

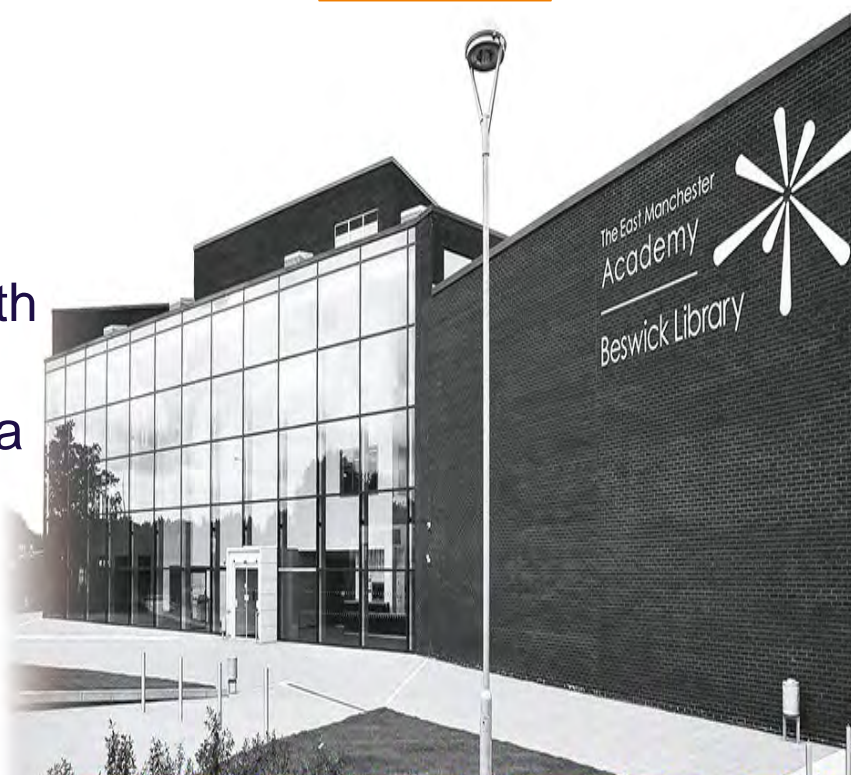


Personal Development

Curriculum Information

Year 10

We will equip all students with the skills, abilities, attributes and qualifications to pursue a fulfilling career, contribute positively to their communities and be active, global citizens.



Welcome to Personal Development at The East Manchester Academy!



At The East Manchester Academy (TEMA), we believe Personal Development (PD) is a crucial part of your child's education alongside their academic studies. PD equips them with the skills and knowledge to thrive not only in school but also throughout their lives.

This handbook will introduce you to PD at TEMA, with a specific focus on the Personal Safety program offered during Year 10's first half term.

What is Personal Development (PD)?

PD focuses on developing the "whole child," nurturing their social, emotional, and moral wellbeing alongside their academic skills. Through PD, your child will:

- Build **self-confidence** and a positive sense of self.
- Develop **strong communication skills**.
- Learn to make **responsible choices**.
- Foster **healthy relationships**.
- Understand and practice **British Values**.
- Become **active citizens** who contribute positively to society.

Looking Ahead:

Throughout the year, the PD program will cover a range of topics that build on the foundation of personal safety. These will include:

- Mental health and wellbeing
- Healthy lifestyles
- Careers and aspirations
- Citizenship and social responsibility

We will keep you updated on upcoming PD topics through regular newsletters and school communications.

Together, we can ensure a successful and enriching learning journey for your child at The East Manchester Academy!

Rationale



Why Personal Development Matters

Personal development is significant in equipping young people with the knowledge, skills, and values they need to lead healthy, safe, and fulfilling lives. It helps them develop:

- **Resilience:** The ability to bounce back from challenges and setbacks.
- **Self-awareness:** A deep understanding of their own strengths, weaknesses, and emotions.
- **Social skills:** The capacity to build and maintain positive relationships.
- **Decision-making skills:** The ability to make informed choices about their health, relationships, and future.

A Comprehensive Approach

Our Personal Development curriculum is informed by safeguarding information from local, national, and global sources. This ensures that our students are protected from harm and equipped with the knowledge to stay safe.

The curriculum covers a wide range of topics, including:

- **Personal Safety:** Teaching students how to stay safe online and offline.
- **Sex and Relationship Education:** Providing age-appropriate information about relationships, sexuality, and consent.
- **Health and Wellbeing:** Promoting physical and mental health, including healthy eating, exercise, and stress management.
- **Financial Education:** Teaching students about money management, budgeting, and saving.
- **Careers:** Helping students explore career options and develop the skills they need to succeed in the workplace.
- **Community and Responsibility:** Encouraging students to become active and responsible citizens.
- By integrating PSHE into our curriculum, we aim to equip our students with the tools they need to thrive in the 21st century. We believe that a well-rounded education, which includes life skills alongside academic subjects, is essential for preparing our students for success in all aspects of their lives.

Why Personal Safety in Year 10 - Half Term 1?



Personal safety education is vital for young people to navigate the world confidently and build healthy relationships. During Year 10 Personal Development lessons at East Manchester Academy (TEMA), we'll cover crucial topics for their safety and well-being, including:

- **Forced Marriage and Honour-Based Violence:** These serious issues can have lasting consequences. Understanding the signs and knowing where to get help empowers students to protect themselves and others.
- **Sexual Harassment and Sexual Violence:** Sadly, these are common experiences for many young people. Learning about consent, healthy boundaries, and reporting mechanisms allows them to build healthy relationships and avoid becoming victims.
- **Revenge Porn:** A growing concern in the digital age. Understanding the risks and online protection methods is essential.
- **Stalking:** A terrifying experience. Knowing the warning signs and how to stay safe is crucial.

Why Address These Now?

- Year 10 is a turning point. Students are becoming more independent, forming new relationships, and exploring their world. Equipping them with personal safety knowledge now empowers them to make informed choices and build a strong foundation for their future.

Benefits of Personal Safety Education:

- Increased awareness of potential dangers.
- Development of healthy boundaries and communication skills.
- Identifying and responding to unsafe situations.
- Building confidence and self-esteem.
- Knowing how to seek help when needed.

Working Together for Safety:

- TEMA believes in a collaborative approach. We'll work alongside parents and guardians to ensure a consistent message is delivered at home and at school. We encourage open communication and are available to address any questions or concerns you may have.

Forced Marriage

Here at The East Manchester Academy (TEMA), we believe in empowering young people to make informed choices about their future. As part of our Year 10 personal development program, we will be exploring the issue of forced marriage. While this may seem like a sensitive topic,



Why Discuss Forced Marriage in Year 10?

Forced marriage is a serious issue that can have devastating consequences. By raising awareness in Year 10, we aim to:

- **Empower Young People:** We equip students with the knowledge and tools to recognise the signs of forced marriage and seek help if needed.
- **Promote Respectful Relationships:** Exploring the concept of consent fosters healthy relationship expectations, where marriage is a free and informed choice.
- **Open Communication at Home:** This topic can be a springboard for open discussions about healthy relationships and their future aspirations.

What Students Will Learn:

- **Understanding Forced Marriage:** Students will learn about the definition and different forms of forced marriage, including emotional pressure and threats.
- **Recognising the Signs:** We will explore the red flags that might indicate a risk of forced marriage, such as isolation from friends, pressure to leave education, or controlling behaviour.
- **Knowing Where to Get Help:** Students will learn about resources available to support them, including helplines, charities, and trusted adults.



Resources for Parents and Students:

- **The Forced Marriage Unit (FMU):** A UK government unit offering support and information on forced marriage:

<https://www.gov.uk/guidance/forced-marriage>

- **The Karma Nirvana Charity:** Provides support and resources for victims of forced marriage and honor-based violence:

<https://karmanirvana.org.uk/>

- **The National Society for the Prevention of Cruelty to Children (NSPCC):** Offers advice and support for young people facing abuse, including forced marriage:

<https://www.nspcc.org.uk/>



Honour Based Violence

Here at The East Manchester Academy (TEMA), we believe in creating a safe and supportive environment where young people can thrive. As part of our Year 10 personal development program, we will be exploring the issue of honour-based violence (HBV). While this may seem like a sensitive topic, open communication is crucial in protecting our students.



Why Discuss HBV in Year 10?

HBV is a serious crime with devastating consequences. By raising awareness in Year 10, we aim to:

- **Empower Young People:** We equip students with the knowledge and tools to recognise the signs of HBV and seek help if needed.
- **Promote Respectful Relationships:** Exploring the concept of respect fosters healthy relationships, where choices are made freely and without fear.
- **Open Communication at Home:** This topic can be a springboard for open discussions between you and your child about healthy relationships, personal boundaries, and seeking help.

What Students Will Learn:

- **Understanding HBV:** Students will learn about the definition and different forms of HBV, including physical, emotional, and sexual violence.
- **Recognising the Signs:** We will explore the red flags that might indicate a risk of HBV, such as controlling behaviour, isolation from friends, threats, or pressure to conform to certain expectations.
- **Knowing Where to Get Help:** Students will learn about resources available to support them, including helplines, charities, and trusted adults.



•**The Forced Marriage Unit (FMU):** While their focus is forced marriage, the FMU website also provides information on HBV: <https://www.gov.uk/guidance/forced-marriage>

•**Karma Nirvana Charity:** Provides support and resources for victims of HBV and honour-based violence: <https://karmanirvana.org.uk/>



•**The National Society for the Prevention of Cruelty to Children (NSPCC):** Offers advice and support for young people facing abuse, including HBV: <https://www.nspcc.org.uk/>

•**The Suzy Lamplugh Trust:** A charity dedicated to ending violence against women and girls, including HBV: <https://www.suzylamplugh.org/>



Sexual Harassment

At The East Manchester Academy (TEMA), we're committed to creating a safe and respectful learning environment for all our students. Harassment undermines this, which is why we directly address it in year 10. Here's why it's important:



Empowering Young People:

Understanding and Identifying Harassment: Year 10 students are at a crucial stage, developing their social circles and navigating complex interactions. Learning about harassment equips them to identify inappropriate behaviour – both if they're targeted and if they witness it happening to others.

Bystander Intervention: We equip students with the skills and confidence to call out their friends if they witness harassment. This fosters a culture of respect and inclusivity within the school.

Building Positive Relationships: Understanding harassment helps students build strong and healthy relationships based on mutual respect and kindness.

Importance of a Safe School Environment:

Zero Tolerance: TEMA has a zero-tolerance policy on harassment. Discussing it openly reinforces this message and ensures all students feel safe and supported.

Prevention and Early Intervention: Addressing harassment early prevents it from escalating and creating a hostile environment.

Developing Responsible Citizens: We aim to develop responsible citizens who understand the impact of their words and actions. This fosters a more positive and inclusive school community.

TEMA's Commitment:

- **Supportive Resources:** We provide students with clear reporting mechanisms and easy access to support services if they experience or witness harassment.
- **Open Communication:** We encourage open communication between students, teachers, and parents to address any concerns effectively.
- **Positive Reinforcement:** We recognise and celebrate students who actively promote kindness and respect within the school community.

- The NSPCC website:** [NSPCC](#) has a section on sexual abuse which includes information on sexual harassment.
- The ChildLine website:** [ChildLine](#) also has a section on sexual abuse which includes information on sexual harassment.
- The Relate website:** [Relate](#) has a section on bullying and harassment which includes information on sexual harassment.

These resources provide information on what sexual harassment is, how to identify it, and what to do if a student's experiences it. They also provide advice on how to talk to your students about sexual harassment.



Sexual Violence

At The East Manchester Academy (TEMA), student safety is paramount. Violence and assault, including sexual violence, are serious issues with potentially devastating consequences. Here's why we address them directly with year 10 students:



Empowering Young People:

- **Awareness and Prevention:** Year 10 students are entering a period of greater independence and social exploration. Learning about the different forms of violence and assault, including sexual violence, empowers them to make safe choices and avoid potentially risky situations.
- **Building Confidence:** We equip students with the knowledge and skills to recognise the signs of potential violence and sexual violence. They develop assertive communication skills to de-escalate situations and set clear boundaries.
- **Healthy Relationships:** Understanding violence and assault, including sexual violence, helps students build healthy and respectful relationships based on consent and clear boundaries. We emphasise the importance of bodily autonomy and respecting others' choices.

Promoting a Safe School Environment:

- **Zero Tolerance:** TEMA has a zero-tolerance policy for all forms of violence and assault, including sexual violence. By openly discussing these issues, we reinforce this message and create a safe space for students to speak up if they have concerns.
- **Bystander Intervention:** We encourage students to be active bystanders who intervene safely if they witness violence or assault, including sexual violence. This could involve speaking up directly, seeking help from an adult, or encouraging the victim to seek help.
- **Seeking Help:** We equip students with the knowledge of how to seek help from a trusted adult or appropriate support service if they experience or witness violence or assault, including sexual violence. We provide resources and information about confidential reporting options.

TEMA's Commitment:

- **Sensitive Approach:** The topic is handled sensitively and appropriately for the age group.
- **Support Resources:** We provide students with access to support services if needed, both within the school and in the wider community. This includes access to counsellors, sexual violence support organisations, and relevant healthcare professionals.
- **Open Communication:** We encourage open communication between students, teachers, and parents to create a supportive environment where everyone feels safe to speak up about violence, assault, and sexual violence.



•**The NSPCC:** This website offers information and support for parents on a range of topics, including child sexual abuse. It provides resources on how to talk to children about sexual violence and where to get help if your child is affected. [NSPCC](#)

•**The ChildLine website:** This website provides a safe space for young people to get help and support. It has sections on sexual abuse and bullying, and offers advice for both children and parents. [ChildLine](#)

•**The Rape Crisis England & Wales:** This website provides information and support for anyone who has experienced sexual violence. It offers resources on coping with the aftermath of sexual violence and where to get help. [Rape Crisis England & Wales](#)

•**The Survivors Trust:** This website provides support and information for anyone who has experienced sexual violence in their lifetime. They offer a range of services, including counselling and support groups. [The Survivors Trust](#)



Sharing Photos Without Consent

At TEMA, we take student safety very seriously, both online and offline. In year 10, we'll be delivering a lesson focused on the importance of consent when sharing photos and the legal implications of not doing so. This includes topics such as upskirting, revenge porn, and understanding relevant UK laws.



Why is this lesson important?

- **Empowering Young People:** Teenagers are increasingly active online, sharing photos with friends and on social media. This lesson equips them with the knowledge and skills to make responsible choices about what they share and how they share it.
- **Understanding Consent:** Consent is crucial in any form of photo sharing. This lesson clarifies the concept of consent and highlights the importance of obtaining it before sharing any photos of someone else.
- **Protecting Others:** Sharing photos without consent can have serious consequences for the person in the photo. This lesson helps students understand the emotional and reputational harm it can cause.
- **Awareness of Harmful Practices:** Upskirting and revenge porn are illegal and harmful acts. This lesson educates students about these practices and empowers them to identify and report them.
- **Understanding the Law:** Sharing photos without consent can have legal repercussions. This lesson provides students with a basic understanding of relevant UK laws, such as the Sexual Offences Act 2003 and the Voyeurism (Offences) Act 2019.

What will the lesson cover?

- **The importance of consent:** Students will explore the concept of consent in photo sharing and understand the need for explicit, freely given permission.
- **The impact of sharing without consent:** The lesson will discuss the emotional and reputational harm that can be caused by sharing photos without someone's consent.
- **Upskirting and revenge porn:** Students will learn about these specific harmful practices and the legal consequences associated with them.
- **The law and reporting:** The lesson will provide a basic overview of relevant UK laws and how to report incidents of sharing without consent.

- **The Revenge Porn Helpline:**

[Revenge Porn Helpline](#) specialises in supporting victims of revenge porn. They offer a helpline, online chat service, and legal advice specifically for this type of online abuse.

- **The Cybersmile Foundation:**

[Cybersmile Foundation](#) focuses on tackling cyberbullying and online negativity. They offer resources and support for victims of online abuse, including those affected by sharing photos without consent.

- **The Mix:** [The Mix](#) is a UK-based resource specifically for young people aged 16-25. They offer a helpline, online chat service, and web content on a wide range of issues, including mental health, relationships, and online safety.



Lesson 6 –Stalking, Love Bombing and Harassment

At TEMA we're committed to fostering healthy and respectful relationships. Year 10 is a formative time for young people as they navigate the complexities of social interactions and developing relationships. Here's why we address stalking, love bombing, and harassment directly with year 10 students:



Empowering Young People:

- **Awareness and Identification:** Year 10 students are at a crucial stage, developing their understanding of healthy relationships. Learning about these harmful behaviours empowers them to identify red flags and protect themselves.
- **Building Healthy Relationships:** Understanding these behaviours allows students to build positive relationships based on mutual respect, trust, and healthy communication.
- **Bystander Intervention:** We equip students with the skills and confidence to speak up if they witness these behaviours happening to themselves or their friends.
- **Personal Boundaries:** The lesson explores the importance of setting and respecting personal boundaries in relationships.

Promoting a Safe and Inclusive Environment:

- **Zero Tolerance:** TEMA has a zero-tolerance policy on stalking, love bombing, and harassment. By openly discussing these issues, we reinforce this message and create a safe space for students to speak up if they are concerned.
- **Prevention:** Early education can help prevent these behaviours from escalating and causing emotional harm.

What will the lesson cover?

- **Definitions:** Students will learn clear definitions of stalking, love bombing, and harassment.
- **Warning Signs:** The lesson will explore the red flags associated with these behaviours, including excessive attention, unwanted contact, attempts to control, and manipulation.
- **Impact:** Students will discuss the emotional and psychological impact these behaviours can have on victims.
- **Healthy Alternatives:** The lesson will promote healthy ways to express affection and build positive relationships.
- **Seeking Help:** Students will learn how to report incidents of stalking, love bombing, or harassment and where to access support if needed.



The National Stalking Awareness Partnership (NSAP):

[National Stalking Awareness Partnership](#)

provides information and resources for victims of stalking, their families, and professionals. They offer a helpline, online resources, and information on the law.

•The National Domestic Violence Hotline:

[National Domestic Violence Hotline US website - not UK specific but has good resources](#)

While not UK-specific, this website offers a wealth of information on emotional abuse, including love bombing. They provide a helpline, online chat service, and information on recognising and responding to emotional abuse.

•Women's Aid: [Women's Aid](#) is a UK charity working to end violence against women and girls. They offer a helpline, online resources, and information on emotional abuse, including love bombing.

Half Term 2 – Sex and Relationship Education



Why is SRE Important for Year 10 Students?

The UK government recognises the importance of providing young people with the knowledge and skills they need to develop healthy relationships and make informed choices about their sexual health. SRE is a statutory requirement for all schools, ensuring that students have access to accurate and age-appropriate information.

- This term, Year 10 students will be exploring the following topics:
- **Informed Consent:**
 - Understanding the meaning of enthusiastic and ongoing consent.
 - The importance of clear communication and mutual agreement.
 - Recognising and respecting boundaries.
- **Sexual Coercion:**
 - Identifying different types of sexual coercion, such as pressure, manipulation, and threats.
 - The impact of sexual coercion on mental health and well-being.
 - Strategies for resisting pressure and seeking help.
- **The Dangers of Pornography:**
 - The unrealistic and often harmful portrayals of sex and relationships in pornography.
 - The impact of pornography on body image, self-esteem, and sexual expectations.
 - The link between pornography and sexual violence.
- **Sexting:**
 - The risks and consequences of sending explicit images or messages, including legal implications.
 - The importance of digital consent.
 - Strategies for staying safe online.
- **Healthy Sexual Behaviours:**
 - The importance of open and honest communication about sex and relationships.
 - The role of trust, respect, and empathy in healthy sexual relationships.
 - Safe sex practices, including the use of condoms and other contraception.

Informed Consent



Why is it Important to Teach About Informed Consent?

Informed consent is a fundamental principle in healthy relationships. By understanding the importance of consent, young people can make informed choices about their sexual activity and ensure that their boundaries are respected.

What We Teach

- **Respect:** Treating others with dignity and consideration.
- **Enthusiastic Yes:** Consent should be clear, enthusiastic, and ongoing.
- **Non-Verbal Cues:** Understanding the importance of reading and responding to non-verbal cues.
- **Right to Withdraw Consent:** The ability to change one's mind at any point, even if consent was previously given.
- **Peer Pressure:** Resisting pressure to engage in sexual activity.
- **Types of Sexual Activity:** Exploring different forms of sexual activity and the importance of consent in each.

Signposting and Information Links

For more information, parents and teachers can consult the following resources:

- **FPA (formerly Family Planning Association):** Provides comprehensive sexual health information and advice.
 - <https://www.fpa.org.uk/>
- **Brook:** Offers sexual health services and advice for young people.
 - <https://www.brook.org.uk/>
- **Sex Education Forum:** A UK-based organisation promoting high-quality sex and relationships education.
 - <https://www.sexeducationforum.org.uk/>



Sexual Coercion



Why is it Important to Teach About Sexual Coercion?

Understanding sexual coercion is crucial for young people to protect themselves and others. By learning about the different forms of coercion and how to recognise and respond to it, students can develop the skills to build healthy and respectful relationships.

What We Teach

• **Sexual Coercion:** Pressuring, manipulating, or threatening someone into sexual activity they don't want. This can include:

- **Verbal Pressure:** Using words like "come on," "don't be a prude," or making promises in exchange for sex.
- **Emotional Manipulation:** Guilt-tripping, playing on insecurities, or threatening to end a relationship.
- **Physical Coercion:** Using force, restraint, or threats of violence to obtain sex.
- **Alcohol and Drugs:** Someone under the influence of alcohol or drugs cannot give true consent.

• **Recognising the Signs of Coercion:**

- Feeling pressured or uncomfortable
- Feeling guilty or ashamed
- Feeling like you owe someone sex
- Being afraid to say no

• **Setting Boundaries and Saying No:**

- Assertive communication techniques
- The importance of respecting your own and others' boundaries

• **Seeking Help:**

- Knowing who to talk to, such as a trusted adult, friend, or helpline.
- Understanding the importance of reporting sexual assault or abuse to the authorities.

Signposting and Information Links

For more information, parents and teachers can consult the following resources:

• **FPA (formerly Family Planning Association):** Provides comprehensive sexual health information and advice.

- <https://www.fpa.org.uk/>

• **Brook:** Offers sexual health services and advice for young people.

- <https://www.brook.org.uk/>

• **Rape Crisis England & Wales:** Provides support for survivors of sexual violence.

- <https://rapecrisis.org.uk/>

The Dangers of Pornography



Why is it Important to Teach About the Dangers of Pornography?

The widespread availability of pornography has a significant impact on young people's understanding of sex, relationships, and body image. By teaching about the dangers of pornography, we can help young people develop a healthy and realistic view of sexuality.

What We Teach

The Impact of Pornography on Body Image and Self-Esteem:

- Unrealistic and often harmful portrayals of bodies and sexual activity
- The pressure to conform to unrealistic beauty standards

The Impact of Pornography on Relationships:

- Unrealistic expectations about sex and relationships
- Difficulty forming healthy, consensual relationships
- The link between pornography and sexual violence

Planet Porn Lesson: Online World vs. Real World:

- The difference between fantasy and reality
- The importance of consent and respect in real-life relationships
- The potential for addiction and compulsive use of pornography

Signposting and Information Links

- For more information, parents and teachers can consult the following resources:
- **FPA (formerly Family Planning Association):** Provides comprehensive sexual health information and advice.
 - <https://www.fpa.org.uk/>
- **Brook:** Offers sexual health services and advice for young people.
 - <https://www.brook.org.uk/>

The Risks of Sexting



Why is it Important to Teach About Sexting?

Sexting has become increasingly common, especially among young people. It's important to educate young people about the potential risks and consequences of sexting, to help them make informed decisions and protect themselves online.

What We Teach

•The Risks of Sexting:

- Loss of Control:** Once a sext is sent, you lose control over who sees it and how it's shared.
- Reputational Damage:** Sexting can be forwarded, shared, or leaked, leading to embarrassment, bullying, and even legal trouble.
- Emotional Distress:** Sexting can cause anxiety, depression, and fear of retaliation.

•The Importance of Consent:

- Obtaining explicit consent before sending or receiving sexually suggestive content.
- Respecting the other person's boundaries and limits.

•The Dangers of Sextortion:

- Understanding how sexting can be used to blackmail or extort individuals.
- Knowing how to respond to sextortion threats.

•Digital Footprint:

- The long-term consequences of sharing explicit content online.
- The importance of digital literacy and online safety.

Signposting and Information Links

For more information, parents and teachers can consult the following resources:

- Childline:** A confidential helpline for children and young people.
 - <https://www.childline.org.uk/>
- NSPCC:** Offers advice and support on child protection and online safety.
 - <https://www.nspcc.org.uk/>
- Thinkuknow:** Provides online safety education for children and young people.
 - <https://www.thinkuknow.co.uk/>

Healthy Sexual Behaviours



Why is it Important to Teach About Healthy Sexual Behaviours?

Teaching young people about healthy sexual behaviours is crucial for their emotional and physical well-being. By understanding the importance of consent, communication, and respect, students can develop healthy relationships and make informed decisions about their sexual health.

What We Teach

- **Establishing Ground Rules:**
 - Open and honest communication about likes, dislikes, and boundaries.
 - Respecting each other's comfort levels and needs.
- **Setting Physical Boundaries:**
 - Understanding and respecting personal boundaries.
 - Communicating clearly about what feels good and what doesn't.
- **Not Allowing Pornography to Shape Sexual Experiences:**
 - Recognizing the unrealistic and often harmful nature of pornography.
 - Prioritizing real-life connection and intimacy.
- **Consent:**
 - The importance of enthusiastic and ongoing consent.
 - How to ask for and give consent.
 - Recognizing and respecting the boundaries of others.
- **Safe Sex Practices:**
 - The importance of using condoms to prevent sexually transmitted infections (STIs) and unintended pregnancies.
 - Understanding different types of contraception.
 - Knowing how to access sexual health services.

Signposting and Information Links

- For more information, parents and teachers can consult the following resources:
- **FPA (formerly Family Planning Association):** Provides comprehensive sexual health information and advice.
 - <https://www.fpa.org.uk/>
- **Brook:** Offers sexual health services and advice for young people.
 - <https://www.brook.org.uk/>
- **Sex Education Forum:** A UK-based organisation promoting high-quality sex and relationships education.
 - <https://www.sexeducationforum.org.uk/>

Half Term 3 – Health and Wellbeing



Why is Health and Wellbeing Education Important for Year 10 Students?

As young people navigate the complexities of adolescence, their mental and emotional health becomes increasingly important. By continuing to provide comprehensive health and wellbeing education, we aim to equip Year 10 students with the knowledge and skills they need to:

- **Understand their emotions:** Recognise and manage their feelings effectively.
- **Build resilience:** Develop coping strategies to deal with stress and adversity.
- **Promote positive mental health:** Learn how to maintain a healthy balance between their mental and physical health.
- **Seek help when needed:** Know where to turn for support and advice.

This Half Term, Year 10 students will be exploring the following topics:

- **Mental Health Stigma:** Understanding the negative attitudes and stereotypes surrounding mental health and the importance of challenging them.
- **Panic Disorder:** Learning about the symptoms, causes, and management strategies for panic disorder.
- **Everyday Stressors and How to Cope:** Identifying common stressors, developing coping mechanisms, and practicing relaxation techniques.
- **PTSD (Post-Traumatic Stress Disorder):** Understanding the impact of traumatic events on mental health and how to seek support.
- **Suicidal Thoughts:** Recognizing the signs of suicidal thoughts and knowing how to seek help.
- **Social Anxiety Disorder:** Exploring the symptoms, causes, and management strategies for social anxiety.

Mental Health Stigma

Why is it Important to Teach About Mental Health Stigma?

Mental health stigma can have a significant negative impact on individuals' well-being. By understanding the harmful effects of stigma and learning how to challenge it, young people can help create a more supportive and inclusive environment for those struggling with mental health issues.



What We Teach

Understanding Mental Health Stigma:

- Defining stigma as negative attitudes, beliefs, and behaviours towards individuals with mental health conditions.
- Recognising the harmful effects of stigma, including discrimination, prejudice, and social isolation.

The Impact of Stigma:

- **Delays in Seeking Help:** People may avoid seeking help due to fear of judgment or discrimination.
- **Worsening Symptoms:** Stigma can prevent individuals from accessing necessary treatment and support, leading to worsening mental health conditions.
- **Lower Self-Esteem:** Internalising negative stereotypes can damage self-worth and self-confidence.
- **Social Isolation and Bullying:** Stigma can lead to bullying, exclusion, and social isolation.

Challenging Stigma:

- **Open Communication and Education:** Promoting open conversations about mental health to reduce misconceptions and increase understanding.
- **Normalising Mental Health Struggles:** Encouraging discussions about mental health to reduce stigma and promote help-seeking behaviour.
- **Celebrating Diversity and Inclusivity:** Promoting acceptance and respect for individuals with mental health conditions.

Self-Stigma:

- Recognising the internalisation of negative stereotypes and beliefs about mental illness.
- Challenging negative self-talk and practicing self-compassion.
- Developing a positive self-image and self-worth.

Signposting and Information Links

- **Mind:** <https://www.mind.org.uk/>
- **Young Minds:** <https://www.youngminds.org.uk/>
- **Time to Change:** <https://www.time-to-change.org.uk/>

What is Panic Disorder?



Why is it Important to Teach About Panic Disorder?

Understanding panic disorder can help young people recognise the symptoms, manage their anxiety, and seek support when needed. By learning about coping mechanisms and treatment options, individuals can take control of their mental health and reduce the impact of panic attacks.

What We Teach

What is Panic Disorder?

- Defining panic disorder as a mental health condition characterised by sudden, unexpected panic attacks.

Symptoms of Panic Disorder:

- Physical symptoms: Rapid heartbeat, sweating, trembling, shortness of breath, chest pain, nausea, dizziness.
- Emotional symptoms: Fear, anxiety, a sense of impending doom, a fear of losing control.

Triggers of Panic Attacks:

- Stressful events
- Specific situations (e.g., crowded places, heights)
- Physical sensations (e.g., rapid heart rate)

Coping Mechanisms:

- **Relaxation Techniques:** Deep breathing, mindfulness, and meditation.
- **Healthy Lifestyle Habits:** Regular exercise, a balanced diet, and sufficient sleep.
- **Cognitive Behavioural Therapy (CBT):** A therapy that helps individuals challenge negative thoughts and develop coping strategies.
- **Medication:** In some cases, medication may be prescribed to manage symptoms.
- **Seeking Professional Help:** Encouraging students to seek support from a mental health professional.

Signposting and Information Links

For more information, parents and teachers can consult the following resources:

- **Mind:** <https://www.mind.org.uk/>
- **NHS:** <https://www.nhs.uk/>
- **Young Minds:** <https://www.youngminds.org.uk/>

Everyday stresses

Why is it Important to Teach About Everyday Stressors and Coping Strategies?

Everyday life can be filled with stressors, both big and small. By understanding the sources of stress and learning effective coping mechanisms, young people can better manage their emotions and improve their overall well-being.



- **What We Teach**
- **Common Everyday Stressors for 15-Year-Olds:**
 - Academic pressure (exams, coursework)
 - Social pressures (peer pressure, social media)
 - Family issues (arguments, financial difficulties)
 - Health concerns (physical or mental health issues)
 - Future worries (career choices, college applications)
- **Coping Strategies:**
 - **Time Management:** Effective time management techniques to reduce feeling overwhelmed.
 - **Stress Management Techniques:** Mindfulness, meditation, and deep breathing exercises.
 - **Healthy Lifestyle Habits:** Regular exercise, a balanced diet, and sufficient sleep.
 - **Social Support:** Building strong relationships with friends and family.
 - **Seeking Professional Help:** Knowing when to seek support from a counsellor or therapist

Signposting and Information Links

- For more information, parents and teachers can consult the following resources:
- **Mind:** <https://www.mind.org.uk/>
- **NHS:** <https://www.nhs.uk/>
- **Young Minds:** <https://www.youngminds.org.uk/>

What is PTSD?



Why is it Important to Teach About PTSD?

Understanding PTSD can help young people recognise the symptoms and know when to seek help.¹ By learning about the causes, effects, and treatment options for PTSD, students can develop empathy and support for those who have experienced trauma

What We Teach

•What is PTSD?

- Defining PTSD as a mental health condition triggered by experiencing or witnessing a traumatic event.

•Symptoms of PTSD:

- Intrusive Thoughts:** Flashbacks, nightmares, and intrusive memories.
- Avoidance:** Avoiding situations, places, or people that remind them of the trauma.
- Negative Changes in Mood and Thinking:** Feeling numb, detached, or hopeless.
- Hyperarousal:** Difficulty sleeping, irritability, and hypervigilance.

•Triggers of PTSD:

- Traumatic events such as accidents, natural disasters, violence, or abuse.

•Coping Mechanisms:

- Therapy:** Cognitive Behavioural Therapy (CBT) and Eye Movement Desensitization and Reprocessing (EMDR) can be effective treatments for PTSD.
- Medication:** In some cases, medication may be prescribed to manage symptoms.
- Self-Care:** Practicing relaxation techniques, such as mindfulness and deep breathing.
- Social Support:** Building strong relationships with friends and family.
- Seeking Professional Help:** Encouraging students to seek help from a mental health professional.

For more information, parents and teachers can consult the following resources:

•Mind:

<https://www.mind.org.uk/>

•NHS: <https://www.nhs.uk/>

•Young Minds: <https://www.youngminds.org.uk/>

•NHS Every Mind Matters: <https://www.nhs.uk/every-mind-matters/>

•Samaritans: <https://www.samaritans.org/>

Suicidal Thoughts



Why is it Important to Teach About Suicidal Thoughts?

Understanding suicidal thoughts is crucial for young people's mental health. By learning to recognize the signs of suicidal ideation in themselves and others, and knowing how to seek help, young people can support themselves and others in need.

What We Teach

- **Suicidal Thoughts:** Feelings of wanting to end one's life.
- **Suicidal Ideation:** Thinking about suicide, planning, or making attempts.
- **Suicide Risk Factors:** Experiences or conditions that increase the risk of suicide (e.g., depression, bullying, trauma).
- **Suicide Warning Signs:** Changes in behavior, mood, or communication that may indicate suicide risk (e.g., social withdrawal, hopelessness, talking about death).
- **Seeking Support:**
 - Talking to a trusted adult, such as a parent, teacher, or counselor.
 - Reaching out to a mental health professional.
 - Calling a helpline, such as Samaritans (116 123) or Childline (0800 1111).
 - Using crisis text lines or online chat services.

Remember, you are not alone. Help is available.

It can be hard to ask for help when things are overwhelming. But conversation is a powerful coping tool. Talking or texting with someone on an anonymous, private helpline can relieve stress. Call 116 123 for support.

Text SHOUT to 85258 for support.

Social Anxiety Disorder

Why is it Important to Teach About Social Anxiety Disorder?

Understanding social anxiety disorder can help young people recognise the symptoms, manage their anxiety, and seek support when needed. By learning about coping strategies and treatment options, individuals can improve their social interactions and overall well-being.



What We Teach

•What is Social Anxiety Disorder?

- Defining social anxiety disorder as an intense fear of social situations that can lead to significant distress and avoidance behaviour.

•Symptoms of Social Anxiety Disorder:

- Fear of social situations, such as parties, public speaking, or meeting new people.
- Intense self-consciousness and fear of being judged or embarrassed.
- Physical symptoms like sweating, blushing, trembling, or rapid heartbeat.
- Avoidance of social situations to reduce anxiety.

•Triggers of Social Anxiety Disorder:

- Specific social situations (e.g., public speaking, dating)
- Fear of negative evaluation or rejection
- Perfectionism

•Coping Mechanisms:

- Cognitive-Behavioral Therapy (CBT):** A type of therapy that can help individuals challenge negative thoughts and develop coping strategies.
- Exposure Therapy:** Gradually facing feared situations to reduce anxiety.
- Social Skills Training:** Learning effective communication and social skills.
- Relaxation Techniques:** Practicing deep breathing, mindfulness, and meditation.
- Medication:** In some cases, medication may be prescribed to manage symptoms.
- Seeking Professional Help:** Encouraging students to seek support from a mental health professional.

Signposting and Information Links

For more information, parents and teachers can consult the following resources:

- Mind:** <https://www.mind.org.uk/>
- NHS:** <https://www.nhs.uk/>
- Young Minds:** <https://www.youngminds.org.uk/>

Half Term 4 – Financial Education

In Year 10, we believe it's crucial for students to develop a strong understanding of both personal finance and their role as active and informed citizens. Our finance and citizenship lessons aim to equip them with the knowledge and skills they need to navigate the complexities of the financial world and contribute positively to society.



These lessons are designed to be engaging and relevant, exploring real-world issues and encouraging critical thinking. We believe that by fostering financial literacy and civic responsibility, we can empower our students to make informed decisions, achieve their goals, and become active participants in their communities.

A Glimpse into the Lessons

During this year, students will delve into a range of important topics, including:

- How does the economy work?**: Understanding the basic principles of economics, including supply and demand, economic indicators, and the differences between healthy and recessive economies.
- Can taxes be avoided?**: Exploring the UK tax system, how tax revenue is used, the ethical implications of tax avoidance, and the importance of paying taxes.
- What financial challenges face local authorities?**: Investigating how local governments are funded, how they allocate resources, and the challenges they face in meeting community needs.
- Should public services be privatised?**: Analysing the history of privatisation in the UK, the arguments for and against it, and the impact on service delivery and society.
- What is risk management?**: Learning about risk assessment and mitigation strategies, using case studies like the Millennium Bug and Nightingale Hospitals to evaluate government responses to potential threats.
- What role do you play in the future of the UK economy?**: Understanding the features of a healthy economy, analysing the current state of the UK economy, and exploring how individual choices and actions can contribute to economic growth.

By engaging with these topics, students will develop a deeper understanding of the financial world, their rights and responsibilities as citizens, and their potential to make a positive impact on society.

How does the economy work?



Why is learning about the economy important for Year 10?

Understanding the economy can help young people:

- **Become informed citizens:** They'll gain a better understanding of how the economy impacts their lives, their communities, and the wider world.
- **Make informed decisions:** Knowledge of economic principles can help them make informed choices about spending, saving, investing, and their future careers.
- **Develop critical thinking skills:** Studying the economy encourages them to analyse information, evaluate different perspectives, and form their own opinions about economic issues.

What will the lesson cover?

During this lesson, students will explore:

- **What is the economy?** We'll define the economy and discuss its key components, such as production, consumption, and distribution of goods and services.
- **Economic systems:** Students will learn about different economic systems, including capitalism, socialism, and mixed economies.
- **Supply and demand:** We'll explain the basic principles of supply and demand and how they influence prices and market behaviour.
- **Economic indicators:** Students will learn about key economic indicators, such as GDP (Gross Domestic Product), inflation, and unemployment, and how they are used to measure economic health.
- **Healthy vs. recessive economy:** We'll discuss the characteristics of a healthy economy, such as growth, low unemployment, and stable prices, and contrast them with the features of a recession, such as economic decline, high unemployment, and falling prices.

Further Reading

The Bank of England: The Bank of England's website offers educational resources on the economy, including explanations of key concepts, interactive tools, and videos.
www.bankofengland.co.uk (Look for the "Education" section)

2.Economics Help: This website provides clear explanations of economic concepts and theories, with articles, videos, and quizzes to aid understanding.

www.economicshelp.org

3.The Guardian's Economics Section: The Guardian newspaper's economics section provides up-to-date news and analysis of economic issues in the UK and globally.

www.theguardian.com/business/economics

Can taxes be avoided?

Why is discussing tax avoidance important for Year 10?

Exploring tax avoidance can help young people:

- Develop critical thinking skills:** They'll learn to analyse complex issues, evaluate different perspectives, and form their own informed opinions about tax and its role in society.
- Understand civic responsibility:** The lesson will foster a deeper understanding of their role as citizens and the importance of contributing to the common good.
- Become financially aware:** They'll gain a better understanding of the UK tax system, how it affects them, and the potential consequences of tax avoidance.



What will the lesson cover?

During this lesson, students will explore:

- Types of taxation in the UK:** We'll discuss various taxes, including income tax, National Insurance, VAT (Value Added Tax), corporation tax, and council tax.
- How tax revenue is used:** Students will learn how taxes fund essential public services, such as healthcare, education, infrastructure, and social welfare.
- What is tax avoidance?** We'll define tax avoidance and differentiate it from tax evasion, highlighting the legal and ethical implications of each.
- Methods of tax avoidance:** Students will explore common tax avoidance strategies used by individuals and corporations.
- The consequences of tax avoidance:** We'll discuss the economic and social impact of tax avoidance, including reduced public funding and increased inequality.
- Why people should pay tax:** We'll examine the arguments for paying taxes, emphasising the importance of contributing to society and supporting public services.

Further Reading

1.HMRC: The website of Her Majesty's Revenue and Customs provides information on tax avoidance schemes and their consequences.

¹ www.hmrc.gov.uk (Search for "tax avoidance" on their site) www.gov.uk

2.Tax Justice Network: This organisation campaigns against tax avoidance and promotes tax justice. Their website offers resources and research on the issue. www.taxjustice.net

3.Citizens Advice: This organisation provides free and impartial advice on tax and related issues, including information on tax avoidance and how to report it. www.citizensadvice.org.uk (Search for "tax avoidance" on their site)

What are the financial challenges faced by the local authority?



Why is learning about local government finance important for Year 10?

Understanding local government finance can help young people:

- **Become informed citizens:** They'll gain a better understanding of how local government operates, how decisions are made, and how it impacts their daily lives.
- **Engage with their community:** Knowledge of local government finance can empower them to participate in local decision-making processes and advocate for their community's needs.
- **Develop financial awareness:** They'll learn about the challenges of managing public funds and the trade-offs involved in allocating resources.

What will the lesson cover?

During this lesson, students will explore:

- **How local government is funded:** We'll discuss the various sources of funding for local authorities, including council tax, central government grants, business rates, and other income streams.
- **Spending priorities:** Students will learn how local authorities allocate their budgets to different services, such as education, social care, housing, transport, and environmental services.
- **Financial challenges:** We'll discuss the financial pressures facing local authorities, including budget cuts, rising demand for services, and the impact of economic downturns.
- **Making difficult choices:** Students will explore the challenges of balancing competing demands and making difficult decisions about resource allocation.
- **Local accountability:** We'll discuss the role of local councillors and the importance of transparency and accountability in local government finance.

Further Reading

1. **Local Government Association (LGA):** The LGA represents local authorities in England and Wales. Their website provides information on local government finance, policy issues, and best practice. www.local.gov.uk
2. **CIPFA (Chartered Institute of Public Finance and Accountancy):** CIPFA is the professional body for public finance professionals. Their website offers resources and guidance on local government finance. www.cipfa.org
3. **Your Local Council Website:** Each local council has its own website with information on its budget, spending plans, and financial reports.
Visit your local council's website for specific information about your area.

Should public services be privatised?



Why is discussing privatisation important for Year 10?

Exploring the privatisation debate can help young people:

- **Develop critical thinking skills:** They'll learn to analyse complex issues, evaluate different perspectives, and form their own informed opinions about the role of the state and the private sector.
- **Understand economic and social implications:** The lesson will foster a deeper understanding of how privatisation affects public services, the economy, and society as a whole.
- **Become informed citizens:** They'll gain a better understanding of the political landscape and the ongoing debate surrounding the provision of essential services.

What will the lesson cover?

During this lesson, students will explore:

- **History of privatisation in the UK:** We'll discuss the wave of privatisation that began in the 1980s, examining the reasons behind it and the key industries affected (e.g., telecommunications, energy, transport).
- **Impact of privatisation:** Students will analyse the consequences of privatisation, including changes in service quality, pricing, efficiency, and access.
- **Arguments for privatisation:** We'll explore the arguments in favour of privatisation, such as increased efficiency, competition, and innovation.
- **Arguments against privatisation:** Students will examine the criticisms of privatisation, including concerns about profit motives, reduced accountability, and potential for monopolies.
- **Nationalisation vs. privatisation:** We'll compare and contrast the advantages and disadvantages of both nationalisation (state ownership) and privatisation, encouraging students to consider different perspectives.

Further Reading

1.The Institute for Government: This independent think tank provides research and analysis on public policy, including privatisation and public service reform.

www.instituteforgovernment.org.uk

2.The Trades Union Congress (TUC): The TUC represents trade unions in the UK and often advocates against privatisation. Their website offers resources and perspectives on the impact of privatisation on workers and public services. www.tuc.org.uk

3.Full Fact: This independent fact-checking organisation provides impartial analysis of claims made about privatisation and other public policy issues.

www.fullfact.org

What is risk management?



Why is learning about risk management important for Year 10?

Exploring risk management can help young people:

- **Develop critical thinking skills:** They'll learn to analyse complex situations, evaluate evidence, and form their own conclusions about the effectiveness of risk management strategies.
- **Understand government decision-making:** The lesson will provide insights into the challenges faced by governments when dealing with uncertainty and potential threats.
- **Become informed citizens:** They'll gain a better understanding of how governments respond to crises and the factors that influence their decisions.

What will the lesson cover?

During this lesson, students will explore:

- **What is risk management?** We'll define risk management and discuss its key components, including risk identification, assessment, mitigation, and monitoring.
- **Government's role in risk management:** Students will learn about the government's responsibility to protect citizens from various risks, such as natural disasters, economic crises, and public health emergencies.
- **Case studies:** We'll examine real-world examples of government risk management, including:
 - **The Millennium Bug:** Analysing the government's response to the potential computer meltdown at the turn of the millennium.
 - **Nightingale Hospitals:** Evaluating the government's decision to build temporary hospitals during the COVID-19 pandemic.
- **Evaluating success and failure:** Students will critically assess the effectiveness of the government's risk management strategies in these case studies, considering factors such as preparedness, communication, and resource allocation.
- **Drawing conclusions:** They'll develop their own conclusions about the government's performance in managing risks and identify potential areas for improvement.

Further Reading for Parents and Teachers

Here are three UK-based web resources that provide further information on risk management and the case studies:

1. National Audit Office (NAO): The NAO scrutinises public spending and provides independent reports on government performance, including risk management.

www.nao.org.uk

2. The Institute for Risk Management: This professional body provides resources and guidance on risk management best practices. www.theirm.org

3. Government websites: Access government reports and publications related to the Millennium Bug and the COVID-19 pandemic response on the GOV.UK website. www.gov.uk

What role do you play in the future economy?



Why is discussing the UK economy important for Year 10?

Exploring this topic can help young people:

- **Become active citizens:** They'll gain a better understanding of the economy and how their individual choices can contribute to its success.
- **Develop financial awareness:** The lesson will foster a deeper understanding of economic concepts and how they relate to their personal finances and future career choices.
- **Understand their role in society:** They'll learn how their actions as consumers, workers, and entrepreneurs can influence the overall health of the UK economy.

What will the lesson cover?

During this lesson, students will explore:

- **Features of a healthy economy:** We'll discuss the key indicators of a strong economy, such as GDP growth, low unemployment, stable prices, and a healthy balance of trade.
- **The UK economy in 2020:** Students will analyse the current state of the UK economy, considering factors such as Brexit, global economic trends, and technological advancements.
- **Individual contributions to economic growth:** We'll explore how citizens can contribute to a thriving economy through:
 - **Consumer choices:** Making informed spending decisions, supporting local businesses, and being mindful of ethical consumption.
 - **Education and skills:** Investing in their education and skills development to enhance their employability and productivity.
 - **Entrepreneurship and innovation:** Exploring opportunities to start businesses, create jobs, and contribute to innovation.
 - **Civic engagement:** Participating in the democratic process, advocating for policies that support economic growth, and contributing to their communities.

Further Reading

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1. **Office for National Statistics (ONS):** The ONS provides official data and statistics on the UK economy, including GDP, inflation, and employment figures. www.ons.gov.uk
2. **HM Treasury:** The website of HM Treasury provides information on the government's economic policies and priorities. www.gov.uk/government/organisations/hm-treasury
3. **Resolution Foundation:** This independent think tank focuses on improving the living standards of low- and middle-income families. Their website offers research and analysis on the UK economy and its impact on different groups in society. www.resolutionfoundation.org

Half Term 6 – Community and responsibility

As our students progress through their education, it's vital that they develop a strong understanding of their role in both the physical and digital world. This year, we'll be focusing on critical issues that shape our society and the responsibilities we all share.



In an age of rapid technological advancement and increasing interconnectedness, it's essential that young people are equipped with the knowledge and skills to navigate complex issues. Our programme is designed to foster critical thinking, ethical awareness, and a sense of responsibility in our students.

This half-term, we will be exploring the following key topics:

- **What are deep fakes and why are they harmful?** We will examine the impact of manipulated media and the importance of media literacy.
- **How can we use AI for good?** We will discuss the ethical implications of artificial intelligence and its potential for positive change.
- **What are scams, fraud and other financial harms?** We will educate students on the dangers of online and offline scams and how to protect themselves and others.
- **What are age-restricted sites and why are they important?** We will discuss the importance of online safety and the need to respect age restrictions.
- **What are the dangers of gambling and targeted advertising?** We will explore the risks associated with gambling and the ethical considerations of targeted advertising.

By addressing these topics, we aim to empower our students to become informed, responsible, and ethical members of their communities. We believe that this programme will provide them with the tools they need to make positive contributions to society.

What are deep fakes and why are they harmful?



In this session, we delve into the increasingly relevant topic of **deep fakes**. We aim to equip our Year 10 students with the knowledge and critical thinking skills necessary to understand what deep fakes are, how they are created, and the potential harm they can cause.

What are Deep Fakes?

Deep fakes are manipulated videos or other digital representations produced by sophisticated artificial intelligence. They often involve replacing one person's likeness with another, creating realistic but fabricated content. These manipulations can range from swapping faces in videos to generating entirely fabricated scenes.

How are Deep Fakes Made?

Deep fakes are created using advanced machine learning techniques, particularly deep learning algorithms. These algorithms are trained on vast amounts of data, such as images and videos, to learn how to manipulate and generate realistic content.

Why are Deep Fakes Harmful?

Deep fakes pose several significant risks:

- **Misinformation and Disinformation:** They can be used to spread false information and manipulate public opinion, undermining trust in media and institutions.
- **Reputation Damage:** They can be used to create fabricated videos that damage an individual's reputation or career.
- **Political Manipulation:** They can be used to create fake news and propaganda, influencing elections and political discourse.
- **Fraud and Scams:** They can be used to create fake videos that deceive people into giving away money or personal information.
- **Erosion of Trust:** They can erode trust in authentic media, making it difficult to distinguish between real and fake content.

How can we use AI for good?



In this session, we explore the potential of **artificial intelligence (AI)** to positively impact society. We aim to move beyond the often-negative portrayals of AI and focus on its potential to solve real-world problems and contribute to the greater good

What is AI for Good?

"AI for Good" refers to the use of artificial intelligence to address societal challenges and improve the lives of individuals and communities. This includes using AI to:

- Solve Complex Problems:** Tackle issues like climate change, poverty, and disease.
- Enhance Efficiency:** Improve processes in areas like healthcare, education, and transportation.
- Promote Accessibility:** Make technology more accessible to people with disabilities.
- Advance Research:** Accelerate scientific discovery and innovation.

Why is AI for Good Important?

As AI becomes more powerful and pervasive, it's crucial to ensure that it is used ethically and responsibly. By focusing on "AI for Good," we can:

- Harness AI's Potential:** Leverage AI's capabilities to create positive change.
- Mitigate Risks:** Address potential negative consequences of AI, such as bias and job displacement.
- Promote Equity:** Ensure that AI benefits all members of society, not just a select few.
- Inspire Innovation:** Encourage the development of AI applications that prioritise social good.

Examples of AI for Good:

- Healthcare:** AI is being used to develop new treatments, diagnose diseases, and personalise medicine.
- Environment:** AI is being used to monitor climate change, optimise energy use, and protect endangered species.
- Education:** AI is being used to create personalised learning experiences and provide feedback to students.
- Accessibility:** AI is being used to develop assistive technologies for people with disabilities.
- Disaster Relief:** AI is being used to predict and respond to natural disasters.

What are Scams, Fraud, and Other Financial Harms?



In this session, we focus on educating our Year 10 students about the dangers of **scams, fraud, and other financial harms**. We aim to equip them with the knowledge and skills to recognise, avoid, and report these threats, promoting financial literacy and responsible decision-making.

Financial Harms?

In this session, we focus on educating our Year 10 students about the dangers of **scams, fraud, and other financial harms**. We aim to equip them with the knowledge and skills to recognise, avoid, and report these threats, promoting financial literacy and responsible decision-making.

What are Scams, Fraud, and Other Financial Harms?

- Scams:** Deceptive schemes designed to trick individuals into providing personal information or money.
- Fraud:** Intentional deception for financial gain, often involving misrepresentation or false information.
- Other Financial Harms:** A broader range of activities that can cause financial loss, including identity theft, predatory lending, and financial exploitation.

Why is Understanding Financial Harm Important?

Developing awareness of these issues helps students to:

- Protect Themselves:** Avoid falling victim to scams, fraud, and other financial crimes.
- Make Informed Decisions:** Understand the risks involved in financial transactions and investments.
- Promote Financial Responsibility:** Develop healthy financial habits and manage their money effectively.
- Recognise Warning Signs:** Identify potential scams and fraudulent activities.
- Seek Help and Support:** Know where to turn for assistance if they encounter financial harm

Examples of Scams and Fraud:

- Phishing Emails:** Deceptive emails that attempt to trick individuals into revealing personal information.
- Investment Scams:** Fraudulent schemes that promise high returns with little or no risk.
- Identity Theft:** Stealing someone's personal information to commit fraud.
- Online Shopping Scams:** Fraudulent websites or sellers that take money without delivering goods.

What are Age-Restricted Sites and Why are They Important?



In this session, we focus on educating our Year 10 students about **age-restricted websites** and the importance of respecting age restrictions online. We aim to promote online safety, responsible internet use, and an understanding of the potential risks associated with accessing inappropriate content.

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What are Age-Restricted Sites?

Age-restricted websites are online platforms or content that are deemed unsuitable for individuals below a certain age. These restrictions are often in place to protect young people from content that may be harmful, inappropriate, or illegal. Examples include websites with adult content, gambling sites, and certain social media platforms.

Why are Age-Restricted Sites Important?

Age restrictions are put in place to:

- Protect Young People:** Shield them from content that may be psychologically damaging or inappropriate for their age group.
- Promote Healthy Development:** Ensure that young people are not exposed to content that could negatively impact their emotional or mental well-being.
- Prevent Illegal Activities:** Restrict access to content that may promote or facilitate illegal activities, such as underage gambling or the distribution of explicit material.
- Uphold Legal Standards:** Comply with laws and regulations that require age verification for certain types of online content.

Year 10 Half Term 6 –Careers



As the students conclude Year 10, their focus naturally begins to shift towards the crucial decisions that lie ahead. To support them in this pivotal transition, our careers education programme during

Half Term 6 is dedicated to providing the essential knowledge and practical skills they need to navigate their post-16 options with confidence and ambition.

This programme is designed to demystify the application processes and empower students to take ownership of their future pathways. By providing clear, practical guidance now, we aim to ensure they are fully prepared to make informed choices as they enter their final GCSE year.

Throughout this final half term, we will be focusing on the following key topics:

- Understanding Post-16 Pathways:** We will provide a comprehensive overview of the choices available after Year 11. This includes exploring academic routes like A-Levels, vocational and technical qualifications such as BTECs and the new T-Levels, and work-based learning through apprenticeships. The goal is to ensure every student can identify the path that best suits their skills, interests, and future aspirations.

- College Applications and Managing Admin:** This practical session will guide students through the college application process step-by-step. We will cover how to complete application forms effectively, the importance of meeting deadlines, and strategies for managing the administrative tasks involved. This lesson builds the key organisational skills essential for a successful transition.

- Apprenticeships and How to Find Them:** We will take a detailed look at apprenticeships as a valuable and rewarding career route. Students will learn how this 'earn while you learn' pathway works, the different levels available, and be shown how to use official government websites and other resources to search for and secure exciting apprenticeship opportunities.

- Writing a CV:** Students will learn how to create their first professional Curriculum Vitae (CV). This fundamental lesson will cover what information to include, how to structure it for maximum impact, and how to tailor it for different applications. This provides them with a vital tool for future college, apprenticeship, and job searches.

Understanding post 16 pathways



Navigating the landscape of education and training after GCSEs can feel complex, as there are more options available to young people than ever before. This crucial lesson is designed to provide a clear and comprehensive map of all the available routes, empowering students to make a positive and informed choice that is right for them.

Exploring the Main Pathways

The lesson will dedicate time to exploring each of the four main routes available after Year 11:

- **A-Levels (The Academic Route):** This is the traditional university-preparatory route. Students typically study three subjects they are passionate about in-depth for two years. A-Levels are assessed mainly through final exams and are ideal for students who enjoy academic study and have a clear idea of the subjects they might wish to pursue at university.
- **T-Levels (The Technical Route):** A newer, high-quality qualification equivalent to three A-Levels. T-Levels combine classroom learning with a substantial 45-day industry placement. This route is perfect for students who have a clear idea of the career sector they want to enter (e.g., Digital, Construction, Health, or Finance) and want to gain valuable, real-world work experience alongside their studies.
- **BTECs and other Vocational Qualifications (The Practical Route):** These qualifications are focused on developing practical skills and knowledge for a specific industry or job sector. Assessed primarily through coursework, projects, and practical tasks, they are ideal for students who prefer a more hands-on approach to learning. They are available in a wide range of subjects and are a well-respected route into university, an apprenticeship, or directly into employment.
- **Apprenticeships (The Work-Based Route):** An apprenticeship is a real job with a training component. Apprentices spend most of their week with an employer, earning a wage and learning on the job, with the rest of their time dedicated to study with a college or training provider. This is an excellent option for students who feel ready for the world of work and want to gain qualifications while earning money and building a career from day one.
- By the end of the lesson, students will be able to confidently compare these options and begin to map out a clear plan for their own future.

College applications and managing admin



For many students, the process of applying for college can seem daunting. This highly practical lesson is designed to remove the mystery and anxiety from the application process, breaking it down into simple, manageable steps. By equipping students with the right tools and knowledge, we build their confidence and develop the crucial organisational skills that are essential not just for this transition, but for their future careers.

What the Lesson Involves

This session is a hands-on workshop focused on the practical details of the application journey.

- **Deconstructing the Application Form:** We will work through a typical college application form, section by section. This includes everything from filling out personal details accurately to understanding how the school provides predicted grades and references. This ensures students know exactly what is required and where to find the information they need.
- **Crafting a Powerful Personal Statement:** The personal statement is often the most important part of an application. We will focus on how students can structure their statement to showcase their strengths, highlight their interest in their chosen subjects, and reflect on their skills and ambitions. Students will learn a simple formula for writing a compelling statement that stands out for the right reasons.
- **Mastering Deadlines and Timelines:** We will stress the critical importance of deadlines. More than that, we will teach students how to create their own application timeline, working backwards from key submission dates. This practical skill helps them manage their time effectively and avoid last-minute stress.
- **A Toolkit for Organisation:** To handle the administrative side, students will be given a simple "Application Tracker" checklist. This tool will help them keep track of which colleges they have applied to, the status of their applications, and any follow-up actions required, such as preparing for an interview or an audition.

BTEC's and vocational qualifications



It is essential that students and parents understand the modern value of vocational qualifications. Long gone are the days when these were seen as a 'lesser' option. Today, qualifications like BTECs are highly respected, career-focused routes that provide students with the practical skills and knowledge that universities and employers are actively looking for.

What the Lesson Involves

Our approach is to showcase the unique strengths of this pathway and how it aligns with the demands of the modern economy.

- **Understanding the "Hands-On" Approach:** We will explore how vocational courses are structured around 'learning by doing'. Unlike the traditional exam focus of A-Levels, these qualifications are primarily assessed through projects, practical assignments, and coursework created over the two years. This method of continuous assessment can reduce the pressure of final exams and allows students to develop and demonstrate their skills over time.
- **Exploring the Vast Range of Options:** We will highlight the incredible diversity of subjects available. Students are often amazed to learn they can study everything from Health and Social Care, Engineering, and Applied Science to Media Production, Sport, IT, Art and Design, and Business. This allows students to specialise in an area they are truly passionate about from day one.
- **Myth-Busting: The Path to University:** A key focus of this lesson is to demonstrate that vocational qualifications are a well-established route to higher education. We will explain how qualifications like BTECs carry UCAS points (the same system used for A-Levels) and are accepted by over 95% of UK universities, including many in the prestigious Russell Group. For many practical degree subjects, a relevant BTEC is considered excellent preparation.
- **Building Skills for the Workplace:** We will discuss why employers value these qualifications so highly. Students develop not only deep subject knowledge but also the essential 'soft skills' needed for any career, such as teamwork, problem-solving, project management, and communication, all through the course's practical, assignment-based structure.

Writing a CV



In today's competitive world, a professional and persuasive Curriculum Vitae (CV) is an essential tool. This fundamental lesson is designed to give every student the skills and confidence to create their own CV, providing them with their first piece of professional marketing material.

What the Lesson Involves

This is a practical, hands-on workshop where students will begin to draft their own CV.

- **Understanding the Purpose of a CV:** We start by explaining that a CV is a summary of their education, skills, and experiences. Its primary purpose is to capture an employer's interest and secure an interview. We will look at good and bad examples to help students understand what makes a CV effective.
- **The Key Sections of a CV:** We will break down the structure of a professional CV, ensuring students know what information to include in each section:
 - **Personal Details:** Name and professional contact information.
 - **Personal Statement:** A short, powerful paragraph at the top that summarises who they are, what they are looking for, and what they can offer.
 - **Education:** How to list their school and qualifications clearly, including their expected GCSEs.
 - **Experience:** This is a key focus. We will help students identify the valuable experience they already have, stressing that it includes much more than paid work. This covers work experience placements, volunteering, school responsibilities (like being a form representative or sports captain), and even participation in programmes like the Duke of Edinburgh's Award.
 - **Skills:** We will guide students to identify their own skills, such as IT proficiency, languages, communication, teamwork, and problem-solving.
- **The Golden Rule: Tailoring Your CV:** We will teach students the most important CV writing skill: tailoring the document for each specific application. They will learn how to read a job description or course outline, identify the key skills required, and then adapt their CV to highlight their most relevant experiences and abilities.