions outside legislative practices.</p>	<p>and illegal substances, including drug-taking, and the associated risks, including the link to serious mental health conditions</p> <ul style="list-style-type: none"> <li>• the law relating to the supply and possession of illegal substances</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes (relatively) safe alcohol consumption.</li> </ul>
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### Lesson 4.3 Addiction and dependency

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• know about the numbers of people consuming alcohol, tobacco, legal and illegal drugs</li> <li>• be able to explain how and why people become addicted</li> <li>• know how and where to seek support for addiction.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 4 Teacher Book</a></li> <li>• <a href="#">Chapter 4 Teacher Book (PDF)</a></li> <li>• <a href="#">Lesson 4.3: Addiction and dependency</a></li> <li>• <a href="#">Lesson 4.3: Addiction and dependency (editable)</a></li> <li>• <a href="#">Worksheet 4.3.1</a></li> <li>• <a href="#">Worksheet 4.3.1</a></li> <li>• pp.44-47, Student Book Explore PSHE KS4</li> </ul>	<p>This lesson follows on from the issues looked at so far in this chapter by focusing on how people can become dependent and addicted to alcohol, tobacco, legal and illegal drugs.</p> <p>The lesson uses a range of research and sources which provide statistical information on dependency and addiction. This highlights the seriousness of the issue faced not only globally, but also in the UK. The lesson continues by looking at why numbers of those addicted are increasing and links with funding cuts, before encouraging students to reflect on the information and suggest their own strategy for improving the situation.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• the physical and psychological consequences of addiction, including alcohol dependency</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> </ul>

## 5 Emotional wellbeing and mental health – Teaching notes

This chapter was kindly reviewed by MIND, a renowned mental health charity providing advice and support to empower anyone experiencing a mental health problem. For more information, you can visit: [www.mind.org.uk](http://www.mind.org.uk).

Dove has some interesting resources for exploring beauty myths to further develop discussions in **lesson 5.3**: <https://www.dove.com/uk/dove-self-esteem-project/school-workshops-on-body-image-confident-me/self-esteem-school-resources-confident-me.html>.

Ensure that young people are signposted to support both within and outside of school. The young minds website has sources of external support: <https://youngminds.org.uk>.

As a supplement to **lesson 5.1**, you may like to show some of the videos on the Young Minds YouTube channel:

<https://www.youtube.com/channel/UCBrcD2CYLBN8v9c7fxRqQAaw>. There is a wealth of videos on relevant topics including young people talking about their own experiences of mental illness. There are also videos on bereavement that could support the teaching in **lesson 5.6**.

**Total number of lessons**

**6**

## Lesson outlines

### Lesson 5.1 Emotional wellbeing

#### Learning outcomes

By the end of this lesson students will:

- reflect on their own mental health and be able to explain the factors that affect it
- understand and be able to explain the importance of good mental health
- understand and be able to explain the impacts of poor mental health.

#### Learning outcomes

- [Chapter 5 Teacher Book](#)
- [Chapter 5 Teacher Book \(PDF\)](#)
- [Lesson 5.1: Emotional wellbeing](#)
- [Lesson 5.1: Emotional wellbeing \(editable\)](#)
- [Worksheet 5.1.1](#)
- [Worksheet 5.1.1](#)
- pp.48-51, Student Book Explore PSHE KS4

#### Notes

The lesson begins with a recap on emotional health and helps students review a range of emotions. They are asked to investigate and possibly model some typical emotions.

These have been chosen to help young people rebalance a sometimes remote version of friendship and relationship – via technology (web/text) rather than real life. The emphasis is on getting out and about, meeting people and doing things together.

The PSHE association provide further guidance for staff teaching about mental health: [www.pshe-](http://www.pshe-)

#### Links to statutory RSE/Health guidelines

Students should know:

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary
- that happiness is linked to being connected to others
- how to recognise the early signs of mental wellbeing concerns
- common types of mental ill health (e.g. anxiety and depression)
- the benefits and importance of

		<a href="https://www.association.org.uk/sites/default/files/u26918/Teaching%20about%20mental%20health%20guidance%20March%202019%20update.pdf">association.org.uk/sites/default/files/u26918/Teaching%20about%20mental%20health%20guidance%20March%202019%20update.pdf</a>	<p>physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</p> <ul style="list-style-type: none"> <li>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress</li> <li>the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>
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## Lesson 5.2 Dealing with stress

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>know the signs and symptoms of stress</li> <li>reflect on sleeping habits</li> <li>be able to describe strategies to manage stress effectively</li> <li>develop routines for dealing with exam pressures.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Chapter 5 Teacher Book</a></li> <li><a href="#">Chapter 5 Teacher Book (PDF)</a></li> <li><a href="#">Lesson 5.2: Dealing with stress</a></li> <li><a href="#">Lesson 5.2: Dealing with stress (editable)</a></li> <li><a href="#">Worksheet 5.2.1</a></li> <li><a href="#">Worksheet 5.2.1</a></li> <li>pp.52-53, Student Book Explore PSHE KS4</li> </ul>	<p>The lesson begins by helping students identify warning signs in relation to stress, pressures and anxiety. They then reflect on helpful stress-busting ideas to pass on to friends.</p> <p>Among young people there can be a denial about the need for sufficient sleep. The importance of getting into good sleep habits is identified and students are encouraged to create a realistic routine for themselves and others to follow. A range of suggestions are provided for dealing with exam worries and students are encouraged to consider these and</p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>common types of mental ill health (e.g. anxiety and depression)</li> <li>how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health</li> <li>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn</li> </ul>



		<p>identify alternatives where appropriate.</p>	<ul style="list-style-type: none"> <li>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> </ul>
<h2>Lesson 5.3 Pressures and influences</h2>			
<h3>Learning outcomes</h3>	<h3>Page links and resources</h3>	<h3>Notes</h3>	<h3>Links to statutory RSE/Health guidelines</h3>
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>be able to explain how the media influences how they see themselves</li> <li>reflect on how their own health is affected by the media</li> <li>reflect on whether males or females feel differently about body image.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Chapter 5 Teacher Book</a></li> <li><a href="#">Chapter 5 Teacher Book (PDF)</a></li> <li><a href="#">Lesson 5.3: Pressures and influences</a></li> <li><a href="#">Lesson 5.3: Pressures and influences (editable)</a></li> <li><a href="#">Worksheet 5.3.1</a></li> <li><a href="#">Worksheet 5.3.1</a></li> <li>pp.54-56, Student Book Explore PSHE KS4</li> </ul>	<p>It used to be said, 'beauty is in the eye of the beholder'. Nowadays that can be hard to believe since we're constantly bombarded with visual images of the 'perfect body' – slim, gym-toned bodies that for many of us are far removed from our natural shape and appearance.</p> <p>This lesson starts the investigation of the media by looking at what 'body image' means. It investigates the focus of the media and the effect this has on our perceptions of body image and, ultimately, our self-esteem.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online)</li> <li>how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental</li> </ul>



health.

## Lesson 5.4 Facing challenges

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"><li>• identify strategies that they can use when facing new challenges</li><li>• show empathy with others when problem solving</li><li>• apply problem-solving approaches to situations in your own life.</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Chapter 5 Teacher Book</a></li><li>• <a href="#">Chapter 5 Teacher Book (PDF)</a></li><li>• <a href="#">Lesson 5.4: Facing challenges</a></li><li>• <a href="#">Lesson 5.4: Facing challenges (editable)</a></li><li>• <a href="#">Worksheet 5.4.1</a></li><li>• <a href="#">Worksheet 5.4.1</a></li><li>• pp.57-59, Student Book Explore PSHE KS4</li></ul>	<p>This lesson encourages students to take a positive outlook as they approach a time of significant change in their lives. It provides examples of three strategies which could be used as an approach to problem-solving. Stories are provided as case studies to enable students to look at significant, and at first glance overwhelming, issues facing other young people who could be their peers. The ideas underpinning this are to help others solve problems and reflect on how this experience may be useful to them at a future time. It also provides an opportunity to empathise with the situations of others.</p>	<p>Students should know:</p> <ul style="list-style-type: none"><li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li></ul>

## Lesson 5.5 Work-life balance

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"><li>• identify their own stress triggers</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Chapter 5 Teacher Book</a></li><li>• <a href="#">Chapter 5 Teacher Book (PDF)</a></li><li>• <a href="#">Lesson 5.5: Work-life balance</a></li></ul>	<p>'Work-life balance' can be a challenging concept for students who are not yet in full-time employment.</p>	<p>Students should know:</p> <ul style="list-style-type: none"><li>• how to critically evaluate when</li></ul>

<ul style="list-style-type: none"> <li>develop strategies to manage their time effectively</li> <li>reflect on their own school–life balance</li> <li>understand other people’s attitude to work and personal happiness.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Lesson 5.5: Work–life balance (editable)</a></li> <li><a href="#">Worksheet 5.5.1</a></li> <li><a href="#">Worksheet 5.5.1</a></li> <li>pp.60-61, Student Book Explore PSHE KS4</li> </ul>	<p>This lesson encourages them initially to think about work–life in terms of study and personal/social fulfilment. Time management for students is briefly considered.</p>	<p>something they do or are involved in has a positive or negative effect on their own or others’ mental health.</p>
<h2>Lesson 5.6 Bereavement</h2>			
<h3>Learning outcomes</h3>	<h3>Page links and resources</h3>	<h3>Notes</h3>	<h3>Links to statutory RSE/Health guidelines</h3>
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>know about the number of people affected by bereavement</li> <li>be able to explain the five stages of grief</li> <li>be able to explain different ways people cope with bereavement</li> <li>understand how to support those who have suffered bereavements.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Chapter 5 Teacher Book</a></li> <li><a href="#">Chapter 5 Teacher Book (PDF)</a></li> <li><a href="#">Lesson 5.6: Bereavement</a></li> <li><a href="#">Lesson 5.6: Bereavement (editable)</a></li> <li><a href="#">Worksheet 5.6.1</a></li> <li><a href="#">Worksheet 5.6.1</a></li> <li>pp.62-63, Student Book Explore PSHE KS4</li> </ul>	<p>This topic does need to be addressed – although many teachers may be concerned about doing this. In writing this topic, the authors have tried to ensure that both teachers and students are not put in a position where vulnerable emotions come to the surface. If a teacher or student has been recently bereaved it would be justifiable to absent themselves from the lesson – this raises issues of planning for both running the lesson and providing students with alternative support.</p> <p>The lesson starts by exploring rituals associated with bereavement (initially through identifying times where you might feel loss) and moves on to providing a model which helps to understand the feelings often experienced with a bereavement. An activity called ‘Expressing feelings’ moves closer to the emotional impact</p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health.</li> </ul>

	<p>that death can bring. The suggested trigger for this is the song 'Tears in Heaven' by Eric Clapton; however, alternative poems and songs are also suggested.</p> <p>The main activity uses a technique which allows students to explore issues of support – but rather than invite them to do this directly for a bereaved person, they are being asked to 'help the helpers'.</p> <p>A useful website and resource for teachers who may wish to understand more about supporting bereaved students (and more about the issue in general) is <a href="http://www.hopeagain.org.uk/">www.hopeagain.org.uk/</a> and in particular under a tab called 'When someone dies'.</p> <p><a href="http://www.griefencounter.org.uk">www.griefencounter.org.uk</a> is a charity set up to support children and young people who are bereaved – the material they produce is another excellent resource.</p>	
<p><b>6 Healthy lifestyle</b></p> <p><b>Teaching notes</b></p>	<p>It would also be useful to at least mention cervical screening here even though this is not available until age 25: <a href="https://www.nhs.uk/conditions/cervical-screening/">https://www.nhs.uk/conditions/cervical-screening/</a>.</p>	
<p>It is useful for some link to be made with PE staff for <b>lesson 6.2</b> to find out what young people are covering in these lessons and what links can be made during chapter 6. When exploring breast and pec checking in <b>lesson 6.3</b>, the following website can support discussion: <a href="https://coppafeel.org">https://coppafeel.org</a>.</p>	<p><b>Total number of lessons</b></p>	<p><b>3</b></p>
<p><b>Lesson outlines</b></p> <p><b>Lesson 6.1 Influences on health</b></p>		

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• evaluate the effectiveness of media campaigns in promoting health</li> <li>• be able to give examples of how social marketing is used in health campaigns</li> <li>• develop their own ideas to promote a health issue.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 6 Teacher Book</a></li> <li>• <a href="#">Chapter 6 Teacher Book (PDF)</a></li> <li>• <a href="#">Lesson 6.1: Influences on health</a></li> <li>• <a href="#">Lesson 6.1: Influences on health (editable)</a></li> <li>• <a href="#">Worksheet 6.1.1</a></li> <li>• <a href="#">Worksheet 6.1.1</a></li> <li>• pp.64-66, Student Book Explore PSHE KS4</li> </ul>	<p>This topic now takes a positive approach towards the media's engagement with young people by looking at its role in promoting health messages.</p> <p>Students are encouraged to look below the surface of health messages/campaigns to examine how they influence people to change behaviours. Students also have the opportunity to express their views about how campaigns might be made more positive and motivating.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, as well as the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill health</li> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> </ul>

## Lesson 6.2 Planning healthy meals and being active

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• be able to explain the risks about increasing levels of obesity in the UK</li> <li>• reflect on their own diet and the impact on their own health</li> <li>• reflect on their own level of physical activity and the impact on</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 6 Teacher Book</a></li> <li>• <a href="#">Chapter 6 Teacher Book (PDF)</a></li> <li>• <a href="#">Lesson 6.2: Planning healthy meals and being active</a></li> <li>• <a href="#">Lesson 6.2: Planning healthy meals and being active (editable)</a></li> <li>• <a href="#">Worksheet 6.2.1</a></li> <li>• <a href="#">Worksheet 6.2.1</a></li> <li>• pp.67-69, Student Book Explore</li> </ul>	<p>This lesson highlights the considerable rise in numbers of those in the UK that are overweight or obese. Statistics are used to raise these concerns before introducing the idea of healthy eating and balanced diets. Students are asked to design their own health meal plans while on a relatively tight budget before considering the importance of exercise</p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, as well as the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill health</li> </ul>

their own health.	PSHE KS4	in keeping us healthy. Students are then encouraged to reflect on their own lifestyles and consider if they are healthy enough and how to improve them.	<ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>
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### Lesson 6.3 Being health aware

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• be able to explain why it is important for individuals to take responsibility for their own health</li> <li>• know how to check their own body</li> <li>• be able to explain what is involved in health screening and where to seek advice.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 6 Teacher Book</a></li> <li>• <a href="#">Chapter 6 Teacher Book (PDF)</a></li> <li>• <a href="#">Lesson 6.3: Being health aware</a></li> <li>• <a href="#">Lesson 6.3: Being health aware (editable)</a></li> <li>• <a href="#">Worksheet 6.3.1</a></li> <li>• <a href="#">Worksheet 6.3.1</a></li> <li>• pp.70-73, Student Book Explore PSHE KS4</li> </ul>	<p>This lesson highlights the importance of taking responsibility for our own health beyond that of healthy eating and exercise. It encourages students through the examples of oral health, breast and testicle awareness to check themselves and seek advice as appropriate.</p> <p>Students are asked to design a poster or leaflet that draws upon the information they have gained in this chapter to promote the importance of screening checks and so on.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist</li> <li>• (late secondary) the benefits of regular self-examination and screening</li> <li>• the facts and science relating to immunisation and vaccination.</li> </ul>
<p><b>7 Risk and safety</b></p> <p><b>Teaching notes</b></p>		<p>Ensure that students are signposted to internal and external sources of support and refer to the school policy on bullying/online safety.</p> <p><b>Lesson 7.4</b> explores gangs; links can be made here to previous topics, for example 'county lines' in <b>lesson 4.1</b> and grooming/child sexual exploitation in <b>lessons 2.4 and 2.5</b>.</p>	
<p><b>Lesson 7.1</b> briefly touches on gambling. If this is a particular issue in your school community you may want to plan further work on this topic. The following resources support work in this area: <a href="https://www.pshe-">https://www.pshe-</a></p>		<p><b>Total number of lessons</b></p>	<p><b>4</b></p>

[association.org.uk/curriculum-and-resources/resources/resources-promoting-resilience-gambling](https://www.association.org.uk/curriculum-and-resources/resources/resources-promoting-resilience-gambling) and <https://www.begambleaware.org/understanding-gambling/materials-for-teachers-and-youth-workers/>.

Further information on digital footprint to support **lesson 7.2** can be found here: <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/taking-care-your-digital-footprint/>.

Staff could use sections of the BBC3 Jesy Nelson documentary in **lesson 7.3** to highlight the impact of trolling and cyber-bullying: <https://www.bbc.co.uk/programmes/p071sr4d> (sections should be chosen carefully as there is mention of methods of suicide and it is not recommended that these are shared with students).

## Lesson outlines

### Lesson 7.1 The teenage brain

#### Learning outcomes

- By the end of this lesson students will:
- know what positive and negative risks are
  - know what is meant by 'heart' and 'head' responses to risk
  - evaluate their own personal responses to risk and risk-taking
  - be able to explain how and why people perceive risks differently.

#### Page links and resources

- [Chapter 7 Teacher Book](#)
- [Chapter 7 Teacher Book \(PDF\)](#)
- [Lesson 7.1: The teenage brain](#)
- [Lesson 7.1: The teenage brain \(editable\)](#)
- [Worksheet 7.1.1](#)
- [Worksheet 7.1.1](#)
- pp.74-77, Student Book Explore PSHE KS4

#### Notes

Learning how to keep safe and healthy involves young people thinking about risk-taking. This lesson provides a view of risk which acknowledges that there can be positive benefits as well as negative outcomes. Discussion on the topic of risk can sometimes lead to unintended disclosures. The importance of referring to and using the Group Agreement is noted in one particular activity and teachers are advised to take account of this. Students are encouraged to reflect on their own propensity for risk-taking and to identify what positive risks they might want to take in the future. There is evidence to show that those who

#### Links to statutory RSE/Health guidelines

- Students should know:
- key facts about the changing adolescent body
  - how to recognise the early signs of mental wellbeing concerns.

engage in positive risk-taking are more likely to protect themselves from negative consequences. Students are encouraged to see that decision-making and managing risk is affected by how they manage their emotions and feelings.

## Lesson 7.2 Rights and responsibilities online

### Learning outcomes

By the end of this lesson students will:

- be able to explain how online activity leaves 'online footprints'
- be able to explain the importance of being responsible online
- evaluate their own online behaviour
- understand how irresponsible online behaviour could affect future prospects.

### Page links and resources

- [Chapter 7 Teacher Book](#)
- [Chapter 7 Teacher Book \(PDF\)](#)
- [Lesson 7.2: Rights and responsibilities online](#)
- [Lesson 7.2: Rights and responsibilities online \(editable\)](#)
- [Worksheet 7.2.1](#)
- [Worksheet 7.2.1](#)
- [Worksheet 7.2.2](#)
- [Worksheet 7.2.2](#)
- pp.78-80, Student Book Explore PSHE KS4

### Notes

Throughout this lesson, students are presented with a range of sources that highlight irresponsible use of the internet and the impact it can have in the short and long term. With more and more employers checking a person's online history and numerous examples of high profile celebrities being affected by past social media postings, it is important for students to be aware of their online behaviour and how every action they take contributes to an online footprint.

### Links to statutory RSE/Health guidelines

Students should know:

- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- not to provide material to others

that they would not want shared further and not to share personal material which is sent to them

- how information and data is generated, collected, shared and used online
- the impact of viewing harmful content
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online).



## Lesson 7.3 When things go wrong online

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• be able to describe what cyberbullying is and how it affects people</li> <li>• be able to describe what trolling is and how it affects people</li> <li>• understand how and why hacking occurs and know how to protect themselves online</li> <li>• know how to address and report online concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 7 Teacher Book</a></li> <li>• <a href="#">Chapter 7 Teacher Book (PDF)</a></li> <li>• <a href="#">Lesson 7.3: When things go wrong online</a></li> <li>• <a href="#">Lesson 7.3: When things go wrong online (editable)</a></li> <li>• <a href="#">Worksheet 7.3.1</a></li> <li>• <a href="#">Worksheet 7.3.1</a></li> <li>• pp.81-83, Student Book Explore PSHE KS4</li> </ul>	<p>This lesson looks at issues that can affect online users, namely cyberbullying, ‘trolling’ and hacking. Students look at the impacts of such behaviour on those involved, before identifying strategies to deal with these issues and reflecting on their own online security and the steps they may need to take to improve it.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• what to do and where to get support to report material or manage issues online</li> <li>• the impact of viewing harmful</li> </ul>

content

- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online)
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

## Lesson 7.4 Gangs and knife crime

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• be able to explain the reasons why people join gangs</li> <li>• be able to explain the reasons why people carry knives</li> <li>• be able to explain the potential consequences of being part of a gang or carrying a knife</li> <li>• know where to seek advice and support if wanting to leave a gang.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 7 Teacher Book</a></li> <li>• <a href="#">Chapter 7 Teacher Book (PDF)</a></li> <li>• <a href="#">Lesson 7.4: Gangs and knife crime</a></li> <li>• <a href="#">Lesson 7.4: Gangs and knife crime (editable)</a></li> <li>• <a href="#">Worksheet 7.4.1</a></li> <li>• <a href="#">Worksheet 7.4.1</a></li> <li>• pp.84-87, Student Book Explore PSHE KS4</li> </ul>	<p>Media coverage and statistical research shows an increasing number of young people are becoming involved in gangs and knife crime. This lesson encourages students to reflect on why young people may feel the need to join a gang or carry a knife. The use of source evidence highlights the impacts of such behaviour for gang members with a particular focus on females and initiations; the impacts for local communities and victims; and the legal consequences of carrying a knife. For those involved in gangs, leaving can be a difficult process and strategies and support for this process are identified.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> </ul>
<p><b>8 Identity – Teaching notes</b></p> <p>Lesson 8.3 was kindly reviewed by Mermaids. Mermaids supports children and young people up to 20 years old who are transgender and/or gender diverse, and their families, and professionals involved in their care. For more information, you can visit: <a href="http://www.mermaidsuk.org.uk">www.mermaidsuk.org.uk</a>.</p>		<p>Stonewall's glossary of terms provides additional terms and definitions which may be useful for staff: <a href="https://www.stonewall.org.uk/help-advice/glossary-terms">https://www.stonewall.org.uk/help-advice/glossary-terms</a>.</p>	
<p><b>Lesson 8.3</b> explores gender and transgender identities. Hannah Witton's video on heteronormativity might make a useful addition to this lesson when</p>	<p><b>Total number of lessons</b></p>	<p><b>3</b></p>	

## Lesson outlines

### Lesson 8.1 Individual, family and community values

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
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<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• be able to explain why people have different values</li> <li>• be able to explain the values that are important to them</li> <li>• be able to explain what British values are and give their own opinion about them.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 8 Teacher Book</a></li> <li>• <a href="#">Chapter 8 Teacher Book (PDF)</a></li> <li>• <a href="#">Lesson 8.1: Individual, family and community values</a></li> <li>• <a href="#">Lesson 8.1: Individual, family and community values (editable)</a></li> <li>• pp.88-91, Student Book Explore PSHE KS4</li> </ul>	<p>This lesson begins by asking students to consider what 'values' means to them. It goes on to encourage individual reflection on the values that matter to us and where they come from.</p> <p>Students listen to each other and reflect on a range of twelve values. They then have to negotiate and collaborate to prioritise the importance of these values within their group. The concept of a pluralistic society is introduced. Through a series of issue-based scenarios, students are asked to consider which shared key values influence our responses to moral questions.</p> <p>Printable cards for the activity are included in the Teacher Book.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• how these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• the roles and responsibilities of parents with respect to the raising of children</li> <li>• how stereotypes, in particular based on sex, gender, race, religion, sexual orientation or disability can encourage prejudice</li> <li>• that in the school and wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs.</li> </ul>
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## Lesson 8.2 Diverse and conflicting values

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• understand and practise using different methods of making decisions</li> <li>• respond to other people's opinions</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 8 Teacher Book</a></li> <li>• <a href="#">Chapter 8 Teacher Book (PDF)</a></li> <li>• <a href="#">Lesson 8.2: Diverse and conflicting values</a></li> <li>• <a href="#">Lesson 8.2: Diverse and conflicting values (editable)</a></li> </ul>	<p>This lesson draws out the idea that every person's individual values can sometimes conflict with the values of those around them.</p> <p>It encourages students to think about the factors that influence them when</p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• how these relationships might contribute to human happiness and their importance for bringing up children</li> </ul>

<p>about a range of current issues on which people have different views</p> <ul style="list-style-type: none"> <li>put forward their own arguments about a range of current issues.</li> </ul>	<ul style="list-style-type: none"> <li>pp.92-93, Student Book Explore PSHE KS4</li> </ul>	<p>making decisions. This includes how those factors will vary according to the decision to be made. The aim here is to give an example of an enabling strategy to help resist unwanted pressures and influences. The main activity is devoted to a free-flowing discussion that allows differences of opinion, attitude and belief to be voiced and accepted. It is important to encourage students to think about the values they hold before responding to difficult questions. The intention behind this is to encourage a creative and widethinking approach and to recognise that it is fine to change one's mind as a result of reflection.</p>	<ul style="list-style-type: none"> <li>the roles and responsibilities of parents with respect to the raising of children</li> <li>how stereotypes, in particular based on sex, gender, race, religion, sexual orientation or disability can encourage prejudice</li> <li>that in the school and wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs.</li> </ul>
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### Lesson 8.3 Gender identity and transgender

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>be able to use appropriate language with understanding when referring to people who are transgender</li> <li>be able to explain the challenges faced by people who are transgender in society</li> <li>think of ways in which their own environments could be more</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Chapter 8 Teacher Book</a></li> <li><a href="#">Chapter 8 Teacher Book (PDF)</a></li> <li><a href="#">Lesson 8.3: Gender identity and transgender</a></li> <li><a href="#">Lesson 8.3: Gender identity and transgender (editable)</a></li> <li><a href="#">Worksheet 8.3.1</a></li> <li><a href="#">Worksheet 8.3.1</a></li> <li>pp.94-97, Student Book Explore PSHE KS4</li> </ul>	<p>This lesson seeks to clarify for students key terminology related to gender identity and people who are transgender. It highlights the legal process that can be used to legally change a person's gender and the experiences that some face in doing so. The activities encourage students to discuss, debate and reflect on the previous lessons in the chapter which highlight how we learn our values and whether this is enough to ensure that</p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>that in the school and wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs</li> <li>the legal rights and responsibilities regarding equality, and that everyone is unique and equal</li> </ul>

welcoming for transgender people.

all people are treated equally. There is a possibility that a member of the class may themselves be transgender, so it is important that they feel comfortable throughout the discussions and inappropriate comments are challenged as per the school policy.

- how stereotypes, in particular based on sex, gender, race, religion, sexual orientation or disability can encourage prejudice.

## 9 Communities

### Teaching notes

To support learning about the Equality Act 2010 staff may like to download this easy guide for children and young people:

<http://www.crae.org.uk/media/26308/CRAE-Equality-Act-2010-guide.pdf>.

As a follow up to **lesson 9.4** students could be encouraged to support the Jo Cox Foundation by doing some fundraising activities:

<https://www.jocoxfoundation.org>.

**Lesson 9.1** staff could signpost students to the National Citizen Service website for more information on how to join or approach NCS to see how they can support and raise awareness with students in school:

[https://wearencs.com/summer?UTM\\_kxconfid=ui gymc7el&gclsrc=aw.ds&&gclid=EAlalQobChMII-GchMao5glVhs13Ch3VewZwEAAYASAAEglf4vD\\_BwE](https://wearencs.com/summer?UTM_kxconfid=ui gymc7el&gclsrc=aw.ds&&gclid=EAlalQobChMII-GchMao5glVhs13Ch3VewZwEAAYASAAEglf4vD_BwE).

**Lesson 9.2** focuses on hate crimes. This website provides useful information plus how to report hate crimes: <http://report-it.org.uk/home>.

**Total number of lessons**

**5**

### Lesson outlines

#### Lesson 9.1 Living in Britain

##### Learning outcomes

- By the end of this lesson students will:
- be able to explain different experiences that can unite people from different backgrounds

##### Page links and resources

- [Chapter 9 Teacher Book](#)
- [Chapter 9 Teacher Book \(PDF\)](#)
- [Lesson 9.1: Living in Britain](#)
- [Lesson 9.1: Living in Britain \(editable\)](#)

##### Notes

The activity used to start this topic is slightly more demanding than those used elsewhere in the book. It encourages students to reflect on an often overlooked truth – that human experience goes much deeper than

##### Links to statutory RSE/Health guidelines

Students should know:

- the characteristics of positive and healthy friendships
- how stereotypes, in particular

<p>positively</p> <ul style="list-style-type: none"> <li>know the benefits of citizen service schemes</li> <li>be able to describe the positive perceptions that people have about being British.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Worksheet 9.1.1</a></li> <li><a href="#">Worksheet 9.1.1</a></li> <li>pp.98-99, Student Book Explore PSHE KS4</li> </ul>	<p>skin colour, age, gender and so on. The lesson goes on to focus on the concept of 'Britishness' as a unifying similarity – whatever our background. This then introduces the idea that citizenship is an activity rather than just a word on a document. Students are given an opportunity to explore shared experiences that bring people together in positive ways by looking at a national youth service scheme for young people. They are asked to contrast this with more negative forms of 'belonging', for example, gang culture. The final activity takes students back to the key concepts of positive characteristics that can unite people and bring them together as citizens of their country and indeed as human beings living together.</p>	<p>stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p> <ul style="list-style-type: none"> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority.</li> </ul>
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## Lesson 9.2 The Equality Act and hate crimes

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>understand what the Equality Act is and its purpose, and be able to list the protected characteristics</li> <li>be able to explain what hate crimes are and their impact on</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Chapter 9 Teacher Book</a></li> <li><a href="#">Chapter 9 Teacher Book (PDF)</a></li> <li><a href="#">Lesson 9.2: The Equality Act and hate crimes</a></li> <li><a href="#">Lesson 9.2: The Equality Act and hate crimes (editable)</a></li> <li><a href="#">Worksheet 9.2.1</a></li> <li><a href="#">Worksheet 9.2.1</a></li> </ul>	<p>N/A</p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>the characteristics of positive and healthy friendships</li> <li>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g.</li> </ul>

<p>individuals and communities</p> <ul style="list-style-type: none"> <li>reach a conclusion as to whether the Equality Act is effective in preventing prejudice</li> <li>reflect on whether their own behaviour towards others is always appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>pp.100-103, Student Book Explore PSHE KS4</li> </ul>		<p>how they might normalise non-consensual behaviour or encourage prejudice)</p> <ul style="list-style-type: none"> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority</li> <li>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>
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### Lesson 9.3 Discrimination through invisibility

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>be able to explain what is meant by the prejudice of invisibility</li> <li>investigate how and where LGBT Q+ and other minority groups are portrayed on TV</li> <li>know how prejudicial language can cause harm.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Chapter 9 Teacher Book</a></li> <li><a href="#">Chapter 9 Teacher Book (PDF)</a></li> <li><a href="#">Lesson 9.3: Discrimination through invisibility</a></li> <li><a href="#">Lesson 9.3: Discrimination through invisibility (editable)</a></li> <li><a href="#">Worksheet 9.3.1</a></li> <li><a href="#">Worksheet 9.3.1</a></li> <li>pp.104-105, Student Book Explore PSHE KS4</li> </ul>	<p>An overlooked element of prejudice and discrimination is the issue of invisibility or silence. The example used to start this is sexual orientation. This has been chosen because many of the other elements of diversity listed in the KS4 Programmes of Study have been incorporated in other lessons in this book – but sexual orientation has not been addressed elsewhere. Research has shown that although the situation has got better in recent years, LGBT</p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>the characteristics of positive and healthy friendships</li> <li>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or</li> </ul>



		<p>people are still under-represented on television, and more often than not where they are depicted, it is in the form of a 'white gay male'. Using statistical information, students are provided with an opportunity to investigate this further. This lesson then moves students forward to explore how other minority groups are portrayed on TV. It asks them to undertake a short survey that covers people with a physical disability and/or a learning disability, people who are overweight, senior citizens and people with mental health problems.</p>	<p>encourage prejudice)</p> <ul style="list-style-type: none"> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority</li> <li>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>
<h3>Lesson 9.4 Challenging discrimination</h3>			
<p><b>Learning outcomes</b></p>	<p><b>Page links and resources</b></p>	<p><b>Notes</b></p>	<p><b>Links to statutory RSE/Health guidelines</b></p>
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>understand that different forms of prejudice exist and explain some of the impacts</li> <li>think about whether their own actions towards people with protected characteristics are appropriate</li> <li>devise their own ideas to combat prejudice and discrimination.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Chapter 9 Teacher Book</a></li> <li><a href="#">Chapter 9 Teacher Book (PDF)</a></li> <li><a href="#">Lesson 9.4: Challenging discrimination</a></li> <li><a href="#">Lesson 9.4: Challenging discrimination (editable)</a></li> <li><a href="#">Worksheet 9.4.1</a></li> <li><a href="#">Worksheet 9.4.1</a></li> <li>pp.106-109, Student Book Explore PSHE KS4</li> </ul>	<p>This lesson is about diversity and appreciating the similarities and differences between human beings. It asks students to consider several different types of discrimination and uses examples for each. They are encouraged to think about how to take the initiative in challenging these and other forms of discrimination. Activities such as writing letters or looking at policies might seem unimportant – but they are examples of first steps in beginning to challenge discrimination. The Starter activity in</p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>the characteristics of positive and healthy friendships</li> <li>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>that in school and in wider society</li> </ul>

		<p>this lesson makes it clear that first steps can lead to significant change. One of the activities uses a technique which is a cross between role play and a guided visualisation – it has been simplified so that students can sit in their usual places in the classroom. This method has been chosen as a powerful and empathetic tool. For Activity 3 it will be useful to have a copy of your school's equal opportunities policy.</p>	<p>they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority</p> <ul style="list-style-type: none"> <li>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>
<b>Lesson 9.5 Democracy and voting</b>			
<b>Learning outcomes</b>	<b>Page links and resources</b>	<b>Notes</b>	<b>Links to statutory RSE/Health guidelines</b>
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>be able to explain how different types of government operate and how voting processes work</li> <li>know what is needed to be eligible to vote and why it is important to do so</li> <li>decide if they agree with the current UK voting system.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Chapter 9 Teacher Book</a></li> <li><a href="#">Chapter 9 Teacher Book (PDF)</a></li> <li><a href="#">Lesson 9.5: Democracy and voting</a></li> <li><a href="#">Lesson 9.5: Democracy and voting (editable)</a></li> <li>pp.110-113, Student Book Explore PSHE KS4</li> </ul>	<p>This lesson is about living in a democracy and why voting is important. The topic looks at what democracies are and contrasts this with countries such as North Korea where, while voting is allowed, there is only one candidate to vote for. It also looks at the criteria that makes a person eligible for voting in the UK and explains how the government is elected. One of the activities encourages students to discuss whether or not the voting age in the whole of the UK should be lowered to 16 in line with proposals in Wales. This could be part of a manifesto which students are asked to produce if they were to create</p>	N/A

		<p>their own political party.</p> <p>NB A printable Venn diagram is included in the Teacher Book.</p>	
<p><b>10 Planning for the future</b></p> <p><b>Teaching notes</b></p>		<p>The Barclays Life Skills website has additional resources if you want to spend more time on topics in this chapter:  <a href="https://barclayslifeskills.com/educators/lessons/">https://barclayslifeskills.com/educators/lessons/</a>.</p>	
<p><b>Lesson 10.4</b> explores rights and responsibilities at work. As an extension activity, students could gather further information from the Citizens Advice Bureau website: <a href="https://www.citizensadvice.org.uk/scotland/work/rights-at-work/">https://www.citizensadvice.org.uk/scotland/work/rights-at-work/</a>.</p> <p>To support students' learning in <b>lessons 10.3</b> and <b>10.5</b> you could use videos that illustrate key points, for example if students are not familiar with LinkedIn you could use a video like this to show them how it works: <a href="https://www.youtube.com/watch?v=Hf7DugXgZ4c">https://www.youtube.com/watch?v=Hf7DugXgZ4c</a>.</p>		<p><b>Total number of lessons</b></p>	<p><b>5</b></p>
<p><b>Lesson outlines</b></p>			

**Lesson 10.1 What do I want to do?**

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• be able to explain the role the media can play in influencing career ambitions</li> <li>• understand the 'pathways' available at the end of KS4</li> <li>• evaluate the 'pros and cons' of different pathways and decide</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 10 Teacher Book</a></li> <li>• <a href="#">Chapter 10 Teacher Book (PDF)</a></li> <li>• <a href="#">Lesson 10.1: What do I want to do?</a></li> <li>• <a href="#">Lesson 10.1: What do I want to do? (editable)</a></li> <li>• <a href="#">Worksheet 10.1.1</a></li> <li>• <a href="#">Worksheet 10.1.1</a></li> <li>• pp.114-117, Student Book Explore</li> </ul>	<p>This lesson begins by looking at research which shows that in recent years many young people's thoughts about having traditional careers have been superseded by the craving for fame, stardom, celebrity and the overwhelming desire to have a personal, financial fortune. It then goes on to consider why this change in aspirations may have occurred, citing among other things the rise in YouTube</p>	<p>N/A</p>

<p>which they may be most suited to.</p>	<p>PSHE KS4</p>	<p>and social media. Students also learn about the different rights and responsibilities they are presented with at different stages in their lives, and the decisions they must make about their choice of pathways when they reach the end of Year 11. They evaluate the advantages and disadvantages of each pathway based on the evidence available to them.</p>	
<p><b>Lesson 10.2 Types of employment and employment trends</b></p>			
<p><b>Learning outcomes</b></p>	<p><b>Page links and resources</b></p>	<p><b>Notes</b></p>	<p><b>Links to statutory RSE/Health guidelines</b></p>
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• understand advantages and disadvantages of different types of employment</li> <li>• be able to explain how financial aspirations and other factors can influence career options.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 10 Teacher Book</a></li> <li>• <a href="#">Chapter 10 Teacher Book (PDF)</a></li> <li>• <a href="#">Lesson 10.2: Types of employment and employment trends</a></li> <li>• <a href="#">Lesson 10.2: Types of employment and employment trends (editable)</a></li> <li>• <a href="#">Worksheet 10.2.1</a></li> <li>• <a href="#">Worksheet 10.2.1</a></li> <li>• pp.118-120, Student Book Explore PSHE KS4</li> </ul>	<p>The types of work available to young people are constantly changing. The most popular jobs in the future may not yet exist. It is important for young people to know the types of employment opportunities they will have in the future and how they can be financially supported to achieve their aspirations. They also need to be aware of how employment patterns can change over time so that they can be ready in the future.</p> <p>In this lesson students will learn about the differences between employed, self-employed and voluntary work and some of the advantages and disadvantages associated with them. They will also look at how students can receive finance to stay in education and how employment trends are expected</p>	<p>N/A</p>

to change in the future.

### Lesson 10.3 Marketing yourself and personal branding

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• compile their own CV</li> <li>• practise other effective ways to present personal information</li> <li>• create their own personal branding and profile.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 10 Teacher Book</a></li> <li>• <a href="#">Chapter 10 Teacher Book (PDF)</a></li> <li>• <a href="#">Lesson 10.3: Marketing yourself and personal branding</a></li> <li>• <a href="#">Lesson 10.3: Marketing yourself and personal branding (editable)</a></li> <li>• <a href="#">Worksheet 10.3.1</a></li> <li>• <a href="#">Worksheet 10.3.1</a></li> <li>• <a href="#">Worksheet 10.3.2</a></li> <li>• <a href="#">Worksheet 10.3.2</a></li> <li>• pp.121-125, Student Book Explore PSHE KS4</li> </ul>	<p>This lesson encourages students to reflect on their existing skills, experiences and achievements. It helps them to identify what they have already accomplished and use this to market themselves now and in the future. It focuses on helping students consider the possibilities for presenting themselves in the best light on a CV. Other activities encourage students to use available technology to ‘sell’ themselves through other means, such as video blogs and personal branding techniques.</p>	<p>N/A</p>

### Lesson 10.4 Rights and responsibilities at work

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• be able to explain the benefits of good relationships between employers and employees</li> <li>• understand what trade unions are and give examples of how they</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 10 Teacher Book</a></li> <li>• <a href="#">Chapter 10 Teacher Book (PDF)</a></li> <li>• <a href="#">Lesson 10.4: Rights and responsibilities at work</a></li> <li>• <a href="#">Lesson 10.4: Rights and responsibilities at work (editable)</a></li> <li>• <a href="#">Worksheet 10.4.1</a></li> </ul>	<p>Young people entering the ‘world of work’ should understand that both employer and employee have responsibilities to ensure a good relationship ensues. Employees’ rights help protect workers, but trade unions can extend this protection by offering</p>	<p>N/A</p>

<p>support workers</p> <ul style="list-style-type: none"> <li>be able to explain the rights and responsibilities they will have when employed.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Worksheet 10.4.1</a></li> <li>pp.126-127, Student Book Explore PSHE KS4</li> </ul>	<p>specific support.</p> <p>In this lesson students will learn about the expectations future employers will have of them, as well as their rights as employees. They will consider their responsibility as students and the effects that not being responsible could have in school, and whether or not the effects would be the same at work. Students will learn about the role of trade unions and the support they offer to employees.</p>	
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### Lesson 10.5 Employment opportunities

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>investigate the types of jobs that are available to them in different locations</li> <li>research employment opportunities using the internet</li> <li>evaluate the pros and cons of working abroad.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Chapter 10 Teacher Book</a></li> <li><a href="#">Chapter 10 Teacher Book (PDF)</a></li> <li><a href="#">Lesson 10.5: Employment opportunities</a></li> <li><a href="#">Lesson 10.5: Employment opportunities (editable)</a></li> <li><a href="#">Worksheet 10.5.1</a></li> <li><a href="#">Worksheet 10.5.1</a></li> <li>pp.128-131, Student Book Explore PSHE KS4</li> </ul>	<p>Employment opportunities for young people will vary across the country. If they have aspirations to follow a particular career ambition then they may need to be prepared to move to where the work is. This could mean a change in lifestyle and upheaval from their local area.</p> <p>In this lesson students will investigate employment opportunities at a range of scale: local, national, European and global. Students will also consider the factors that could influence their decisions about moving from their local area and why it can be a difficult choice to make.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>understand the local, national, European and global employment opportunities available to them</li> <li>understand the different ways they can search for work</li> <li>think of the different factors to consider when seeking work abroad.</li> </ul>
<p><b>11 Finance</b></p>		<p>Staff wanting to do additional work around money management and debt could make use of the resources on here:</p>	

## Teaching notes

<https://www.moneymakesense.co.uk/section.php?xSec=15&xPage=1>.

**Lesson 11.1** considers ethical consumerism and discusses food wastage. The Food Standards Agency has produced a short video which clarifies the difference between use by and best before categories providing a useful addition to this lesson: <https://www.food.gov.uk/safety-hygiene/best-before-and-use-by-dates>.

**Lesson 11.3** touches on homelessness. If you wanted to explore this issue in more depth with students, the following website may be useful: <https://centrepoin.org.uk/youth-homelessness/real-stories/>.

**Total number of lessons**

**6**

## Lesson outlines

### Lesson 11.1 Budgeting

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
By the end of this lesson students will: <ul style="list-style-type: none"><li>be able to explain why we pay tax and what it is used for</li><li>practise budgeting for a new home</li><li>practise planning for a secure financial future.</li></ul>	<ul style="list-style-type: none"><li><a href="#">Chapter 11 Teacher Book</a></li><li><a href="#">Chapter 11 Teacher Book (PDF)</a></li><li><a href="#">Lesson 11.1: Budgeting</a></li><li><a href="#">Lesson 11.1: Budgeting (editable)</a></li><li><a href="#">Worksheet 11.1.1</a></li><li><a href="#">Worksheet 11.1.1</a></li><li>pp.133-136, Student Book Explore PSHE KS4</li></ul>	With more and more people getting into debt and struggling to pay back what they have borrowed, it is important that young people have an understanding of how to manage their personal finances. In this lesson, students will learn about the reasons why we pay tax on our earnings and why budgeting is important if we are to manage our personal finances effectively. Students will investigate the real cost of living and also the options that are available to them to save for the future.	N/A
<b>Lesson 11.2 Responsible consumerism</b>			
Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines

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<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• understand how advertising encourages the spending of money</li> <li>• be able to decide if 'offers' are really as good as they suggest</li> <li>• know ways by which they can reduce their own waste.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 11 Teacher Book</a></li> <li>• <a href="#">Chapter 11 Teacher Book (PDF)</a></li> <li>• <a href="#">Lesson 11.2: Responsible consumerism</a></li> <li>• <a href="#">Lesson 11.2: Responsible consumerism (editable)</a></li> <li>• <a href="#">Worksheet 11.2.1</a></li> <li>• <a href="#">Worksheet 11.2.1</a></li> <li>• pp.137-139, Student Book Explore PSHE KS4</li> </ul>	<p>This chapter focuses on the theme of consumerism and starts with a session which looks at an everyday essential – food. Students are invited to consider typical 'special offers' and to critically review them. The topic acknowledges that we live in an acquisitive society where often little thought is given to purchasing goods.</p> <p>There are two main activities. The first asks students to view their consumption in terms of wants and needs. The second asks them to investigate their role as consumers in challenging supermarkets to reduce wastage and trade responsibly.</p>	<p>N/A</p>
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### Lesson 11.3 Ethical consumerism

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• be able to explain what can make consumerism unethical</li> <li>• be able to explain the 'social and human cost' of manufacturing in developing countries.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 11 Teacher Book</a></li> <li>• <a href="#">Chapter 11 Teacher Book (PDF)</a></li> <li>• <a href="#">Lesson 11.3: Ethical consumerism</a></li> <li>• <a href="#">Lesson 11.3: Ethical consumerism (editable)</a></li> <li>• <a href="#">Worksheet 11.3.1</a></li> <li>• <a href="#">Worksheet 11.3.1</a></li> <li>• pp.140-141, Student Book Explore PSHE KS4</li> </ul>	<p>The previous lesson on responsible consumerism is now extended by focusing particularly on ethical issues. The example chosen is the clothing industry and a series of activities explore the positive and negative impacts of the industry on producers in the developing world.</p> <p>Students are then invited to think about their own attitudes towards paying more for ethically produced and traded goods. The topic ends by extending</p>	<p>N/A</p>



		questions about ethical consumerism to other goods and services. There is potential here to undertake research to answer the questions posed by the students in the last activity.	
<b>Lesson 11.4 Consumerism and giving</b>			
<b>Learning outcomes</b>	<b>Page links and resources</b>	<b>Notes</b>	<b>Links to statutory RSE/Health guidelines</b>
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• be able to explain the different methods used by charities to raise funds</li> <li>• consider and explain their own view about ethical consumerism and banking.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 11 Teacher Book</a></li> <li>• <a href="#">Chapter 11 Teacher Book (PDF)</a></li> <li>• <a href="#">Lesson 11.4: Consumerism and giving</a></li> <li>• <a href="#">Lesson 11.4: Consumerism and giving (editable)</a></li> <li>• pp.142-143, Student Book Explore PSHE KS4</li> </ul>	<p>Although the topic area has some similarities to elements of Citizenship, the focus here is more on personal ethical and moral responses to situations involving money. It starts with the everyday personal scenario of street begging and moves consideration on to other ways financial support can be offered to disadvantaged people. Students are invited to discuss the way charities raise and use funds and how they might decide to make the best use of their financial donation. Ethical issues are raised and considered so that students are aware of the wider implications of their spending and investment.</p> <p>NB Printable statement cards for Activity 3 are included in the Teacher Book.</p>	N/A
<b>Lesson 11.5 Credit and debt</b>			
<b>Learning outcomes</b>	<b>Page links and resources</b>	<b>Notes</b>	<b>Links to statutory RSE/Health</b>

<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• be able to explain how the use of credit cards can lead to a 'debt trap'</li> <li>• be able to explain how debt can lead to bankruptcy and insolvency</li> <li>• research and evaluate different types of credit cards that are available</li> <li>• be able to explain how 'payday loans' can lead to a 'debt trap'.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 11 Teacher Book</a></li> <li>• <a href="#">Chapter 11 Teacher Book (PDF)</a></li> <li>• <a href="#">Lesson 11.5: Credit and debt</a></li> <li>• <a href="#">Lesson 11.5: Credit and debt (editable)</a></li> <li>• <a href="#">Worksheet 11.5.1</a></li> <li>• <a href="#">Worksheet 11.5.1</a></li> <li>• pp.144-147, Student Book Explore PSHE KS4</li> </ul>	<p>Credit is a term we frequently hear on the news, through adverts and in general conversation. However, as it has become so commonplace, the seriousness of its meaning seems to have been watered down and as a result, more and more people are getting themselves into unmanageable debt.</p> <p>In this lesson, students will investigate the problems that can arise by failing to manage personal finances effectively. Students will look at reasons for being given credit and how people can fall into a 'repayment trap' if they only manage to pay minimum payments each month, or fail to keep up repayments. They will also look at ways in which debt can be managed and how organisations such as the Citizens Advice Bureau can support consumers.</p>	<p><b>guidelines</b></p> <p>N/A</p>
<h3>Lesson 11.6 Money stresses and pressures</h3>			
<p><b>Learning outcomes</b></p>	<p><b>Page links and resources</b></p>	<p><b>Notes</b></p>	<p><b>Links to statutory RSE/Health guidelines</b></p>
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• be able to explain the emotional and financial costs of misusing money</li> <li>• research and evaluate solutions to</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 11 Teacher Book</a></li> <li>• <a href="#">Chapter 11 Teacher Book (PDF)</a></li> <li>• <a href="#">Lesson 11.6: Money stresses and pressures</a></li> <li>• <a href="#">Lesson 11.6: Money stresses and pressures (editable)</a></li> <li>• <a href="#">Worksheet 11.6.1</a></li> </ul>	<p>This lesson begins with a short review of typical financial transactions that young people may have experienced by the time they reach Years 10 and 11. It focuses on three case studies illustrating how people have drifted into financial difficulties, and identified</p>	<p>N/A</p>

financial problems.	<ul style="list-style-type: none"> <li>• <a href="#">Worksheet 11.6.1</a></li> <li>• pp.148-151, Student Book Explore PSHE KS4</li> </ul>	successful solutions. It aims to enable young people to set into context the relevance of financial education to their personal development and their increasing independence and responsibility. It may be that teacher-led discussion will help young people to reach a greater depth of understanding regarding what is financially possible for their parents and carers within the budget they have. It is important that young people understand the links between financial capability and health and well-being. Financial worries and uncertainty can lead to a physical decline in health and can have far-reaching consequences.	
<b>12 Business and enterprise</b> <b>Teaching notes</b>			
The website <a href="https://www.businessballs.com">https://www.businessballs.com</a> contains a range of resources to support learning about different aspects of business. Staff may find this resource useful to complement the lessons in Chapter 12.		<b>Total number of lessons</b>	<b>3</b>
<b>Lesson outlines</b>			
<b>Lesson 12.1 Business structure and organisation</b>			
<b>Learning outcomes</b>  By the end of this lesson students will: <ul style="list-style-type: none"> <li>• be able to explain different types of business structure and how they</li> </ul>	<b>Page links and resources</b> <ul style="list-style-type: none"> <li>• <a href="#">Chapter 12 Teacher Book</a></li> <li>• <a href="#">Chapter 12 Teacher Book (PDF)</a></li> <li>• <a href="#">Lesson 12.1: Business structure and organisation</a></li> </ul>	<b>Notes</b>  As more and more people become self-employed and set up their own businesses, it is useful for students to know how businesses structure and	<b>Links to statutory RSE/Health guidelines</b>  N/A

<p>can be organised</p> <ul style="list-style-type: none"> <li>• evaluate and explain the advantages and disadvantages of tall and flat business structures</li> <li>• be able to explain how businesses are structured and organised depending on the product/service they provide</li> <li>• produce a chart showing the structure and organisation of their school.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Lesson 12.1: Business structure and organisation (editable)</a></li> <li>• <a href="#">Worksheet 12.1.1</a></li> <li>• <a href="#">Worksheet 12.1.1</a></li> <li>• pp.152-155, Student Book Explore PSHE KS4</li> </ul>	<p>organise themselves, as this may be a pathway they choose to follow. This lesson gives students an overview of the two main types of business structure and how a business can be organised within these models. Students will look at the strengths and weaknesses of each model and investigate the structures used by well-known companies. They will also look at the structure used in their own school before considering the type of model they would use if they were to set up their own business.</p>	
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## Lesson 12.2 The how and why of business financing

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• be able to explain the different types of finance available to businesses and choose which are most appropriate for different situations</li> <li>• be able to explain the importance of businesses in our society.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 12 Teacher Book</a></li> <li>• <a href="#">Chapter 12 Teacher Book (PDF)</a></li> <li>• <a href="#">Lesson 12.2: The how and why of business financing</a></li> <li>• <a href="#">Lesson 12.2: The how and why of business financing (editable)</a></li> <li>• <a href="#">Worksheet 12.2.1</a></li> <li>• <a href="#">Worksheet 12.2.1</a></li> <li>• <a href="#">Worksheet 12.2.2</a></li> <li>• <a href="#">Worksheet 12.2.2</a></li> <li>• pp.156-157, Student Book Explore PSHE KS4</li> </ul>	<p>We need businesses to be successful for all the benefits they bring, particularly in terms of employment opportunities. It is important for businesses to seek finance that is most appropriate to their needs and that will lead to sustained growth. In this lesson, students will look at the different options businesses have with regards to securing funding and why this is important. They will also have the opportunity to apply their knowledge to different scenarios to reinforce their understanding of the</p>	<p>N/A</p>

funding options.

## Lesson 12.3 Entrepreneurship and risk

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"><li>• understand what it means to be enterprising and give examples of successful entrepreneurs</li><li>• identify potential risks within business and how to manage them</li><li>• be able to explain the qualities needed to be a successful entrepreneur.</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Chapter 12 Teacher Book</a></li><li>• <a href="#">Chapter 12 Teacher Book (PDF)</a></li><li>• <a href="#">Lesson 12.3: Entrepreneurship and risk</a></li><li>• <a href="#">Lesson 12.3: Entrepreneurship and risk (editable)</a></li><li>• <a href="#">Worksheet 12.3.1</a></li><li>• <a href="#">Worksheet 12.3.1</a></li><li>• pp.158-161, Student Book Explore PSHE KS4</li></ul>	<p>Entrepreneurial and enterprising attitudes are the backbone of the business world. It is important for students to understand that despite what they hear on the news about businesses collapsing, new enterprises can succeed if the risks are considered and managed well, and the people involved have the qualities needed to be successful.</p> <p>In this lesson, students will look at what it means to be enterprising and how to go about managing the risks associated with setting up businesses. Students also look at the qualities needed to be a successful entrepreneur and how risk can be reduced in business.</p>	<p>N/A</p>

## Appendix 5 Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	