

## Curriculum Area: PSHE KS3 Year 7

## Healthy living and responsible health choices

	<b>Learning Objectives</b> Three-way challenge learning objectives for each session.	<b>Learning activities, Differentiation + Challenge</b> Starters, Mains Activities Plenaries / AFL Clips + Links	<b>New key terminology:</b>	<b>Links to lesson:</b>  New Guidelines PSHE Association Mapping:
<b>1. Intro Lesson</b>				
2	<b>What do we mean by a 'healthy lifestyle'?</b> <b>Healthy Living Introduction</b>  <b>Learning outcomes:</b>  <b>Challenge:</b> Identify the meaning of the term 'healthy lifestyle' and the main factors that contribute towards living a healthy life. <b>More challenging:</b> Describe how we can live our lives healthily by ensuring we consider all of these factors regularly. Begin to plan for a healthier lifestyle.	<b>Starter: students create a mind map as shown on PowerPoint.</b> <b>Challenge:</b> Around the mind map, write down as many ideas as you can for what we mean by a 'healthy lifestyle'. <b>More challenging:</b> Explain why you think each of these things is important. <b>Mega challenge:</b> Analyse what could happen if we never do each of these things. ass. Class discussion on discussion points (see PowerPoint slide 2).  <b>Task one</b> Students watch video clips and complete table. <b>Challenge:</b> Draw out the table. As you watch the clips, add five pieces of advice on how to be healthy to each column on your tables. <b>More challenging:</b>	Healthy Lifestyle  Muscle mass Medication  Weight loss Alcohol  Weight gain  Smoking  5 a day	<b>New Guidelines PSHE Association mapping:</b> <b>Core Theme 1: Health and Wellbeing</b>  KS3 H2 KS3 H5 KS3 H14 KS3 H16 KS3 H18  <b>Core Theme 2: Relationships</b> KS3 R15 KS3 R16

	<p><b>Mega challenge:</b> Explain why we need to live healthily, how important each of the healthy living factors are and how we will achieve healthy outcomes.</p>	<p>Now number each of the factors 1-5 in each column based on how easy you believe they are for you to achieve personally (5 most hard, 1 most easy).</p> <p><b>Mega challenge:</b> Explain the reasoning behind your top and bottom choices.</p> <p><b>Main task</b> Students complete their personalised Healthy Life Plan, using the examples and prompts on the PowerPoint if required.</p> <p><b>Plenary</b> <b>Challenge:</b> Create a poster summarising the main three categories for living a healthy lifestyle. It should be suitable for a leisure centre. <b>More challenging:</b> Describe how one idea from each category could be achieved. <b>Mega challenge:</b> Explain why one idea from each category is so important.</p>		<p><b>Core Theme 3: Living in the Wider World</b></p> <p>KS3 L3</p>
3	<p><b>How can I keep a balanced diet? Healthy meals, food groups and nutrition.</b></p> <p><b>Learning outcomes:</b></p> <p><b>Challenge:</b> Identify foods from the different groups, their benefits and their ideal proportions in your diet.</p>	<p><b>Starter:</b> Challenge: Match up the key words to their definitions on your starter sheet and add foods to your table. You can do this in pairs. More challenging: For each type of nutritional group, describe one benefit for your body. Mega challenge: Explain what you think each of the following is: calories, saturated fat, unsaturated fat</p> <p>Feed back on answers. Class discussion using the discussion point on slide 2.</p>	<p><b>Calories</b> – units which are used to measure energy</p> <p><b>Saturated fat</b> – a fat which has mostly or entirely single bonds in the fatty acid chain</p>	<p><b>New Guidelines PSHE Association mapping:</b></p> <p><b>Core Theme 1: Health and Wellbeing</b></p> <p>KS3 H2</p>

	<p><b>More challenging:</b> Describe the benefits of each of the food groups and apply this knowledge to create a healthy menu.</p> <p><b>Mega challenge:</b> Explain why we must be careful not to eat the food groups out of proportion and the consequences of too much fat and sugar.</p>	<p><b>Task one</b> Students use information from starter to help them complete a blank pie chart. When this is complete, students are shown the actual pie chart and answer these questions: <b>Challenge:</b> How close were you? Take another blank plate and now draw and label the proportions correctly. <b>More challenging:</b> Why must some foods be consumed in small amounts? <b>Mega challenge:</b> Why is it important to consume plenty of water each day?</p> <p><b>Task Two</b> Students watch clips (links on PowerPoint slide 5) and complete the table. Extension questions available on PowerPoint slide 5.</p> <p><b>Plenary</b> You have been chosen to be a contestant on Channel 4's 'Dinner Date'. Use the information you have collected from today's lesson create a healthy and tasty menu for your date.  Your menu must include three courses and all food groups in a healthy proportion. You don't have to include all the food groups in each course – you can spread them out across all three.</p>	<p><b>Unsaturated fat</b> – a fat which has at least one double bond within the fatty acid chain</p>	<p>KS3 H5 KS3 H17 KS3 H18</p> <p><b>Core Theme 2: Relationships</b> KS3 R15 KS3 R16</p> <p><b>Core Theme 3: Living in the Wider World</b></p> <p>KS3 L3</p>
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4	<p><b>What are the consequences of not living healthily?</b></p> <p><b>Learning outcomes:</b></p> <p><b>Challenge:</b> Identify the consequences of living an unhealthy lifestyle. Identify appropriate ways we can improve our lifestyle and the long term gains.</p> <p><b>More challenging:</b> Describe what we must change in order to have a long and healthy life and the consequences if we don't.</p> <p><b>Mega challenge:</b> Explain how common 'lifestyle diseases' develop and how making healthy changes can stop us developing these problems later on in life.</p>	<p><b>Starter: students create a mind map</b></p> <p><b>Challenge:</b> Around the mind map, write down as many different unhealthy activities as you can think of.</p> <p><b>More challenging:</b> Write a short term or long term consequence for each activity.</p> <p><b>Mega challenge:</b> Number the activities in order of how unhealthy they are. Explain your top and bottom activities.</p> <p>Class discussion using the discussion points on slide 2.</p> <p><b>Task one</b></p> <p>Watch the clip and choose some red, amber or green challenge questions to answer (questions on PowerPoint slide)</p> <p><b>Main task: case studies</b></p> <p><b>Challenge:</b> Read what your patients have to say about how healthily or unhealthily they live their lives. Fill in the table to show what diseases and health problems they are at risk of. Use your clip notes for this.</p> <p><b>More challenging:</b> Think back to previous lessons and your clip notes – what advice could you give them to turn their lives around? Use practical examples.</p> <p><b>Mega challenge:</b> Explain the long and short term consequences of each health problem relevant to the patient, as well as how conditions can develop due to the unhealthy lifestyles. You can use your clip notes and the computers to research if you need to.</p> <p><b>Plenary:</b></p>	<p><b>Lifestyle diseases –</b> diseases which are a result of certain lifestyle factors, e.g. lung cancer as a result of smoking.</p> <p><b>Preventable –</b> can be avoided by taking certain actions, e.g. lung cancer may be preventable in many cases by not smoking.</p>	<p><b>New Guidelines PSHE Association mapping:</b></p> <p><b>Core Theme 1: Health and Wellbeing</b></p> <p>KS3 H10 KS3 H13 KS3 H14 KS3 H15 KS3 H17 KS3 H18</p> <p><b>Core Theme 2: Relationships</b></p> <p>KS3 R15 KS3 R16</p> <p><b>Core Theme 3: Living in the Wider World</b></p> <p>KS3 L1</p>
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		Return to your starter sheet. Add as many consequences of living an unhealthy lifestyle as you can. For each one you have added, also include a practical change we could make to our lives to cut our chances of developing these conditions.		
5	<p><b>What's the big deal about energy drinks?</b></p> <p><b>Learning outcomes:</b>  <b>Challenge:</b> Correctly identify the different ways energy drinks affect the body and the health issues they can cause.  <b>More challenging:</b> Describe how energy drinks can affect your behaviour as well as how you feel and your long term health.  <b>Mega challenge:</b> Explain how consuming excess sugar and caffeine affects dopamine levels and can impact on your attainment.</p>	<p><b>Starter (using scenario on PowerPoint):</b>  <b>Challenge:</b> What might be happening to Lewis' body? Think about his heart, his brain and his stomach.  <b>More challenging:</b> Why does Lewis feel 'weird'? How will feeling like this affect the rest of Lewis' school day? Explain.  <b>Mega challenge:</b> Analyse what might happen to Lewis in the long term if he drinks large amounts of energy drinks regularly.</p> <p><b>Task one</b> Watch the clip and answer the questions to the appropriate challenge level (on PowerPoint and on worksheet)</p> <p><b>Main task: reading activity + labelling diagram</b>  <b>Challenge:</b> Using the information from task one and two, label on the body as many of the effects of energy drinks as you can. Be clear and state exactly what happens.  <b>More challenging:</b> Describe the journey of the energy drink and its sugar and caffeine as it moves through the body and impacts on the organs. Number the stages with labels on your image.  <b>Mega challenge:</b> Pick three points from the stages above and explain in a paragraph the impact sugar, caffeine and dopamine are having on the body at these points. You can use the laptops for extra research if they are free.</p>	<p><b>Caffeine</b> – a drug found in energy drinks, tea and coffee which stimulates the body.</p> <p><b>Dopamine</b> – a chemical in the brain which is affected by caffeine and can change how we feel.</p> <p><b>Diabetes</b> - a lifelong condition that causes a person's blood sugar level to become too high.</p>	<p><b>New Guidelines PSHE Association mapping:</b></p> <p><b>Core Theme 1: Health and Wellbeing</b></p> <p>KS3 H2 KS3 H5 KS3 H10 KS3 H16 KS3 H17 KS3 H18 KS3 H19</p> <p><b>Core Theme 2: Relationships</b></p> <p>KS3 R15 KS3 R16</p> <p><b>Core Theme 3: Living in the Wider World</b></p>

		<p><b>Plenary</b> Complete your literacy focus task at your challenge level (using worksheet). Be prepared to feedback and justify your ideas to the class.</p>		KS3 L1
6	<p><b>Why is smoking so bad for us and why must we try to avoid second hand smoke?</b></p> <p><b>Challenge:</b> Describe some negative health effects of both smoking and second-hand smoke.</p> <p><b>More Challenging:</b> Explain how smoking and second-hand smoke can damage the body in a variety of ways.</p> <p><b>Mega Challenging:</b> Analyse why people continue to smoke despite having knowledge of the risks.</p>	<p>STARTER: <b>Challenge:</b> Match up today's key words with their definitions on your sheet.</p> <p><b>More challenging:</b> Use each new key term in a sentence of your own.</p> <p><b>Mega challenging:</b> Explain three ways that smoking can have both a long-term and short-term impact on a smoker's health. (3 for each category).</p> <p>Starter review on slide 3, then read information sheet as a class.</p> <p>Clip tasks (2 clips) in PowerPoint with accompanying worksheet to complete.</p> <p>Main task: <b>Challenge:</b> In pairs, draw or write the health consequences of smoking on to the body using your information sheet.</p>	<p>(all from starter sheet)</p> <p><b>Carcinogen</b></p> <p><b>Nicotine</b></p> <p><b>Tobacco</b></p> <p><b>Addiction</b></p> <p><b>Passive smoking</b></p> <p><b>Toxic</b></p> <p><b>Stimulant</b></p> <p><b>Cancer</b></p>	<p><b>New Guidelines PSHE Association mapping:</b> <b>Core Theme 1: Health and Wellbeing</b></p> <p>KS3 H2 KS3 H5 KS3 H10 KS3 H24 KS3 H25 KS3 H26 KS3 H27 KS3 H29</p> <p><b>Core Theme 2: Relationships</b> KS3 R15 KS3 R16 KS3 R42 KS3 R43</p>

		<p><b>More Challenging:</b> Write down WHY smoking may cause this effect on the body for each card placed on the body.</p> <p><b>Mega Challenge:</b></p> <ol style="list-style-type: none"> <li>Analyse why people still continue to smoke despite these risks. Could addiction be the only reason?</li> <li>Some of the warning pictures which appear on cigarette packets are in this card sort. How else might the government discourage the public from smoking?</li> </ol> <p><b>Plenary:</b> Which are the most important reasons not to smoke? What do you think? Complete the diamond 9 table. More challenging: Explain your top and bottom choices.</p>		<p>KS3 R44</p> <p><b>Core Theme 3: Living in the Wider World</b></p> <p>KS3 L1</p>
7	<p><b>How dangerous are drugs and what are the different types?</b></p> <p><b>Learning outcomes:</b></p> <p><b>Challenge:</b> Describe some negative effects of both legal and illegal drugs.</p> <p><b>More challenging:</b> Explain how both legal and illegal drugs damage the body.</p>	<p><b>Starter</b></p> <p><b>Challenge:</b> Name as many drugs as you have heard of on the A-Z sheet.</p> <p><b>More challenging:</b> Explain what the effects are of any of the drugs you have heard of.</p> <p><b>Mega challenge:</b> Analyse – why is there more of a drug problem in the more deprived areas of the UK?</p> <p><b>Task one</b> Students watch video clips (links on PowerPoint slide) and complete the challenges to their appropriate level.</p> <p><b>Main task</b></p>	<p><b>Stimulants</b> – drugs which make your more energetic</p> <p><b>Depressants</b> – drugs which make you more relaxed</p>	<p><b>New Guidelines PSHE Association mapping:</b></p> <p><b>Core Theme 1: Health and Wellbeing</b></p> <p>KS3 H2 KS3 H5 KS3 H23 KS3 H24 KS3 H25 KS3 H26 KS3 H27</p>

	<p><b>Mega challenge:</b> Analyse why people continue to use drugs in Britain, despite having knowledge of the risks.</p>	<p>There are descriptions of different drugs around the room and pictures of them (teacher will need to put this in place before this task can begin) Students complete the table starting at either challenging, more challenging or super challenging and sketch a drawing of the drugs.</p> <p>(Optional: Teacher then shows students some life-life replicas of the drugs they have been learning about.)</p> <p><b>Plenary</b> Students return to their starter sheets. <b>Challenge:</b> Pick three drugs and add three new dangers you have learned today about them. <b>More challenging:</b> Explain what you have learned about the link between harm, legalisation and different classes of drug. <b>Mega challenge:</b> Create a new ten point drug law for the UK. Be prepared to justify your new law to the class.</p>		<p>KS3 H28 KS3 H29</p> <p><b>Core Theme 2: Relationships</b> KS3 R15 KS3 R16 KS3 R20 KS3 R42 KS3 R43 KS3 R44</p> <p><b>Core Theme 3: Living in the Wider World</b>  KS3 L1</p>
Extra	<p><b>How do I know if I'm eating healthily?</b> <b>Reading our food labels and recognising dangers</b></p> <p><b>Learning outcomes:</b></p>	<p><b>Starter (using slide 1 of PowerPoint):</b></p> <p><b>Challenge:</b> Study the label from a cereal breakfast bar. Would you say this bar provided you with a healthy breakfast? <b>More challenging:</b> Why do you think it does or it doesn't? Explain.</p>	<p><b>How do I know if I'm eating healthily?</b> <b>Reading our food labels and recognising dangers</b></p> <p><b>Learning outcomes:</b></p>	<p><b>New Guidelines PSHE Association mapping:</b> <b>Core Theme 1: Health and Wellbeing</b></p>

<p>Challenge: Identify unhealthy food products from reading the labels and the recommended nutritional guidance for males, females and children.</p> <p>More challenging: Describe visually how food products can be made more healthy through designing your own nutritional breakfast bar.</p> <p>Mega challenge: Create an appropriate nutritional guidance label for a healthy cereal bar of your own design.</p>	<p><b>Mega challenge:</b> What needs to change in order for this to be made into a healthier option? Why?</p> <p>Class discussion using discussion points on slide 2.</p> <p><b>Task one</b> Watch the clip and choose some red, amber or green challenge questions to answer (questions on PowerPoint slide)</p> <p><b>Task two (using table)</b> <b>Challenge:</b> In pairs, fill in the table with what you believe to be the correct daily amounts for men, women and children. <b>More challenging:</b> Now compare it with the correct version. Is there anything that surprises you? Explain. <b>Mega challenging:</b> Think back – what was the difference between fats and saturated fats?</p> <p>Students review their answers using slide 5.</p> <p><b>Task three</b> Students design their own healthy cereal bars. <b>Challenge:</b> You are a product development manager for Kellogg's Cereals. You have been told to come up with a healthy breakfast bar that must be appealing to teenagers and young people. You can do this on the computers or use the template provided. <b>More challenging:</b> You must include healthy ingredients from all the major food nutritional groups. You can look back at the previous lessons' work or use the computers if</p>	<p>Challenge: Identify unhealthy food products from reading the labels and the recommended nutritional guidance for males, females and children.</p> <p>More challenging: Describe visually how food products can be made more healthy through designing your own nutritional breakfast bar.</p> <p>Mega challenge: Create an appropriate nutritional guidance label for a healthy cereal bar of your own design.</p>	<p>KS3 H17 KS3 H18</p> <p><b>Core Theme 2: Relationships</b> KS3 R15 KS3 R16</p> <p><b>Core Theme 3: Living in the Wider World</b></p> <p>KS3 L1 KS3 L3</p>
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	<p>you need to.</p> <p><b>Mega challenging:</b> You must include a nutritional facts label, which, based on your daily recommended amounts you were given earlier, proves your product is a healthy choice for a 17 year old's breakfast.</p> <p><b>Plenary</b></p> <p>Why should the company sell your cereal bar? Stand up and tell us about the nutritional benefits, how it contributes to a healthy diet and appeals to young people. You have two minutes to talk about it. You must refer to the daily nutritional guidelines for a 17 year old.</p>		
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		<p>Students watch the video on the 4-step method (link on PowerPoint slide). Class discussion on why the 4-step method is effective.</p> <p><b>Plenary</b> Create either a rap or a poem to help other students remember the four step method or explaining why it is so effective.</p>		
7	<p><b>What does it mean to be a British Citizen? Researching and presenting our multiple personal Identities (can extend to double lesson using computers or display task)</b></p> <p><b>Learning outcomes:</b></p> <p><b>Challenge:</b> Discover and describe our personal identities, identifying our heritage and describing the contributions of our cultures in helping to form Britain today.</p> <p><b>More challenging:</b> Explore and explain our multiple personal identities, explaining our heritage and</p>	<p><b>Starter</b> Students read the scenario on the PowerPoint slide and write down their ideas. Teacher takes some ideas before revealing answer. Class discussion on where grandparents come from.</p> <p><b>Task one</b> Students arrange information in correct order. Then students answer questions at their challenge level: <b>Challenge:</b> Describe three reasons why people have migrated to Britain in the last thousand years. <b>More challenging:</b> Explain which of the groups you believe have had the biggest impact on modern British culture. Why is this? <b>Mega challenge:</b> Analyse why some people are anti-immigration. Is there much validity to their arguments? Explain.</p> <p><b>Task Two</b> Students watch video clips and complete the table (in lesson folder).</p>	<p><b>Migration Identity Citizen British</b></p>	<p><b>Core Theme 1: Health and Wellbeing</b></p> <p>KS3 H1</p> <p><b>Core Theme 2: Relationships</b></p> <p>KS3 R3 KS3 R2 KS3 R9 KS3 R15 KS3 R19 KS3 R41</p> <p><b>Core Theme 3: Living in the Wider World</b></p> <p>KS3 L23</p>

	<p>the contributions of our cultures in helping to form Britain today.</p> <p><b>Mega challenge:</b> Research and analyse our multiple personal identities, explaining our heritage and the evaluating the impact of our cultures in helping to form Britain today.</p>	<p><b>Plenary</b> Write down 3 things the person next to you has learned about Britain's diverse history.</p>		

## Curriculum Area: PSHE KS3 Year 7

## LIVING IN THE WIDER WORLD

	<b>Learning Objectives</b> Three-way challenge learning objectives for each session.	<b>Learning activities, Differentiation +            Challenge</b> Starters, Mains Activities Plenaries / AFL Clips + Links	<b>New key            terminology:</b>	<b>Links to lesson:</b>  New Guidelines PSHE Association Mapping:
1	<p><b>An introduction to Prejudice and Discrimination: Racism and Stereotypes</b></p> <p><b><u>Learning Outcomes:</u></b></p> <p><b>Challenge:</b> Correctly identify reasons why stereotypes are wrong and the idea of race is wrong.</p> <p><b>More challenging:</b> Describe how people gained different traits and characteristics and what this means about the human race.</p> <p><b>Mega challenging:</b> Explain why both stereotyping and being racist are not only cruel, but</p>	<p><b>Starter (students read initial case study on PowerPoint slide:</b></p> <p><b>Challenge:</b> Is what Tony said offensive or not? Why?</p> <p><b>More challenging:</b> Tony is also black. Does this make any difference to your answer? Explain.</p> <p><b>Mega challenging:</b> Explain the definition of the words stereotype, discrimination, racism and prejudice.</p> <p><b>3 way differentiated clip link on PowerPoint and given as hand-out for students to complete.</b></p> <p><b>Main task:</b> Read aloud as a class the information sheet. Popcorn reading optional. Information sheet is in the lesson folder. Then complete <b>challenge level</b> questions which are also on the same information sheet.</p> <p><b>Discuss and feedback as class</b></p>	<p><u>Key Words</u></p> <p>Racism – treating someone differently because they</p> <p>have characteristics or features, which people have long believed make them a certain 'race'</p> <p>Stereotyping – an incorrect</p>	<p><b>New Guidelines PSHE Association mapping:</b></p> <p><b>Core Theme 1: Health and Wellbeing</b> KS3 H1</p> <p><b>Core Theme 2: Relationships</b> KS3 R3 KS3 R7 KS3 R39 KS3 R40 KS3 R41</p> <p><b>Core Theme 3: Living in the Wider World</b> KS3 L10</p>

	ridiculous as well as finer explanations about where the idea of 'race' came from.	Plenary: 'Gimme 5' Draw your hand in your book. Down the fingers and thumb write 5 new things you've learned today.	assumption about a group of people, e.g all blondes are stupid, or all old people drive slowly.	
2	<p><b>An introduction to keeping safe online: Safe Social Media</b></p> <p><b>Challenge:</b> Identify the negative internet uses and the information we should not make public.</p> <p><b>More challenging:</b> Describe how an online groomer uses social media.</p> <p><b>Mega challenge:</b> Analyse whether your social media profiles are safe from bullies and trolls.</p>	<p><b>Starter:</b></p> <p><b>Challenge:</b> Look at the computers above number the oldest to the most modern. When did social media appear? How?</p> <p><b>More challenging:</b> How has technology changed our lives socially? Has technology made life better? How?</p> <p><b>Mega challenge:</b> Analyse whether the advancement of technology and the rise of social media has made our lives happier.</p> <p><b>Main Task:</b> In small groups you will be given some teenagers' social media pages (mock ups) as examples.</p> <p>Students answer <b>challenge level</b> questions of:  Are they safe? Why / why not?  What should they change? Why?  How could an online groomer make use of the information on these social media pages?  Is modern technology making us safer or less safe in our homes? How do you know?</p>	Social media - websites and applications that enable users to create and share content or to participate in social networking.	<p><b>New Guidelines PSHE Association mapping:</b></p> <p><b>Core Theme 1: Health and Wellbeing</b>  KS3 H30  KS3 H31</p> <p><b>Core Theme 2: Relationships</b>  KS3 R2  KS3 R13  KS3 R14  KS3 R17  KS3 R21  KS3 R30</p> <p><b>Core Theme 3: Living in the Wider World</b>  KS3 L20  KS3 L21</p>

		<p>3 way differentiated clip link on PowerPoint and given as hand-out for students to complete.</p> <p><b>Literacy focus task:</b></p> <p>Complete online trolling social media report comprehension and questions task.</p> <p><b>Plenary –</b></p> <p>1. Pick one LO and explain how you have met this in your book. 2. Summarise the best piece of advice you could give to a younger student about their social media account</p>		<p>KS3 L24 KS3 L27</p>
3	<p><b>An introduction to keeping being ethical: ethical consumers</b></p> <p><b>Starter:</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Identify reasons why we should make ethical financial decisions</p>	<p><b>Read PowerPoint case study:</b></p> <p><b>Challenge:</b> Which shirt should Josh buy? <b>More challenging:</b> Why should Josh buy that particular shirt? Explain. <b>Mega challenge:</b> Explain how the starter links with the lesson title.</p> <p>3 way differentiated clip link on PowerPoint and given as hand-out for students to complete.</p> <p><b>Main task 1:</b> Read aloud as a class the information sheet. Popcorn reading optional. Information sheet is in the lesson folder. <b>Main task 2:</b> Read introduction to task on PP</p>	<p>Ethical: the idea of doing something morally, or 'the right thing to do'.</p> <p>Fair trade: trade between companies in developed countries and producers in developing countries in</p>	<p><b>New Guidelines PSHE Association mapping:</b> <b>Core Theme 3: Living in the Wider World</b></p> <p>KS3 L16 KS3 L17 KS3 L18</p>

	<p><b>More challenging:</b> Describe the conditions of sweatshop workers and how we can make more ethical financial decisions</p> <p><b>Mega challenging:</b> Explain meaning of social corporate responsibility and how a company can fail in this duty.</p>	<p><b>Challenge:</b> Using your information sheet and the computers if they are available, write a detailed email back to each person helping them with their query.</p> <p><b>More challenging:</b> include the terms sweatshop, fair-trade and ethical.</p> <p><b>Mega challenge:</b> include a paragraph about corporate social responsibility in one of the answers and why when it works it is a good idea.</p> <p><b>Plenary:</b> Responding to Josh from starter using information learned from today in role play form.</p>	<p>which fair prices are paid to the producers.</p>	
4	<p><b>What is budgeting? How can we do it?</b></p> <p><b>Challenge:</b> Identify information about students' income and expenditure in the case studies. Describe new key terms.</p> <p><b>More challenging:</b> Explain where sensible cuts to expenditure could be made or income increased to help students manage their money effectively.</p> <p><b>Mega challenging:</b></p>	<p><b>Starter (image on PP)</b></p> <p><b>Challenge:</b> Study the picture. What do you think we're learning about today?</p> <p><b>More challenging:</b> Write down three other things we could add to each side of the scales.</p> <p><b>Mega challenge:</b> Explain the meaning of the term 'budgeting'.</p> <p><b>Task one:</b></p> <p><b>Challenge:</b> Match up the new key terms to their definitions.</p> <p><b>More challenging:</b> Find online or draw an image for each key term which can be used to help you remember the definition.</p>	<p><b>Expenditure:</b> E.g. rent, mortgage, food shopping, bills, fuel, holidays, going out, council tax, income tax, insurance, national insurance, pension payments, loan repayments.</p>	<p><b>New Guidelines PSHE Association mapping:</b></p> <p><b>Core Theme 3: Living in the Wider World</b></p> <p>KS3 L15 KS3 L16 KS3 L17 KS3 L18</p>

<p>Formulate calculations which demonstrate your maths skills and allow the students in the case studies to manage their money effectively.</p>	<p><b>Mega challenge:</b> Analyse – why do teenagers and young people often find it hard to budget? Discuss with a partner and be prepared to feedback.</p> <p><b><u>Main task (from studying case study worksheet):</u></b></p> <p><b>Challenge:</b> Identify the key problem areas in each of the students' income and expenditure.</p> <p><b>More challenging:</b> Explain where each of the students could make sensible cuts.</p> <p><b>Mega challenge:</b> Demonstrate using your maths skills- provide at least one calculation which would create either an increase in savings, or a cut in expenditure.</p> <p><b><u>Plenary:</u></b></p> <p>Create an advertisement for a debt charity encouraging students to budget sensibly. You could do this on the computers or on paper. Must use new key terms from today.</p>	<p>Any way you personally <b>spend</b> your money.</p> <p><b>Sources of income:</b> wages, pocket money, benefits, loans, interest on savings, gifts, inheritance money. Any way that you personally <b>gain</b> your money.</p> <p><b>budgeting</b> A way of balancing your income and expenditure on a weekly or monthly basis, so you don't spend more money than you have coming in. A plan makes</p>	
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			managing money easier, means you can save for luxuries or emergencies and pay off loans on time, without charges.	
5	<p><b>What are savings, loans and interest rates? Money management continued</b></p> <p>Learning outcomes:</p> <p><b>Challenge:</b> Identify the best saving accounts and the most risky loan products.</p> <p><b>More challenging:</b> Describe the dangers of personal loans through the creation of a web-page for students.</p> <p><b>Mega challenge:</b> Explain how we must consider interest rates when choosing the most suitable financial products for us.</p>	<p><b>Starter (see PP case study)</b></p> <p><b>Challenge:</b> Jasmine has been working hard and budgeting effectively. She's even started to have a surplus left over each month. Jasmine wants to start saving money – but what's the best way to do this?</p> <p><b>More challenging:</b> Why have you chosen this option?</p> <p><b>Mega challenge:</b> Explain the difference between the two account options from the bank given above.</p> <p><b>Task one: Clip task and differentiated questions on PowerPoint</b></p> <p>Task two: Use information chart (in folder)</p> <p><b>Challenge:</b> Order the best savings accounts in terms of interest. Order the best loan rates in terms of interest.</p>	<p>Expenditure:</p> <p>Sources of income:</p> <p>budgeting</p> <p>Credit cards</p> <p>Interest rates</p> <p>Loans</p> <p>Interest</p> <p>Savings</p> <p>Bank accounts</p>	<p>Single lesson</p> <p><b>New Guidelines PSHE Association mapping:</b></p> <p><b>Core Theme 3: Living in the Wider World</b></p> <p>KS3 L15</p> <p>KS3 L16</p> <p>KS3 L17</p> <p>KS3 L18</p>

		<p><b>More challenging:</b> Calculate how much a borrower would pay back in full on £1000 and how quickly a person could save £1000 in each savings account.</p> <p><b>Mega challenge:</b> Analyse ready to feedback to the class – why do people take out loans with high interest rates in the first place?</p> <p><b>When completed review as class.</b></p> <p><b>Plenary:</b></p> <p>Create a web-page for a student finance website, either as a design on paper or on the computers, which warns students about loans, interest rates and debt.</p> <p><u>It must:</u></p> <p>Describe the dangers of short-term loans that you've learned about today.</p> <p>Describe how easy it is to open up a bank account and the benefits of saving.</p> <p>Mega challenge:</p> <p>It must also explain what interest rates are.</p>		
6	<p>What are financial products?</p> <p><b>Learning outcomes:</b></p> <p><b>Challenge:</b> Identify which financial products are most appropriate for making particular types of purchases.</p> <p><b>More challenging:</b> Describe what particular types of</p>	<p><b>Starter: (read PP case study)</b></p> <p><b>Challenge:</b> Darren's mates are coming round to watch the football. As they'll be round about dinner time, he's decided to pop out first and buy everyone some chips. How should Darren make a purchase at the chip shop?</p>	<p>Expenditure:</p> <p>Sources of income:</p> <p>budgeting</p> <p>Credit cards</p>	<p><b>New Guidelines PSHE Association mapping:</b></p> <p><b>Core Theme 3: Living in the Wider World</b></p> <p>KS3 L15</p> <p>KS3 L16</p> <p>KS3 L17</p> <p>KS3 L18</p>

	<p>financial products are designed to do and the benefits of using them.</p> <p><b>Mega challenging:</b> Explain why some particular financial products may be unsuitable in some circumstances.</p>	<p>Cash, credit card, debit card, postal order or cheque book?</p> <p><b>More challenging:</b> Explain the difference between a credit and debit card.</p> <p><b>Mega challenge:</b> Explain what a postal order and a cheque book are.</p> <p><b>Task one:</b> Watch the clip and choose some red, amber or green challenge questions to answer (questions on PP slide)</p> <p><b>Main Task:</b> Work in pairs to complete the table using your information sheet: Imagine you work as a financial advisor at the Citizens Advice Bureau (somewhere people can go to get advice on independent living). <b>Challenge:</b> Use your information table to advise people who come to your information desk about how they should make purchases (which financial product they should use in which place). <b>More challenging:</b> Describe why they should use that particular financial product by saying what it is designed to do best. <b>Mega challenge:</b> Explain to your customer one financial product they should definitely not use for their transaction and why.</p>	<p>Interest rates</p> <p>Loans</p> <p>Interest</p> <p>Savings</p> <p>Bank accounts</p> <p>Cheque</p> <p>Debit card</p> <p>Transactions</p> <p>Current account</p> <p>Online shopping</p>	
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7	<p><b>What are the different kinds of financial transactions?</b></p> <p>Learning outcomes:</p> <p><b>Challenge:</b> Identify the correct order in which to make the most common transactions and demonstrate two successful transactions.</p> <p><b>More challenging:</b> Describe what we must look out for and be wary of during common transactions.</p> <p><b>Mega challenging:</b> Explain why we need to be particularly careful at certain points during the transactions.</p>	<p><b><u>Starter:</u></b></p> <p><b>Challenge:</b> Around the mind map, write down as many different ways as you can that people can make purchases</p> <p><b>More challenging:</b> Write a positive and a negative for each method of purchasing.</p> <p><b>Mega challenge:</b> Write down a type of purchase each method is particularly suitable for and explain why.</p> <p><b><u>Task one:</u></b></p> <p>Do we know how to make the most common transactions?</p> <p><b>Challenge:</b> Number the stages of each transaction so they are in the correct order.</p> <p><b>More challenging:</b> What important things should we be looking for during each transaction? What do we need to check?</p> <p><b>Mega challenge:</b> Explain why we need to check for these things.</p> <p><b><u>Plenary:</u></b></p> <p>Create a poster to go up on a wall next to a cashpoint reminding people to keep their bank details safe.</p> <p><b><u>You could:</u></b></p> <p>Describe the dangers of accidentally letting people see your PIN number. Explain why you must never write down your PIN number. Explain methods thieves could use to try and</p>	<p>Pin numbers</p> <p>Fraud</p> <p>Credit cards</p> <p>Interest rates</p> <p>Loans</p> <p>Interest</p> <p>Savings</p> <p>Bank accounts</p> <p>Cheque</p> <p>Debit card</p> <p>Transactions</p> <p>Current account</p> <p>Online shopping</p>	<p><b>New Guidelines PSHE Association mapping:</b></p> <p><b>Core Theme 3: Living in the Wider World</b></p> <p>KS3 L15</p> <p>KS3 L16</p> <p>KS3 L17</p> <p>KS3 L18</p> <p>KS3 L20</p>
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		Find out your bank details.		
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## Curriculum Area: PSHE KS3 Year 7

## Unit 3: Relationships, Identity and Safety

	<b>Learning Objectives</b> Three-way challenge learning objectives for each session.	<b>Learning activities, Differentiation + Challenge</b> Starters, Mains Activities Plenaries / AFL Clips + Links	<b>New key terminology:</b>	<b>Links to lesson:</b>  New Guidelines PSHE Association Mapping:
1	<p><b>Maintaining genuine friendships and avoiding toxic ones</b></p> <p><b>Learning outcomes:</b></p> <p><b>Challenge:</b> Correctly identify ways we can develop genuine friendships.</p> <p><b>More challenging:</b> Describe how it can be difficult to always be a good friend.</p> <p><b>Mega challenge:</b> Explain the difference between genuine friendships and toxic friendships.</p>	<p><b>Starter: students read case study on PowerPoint.</b></p> <p><b>Challenge:</b> How might Carly be feeling now? <b>More challenging:</b> What should Carly do now? <b>Mega Challenging:</b> Why are Kerri and Charmaine doing this? Be prepared to feedback your answers to the class.</p> <p><b>Task one:</b> differentiated questions from watching video clip. See worksheet in lesson folder.</p> <p><b>Task two:</b> students play friendship board game (see folder for board game and instructions. Teacher will need to print out cards and cut out cards before students play). Students review board game, answering questions at their challenge level: <b>Challenge:</b> Describe the dilemma you found the most difficult and explain why.</p>	<p><b>Frenemies:</b> People that pretend to be your friend, but don't act the way genuine friends do.</p> <p><b>Toxic Friendship Groups:</b> a group of friends you may not like, want to be with or who even like you, but you are scared about what could happen if you try to leave the group.</p>	<p><b>Core Theme 2: Relationships</b> KS3 R1 KS3 R2 KS3 R9 KS3 R10 KS3 R13 KS3 R14 KS3 R16 KS3 R19 KS3 R21 KS3 R42 KS3 R44</p>

		<p><b>More challenging:</b> Who did you have to put first in these situations and why? Was this always the case?</p> <p><b>Mega challenge:</b> How true is this statement: 'it is always easy to be a good friend'? Analyse using examples from the game.</p> <p><b>Task three:</b> students write a response to Carly's text, according to their challenge level:</p> <p><b>Challenge:</b> Write a text in response to Carly.</p> <p><b>More challenging:</b> You let Carly come round. What are you going to say to her? Why?</p> <p><b>Mega Challenging:</b> Write a paragraph explaining the difference between a genuine and a toxic friendship.</p> <p><b>Plenary:</b></p> <p><b>Challenge:</b> Describe three things a frenemy in a toxic friendship group might do.</p> <p><b>More challenging:</b> Explain two things your partner has learned today about genuine and toxic friendships.</p> <p><b>Mega challenging:</b> Explain three things you have learned today using all three of the lesson's key terms.</p>	<p><b>Genuine friendships:</b> These last for years as they are based on mutual respect and are people who make each other feel good about themselves.</p>	
2	<p><b>Families and different long term commitments (marriage / civil partnerships) what are the different types and does it matter what kind of family I have? (2 hours)</b></p>	<p><b>Starter: students write on Post-It notes</b></p> <p><b>Challenge:</b> Write down on your Post-It one word that comes to mind when you think of your family. Put it on the board.</p> <p><b>More challenging:</b> Look at the board and choose a different person's post it. Does this word apply to your family? Explain.</p>	<p>Family – A group of close people, usually related, who choose to live together as a unit. There are many different types of family.</p>	<p><b>Core Theme 1: Health and Wellbeing</b> KS3 H2</p> <p><b>Core Theme 2: Relationships</b> KS3 R1 KS3 R2</p>

<p><b>Learning outcomes:</b>  <b>Challenge:</b> Identify the different types of family and the roles of family members.</p> <p><b>More challenging:</b> Describe the changes in family roles since the 1950s</p> <p><b>Mega challenge:</b> Explain why roles have changed and why we need to learn about different types of families.</p>	<p><b>Mega challenge:</b> Analyse why the more challenging task has been set. What might be the message of today's lesson?</p> <p><b>Task one: (from reading the table on the handout):</b>  <b>Challenge:</b> In pairs, decide whether the statements are talking about a male carer (usually a dad/grandad/uncle/brother), a female carer (usually a mom/nan/aunt/sister) or both.  <b>More challenging:</b> Explain your decision for each choice. Think of three more for a partner to add.  <b>Mega challenge:</b> Which statements do you think would change if it was the 1950s? What has caused this change in attitudes and which is the right way of things in your opinion? Explain.</p> <p><b>Main task: students create a classroom display on The Family using the information booklet</b>  <b>Challenge:</b> Your display piece must include information on – three different types of family and male/female roles today.  <b>More challenging:</b> Your display piece must include detailed information on five different family types and how male/female roles have changed over time.  <b>Mega challenge:</b> Your display piece must include detailed information on seven different family types and why the role of the family has changed over time, citing three different factors affecting change.</p> <p><b>Plenary</b></p>		<p>KS3 R3  KS3 R10  KS3 R14  KS3 R35  KS3 R36</p>
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		<p><b>Challenge:</b> On your new Post-It, write down the most important thing you think young people should know about modern families.</p> <p><b>More challenging:</b> On your new Post-It, write down the most important thing you think young people should know about modern families and why.</p> <p><b>Mega challenge:</b> On your Post-It write down a possible consequence of young people not learning about the different types of family and their modern roles.</p>		
3	<p><b>Romance, love, new feelings and teen relationships</b></p> <p><b>Learning outcomes:</b></p> <p><b>Challenge:</b> Identify what can be expected as someone becomes romantically attracted or involved with someone else and the problems which may arise.</p> <p><b>More challenging:</b> Describe what the case studies should do in the difficult romantic situations as well as what is and isn't appropriate.</p> <p><b>Mega challenge:</b> Explain the meanings of new terms</p>	<p><b>Starter: (students read case study on PowerPoint)</b></p> <p><b>Challenge:</b> What do Pavel's parents mean by this?</p> <p><b>More challenging:</b> Why are Pavel's parents worried do you think? Explain giving two possible reasons. Should they be?</p> <p><b>Mega challenge:</b> Is Sophie and Pavel's relationship likely to last forever? Analyse taking into account both their ages and how they feel about each other.</p> <p><b>Task one</b> Watch the clip and choose some red, amber or green challenge questions to answer (questions on PowerPoint slide)</p> <p><b>Main Task: 'expert vlogger' roleplay</b> Work in pairs to complete the task using the information sheet:</p> <p><b>Challenge:</b> You are an expert romance and relationships vlogger. You have been sent in video clips by 5 teenagers</p>	<p><b>Dopamine</b> – a very powerful chemical released when you are 'in love' that makes you happy and excited to be around the person you fancy. It can make you also have sexual thoughts.</p> <p><b>Infatuation</b> – being so in love with someone that they are all you can think about and talk about. This stage doesn't last more than a few weeks usually.</p>	<p><b>Core Theme 2: Relationships</b></p> <p>KS3 R1 KS3 R11 KS3 R12 KS3 R13 KS3 R14 KS3 R18 KS3 R28 KS3 R42 KS3 R43 KS3 R44</p>

	<p>and use them in the correct context, analysing whether romantic love even exists at all.</p>	<p>asking your advice. These are on your table. In pairs, create a vlog that answers all your fans questions.</p> <p><b>More challenging:</b> Include the terms dopamine and infatuation.</p> <p><b>Mega challenge:</b> Pick two from the set on your table but using the info sheet, create three more scenarios to test a partner.</p> <p><b>Task three</b> Students create a mind map of their perfect partner.</p> <p><b>Challenge:</b> Around the mind map, write down what you would expect from your perfect romantic partner. Look carefully at it. Are you all of these things, do you have all these qualities?</p> <p><b>More challenging:</b> What is the point being made by doing the above task? Discuss with a friend what kind of relationship you want when the time is right. Who are your role models? Be ready to feedback and explain your ideas.</p> <p><b>Mega challenge:</b> 'As romantic love is created by dopamine in the brain, it doesn't really exist.' Analyse what is meant by this statement and whether you agree. Explain in two paragraphs.</p> <p><b>Plenary</b></p> <p><b>Challenge:</b> Draw around your hand in your book. In the space of each finger and thumb write one good piece of advice for young people about romance and relationships.</p> <p><b>More challenging:</b> Explain the most important thing you are going to remember from today's lesson. This is your exit ticket.</p>		
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		<b>Mega challenge:</b> Explain the link between drops in dopamine levels and infatuation. One paragraph in your book.		
4	<p><b>How can we keep safe and positive relationships?</b></p> <p><b>Learning outcomes:</b></p> <p><b>Challenge:</b> Describe some ways of avoiding dangerous relationships and maintaining positive ones.</p> <p><b>More challenging:</b> Explain ways dangerous people seek out the vulnerable and how not to fall for their traps.</p> <p><b>Mega challenge:</b> Analyse how the internet could be made safer and how particular relationships could turn into negative situations if left unchecked.</p>	<p><b>Starter (using info on handouts)</b></p> <p><b>Challenge:</b> Circle the relationships you think could be dangerous.</p> <p><b>More challenging:</b> Explain why you think this.</p> <p><b>Mega challenge:</b> Hypothesise what could happen if the relationship was allowed to carry on.</p> <p><b>Task one (using video clip on PowerPoint)</b></p> <p>Students watch video clip and complete table. Challenge questions available on PowerPoint slide.</p> <p><b>Main task</b></p> <p>Using the sheets provided, students work in groups to create a written sheet of advice for each case study. Extension task available on PowerPoint slide.</p> <p><b>Plenary</b></p> <p><b>Challenge:</b> Write down one new thing the person next to you has learned today.</p> <p><b>More challenging:</b> Explain why what your partner has learned is important.</p> <p><b>Mega challenge:</b> Write a paragraph summarising what you have learned today which contains all of today's key terms used in the correct context.</p>	<p><b>Cyber bully</b>– a person of any age who harasses you online.</p> <p>Paedophile – an older person who has sexual feelings towards children</p> <p><b>Domestic abuse</b> – unwanted harassment, physical contact or constant shouting at a partner or family member to make them feel bad.</p>	<p><b>Core Theme 1: Health and Wellbeing</b></p> <p>KS3 H30</p> <p><b>Core Theme 2: Relationships</b></p> <p>KS3 R1 KS3 R2 KS3 R9 KS3 R10 KS3 R11 KS3 R13 KS3 R14 KS3 R15 KS3 R16 KS3 R17 KS3 R18 KS3 R19 KS3 R23 KS3 R24 KS3 R25 KS3 R30 KS3 R37 KS3 R38 KS3 R42 KS3 R43 KS3 R44</p>

				<p><b>Core Theme 3: Living in the Wider World</b></p> <p>KS3 L27</p>
5	<p><b>Bullying or banter – what is and what isn't acceptable?</b></p> <p><b>Learning outcomes:</b>  <b>Challenge:</b> Identify whether the situations are 'banter' or bullying.  <b>More challenging:</b> Describe the consequences of 'banter' and how we can tell when banter turns to bullying.  <b>Mega challenge:</b> Explain the difference between banter and bullying and why you believe each situation falls into that particular category.</p>	<p><b>Starter: students read case study on PowerPoint</b>  <b>Challenge:</b> Is Ashraf's new nickname offensive? How and why?  <b>More Challenging:</b> What should Ashraf do to rectify the situation? Explain.  <b>Mega Challenge:</b> Would Ashraf's nickname still be offensive if he's given it himself? Analyse if this would still cause problems and why.</p> <p><b>Task one</b>  Watch the clip and choose some red, amber or green challenge questions to answer (questions on PowerPoint slide)</p> <p><b>Main task: case studies</b>  Students read case studies and complete the table according to their challenge level.</p> <p><b>Task three</b>  Students read source article as a class.  <b>Challenge:</b> create a table of arguments for and against banning 'banter'.  <b>More challenging:</b> Define the difference between bullying and banter.</p>	<p><b>banter</b> – a type of teasing which although usually friendly, easily turns into something people can take offensively.</p>	<p><b>Core Theme 2: Relationships</b></p> <p>KS3 R1  KS3 R2  KS3 R3  KS3 R7  KS3 R9  KS3 R10  KS3 R13  KS3 R14  KS3 R18  KS3 R19  KS3 R23  KS3 R38  KS3 R39  KS3 R40  KS3 R41</p>

		<p><b>Mega challenge:</b> Create a paragraph to add to the school's bullying policy about how certain types of banter will be recognised as bullying. Where will the line be drawn? What will the consequences be?</p> <p><b>Plenary:</b> Your friend has missed today's lesson. Create a text or tweet summarising the three most important things you've learned about banter. You only have 140 letter characters!</p>		
6	<p><b>How can we prevent online bullying?</b></p> <p><b>Learning outcomes:</b> <b>Challenge:</b> Identify the different types of cyber bullying. <b>More challenging:</b> Describe what cyber bullying is and why people do it. <b>Mega challenge:</b> Analyse why the 4 Step Method to stop cyber bullying is effective.</p>	<p><b>Starter</b> <b>Challenge:</b> What does it mean when we use the term 'trolling'? <b>More challenging:</b> Describe an example of how a person might 'troll'. <b>Mega challenge:</b> Explain what measures social media companies have in place to try to prevent trolling.</p> <p><b>Task one</b> Watch the clip and complete the table (table + challenge question on PowerPoint slide)</p> <p><b>Main task: key terms matching activity</b> Students match definitions to correct descriptions. Challenge question on PowerPoint slide.</p> <p><b>Task three</b></p>	<p><b>Cyber stalking</b> <b>Harassing</b> <b>Flaming</b> <b>Website creating</b> <b>Degradation</b> <b>Humiliation</b> <b>Impersonating</b> <b>Password theft</b> <b>Use of photos and images</b></p>	<p><b>Core Theme 2: Relationships</b> KS3 R2 KS3 R9 KS3 R10 KS3 R13 KS3 R14 KS3 R16 KS3 R17 KS3 R18 KS3 R23 KS3 R37 KS3 R38 KS3 R39 KS3 R40 KS3 R41</p>