

Curriculum Area: PSHE KS4 Year 10

Mental Health and Wellbeing

	Learning Objectives Three-way challenge learning objectives for each session.	Learning activities, Differentiation + Challenge Starters, Mains Activities Plenaries / AFL Clips + Links	New key terminology:	Links to lesson: New Guidelines PSHE Association Mapping:
Intro				
2	Screen time Learning Outcomes: Challenge: Correctly identify the consequences of too much screen time and the ways this can impact upon our mental and physical health. More challenging: Describe in detail the consequences of having too much screen time, how this affects the brain and	Starter (scenario on PP) Challenge: Identify three reasons why this might not be a good idea. More challenging: Describe what the possible consequences of Ben's regular late night gaming sessions could be. Mega challenge: Define the term 'screen time' + explain why you think it is important for us to learn about the consequences of having too much. Task one Students read the information sheet together as a class.	Screen time – The amount of time spent in front of an electronic screen, this could be a phone, a laptop or a TV for example. Electronic Screen Syndrome (ESS) – a term used to describe health issues related to excessive screen time. Melatonin – a chemical released by	New PSHE Association mapping: KS4 H2 KS4 H5 KS4 H7 KS4 H8 KS4 H9 KS4 H11 KS4 H12 KS4 H13 KS4 H14 KS4 R9

	<p>positive alternatives for recreation.</p> <p>Mega challenge: Explain, using today's key terminology in the correct context, why too much screen time can damage our brains and whether screen time can have positive effects if enjoyed in moderation.</p>	<p>Task two (clip link on PP slide 4) Students watch video clip and answer the questions at their challenge level.</p> <p>Main task (Literacy / IT Focus) <u>Task Three – option one - help Ben!</u> Ben spends six hours a day on his computer, gaming, as we have seen. Using your info sheets, your clip answers and key terms from today, create a detailed message to Ben explaining why it would be a good idea for him to begin to cut down on his screen time.</p> <p><u>Task Three – option two – web design!</u> Create a webpage for young teens giving reasons why they should think about cutting down on screen time. You must give positive recreational alternatives and explain the long term health implications of too much screen time (you can use the computers if available, or design on paper and create as homework).</p> <p>Plenary</p> <p>“Students who regularly exceed 6 hours of screen time per day are harming their brain and social development.”</p> <p>To what extent do you agree with this statement?</p>	<p>the brain to help us sleep.</p>	
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3	<p>Social media and self-esteem</p> <p>Learning Outcomes:</p> <p>Challenge: Correctly identify the ways people contrive online personas and the effects this can have on both our self-esteem and that of others.</p> <p>More challenging: Explain why people create online personas, the meaning of imposter syndrome and how people can get addicted to social media.</p> <p>Mega challenge: Explain, using today's key terminology in the correct context, why people feel the need to create online 'brands' of themselves as well as the risks addiction to social media poses to our mental health.</p>	<p>Starter (scenario on PP)</p> <p>Challenge: What impression does Keira's profile give about her life? Identify three things.</p> <p>More challenging: Why do you think this?</p> <p>Mega challenge: Define the terms brand, online persona and self-esteem. How might these words relate to today's lesson? (Review using PP slide 3)</p> <p>Task one Students read the information sheet together as a class.</p> <p>Task two (clip link on PP slide 5) Students watch video clip and answer the questions at their challenge level.</p> <p>Main task: Literacy/IT Focus <u>Task Three – option one - help Keira!</u> Keira spends five hours a day on social media. She is constantly comparing herself to the Kardashians and other online divas. However, Keira's life, as we know, is highly embellished. Her self-esteem is low. Using your info sheets, your clip answers and key terms from today, create a detailed message to Keira putting her problems in perspective and helping her re-build her self-esteem.</p> <p><u>Task Three – option two – web design!</u></p>	<p>Online persona – The image you portray of yourself online. This could be entirely contrived and different to your real self.</p> <p>Brand – usually applied to products, celebrities and others online are now applying this term to their own identity, to help promote themselves.</p> <p>Self-Esteem - confidence in one's own worth or abilities, how you feel about yourself, which can be affected by comparisons with others.</p>	<p>Year 10 Folder: https://www.te.s.com/teaching-resource/year-10-pshe-1-year-s-yr-10-pshe-11994329</p> <p>Complete KS4 Folder: https://www.te.s.com/teaching-resource/complete-ks4-pshe-rse-12059669</p> <p>Single lesson folder: https://www.te.s.com/teaching-resource/social-media-self-esteem-pshe-11976872</p>
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		<p>Create a webpage for young teens to help boost their self-esteem, by relating how online personas are carefully contrived and often not reflective of real lives (you can use the computers if available, or design on paper and create as homework).</p> <p>Plenary "Social media does more good than bad for our self-esteem." To what extent do you agree with this statement?</p>		<p>New PSHE Association mapping: KS4 H2 KS4 H4 KS4 H5 KS4 H7 KS4 H8 KS4 H10 KS4 H12 KS4 H13 KS4 R1 KS4 R9 KS4 R14 KS4 R28 KS4 R35 KS4 R36 KS4 L23 KS4 L24 KS4 L27</p>
4	<p>Study Skills</p> <p>Learning Outcomes:</p> <p>Challenge: Identify what to do to retain large amounts of information and to</p>	<p>Starter (scenario on PP)</p> <p>Challenge: Who is most likely to be able to remember and use the equation? More challenging: Why do you think this? Explain. Mega challenge: Explain two differences between short and long term memory and explain how this relates to study skills.</p>	<p>Long and short term memory – the two different ways you brain stores information. We need to utilise and train our long term memory when we revise.</p>	

<p>access and use this successfully in exams.</p> <p>More Challenging: Describe the different brain training methods to help us develop excellent study skills and recall techniques.</p> <p>Mega Challenge: Explain how different memory and recall techniques can be successfully applied to a range of subjects.</p>	<p>Task 1 – Popcorn reading (Article in booklets)</p> <p>We will now find out more about different ways of studying, how our brains store knowledge and how we can best utilise Memory to help our performance in our exams and ensure we can draw on and use knowledge most efficiently.</p> <p>Task 2 – Video Task (Video in PowerPoint)</p> <p>Students then answer questions of their level</p> <p>Task 3 – Inbox is full (Scenarios on slides)</p> <p>Challenge: Create clear and helpful replies using your info sheets and clip answers.</p> <p>More challenging: Explain in detail to each person exactly how the memory and brain training techniques you have learned about today can aid them with their specific issues.</p> <p>Mega Challenging: As above, writing articulately and using new terminology in the correct context.</p>	<p>Brain plasticity – the ability of the brain to adapt to retain new information, a concept we can exploit through particular memory training techniques and study skills.</p>	
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		<p>Plenary</p> <p>Complete literacy focus task at your challenge level. Tasks in booklets</p>		
5	<p>Managing tough times: change, grief and bereavement</p> <p>Learning Outcomes:</p> <p>Challenge: Correctly identify the different stages of grief and ways we can support people who are grieving.</p> <p>More challenging: Describe the different stages of grief, the best ways to support grieving people and what a person may experience during the different stages.</p> <p>Mega challenge: Explain in scientific terms what happens to a person's mind</p>	<p>Starter (scenario on PP)</p> <p>Challenge: What do we call the experience that Casey is having?</p> <p>More challenging: How could Casey's friends support him during this incredibly tough time?</p> <p>Mega challenge: Casey will always miss his sister, but will he always feel this way? Explain your thoughts.</p> <p>Task one (clip link on PP slide 3)</p> <p>Students watch video clip and answer the questions at their challenge level.</p> <p>Task two (using information sheet provided)</p> <p>Read the information sheet together as a class.</p> <p>Task three</p> <p>Grief manifests itself in seven stages. We will now all have a go at matching those stages to the ways people express them on your match-up task sheet.</p> <p>More challenging: Give a real life example of something a person might do or say in each of these stages. Be prepared to share your ideas with the class.</p>	<p>Bereavement - the experience of losing a loved one through their death.</p> <p>Grief - the feelings you experience after the death of a loved one or the loss of something which you deeply valued.</p>	<p>New PSHE Association mapping:</p> <p>KS4 H2 KS4 H5 KS4 H6 KS4 H7 KS4 H8 KS4 H10 KS4 R11 KS4 R12 KS4 R13 KS4 R17</p>

	<p>during the grieving process and why particular activities may be helpful.</p>	<p>Task four Challenge: Using your information sheets and clip notes, write a three paragraph message to Casey, identifying where he is on the grief stages, what will come next and what you can do to support him as well as where he could turn for help. More challenging: Your message must be detailed, describing the stages of grief, what Casey is likely to experience, the best ways you can support him and the most suitable agency Casey could turn to for further help. Mega challenge: As above but explaining using new key terminology what happens to a person's mind during the grieving process and why particular activities may be helpful.</p> <p>Plenary Complete your literacy focus task at your challenge level. Be prepared to feedback and justify your ideas to the class.</p>		
6	<p>Homelessness</p> <p>Learning Outcomes:</p> <p>Challenge: Identify causes of people becoming rough sleepers or homeless. Describe ways</p>	<p>Starter (scenario on PP)</p> <p>Challenge: Why can't Kelly just get another job? Identify possible reasons. More challenging: Explain the different ways being homeless would impact on Kelly in 1) the short term and 2) the long term.</p>	<p>Homelessness – When a person has no permanent residence of their own, and may be on the streets, sofa-surfing or in a hostel.</p>	<p>New PSHE Association mapping: KS4 H5 KS4 H6 KS4 H10 KS4 H19 KS4 H20 KS4 H21</p>

	<p>we can help people who become homeless.</p> <p>More challenging: Describe in detail the most significant causes for homeless in Britain. Explain the long and short term effects on individuals.</p> <p>Mega challenge: Analyse why homelessness is on the increase and what measures could be put in place to help solve the issue.</p>	<p>Mega challenge: Is being homeless the same as sleeping rough? Explain your ideas articulately and in full with examples.</p> <p>Task one (clip link on PP slide 3) Students watch video clip and answer the questions at their challenge level.</p> <p>Task two Students read the information sheet together as a class.</p> <p>Task three (using chart provided) Challenge: What does this graph show us about child homelessness in the UK? More challenging: Why do you think this is the trend? Explain citing examples from current economic and political affairs. Mega challenge: Analyse what could be done to help reverse the trend.</p> <p>Main task</p> <p>Using the information in your hand-out, clips and graph, create a noticeboard for a Citizens Advice Bureau raising awareness of why people become homeless, what this means exactly and where they can find help. Work at your challenge level.</p> <p>Plenary Complete your literacy focus task at your challenge level.</p>	<p>Rough Sleeping - sleeping in places which aren't designed for sleeping, often outside.</p>	<p>KS4 H23 KS4 R9 KS4 R12 KS4 R34</p>
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		Be prepared to feedback and justify your ideas to the class.		
7	<p>Hate crime</p> <p>Learning Outcomes:</p> <p>Challenge: Correctly identify whether cases are hate crimes and classify the factors behind them.</p> <p>More challenging: Describe why cases of hate crime are reported to be on the increase and the reasons behind this.</p> <p>Mega challenge: Explain the meaning of new key terminology and use these phrases articulately in the correct context.</p>	<p>Starter (images on PP)</p> <p>Challenge: What can we learn from these images about British attitudes to immigrants over the past 60 years?</p> <p>More challenging: Only one of these images was acknowledged as a 'hate crime'. Why is this? What was the difference?</p> <p>Mega challenge: Explain what you believe makes something a 'hate crime.' What characteristics must the crime have?</p> <p>Task one (clip link on PP slide 3) Students watch video clip and answer the questions at their challenge level.</p> <p>Task two Students read the information sheet together as a class.</p> <p>Task three (using worksheet provided) Categorise the case studies into hate crimes or not hate crimes. More challenging: explain your reasoning. Review: were there any that were hard to classify? Why?</p> <p>Plenary</p>	<p>Hate Crime - a crime motivated by racial, sexual, or other prejudice, typically one involving violence.</p> <p>Inciting Racial Hatred – a crime under UK law, deliberately provoking hatred of a racial group.</p>	<p>New PSHE Association mapping:</p> <p>KS4 H4 KS4 H5 KS4 H7 KS4 H10 KS4 H22 KS4 H23 KS4 R3 KS4 R5 KS4 R6 KS4 R28 KS4 R34 KS4 L28 KS4 L29</p>

		<p>Complete your literacy focus task at your challenge level.</p> <p>Be prepared to feedback and justify your ideas to the class.</p>		
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Curriculum Area: PSHE KS4 Year 10

LIVING IN THE WIDER WORLD

	Learning Objectives Three-way challenge learning objectives for each session.	Learning activities, Differentiation + Challenge Starters, Mains Activities Plenaries / AFL Clips + Links	New key terminology:	Links to lesson: New Guidelines PSHE Association Mapping:
1	The criminal justice system Learning Outcomes: Challenge: Demonstrate an understanding that several different organisations make up the Criminal Justice System More challenging: Be able to discuss some of the different arms of the Criminal Justice system and begin explain what they do Mega challenge: Have a developed understanding	Starter (information on PP) Challenge: Copy and complete the paragraph using the words below (on PP). More challenging: Why do you think there is such a focus on dealing with youth crime in this country? Mega challenge: Explain the difference between criminal and civil law. Task one (using information sheets provided) Challenge: Use sheet one, where some of the options are completed for you. More challenging: Use the blank template of sheet two and complete all the boxes. Mega challenge: Order and explain the route a crime committed by a youth would take, why, and the possible consequences for the perpetrator. Review sheets 1 and 2 as a class.	Criminal Justice System - the organisations in the UK collectively responsible for dealing with criminal activity.	New PSHE Association mapping: KS4 H19 KS4 H20 KS4 H23 KS4 R16 KS4 R22

	<p>of the Criminal Justice System and be able to confidently explain the roles of different organisations</p>	<p>Task two Challenge: Use the laptops to research one organisation in more detail and find out its strengths and weaknesses. More challenging: Describe any suggestions that are currently being proposed by political parties or pressure groups to reform the system. Mega challenge: Explain your opinions on the proposals. https://www.youtube.com/watch?v=MEXfFjjoDyE (watch first for ideas)</p> <p>Plenary Just a minute ... ! Who can talk about the Criminal Justice System for one minute without stopping?</p>		
2	<p>Anti-social behaviour</p> <p>Learning Outcomes:</p> <p>Challenge: Correctly identify anti-social behaviour and common consequences for the victim and the perpetrator.</p> <p>More challenging: Describe what constitutes antisocial</p>	<p>Starter (scenario on PP) Challenge: What might happen the morning after Daz's actions? More challenging: What could be a long and a short term consequence of these actions for 1) Daz and 2) his neighbours? Mega challenge: Explain the definition of anti-social behaviour and why it is important for us to study it.</p> <p>Review starter using PP slide 3.</p>	<p>Anti-social behaviour – behaviour likely to cause alarm, harassment, or distress to other people around you.</p> <p>Legal ramifications – consequences that involve the law – e.g.</p>	<p>New PSHE Association mapping: KS4 H5 KS4 H21 KS4 H22 KS4 R1 KS4 R9 KS4 R16 KS4 R31 KS4 R34 KS4 R35 KS4 R36</p>

	<p>behaviour and both the long and short term consequences for victims and perpetrators.</p> <p>Mega challenging: Explain why people commit anti-social behaviour and the legal ramifications for teens who continuously commit anti-social acts.</p>	<p>Task one (clip link on PP slide 4) Watch video clip and answer questions at the appropriate challenge level.</p> <p>Task two (using information sheet provided) Read the information sheet together as a class.</p> <p>Task three Using your information sheet, clip notes and laptops (if available) create either a leaflet, a webpage or a podcast which to dissuade teens from committing anti-social acts. Ensure you refer to the learning outcomes.</p> <p>Plenary Complete your literacy focus task at your challenge level. Be prepared to feedback and justify your ideas to the class.</p>	<p>getting prosecuted or a criminal record.</p>	<p>KS4 R37</p>
<p>3</p>	<p>County lines</p> <p>Learning outcomes:</p> <p>Challenge: Identify how criminals exploit young people, how County Lines works and where you can get help if you think someone is involved.</p>	<p>Starter (scenario on PP):</p> <p>Challenge: What is Cameron doing? Who are the K10 Krew?</p> <p>More challenging: What is likely to happen to Cameron 1) in the short term from being mugged on delivery 2) in the long term joining a gang.</p> <p>Mega challenge: Explain who might have mugged Cameron and why. Analyse why gangs don't just deliver drugs themselves – what benefits do they gain from exploiting young people like Cameron?</p>	<p>County Lines – Gangs sending young people from cities into smaller towns and villages in order to sell drugs to the people living in these areas.</p> <p>Disenchantment- to be disillusioned, in this</p>	<p>New PSHE Association mapping:</p> <p>KS4 H2 KS4 H4 KS4 H22 KS4 H23 KS4 R1 KS4 R9 KS4 R16</p>

	<p>More challenging: Describe in detail what is happening in a range of criminal case studies and how young people are groomed by gangs to get involved with County Lines.</p> <p>Mega challenge: Explain exactly how County Lines and grooming works, how young people are trapped and then exploited and respond to case studies articulately using new key terminology.</p>	<p>Review starter using PP slide 3.</p> <p>Task one Challenge: With a partner, mind map five ways you think the K10 Krew could have groomed Cameron. More challenging: Describe how each of these might have appealed to Cameron. Mega challenge: Analyse what may have stopped Cameron from realising he was being groomed.</p> <p>Review ideas as a class using PP slide 5.</p> <p>Task two (using information sheet provided) Read the information sheet together as a class.</p> <p>Task three (video clip link on PP slide 7) Students watch the video clip and answer the questions at their challenge level.</p> <p>Task four (using examples provided) Challenge: Create clear and helpful replies using your info sheets and clip answers. More challenging: Explain to each person what could be going on and why, where they can get help and what short and long-term possible consequences they need to be aware of. Mega challenge: As above, writing articulately and using new terminology in the correct context.</p>	<p>case with society, and not feeling like there is no part in it for you and you could never play a successful role.</p> <p>Trap House – a base used for drug operations, usually a person's home who has been bribed or threatened into the situation.</p>	<p>KS4 R28 KS4 R29 KS4 R30 KS4 R35 KS4 R36 KS4 R37 KS4 R38</p>
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		<p>Task five (optional) Students watch video clips (links on PP slide 10) and complete the table according to their challenge level.</p> <p>Plenary "We should legalise drugs like heroin and cocaine. That way, we wouldn't have problems like County Lines and all the other issues caused by the illegal drugs trade." To what extent do you agree with this statement? Complete your literacy focus sheet at your challenge level and be prepared to feedback your ideas in ten minutes.</p>		
4	<p>Money laundering</p> <p>Learning Outcomes:</p> <p>Challenge: Correctly identify the different types of money laundering, who is most likely to get involved and the consequences.</p> <p>More challenging: Describe how and why criminals launder money and how easily victims can become money mules.</p> <p>Mega challenge: Explain how you can stay out of</p>	<p>Starter (scenario on PP)</p> <p>Challenge: What questions would you want to ask about this if you were Zak?</p> <p>More challenging: Why can't Aaron look after his own money do you think? Explain three possible reasons.</p> <p>Mega challenge: Define the terms 'money laundering' and 'tax evasion'. Why do we need to learn about these things?</p> <p>Task one (clip link on PP slide 3) Students watch video clip and answer the questions at the appropriate challenge level.</p> <p>Task two (using information sheet provided) Students read the information sheet together as a class.</p> <p>Task three</p>	<p>Money Laundering: the concealment of illegally obtained money, typically by means of transfers involving other bank accounts.</p> <p>Tax evasion: an illegal practice where a person or organisation intentionally avoids paying their correct tax amount.</p> <p>Money mule – people not aware that the</p>	<p>New PSHE Association mapping: KS4 H21 KS4 H22 KS4 R9 KS4 R14 KS4 R16 KS4 R28 KS4 R29 KS4 R31 KS4 R35 KS4 R36 KS4 R37 KS4 R38</p>

	<p>danger and avoid the consequences of being a money mule.</p>	<p>Challenge: Using your information and clip notes sheets, create an infographic which must include information on what exactly money laundering is, why it is illegal and the consequences of getting involved.</p> <p>More challenging: Your infographic must include detailed information on all subheadings on your sheet, with new key terminology used in the correct context.</p> <p>Mega challenge: As above, but your infographic must also include statistics the recent increase in money laundering, analysing why this might be as well as explaining how you can avoid being a money mule.</p> <p>Plenary Complete your literacy focus task at your challenge level. Be prepared to feedback and justify your ideas to the class.</p>	<p>money they are transferring or looking after is from illegal activity.</p>	
5	<p>Terrorism and holy war</p> <p>Learning Outcomes:</p> <p>Challenge: Demonstrate an understanding of moderate and extreme Islamic and Christian attitudes towards terrorism and holy war.</p> <p>More challenging: You will demonstrate deep</p>	<p>Starter (images on PP)</p> <p>Challenge: Who are the two hate groups represented in these images?</p> <p>More challenging: Define the terms terrorism and holy war.</p> <p>Review starter using PP slide 3 (mix and match task).</p> <p>Task one (video clip link on PP slide 4) Students watch video clip and answer the questions at their appropriate challenge level.</p>	<p>Terrorism – use of violence and intimidation, especially against civilians, in the pursuit of political or religious aims.</p> <p>Holy war – a war for a religious reason, usually lead by extreme leaders who</p>	<p>New PSHE Association mapping: KS4 H4 KS4 H10 KS4 H22 KS4 R1 KS4 R9 KS4 R14 KS4 R28 KS4 R34 KS4 R35 KS4 R36 KS4 R37</p>

	<p>knowledge and you will be able to use suitable Biblical or Qur'anic quotes to back these ideas up in a practice (RE style) exam question.</p> <p>Mega challenge: A developed understanding of Islamic and Christian attitudes, demonstrating your ability to use religious quotes from numerous sources and religions to argue on both sides of a statement and provide an evaluative conclusion on a practice exam question.</p>	<p>Task two (using information sheet provided) Students read the information sheet and categorise quotes under the correct heading.</p> <p>Task three (using same worksheet from task two) Students focus on the last column of the table. Challenge: Explain exactly what this statement implies More challenging: Explain how you know Mega challenge: Analyse whether this statement is contradicted by another quote from the same religion.</p> <p>Plenary</p> <p>Exam (RE style) practice question:</p> <p>'There is always a firm religious basis to the terrorism we encounter carried out in the name of Allah or God.'</p> <p>Evaluate this statement comparing Christian views and those of at least one other religion. Use your religious quote analysis sheets to help.</p> <p>You should refer to religious arguments and reach a justified conclusion.</p> <p>(12 marks)</p>	<p>justify war with texts from holy books.</p>	<p>KS4 R38 KS4 L24 KS4 L28 KS4 L29</p>
6	<p>Overt and covert racism</p> <p>Learning Outcomes:</p>	<p>Starter (using information on PP)</p>	<p>Racism - a belief that members of one race are superior to those of others</p>	<p>New PSHE Association mapping: KS4 H2 KS4 H4</p>

<p>Challenge: Identify examples of racism</p> <p>More challenging: Explain some reasons why racism is wrong</p> <p>Mega challenge: Explain in detail whether certain cases are racist or not</p>	<p>Challenge: Do you think the remarks she made were racist? Explain your answer.</p> <p>More challenging: Do you think she should have been sacked? Why?</p> <p>Mega challenge: Would your reaction be different if the comments were said about 'black people, Pakistanis or gays' as quoted? Explain your answer.</p> <p>Task one (using scenarios provided)</p> <p>Read and discuss each scenario with your partner or group.</p> <p>You must record on your table whether the scenario is:</p> <p>Racist Not Sure Not racist</p> <p>Challenge: Explain your answer for each scenario.</p> <p>More challenging: Identify and explain two examples of overt racism and two examples of covert racism from the scenarios.</p> <p>Mega challenge: Analyse which is worse, overt or covert racism. Argue your point on both sides using examples.</p> <p>Task two (using 4-stage model on PP slide 4 and handout)</p> <p>Colour code the stages and categorise the reasons to show which stage they fit into. Explain your answers. Not all</p>	<p>Overt – done in the open</p> <p>Covert – done in secret</p>	<p>KS4 H5 KS4 H7 KS4 R5 KS4 R9 KS4 R34</p>
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		<p>reasons will fit into the categories. Leave it blank or (more challenging) create your own category.</p> <p>Plenary Use your moral reasoning to decide – was Anne Robinson being racist when she spoke about Welsh people in the starter?</p>		
7	<p>Fake news and critical thinking</p> <p>Learning Outcomes:</p> <p>Challenge: Identify the differences between fake and real news. Complete a literacy task about whether creating and spreading fake news should be illegal.</p> <p>More challenging: Describe the main reasons why people create fake news, the harm it can cause and argue on both sides about whether it should be illegal.</p> <p>Mega challenge: Analyse why particular fake news stories are created and use</p>	<p>Starter (using starter sheet provided)</p> <p>Challenge: Read the headline and first paragraph of this news story on your starter sheet, which was shared over 24,000 times. Summarise what happened. How do you know whether this is true?</p> <p>More challenging: Why was this story printed? Why do you think it was shared so many times?</p> <p>Mega challenge: Explain how this story links with today's lesson title and why you think you have been asked to read it.</p> <p>Task one (video clip link on PP slide 3) Students watch the video clip and answer the questions at their challenge level.</p> <p>Task two (using information sheet provided) Students read the information sheet together as a class.</p> <p>Task three (using sources provided)</p>	<p>Fake News – Inaccurate, fake and fictional stories created by unscrupulous authors to trick the public into believing they are true.</p> <p>Critical Thinking – Using our intelligence to look at a variety of sources before we make up our minds, taking in and considering as many facts (with evidence) as possible.</p> <p>Trolls – People who use the internet in order to harass</p>	<p>New PSHE Association mapping: KS4 H2 KS4 H22 KS4 R37 KS4 L22 KS4 L24 KS4 L26 KS4 L27 KS4 L28 KS4 L29</p>

	<p>critical thinking skills to assess the motivation behind fake news. Articulately argue on both sides about whether fake news should be criminalised.</p>	<p>Challenge: Read the stories in front of you. Using your guide and what you have learned so far today, label the stories as fake or real news.</p> <p>More challenging: Explain in your books why you think each story is fake or real news.</p> <p>Mega challenge: For each story, analyse what the purpose or motivation may have been for the author to create this piece of fake news.</p> <p>Plenary</p> <p>Students prepare a response (using the literacy focus challenge level sheet) to the debate statement: <i>'The creation and deliberate spreading of Fake News is harmful and should be a criminal offence.'</i></p>	<p>people, create confusion or mislead people for their own amusement.</p>	
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Curriculum Area: PSHE KS4 Year 10

RELATIONSHIPS UNIT (Part One)

	Learning Objectives Three-way challenge learning objectives for each session.	Learning activities, Differentiation + Challenge Starters, Mains Activities Plenaries / AFL Clips + Links	New key terminology:	Links to lesson: New Guidelines PSHE Association Mapping:
1	Conflict management Learning Outcomes: Challenge: Identify at least three new strategies to resolve and manage conflict as well as the different situations these can be used in. More challenging: Describe in detail how you could resolve or manage different conflicts using the strategies you will learn about today. Mega challenge: Explain why some conflict	Starter (image on PP) Challenge: What do we mean by the words 'conflict' and 'resolution'? More challenging: Describe some examples of common situations of conflict. You can use the image above to help you. Mega challenge: Are some conflicts easier to manage and resolve than others? Why might this be? Explain. Task one Students watch video clip and answer the questions at their challenge level . Task two (using worksheet provided) Read the information sheet together as a class. Then: Challenge: Read each real life scenario and identify one way each conflict could be managed and resolved by using the information on your clip task and info sheet.	Conflict – A disagreement, argument or clash between people. Resolution – Finding a solution to the conflict that both sides can accept. Conflict management – being able to stop the argument getting out of hand, to diffuse it and to take steps to find a resolution.	New PSHE Association mapping: KS4 H1 KS4 H2 KS4 H4 KS4 H5 KS4 H7 KS4 R1 KS4 R7 KS4 R11 KS4 R12 KS4 R13 KS4 R17 KS4 R28

	<p>strategies would work better than others in particular situations and analyse what the likely outcome would be.</p>	<p>More challenging: Read each real life scenario and describe how you could manage the scenario, by using the information on your clip task and info sheet. Say what you think the outcome might be.</p> <p>Mega challenging: As above, but explain why you think this choice of conflict management would work and why you think this would be the particular outcome.</p> <p>Plenary With a partner, create a two-minute role play where a conflict begins and one of you starts to resolve it by using the conflict management strategies we have been learning about today.</p>		
2	<p>Forced and arranged marriages</p> <p>Learning Outcomes:</p> <p>Challenge: Correctly identify cases of both arranged and forced marriages and begin to describe the differences.</p> <p>More challenging: Describe why certain case studies are forced or arranged and where victims can find help.</p>	<p>Starter (scenario on PP)</p> <p>Challenge: What is making Emma so worried about her friend?</p> <p>More challenging: Explain what could have happened to Aisha.</p> <p>Mega challenge: Explain what you believe the difference to be between an arranged and a forced marriage. Give two examples.</p> <p>Task one Read the information sheet together as a class.</p> <p>Task two (clip link on PP slide 4) Watch video clip and answer the questions at the appropriate challenge level.</p>	<p>Arranged Marriage - a marriage which family members or guardians may help 'arrange' by finding suitable partners and matching them together. This is consented to by the couple, although sometimes coercion or persuasion methods are used.</p>	<p>New PSHE Association mapping: KS4 H10 KS4 H23 KS4 R1 KS4 R3 KS4 R4 KS4 R7 KS4 R10 KS4 R17 KS4 R18 KS4 R32 KS4 R33</p>

	<p>Mega challenging: Explain the differences between forced and arranged marriages in detail and how a person can access help at different stages in the proceedings using new key terms.</p>	<p>Task three (using case studies worksheet provided) Read the case studies and complete the table at the appropriate challenge level.</p> <p>Plenary Complete your literacy focus task at your challenge level. Be prepared to feedback and justify your ideas to the class.</p>	<p>Forced Marriage – a marriage which family members or guardians enforce by making the couple feel as though they have no alternative or by actively threatening them.</p> <p>Family honour – the idea a family must maintain a particular standing in a community.</p> <p>Domestic servitude – a form of modern slavery, associated with some forced marriages.</p>	
3	<p>Harassment and stalking</p> <p>Learning outcomes:</p> <p>Challenge: Describe what constitutes stalking and</p>	<p>Starter (scenario on PP): Challenge: Does Gemma's situation sound worrying to you? Why / why not? More challenging: Define harassment and stalking. How are both being done to Gemma? Mega challenge: 'It's a free country. If Mike wants to message Gemma 40 times a day, he's entitled to.' Analyse the validity and potential problems of statements like this.</p>	<p>Stalking – To follow someone around without their consent, sometimes consistently and sometimes taking photos or footage.</p>	<p>New PSHE Association mapping: KS4 H2 KS4 H22 KS4 H23 KS4 R1 KS4 R7 KS4 R12</p>

	<p>harassment and what can happen if people don't take reports of this seriously.</p> <p>More challenging: Explain how victims are targeted, the abuse they suffer and correctly identify the different types of abuse and their effects.</p> <p>Mega challenge: Analyse why some people don't take stalking and harassment seriously, or feel it is more of an issue for celebrities. Explain how we identify stalking and harassment as acts of abuse.</p>	<p>Task one (video clip link on PP slide 3) Watch video clip and answer questions at the appropriate challenge level.</p> <p>Task two Students read the information sheet together as a class.</p> <p>Task three (using worksheet provided) Challenge: Write down a definition for each key term. Check against answers. More challenging: Explain how this could impact on a victim's life. Mega challenge: Analyse what makes each of these acts abusive.</p> <p>Plenary</p> <p><i>"Stalking and harassment are things that only really happen to celebrities. Most people don't really need to learn about this."</i></p> <p>To what extent do you agree with this statement?</p>	<p>Harassment – When someone behaves in a way which offends you or makes you feel distressed or intimidated. Harassment is a form of discrimination under the Equality Act 2010.</p>	<p>KS4 R14 KS4 R16 KS4 R17 KS4 R28 KS4 R29 KS4 R31 KS4 L25</p>
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4	<p>Revenge porn</p> <p>Learning Outcomes:</p> <p>Challenge: Correctly identify what to do to prevent revenge porn and what to do if you become a victim.</p> <p>More challenging: Describe the long and short term consequences of sharing intimate images with partners or friends.</p> <p>Mega challenge: Explain, using new terminology in the correct context the legal, short and long-term consequences for perpetrators and victims.</p>	<p>Starter (scenario on PP)</p> <p>Challenge: What do you think has happened? More challenging: What could Gary do immediately to start to try and rectify the situation. How could he do this? Mega challenge: Explain whether you think any laws have been broken in this case, how and what should happen next.</p> <p>Task one Students read the information sheet together as a class.</p> <p>Task two (clip link on PP slide 4) Students watch video clip and answer the questions at their challenge level.</p> <p>Task three (using worksheet provided) Challenge: Create clear and helpful replies using your info sheets and clip answers. More challenging: Explain to each person what their next steps should be, where their position stands legally and what short and long-term possible consequences they need to be aware of. Mega challenge: As above, writing articulately and using new terminology in the correct context.</p> <p>Plenary Complete your literacy focus task at your challenge level. Be prepared to feedback and justify your ideas to the class.</p>	<p>Revenge Porn - a revealing, naked or pornographic image or film which is published, posted (e.g. on the internet), or otherwise circulated without the consent of one or more of the participants, usually with malicious and vindictive intent, such as following a break-up.</p> <p>Takedown Policy – a policy held by each social media site meaning that you can flag and ask for inappropriate / non-consensual content to be removed.</p> <p>Up-skirting - the practice of photographing underneath a female's dress or skirt,</p>	<p>New PSHE Association mapping: KS4 H4 KS4 H10 KS4 H22 KS4 H23 KS4 H26 KS4 R1 KS4 R3 KS4 R7 KS4 R8 KS4 R8 KS4 R15 KS4 R16 KS4 R17 KS4 R18 KS4 R19 KS4 R22 KS4 R28 KS4 R29 KS4 R31 KS4 R35 KS4 L22 KS4 L23 KS4 L25</p>
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			spontaneously and without consent.	
5	<p>Same-sex relationships</p> <p>Learning Outcomes:</p> <p>Challenge: Correctly identify ways that homosexual and heterosexual relationships differ and ways they are the same.</p> <p>More challenging: Describe the challenges that people in same sex relationships face and the meaning of LGBTQAI+</p> <p>Mega challenge: Explain the differences and similarities between homosexual and heterosexual relationships in family life, sexual life and marriage, historically and geographically.</p>	<p>Starter (scenario on PP)</p> <p>Challenge: What should Tom do now?</p> <p>More challenging: Would your answer be any different if this was a male and female scenario? Why?</p> <p>Mega challenge: Analyse whether Tom needs to be cautious.</p> <p>Task one Students watch video clip and answer the questions at their challenge level.</p> <p>Task two (using worksheet provided) Read the information sheet together as a class.</p> <p>Task three</p> <p>Challenge: Use the fact sheet to write a letter back to Tamsin. Describe to her two challenges she may face and three ways she can still live the same style of typical relationship she may have imagined she would as a heterosexual.</p> <p>More challenging: Construct a detailed reply to Tamsin, explaining the historical background behind homosexuality and the term LGBTQAI. Explain in detail two challenges she may face, one way her relationship may differ sexually to a heterosexual one and three non-sexual ways it will be very similar.</p>	<p>Homosexual relationship – a same sex relationship, either female and female or male and male.</p> <p>Heterosexual relationship – a male / female relationship</p> <p>Homophobia – a fear or hatred of gay people</p> <p>LGBTQAI+ - The lesbian, gay, bisexual, trans, queer, asexual, intersex community.</p>	<p>New PSHE Association mapping:</p> <p>KS4 H2 KS4 H4 KS4 R1 KS4 R4 KS4 R5 KS4 R6 KS4 R7 KS4 R10 KS3 R11 KS4 R17 KS4 R34</p>

		<p>Mega challenging: Construct a detailed reply to Tamsin, explaining the term LGBTQAI. Explain in detail two challenges she may face, two way her relationship may differ sexually to a heterosexual one and two ways it will be the same. Analyse whether her worries about having a family in the future are unfounded.</p> <p>Task four: optional trans focus (video clip link on PP slide 7) Students watch video clip and answer the questions at their challenge level.</p> <p>Plenary Challenge: Summarise three challenges that people in same sex relationships may face in the modern day. More challenging: Explain two ways that homosexual relationships are different, and two ways they are they same as, heterosexual relationships. Mega challenge: Explain the definition of LGBTQAI+ without looking back in your books!</p>		
6	<p>Sexism</p> <p>Learning Outcomes:</p> <p>Challenge: Order excuses for prejudice in to how dangerous they can be and identify the main issues</p>	<p>Starter (scenario on PP)</p> <p>Challenge: Is what has happened to Amy acceptable? Why / Why not? More challenging: Why has this just happened? Why do the workers think this is an acceptable way to behave? Explain.</p>	<p>Gender prejudice – treating someone differently because you perceive them to fit into a role of ‘male’ or ‘female’.</p>	<p>New PSHE Association mapping: KS4 H2 KS4 H4 KS4 H7 KS4 R1 KS4 R3 KS4 R9</p>

	<p>women face in the UK today.</p> <p>More challenging: Explain counter arguments against the main reasons why women are often treated differently to men.</p> <p>Mega challenge: Analyse whether certain elements of UK society are perpetuating gender prejudice.</p>	<p>Mega challenge: Amy is a really attractive woman and is often complimented by men. Does this make any difference?</p> <p>Task one (clip link on PP slide 3) Students watch video clip and answer the questions at their challenge level.</p> <p>Task two (using table provided) Read all the reasons, then number which you think is the most important and which the least important. Then complete the additional task at your challenge level.</p> <p>Task three (using article provided) Challenge: Draw the table below in your books and then your pairs, come up with 5 reasons on each side. More challenging: Why don't men have this problem from women? Discuss with a partner, write down your ideas and be ready to feed back. Mega challenge: 'A society which allows wolf whistling helps perpetuate all the inequalities towards women that we have studied today.' Analyse whether this is true. Be ready to feedback your ideas.</p> <p>Plenary Your friend has missed today's lesson. Create a text or tweet summarising the three most important things you've learned about gender inequality. You only have 140 letter characters!</p>	<p>KS4 R34 KS4 L5</p>
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7	<p>Parenting</p> <p>Learning Outcomes:</p> <p>Challenge: Correctly identify all the different challenges a new parent faces. Identify the different styles of parenting and how to change and bathe a new baby.</p> <p>More challenging: Describe the challenges new parents face in detail and the different methods of parenting by answering case study questions in detail.</p> <p>Mega challenge: Explain using new key terminology, the biggest challenges faced by new parents, offering a variety of solutions to case studies.</p>	<p>Starter (scenario on PP)</p> <p>Challenge: Identify as many reasons as you can why Lauren may not be sleeping, have no money and be so tired.</p> <p>More challenging: Describe three ways a person's life can significantly change when they become a mother or father.</p> <p>Mega challenge: How long will Lauren's life be this tough for? How might Eva's Dad be struggling? Lauren is not unhappy though. Why?</p> <p>Review starter using PP slide 3.</p> <p>Task one (using diary entries provided)</p> <p>Challenging: How much is common for a new family to spend on nappies and formula per month? How much parental leave has Adam taken? Why is Adam struggling at work?</p> <p>More challenging: Why is Adam having to ask for time off unpaid? Why can't Adam go to the pub at the moment?</p> <p>Mega challenge: Adam is sharing responsibilities with his girlfriend. How might a single dad cope – what additional problems would they face? Explain in detail.</p> <p>Task two (clip link on PP slide 5)</p> <p>Students watch video clip and answer the questions at their challenge level.</p> <p>Task three</p>	<p>Parenting styles – the different types of approach to parenting that people use. You can mix aspects from different styles.</p> <p>Parental Leave – the paid leave a person is entitled to away from work to be with their new baby.</p>	<p>New PSHE Association mapping:</p> <p>KS4 H5 KS4 H6 KS4 H7 KS4 H8 KS4 H10 KS4 H13 KS4 H14 KS4 R7 KS4 R9 KS4 R13 KS4 R25 KS4 L13 KS4 L16 KS4 L17 KS4 L18</p>
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Students read the information sheet together as a class.

Task four

Challenge: Using the info from the clips and your reading sheets, answer each message in as much detail as you can.

More challenging: Explain to each person in detail the different aspects and challenges of parenting they need to think about and why.

Mega challenge: As above, using new key terminology from your info sheets, analyses the biggest challenges the subject of their message faces and offer a variety of solutions.

Plenary

Complete your literacy focus task at your challenge level.

Be prepared to feedback and justify your ideas to the class.