Personal Development

Curriculum Information

Year 7

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.

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.

Year 7 Overview

Half Term	Content
Half term 1	Personal Safety
Half term 2	Sex and Relationship Education
Half term 3	Healthy Bodies
Half term 4	Financial Education
Half term 5	Career
Half term 6	Digital Citizenship

Why Personal Safety in Year 7 - Half Term 1?

Starting secondary school can be a big transition for young people. The Personal Safety program in Year 7's first half term is designed to help your child:

- **Feel safe and secure** in their new environment.

- **Develop strategies for staying safe** online and offline.

- **Recognise and report bullying** or inappropriate behaviour.

- **Build resilience and confidence** in dealing with potentially risky situations.

- **Learn about healthy relationships** and positive interactions with peers.

What to Expect from the Personal Safety Program:

- Interactive lessons and activities that make learning engaging and fun.

- Opportunities to discuss real-life scenarios and develop coping mechanisms.

- Open communication between teachers and students to ensure your child feels comfortable asking questions and seeking help.

- We believe this program will equip students in your form with the knowledge and confidence to navigate the world safely and responsibly.

Sun and Water Safety

- **Why Sun and Water Safety?**

The beginning of the school year often coincides with warmer weather, encouraging outdoor activities. However, it's crucial for young people to understand the potential risks associated with sun exposure and water environments. By learning essential safety practices, students can enjoy these activities confidently and minimise the risk of injury.

What will you teach the students?

Our program will incorporate resources from trusted organizations like Greater Manchester Fire and Rescue Service (GMFRS) and the NHS to provide your child with comprehensive knowledge on:

Sun Safety: This includes understanding the effects of UV rays, sun protection techniques (sunscreen, hats, clothing), recognizing the signs of sunburn, and sunstroke prevention.

Water Safety: This covers recognising dangerous water environments (rivers, open water), what to do in an emergency, and the importance of adult supervision around water.

Signposting links and extra reading

•**Greater Manchester Fire and Rescue Service (GMFRS):** https://manchesterfire.gov.uk/ (Look for resources under "Water Safety" and "Sun Safety")

•**NHS Sun Safety Campaign:** https://www.nhs.uk/live-well/seasonal-health/sunscreen-and-sun-safety/

•**The Royal National Lifeboat Institution (RNLI):** https://rnli.org/safety (Look for resources under "Beach Safety" and "Children's Resources")

•**The Royal Society for the Prevention of Accidents (RoSPA):** https://www.rospa.com/leisure-water-safety/water

Road Safety

Why Road Safety?

Understanding road rules and responsible behaviour are crucial for young people as they navigate their surroundings, whether on foot, as cyclists, or passengers. This program aims to equip students in your form with the knowledge and skills to navigate roads safely and confidently.

What do we teach the students?

We've partnered with trusted organisations like Greater Manchester Fire and Rescue Service (GMFRS) and Greater Manchester Police (GMP) to provide comprehensive learning.

Pedestrian Safety: This includes crossing roads safely (using the Green Cross Code and traffic lights), understanding road signs and markings, and being aware of potential hazards.

•**E-Scooter Safety:** As e-scooters become increasingly common, students will learn about safe riding practices, age restrictions, and responsible use.

•**Seat Belt Safety:** We'll emphasise the importance of wearing seat belts correctly in all moving vehicles and the dangers of not doing so.

•**Safer Passenger Practices:** This covers good behaviour in moving vehicles, the importance of not distracting drivers, and being aware of potential dangers inside cars.

Signposting links and extra reading:

•**Greater Manchester Fire and Rescue Service (GMFRS):** https://manchesterfire.gov.uk/ (Look for resources under "Road Safety")

•**Greater Manchester Police (GMP):** https://www.gmp.police.uk/news/greater-manchester/news/news/2023/august/new-roads-policing-unit-pulls-into-bury/ (Look for resources under "Road Safety")

•**Think! Road Safety:** https://www.think.gov.uk/ (Government website with interactive resources)

•**Brake: The Road Safety Charity:** https://www.brake.org.uk/ (Offers educational resources and campaigns)

Rail Safety

Why Rail Safety?

Railways are vital transportation hubs, but they can also be dangerous environments if not approached with caution. Knowing how to interact safely with the railway network is crucial for young people. This program will equip students

with the knowledge and skills to navigate train stations and surroundings safely.

- **What do we teach the students?**

We've partnered with trusted organizations like Greater Manchester Fire and Rescue Service (GMFRS), Greater Manchester Police (GMP), and Network Rail to provide comprehensive learning. Students will learn about:

Train Crossings: This covers understanding different crossing types (level crossings, footbridges), following safety signals (lights, barriers), and the importance of looking both ways before crossing.

Station Safety: Students will learn about safe behaviour within stations, including staying away from platform edges, avoiding distractions (phones), and not running on platforms.

Electrisation Dangers: We'll emphasise the dangers of overhead power lines and trespassing on the railway tracks. This includes understanding the risks of electric shock and staying clear of all train equipment.

Trespassing Risks: Students will learn about the dangers of trespassing on railway lines, the potential legal consequences, and the importance of using designated pathways.

Signposting and extra reading.
- **Greater Manchester Fire and Rescue Service (GMFRS):** https://manchesterfire.gov.uk/ (Look for resources under "Rail Safety")
- **Greater Manchester Police (GMP):** https://www.gmp.police.uk/ (Search for "Rail Safety" resources)
- **Network Rail:** https://www.networkrail.co.uk/stories/educational-resources-for-children/
- **The British Transport Police:** https://www.btp.police.uk/cp/crime-prevention/btp/railway-crime/travel-safely-rail/

FGM

Why FGM Awareness?

- FGM is a harmful practice that can have devastating physical and emotional consequences for girls. While it's illegal in the UK, raising awareness is crucial for ensuring the safety of young women and girls in our community.

What do we teach the students?

- Our program will be delivered sensitively and appropriately for the age group. We will utilise resources from trusted organizations like The National FGM Centre (NFGM), Manchester Healthy Schools, and Forward UK to provide your child with:

Basic understanding of FGM: This includes what FGM is, the different procedures involved, and the legal status in the UK.

The impact of FGM: We will discuss the physical and emotional harm caused by FGM and the importance of seeking help.

Knowing where to get help: students will learn about confidential support services available for those at risk or affected by FGM.

Creating a Safe Space for Discussion:

- We understand this can be a sensitive topic. Our teachers will create a safe and supportive environment where your child can ask questions and learn without judgment

Signposting links and extra reading:

•**The National FGM Centre
(NFGM):** https://nationalfgmcentre.org.uk/ (Offers resources and a helpline)
•**Plan International
UK:** https://www.instagram.com/plan_uk/p/C3BBcsvxx0w/ (Information and resources on FGM)
•**NSPCC**: https://learning.nspcc.org.uk/child-abuse-and-neglect/fgm (Information and resources on FGM, including a helpline)

Working Together for a Safe Future:

By creating awareness and open communication, we can help to prevent FGM and ensure the safety and well-being of young women and girls in our community.

Fire Safety and Anti-Social Behaviour

Why Fire Safety and Anti-Social Behaviour?

These topics are crucial for young people to understand. Fire safety knowledge empowers your child to stay safe in their homes and surroundings, while understanding anti-social behaviour helps them navigate social situations responsibly. We've partnered with trusted organizations like Greater Manchester Fire and Rescue Service (GMFRS) and Greater Manchester Police (GMP) to provide comprehensive learning.

Fire Safety:

- **Understanding fire risks:** Students will learn about common fire hazards in the home and at school.

- **Escape planning:** We'll emphasise the importance of fire drills and creating a fire escape plan at home.

- **Fire safety actions:** Students will learn what to do in case of a fire, including calling 999 and safely exiting a building.

Anti-Social Behaviour:

- **Identifying anti-social behaviour:** This covers bullying, vandalism, and other disruptive actions.

- **The impact of anti-social behaviour:** We'll discuss how anti-social behaviour can affect others and create a negative environment.

- **Positive conflict resolution:** Students will learn strategies to handle disagreements and challenges in a respectful manner.

- **Interactive Learning and Trusted Resources:**

- These topics will be taught through engaging lessons, activities, and discussions. Additionally, students will have access to resources provided by GMFRS and GMP, featuring reliable information and visuals that reinforce key safety messages.

Signposting links and extra reading:

•**Greater Manchester Fire and Rescue Service (GMFRS):** https://manchesterfire.gov.uk/ (Offers fire safety resources and educational materials)

•**Greater Manchester Police (GMP):** https://www.gmp.police.uk/ (Search for "Anti-Social Behaviour" resources)

•**The National Fire Chiefs Council:** https://www.nationalfirechiefs.org.uk/ (Offers fire safety advice and resources)

•**The Anti-Bullying Alliance:** https://www.antibullyingalliance.org/ (Provides information and resources on bullying prevention)

Beewell Survey

This year, The East Manchester Academy (TEMA) is excited to participate in the **#Beewell** student wellbeing survey for Year 7 students.

What is the Beewell Survey?

Beewell is a confidential survey designed by young people, for young people. It asks questions about various aspects of your child's well-being, including:

- How they feel about school life
- Their social connections
- Their level of happiness and satisfaction
- Their experiences of bullying or discrimination (if any)

Who Runs the Beewell Survey?

- The Beewell program is run by a consortium of organizations dedicated to improving the well-being of young people in Greater Manchester. This includes schools, local authorities, and public health bodies.

Why Do We Participate?

- We believe student well-being is crucial for academic success and overall happiness. By participating in Beewell, we gain valuable insights into:
- How students are feeling at school
- Areas where we can improve student support
- The overall well-being of our Year 7 cohort

Benefits of Beewell for TEMA:

- The anonymous data collected through Beewell will help us:
- Develop targeted initiatives to improve student well-being
- Ensure a positive and inclusive learning environment for all
- Direct resources towards areas of greatest need

Participation and Confidentiality:

- Participation in the Beewell survey is completely voluntary for your child. They will have the opportunity to skip any questions they feel uncomfortable answering. All responses are anonymous, and individual student data cannot be identified.
- We appreciate your support in ensuring a positive and well-rounded school experience for students in your form

Half Term 2 - Sex and Relationship Education

Why We Teach Sex and Relationship Education

At East Manchester Academy, we believe that comprehensive Sex and Relationship Education (SRE) is vital for our students' well-being and development. The UK government and the PSHE Association share this view, highlighting the importance of SRE in equipping young people with the knowledge, skills, and values to form healthy and respectful relationships.

This Half Term

This half term, our Year 7 students will explore a range of topics designed to build a strong foundation for their understanding of relationships and sexuality. These include:

- **Committed, stable families:** Understanding the importance of strong family bonds and the role they play in a child's development.

- **Positive relationships for raising children:** Learning about healthy parenting practices and the impact they have on a child's emotional and social well-being.

- **Wider family relationships:** Exploring the diverse range of family structures and the significance of extended family and community connections.

- **Boundaries, privacy, and consent:** Developing an understanding of personal boundaries, the right to privacy, and the importance of seeking and respecting consent.

- **Conflict resolution:** Learning effective strategies for managing conflict peacefully and respectfully.

By covering these topics, we aim to empower our students to make informed choices, build strong relationships, and protect themselves from harm.

Committed Stable Families

Why We Teach About Committed, Stable Families
Understanding the importance of committed, stable families is a crucial part of year 7's personal development. This knowledge will help students build strong relationships, make informed decisions, and contribute positively to your community.

What do we teach the students?
During this lesson we'll explore a range of topics, including:
•**Family Structures:** Learning about different types of families, such as nuclear, extended, and single-parent families.
•**Benefits of Strong Families:** Understanding the positive impact that strong family bonds can have on your emotional, social, and academic well-being.
•**Building Strong Families:** Exploring strategies for building and maintaining healthy family relationships, such as effective communication, empathy, and respect.
•**Conflict Resolution:** Learning how to resolve conflicts peacefully and respectfully, both within your family and with others.

Sign posting links and extra reading
For more information on these topics, you can visit the following websites:
•**NHS:** https://www.nhs.uk/
•**Childline:** https://www.childline.org.uk/
•**Family Lives:** https://www.familylives.org.uk/

Positive Relationships for Raising Children

Why We Teach About Positive Relationships for Raising Children

Understanding the importance of positive relationships for raising children is a crucial skill for the future. By learning about the foundations of strong parent-child bonds, students will be better equipped to build healthy relationships with their own children and contribute to a positive society.

What Do We Teach?

Attachment and Bonding: We explore the significance of early attachment and bonding between parents and children, and how it influences a child's emotional and social development.

Communication: We discuss effective communication techniques, such as active listening, empathy, and respectful dialogue, and how they can strengthen family relationships.

Nurture: We delve into the importance of providing a nurturing environment for children, including physical, emotional, and intellectual support.

Long-Term Benefits to Children: We highlight the long-term benefits of positive parenting, such as increased self-esteem, better academic performance, and stronger social skills.

- **Signposting and Extra Reading**
- For more information on these topics, you can visit following websites:
- **NHS:** https://www.nhs.uk/
- **NSPCC:** https://www.nspcc.org.uk/
- **Parent Info:** https://parentinfo.org/

Family Diversity

Why We Teach About Wider Family Relationships
Understanding the diversity of family structures and the importance of wider family relationships is a crucial aspect of your personal development. By exploring these topics, students gain a broader perspective on family life and the role of family in society.

What Do We Teach?
•**Family Diversity:** We discuss the different types of families, such as nuclear, extended, single-parent, and blended families, and how family structures can vary across cultures and communities.

•**Values:** We explore the values that underpin strong family relationships, including love, respect, trust, and support.

•**Benefits of Wider Family Relationships:** We highlight the positive impact that wider family relationships can have on individuals, such as increased social support, emotional well-being, and a sense of belonging.

Signposting and Further Reading
For more information on these topics, you can visit the following websites:

•**NHS:** https://www.nhs.uk/
•**Family Lives:** https://www.familylives.org.uk/
•**The Proud Trust:** https://www.theproudtrust.org/

Boundaries, Privacy and Consent

Why We Teach About Boundaries, Privacy, and Consent
At TEMA, we believe it's crucial for our students to understand the importance of personal boundaries, privacy, and consent. By learning about these topics, students will be empowered to make informed decisions, protect themselves, and build healthy relationships.

What We Teach
•**Personal Space:** We teach students about the concept of personal space and the importance of respecting others' boundaries.

•**Physical, Emotional, and Social Boundaries:** We help students understand the different types of boundaries and how to set and maintain them.
•**Consent:** We define consent and emphasise the importance of obtaining and respecting consent in all situations.
•**Informed Consent:** We explore the concept of informed consent, which involves making decisions based on accurate information.
•**UN Rights of the Child:** We introduce the United Nations Convention on the Rights of the Child and how it relates to personal boundaries, privacy, and consent.

Signposting and Further Reading
For more information on these topics, you can visit the following websites:
•**Childline:** A confidential helpline for children and young people in the UK. They offer advice and support on a range of issues, including relationships, sexuality, and online safety.
   • Website: https://www.childline.org.uk/
•**Plan International:** A global organisation working to advance children's rights and equality for girls. They provide information and resources on a range of issues, including consent, body image, and online safety.
   • Website: https://plan-international.org/
•**NSPCC:** The NSPCC is the UK's leading children's charity, fighting for every child to be happy, confident, and empowered. They offer a range of resources and advice on child protection and safeguarding.
   • Website: https://www.nspcc.org.uk/

Conflict Resolution

Why We Teach Conflict Resolution

At TEMA, we believe it's important for our students to develop effective conflict resolution skills. By learning how to manage conflict peacefully, students can build stronger relationships, reduce stress, and create a more positive learning environment.

What We Teach

•**Communication:** We teach students effective communication skills, such as active listening, empathy, and assertive communication. These skills help students to express their needs and feelings clearly and respectfully.

•**Scripting Mediation:** We introduce students to scripting mediation, a structured approach to conflict resolution that involves identifying the problem, generating solutions, and reaching an agreement.

•**Problem-Solving:** We help students develop problem-solving skills, such as brainstorming, decision-making, and compromise. These skills enable students to find creative solutions to conflict.

•**Emotional Resilience:** We teach students how to manage their emotions effectively, such as recognising and regulating their feelings. Emotional resilience helps students to respond to conflict in a calm and rational manner.

Signposting and Further Reading

For more information on these topics, you can visit the following websites:

•**Childline:** A confidential helpline for children and young people in the UK. They offer advice and support on a range of issues, including relationships, sexuality, and online safety.
    •Website: https://www.childline.org.uk/

•**Family Lives:** A charity that offers practical advice and support for families across the UK. They provide resources and information on a variety of topics related to family life, including conflict resolution and communication skills.
    •Website: https://www.familylives.org.uk/

•**Mind:** A mental health charity in England and Wales. They offer information and support on a range of mental health issues, including stress, anxiety, and depression.
    •Website: https://www.mind.org.uk/

Ending Friendships

Why We Teach About Ending Friendships
Ending a friendship can be a difficult experience, but it's important to understand how to navigate these situations with kindness and respect. At TEMA, we help our students develop the skills to cope with the end of a friendship and move forward positively.

What We Teach

•**Healthy vs. Unhealthy Relationships:** We help students to identify the qualities of healthy and unhealthy friendships, such as mutual respect, trust, and support.
•**Navigating Change:** We discuss the importance of accepting change and adapting to new circumstances.
•**Scripting Mediation:** We teach students how to use scripting mediation to communicate their feelings and resolve conflicts peacefully.
•**Self-Care After a Friendship Ends:** We emphasise the importance of self-care, such as spending time with loved ones, practicing mindfulness, and engaging in hobbies.

Signposting and Further Reading
For more information on these topics, you can visit the following websites:
•**Childline:** A confidential helpline for children and young people in the UK. They offer advice and support on a range of issues, including relationships, sexuality, and online safety.
  •Website: https://www.childline.org.uk/
•**Young Minds:** A UK charity committed to improving the emotional wellbeing and mental health of young people. They offer information and support on a range of topics, including friendships and relationships.
  •Website: https://youngminds.org.uk/
•**NHS:** The NHS website offers information on emotional wellbeing and mental health, including tips for coping with difficult emotions.
  •Website: https://www.nhs.uk/

Why do we teach health and wellbeing in year 7?

Why We Teach Health and Wellbeing Education
At TEMA, we believe that health and wellbeing education is crucial for our students' overall development. It empowers them with the knowledge and skills they need to make informed decisions about their health, both physical and mental.

This Half Term
In Half Term 3, our Year 7 students will be exploring the following topics:

What is Puberty?
- Understanding the physical and emotional changes that occur during puberty.
- Recognising the normal variations in the timing of puberty.

How Does Puberty Affect Boys?
- Discussing physical changes, such as voice deepening, hair growth, and muscle development.
- Addressing emotional changes, including mood swings and increased self-consciousness.

How Does Puberty Affect Girls?
- Discussing physical changes, such as breast development, menstruation, and hair growth.
- Addressing emotional changes, including mood swings and increased self-consciousness.

Menstrual Hygiene
- Providing information on menstrual cycles, hygiene products, and managing menstrual symptoms.
- Addressing common myths and misconceptions about menstruation.

Puberty and Hygiene
- Emphasising the importance of good hygiene practices, such as regular showering and washing.
- Discussing the use of deodorant and antiperspirant.

First Sexual Feelings
- Exploring the development of sexual feelings and how to manage them healthily.
- Discussing the importance of healthy relationships and consent.

What is puberty?

What is Puberty?
Puberty is a natural process that all young people go through. It involves physical and emotional changes that lead to adulthood.

What We Teach

- **Growth Spurts:** We discuss the rapid growth in height and weight that occurs during puberty.

- **Muscles:** We explain how muscle mass increases in both boys and girls during puberty.

- **Hormones:** We introduce the concept of hormones and their role in physical and emotional changes, including:

    - **Ovaries (Girls):** We discuss the role of ovaries in producing hormones that regulate the menstrual cycle and other bodily functions.
    - **Testes (Boys):** We discuss the role of testes in producing hormones that regulate sperm production and other bodily functions.

- **Body Changes Are Normal:** We emphasize that everyone experiences puberty differently and that it's okay to have questions or concerns.

- **Respecting Others:** We discuss the importance of treating others with respect, regardless of their stage of development.

- **Privacy:** We highlight the importance of respecting everyone's privacy, especially during times of physical change.

Signposting and Further Reading

- For more information on puberty and related topics, you can visit the following websites:

- **NHS:** The official UK health service website provides reliable information on a variety of health topics, including puberty.
    - Website: https://www.nhs.uk/

- **Childline:** A confidential helpline for children and young people in the UK. They offer advice and support on a range of issues, including puberty and body changes.
    - Website: https://www.childline.org.uk/

- **Sex Education Forum:** A UK-based charity that provides comprehensive sex and relationships education. They offer resources and information on puberty and other related topics.
    - Website: https://www.sexeducationforum.org.uk/

How does puberty effect biological males?

Puberty is a natural process that all young people go through. For biological males, puberty involves a series of physical and emotional changes that lead to adulthood.

What We Teach
- **Growth Spurt:** A period of rapid height and weight gain.
- **Muscles:** Development of muscles, leading to a more muscular build.
- **Voice:** The voice box (larynx) grows, causing the voice to crack and eventually deepen.
- **Body Hair:** Growth of hair in the pubic area, underarms, and eventually on the face.
- **Genitals:** Growth and development of the penis and testicles. This might include the term "scrotum" for the sac that holds the testicles.
- **Wet Dreams:** Emissions of semen (fluid containing sperm) during sleep.
- **Erections:** The penis becoming firm and enlarged, often due to physical touch or sexual thoughts.
- **Mood Swings:** Changes in emotions and feelings, which can be related to hormonal fluctuations.
- **Sweating:** Increased sweating due to hormonal changes.
- **Acne:** Breakouts on the face, chest, and back due to increased oil production.

Signposting and Further Reading
For more information on puberty and related topics, you can visit the following websites:
- **NHS:** The official UK health service website provides reliable information on a variety of health topics, including puberty.
    - Website: https://www.nhs.uk/
- **Childline:** A confidential helpline for children and young people in the UK. They offer advice and support on a range of issues, including puberty and body changes.
    - Website: https://www.childline.org.uk/
- **Sex Education Forum:** A UK-based charity that provides comprehensive sex and relationships education. They offer resources and information on puberty and other related topics.
    - Website: https://www.sexeducationforum.org.uk/

How does puberty effect biological females?

Puberty is a natural process that all young people go through. For biological females, puberty involves a series of physical and emotional changes that lead to adulthood.

What We Teach

- **Development:**
    - Breast buds: Use this instead of "breasts" to introduce the initial stage of development.
    - Growth spurt: Explains the increase in height.
    - Body shape: This is more neutral than focusing on specific body parts.
    - Underarm hair:
    - Pubic hair:
- **Menstruation:**
    - Menstrual cycle: Explain the phases of the menstrual cycle, including menstruation, ovulation, and the follicular and luteal phases.
    - Menstrual products: Discuss different types of menstrual products, such as pads, tampons, and menstrual cups.
    - Period pain: Address the common experience of period pain and ways to manage it.
- **Mood Swings:** Changes in emotions and feelings, which can be related to hormonal fluctuations.
- **Acne:** Breakouts on the face, chest, and back due to increased oil production.

Signposting and Further Reading

For more information on puberty and related topics, you can visit the following websites:

- **NHS:** The official UK health service website provides reliable information a variety of health topics, including puberty.
    - Website: https://www.nhs.uk/
- **Childline:** A confidential helpline for children and young people in the UK. They offer advice and support on a range of issues, including puberty and body changes.
    - Website: https://www.childline.org.uk/
- **Sex Education Forum:** A UK-based charity that provides comprehensive sex and relationships education. They offer resources and information on puberty and other related topics.
    - Website: https://www.sexeducationforum.org.uk/

Menstrual Hygiene

Menstrual hygiene is an important part of overall health and wellbeing. It involves understanding the menstrual cycle and practicing good hygiene practices.

What We Teach

- **Menstrual Products:**
    - Disposable pads: These are absorbent pads that are worn externally.
    - Reusable pads: These are washable and reusable pads that can be a more sustainable option.
    - Tampons: These are inserted into the vagina to absorb menstrual flow.
    - Menstrual cups: These are reusable, bell-shaped cups that collect menstrual flow.
    - Period underwear: Special underwear designed to absorb menstrual flow.

- **Menstrual Hygiene Practices:**
    - **Cleanliness:** Washing the vulva with clean water and mild, unscented soap daily, especially during menstruation.
    - **Changing menstrual products regularly:** Every 4-8 hours or as needed to prevent leakage and odor.
    - **Proper disposal:** Wrapping used menstrual products in toilet paper and disposing of them in a bin (not flushed).

Signposting and Further Reading

- For more information on menstrual hygiene and related topics, you can visit the following websites:

- **NHS:** The official UK health service website provides reliable information on a variety of health topics, including menstrual health.
    - Website: https://www.nhs.uk/

- **Plan International:** A global organization working to advance children's rights and equality for girls. They provide information and resources on menstrual health and hygiene.
    - Website: https://www.plan-international.org/

- **Bloody Good Period:** A UK-based charity that aims to end period poverty and improve menstrual health. They provide information and resources on menstrual products, hygiene, and education.

- https://www.bloodygoodperiod.com/

Puberty and Hygiene

During puberty, young people experience significant physical changes. Maintaining good hygiene habits is essential for their health and well-being.

What We Teach

The Importance of Hygiene: We emphasise the importance of good hygiene in preventing body odour, acne, and infections.

Bathing and Showering: We encourage regular bathing or showering to remove dirt, sweat, and bacteria.

Face Care: We advise students to wash their face twice a day with a gentle cleanser to manage acne.

Deodorant and Antiperspirant: We explain how these products can help to control body odour.

Genital Hygiene: We teach students about the importance of gentle cleaning of the genital area with warm water and mild soap.

Hair Care: We discuss the importance of regular hair washing and using appropriate hair products.

Oral Hygiene: We emphasise the importance of brushing teeth twice a day and flossing daily to prevent tooth decay and gum disease.

Signposting and Further Reading

- For more information on puberty and hygiene, you can visit the following websites:
- **NHS:** The official UK health service website provides reliable information on a variety of health topics, including puberty and hygiene.
    - Website: https://www.nhs.uk/
- **Childline:** A confidential helpline for children and young people in the UK. They offer advice and support on a range of issues, including puberty and body changes.
    - Website: https://www.childline.org.uk/
- **Sex Education Forum:** A UK-based charity that provides comprehensive sex and relationships education. They offer resources and information on puberty and other related topics.
    - Website: https://www.sexeducationforum.org.uk/

First Sexual Feelings

It's normal for young people to experience sexual feelings as they go through puberty. Understanding these feelings is important for their emotional health and well-being.

What We Teach

- **Attraction and Crushes:** We explain that it's normal to feel attracted to others and to have crushes.

- **Normalcy:** We reassure students that these feelings are a natural part of growing up.

- **Healthy Relationships:** We discuss the importance of healthy relationships based on respect, consent, and understanding.

- **Body Image:** We promote positive body image and self-acceptance.

By addressing these topics, we aim to help students develop a positive and healthy attitude towards sexuality.

Signposting and Further Reading

•**NHS:** The official UK health service website provides reliable information on a variety of health topics, including sexual health and relationships.

•Website: https://www.nhs.uk/

•**Childline:** A confidential helpline for children and young people in the UK. They offer advice and support on a range of issues, including relationships, sexuality, and online safety.

•Website: https://www.childline.org.uk/

•**Sex Education Forum:** A UK-based charity that provides comprehensive sex and relationships education. They offer resources and information on puberty and other related topics.

•Website: https://www.sexeducationforum.org.uk/

Why do we teach financial education in year 7?

Why Financial Education for Year 7?
We believe that teaching financial education to Year 7 students is crucial for several reasons:

Early Foundation: Introducing financial concepts at a young age helps students develop a strong financial foundation. This early learning can have a positive impact on their future financial decisions.

Building Confidence: Learning about budgeting, saving, and making smart choices empowers students and builds their confidence in managing money.

Developing Life Skills: Financial education equips students with essential life skills like planning, decision-making, and critical thinking, which are valuable beyond just managing money.

Preparing for the Future: The world is increasingly complex financially. By learning early on, students are better prepared for the challenges and opportunities they'll face as adults.

What we teach.

How can I plan for things?
•Students learn how to set financial goals, develop saving strategies, and create action plans.

How are payments changing?
•Students explore different forms of money, understand digital payment methods, and learn about the risks and benefits of each.

How can I use a bank account?
•Students learn how to open a bank account, use a debit card, and create a basic budget.

How do I plan a simple budget?
•Students learn to distinguish between needs and wants, and explore different budgeting tools and techniques.

How do I keep my money safe?
•Students learn about financial scams, cybersecurity, and how to protect their personal financial information.

How does money affect my feelings?
•Students explore the emotional impact of money and learn about the importance of financial well-being.

How can I plan for things?

this lesson focuses on helping students understand the importance of planning and saving money. It introduces key concepts like:

•**Pocket Money:** A regular amount of money given by a parent or guardian to a child. This can be used to learn about budgeting and responsible spending.

•**Earnings:** Money earned by completing chores or doing odd jobs. This teaches students the value of work and earning their own money.

•**Saving Goals:** Specific financial targets that students aim to achieve. These could include buying a new bike, a video game, or saving for a future trip.

- The lesson emphasises the importance of setting realistic saving goals, breaking down larger goals into smaller steps, and creating a plan to achieve them. Students may learn about different saving methods like piggy banks, savings accounts, and setting aside a portion of their pocket money or earnings for savings.

- **Supporting Websites:**

- **My Money** (mymoney.gov.uk): This government website offers information and resources to help people of all ages manage their money. They have a section specifically for young people, which includes information on saving, budgeting, and earning money.

- **The Young Person's Money Guide** (ypmg.org.uk): This website is run by a charity that provides financial education to young people. They have a variety of resources on saving, budgeting, and other financial topics.

- **NatWest MoneySense** https://natwest.mymoneysense.com/home/ NatWest MoneySense is a financial education programme from NatWest Bank. They offer a variety of resources for young people, including games, activities, and articles on saving, budgeting, and other financial topics.

How can I pay for things?

This lesson explores how the ways we pay for things are evolving. We'll discuss:

•**Cash:** Physical money in the form of notes and coins.

•**Cards:**

- **Debit Cards:** Linked to your bank account, allowing you to spend the money you have available.
- **Credit Cards:** Allow you to borrow money to make a purchase, which you then repay later, often with interest.

•**Contactless Payments:** Convenient and quick, using cards or devices with a contactless chip to pay by tapping them near a reader.

•**Online Payments:** Using websites or apps to pay for things electronically, such as when shopping online.

New Ways to Pay:

•**Mobile Wallets:** Apps on your phone that store your payment information (e.g., Apple Pay, Google Pay). You can use these to make contactless payments with your phone.

•**QR Codes:** Square-shaped codes scanned with your phone camera. Many businesses use them for quick and easy payments.

•**Biometric Payments:** Using unique physical characteristics like your fingerprint, face, or iris scan to authorise payments, adding an extra layer of security.

This lesson will help students understand the different payment methods available and how to use them safely and responsibly.

Supporting Websites:

•**Money Advice Service** (moneyadviceservice.org.uk): Offers impartial and unbiased money guidance for people in the UK.

•**Which?** (which.co.uk): Provides independent reviews and advice on a range of products and services, including financial products.

•**Citizens Advice** (citizensadvice.org.uk): Gives free, independent advice on a wide range of issues, including money and debt.

How can I use a bank account?

This lesson focuses on helping students understand the importance of budgeting. We'll explore key concepts like income, expenses, and savings, and learn how to create a simple budget to manage money effectively. Budgeting is a valuable life skill that can help students make informed financial decisions, achieve their goals, and build a strong foundation for future financial success.

Understanding Bank Accounts

•**What is a Bank?** A bank is a financial institution that provides various services, including keeping your money safe, offering loans, and allowing you to earn interest on your savings.

•**What is a Bank Account?** A bank account is a safe place to store your money. There are different types of accounts, such as current (checking) accounts for everyday spending and savings accounts for future goals.

•**Debit Cards:** A debit card is a plastic card linked to your checking account. You can use it to withdraw cash from ATMs or pay for goods and services directly from your account balance.

•**PIN (Personal Identification Number):** A PIN is a secret code you use to access your bank account, like when withdrawing cash or using your debit card. It's important to keep your PIN confidential and never share it with anyone!

•**Savings:** Saving is setting aside money for future use, like a new phone, a holiday, or unexpected expenses.

The Rise of Digital Banking:

•**Less Cash, More Digital:** These days, many people use debit cards and online banking instead of cash. This makes managing money easier and more convenient.

•**Mobile Banking:** With mobile banking, you can use your phone or tablet to check your account balance, make payments, transfer money, and more.

Keeping Your Money Safe

•**Protecting Your PIN:** Remember, never share your PIN with anyone!

•**Safeguarding Your Card:** Don't carry your debit card around unless you need it. If you lose your card, report it to the bank immediately.

•**Regular Review:** Regularly check your bank statements to ensure all transactions are authorised by you.

Online Banking Security:

•**Strong Passwords:** Create strong passwords that are difficult to guess. Don't use the same password for your bank account as other online accounts.

•**Beware of Phishing:** Phishing emails try to trick you into revealing personal information. Don't click on suspicious links or attachments in emails.

•**Secure Wi-Fi:** Only use secure Wi-Fi networks for online banking, especially when accessing your account details.

How do I plan a simple budget?

This lesson focuses on helping students understand the importance of budgeting. We'll explore key concepts like income, expenses, and savings, and learn how to create a simple budget to manage money effectively. Budgeting is a valuable life skill that can help students make informed financial decisions, achieve their goals, and build a strong foundation for future financial success.

Key Concepts:
•**Income:** Money you receive regularly, like pocket money, earnings from a part-time job, or gifts.
•**Expenses:** Money you spend, which can be categorised into:
- **Needs:** Essential items you must buy, such as food, clothes, transport, and school supplies.
- **Wants:** Things you'd like to have but don't necessarily need, like entertainment, hobbies, and treats.

•**Savings:** Setting aside money for future goals.
•**Planning:** Budgeting involves planning how you will spend and save your money to make sure you have enough for what matters to you.

Budgeting Tips for Students:
•**Track Your Spending:** Keep a record of how you spend your money for a week or two. This will help you understand where your money goes.
•**Create a Budget:** List your income and expected expenses (needs and wants).
•**Prioritise Needs:** Make sure you have enough money to cover essential expenses.
•**Reduce Spending:** Look for ways to cut back on non-essential spending. Maybe you can bring lunch from home instead of buying it every day.
•**Automate Savings:** Set up a regular transfer from your checking account to your savings account.
•**Review and Adjust:** Regularly review your budget and make adjustments as needed.
Budgeting Tools:
•**Spreadsheets:** Use spreadsheet programs like Microsoft Excel or Google Sheets to create and track your budget.
•**Budgeting Apps:** Many budgeting apps for smartphones can help you track spending, create a budget, and set saving goals.

Supporting Websites:
•**Money Advice Service** (moneyadviceservice.org.uk): Offers impartial and unbiased money guidance for people in the UK.
•**Which?** (which.co.uk): Provides independent reviews and advice on a range of products and services, including financial products.
•**Citizens Advice** (citizensadvice.org.uk): Gives free, independent advice on a wide range of issues, including money and debt.

How do I keep my money safe?

This lesson aims to equip students with essential skills to keep their money safe and make responsible financial decisions. We'll explore key concepts like avoiding loss, resisting temptation, and the importance of budgeting and saving. By understanding these concepts, students will learn to value their money, make informed spending choices, and build a strong financial foundation.

key Learning Points:

Avoiding Loss:
- Keeping money in a safe place at home.
- Not carrying excessive amounts of cash.
- Understanding the risks of losing money or having it stolen.

Resisting Temptation:
- Learning to resist the urge to spend impulsively.
- Distinguishing between needs and wants.

Budgeting:
- Planning how to spend and save money effectively.
- Tracking income and expenses.

Saving Goals:
- Setting short-term and long-term saving goals (e.g., saving for a new bike, a birthday gift for a friend, a holiday).

Comparing Prices:
- Learning to compare prices from different stores to find the best deals.

Avoiding Impulse Purchases:
- Understanding the impact of impulsive spending and developing strategies to resist it (e.g., waiting 24 hours before making a purchase).

Supporting Websites:

•**Money Advice Service** (moneyadviceservice.org.uk): Offers impartial and unbiased money guidance for people in the UK.

•**Which?** (which.co.uk): Provides independent reviews and advice on a range of products and services, including financial products.

•**Citizens Advice** (citizensadvice.org.uk): Gives free, independent advice on a wide range of issues, including money and debt.

How does money effect my feelings?

This lesson explores the emotional impact of money on students. We will discuss how money can influence our feelings and how to develop a healthy relationship with money.

Key Learning Points:

Emotions and Money:
- Understanding how money can affect emotions such as happiness, frustration, and anxiety.
- Recognizing that money is a tool, not the source of happiness.

Wants vs. Needs:
- Differentiating between wants (things we desire but don't necessarily need) and needs (essential items like food, shelter, and clothing).

Comparison:
- Addressing the negative impact of comparing oneself to others based on material possessions.
- Emphasizing that happiness comes from within, not from external comparisons.

Frustration:
- Acknowledging and managing feelings of frustration when unable to afford something desired.
- Exploring healthy coping mechanisms for dealing with these emotions.

Gratitude:
- Practicing gratitude for what we have, rather than focusing on what we lack.

Saving:
- Understanding how saving money can provide a sense of security and reduce financial stress.

Supporting Websites:

- **Money Advice Service** (moneyadviceservice.org.uk): Offers impartial and unbiased money guidance for people in the UK.
- **Young Minds** (youngminds.org.uk): Provides information and support on mental health and emotional wellbeing for young people.

Why do we teach careers during HT5 in year 7?

Introduction: Building Foundations for Future Success
In Year 7, half term 5, we introduce students to the world of careers and future possibilities. This might seem early, but it's the perfect time to spark curiosity and lay the groundwork for informed decision-making later in their academic lives. We aim to:

•**Broaden Horizons:** Introduce students to a wide range of career paths and industries, helping them understand the diverse opportunities available.

•**Develop Essential Skills:** Focus on building transferable skills like initiative, creativity, problem-solving, and resourcefulness – all vital for success in any career.

•**Foster an Enterprising Mindset:** Encourage students to think creatively, identify opportunities, and approach challenges with a solution-oriented mindset.

•**Promote Self-Awareness:** Help students explore their interests, strengths, and values, laying the foundation for understanding what they might enjoy and excel at in the future.

•**Introduce Financial Literacy:** Begin building an understanding of money management, financial security, and the importance of negotiating salaries and benefits.

By introducing these concepts early, we empower students to start thinking about their future, set meaningful goals, and develop the skills they need to achieve them. This booklet will provide you with a detailed overview of the content covered in our careers sessions, including the use of SMART goals, understanding entrepreneurship, and building self-confidence. We're excited to partner with you in supporting your child's personal and career development journey.

What are your dreams and goals?

In this engaging and interactive session, Year 7 students begin their journey of self-discovery and future planning by exploring their dreams and setting meaningful goals. We believe it's crucial to encourage students to think about their aspirations early, providing them with the tools to take ownership of their learning and future paths.

Key Objectives:

- **Inspire Vision:** To encourage students to think creatively about their future possibilities and identify their dreams and aspirations.

- **Introduce Goal Setting:** To teach the importance of setting goals as a roadmap to achieving their dreams.

- **Develop SMART Goal Skills:** To equip students with a practical framework (SMART) for setting effective and achievable goals.

- **Promote Action and Perseverance:** To emphasize the importance of taking action, making progress, and celebrating successes.

The core of the lesson focuses on the SMART goal framework:

- **Specific:** What exactly do you want to achieve? (e.g., "Improve my reading skills" instead of "Do better in school.")

- **Measurable:** How will you know you're on track? (e.g., "Read one book per week" or "Increase my reading speed by 20 words per minute.")

- **Achievable:** Is it realistic given your time and resources? (e.g., Set a goal that challenges them but is still within reach.)

- **Relevant:** Does this goal matter to you? (e.g., Connect the goal to their interests or future aspirations.)

- **Time-bound:** When do you want to achieve it? (e.g., "By the end of the term" or "In three months.")

- **Why is this important?**

By introducing goal setting at this age, we help students develop:

- **Self-motivation and direction:** They learn to take initiative and become active participants in their own learning.

- **A sense of purpose:** They begin to connect their learning to their future aspirations.

- **Resilience and a growth mindset:** They learn that challenges are a part of the process and that progress comes from effort and perseverance.

What is Enterprising?

In this session, we introduce students to the concept of being enterprising, which is a crucial skill for success in both personal and professional life. We aim to help students understand that being enterprising is more than just starting a business; it's about developing a proactive, resourceful, and creative mindset.

Key Objectives:

- **Define Enterprising:** To introduce the core components of an enterprising mindset.

- **Develop Key Skills:** To highlight and explain the importance of initiative, creativity, problem-solving, innovation, opportunity recognition, and resourcefulness.

- **Encourage Application:** To inspire students to apply enterprising skills in their daily lives and future endeavors.

What is Enterprising?

- Being enterprising means having the drive and ability to:

- **Initiative:** Taking charge and starting things on your own. It's about being proactive and not waiting to be told what to do.

- **Creativity:** Coming up with new ideas and solutions. It's about thinking outside the box and finding unique approaches.

- **Problem-solving:** Finding ways to overcome challenges. It's about being resourceful and persistent in finding solutions.

- **Innovation:** Making something new or improved. It's about finding ways to make things better and more efficient.

- **Opportunity:** Recognizing and taking advantage of chances to do something good. It's about being aware of possibilities and taking action.

- **Resourcefulness:** Using what you have to make the most of a situation. It's about being adaptable and finding creative ways to use available resources.

Why is this important?

- Developing an enterprising mindset helps students to:

- **Become more independent and self-reliant.**

- **Approach challenges with confidence and creativity.**

- **Identify and seize opportunities for growth and development.**

- **Become valuable contributors in any setting.**

How do entrepreneurs solve problems?

In this session, we explore how entrepreneurs approach and solve problems, highlighting the skills and mindset needed to turn challenges into opportunities. We also introduce the concept of an entrepreneurial mindset and how it can be applied in various aspects of life.

Key Objectives:

- **Understand Entrepreneurial Problem-Solving:** To introduce the unique approach entrepreneurs take to solving problems.

- **Develop Key Skills:** To highlight and explain the importance of idea generation, problem identification, opportunity recognition, creative thinking, innovation, and finding solutions.

- **Introduce Entrepreneurial Mindset:** To define and explain the characteristics of an entrepreneurial mindset.

- **Connect to Real-World Examples:** To illustrate how these skills are applied through the Barclays Life Skills lesson.

How Entrepreneurs Solve Problems:

- Entrepreneurs approach problem-solving with a unique and proactive mindset. They typically:

- **Develop an Entrepreneurial Mindset:** This involves being adaptable, resilient, and open to new ideas. It's about seeing possibilities where others see obstacles.

- **Engage in Idea Generation:** They brainstorm and come up with multiple potential solutions to a problem.

- **Identify Problems Effectively:** They are skilled at recognising and defining problems clearly and accurately.

- **Recognise Opportunities:** They see problems as opportunities to create new products, services, or solutions.

- **Apply a Problem-Solving Approach:** This involves:
    - **Creative Thinking:** Thinking outside the box and finding innovative solutions.
    - **Innovation:** Developing new or improved products, services, or processes.
    - **Finding Solutions:** Implementing practical and effective solutions to address the problem.

Barclays Life Skills Lesson:

- This session incorporates the Barclays Life Skills lesson, providing students with real-world examples and practical activities to further understand and apply these concepts.

Why is this important?

- Understanding how entrepreneurs solve problems helps students to:

- **Develop critical thinking and problem-solving skills.**

- **Become more adaptable and resourceful.**

- **Recognise and seize opportunities.**

- **Foster a proactive and innovative mindset.**

Enterprising Project

this session culminates the learning from previous weeks by challenging students to apply their knowledge in a practical, hands-on project. Students will work in teams to develop and pitch an enterprising idea that addresses an issue within the school community. This project encourages creativity, teamwork, and the application of entrepreneurial skills.

Key Objectives:
•**Apply Previous Knowledge:** To use the skills and knowledge gained in previous sessions (initiative, creativity, problem-solving, innovation, opportunity recognition, resourcefulness).
•**Develop Project Management Skills:** To learn how to plan, organise, and execute a project within a set budget and timeframe.
•**Enhance Teamwork and Communication:** To work effectively in teams, delegate tasks, and communicate ideas clearly.
•**Foster Innovation and Problem-Solving:** To identify a real-world problem and develop a creative and practical solution.
The Enterprising Competition:
Students will participate in an "Enterprising Competition" where they will work in teams, representing their house, to develop a project idea. Each team will receive a £100 budget to support their project. The competition aims to:

•**Identify and Solve School Community Issues:** Students will identify a problem within the school community and develop a solution.
•**Promote Entrepreneurial Thinking:** Students will apply entrepreneurial skills to develop their project idea.
•**Encourage Creativity and Innovation:** Students will think outside the box to create unique and impactful projects.

Why is this important?
This project allows students to:
•**Consolidate their learning:** They will apply the skills and knowledge gained in previous sessions.
•**Develop practical skills:** They will learn how to manage a project, work in a team, and manage a budget.
•**Make a positive impact:** They will address real-world issues within their school community.

Useful Websites

1. Young Enterprise (young-enterprise.org.uk)
•**Focus:** UK-based organisation providing enterprise education programmes and resources for young people

2. Enterprise Nation (enterprisenation.com)
•**Focus:** UK-based community and resource hub for small businesses and entrepreneurs.

3. Mindset Works (mindsetworks.com)
•**Focus:** Research-based resources on growth mindset, learning, and development.

4. Big Life Journal (biglifejournal.com)
•**Focus:** Resources and tools for parents and educators to help children develop a growth mindset, resilience, and goal-setting skills.

5. The Parent Institute (parent-institute.com)
•**Focus:** Resources and advice for parents on various topics related to children's education and development.

6. Barclays LifeSkills (barclayslifeskills.com)
•**Focus:** UK-based platform providing free resources to help young people develop employability and life skills

7. National Careers Service (nationalcareers.service.gov.uk)
•**Focus:** UK government website providing information and guidance on careers, skills, and training.

8. The Duke of Edinburgh's Award (dukeofedinburghaward.org)
•**Focus:** UK-based youth awards programme that encourages personal development, community involvement, and skills development.

Why do we teach citizenship in year 7?

In an increasingly interconnected society, it's crucial for young people to develop a strong sense of their rights and responsibilities, understand how society functions, and learn how to participate positively within their communities. Our Citizenship lessons provide a safe and supportive space for students to explore these important themes and develop the skills necessary for critical thinking, respectful communication, and active engagement.

Throughout Year 7, we will be exploring a range of topics designed to lay a strong foundation for their journey as responsible citizens. These topics include:

- **Understanding Online Opportunities:** We will explore the positive aspects of being online, such as socialising and learning, as well as the diverse ways the internet is used in our daily lives (e.g. applying for a passport, registering to vote etc.).

- **What is Digital Citizenship?:** Students will learn about what it means to be a good digital citizen, focusing on their rights and responsibilities in the online world, including the importance of respectful communication and how to address situations where their rights are potentially breached (e.g. defamation, upholding our rights and what to do if they are breached).

- **What is Your Digital Footprint?:** We will delve into the concept of a digital footprint, helping students understand the traces they leave online (including a record of websites visited and social media activity) and the importance of considering their online activity and trace visibility (e.g. future employers, scammers etc.) and how online activity is used by companies to influence behaviour (targeted advertising).

- **The Difference Between the Online and Physical World:** This topic will encourage students to consider the similarities and differences between interacting online and in person, including how we present ourselves and the opportunities available in each space (opportunities online - curating the information we present).

- By engaging with these topics, our Year 7 students will begin to develop a deeper understanding of their place in the world and the skills needed to be thoughtful, engaged, and responsible members of both their local and global communities. We believe this curriculum will empower them to make informed decisions and contribute positively to society.

Understanding online opportunities

In this lesson, we'll be exploring the many positive things the internet has to offer. We will look at how being online allows us to connect with others through socialising with friends and family, no matter where they are. We will also discover how the internet is a fantastic tool for learning new things and expanding our knowledge on a huge range of subjects.

Beyond socialising and learning, we will also discuss the wide variety of practical ways we use the internet in our daily lives as we get older. This includes things like applying for important documents such as a passport, registering to vote in elections when we are old enough, accessing information and services from government agencies, and managing our finances through online banking.

This lesson aims to highlight the valuable opportunities that the internet provides, while also setting the stage for understanding how to navigate the online world safely and responsibly in future lessons.

- **UK Safer Internet Centre -:** This website provides a wealth of information, tips, and resources to help parents keep their children safe online. It covers various topics, including starting conversations about online safety, understanding parental controls, and advice on different online activities. https://saferinternet.org.uk/guide-and-resource/parents-and-carers
- **Internet Matters:** This is another excellent resource offering age-specific advice, guides on setting up parental controls on various devices and platforms, and information on tackling online issues children may face. They also provide conversation starters to help discuss online safety with children. https://www.internetmatters.org/
- **NSPCC - Online Safety:** The National Society for the Prevention of Cruelty to Children (NSPCC) offers comprehensive guidance for parents on online safety. https://www.nspcc.org.uk/keeping-children-safe/online-safety/

What is Digital Citizenship?

In this lesson, we will explore what it means to be a good digital citizen – essentially, how to be a responsible and respectful member of the online community. Just like in the physical world, we have both rights and responsibilities when we are online.

We will discuss the importance of communicating respectfully with others online, considering how our words and actions can impact those we interact with. This includes understanding how to avoid cyberbullying and how to engage in positive and constructive online conversations.

Furthermore, we will look at our rights in the digital world, such as the right to privacy and freedom of expression. We will also discuss what to do if we feel our rights have been breached online, for example, in situations involving defamation (when someone says untrue things about us online that damage our reputation). We will explore how to report issues and seek help when needed.

This lesson aims to empower students to understand their role in creating a positive online environment, where everyone feels safe and respected, and where they are aware of their rights and how to protect them.

1.**UK Safer Internet Centre - Digital Citizenship:** This page from the UK Safer Internet Centre specifically addresses digital citizenship. It offers advice and resources on topics like online reputation, respecting others online, and understanding digital rights. https://saferinternet.org.uk/advice-centre/young-people/digital-citizenship

2.**Internet Matters - Digital Citizenship:** Internet Matters provides a section dedicated to digital citizenship, offering guidance on various aspects such as online ethics, critical thinking online, and positive online behaviour. They have resources tailored for different age groups.
https://www.internetmatters.org/issues/digital-citizenship/

What is your Digital Footprint?

In this lesson, we will explore the idea of a "digital footprint" – the traces of our online activity. We will learn that everything we do online, from the websites we visit and the social media posts we share, to the comments we leave and the videos we watch, can leave a record. This includes things like the history of websites we've looked at and our activity on social media platforms.

We will discuss how important it is to be aware that these online traces are often visible and can be seen by others, sometimes long into the future. We will consider how this "trace visibility" might be important for things like future job applications, where potential employers might look at our online presence. We will also discuss the risks of scammers and how our digital footprint could potentially be used by them.

Finally, we will explore how companies use our online activity to try and influence our behaviour, for example, through targeted advertising that is based on the things we have looked at or searched for online. This lesson aims to help students understand that their online actions have consequences and that being mindful of their digital footprint is crucial for protecting their reputation and staying safe online.

•**Internet Matters - What is a digital footprint and how to manage yours:** This guide from Internet Matters provides a clear explanation of digital footprints for parents and offers practical tips on how to help their children understand and manage their own. It covers various aspects, including social media, online gaming, and search history. https://www.internetmatters.org/issues/online-reputation-and-digital-footprint/what-is-a-digital-footprint-and-how-to-manage-yours/

The Difference Between the Online and Physical World

In this lesson, we will be thinking about the similarities and differences between how we interact with others and the opportunities available to us both online and in the physical world around us.

We will discuss how we present ourselves in both spaces. For example, we might consider how we choose to dress and behave when we are with friends in person, compared to the kind of profile picture and information we share on social media. We will explore the idea that we sometimes "curate" the information we present online, meaning we carefully select what we want others to see.

We will also look at the different kinds of opportunities that exist online compared to those in the physical world. Online, we can connect with people across the globe, access vast amounts of information, and participate in virtual communities. In the physical world, we have face-to-face interactions, experience our local environment directly, and engage in activities in a tangible way.

This lesson aims to encourage students to think critically about the unique characteristics of both the online and physical worlds, helping them to understand how to navigate each effectively and to appreciate the different ways we connect, learn, and participate in society.

•**Internet Matters - Online vs Offline Life:** This page from Internet Matters discusses the balance between online and offline life for children. It offers advice on helping children understand the differences and how to maintain a healthy relationship with both. https://www.internetmatters.org/issues/online-vs-offline-life/