

Curriculum overview: Ethics

Vision				
Developing ethically informed citizens who are passionate advocates of equality, diversity and inclusion, and who are able to embrace the opportunities, responsibilities and experiences of adult life.				
Curriculum Intent				
The principal aim of our Ethics curriculum is to prepare students for life in a modern, increasingly diverse world. We have a strong desire to foster students' personal development and by working collaboratively, our teachers can be ambitious in providing a curriculum that is challenging and developing lessons that expect the best from our students. We are committed to ensuring that all students leave education with a strong sense of self-awareness, resilience, and compassion for others. We want all our students to graduate from our school as ethical, informed citizens ready to take on the challenges of the 21st century global workplace. The Ethics curriculum within the Four Stones MAT will: - Provide opportunities for students to question their own values, attitudes and beliefs - Encourage a passion for Ethics through the study of an enriching curriculum - Introduce students to different cultures, points of view and experiences - Provide students with the cultural capital to confidently challenge the ideas of others as well as question their own opinions and ideas - Create well-rounded, resilient students who have cultural appreciation and informed values				
Key Skills				
- Make sense of a range of religious and non-religious beliefs using appropriate vocabulary - Explain how and why these beliefs are understood and expressed in different ways, by individuals and within communities - Make connections between religious and non-religious beliefs, concepts, practices and ideas - Challenge the ideas studied, and allow the ideas studied to challenge their own thinking - Express their critical responses and personal reflections with increasing clarity and understanding - Development of resilience through 'Grit' lessons each term				
Please note, topics that are highlighted refer to content from KCSiE 2024 . This content is not limited to these areas, but rather is taught in more depth during these topics.				
	Term 1	Term 2	Term 3	Portable knowledge
Year 7	<u>Grit lesson</u> Values and Identity - Transition – change, managing emotions, strengths and weaknesses - School values and community - Christian beliefs and values - Identity (puberty, healthy friendships and anti-bullying) Diversity - Belonging - Valuing diversity	<u>Grit lesson</u> Self and Community - Healthy lifestyle (diet, exercise, dental and sleep) - What does it mean to belong to a community? - Different communities – school/religious communities - Volunteering Religion and action with a focus on Islam	<u>Grit lesson</u> Safety and kindness - Peer pressure and consent - Child on child abuse - Online safety - FGM Decision Making - Decisions and consequences - Risk taking – good vs bad (e.g., resilience, county lines) - Making moral decisions in	Knowledge of religious beliefs and teachings British values Skills for decision-making Heathy relationship traits Appreciating diversity

	▪ Stereotyping, prejudice and discrimination ▪ Diversity within religion ▪ Prejudice and discrimination	▪ The Five Pillars of Islam ▪ Halal Food and Modest Dress ▪ Helping others	Buddhism ▪ First Aid ▪ Finance choices	Understanding of emotional and physical well-being Consent
Why?	Early topics focus on transition from primary to secondary school. Gives students an opportunity to explore our school values and what success looks like in year 7. Exploration of Christianity reflecting it as the main religious tradition in the UK. To instil an understanding of healthy friendships and the concept of tolerance and how to achieve this. To know how to seek support for this area of study.	To introduce possible career pathways available and the work of work. To introduce the concept of community having been part of a new community at school for over a term. To begin developing students' cultural capital and world knowledge with a focus on the lived experience of Islam. To introduce alternative opinions and to enable students to access views beyond their own.	To consider different aspects of staying safe; friendships, online, first aid and FGM. To identify warning signs and know how to seek support for this area of study. To begin practicing decision making skills. To identify healthy and unhealthy relationships.	
Year 8	<u>Grit lesson</u> Emotional Wellbeing ▪ Mental health and wellbeing ▪ Online content and contact ▪ Coping strategies – healthy/unhealthy (eating disorders/self-harm) ▪ Confidence/Body confidence ▪ Sextortion Beliefs and wellbeing ▪ Hinduism; beliefs attitudes and Diwali ▪ Buddhism: how Buddhist practices can aid wellbeing. ▪ Planning for future happiness	<u>Grit lesson</u> Personal Choices ▪ Keeping safe in relationships (consent, contraception and values) ▪ Drugs/alcohol and caffeine ▪ Religious attitudes substance misuse Why Is There Suffering? ▪ Qualities of God in Abrahamic faiths ▪ Creation (Genesis account) ▪ Moral and natural evil ▪ The Problem of Evil and theodicies ▪ Human rights ▪ Social justice within Sikhism	<u>Grit lesson</u> Exploring prejudice and discrimination ▪ Judaism ▪ Anti-Semitism and The Holocaust Challenging Prejudice ▪ Actions and consequences ▪ Diversity ▪ Prejudice and stereotypes ▪ Protected characteristics (sex, religion, race, sexual orientation etc.) ▪ Challenging body image in the media	Understanding of physical and emotional wellbeing and healthy coping strategies Identifying unhealthy coping strategies Online safety Attitudes to drugs and alcohol Knowledge of religious beliefs and teachings Identifying and challenging prejudice and

				discrimination Understanding of global issues and their impact Self-esteem Decision-making Contraception
Why?	To explore concepts of self-esteem and wellbeing to give students a solid platform to develop their mental health. To ensure students have strategies of how to promote their own wellbeing that they can build upon. To consider their choices online and strategies to stay safe and protected from sextortion. Consider their future choices and careers. To know how to seek support for this area of study.	To promote alternative opinions and to enable students to access opinions beyond their own. To develop decision making skills further. To revisit healthy and unhealthy relationship traits. To ensure students are regularly visiting and practicing skills to keep them safe. To build and develop students' cultural capital and world knowledge and consider philosophy. To know how to seek support for this area of study.	To build and develop students' cultural capital and world knowledge. To promote alternative viewpoints and to enable students to access the world beyond their own. To consider how discrimination and prejudice can be affected by decision making skills. To have a safe space in which to explore and learn about different ways people can identify. To revisit the concept of positive self-esteem and body image. To explore the theme of tolerance further, building upon prior knowledge. To know how to seek support for this area of study.	
Year 9	<u>Grit lesson</u> <u>Good/bad how do you decide?</u> ▪ Healthy and unhealthy relationships ▪ Sending nudes and semi-nudes ▪ Coercion ▪ Substance misuse ▪ Gang exploitation ▪ County Lines <u>Religion, crime and punishment</u>	<u>Grit lesson</u> <u>Religion, Ethics and Equality</u> ▪ Key moral principles- Christian ▪ Key moral principles – Judaism ▪ Key moral principles – Sikhism <u>Relationships and sex</u> ▪ Different types of relationships (families, parenting, and divorce)	<u>Grit lesson</u> <u>Healthy Lifestyle Choices</u> ▪ Physical and mental health (body image) ▪ Balance of work, leisure, exercise, and sleep ▪ Self-examination ▪ Diet ▪ Religious food laws (kosher etc.)	Healthy and unhealthy relationship traits Substance misuse Understanding of global issues and their impact Knowledge of religious beliefs and practices

	- Crime and types of punishments - Forgiveness - Conflict resolution (forgiveness, restorative justice and community service)	- Intimate relationships and intimacy without sex - Consent, right to withdraw. - Contraception and consequences of unprotected sex (pregnancy and STIs) - Pornography - Relationships in the media	<u>Death and the afterlife</u> - Beliefs in life after death - Heaven and hell - Reincarnation, karma, and dharma - Loss and bereavement	Consent Understanding of physical and emotional wellbeing and healthy coping strategies Contraception Worldviews on afterlife
Why?	To build upon students' cultural capital and world knowledge surrounding religions. To consider alternative viewpoints and to enable students to access the world beyond their own. Crime and punishment is taught at this point so students will have a greater understanding of the world and the decisions that lead to punishments. To revisit and explore healthy and unhealthy relationships further. To safely explore risk that students may be exposed to; gangs and substances. To practice making decisions on more complex and sensitive topics.	To build upon students' cultural capital and world knowledge surrounding religions. To consider alternative viewpoints and to enable students to access the world beyond their own. To explore key moral principles. To explore types of family relationships and sexual consent at an appropriate time. To equip students with the skills to effectively communicate within relationships. To further develop understanding of consent. To know how to seek support for this area of study.	To give students the skills and knowledge to consider self-examination which will be revisited later. To practice making decisions on topics that do and will affect lifestyles. To know how to seek support for this area of study. To allow students a safe space to consider their own views in conjunctions with others with regards to the afterlife. To consider loss and grief in addition to seeking support.	
Year 10	<u>Grit lesson</u> <u>Mental Health</u> - Reframing negative thinking - Strategies to promote mental health and emotional wellbeing. - Mental health in the media - Stereotypes and misinformation - Accessing support and treatment (religious charities)	<u>Grit lesson</u> <u>Extremism and Radicalisation</u> - What is it? What could it lead to? - Community inclusion, respect and belonging (equality act) - Social media (distorted beliefs and values) - How to recognise and respond	<u>Grit lesson</u> <u>Healthy Choices in Relationships</u> - Healthy relationships - Role of pleasure in relationships - Online relationships (e-safety) - Coercive control, consent and pressure	Maintaining positive mental health and accessing support Financial decision-making Recognising and responding to extremism and radicalisation

	<u>Personal responsibility</u> - Preparation for work experience - Skills needed (Barclays Skills for Life) - Finance – decision making, gambling, debt etc. - Religious responses to gambling and debt. - First Aid, including CPR (taught in conjunction with the PE curriculum).	- Challenging discrimination - Character Academy Day: First Aid <u>Exploring Influence</u> - Positive/ negative role models - Gang culture (knife crime etc.) - Peer influence – drugs/ alcohol - Inspirational Leaders (MLK, Malcom X, Malala, Nelson Mandela, Marcus Rashford, Katie Piper) - Religious Leaders (Jesus, Gandhi)	- Recognising and challenging victim blaming <u>Religion and Life</u> - Birth rites (baptism, Brit Milah, Amrit ceremony) - Death rites/ life after death - Attitudes to the environment - Animal rights	Impact of gang culture Substance misuse Healthy and unhealthy relationships including consent, coercive control, and harassment Internet safety Knowledge of religious beliefs and practices
Why?	To explore concepts of mental health and wellbeing to give students a solid platform to develop their mental health as well as the connection with physical health. To ensure students have strategies of how to promote their own wellbeing that they can build upon as well as knowledge of unhealthy coping strategies to avoid. To allow students to explore bereavement, change and loss in a safe environment. To understand and apply the theory of first aid in a practical situation. To know how to seek support for this area of study.	To raise awareness of extremism within modern society and how to develop strategies to keep them safe as well as knowing what signs to look for. To allow students to explore what influences are around them and their society and subsequently reflect upon their own opinions on what is a healthy role model. To know how to seek support for this area of study.	To explore types of romantic relationships and sexual consent at an appropriate time. To equip students with the skills to effectively communicate within sexual relationships. To further develop understanding of consent and what constitutes intimacy within a relationship. To build upon students' cultural capital and world knowledge surrounding religions. To know how to seek support for this area of study.	
Year 11	<u>Grit lesson</u> <u>Choices in Fertility and Parenting</u> - Ethics: fertility issues - Pregnancy - Parenting qualities and choices including breastfeeding - Abortion and miscarriage - Religious views on abortion - Fostering and adoption	<u>Grit lesson</u> <u>Personal Risk and Safety</u> - Personal safety (social situations and on the roads) including for women - Lifestyle and cancer - Screening and self-examination – breast cancer - Screening and self-examination –	<u>Grit lesson</u> <u>Building for the Future</u> - Stress management in school and at home - Renting / mortgages and budgeting - Menopause	Facts about reproductive health and pregnancy, including miscarriage, abortion and the menopause. Parenting choices and responsibilities

	<u>Next Steps/Future Choices</u> - Options and careers pathways post-16 - Revision strategies - Application process overview - CVs - Cover letters - Interview techniques - Personal statements - Employability/careers	testicular cancer - Ethics around stem cell, blood and organ donation <u>Communication and Relationships</u> - Assertive communication of wants and needs - How to handle unwanted attention online inc. challenging harassment and stalking - Forms of relationship abuse and how to access support - Forced marriage and how to access support - FGM – human rights abuse - Contraception - First Aid		The importance of self-examination Unhealthy and abusive relationships, including domestic abuse, honour-based violence, forced marriage, grooming and sexual exploitation The law on FGM and its physical and emotional impact How to recognise mental and physical wellbeing concerns How to maintain a healthy lifestyle
Why?	To consider the life decisions and implications of parenting. To explore the ethical ramifications to unprotected sex. To know how to seek support for this area of study. To prepare for students next steps of their life with post 16 pathways and beyond.	To consider some of the risks that students are more prone to now they are reaching adulthood. To know strategies to stay safe, including self-checking/screening for cancer. To equip students with the skills to effectively communicate within all relationships. To ensure that students are all aware what constitutes harassment and what might characterise an unhealthy relationship and what to do. For students to re-visit contraception now they all are / are nearing the age of consent. To know what to do in an emergency as a first responder.	For students to have awareness and to have a safe space to explore some significant life experiences they are likely to have or support someone with in the future. To know how to seek support for this area of study.	

		To know how to seek support for this area of study.		
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SMSC in Ethics

Ethics enables pupils to develop their understanding of spiritual, moral, ethical, social and cultural issues in depth. We aim to help pupils to grow and develop as people by preparing them for the adult world and allowing pupils to make sense of the world. In keeping with the ethos of the school, SMSC is embedded across the key stages to allow students to engage with meaning and promote personal development.

Spiritual development in ethics

Ethics enables students to search for meaning in the purpose of life and the values by which we live. Students are able to interpret their own spirituality and their lives and discuss and debate ultimate questions. They are given opportunities to explore the beliefs and values of others and develop an understanding of, and respect for these. We encourage imagination and creativity in lessons. We aim to deliver the curriculum in a way that engages the students and gives them a sense of awe and wonder about themselves, others around them and the world in which we live.

Moral development in ethics

The courses taught at all key stages have ethical dilemmas embedded in the schemes of work. Students frequently question, justify and challenge moral dilemmas about right and wrong, good and bad and consider the ethical implications of choices we make as a human race, such as abortion, euthanasia and risk taking. They are expected to critically analyse and assess ethical issues and reflect on this in relation to their own lives and of those around them.

Social development in ethics

In ethics, students have opportunities to work with pupils from different religious, ethnic and socio-economic backgrounds. They frequently partake in small group work, allowing them to learn to cooperate with others and resolve conflicts effectively. They are encouraged to understand the importance of taking an interest in the way different communities and societies operate. Frequent participation in group work allows students to become accustomed to working as part of a team to achieve mutual goals and developing this skill will in turn enable them to participate fully in and contribute positively to life in modern Britain.

Cultural development in ethics

Students are encouraged to demonstrate respect and show tolerance towards people from all ethnic and socio-economic backgrounds. They are taught topics which centre on tolerance, respect and celebration of diversity throughout KS3 and KS4 with the intention to combat discrimination of any sort.

Year 7 sample lesson

Title: Changing friendships - To learn how to manage changing friendships, including the benefits and challenges of making new friends.

Focus	Questions	Support
Current	1. In Christianity, what is the Golden Rule? 2. State three things that might influence a person’s identity.	Exercise book
Previous	3. For Christians, which part of the Trinity is seen as a role model? 4. What is being described, ‘a story that Jesus told with a meaning’?	Lessons on Christianity
Challenge	5. Describe at least 3 characteristics of a healthy relationship.	

Knowledge needed for this lesson is highlighted

Title: Changing friendships - To learn how to manage changing friendships, including the benefits and challenges of making new friends.

Focus	Questions	Answers
Current	1. In Christianity, what is the Golden Rule? 2. State three things that might influence a person’s identity.	1. Treat others as you would like to be treated 2. Family, environment, hobbies, school, gender, culture
Previous	3. For Christians, which part of the Trinity is seen as a role model? 4. What is being described, ‘a story that Jesus told with a meaning’?	3. The Son – Jesus 4. Parable.
Challenge	5. Describe at least 3 characteristics of a healthy relationship.	Cold call for answers

Knowledge needed for this lesson is highlighted

- **Lesson focus:** To learn how to manage changing friendships, including the benefits and challenges of making new friends.

By the end of the lesson, you will:

- Explain why friendship is important
- Describe reasons why friendships might develop and change over time
- Explain some of the benefits and challenges of making new friendships while maintaining old ones

Ground rules!

- Classroom confidentiality
 - Be mindful of others
 - No judgement
 - No personal questions/stories (use 'my friend', 'I have heard...')
 - Use correct terminology and language
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- Remember to use the questions box!

Key Words

Friendship (noun)

Definition: A state of enduring affection, esteem, intimacy, and trust between people	Example in sentence: Sam and Tayla had a great friendship, people always said they were inseparable at primary school.
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"I say... you say..."

Starter: The over heard conversation



Activity:

Write down 2 or 3 ideas:

What might the other students be thinking or feeling or saying?

Turn and Talk

Why and when do you think friendships – even the closest friendships – might start to change?

Did you say?

- Arguments
- Moving away
- When another person joins the group?

Friendship scenarios

10 mins including
feedback on next
slide

Class reading of the scenarios, after each one we will pause and discuss the questions.



What has caused the friendship to change?

How might the friendship change?

Can the people involved stay friends?

What can the people involved do to stay friends (if they want to)?



Feedback

- Friendships can change for different reasons, such as: new friends, moving to a different school, influence from other friends, feeling left out, or people not making an effort to see each other and stay in touch.
- Friendships change in different ways; sometimes friendships might become more distant as people grow up; they might grow apart as they have different interests or through meeting new people.
- As young people gradually use more online technology to communicate, this can also change friendship dynamics, for example, using group chats, liking each other's profiles, and feeling more pressure to be included.
- Friendships can also get stronger as they go through difficult times together and learn how to communicate better or work hard to stay friends and find new ways to keep in touch.
- People can work together to stay friends. For example, they can try to make time for each other, check in with one another, ask them to join in, check in with each other's feelings, admit when they are wrong and apologise, find new interests to share together.

MWB Learning check

Which of the following statements are true?

- A. If friendships change over time that's ok!
- B. Sometimes friendships get stronger and sometimes they get more distant
- C. Social media is always a good thing for friendships
- D. Sometimes apologising will help fix an argument with a friend

Benefits and Difficulties

This shows Anna with a new friend she met at an after-school club.

Benefits

Meeting diverse people

Builds confidence

Exciting and fun



Difficulties

Less time for old friends

Feeling nervous
meeting new people

Not sure what to say

Activity: Now complete your sheet to practice what you have learnt. We will do the first one together as a class under the visualiser.

Green pen check

- **P. 5 of resources on whiteboard for students**
- NOTE: In relation to Madison and KC_2012's scenario, not everyone is who they say they are online, and it is important to be especially careful if making friends who aren't also known offline.
- For example, when answering questions or sharing personal information, you must should think first about why the person might want to know this, or if it is too much information to share.
- You do not have to share anything online that they do not want to or that makes you feel uncomfortable.

Making new friends – where and how?



Playing together in the playground



Sitting next to someone new in class

Meeting at the park



Attending places of worship together



ACTIVITY Turn and talk: think of different things someone could say when trying to make new friends in these, or other situations

Extension 1: Which are good ways and which are bad ways of making friends?

Stand and watch a game being played

Introduce yourself by telling them your name

Ask someone a question about their hobbies

Picking on someone to impress others and make them laugh

Ask to be their friend on social media

Only talk about your interests and not ask other people questions

Ask to join in with an online game

Smile at someone

Extension 2: Draft a script

Select one of the scenarios from *Resource 2: Friendship scenarios* and draft a script where the friends have a conversation about how they are feeling and what might happen next for their friendship.

The script should try to demonstrate:

- Honest, kind, respectful communication between friends
- A way to resolve the problem and maintain the friendship

Signposting for support or help

- You can access support at home, and both in school (e.g. through their form tutor, head of year or school nurse) and out of school, through local and national organisations.
- Look for staff with a green lanyard, they are Mental Health First Aiders
- Remember you can use the SHARP system to report any worries or concerns.
- External organisations that could help you are: childline, NSPCC

Focus: To learn how to manage changing friendships, including the benefits and challenges of making new friends

Plenary Test

Write numbers 1 – 5 and say if the statement is T (true) or F (false)

1. Some people might find making new friends hard
2. Sometimes friends drift apart when a big change happens
3. If someone is on their own, it would be nice to include them in your conversations, or smile at them
4. A new person in the group will change everything for the worse
5. Making friends online can be fine, but you must be careful

Challenge → Correct the false statements

Remember to draw a box around your answer using a highlighter so I can check it.

Focus: To learn how to manage changing friendships,
including the benefits and challenges of making new
friends
Plenary Test

Write numbers 1 – 5 and say if the statement is T (true) or F (false)

1. Some people might find making new friends hard - T
2. Sometimes friends drift apart when a big change happens - T
3. If someone is on their own, it would be nice to include them in your conversations, or smile at them - T
4. A new person in the group will change everything for the worse - F
5. Making friends online can be fine, but you must be careful - T

Challenge → Correct the false statements

Remember to draw a box around your answer using a highlighter so I can check it.

Year 8 sample lesson

Title = Emotional Wellbeing and Online Pressure – to explore how social media causing pressure and stress

Focus	Questions	Support
Current	What is a 'selfie'?	Hint...your phones!
Previous	What is meant by 'resilience'?	Think back to key terms last lesson
Challenge	State 2 ways you could develop resilience	Question re-phrased: How might a person become more resilience?

Knowledge needed for this lesson is highlighted

Title = Emotional Wellbeing and Online Pressure – to explore how social media causing pressure and stress

Focus	Questions	Answers
Current	What is a 'selfie'?	Taking a photo of yourself
Previous	What is meant by 'resilience'?	<i>A skill that helps people to recover quickly from difficulties, change or misfortune; to overcome risk, to persevere and 'bounce back'.</i>
Challenge	State 2 ways you could develop resilience	Stay positive Focus on strengths not set-backs See failure as an opportunity to get better etc.

Knowledge needed for this lesson is highlighted

Lesson focus: to explore how social media causing pressure and stress.

By the end of the lesson, you will:

- State the positive and negative impact of social media on emotional wellbeing
- analyse the reasons people post and look at online images and the impact this can have on self-esteem and body image
- describe strategies to promote emotional wellbeing online

Ground rules!

- Classroom confidentiality
 - Be mindful of others
 - No judgement
 - No personal questions/stories (use 'my friend', 'I have heard...')
 - Use correct terminology and language
-
- Remember to use the questions box!

Starter

- 2 mins! List all the **benefits** to young people's emotional wellbeing of social media / being online
- 2 mins! List the **challenges** to young people's emotional wellbeing from social media / being online

Challenge

If time allows, ask students to consider: Are there any particular apps or sites which are better or worse for emotional wellbeing? Why? To support this discussion, you may wish to show the following video from the Royal Society for Public Health: www.rsph.org.uk/our-work/campaigns/status-of-mind.html.

Key Words

Pressure (noun)

Definition a sense of stressful urgency to do something/many things	Example in sentence: They quite their job due to the pressure of work
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Why do people take selfies?

Watch the video (2 mins):

<https://www.bbc.co.uk/newsround/38841467>

- To get attention, likes and comments
- Because it is fun and creative
- Because everyone else does it
- To express their personality
- Because they are bored

Class reading – Resource 2

- Using visualiser to help reading and annotating
- Read - **A digital day in the life of Taylor (1 between 2).**
- Annotate - Identify how Taylor's emotional wellbeing changes throughout the day based on experiences of social media:
- Think! When was Taylor having good experiences? When did Taylor have challenging or negative experiences?

KS3: Lesson 3 Resource 2: A digital day in the life of Taylor

	7:30am	Taylor wakes up and starts to get ready for school. While eating breakfast, Taylor opens a picture sharing app and scrolls through mostly looking at pictures of celebrities, friends and cats. Taylor notices a favourite celebrity has posted a picture at a new film opening, and thinks "Wow! I could never look that good!"
	8:00am	On the way into school Taylor meets a friend on the bus and they take selfies and videos that they send to everyone in their friendship group. They are mostly just pulling silly faces and telling jokes. Some people send snaps back and they have a real laugh.
	8:50am	Taylor goes to registration and some people snigger about the selfies they sent earlier. Two girls seem to be whispering behind Taylor's back. Taylor starts to wonder if something they said or did was really embarrassing.
	9:00am	In first lesson, Taylor is bored, so posts a new status under the desk with the hashtag #uglyboringteachers. The post gets 100 likes and 90 shares within five minutes.
	10:50am	Its break time and Taylor is looking at a photo-sharing app again. Everyone else seems to be having such an amazing time. And everyone else looks so stunning and has so many more interesting things to post. Taylor takes a range of selfies, chooses the best one, adds a filter, crops it, then posts it.
	1:00pm	Taylor briefly checks to see if there are any notifications on new posts. The selfie Taylor posted at break has had a few negative comments and hardly any likes. After a while Taylor deletes the photo and decides to skip lunch.
	5:30pm	Taylor leaves school with a group of friends and they show each other their favourite videos online, including a new one by Taylor's favourite band.
	4:00pm	Taylor goes to an intensive exercise class for 45 minutes. The class is part of a 'programme' that's recently been in the media a lot with loads of videos of celebrities doing the workouts because it gave them a '10/10 body' in less than a month. Hopefully it will work the same for Taylor!
	7:00pm	After a quick dinner with the family, Taylor spends a couple of hours playing an online game with players around the world. Taylor beats the others and gets the highest score. In the chatroom, the others all start accusing Taylor of using a cheat site. Someone starts referring to Taylor as 'The_Chubby_Chester' so Taylor logs off.
	11:00pm	Taylor spends an hour checking all the social media sites, scrolling through news feeds, leaving comments and liking / sharing friends' posts. Taylor eventually falls asleep, with phone in hand, just after midnight.

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Challenge



Ask students to reflect on what other challenging experiences young people have online, that weren't included in Taylor's story. How could these be managed?

Turn and talk to discuss and then answer these questions in your book:

10 mins

1. Thinking back to your '1 - 5', which reasons might Taylor have given for posting on social media? Or is there another reason? *I think that..*
2. Overall, is Taylor enjoying using social media or not? Why do you think this?
Overall, I think Taylor...
3. What evidence is there that Taylor's behaviour is being impacted upon by social media? *I know Taylor's behaviour is being impacted by social media because...*

Thinking question: Do we know what gender Taylor is? Does it make a difference?
Are pressures different for different genders?

Feedback – add to your answers

- ‘To get attention, likes and comments’, ‘because they are bored’, ‘because everybody else does it’. Why might relying on other people’s reaction/approval to posts might be damaging to self-esteem in the long term?
- There are key indicators that Taylor is not happy in some parts of the day, both in the way Taylor reacts to social media (feeling jealous of other’s posts, deleting selfie, logging off from the forum) and in Taylor’s ‘offline’ behaviour (skipping lunch, intensive exercise, poor sleep).
- Taylor is clearly worried about the way they look and is regularly making comparisons with the appearance of others (especially celebrities) so is being influenced by a potentially unachievable ideal of body image. Evidence includes: adding filters to own photo, skipping lunch, intensive exercise, staying up late to look at posts.
- We do not know Taylor’s gender. Social media puts pressure on all genders.
- The issue of body image and pressure on appearance is on the rise for people of all sexes and gender identities.

MWB Learning check

Q. How does social media pressure young people?

- A. It gives them something to do when they are bored
- B. Seeing images of other people makes people want to look like the pictures they see, they then might over-exercise or use filters all the time
- C. They can become addicted to their phones
- D. They might not sleep properly

Improving Taylor's day

Improve Taylor's day by rewriting any 'low' parts of their day demonstrating how the day might have been improved. **Turn and talk first before writing.** You could consider:

- ✓ Is it social media that might need to change, or Taylor's attitude towards it?
- ✓ How has Taylor been influenced by others throughout the day? Was this mostly positive or negative?
- ✓ What could everyone do to make the experience of social media more positive for everyone?

Support:



Chose just one part of Taylor's day to rewrite.

Challenge



Ask students to imagine that they were Taylor's friend and they were starting to get worried about Taylor's use of social media, particularly Taylor's feelings about their body. What would they recommend that Taylor should do? Who could Taylor go to for help?

Extension

Suggest at least one good idea for managing mental health, emotional wellbeing and self-esteem when online.

- Left hand side of the class to focus on “Things a young person can/should do”
- Right hand side of the class to focus on “Things a young person should avoid” in order to promote emotional wellbeing.

Signposting for support or help

- You can access support at home, and both in school (e.g. through their form tutor, head of year or school nurse) and out of school, through local and national organisations.
- Look for staff with a green lanyard, they are Mental Health First Aiders
- External organisations that could help you are:
- *Young Minds* - www.youngminds.org.uk;
- *Childline* - www.childline.org.uk Phone: 0800 1111;
- *Samaritans* - www.samaritans.org Phone: 116 123
- **Shout** - *a 24-hour text service for someone experiencing a crisis and needing immediate help: 85258*

Emotional Wellbeing and Online Pressure – to explore how social media causing pressure and stress

Plenary Test

Write numbers 1 – 5 and say if the statement is T (true) or F (false)

1. Pressure is another word for stress
2. People only take selfies because it is fun
3. There is no harm in using social media a lot
4. Using a filter every time you take a selfie is a warning sign
5. You could contact Young Mind for help.

Challenge → Correct the false statements

Remember to draw a box around your answer using a highlighter so I can check it.

Emotional Wellbeing and Online Pressure – to explore how social media causing pressure and stress

Plenary Test

Write numbers 1 – 5 and say if the statement is T (true) or F (false)

1. Pressure is another word for stress - F
2. People only take selfies because it is fun - F
3. There is no harm in using social media a lot - F
4. Using a filter every time you take a selfie is a warning sign - T
5. You could contact Young Mind for help - T

Challenge → Correct the false statements

Remember to draw a box around your answer using a highlighter so I can check it.

Title = Freedom and capacity to consent - to explore what ‘freedom’ and ‘capacity’ to consent mean in different contexts

Focus	Questions	Support
Current	1. What is a bystander? 2. If you did say yes to something intimate but then change your mind, is that ok?	Last lesson
Previous	3. There are many things that could be considered intimate, not just sex. True or False 4. What type of family consists of two parents who have previously been married and their children?	First two lessons on this topic
Challenge	5. Why is consent an important thing to learn about?	Your opinions

Knowledge needed for this lesson is highlighted

Title = Freedom and capacity to consent - to explore what ‘freedom’ and ‘capacity’ to consent mean in different contexts

Focus	Questions	Answers
Current	1. What is a bystander? 2. If you did say yes to something intimate but then change your mind, is that ok?	1. One who is present but not taking part in a situation 2. YES!
Previous	3. There are many things that could be considered intimate, not just sex. True or False 4. What type of family consists of two parents who have previously been married and their children?	3. True 4. Blended family
Challenge	5. Why is consent an important thing to learn about?	Cold call for answers

Knowledge needed for this lesson is highlighted

Lesson focus: to explore what ‘freedom’ and ‘capacity’ to consent mean in different contexts

By the end of the lesson, you will:

- ✓ know what is meant by freedom and capacity to consent
- ✓ recognise contexts where someone’s freedom or capacity to consent have been reduced or removed, and why this means consent has no longer been given
- ✓ explain why trying to make someone more vulnerable, or misleading them, is wrong, and can be a very serious offence

Ground rules!

- Classroom confidentiality
 - Be mindful of others
 - No judgement
 - No personal questions/stories (use 'my friend', 'I have heard...')
 - Use correct terminology and language
-
- Remember to use the questions box!

Key Words

Consent (can be a verb and a noun)

Definition: permission for something to happen or agreement to do something <i>"I say... you say..."</i>	Example in sentence: <i>'A person consents if he/she agrees by choice, and has the freedom and capacity to make that choice.'</i> <i>This is the legal terminology</i>
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Key phrase

Capacity to consent (can be a verb and a noun phrase)

Definition: being able to understand information and make decisions about your life.	Example in sentence: Not having the capacity to consent i.e. not being physically or mentally capable of giving, refusing or withdrawing consent.
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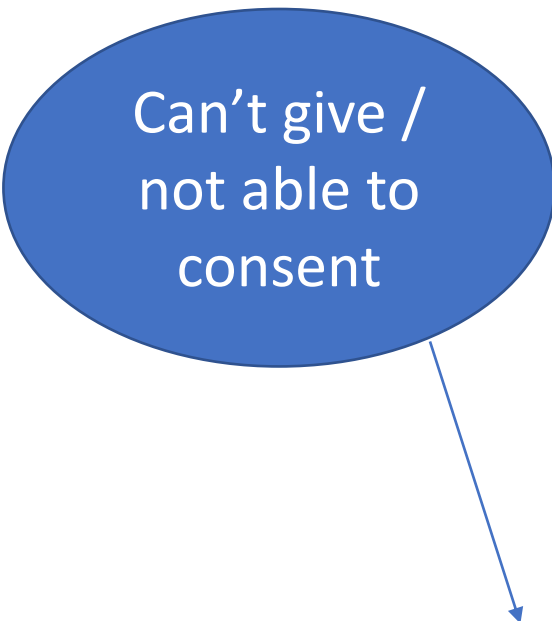
"I say... you say..."

Starter: Unpacking the legal terminology

A person consents if they agree by **choice**, and have the **freedom** and **capacity** to make that choice.

Turn and talk, then mindmap what might stop a person from being able to give, not give or withdraw their consent to something

Can't give /
not able to
consent



1. Circle or add any that are to do with a **lack of choice** or **freedom**

Put a cross by or add any that are to do with not having the **capacity to consent**

Overheard conversation

Alex was really out of it last night!

So after you both left... did you?

Did we what?

You know... did you?

Yeah, yeah we did.

I never thought Alex would do that!

That's what happens when you get drunk...

TURN AND TALK:

1. What do you think the characters in the scenario are thinking and feeling?
2. What do you think Alex is thinking and feeling?
3. Is what happened acceptable? If Alex was drunk, was it really consent?

Key learning

Remember when someone seeks another's consent, they are responsible for ensuring that the other person has the capacity to give their consent.

If they cannot be sure consent has been given, the rule 'If in doubt, assume consent has not been given' applies.

Remember that if the person seeking consent has not taken reasonable steps to make sure of the other person's consent, what happens could be rape or sexual assault.

MWB Learning check

- A. What should you do if you are not sure if consent has been given?
- B. If you are not sure then it probably has
- C. If you are not sure then go with your gut instinct
- D. If you are not sure then you are probably as drunk as they are!
- E. If you are not sure assume that it has not
- F. If you are not sure then just ask again to make sure

Deliberate Practice: Scenario analysis

Activity: Read each of the scenarios and annotate your sheets to answer these questions:



1. Which of these scenarios might be against the law?
2. In which scenarios does the person not have the freedom to consent?
3. In which scenarios does the person no longer have the capacity to consent?

Feedback and Green pen check

1. If sexual activity occurs in any of these cases, it is against the law and a serious criminal offence, as no characters have freely given their consent.

2. ***Ryan and Suzy** do not have the freedom to consent because they are being blackmailed by Brad and Trevor to have sex to avoid other unwanted consequences.*

***Greg and Charlie** are being lied to; this is a form of manipulation preventing them from making a free, informed choice. In both cases, the information is likely to make an impact on their decision to have sex or not with their partner.*

3. ***Hannah, Amal and Olu** do not have capacity to consent because they are intoxicated by drugs or alcohol. In all cases, their partners have tried to manipulate them into being less able to make a choice. Jemima does not have capacity to consent because she is unconscious/asleep.*

***Marla** does not legally have capacity to consent because she is under 13 years of age. Having sex with someone under 13 is known as 'statutory rape' and is a very serious criminal offence. In relationships between young people, a large age difference might also lead to a power imbalance, which could mean that the younger person cannot freely consent.*

Key takeaways

- In a healthy relationship, one person should not seek to put pressure, manipulate, or trick the other to get what they want – these demonstrate the relationship is unhealthy/there is a power imbalance.
- If a person who was under pressure or otherwise tricked/manipulated to give their consent has been the victim of a sexual assault, they are entitled to police support, because they weren't able to consent freely or didn't have capacity to consent during the sexual encounter.
- Anyone who has experienced pressure, coercion or manipulation in relation to a sexual encounter should seek help immediately, either by speaking to a trusted adult or contacting the police.
- It is important to challenge victim-blaming narratives that imply someone is in any way to blame for their assault because of decisions such as whether to drink alcohol.

Signposting for support or help

- You can access support at home, and both in school (e.g. through their form tutor, head of year or school nurse) and out of school, through local and national organisations.
- Look for staff with a green lanyard, they are Mental Health First Aiders
- Remember you can use the SHARP system to report any worries or concerns.
- External organisations that could help you are:
- A Better Medway: www.abettermedway.co.uk
- Brook: www.brook.org.uk 0808 802 1234
- Childline: www.childline.org.uk 0800 1111

Writing advice

Choose one of the scenarios and write a paragraph of advice to the characters



This should include:

- What freedom and capacity to consent mean and why they're so important
- What the person whose consent was being sought could do now (e.g. who might they talk to or get help from?)

Extension

Poster campaign

Create a poster campaign about capacity to consent, to be displayed in the toilets of a nightclub.

What are the key messages do you need to get across about capacity to consent, not just in relation to alcohol and drugs but also in relation to telling the truth?



Focus: to explore what 'freedom' and 'capacity' to consent mean in different contexts

Plenary Test

Write numbers 1 – 5 and say if the statement is T (true) or F (false)

1. Anybody being threatened or blackmailed into a sexual act should seek help immediately - T
2. If a person agrees to sex after being given alcohol or drugs, it's their own fault for getting into that situation - **FALSE**
3. The police can support all victims of physical assault - T
4. Lying to someone might effect their ability to freely consent - T
5. You **cannot** legally consent to sexual intercourse under 16 - T

Challenge → Correct the false statements

Remember to draw a box around your answer using a highlighter so I can check it.

Focus: to explore what 'freedom' and 'capacity' to consent mean in different contexts

Plenary Test

Write numbers 1 – 5 and say if the statement is T (true) or F (false)

1. Anybody being threatened or blackmailed into a sexual act should seek help immediately
2. If a person agrees to sex after being given alcohol or drugs, it's their own fault for getting into that situation
3. The police can support all victims of physical assault
4. Lying to someone might effect their ability to freely consent
5. You cannot legally consent to sexual intercourse under 16

Challenge → Correct the false statements

Remember to draw a box around your answer using a highlighter so I can check it.

Year 10 sample lesson

Title: Baptism - To explore beliefs and practices around baptism

Focus	Questions	Support
Current	1. Define the word ‘intimacy’. 2. Consent must always be given freely- true or false?	Last term
Previous	3. What does 'CV' stand for? 4. State two risks that a young person of your age might be exposed to.	Autumn 2
Challenge	5. Why might someone get baptised?	

Title: Baptism - To explore beliefs and practices around baptism

Focus	Questions	Answers
Current	1. Define the word ‘intimacy’. 2. Consent must always be given freely-true or false?	1. a close, familiar, and often affectionate or loving personal relationship with another person or group 2. True
Previous	3. What does 'CV' stand for? 4. State two risks that a young person of your age might be exposed to.	3. Curriculum vitae 4. Drinks being spiked, peer pressure to vape/smoke, drugs, alcohol
Challenge	5. Why might someone get baptised?	5. To show belonging to a religion, expression of their belief

Lesson focus: To explore beliefs and practices around baptism

By the end of the lesson, you will be able to:

- Summarise key aspects of a baptism ceremony
- Give reasons why Christians choose to be baptised
- Compare infant and believers' baptism



Ground rules!

- Classroom confidentiality
 - Be mindful of others
 - No judgement
 - No personal questions/stories (use 'my friend', 'I have heard...')
 - Use correct terminology and language
-
- Remember to use the questions box!

Key Words

Ritual (noun)

Definition

a religious ceremony consisting of a series of actions performed according to a prescribed order.

Copy the definition into your book

Etymology:

During the first part of this topic, we will look at birth rites and rituals in Christianity, Sikhism and Judaism

Key Words

Baptism (noun)

Definition

A Christian ritual through which people become members of the Church; baptism involved the use of water as a symbol of the washing away of sin.

Copy the definition into your book

Etymology:

The word baptism can be traced to the Greek word baptismos, meaning “ceremonial washing.”

Turn and talk:

Have you or anyone you know ever been initiated / enrolled into anything?

- Dance lessons
- Stage school
- Scouts
- Brownies
- Cadets?



How many of
you were
Christened or
baptised?



What did it
involve?

A problem: Sin

- Christians believe that it is sin that separates humans from God, but what is sin?
- Watch the video and note down what you can – at least 5 things you r teacher will pause as you go.
- <https://www.youtube.com/watch?v=pn-MxtZLxl8> (watch up to 1.14 mins – DO NOT GO PAST!)



MWB Task:
What do you
think might be
the target?

- If you were a good God and had created a planet full of people, what would you want your people to do? Write 1 or 2 things on your MWB.

ANSWER from the Bible:

1. Loving to God
2. Loving to each other....anything that is not these two things is a sin and a problem! Any problem needs a solution.

Baptism: solving the problem of sin

- Class reading of two passages from the Bible on your sheet. Your teacher will use the visualiser to support. Annotate as you go.
- Then answer the questions.

Green pen check

1. In the book of Matthew, who baptised Jesus? *John*
2. Where did Jesus' baptism take place? *The River Jordan*
3. Jesus was baptised as an adult; how might this influence some Christians? *They will want to be baptised like Jesus, possibly as an adult rather than as a child.*
4. Christians understand the book of John to be giving instructions for all Christians to be baptised. Why must they do this? *To ensure that they are following God's instructions so that they can enter heaven.*
5. Having read both passages, how do you think baptism offers a solution to human sin? Cold call for answers

What happens at a baptism?

- There are two types of baptism (adult and infant) and it depends on what sort of Christian you are as to which type of baptism you would have. Both types have similar characteristics.
- As you watch, answer the questions:
 1. What is used in baptism and what does it symbolize?
 2. What is said?
 3. **CHALLENGE**: Why does a baptism happen?

<https://www.youtube.com/watch?v=uRymbCJmbYk> (3.18 mins)

Different types

- Draw this table and write at least 5 things about each type of baptism as you watch. (7.54 mins).

Infant baptism	Adult (Believers' baptism)

Different types

Green pen check

Infant baptism

- ✓ Infant baptism – parents and godparents make promises to raise the baby in the Christian faith.
- ✓ Water is poured on the baby's head three times
- ✓ Oil is used to anoint the baby
- ✓ God parents make promises
- ✓ A candle is used 'Jesus is the light of the world'
- ✓ God is present and working through the baptism.
- ✓ Have to have the sacrament of baptism to receive the other sacraments (RC Christians)
- ✓ In RC church you NEED to have infant baptism to have salvation, otherwise you still have Original Sin and cannot go to heaven!

Adult (Believers' baptism)

- ✓ Adult – would have classes to prepare.
- ✓ Is there choice to now live their life through Christ
- ✓ Lots of symbols, e.g. water = death, emerging from water = resurrection, new life in Christ
- ✓ "Father, Son, Holy Spirit"
- ✓ Total immersion in the water
- ✓ Down steps – end of old life of sin and separation from God. Baptism is powerful symbol of death and resurrection. Person exits out of different steps.

Extension: Discussion

- Should children be baptised if parents are not intending to raise them as a Christian?

- ‘Every Christian should be baptised’.

2 reasons to support

2 reasons against

Overall, which is the better argument and why?

Deliberate Practice

- Imagine you are explaining baptism to a year 5 student who has never heard of it before. Create a 'Beginners Guide to Baptism' to help them understand.
- What is it?
- Why is it needed?
- What does it involve?
- Are there different types? Why?

Signposting for support or help

- You can access support at home, and both in school (e.g. through their form tutor, head of year or school nurse) and out of school, through local and national organisations.
- Look for staff with a green lanyard, they are Mental Health First Aiders
- Remember you can use the SHARP system to report any worries or concerns.
- External organisations that could help you are: childline

Plenary Test

Write numbers 1 – 5 and say if the statement is T (true) or F (false)

1. Baptism washes away sin
2. Infants are fully immersed in water during baptism
3. Parents may choose to baptise their child as a sign they want to raise them in the Christian faith
4. Godparents are part of an infant baptism
5. Jesus instructed Christians to be baptised

Challenge → Correct the false statements

Remember to draw a box around your answer using a highlighter so I can check it.

Plenary Test

Write numbers 1 – 5 and say if the statement is T (true) or F (false)

1. Baptism washes away sin - **T**
2. Infants are fully immersed in water during baptism - **F**
3. Parents may choose to baptise their child as a sign they want to raise them in the Christian faith - **T**
4. Godparents are part of an infant baptism - **T**
5. Jesus instructed Christians to be baptised - **T**

Challenge → Correct the false statements

Remember to draw a box around your answer using a highlighter so I can check it.

Year 11 sample lesson

Title = Personal Safety as a Young Adult – to explore risks and safety strategies

Focus	Questions	Support
Current	1. State two post 16 pathways/choices that a young person has. 2. What does CV stand for?	books
Previous	3. How many stages of labour are there? 4. If someone is struggling to conceive, other than IVF what options are there?	Books (Autumn Term 1 Sept- Oct)
Challenge	5. List some of the risks a young person might experience in their lives. 6. Who would a woman go to to discuss abortion options?	

Knowledge needed for this lesson is highlighted

Title = Personal Safety as a Young Adult – to explore risks and safety strategies

Focus	Questions	Answers
Current	State two post 16 pathways/choices that a young person has. What does CV stand for?	College, 6 th form, apprenticeship Curriculum Vitae
Previous	How many stages of labour are there? If someone is struggling to conceive, other than IVF what options are there?	3 Adoption, fostering
Challenge	List some of the risks a young person might experience in their lives. Who would a woman go to to discuss abortion options? Knowledge needed for this lesson is highlighted	Parties, driving, alcohol etc Doctor / sexual health clinic

Lesson notice

Over the next couple of lessons, we will be looking at cancer awareness.

We will be focusing on the awareness of symptoms and not the treatment and the illness, but if you feel worried about this speak to your teacher or HoY.

Lesson focus: to explore risks and safety strategies

By the end of the lesson, you will:

- Know what risks are for young adults
- Consider the affects of dangerous situations
- Know strategies to keep you safe

Ground rules!

- Classroom confidentiality
 - Be mindful of others
 - No judgement
 - No personal questions/stories (use 'my friend', 'I have heard...')
 - Use correct terminology and language
-
- Remember to use the questions box!

Key Words

risk (noun)

Definition

a situation involving exposure to danger

Example in sentence:

Use your MWB's to put risk into a sentence.

Starter: What risks?

- As a young child you might have had lessons or assemblies on:
 - Rail safety – keep off the tracks!
 - Canal safety – don't go in them!
 - Road safety – look both ways!
 - Stranger danger!
 - Etc.
- What you are of risk from changes as you get older. What sort of things are you at risk from as a young adult? Turn and Talk.
- Feedback – mindmap.

Green pen check...did you say any of these things?

- Alcohol – knowing how much is too much, drinking too much, being sick and staying safe when drunk.
- Smoking/Vaping – peer pressure from friends when you don't want to. becoming addicted and then not knowing how to stop.
- Drugs – Peer pressure, saying no, parties
- Parties – unsupervised, alcohol, drugs – being under the influence of these things which can affect decision making
- Traffic – the risk never really goes. It might change though – crossing the road when drunk!
- Driving – learning to drive
- Living away from home – uni, work
- Taxis – are they always safe?
- Walking home at night – which way would you walk? Does the risk change with alcohol/drugs?
- Chatting to people online – are they who you think? Relationships online.
- Travelling on your own – holidays with friends and no parents.

Parties

This year you will have lots to celebrate: 16th birthdays, Prom, finishing school, GCSE results, securing a place at college etc. These things might be celebrated by a party! But what happens if a party goes wrong?

Imagine you are hosting a party in your home...what are some of the things that you would not want to happen. Turn and Talk.

It's boring!

Someone's
drink is
spiked

My house
gets trashed

Someone is
really sick
and I have to
clean it up

No one
comes!

A load of people turn up
that I don't know and I
can't get rid of them!

Subtitle: Risk 1: Having your drink spiked

- What is it: When someone puts drugs or alcohol into your drink without you knowing. **Spiking someone's drink carries a maximum 10-year prison sentence in the UK.**
- **TASK: Explore this website. Read as a class, discuss and note down at least 5 facts.** <https://www.itsnotokay.co.uk/children/keep-safe/>
- What might happen?
<https://www.youtube.com/watch?v=ogAASOKdKZQ> (2.57mins)
- How can you stay safe? Record three strategies into your books.

MWB Learning check

Q. Having your drink spiked can cause you to:

- A. Feel overly alert
- B. Become vulnerable and unaware
- C. Enjoy the party less
- D. Be really embarrassed the next day

Subtitle: Risk 2 Being alone with someone you have only just met

- You might have met someone at a party, or you might be meeting up with someone you have been talking to online. Why is it risky to be on your own? Turn and Talk.
- <https://www.youtube.com/watch?app=desktop&v= 5Vfvv50wFs&feature=youtu.be> (2.47mins)
- As you watch, note down at least 3 things you can do to stay safe and aware.

Green pen check

- ✓ Stick with mates a similar age to you – a good mate won't ask you to do stuff you're uncomfortable with.
- ✓ If you feel you can't say no, ask yourself: 'Am I in a safe situation?'
- ✓ If someone offers you something for free, ask what they want in return.
- ✓ Listen to your body – a fast, pounding heartbeat and churning stomach are signs you feel unsafe.
- ✓ Be careful what personal details – including photos – you give out online, by phone, or in real life.
- ✓ Make sure you know **where you are going and how to get home**. Have credit and charge on your phone.
- ✓ **Make sure someone you trust always knows where you are.**
- ✓ Drinking and taking drugs can make you unaware of unsafe situations and you can become a target for people who may hurt you.

MWB Learning check

Q. It is late at night and you are going to make your way home. You do not have enough money for a taxi. Which option has the lowest risk:

- A. The quickest way! It's across a park that you walk through everyday. 5 mins.
- B. Get a lift with someone who was at the party
- C. Main roads. A much longer route – 25 mins. You'll be back passed your curfew.
- D. The girl/boy you just met at the party lives 3 mins away and says you can stay there. You can text your parents and let them know.

Practise your knowledge.

- Read the 'House Party Safety' article, use the visualiser to support. As we read highlight anything you think would be a good idea to keep people safe.
- Activity: What advice do you think is important for young adults? Create your own 'House Party Safety' guide.

Signposting for support or help

- You can access support at home, and both in school (e.g. through their form tutor, head of year or school nurse) and out of school, through local and national organisations.
- Look for staff with a green lanyard, they are Mental Health First Aiders
- External organisations that could help you are:
- <https://www.victimsupport.org.uk/>
- <https://www.drinkaware.co.uk/advice/alcohol-support-services>

Personal Safety as a Young Adult – to explore risks and safety strategies

Plenary Test

Write numbers 1 – 5 and say if the statement is T (true) or F (false)

1. The risks are the same for young adults as they are for children
2. Spiking someone's drink is wrong, but not illegal
3. You should always consider how you are going to get home late at night
4. Always make sure that someone knows where you are
5. Should you become a victim when under the influence of alcohol you can contact www.victimsupport.org.uk

Challenge → Correct the false statements

Remember to draw a box around your answer using a highlighter so I can check it.

Personal Safety as a Young Adult – to explore risks and safety strategies

Plenary Test

Write numbers 1 – 5 and say if the statement is T (true) or F (false)

1. The risks are the same for young adults as they are for children - **F**
2. Spiking someone's drink is wrong, but not illegal - **F**
3. You should always consider how you are going to get home late at night - **T**
4. Always make sure that someone knows where you are - **T**
5. Should you become a victim when under the influence of alcohol you can contact www.victimsupport.org.uk - **T**

Challenge → Correct the false statements

Remember to draw a box around your answer using a highlighter so I can check it.