

Session plan

Emotional wellbeing 1A1

Outcome	Demonstrate how to talk about emotions
Resources	<ul style="list-style-type: none"> • Emotion eggs resource sheet • Thesaurus • Body outline template resource sheet
Learning context	Independent, group work
Curriculum areas	PSHE, expressive arts, English
PSHE skills	Personal wellbeing, Living independently

Starter	Time allocated ⌚
Introduce the emotion eggs resource sheet. Use the eyebrow and mouth shapes to build faces that represent a particular emotion.	5 minutes
Students work independently to build faces.	10 minutes
Students guess the emotion that they think other students' faces represent. Ask them to explain why they think this; it may be useful to capture some of the vocabulary used by the students to use it later.	5 minutes
Main lesson	Time allocated ⌚
Choose a particular emotion and discuss the physical feelings and actions that you might exhibit when feeling this emotion. Demonstrate the labelling of a body outline template. Put students in groups and give them an emotion, such as: happiness, sadness, anger, frustration, disappointment, fear, anxiety, upset, stressed.	10 minutes
Students work in groups to produce their body outline templates. Encourage them to use words, but pictures might be helpful for students that are struggling.	20 minutes
Choose groups to explain their work to the class. Collect the templates for use in the next session.	10 minutes
Independent challenge	
<ul style="list-style-type: none"> • Create a vocabulary list to describe how you feel when experiencing common emotions (eg anger, happiness, sadness). • Create a presentation that shows how someone might feel when experiencing common emotions. 	
Challenge wrap up	Time allocated ⌚
Review the importance of talking about emotions and being confident about talking about how you feel as a way of coping with emotions.	5 minutes
Students share their presentations from the independent challenge.	15 minutes

💡 Ideas

Further sources of information:

- <https://www.mentalhealth.org.uk/your-mental-health/looking-after-your-mental-health/talk-about-your-feelings>
- <https://kidshealth.org/en/kids/talk-feelings.html>

Emotion eggs

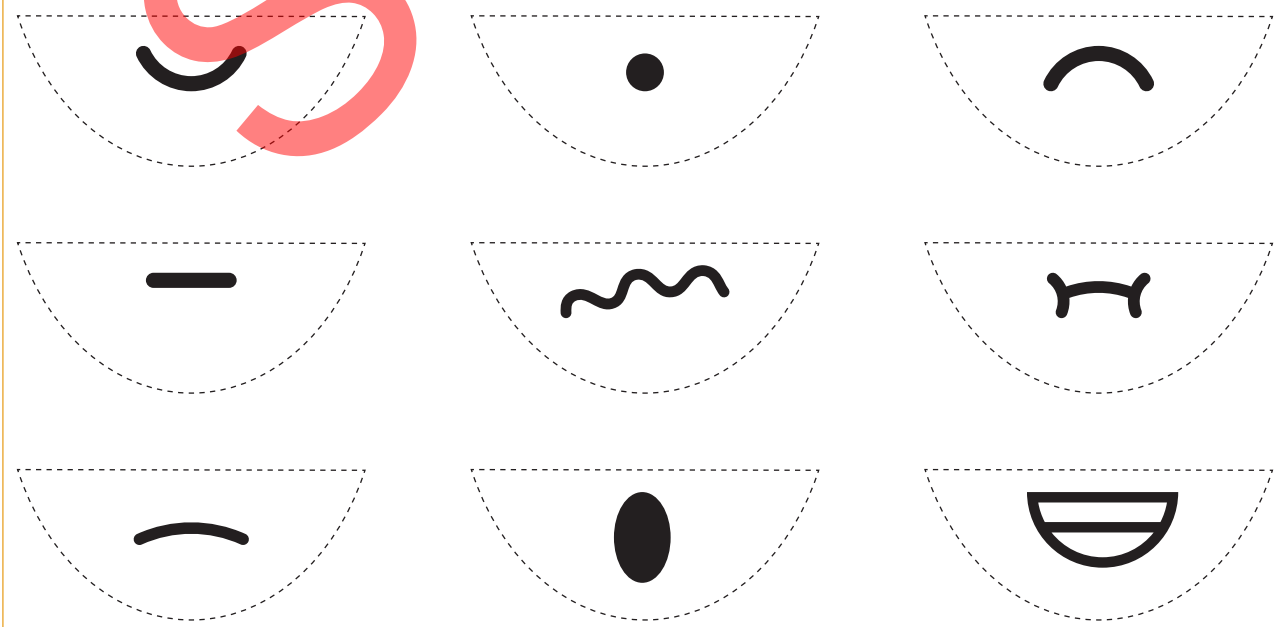
Instructions

Cut out or copy the eyebrow and mouth shapes to use on the emotions eggs templates to create different emotions and expressions.

Eyebrow shapes



Mouth shapes



Emotion eggs

Name:	Date:
PSHE Short Course: Module 1 Emotional wellbeing	
Challenge: 1A1	



Session plan

Keeping safe and healthy 2A2

Outcome	Explain current campaigns promoting happiness
Resources	<ul style="list-style-type: none"> • Links to online resources (see below) • Wellbeing campaigns resource sheet
Learning context	Independent, group work
Curriculum areas	PSHE, citizenship
PSHE skills	Personal wellbeing, Living independently

Starter	Time allocated ⌚
Ask students what they think happiness is. Ask them to mindmap what their idea of happiness is in their current life.	15 minutes
Share ideas about what happiness is. Encourage students to think about mental wellbeing and things that might promote this, rather than material things.	5 minutes
Main lesson	Time allocated ⌚
Introduce the concept of wellbeing in terms of mental health and feeling good about yourself. Further information can be found in the ideas section (below).	5 minutes
Introduce the Five ways to wellbeing through the film clip and presentation: <ul style="list-style-type: none"> • https://youtu.be/yF7Ou43Vj6c • https://www.gov.uk/government/publications/five-ways-to-mental-wellbeing There is also the 10 keys to happiness below: <ul style="list-style-type: none"> • https://www.actionforhappiness.org/10-keys 	15 minutes
Armed with this knowledge, students work in pairs to discuss their top three things to do to improve mental wellbeing. This should include three general ways to improve wellbeing, along with a suggestion of an activity or way of fitting that into your day. Students prepare a brief one minute presentation.	15 minutes
Ask a selection of students to present their ideas.	5 minutes
Independent challenge	
<ul style="list-style-type: none"> • Research the Five ways to wellbeing and 10 keys to happiness campaigns. Write a short article about the messages they contain. • Create a short film showing younger students how to apply these to their lives. 	
Challenge wrap up	Time allocated ⌚
Take the opportunity to listen as a class to students reading their articles from the independent challenge.	10 minutes
Follow this up with some of the short films from the independent challenge.	10 minutes

💡 Ideas

Further sources of information:

- <https://www.mind.org.uk/information-support/tips-for-everyday-living/wellbeing/#.XJCy4Cj7SUK>
- <https://www.helpguide.org/articles/mental-health/building-better-mental-health.htm/>

Wellbeing campaigns

Name:






Date:

PSHE Short Course: Module 2 Keeping safe and healthy











Challenge: 2A2

These are two current campaigns that promote how to maintain emotional wellbeing.

Five ways to wellbeing

-  **Connect** Connect with family, friends, colleagues and neighbours. Building connections will support and enrich you every day.
-  **Be active** Go for a walk or run, step outside, play, garden, dance. Exercise makes you feel good. Find a physical activity that you enjoy and suits you.
-  **Take notice** Be curious, catch sight of the beautiful, savour the moment, be aware of the world around you. Reflecting on your experiences will help you appreciate what matters to you.
-  **Keep learning** Try something new, rediscover an old interest. Learning new things will make you more confident as well as being fun.
-  **Give** Do something nice for a friend or a stranger, thank someone. Seeing your happiness linked to others can be incredibly rewarding and creates connections with people around you.

10 keys to happiness:

-  **Giving** Do things for others
-  **Relating** Connect with people
-  **Exercising** Take care of your body
-  **Awareness** Live life mindfully
-  **Trying out** Keep learning new things
-  **Direction** Have goals to look forward to
-  **Resilience** Find ways to bounce back
-  **Emotions** Look for what's good
-  **Acceptance** Be comfortable with who you are
-  **Meaning** Be part of something bigger

Session plan

Social media 3A4

Outcome	Understand the consequences of posting online and the potential impact to reputation
Resources	<ul style="list-style-type: none"> • Online experiences sort cards
Learning context	Group work
Curriculum areas	PSHE, careers, citizenship
PSHE skills	Personal wellbeing, Living independently, Health and relationships, Recognising effects of social media

Starter	Time allocated ⌚
In groups, students complete the card sort activity to reflect on how online experiences can make us feel about ourselves. Students sort cards under the headings angry, worried, happy, sad or not affected.	15 minutes
As a class, discuss if students think people have more positive or negative experiences when they go online.	5 minutes
Main lesson	Time allocated ⌚
In groups, students read the story by BBC Breakfast presenter Louise Minchin, What every parent should know about social media: https://www.bbc.co.uk/news/education-21293438 Allow time for the groups to read and digest the content.	10 minutes
In groups, students discuss what the people in the article did that risked their personal information staying online forever and how these risks could have been prevented.	20 minutes
Ask groups to feed back and come up with a set of key messages.	10 minutes
Independent challenge	
<ul style="list-style-type: none"> • As a group, explore what makes up an online reputation and the potential impact of negative behaviour online. Present your findings as a short film. • As a group, design a leaflet for young people aged 14–16 with tips on how to build a good online reputation. 	
Challenge wrap up	Time allocated ⌚
Students share their short films or leaflets from the independent challenge with the rest of the class.	10 minutes
Students list five ways to build and maintain a positive online reputation and feed back to the class. Use their suggestions to create a class list of the top five tips.	10 minutes

💡 Ideas

Further sources of information:

- <https://www.reputationdefender.com/blog/privacy/consequences-oversharing-social-networks>
- <https://www.puremoderation.com/single-post/The-Dangers-of-Oversharing-on-Social-Media>

Online experiences sort cards

Receiving positive comments on photos from a friend	Someone writing a joke under your photo	A friend liking a joke you have posted online
Receiving negative comments about photos you have posted	Seeing someone else being cyberbullied	Not being allowed to play a game that your friends play
Watching a funny video	Posting something different to what you would normally post	Seeing photos of your friends on a night out that you were not invited to
Seeing someone post that they are feeling sad	Seeing a joke that is about a teacher in school	Beating your friend at a game for the first time
Being blocked by someone	Someone rejecting your friend request	Receiving a friend request
Posting a photo and getting no likes	Having to leave a group chat to go out for dinner with your parents	Something you have liked being described as boring

Session plan

Alcohol 4A5

Outcome	Know the difference between social pressure and peer pressure in relation to alcohol; Identify strategies to avoid drinking alcohol if you do not want to
Resources	<ul style="list-style-type: none"> Alcohol scenario cards
Learning context	Independent, paired work, group work
Curriculum areas	PSHE, science
PSHE skills	Personal wellbeing, Living independently, Personal safety

Starter	Time allocated ⌚
Show the video clip about Joe: https://www.bbc.com/teach/class-clips-video/pshe-ks3--ks4-alcohol-abuse-and-binge-drinking/zncrkmn	15 minutes
Class discussion about the video. Did Joe put his friends under pressure to drink? How did he react when people were leaving? How did he make his friends feel bad?	5 minutes
Main lesson	Time allocated ⌚
Discuss peer pressure with the class and how that can encourage drinking. Encourage students to explore why they think this is the case – ask students to think of particular situations where a young person might be put under pressure to drink alcohol.	5 minutes
In pairs, ask students to come up with ideas about how to resist peer pressure to drink alcohol, including how these skills and strategies can be learned and developed.	10 minutes
In groups, give students an alcohol scenario card to discuss and ask them to come up with a way of dealing with the situation.	20 minutes
Groups share their scenarios and ideas with the rest of the class.	5 minutes
Independent challenge	
<ul style="list-style-type: none"> Investigate reasons why teenagers may feel pressured into drinking alcohol. Present your findings in an information leaflet outlining the factors, with strategies to resist the pressure. Design an information leaflet for young people heading off to university, outlining strategies to avoid drinking alcohol if they do not want to. 	
Challenge wrap up	Time allocated ⌚
Whole class discussion to come up with a list of success criteria for a good information leaflet.	10 minutes
Students swap leaflets with a partner and peer mark each others' work, then complete self-review in student books.	10 minutes

💡 Ideas

Further sources of information and advice:

- <https://www.childline.org.uk/info-advice/friends-relationships-sex/friends/peer-pressure/>

Alcohol scenario cards

PSHE Short Course: Module 4 Alcohol

Challenge: 4A5

Sophie and Claire have been friends since primary school. They always get together at the weekend and often go away on family holidays together.

Recently Sophie has started to drink alcohol. Sophie wants Claire to try it too. Claire doesn't want to but doesn't want to upset Sophie.

Brian comes home to find his dad having a couple of drinks with some friends. He invites Brian to join in and offers him a beer.

Brian has to go to swimming club in an hour and doesn't want to, but feels it would let his dad down.

Mark has started playing senior rugby at 16. The team he is playing for has a culture of playing drinking games after a match. Mark doesn't want to join in.

There is a champagne toast at a friend's 21st birthday party and Ali is given a glass to join in.

Ali is the only Muslim in the room and drinking goes against his religion. His friend seems offended when he doesn't want to join in.

Michelle has been going out with a boy for a few weeks and he invites her along to a friend's party. There are plenty of people there and all seem to be drinking.

Her boyfriend has brought some alcohol and laughs at her when she asks for a soft drink.

Sarah goes out for a meal with a friend's family to a posh restaurant. She is offered wine with her dinner but declines as she doesn't drink. The family are surprised and seem a little taken aback.

Session plan

Tobacco and drugs 5A5

Outcome	Understand the links between taking drugs and serious mental health conditions
Resources	<ul style="list-style-type: none"> Addiction PowerPoint Addiction reason cards
Learning context	Individual, group work
Curriculum areas	PSHE
PSHE skills	Personal wellbeing, Living independently, Personal safety

Starter	Time allocated ⌚
Ask students to write down what addiction means, what people might get addicted to and why they think addiction happens.	10 minutes
Lead a discussion on what the students have written, encouraging students to think about the main points in the PowerPoint.	10 minutes
Main lesson	Time allocated ⌚
In groups, give each group of students an addiction reason card. Ask each group to prepare to feed back to the whole class about their card.	10 minutes
Record all the different reasons on the board and discuss anything that comes out of the feedback.	10 minutes
Ask students to design a leaflet for an addiction support service, highlighting the different reasons why addiction affects some people but not others.	20 minutes
Independent challenge	
<ul style="list-style-type: none"> In a group, research the associated mental health issues with taking recreational drugs. Present your findings as a short film. In a group, investigate the factors that can affect your reaction when taking a drug. Present your findings as a short film. 	
Challenge wrap up	Time allocated ⌚
Students share some of their short films from the independent challenge with the whole class.	20 minutes

💡 Ideas

These topics can throw up unexpected answers and highlight safeguarding issues; ensure that students understand that this is a public discussion. Students may disclose concerns to you after these kinds of lessons.

Further information: <https://www.nhs.uk/live-well/healthy-body/advice-for-the-families-of-drug-users/>

Addiction reason cards

Genetics

- Genes can make some people more disposed to addiction
- In some cases, an individual may have the genes but these are never activated
- According to research, genes are responsible for 50% of the risk of developing alcoholism and 75% of the risk of developing a drug addiction
- Evidence suggests that children of parents with alcoholism are four times more likely to become alcoholics themselves

Age

- The earlier a person experiments with drugs or alcohol then the more likely they are to develop an addiction
- Many people who have suffered from addiction started using drugs or drinking alcohol before the age of 21
- Young people who dabble with drugs and alcohol in their early teens have a much higher chance of developing an addiction than those who do not

Environment

- If drug addiction and alcoholism are commonplace in the area in which a person lives, this individual is more likely to become addicted than a person who has never had any exposure to these substances
- Other factors such as relationships with family and friends, quality of life, stress, economic status and peer pressure can all increase the risk of addiction

Mental health problems

- Studies have shown that those with mental health problems (eg anxiety, stress, depression, bipolar disorder and post-traumatic stress disorder) have a much greater risk of becoming addicted to substances such as drugs or alcohol

Trauma

- Traumatic events can increase a person's risk of developing an addiction – people who have experienced trauma in their lives may turn to drugs or alcohol to numb the pain
- Events such as bereavement, domestic violence, emotional, physical or sexual abuse, or living with an addicted parent can all increase the risk
- People who have had more than one traumatic event in their lives are even more likely to be affected by addiction

Session plan

Sexual health 6A2

Outcome	Understand the advantages and disadvantages of different methods of contraception, including protection from STIs
Resources	<ul style="list-style-type: none"> • Contraception sort cards • Contraception summary resource sheet • Contraception scenarios resource sheet
Learning context	Independent, paired work, group work
Curriculum areas	PSHE, RSE, science
PSHE skills	Living independently, Personal safety, Health and relationships

Starter	Time allocated ⌚
In groups, students complete the contraception card sort activity to match the types of contraception (orange) to the definitions (white). The cards are presented in order, so will need to be cut up before giving to students.	10 minutes
Review the card sort activity as a class. Address any misconceptions.	10 minutes
Main lesson	Time allocated ⌚
In groups, assign students a type of contraception from the card sort. Ask students to come up with a list of advantages and disadvantages of this method of contraception.	10 minutes
Get each group to feed back and collect the information on the board. Correct misconceptions as you go – the contraception summary resource sheet will support this. More information can be found at: https://www.sexwise.fpa.org.uk/contraception/which-method-contraception-right-me	10 minutes
Alone or in pairs, give students the contraception scenarios resource sheet. Allow them time to discuss and fill in what the right contraceptive choice might be and why.	20 minutes
Independent challenge	
<ul style="list-style-type: none"> • With a partner, research the different types of contraception that are available in the UK. Present your findings as a podcast. • Investigate how the main types of contraceptives work, including the advantages and disadvantages. Present your findings as a podcast. 	
Challenge wrap up	Time allocated ⌚
Students share their podcasts from the independent challenge. Students peer review each other's work, making suggestions for improvements.	20 minutes

💡 Ideas

Further sources of information and support:

- <https://www.nhs.uk/conditions/contraception/>
- <https://www.brook.org.uk/your-life/category/contraception>

Contraception sort cards

Combined pill	Oral pill containing artificial versions of female hormones oestrogen and progesterone. Prevents the ovaries from releasing an egg each month.
Diaphragm or cap	A circular dome made of thin, soft silicone that is inserted into the vagina before sex covering the cervix so sperm can't get into the womb.
Female condoms	Thin synthetic latex or latex tube worn inside the vagina to prevent semen getting to the womb.
Implant	Small, flexible plastic rod placed under the skin in the upper arm by a doctor or nurse. Releases progesterone into your bloodstream to prevent pregnancy; lasts for 3 years.
Injection	Injection that releases progesterone into the bloodstream to prevent pregnancy.
IUD coil	Small T-shaped plastic and copper device that is put in the womb by a doctor or nurse. It releases copper to prevent pregnancy.
IUS hormonal coil	T-shaped plastic device that is put in the womb by a doctor or nurse. Releases progesterone to prevent pregnancy.
Male condom	Thin synthetic latex or latex penis cover that stops semen coming into contact with a partner.
Patch	Sticky patch that releases hormones into the body to prevent pregnancy.
Progesterone only pill (mini pill)	Oral pill containing progesterone. Prevents pregnancy by thickening the mucus in the cervix to stop sperm reaching an egg.
Vaginal ring	Small, soft plastic ring that is inserted into the vagina. It releases a continuous dose of oestrogen and progesterone into the bloodstream to prevent pregnancy.

Session plan

Respectful relationships 7A2

Outcome	Recognise how to manage emotions in different relationships
Resources	<ul style="list-style-type: none">Expressing emotions sort cards
Learning context	Independent, paired work, group work
Curriculum areas	PSHE, RSE
PSHE skills	Personal wellbeing, Health and relationships

Starter	Time allocated ⌚
Ask students to write a list of as many different emotions as they can think of.	5 minutes
Class discussion to establish a list of eight common emotions.	5 minutes
Ask students to draw an emoji to represent each emotion.	10 minutes
Main lesson	Time allocated ⌚
Watch film clips about displays of emotion: <ul style="list-style-type: none">https://youtu.be/RwDDb_h2i0Ahttps://youtu.be/JChxT9Yv2iw	10 minutes
In groups, students use the emotion sort cards to match the display of emotion (orange cards) with an appropriate context (white cards).	20 minutes
Discuss the outcomes of the card sort activity as a class.	10 minutes
Independent challenge	
<ul style="list-style-type: none">Create a role play that shows how to react when feeling angry or celebrating success in different contexts.Investigate ways of managing emotion and create a brief guide for other people about two different approaches.	
Challenge wrap up	Time allocated ⌚
Students share their role plays from the independent challenge. After each one, discuss as a class ways to manage emotions in this context.	20 minutes

💡 Ideas

Sporting events often contain extreme examples of emotion, which may be helpful examples. Use examples from lessons students have been in to illustrate the wrong way to react when angry or really excited; this will give students real life examples to put into other contexts.

Expressing emotions sort cards

Giving someone a big hug, because you are pleased with their achievement	Your employer has discreetly asked you to do a task that in your opinion is illegal
Expressing your disappointment at not getting a promotion in a calm and measured way	One-to-one interview with your boss after a particularly successful project has been completed
Celebrating by jumping up and down, screaming and shouting	Out and about with your social group
Kick back disinterested and play on your phone, showing your boredom and disinterest	At a funeral for a close relative
Shouting abuse at someone who has asked you to do something you don't like	A parent greeting their child on return from collecting exam results
Spend ten minutes discussing how pleased you are with something someone has done and praising their efforts	On your own after you've found a private space to vent your frustrations
Walking away and gathering your thoughts after you have become really angry at being asked to do something you think is wrong	A work colleague is excitedly presenting their achievements, which you have heard before, to an important meeting you are in
Angrily rejecting the thought of doing something you think is immoral, by shouting at them	Appraisal meeting with your employer
Crying quietly because you are sad	Watching a football match

Session plan

Families and parenting 8A3

Outcome	Explain the concept of forced marriage
Resources	<ul style="list-style-type: none">Forced marriage PowerPointQuestion prompt cards
Learning context	Individual, paired work, group work
Curriculum areas	PSHE, RSE
PSHE skills	Living independently, Personal safety, Health and relationships, Living in modern Britain

Starter	Time allocated ⌚
Discuss with students how they would feel if they were forced to do various things. There are several examples in the PowerPoint.	5 minutes
Read out the true or false statements and ask students to vote for true or false. Follow this with the correct answer and any related discussion.	15 minutes
Main lesson	Time allocated ⌚
Watch the video clip about forced marriage: https://youtu.be/pSPxOa9tCOI	10 minutes
In groups, students discuss the video clip using the question prompt cards.	20 minutes
Groups feed back their ideas to the class.	10 minutes
Independent challenge	
<ul style="list-style-type: none">Find out more about the phrase forced marriage and summarise your findings in a short presentation.Present your knowledge of forced marriage to a small group, including signs of how to recognise forced marriage and the legal implications.	
Challenge wrap up	Time allocated ⌚
Students share their presentations from the independent challenge. Students give feedback about each others' presentations; it would be helpful to have an agreed set of criteria for feedback.	15 minutes
Students complete self-review in student books.	5 minutes

💡 Ideas

Further video clips:

- https://youtu.be/nF2_4uRtHJs
- <https://youtu.be/SPeepNAD4fM> – longer documentary about police investigating forced marriage, extracts may be useful

Question prompt cards

Where do forced marriages take place?

What is the legal position on forced marriage in the UK?

Why do forced marriages take place?

What is the difference between forced and arranged marriage?

What is happening in the UK to prevent forced marriage?

Do you think arranged marriage is right?

What would you do if you thought someone was being forced to marry?

What would you do if you were being forced to marry?

Session plan

Financial choices 9A1

Outcome	Understand tax and National Insurance
Resources	<ul style="list-style-type: none"> • Job outlines and salaries resource sheet • Calculating tax and National Insurance PowerPoint
Learning context	Independent, paired work
Curriculum areas	PSHE, mathematics
PSHE skills	Living independently, Economic wellbeing, Making financial choices

Starter	Time allocated ⌚
Give students the job outlines in the resource sheet and ask them to match the wages/salary to each job.	10 minutes
Discuss as a group and compare the class consensus with the real amounts (found in the Powerpoint).	10 minutes
Main lesson	Time allocated ⌚
Q&A to establish what students know about the UK tax system, for example: What is tax? Who pays tax? What sorts of tax are there? How much is income tax? What is National Insurance?	10 minutes
Talk through the PowerPoint and explain how to calculate tax. Start with basic rate and extend to higher rate earners.	15 minutes
Students work independently on a calculation based on one of the job outlines.	10 minutes
Select students to explain their calculation on the board.	5 minutes
Independent challenge	
<ul style="list-style-type: none"> • Find a job that pays approx. £20,000 per year. Work out how much tax you would pay in a year. • Find a job that pays approx. £45,000 per year. Work out how much tax you would pay in a year. 	
Challenge wrap up	Time allocated ⌚
Students check a partner's calculation and correct any mistakes.	5 minutes
Choose students to share their work with the class. Class discussion around the amount of tax they think they would pay in different jobs.	15 minutes

💡 Ideas

The starter could be extended to discuss the worth and perception of different jobs, along with the morals behind that. The morals and social justice elements of taxation systems could be discussed further and turned into an extended piece of work.

The second independent challenge involves more complicated calculations; less confident students may require further support.

Job outlines and salaries

Name:	Date:
PSHE Short Course: Module 9 Financial choices	
Challenge: 9A1	

Instructions

Match the job outlines to the advertised salary:

<p>Trainee Network Technician/Engineer</p> <p>Openreach</p>	<p>£400 – £500 per week</p>
<p>Graduate Trainee Recruiter</p> <p>Jacasia</p>	<p>£30,000 per year</p>
<p>Panel Beater</p> <p>Advantage Valley Ltd</p>	<p>£20,750 per year</p>
<p>Graduate Trainee</p> <p>Inspirational selling</p>	<p>£18,000 – £60,000 per year</p>

Session plan

Careers and your future 10A5

Outcome	Demonstrate an awareness of the career choices available locally and nationally
Resources	<ul style="list-style-type: none"> • Pathways to employment jigsaw (pieces and template) • Career awareness PowerPoint • Employment scenario cards (and possible answers)
Learning context	Individual, paired work, group work
Curriculum areas	PSHE, careers, enterprise
PSHE skills	Living independently, Economic wellbeing

Starter	Time allocated ⌚
Introduce the fact that there are a variety of pathways to employment after the age of 16. Gather ideas from students to cover some of the main options.	5 minutes
In groups, students complete the pathways to employment jigsaw. This activity introduces some of the possible pathways from education at 16 to full-time employment at 18+; blank pieces are provided for students to add their own ideas. Students discuss the different routes and possible pathways.	15 minutes
Main lesson	Time allocated ⌚
Use the career awareness PowerPoint to highlight possible sources of advice and to help develop an understanding of what self-employment is.	10 minutes
In groups, students read each employment scenario card and decide what that person needed to do to get into that job and if they might be self-employed or an employee.	20 minutes
Groups feed back what they decided for each card. Discuss as a class and correct any misconceptions.	10 minutes
Independent challenge	
<ul style="list-style-type: none"> • With a partner, consider who can help you to make choices about your future. Research the different employment pathways available in your local area. Present your findings as podcast. • With a partner, investigate the rise in the number of people working on a self-employed basis, including the reasons people choose to work for themselves, the kinds of jobs they do and the pros and cons of self-employment. Present your findings as a podcast. 	
Challenge wrap up	Time allocated ⌚
Reiterate the difference between being employed by someone and self-employment. Use the PowerPoint to support this.	5 minutes
Listen to a selection of the students' podcasts from the independent challenge. Ask students to offer suggestions for improvement.	15 minutes

💡 Ideas

There are many different routes to employment, all of which should be equally valued. It is important to emphasise that different routes will suit different people – it is important not to push one particular route to the students.

The Career Pilot website provides useful information for students to explore the different choices available to them at 16: <https://www.careerpilot.org.uk/information/your-choices-at-16>

Pathways to employment jigsaw (pieces)



Pathways to employment jigsaw

Name:

Date:

PSHE Short Course: Module 10 Careers and your future

Challenge: 10A5



Session plan

Living in modern Britain 11A1

Outcome	Understand and explore what democracy, the rule of law, individual liberty and mutual respect mean as a British citizen
Resources	<ul style="list-style-type: none"> • Continuum cards • British values PowerPoint • British values: resource sheet • The rule of law – true or false? (answers)
Learning context	Independent, paired work, group work
Curriculum areas	PSHE, English, history, citizenship
PSHE skills	Living independently, Living in modern Britain

Starter	Time allocated ⌚
In groups, give students a set of the continuum cards and ask them to arrange them along a continuum, from strongly agree to strongly disagree.	10 minutes
Groups feed back to the class on where they have placed each card.	10 minutes
Main lesson	Time allocated ⌚
Talk about the difference between beliefs (ie something we think based on knowledge, experience or assumption) and values, such as the four fundamental British values outlined in the PowerPoint.	10 minutes
Ask students to identify which beliefs highlighted in the PowerPoint might contradict British values, then follow-up with a class discussion on each.	20 minutes
Share with students some suggested reasons on why shared values are important.	20 minutes
Independent challenge	
<p>Complete the activities for each of the four fundamental British values:</p> <ul style="list-style-type: none"> • Democracy: watch video clips where young people talk about their views on democracy. Join the debate about democracy and young people by posting your views in an online forum. • The rule of law: with a partner, research the rules of British law and create a set of true and false statements. Share your statements with the rest of the class and ask them to identify which statements are true. • Individual liberty: find two case studies, one where individual liberty was compromised and another where it was not. Discuss the case studies with a partner and present your findings in an article. • Mutual respect: discuss how mutual respect and tolerance are important to protect individual liberty for everyone. 	
Challenge wrap up	Time allocated ⌚
Spend five minutes reviewing each of the activities on the British values resource sheet.	20 minutes

💡 Ideas

The activities on the British values resource sheet can be used to support the independent challenge. Answers are provided for the rule of law – true or false? activity to support discussion.

British values

Name:

Date:

PSHE Short Course: Module 11 Living in modern Britain

Challenge: 11A1

Democracy

Democracy means 'rule of the people' – it comes from the Greek word Demos, which means people.

Watch this video clip of TV presenter Rick Edwards talking about young people and democracy: <https://youtu.be/nlYpMGI6iNQ>

Write arguments to support and refute each of the statements below:

- We should not introduce online voting in the UK; if people want to vote, they should actually turn up and do it in person
- Making voting compulsory goes against the idea of personal liberty
- Young people will only vote if there are young candidates to vote for
- The voting age should be lowered from 18 to 16

The rule of law

Identify if these statements are true or false and explain why:

- Members of the government must obey the law
- Everyone must obey the law, including the police
- If a person's fingerprints are found at a crime scene, they can be found guilty without a trial
- When a person pleads guilty to a crime, they can be found guilty without a trial
- Any citizen can complain about or protest against the actions of the government
- Anyone implicated in a crime must prove themselves innocent at a trial
- Everyone is entitled to a fair trial
- When a person is put on trial, it is always up to a jury to decide whether or not they are guilty
- Everyone has their own freedom and the right to make choices for themselves

British values

Name:

Date:

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Individual liberty

Everyone in the UK has their own human rights to respect and dignity – all citizens have their own freedom and the right to make choices for themselves. The following two case studies help begin to explore the issue of individual liberty. They were both controversial cases at the time and you may have your own opinions about them.

Case 1

In 2004 British Airways issued a new dress code, stating that religious symbols should not be worn by members of staff.

Nadia Ewaida, a member of BA check-in staff, had always worn a cross around her neck on a chain. In the 2006, she began wearing this visibly. She was told this contradicted BA's uniform policy and was asked to wear the cross under her blouse as before.

When she refused to do so, she was sent home from work until she complied with the uniform policy. Later, BA offered her a different job, which wouldn't require her to wear a uniform. She refused this job.

Three months later, BA changed their uniform policy and Nadia was allowed to return to work. However, she had missed four months' work (and salary) and she argued that she had been discriminated against.

The result: In a human rights case the court had to balance the right of British Airways to insist on a corporate image with the right of Nadia Ewaida to express her individual liberty through wearing a religious symbol. The courts thought that Nadia's individual liberty was more important and that it didn't interfere with her capacity to carry out her work. They found in her favour and she won her case.

Case 2

Lillian Ladele had worked as a registrar since 2002. She was required to carry out registry of births, deaths and marriages in Islington, North London.

On 5th December 2005, same-sex civil partnerships became legal in the UK. Islington registry office required Lillian and her colleagues to carry out civil partnership ceremonies in the line with the law and the local authorities' 'Dignity for all' policy.

Lillian argued this went against her own Christian beliefs and, for a while, she was allowed to swap duties with colleagues to avoid carrying out these ceremonies.

When the local authority carried out a disciplinary hearing and instructed Lillian to do some administrative work on same-sex civil partnerships (but not actually conduct ceremonies themselves), she complained to an employment tribunal. The case was then heard by several tribunals and courts.

The result: In the final human rights case the court had to balance Lillian Ladele's individual liberty and freedom to express her religious views with the rights of gay and lesbian people to access same-sex marriage. The courts thought that Lillian's individual liberty to worship as she pleased was important but that it was not damaged by her contractual obligation to conduct same-sex partnerships. They found against Lillian Ladele and she lost her case.

British values

Name:

Date:

PSHE Short Course: Module 11 Living in modern Britain

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Mutual respect

Mutual respect means it's OK for people to disagree or be different, as long as we all respect each other's points of view or differences. This includes tolerance of those with different faiths and beliefs, which helps to protect individual liberty.

Use these points to support your discussion:

- You can think whatever you want to think
- Heated discussions about different views are OK
- Everyone has rights
- When does heated debate become a lack of tolerance?
- What is the crossover between arguing for a point of view and oppressing someone else's?

Sample