



# Personal Development

## Curriculum Information

### Year 9

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 any student'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 9'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, students 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 9 - Half Term 1?



## • Why Personal Safety Matters

Equipping students with personal safety knowledge empowers them to make informed choices and navigate potential risks. The topics covered – knife crime, grooming and coercion, county lines, drug trafficking, and life in prison – may seem daunting, but open communication is key.

## What Your Child Will Learn:

- **Knife Crime:** Understanding the dangers of carrying knives, legal consequences, and conflict resolution strategies.
- **Grooming and Coercion:** Recognising manipulative behaviour online and offline and learning how to stay safe.
- **County Lines:** Awareness of how county lines gangs operate and how to seek help if approached.
- **Drug Trafficking:** Understanding the harmful effects of drugs and the consequences of drug trafficking.
- **Life in Prison:** Gaining insight into the realities of prison life to deter involvement in criminal activity.

Here are some ways you can support student's learning:

- **Open Communication:** Encourage open conversations about the topics covered in class. Listen without judgment and address their concerns.
- **Role-Playing Scenarios:** Practice how to respond to challenging situations, such as peer pressure or online grooming.
- **Explore Resources Together:** Utilise the resources listed
- **Stay Informed:** Discuss news stories related to these topics to create a safe space for discussion.

# Knife Crime

Knife crime, unfortunately, is a significant concern in many communities, and Manchester is no exception. Here at The East Manchester Academy (TEMA), we believe it's crucial to equip Year 9 students with the knowledge and tools to stay safe.



## Understanding the Risks:

Students will explore the dangers of carrying knives, including:

**Legal consequences:** Just having a knife on them, even if they don't intend to hurt anyone, can land them in serious trouble with the law.

**Physical dangers:** Knives are incredibly dangerous weapons. Any fight involving a knife can quickly escalate and lead to life-threatening injuries.

**Conflict resolution strategies:** We'll teach students effective ways to calm situations down and avoid conflict altogether.

## Empowering Safe Choices:

By understanding the risks, students will be better equipped to:

- **Resist peer pressure:** We'll challenge the idea that carrying a knife keeps you safe.
- **Walk away from trouble:** Students will learn how to de-escalate situations and remove themselves from potentially dangerous situations.
- **Report concerns:** We'll encourage students to tell a trusted adult, whether a teacher, parent, or the police, if they know anything about knife crime.

## The Ben Kinsella Trust:

We'll be using materials from the Ben Kinsella Trust, a UK charity dedicated to reducing knife crime and its impact. The Trust has a range of resources specifically for young people and their parents.

Website: <https://benkinsella.org.uk/>

Knife Crime explainer video: Search for "The Ben Kinsella Trust - Knife Crime" on YouTube.



•**The Ben Kinsella Trust:** As mentioned previously, this charity provides a wealth of information. Their website includes downloadable resources, explainer videos like "The Ben Kinsella Trust - Knife Crime" on YouTube, and a dedicated Parents' Guide: <https://benkinsella.org.uk/>

•**The Zacchaeus Trust:** This charity focuses on preventing violence and supporting those affected by it. They offer resources and information for parents and carers specifically related to knife crime, including guidance on talking to your child about the dangers: <https://www.onewestminster.org.uk/directory/11838>.

•**The Stephen Lawrence Charitable Trust:** While their primary focus is racial justice, the Trust also offers resources on youth violence, including knife crime. Their website may have helpful guides or articles for parents: <https://stephenlawrenceday.org/>.

•**The Murray Trust:** This charity supports victims of violent crime and their families. While not directly focused on knife crime prevention, their website may offer resources on coping with violence or supporting a loved one affected by it: <https://dgmt.co.za/>.

THE BEN KINSELLA TRUST



# Grooming and Coercion

The internet and social media have become integral parts of young people's lives. While offering many benefits, these platforms also present potential risks, particularly from grooming and coercion. At The East Manchester Academy (TEMA), we believe it's crucial to equip Year 9 students with the knowledge and tools to stay safe online and offline.



## Understanding the Risks:

Students will learn about grooming and coercion:

- What it is:** Grooming involves building a relationship with a child or young person to gain their trust and eventually exploit them. Coercion is using threats or pressure to force someone to do something they don't want to do.
- How it happens:** Groomers can be strangers online or even people they know in person. They may use flattery, gifts, or promises to gain trust and manipulate victims.
- The dangers:** Grooming and coercion can lead to emotional abuse, online sexual exploitation, and even physical harm.

## Empowering Safe Choices:

By understanding these risks, students will be better equipped to:

- Identify red flags:** Students will learn to recognise signs of grooming and coercion, such as excessive attention, requests for personal information, and pressure to keep secrets.
- Protect their privacy:** We'll teach them safe online practices, such as guarding personal information and being cautious about who they interact with online.
- Seek help:** Students will be encouraged to talk to a trusted adult, if they feel uncomfortable or unsafe online or offline.



•**The National Society for the Prevention of Cruelty to Children (NSPCC):** Provides specific advice for parents on how to talk to their children about online safety, including grooming and coercion: [NSPCC Online Safety](#)

•**The Lucy Faithfull Foundation:** Offers resources and information for parents on recognizing the signs of grooming and online safety: Lucy Faithfull Foundation <https://www.lucyfaithfull.org.uk/>

•**Childline:** Offers support and advice for young people on online safety and grooming. They have a helpline, online chat, and information specifically for young people: [Childline](#)

•**Thinkuknow:** Provides educational resources and advice for young people on a range of online safety topics, including grooming and sexting: [Thinkuknow](#)

•**The Internet Watch Foundation (IWF):** Provides information about the dangers of online grooming and how to report suspected abuse: [The Internet Watch Foundation](#)

**THE  
LUCY FAITHFULL  
FOUNDATION**

Working to protect children



# County lines

County lines is a serious issue that can exploit young people and have devastating consequences. Here at The East Manchester Academy (TEMA), we believe it's crucial to equip Year 9 students with the knowledge and tools to stay safe.



## Understanding County Lines:

County lines involves gangs exploiting young people to transport drugs and money across city borders. Students will learn about:

**How it works:** Gangs often target vulnerable young people, grooming them with promises of money or status. They may use violence or threats to control their victims.

- **The dangers:** Young people involved in county lines are at risk of physical harm, exploitation, and even criminal charges.
- **The signs:** Students will learn to recognise red flags, such as unexplained absences from school, new possessions, or secretive behaviour.

## Empowering Safe Choices:

By understanding county lines, your child will be better equipped to:

- **Identify the risks:** Students will learn the tactics gangs use to recruit and control young people.
- **Develop assertive communication skills:** We'll teach them how to refuse pressure and say no to dangerous situations.
- **Seek help:** Students will be encouraged to report any concerns about county lines to a trusted adult, whether a teacher, parent, or the police.

- The National Crime Agency (NCA):** Provides a dedicated webpage with information about county lines, including how to identify the signs and how to report it:

<https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines>

- The Children's Society:** Offers support and resources for young people and families affected by exploitation, including county lines. While their website doesn't have a specific county lines section, their general resources can be helpful:

[https://www.childrenssociety.org.uk/?gad\\_source=1&gclid=Cj0KCQjw7ZO0BhDYARIsAFttkChwOIHI-CcAdQy\\_PsGkuVkd4qS1MoT-DCejXCelJnJSMVEshpGzeSUaAmC3EALw\\_wcB](https://www.childrenssociety.org.uk/?gad_source=1&gclid=Cj0KCQjw7ZO0BhDYARIsAFttkChwOIHI-CcAdQy_PsGkuVkd4qS1MoT-DCejXCelJnJSMVEshpGzeSUaAmC3EALw_wcB)

- The Missing People charity:** Provides a confidential helpline and resources for families concerned about a missing child, which can be a scenario in county lines:

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

- Fearless (UK):** A government website offering advice and support for young people on a range of issues, including exploitation: <https://www.fearless.org/>

# Trapped

Here at The East Manchester Academy (TEMA), we're committed to equipping Year 9 students with the knowledge and tools to stay safe from exploitation. As part of this, we'll be using the powerful video "County Lines" from the Trapped campaign by Programme Challenger

([https://www.programmechallenger.co.uk/public/what we do/](https://www.programmechallenger.co.uk/public/what_we_d_o/)).



## Why "Trapped" is a Great Teaching Tool:

- **Realistic Look:** "Trapped" shows county lines in a way that young people can relate to. It highlights the grooming tactics used and the dangers involved, sparking discussions and raising awareness.
- **Starting Conversations:** The video is a great way to get students talking openly. You can discuss the warning signs, offer support, and answer any questions they might have.

## What students Learn:

Through "Trapped," students will gain a better understanding of:

- **Grooming Tricks:** How gangs lure young people into county lines with promises of cash, mates, or excitement.
- **The Dangers Involved:** The physical and emotional dangers young people face when exploited by county lines gangs.
- **Warning Signs to Look Out For:** Unexplained absences from school, changes in behaviour, new possessions, or secretive communication can be red flags.

## Empowering students:

By watching "Trapped" and having a chat about it afterwards, students will be better equipped to:

- **Spot the Risks:** Recognise the tactics gangs use and avoid situations that could put them at risk.
- **Be More Assertive:** Learn to say no to pressure and make safe choices for themselves.
- **Seek Help:** Feel confident reaching out to a trusted adult, like a teacher, parent, or the police, if they feel pressured or unsafe.





**Challenger**

Tackling serious  
and organised  
crime **together**

**Children and  
vulnerable  
adults are being  
exploited to  
commit crime**

**Trapped? Find a way out**



**For more information and to  
watch our short films please visit**  
[www.programmechallenger.co.uk/trapped](http://www.programmechallenger.co.uk/trapped)

**To report concerns**

call the police on 101 or 999 in an emergency  
or alternatively call Crimestoppers  
on 0800 555 111



**Watch our short film**  
**#findawayout**



# Drug Trafficking

As part of our Year 9 personal development program, we will be covering drug trafficking. We understand this may seem like a complex topic, but open communication is crucial.



## Why Drug Trafficking Matters:

Drug trafficking has a significant impact on individuals, families, and communities across the UK. Understanding this issue allows students to:

- **Be Informed:** They will learn about the dangers of illegal drugs and their impact on health, both physically and mentally.
- **Develop Critical Thinking:** Students will explore the reasons why people become involved in drug trafficking and the consequences they face.
- **Make Informed Choices:** By understanding the risks, students will be better equipped to resist peer pressure and choose to stay safe from drugs.

## What Students Will Learn:

- **The Dangers of Drugs:** Students will learn about the different types of illegal drugs, their effects on the body and mind, and the potential for addiction.
- **The Impact of Drug Trafficking:** We will explore how drug trafficking can fuel violence, crime, and social problems in our communities.
- **Staying Safe:** Students will be encouraged to develop positive coping mechanisms and refusal skills to avoid drug use and involvement in drug-related activities.



## Gangs:

- **The National Crime Agency (NCA):** Provides information about gangs, including how they operate and the risks they pose to young people: <https://www.nationalcrimeagency.gov.uk/>
- **The Youth Endowment Fund:** Offers resources and information on preventing youth violence, including gang involvement: <https://youthendowmentfund.org.uk/>
- **The Anti-Bullying Alliance:** While their focus is bullying, they have a section on gangs and how they can be linked to bullying: <https://anti-bullyingalliance.org.uk/>
- **The BBC - Gangs:** A BBC explainer article on gangs in the UK: <https://www.bbc.co.uk/news/topics/cldy5n6xy02t>

## Drug Trafficking:

- **Talk To Frank:** This UK-based website provides factual, non-judgmental information about drugs, including the dangers of drug trafficking: <https://www.talktofrank.com/>
- **The National Crime Agency (NCA):** Offers information about drug trafficking, including the routes used and the impact on communities: <https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking>
- **The Home Office:** Provides information about the UK government's strategy to tackle drug trafficking: <https://publications.parliament.uk/pa/cm5804/cmselect/cmhaff/127/report.html>
- **Channel 4 - Drugs:** A Channel 4 documentary series exploring different aspects of the drug trade in the UK: <https://www.channel4.com/press/news/drugs-live-ecstasy-experiment>

# Lesson 6- Life in Prison

We are committed to giving our students a well-rounded education that equips them to make good choices. As part of our Year 9 personal development program, we'll be exploring the realities of life in prison. While this might seem like a tough topic, understanding the consequences of crime can be a powerful deterrent.



## Benefits of Understanding Life in Prison:

- **Making Good Choices:** By learning about the harsh realities of prison life, including limited freedom, strict routines, and potential violence, students will be less likely to get involved in risky or criminal behaviour.
- **Developing Empathy:** Exploring prison life fosters empathy for those caught in the criminal justice system. This encourages students to think about the consequences of their actions and the impact it has on others.
- **Informed Decisions:** Understanding the potential outcomes of bad choices allows students to make informed decisions that promote a safe and positive future.

## What Students Will Learn:

- **The Reality Behind Bars:** Students will learn about the daily routines, limitations of freedom, and potential dangers faced by those incarcerated.
- **The Impact on Families:** We'll explore the emotional and financial strain prison can cause families, promoting responsible choices.
- **Alternatives to Crime:** Students will be encouraged to explore positive ways to deal with challenges and achieve success.



## **Open Communication at Home:**

Discussing life in prison can be an opportunity for open communication between you and your child. Here's how you can get involved:

**Reinforce Positive Values:** Discuss the importance of honesty, respecting the law, and making responsible choices.

**Explore Challenges:** Talk about the challenges young people might face and positive strategies for coping with them.

**Provide Support:** Emphasise that you're there to support them and help them navigate life's difficulties.

## **Building a Brighter Future:**

By understanding the realities of life in prison, students can make informed choices that contribute to a positive future. TEMA is committed to fostering responsible citizens, and your support in open communication is crucial.

### **Note:**

We understand this topic may be sensitive for some families. If you have any concerns, please don't hesitate to contact the schools safeguarding team.



# Half Term 2 – Sex and Relationship Education



## Why is SRE Important for Year 9 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 9 students will be exploring the following topics:
- **Healthy Intimate Relationships:** Understanding the qualities of healthy relationships, such as trust, respect, consent, and communication.
- **Relationship Diversity:** Exploring different types of relationships and understanding the importance of equality and diversity.
- **Communication in Healthy Intimate Relationships:** Learning how to communicate effectively, express feelings, and resolve conflicts peacefully.
- **Sex and Health:** Understanding the physical and emotional aspects of sex, including sexual pleasure and intimacy.
- **STIs:** Learning about sexually transmitted infections, how they are transmitted, and how to prevent them.
- **Contraception:** Exploring different contraceptive methods, their effectiveness, and how to access them.

# Healthy Intimate Relationships



## Why is it Important to Teach About Healthy Intimate Relationships?

Understanding the qualities of healthy intimate relationships is crucial for young people's emotional wellbeing and future relationships. By exploring topics such as consent, communication, and respect, students can develop the skills to build strong, positive, and fulfilling relationships.

## What We Teach

### •Emotional Intimacy:

- Building trust and emotional connection
- Sharing feelings and experiences
- Empathizing with others

### •Physical Intimacy:

- Consent and boundaries
- Healthy touch and pleasure
- Safe sex practices

### •Healthy Sexual Relationships:

- Communication and negotiation
- Respect and equality
- Consent and its importance

### •Body Image and Self-Esteem:

- Positive body image
- Building self-confidence
- Challenging unrealistic beauty standards

### •Abuse:

- Recognizing signs of abuse (physical, emotional, sexual)
- Knowing how to seek help and support

### •Healthy Breakups:

- Dealing with heartbreak and disappointment
- Moving on and building new relationships



## Signposting and Information Links

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

- NHS: <https://www.nhs.uk/>
- FPA: <https://www.fpa.org.uk/>
- Relate: <https://www.relate.org.uk/>
- Childline: <https://www.childline.org.uk/>

# Relationship Diversity



## Why is it Important to Teach About Relationship Diversity?

Understanding the diversity of relationships is crucial for young people to develop empathy, respect, and tolerance for others. By exploring different types of relationships, students can challenge stereotypes, promote inclusivity, and build positive relationships with people from all walks of life.

## What We Teach

- **Romantic Relationships:** Involving love, intimacy, and emotional connection.
- **Platonic Relationships:** Friendships and other non-romantic relationships.
- **Same-sex Relationships:** Romantic or intimate partnerships between people of the same gender.
- **Heterosexual Relationships:** Romantic or intimate partnerships between people of different genders.

## Signposting and Information Links

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

- **Stonewall:** <https://www.stonewall.org.uk/>
- **Mermaids:** <https://www.mermaidsuk.org.uk/>
- **Relate:** <https://www.relate.org.uk/>



# Healthy Intimate Relationships



## Why is it Important to Teach About Healthy Intimate Relationships?

Understanding the qualities of healthy intimate relationships is crucial for young people's emotional wellbeing and future relationships. By exploring topics such as consent, communication, and respect, students can develop the skills to build strong, positive, and fulfilling relationships.

## What We Teach

### •Non-verbal Communication:

- The importance of body language, facial expressions, and tone of voice in communication.
- Understanding and interpreting non-verbal cues.

### •Needs vs. Wants:

- Differentiating between basic needs and personal desires.
- Balancing personal needs with the needs of others.

### •Boundaries:

- Setting and respecting personal boundaries.
- Recognizing and respecting the boundaries of others.
- Communicating boundaries clearly and assertively.

### •Consent:

- Understanding the meaning of consent and its importance in all relationships.
- Obtaining enthusiastic and ongoing consent.
- Respecting the right to say "no."

### •Active Listening:

- Paying full attention to the speaker.
- Avoiding distractions and interrupting.
- Asking clarifying questions and reflecting on what has been said.

## Signposting and Information Links

For more information, you can consult the following resources:

- NHS: <https://www.nhs.uk/>
- FPA: <https://www.fpa.org.uk/>
- Relate: <https://www.relate.org.uk/>
- Childline: <https://www.childline.org.uk/>
- NSPCC: <https://www.nspcc.org.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 physical, emotional, and social well-being. By understanding the importance of consent, communication, and safe sex practices, students can make informed decisions and protect themselves from harm.

## What We Teach

### •Pleasure within Sexual Relationships:

- Exploring the physical and emotional pleasure of sex.
- Understanding the importance of open communication about desires and preferences.
- The role of intimacy and trust in sexual relationships.

### •Consent:

- The importance of enthusiastic and ongoing consent.
- How to ask for and give consent.
- Recognizing and respecting boundaries.

### •Safe Sex Practices:

- Using condoms to prevent sexually transmitted infections (STIs) and unintended pregnancy.
- 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:

- NHS: <https://www.nhs.uk/>
- FPA: <https://www.fpa.org.uk/>
- Brook: <https://www.brook.org.uk/>
- Terrence Higgins Trust: <https://www.tht.org.uk/>



# Sexually Transmitted Infections



Understanding sexually transmitted infections (STIs) is essential for young people's sexual health. By learning about the different types of STIs, their symptoms, and how to prevent them, students can make informed decisions and protect themselves from harm.

- **What We Teach**

- **Bacterial STIs:**

- **Chlamydia:** Often asymptomatic, but can cause pain during urination, abnormal discharge, and pelvic inflammatory disease (PID) in women. Treated with antibiotics.
- **Gonorrhea:** Similar symptoms to chlamydia, but can also lead to more severe complications, including infertility. Treated with antibiotics.
- **Syphilis:** Can cause sores, rashes, and, if left untreated, serious health problems, including damage to the brain and nervous system. Treated with antibiotics.

- **Viral STIs:**

- **HIV:** Weakens the immune system, making individuals more susceptible to infections. Treated with antiretroviral therapy (ART).
- **Herpes:** Causes painful sores on the genitals or mouth. There is no cure, but antiviral medication can help manage symptoms.
- **HPV (Human Papillomavirus):** Can cause genital warts and certain types of cancer, including cervical cancer. Vaccines are available to prevent HPV infection.

- **Parasitic STIs:**

- **Pubic Lice (Crabs):** Small insects that live in pubic hair and cause itching. Treated with medicated creams or shampoos.
- **Scabies:** Tiny mites that burrow into the skin, causing intense itching. Treated with topical creams or oral medication.

## Signposting and Information Links

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

- **NHS:** <https://www.nhs.uk/>
- **FPA:** <https://www.fpa.org.uk/>
- **Brook:** <https://www.brook.org.uk/>
- **Terrence Higgins Trust:** <https://www.tht.org.uk/>



# Contraception



Understanding contraception is essential for young people to make informed decisions about their sexual health and future. By learning about the different types of contraception, their effectiveness, and how to access them, students can protect themselves from unintended pregnancies and sexually transmitted infections (STIs).

## What We Teach

### Hormonal Contraception:

- **Combined Pill:** Contains both oestrogen and progesterone hormones. Prevents ovulation, thickens cervical mucus, and thins the womb lining.
- **Progestogen-only Pill (Mini-pill):** Contains only progesterone hormone. Thickens cervical mucus and thins the womb lining.
- **Contraceptive Patch:** A small, adhesive patch that releases hormones into the bloodstream through the skin.
- **Contraceptive Injection:** A long-acting method that involves injecting hormones every 12 weeks.
- **Intrauterine Device (IUD):** A small, T-shaped device inserted into the womb to prevent pregnancy. Can be hormonal or non-hormonal.
- **Implant:** A small, flexible rod inserted under the skin of the upper arm that releases hormones to prevent pregnancy.

### Barrier Methods:

- **Condoms (Male and Female):** Physical barriers that prevent sperm from entering the vagina. They are the only method that protects against STIs.
- **Diaphragm:** A dome-shaped barrier that covers the cervix. It must be used with spermicide.

### Other Methods:

- **Natural Methods:** Rely on tracking fertility cycles to avoid intercourse during fertile periods. Less reliable than hormonal or barrier methods.

### Signposting and Information Links

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

- **NHS:** <https://www.nhs.uk/>
- **FPA:** <https://www.fpa.org.uk/>
- **Brook:** <https://www.brook.org.uk/>



# Half Term 3 – Health and Wellbeing



## Why is Continued Health and Wellbeing Education Important for Year 9?

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 9 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.

## What We Teach

This term, Year 9 students will explore the following topics:

- **Anxiety:** Understanding the symptoms, causes, and management strategies for anxiety.
- **Depression:** Recognising the signs of depression, the impact it can have on daily life, and seeking professional help.
- **Stress:** Identifying common stressors, coping mechanisms, and relaxation techniques.
- **Eating Disorders:** Learning about different types of eating disorders, their impact on physical and mental health, and seeking treatment.
- **Self-Harm:** Understanding the reasons behind self-harm and seeking help.
- **The Link Between Physical and Mental Wellbeing:** Exploring the connection between physical health, mental health, and overall wellbeing.



# What is Anxiety



## Why is it Important to Teach About Anxiety?

Anxiety is a common human emotion that everyone experiences to some degree. However, for some people, anxiety can become overwhelming and interfere with daily life. By teaching young people about anxiety, we can help them understand their feelings, develop healthy coping strategies, and seek help when needed.

## What We Teach

### •Understanding Anxiety:

- Defining anxiety and its different forms (e.g., generalised anxiety disorder, social anxiety, panic disorder)
- Exploring the normal range of anxiety and when it becomes problematic

### •Physical Symptoms of Anxiety:

- Rapid heartbeat
- Sweating
- Difficulty breathing
- Muscle tension
- Upset stomach
- Fatigue

### •Emotional Symptoms of Anxiety:

- Worry and excessive fear
- Difficulty concentrating
- Irritability
- Restlessness
- Feeling overwhelmed or "on edge"

### •Coping Mechanisms:

- Relaxation Techniques:** Deep breathing, mindfulness, and meditation
- Healthy Lifestyle Habits:** Regular exercise, a balanced diet, and sufficient sleep
- Time Management:** Breaking down tasks into smaller, manageable steps
- Positive Thinking:** Challenging negative thoughts and replacing them with positive ones
- Seeking Support:** Talking to friends, family, or a mental health professional

# What is Depression?



## **Why is it Important to Teach About Depression?**

Depression is a common mental health condition that can affect anyone, regardless of age or background. By understanding the signs and symptoms of depression, young people can recognise when they or someone they know may need help

## **What We Teach**

### **Understanding Depression:**

- Defining depression as a serious mental health condition characterised by persistent sadness, hopelessness, and a loss of interest in activities.
- Exploring the different types of depression, including major depressive disorder, persistent depressive disorder (dysthymia), and bipolar disorder.

### **Physical Symptoms of Depression:**

- Fatigue and low energy
- Changes in appetite (increased or decreased)
- Sleep disturbances (insomnia or hypersomnia)
- Physical aches and pains

### **Emotional Symptoms of Depression:**

- Persistent sadness or low mood
- Feelings of hopelessness, worthlessness, or guilt
- Loss of interest or pleasure in activities
- Difficulty concentrating, remembering, or making decisions
- Irritability
- Suicidal thoughts or attempts

### **Cognitive Symptoms of Depression:**

- Negative thinking patterns
- Difficulty making decisions
- Pessimism

### **Seeking Help:**

- Encouraging students to reach out to a trusted adult, such as a parent, teacher, or counsellor.
- Providing information about mental health services and helplines, such as Mind, Samaritans, and Young Minds.

# What is Stress?

## Why is it Important to Teach About Stress?

Stress is a common human experience, and understanding how to manage it is crucial for overall well-being. By learning about the causes, symptoms, and coping strategies for stress, young people can develop healthy habits to reduce stress and improve their quality of life.



## What We Teach

### Understanding Stress:

- Defining stress as a natural response to pressure or challenges.
- Exploring the body's "fight or flight" response to stress.

### Common Causes of Stress:

- Academic pressures
- Family issues
- Social situations
- Life changes (e.g., moving, starting a new school)

### Physical Symptoms of Stress:

- Headaches
- Muscle tension
- Fatigue
- Upset stomach
- Changes in appetite or sleep patterns

### Emotional Symptoms of Stress:

- Irritability
- Anxiety
- Difficulty concentrating
- Feeling overwhelmed or hopeless

### Coping Strategies:

- **Healthy Lifestyle Habits:** Regular exercise, a balanced diet, and sufficient sleep
- **Relaxation Techniques:** Deep breathing, mindfulness, and meditation
- **Time Management:** Prioritizing tasks and setting realistic goals
- **Stress-Relief Activities:** Hobbies, spending time with loved ones, and engaging in creative pursuits
- **Seeking Support:** Talking to friends, family, or a mental health professional

# What is an Eating Disorder?



## **Why is it Important to Teach About Eating Disorders?**

Eating disorders are serious mental health conditions that can have significant physical and emotional consequences. By understanding the signs and symptoms of eating disorders, young people can recognise when they or someone they know may need help.

## **What We Teach**

### **•Understanding Eating Disorders:**

- Defining eating disorders as serious mental health conditions that involve unhealthy eating habits and distorted body image.
- Exploring different types of eating disorders, including anorexia nervosa, bulimia nervosa, binge-eating disorder, and other specified feeding or eating disorder (OSFED).

### **•The Cycle of an Eating Disorder:**

- Restrictive eating or purging behaviours
- Feelings of guilt, shame, or anxiety
- A distorted body image and negative self-talk

### **•Physical Symptoms of Eating Disorders:**

- Weight loss or gain
- Fatigue
- Digestive problems
- Hair loss
- Irregular periods
- Weakened immune system

### **•Emotional Symptoms of Eating Disorders:**

- Low self-esteem
- Anxiety and depression
- Social withdrawal
- Perfectionism



# What is Self-Harm?



## Why is it Important to Teach About Self-Harm?

Understanding self-harm can help young people recognise the signs and seek help when needed. By learning about the reasons behind self-harm and the available support, we can encourage open conversations and reduce the stigma surrounding this issue.

## What We Teach

### • Understanding Self-Harm:

- Defining self-harm as intentionally injuring oneself, often as a way to cope with intense emotional pain.
- Exploring common methods of self-harm, such as cutting, burning, overdosing, or hitting oneself.

### • Reasons for Self-Harm:

- Emotional distress and pain
- Difficulty coping with emotions
- Feeling overwhelmed or hopeless
- Seeking relief from emotional pain
- A way to express emotions that feel too difficult to communicate verbally
- A coping mechanism for trauma or abuse

### • The Impact of Self-Harm:

- Physical injuries, including scars, infections, and nerve damage
- Emotional distress, such as anxiety, depression, and low self-esteem
- Difficulty forming and maintaining relationships
- Increased risk of suicide

### • Seeking Help:

- Encouraging open communication with trusted adults, such as parents, teachers, or counsellors.
- Providing information about mental health services and helplines, such as Mind, Samaritans, and Young Minds.
- Emphasising the importance of seeking professional help to address underlying emotional issues and develop healthier coping mechanisms

# What is the link between physical and mental wellbeing?



## Why is it Important to Teach About the Link Between Physical and Mental Wellbeing?

Understanding the connection between physical and mental health is crucial for overall well-being. By exploring this link, young people can learn how to take care of both their bodies and minds.

## What We Teach

### The Mind-Body Connection:

- The bidirectional relationship between physical and mental health, meaning that they influence each other.
- How physical health can impact mental health:
  - Regular exercise can boost mood, reduce stress, and improve sleep.
  - A balanced diet can provide essential nutrients for brain health.
  - Adequate sleep can enhance cognitive function, emotional regulation, and overall well-being.
- How mental health can impact physical health:
  - Chronic stress can weaken the immune system, leading to increased susceptibility to illness.
  - Anxiety and depression can manifest in physical symptoms, such as headaches, stomach-aches, and fatigue.

### The Importance of Physical Activity:

- The benefits of different types of physical activity, including aerobic exercise, strength training, and flexibility exercises.
- The impact of physical activity on mood, energy levels, and self-esteem.

### The Impact of Diet on Mental Health:

- The role of nutrients like omega-3 fatty acids, vitamins, and minerals in brain health.
- The effects of a poor diet on mood, concentration, and energy levels.
- The importance of hydration for cognitive function and overall well-being.

### The Role of Sleep:

- The optimal amount of sleep for different age groups.
- The impact of sleep deprivation on mood, concentration, and decision-making.
- Tips for improving sleep hygiene, such as establishing a regular sleep schedule, creating a relaxing bedtime routine, and avoiding screens before bed.

### Stress Management Techniques:

- Mindfulness and meditation techniques to reduce stress and anxiety.
- Progressive muscle relaxation to relieve tension and improve sleep.
- Deep breathing exercises to calm the nervous system and reduce stress.
- Time management techniques to reduce feelings of overwhelm.
- Social support and seeking help from trusted individuals.

# Half Term 4 – Financial Education



In today's world, understanding personal finance is a crucial life skill. That's why we've dedicated time in half term 4 to focus on financial education for our Year 9 students. This program aims to equip them with the knowledge and tools they need to make informed financial decisions now and in the future.

## Benefits for Year 9 Students

At this age, young people are starting to gain more independence and may be:

- **Earning money** through part-time jobs or allowances.
- **Making spending choices** on clothes, entertainment, and social activities.
- **Thinking about future goals** like further education or travel.

By introducing financial concepts now, we can help them develop responsible habits early on and avoid common pitfalls.

## A Glimpse into the Lessons

During this half term, students will explore key topics including:

**How can I understand credit and debt?** We'll explore the different types of credit, how interest works, and the importance of responsible borrowing. Students will learn to differentiate between good and bad debt, understand credit scores, and learn strategies for managing debt effectively.

**How do I keep my finances secure?** This lesson focuses on online safety, protecting personal information, and recognising common scams. Students will learn how to create strong passwords, identify phishing attempts, and keep their financial details secure.

**How do I stay in control of my money?** Students will learn practical skills for managing their money, including budgeting, saving, and tracking expenses. They'll explore different budgeting methods, set financial goals, and learn how to make informed spending choices.

**What are my consumer rights?** This lesson covers consumer rights and responsibilities when buying goods and services. Students will learn about warranties, returns, and how to resolve consumer disputes.

**Why might I need insurance?** We'll discuss the purpose of insurance and explore different types, such as car, home, and travel insurance. Students will understand how insurance works and why it's important to have protection against unexpected events.

**What are the dangers of loan sharks?** This crucial lesson highlights the risks of borrowing from illegal lenders. Students will learn how to identify loan sharks, understand the consequences of high-interest loans, and where to find safe and affordable alternatives.

By engaging with these topics, students will gain valuable insights into the financial world and develop essential skills for managing their money effectively.

# What is Income Tax?



## Why is learning about income tax important for Year 9?

While Year 9 students won't be paying income tax yet, understanding this system early on can help them:

- Develop financial awareness:** They'll gain a better understanding of where their money goes and how it contributes to society.
- Prepare for the future:** As they approach working age, they'll be better equipped to understand their payslips and manage their finances.
- Become informed citizens:** Learning about taxation fosters an understanding of civic responsibility and how government revenue is generated.

## Understanding Income Tax: A Key Lesson for Year 9

In this half term, we're dedicating a lesson to exploring income tax with our Year 9 students. This is a crucial topic as it helps them understand how tax contributes to funding essential public services and how it will affect their future earnings.

## Why is learning about income tax important for Year 9?

While most Year 9 students won't be paying income tax yet, understanding this system early on can help them:

- Develop financial awareness:** They'll gain a better understanding of where their money goes and how it contributes to society.
- Prepare for the future:** As they approach working age, they'll be better equipped to understand their payslips and manage their finances.
- Become informed citizens:** Learning about taxation fosters an understanding of civic responsibility and how government revenue is generated.

## What will the lesson cover?

During this lesson, students will explore:

- What is income tax?** We'll explain the basic principles of income tax, including who pays it, how it's calculated, and what it funds (e.g., healthcare, education, infrastructure).
- Different types of income:** Students will learn about various income sources that may be taxed, such as employment income, self-employment income, and investment income.
- Tax allowances and thresholds:** We'll discuss the concept of Personal Allowance and how it affects the amount of tax paid.
- PAYE (Pay As You Earn):** Students will learn how income tax is deducted from wages and salaries through the PAYE system.
- National Insurance contributions:** We'll explain how National Insurance differs from income tax and what benefits it provides.

## Further Reading

**GOV.UK:** The official government website offers comprehensive information on tax, including guides for individuals and businesses. [www.gov.uk/income-tax](http://www.gov.uk/income-tax)

**1.HMRC:** The website of Her Majesty's Revenue and Customs provides detailed guidance on all aspects of taxation. [www.hmrc.gov.uk](http://www.hmrc.gov.uk)

**2.MoneyHelper:** This website offers free and impartial advice on money matters, including ta



# How do I understand a payslip?



## Why is learning about payslips important for Year 9?

Understanding payslips empowers young people to:

- Take control of their finances:** By understanding their earnings and deductions, they can better manage their money and plan for future expenses.
- Know their rights:** They'll be able to identify any discrepancies or errors in their pay, ensuring they receive their entitled earnings.
- Make informed decisions:** Knowledge of payslips will help them compare job offers and understand the financial implications of different employment options.

## What will the lesson cover?

During this lesson, students will learn how to:

- Identify key components:** We'll break down the different sections of a payslip, including personal information, pay details, tax deductions, National Insurance contributions, and other deductions (e.g., pension contributions, student loan repayments).
- Understand gross pay vs. net pay:** Students will learn the difference between gross pay (earnings before deductions) and net pay (take-home pay).
- Calculate tax and National Insurance:** We'll explain how income tax and National Insurance contributions are calculated based on earnings and tax codes.
- Interpret common abbreviations and terms:** Students will become familiar with commonly used abbreviations and terms found on payslips, such as PAYE, NI, and YTD (Year to Date).
- Spot potential errors:** We'll discuss common errors that can occur on payslips and how to address them with their employer.

## Further Reading

**1.GOV.UK:** The official government website offers guidance on understanding payslips and deductions. [www.gov.uk/understanding-your-payslip](https://www.gov.uk/understanding-your-payslip)

**2.MoneyHelper:** This website provides clear explanations of payslip components and offers advice on managing your pay. [www.moneyhelper.org.uk](https://www.moneyhelper.org.uk) (Search for "payslip" on their site)

**3.Citizens Advice:** This organisation offers free and impartial advice on employment rights, including issues related to pay and payslips. [www.citizensadvice.org.uk](https://www.citizensadvice.org.uk) (Search for "payslip problems" on their site)

# What is interest?



## Why is learning about payslips important for Year 9?

Understanding payslips empowers young people to:

- **Take control of their finances:** By understanding their earnings and deductions, they can better manage their money and plan for future expenses.
- **Know their rights:** They'll be able to identify any discrepancies or errors in their pay, ensuring they receive their entitled earnings.
- **Make informed decisions:** Knowledge of payslips will help them compare job offers and understand the financial implications of different employment options.

## What will the lesson cover?

During this lesson, students will explore:

- **What is interest?** We'll explain the basic concept of interest as the cost of borrowing money or the reward for saving money.
- **Different types of interest:** Students will learn about simple interest and compound interest, and how they are calculated.
- **Interest rates:** We'll discuss how interest rates are determined and the factors that can influence them.
- **APR (Annual Percentage Rate):** Students will learn how APR represents the true cost of borrowing, including interest and fees.
- **Interest on savings:** We'll explore how interest can help grow savings and the importance of comparing interest rates on different savings accounts.
- **Interest on loans:** Students will learn how interest affects loan repayments and the potential consequences of high-interest debt.

## Further Reading

**MoneyHelper:** This website offers clear explanations of interest and how it works, with guides on savings, loans, and debt. [www.moneyhelper.org.uk](http://www.moneyhelper.org.uk) (Search for "interest" on their site)

**2.Citizens Advice:** This organisation provides free and impartial advice on financial matters, including debt and borrowing. [www.citizensadvice.org.uk](http://www.citizensadvice.org.uk) (Search for "interest rates" or "debt advice" on their site)

**3.The Bank of England:** The Bank of England's website provides information on interest rates and monetary policy, which can affect borrowing and saving.

[www.bankofengland.co.uk](http://www.bankofengland.co.uk)

# How does credit card debt work?



## Why is learning about credit card debt important for Year 9?

While Year 9 students won't have credit cards yet, understanding how they work is crucial for:

- Developing responsible financial habits:** Early awareness of credit card debt can help them avoid common pitfalls and make informed decisions about borrowing in the future.
- Protecting their financial future:** Understanding the consequences of credit card debt can prevent them from accumulating unmanageable debt and damaging their credit score.
- Making informed choices:** They'll be better equipped to choose the right credit card if they need one in the future and understand the terms and conditions involved.

## What will the lesson cover?

During this lesson, students will explore:

- What is a credit card?** We'll explain how credit cards work as a form of borrowing, allowing you to spend money and pay it back later.
- Credit limits and interest rates:** Students will learn about credit limits, interest rates, and how they affect the cost of borrowing.
- Minimum payments and APR:** We'll discuss the importance of making at least the minimum payment each month and how APR (Annual Percentage Rate) represents the true cost of borrowing.
- The dangers of credit card debt:** Students will learn how quickly credit card debt can accumulate if not managed carefully and the impact it can have on their finances.
- Responsible credit card use:** We'll discuss strategies for using credit cards responsibly, such as paying off the balance in full each month, avoiding cash withdrawals, and keeping track of spending.

## Further Reading

**1. MoneyHelper:** This website offers comprehensive guides on credit cards, including how they work, the risks involved, and tips for managing them. [www.moneyhelper.org.uk](http://www.moneyhelper.org.uk) (Search for "credit cards" on their site)

**2. StepChange Debt Charity:** This charity provides free debt advice and support, including help with credit card debt.

[www.stepchange.org](http://www.stepchange.org)

**3. Citizens Advice:** This organisation offers free and impartial advice on financial matters, including debt and borrowing. [www.citizensadvice.org.uk](http://www.citizensadvice.org.uk) (Search for "credit card debt" on their site)

# How can I maximise my savings?



## Why is learning about maximising savings important for Year 9?

Understanding how to maximise savings can help young people:

- **Achieve their financial goals:** Whether it's saving for a new phone, a holiday, or further education, learning how to save effectively can help them reach their goals faster.
- **Develop good financial habits:** Early experiences with saving can foster a lifelong habit of responsible money management.
- **Understand the power of compound interest:** Learning how compound interest works can inspire them to start saving early and see the benefits of long-term growth.

## What will the lesson cover?

During this lesson, students will explore:

- **Different ways to save:** We'll discuss various savings options, including traditional savings accounts, ISAs (Individual Savings Accounts), and Junior ISAs.
- **Interest rates and compound interest:** Students will learn how interest rates affect savings growth and the power of compound interest to accelerate their savings.
- **Setting savings goals:** We'll discuss the importance of setting realistic savings goals and creating a plan to achieve them.
- **Budgeting and saving:** Students will learn how to incorporate saving into their budget and identify areas where they can cut back on spending to save more.
- **Regular saving vs. lump sum saving:** We'll explore the benefits of both regular saving and lump sum saving and how to choose the best approach for their goals.

## Further Reading

**MoneyHelper:** This website offers comprehensive guides on saving, including different savings options, interest rates, and tips for reaching your savings goals. [www.moneyhelper.org.uk](http://www.moneyhelper.org.uk) (Search for "saving" on their site)

**2. MoneySavingExpert:** This website provides a wealth of information on saving money, including best buy savings accounts, tips for budgeting, and guides on different savings products. [www.moneysavingexpert.com](http://www.moneysavingexpert.com)

**3. Which?** This consumer organisation offers independent reviews and comparisons of savings accounts and other financial products, helping you find the best deals. [www.which.co.uk](http://www.which.co.uk) (Search for "savings accounts" on their site)



# What are the dangers of payday loans?



## Why is learning about the dangers of payday loans important for Year 9?

While Year 9 students won't be considering payday loans yet, understanding their risks is crucial for:

- Preventing future financial difficulties:** Early awareness of the dangers of payday loans can help them avoid making poor borrowing decisions that could have long-term consequences.
- Promoting responsible borrowing:** They'll learn to identify predatory lending practices and seek out safer alternatives when facing financial challenges.
- Developing financial resilience:** Understanding the risks of high-cost credit can encourage them to build good financial habits, such as saving for emergencies and budgeting effectively.

## What will the lesson cover?

During this lesson, students will explore:

- What are payday loans?** We'll explain the characteristics of payday loans, including their short repayment periods, high interest rates, and fees.
- How payday loans work:** Students will learn how payday loans are typically accessed online or through high-street lenders and the quick application process involved.
- The risks of payday loans:** We'll discuss the dangers of high interest rates, rollovers, and the potential for debt to spiral out of control.
- The impact on credit scores:** Students will learn how payday loans can negatively affect their credit score, making it harder to access credit in the future.
- Alternatives to payday loans:** We'll discuss safer alternatives, such as credit unions, budgeting loans, and seeking help from debt advice charities.

## Further Reading

1. **MoneyHelper:** This website offers guidance on payday loans, including the risks involved, alternatives, and where to get help if you're struggling with payday loan debt. [www.moneyhelper.org.uk](http://www.moneyhelper.org.uk) (Search for "payday loans" on their site)
2. **StepChange Debt Charity:** This charity provides free debt advice and support, including help for people struggling with payday loan debt. [www.stepchange.org](http://www.stepchange.org)
3. **Citizens Advice:** This organisation offers free and impartial advice on financial matters, including payday loans and debt problems. [www.citizensadvice.org.uk](http://www.citizensadvice.org.uk) (Search for "payday loan problems" on their site)

# Careers Half Term 5

As your child enters this pivotal year, we recognise the importance of providing them with the tools and knowledge needed to make informed decisions about their future. Year 9 is a time of transition, where students begin to consider their GCSE options and think more seriously about their post-16 pathways.



Our careers education programme in Year 9 is designed to empower students to take ownership of their future by focusing on key areas that will enhance their employability and prepare them for the world of work

We will be utilising the **PwC Employability Skills Toolkit**, a comprehensive resource designed to equip students with the skills and knowledge needed to succeed in their future careers.

Throughout the year, we will explore the following topics:

- **Improving Your Employability:** We will delve into what employers look for and how students can develop the skills and qualities that make them stand out.
- **Being Work Ready:** We will prepare students for the expectations and demands of the workplace, helping them understand professional behaviour and attitudes.
- **Professional Communication:** We will focus on developing effective communication skills, both written and verbal, which are crucial for success in any career.
- **Time Management:** We will teach students how to manage their time effectively, prioritise tasks, and meet deadlines, skills that are essential for both academic and professional success.
- **Recruitment Guidance:** We will provide students with insights into the recruitment process, including how to write CVs, prepare for interviews, and present themselves professionally.

# Improving your employability



In this session, we focus on helping our Year 9 students understand and develop the skills and qualities that will enhance their **employability**. We aim to give them a clear picture of what employers look for and how they can make themselves stand out in the competitive job market.

In this session, we focus on helping our Year 9 students understand and develop the skills and qualities that will enhance their **employability**. We aim to give them a clear picture of what employers look for and how they can make themselves stand out in the competitive job market.

## What is Employability?

Employability refers to the skills, knowledge, and personal attributes that make an individual more likely to gain employment and be successful in their chosen <sup>1</sup> career. It's about being able to adapt to changing workplace demands and continuously develop your skills.

## Why is Improving Employability Important?

Developing strong employability skills helps students to:

- Increase Job Prospects:** Make themselves more attractive to potential employers.
- Navigate the Job Market:** Understand the recruitment process and how to present themselves effectively.
- Build Confidence:** Feel more prepared and confident when applying for jobs or apprenticeships.
- Adapt to the Workplace:** Understand the expectations and demands of different work environments.
- Plan for the Future:** Make informed decisions about their education and career pathways.

## How We Are Teaching Improving Employability:

We are using the **PwC Employability Skills Toolkit** to deliver this lesson. This toolkit provides valuable insights into the skills and qualities that employers seek, and offers practical advice on how to develop them.

# Being work ready.

In this session, we focus on helping our Year 9 students understand the importance of being work-ready and developing the necessary skills and attributes. We aim to equip them with the knowledge and confidence to successfully transition from education to the workplace.



## What Does It Mean to Be Work Ready?

Being work-ready means possessing the skills, knowledge, and attitude that employers are looking for. It involves being prepared for the expectations and demands of the workplace and having the ability to adapt and thrive in a professional environment.

## Why is Being Work Ready Important?

Developing work-readiness skills helps students to:

- Increase Employability: Make themselves more attractive to potential employers.
- Navigate the Job Market: Understand the recruitment process and how to present themselves effectively.
- Build Confidence: Feel more prepared and confident when applying for jobs or apprenticeships.
- Adapt to the Workplace: Transition smoothly from education to employment and adjust to new challenges.
- Plan for the Future: Make informed decisions about their career pathways and personal development.

## How We Are Teaching Being Work Ready:

We are using the PwC Employability Skills Toolkit to deliver this lesson. This toolkit provides valuable insights into the skills and qualities that employers seek, and offers practical advice on how to develop them.

## Key Areas Covered in the Lesson:

- Understanding Employer Expectations: What skills and qualities do employers value most?
- Developing Professionalism: Understanding the importance of punctuality, communication, and a positive attitude.
- Building a Strong CV and Cover Letter: How to effectively showcase skills and experience to potential employers.
- Preparing for Interviews: Tips and techniques for successful interview performance.
- Networking and Building Professional Relationships: Understanding the importance of networking and how to build connections in the industry.



# Professional Communication

In this session, we focus on helping our Year 9 students develop effective **professional communication skills**. We aim to equip them with the ability to communicate clearly, confidently, and appropriately in various professional settings.



## What is Professional Communication?

Professional communication refers to the ways in which individuals communicate in a workplace or professional context. It encompasses both written and verbal communication and includes elements such as:

- **Clarity and Conciseness:** Expressing ideas in a straightforward and understandable manner.
- **Appropriate Tone and Language:** Using language that is respectful and suitable for the audience and situation.
- **Active Listening:** Paying close attention to what others are saying and responding thoughtfully.
- **Nonverbal Communication:** Using body language, facial expressions, and tone of voice effectively.
- **Adaptability to Different Audiences:** Tailoring communication style to suit different individuals and groups.

## Why is Professional Communication Important?

Developing strong professional communication skills helps students to:

- **Enhance Employability:** Employers highly value individuals who can communicate effectively.
- **Build Strong Relationships:** Foster positive interactions with colleagues, clients, and supervisors.
- **Improve Collaboration:** Work effectively in teams and contribute to a positive working environment.
- **Increase Confidence:** Communicate their ideas and opinions with confidence and clarity.
- **Navigate the Workplace:** Understand and adapt to different communication styles and expectations.

## How We Are Teaching Professional Communication:

We are using the **PwC Employability Skills Toolkit** to deliver this lesson. This toolkit provides valuable insights into the principles of effective communication and offers practical advice on how to develop these skills.

# Time Management

In this session, we focus on helping our Year 9 students develop effective **time management skills**. We aim to equip them with the ability to organise their time, prioritise tasks, and meet deadlines, which are essential skills for both academic and professional success.



## What is Time Management?

Time management is the ability to use one's time effectively and productively, especially at work or in studies. It involves:

- **Planning and Prioritisation:** Setting goals, making schedules, and focusing on important tasks.
- **Organisation:** Keeping track of tasks, deadlines, and resources.
- **Goal Setting:** Breaking down large tasks into smaller, manageable steps.
- **Avoiding Procrastination:** Taking action and staying focused on tasks.
- **Managing Distractions:** Minimising interruptions and staying on track.

## Why is Time Management Important?

Developing strong time management skills helps students to:

- **Improve Academic Performance:** Manage their studies effectively, meet deadlines, and reduce stress.
- **Enhance Productivity:** Complete tasks efficiently and effectively.
- **Reduce Stress:** Feel more in control of their workload and manage their time effectively.
- **Prepare for the Future:** Develop skills that are essential for success in the workplace and in higher education.
- **Increase Opportunities:** Have more time for extracurricular activities and personal pursuits.

## How We Are Teaching Time Management:

We are using the **PwC Employability Skills Toolkit** to deliver this lesson. This toolkit provides valuable insights into effective time management techniques and offers practical advice on how to develop these skills.

# Community and responsibility

## half term 6



Our Community & Responsibility programme is designed to empower students to become thoughtful, informed, and engaged members of society. By tackling key contemporary and historical issues, we aim to develop their critical thinking, empathy, and understanding of their place in a complex world.

Throughout the term, we will explore the following topics:

- **What is violent extremism?** To safeguard our students, this lesson helps them understand and critically analyse the dangers of extremist ideologies. We will discuss definitions and real-world case studies to understand the devastating impact of extremism, including the links between exposure to trauma and its psychological consequences. The goal is to build students' resilience to harmful influences.
- **What are rights and where do they come from?** This topic explores the core concepts of social justice and human rights, which are the foundations of a fair and democratic society. We will delve into what rights we have as citizens and, crucially, explore the personal and collective responsibilities that are essential to ensuring everyone's rights are respected.
- **What is protest and what change has it achieved?** Here, we investigate how civic action and protest have been used to create profound and positive change. By exploring key historical events, such as the Dagenham women's factory strike which led to the Equal Pay Act, students will understand how individuals and groups can use their voices to shape society for the better.
- **What is the UK's role in the United Nations?** This lesson broadens students' perspectives to a global scale. We will examine the workings of the United Nations and the significant role the UK plays within this international organisation. Through a case study on the UN's peacekeeping work in Mali, students will see how countries cooperate to tackle global challenges.

# What is violent extremism?



In a world where young people are increasingly exposed to a huge range of views and information online, it is vital they have the knowledge and critical thinking skills to stay safe.

The purpose of this lesson is not to alarm students, but to empower them. We will provide a safe and structured environment to explore a challenging topic, building their resilience against dangerous ideologies and helping them understand the real-world harm caused by extremism.

## What the Lesson Involves

Our approach is designed to be educational and preventative, focusing on understanding and critical analysis.

- **Defining Violent Extremism:** We will start by establishing clear and neutral definitions, explaining that violent extremism is not associated with any single religion, ethnicity, or political viewpoint. It is defined by the active opposition to fundamental British values and the willingness to use or support violence to achieve ideological, religious, or political goals.

- **Understanding Radicalisation:** We will explore the process of radicalisation, particularly how extremist groups can target vulnerable individuals online. This includes discussing the tactics they use, such as creating an "us vs. them" mentality, exploiting grievances, and offering a false sense of belonging or purpose.

- **Case Studies and Real-World Impact:** Using carefully selected case studies, we will show the real human consequences of extremist acts. This helps students move beyond abstract concepts to understand the devastating impact on individuals, families, and entire communities.

- **The Link Between Trauma and Extremism:** The lesson will sensitively explore the psychological harm caused by extremist violence. We will discuss how exposure to traumatic events can lead to serious mental health conditions like Post-Traumatic Stress Disorder (PTSD). We also explore the complex cycle where experiencing or witnessing violence can, in some cases, make an individual more susceptible to extremist narratives or more likely to support violence themselves.

The ultimate aim is to ensure students can critically evaluate what they see, read, and hear, and know what to do if they are worried about themselves or someone they know.



# What are human rights and where do they come from?



The purpose of this lesson is to empower students with the language and concepts of social justice. It moves beyond a simple list of rules, encouraging students to think critically about what it means to live in a fair and compassionate society and to see themselves as active participants within it.

## What the Lesson Involves

Our approach is designed to be interactive and thought-provoking, connecting big ideas to students' own lives and experiences.

- **The Concept of Social Justice:** We begin by exploring the core idea of fairness in society. We ask questions like: What does a 'fair' society look like? What are the barriers that might prevent people from having the same opportunities in life? This introduces the concept of social justice as the shared goal of creating a society where everyone can thrive.
- **Understanding Human Rights:** We will delve into the history and meaning of Human Rights, looking at key documents like the Universal Declaration of Human Rights. Students will learn that these are not just privileges but fundamental rights that every person is entitled to, simply by being human. We will discuss specific rights, such as the right to education, the right to be safe, and the right to express an opinion.
- **The Vital Link to Responsibility:** This is a crucial part of the lesson. We stress that rights and responsibilities are two sides of the same coin. For society to function, my right to be heard is linked to my responsibility to listen to others. My right to be safe is linked to my responsibility not to harm anyone. Students will explore how their daily actions and choices contribute to creating a respectful school and community environment where everyone's rights are protected.
- By the end of this lesson, students will be better able to identify injustice, advocate for themselves and others, and understand the powerful connection between their personal choices and the health of their community.

# What is protest and what change has it achieved?



This lesson empowers students by exploring how the voices and actions of ordinary people have historically shaped the society we live in today. It is designed to show that society is not static, and that positive change is possible when citizens are engaged.

## What the Lesson Involves

Our approach is focused on historical inquiry, helping students to analyse the causes, methods, and consequences of social movements.

•**Understanding Protest:** We will begin by defining protest and discussing its many forms, from marches and petitions to strikes and boycotts. We will make a clear and important distinction between peaceful, legitimate protest and unlawful violence, exploring why peaceful methods have historically been so powerful.

•**Case Study: The Dagenham Women's Strike, 1968:** This is a core focus of the lesson. Students will learn about the 187 female sewing machinists at the Ford factory in Dagenham who went on strike to demand equal pay with their male colleagues. We will explore:

- **The Cause:** Why they were being paid less for work of equal skill.
- **The Action:** How their strike brought a major car factory to a halt.
- **The Consequence:** How their bravery and determination directly led to the passing of the UK's landmark Equal Pay Act 1970. This case study is a perfect example of how a relatively small group of determined individuals can bring about a historic change in the law that benefits millions.

•**Connecting to a Broader History:** While focusing on Dagenham, we will also place protest in a wider historical context, touching on other significant movements such as the Suffragettes' campaign for the vote or the Bristol Bus Boycott which challenged racial discrimination. This shows students that the fight for fairness and equality is a continuous story that many different groups have been part of.

By the end of this lesson, students will understand that many of the rights and freedoms we take for granted today were not simply given, but were won through the courage and conviction of people who came before them.

# What is the role of the UN?



This lesson expands our students' perspective from the local and national to the global stage, exploring how countries work together to tackle the world's biggest challenges.

## What the Lesson Involves

Our approach is to make a complex global institution understandable and relevant, connecting its work to principles of peace, human rights, and development.

- **Introducing the United Nations:** We start with the basics: what the UN is, why it was founded in the aftermath of the Second World War, and what its main goals are – to maintain international peace and security, protect human rights, deliver humanitarian aid, and promote sustainable development.
- **The UK's Role as a Key Member:** We will explore the UK's unique and influential position as one of the five permanent members of the UN Security Council (the P5). Students will learn what this special responsibility means and how the UK uses this role to shape responses to global crises. We will also look at the UK's contributions to UN-led initiatives, from climate change agreements to development goals.
- **Case Study – The UN in Mali:** To see how this works in practice, we will explore the UN's peacekeeping mission in Mali. Students will learn about the challenges faced in the region, such as conflict and instability, and investigate the specific role that UK personnel have played alongside troops and staff from many other nations. This case study brings the UN's work to life, showing students how international cooperation works on the ground to help protect civilians and build peace in some of the world's most difficult environments.
- By the end of this lesson, students will have a clearer understanding of how global politics works and appreciate the UK's commitment to international cooperation in addressing issues that affect us all.