SPHE

Personal Development

Year 11: Advent

Name: _____

Form: _____

Contents

Where can I get support in school?

My Form Tutor: _____

My HOY: _____

Pastoral Managers: _____

Family Support Team: _____

Designated Safeguarding leads: _____

Where can I get support outside of school?

If you can, always try and talk to your Parents and close family members first.

Compass: Compass Changing Lives provides prevention and early intervention, emotional wellbeing and mental health support to Children, Young People and Families

Kooth: Free, safe and anonymous online counselling and mental health support.

Childline: 24/7 support from trained counsellors – online or by calling **0800 1111**. Covers everything from bullying to family issues and self-esteem.

NSPCC: Help and advice if you're being hurt or worried about someone else.

Stonewall Youth: Advice for LGBTQ+ young people on coming out, safety, and identity.

Samaritans: 24/7 free helpline: **116 123** – for anyone who needs someone to talk to, any time

Frank: Honest information and support around drugs and alcohol.
Runaway helpline: Support for young people who are thinking of running away or have already done so.

Protected characteristics

At SPH you will learn to recognise protected characteristics which are part of the Equality Act 2010. This law helps to stop discrimination and ensure everyone is treated fairly. There are 9 protected characteristics, these are:

Protected Characteristic	What It Means	SPHE Link
Age	You should not be treated unfairly because of how old you are, whether you're young or old.	Lessons on respect, valuing differences, and inclusion.
Disability	People with physical or mental conditions that affect their daily life should be treated with respect and given the support they need.	Learning about empathy, accessibility, and inclusion.
Gender Reassignment	If someone is changing or has changed the gender they were given at birth, they must be treated fairly and with kindness.	Understanding identity, respect, and preventing bullying.
Marriage and Civil Partnership	Adults who are married or in a civil partnership have the right to be treated equally, whether they are with someone of the same or opposite sex.	Discussing different types of relationships and family diversity.
Pregnancy and Maternity	People who are pregnant or have recently had a baby must not be treated unfairly	Learning about rights, responsibilities and support for others.
Race	Everyone should be treated equally no matter their skin colour, nationality, or where they are from.	Anti-racism, celebrating diversity, and respecting different cultures.
Religion or Belief	Everyone has the right to follow a religion or belief—or to have no religion at all.	Learning about worldviews, tolerance, and respectful discussion.
Sex:	Boys, girls, men and women should be treated fairly, with equal opportunities and respect.	Challenging gender stereotypes and promoting equality.
Sexual Orientation:	Whether someone is attracted to the opposite sex, the same sex, or both, they should always be treated with respect and kindness.	Celebrating difference, supporting LGBTQ+ inclusion, and promoting kindness and understanding.

British Values

At SPH we will also learn about Fundamental British Values. In Britain, our British Values are protected in the law

Fundamental British Values
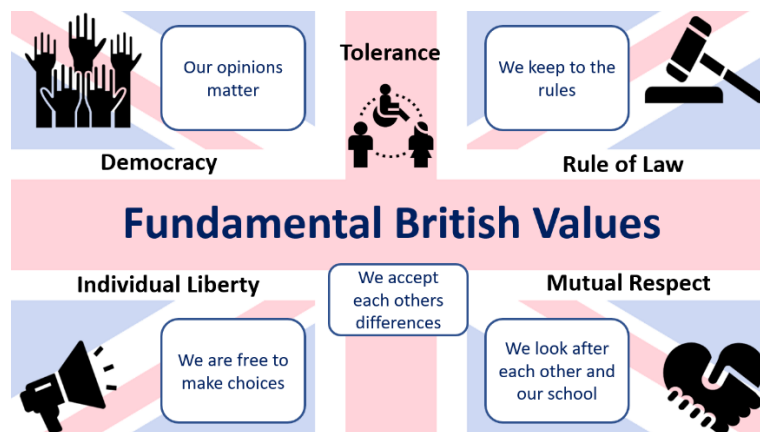
British Value	What It Means	SPHE Link
Democracy	Everyone has a voice and can take part in decisions.	Student voice, respectful debate, learning to express opinions and listening to others.
Rule of Law	Rules and laws help keep us safe and protect everyone equally.	Learning about safety, laws (e.g. railway safety), consent, and understanding consequences.
Individual Liberty	We all have the freedom to make our own choices.	Lessons on managing emotions, friendships, ambitions, and taking responsibility for choices.
Mutual Respect	We show kindness and respect to everyone, even if they are different from us.	Respect in relationships, inclusion, tackling bullying and prejudice.
Tolerance of Different Faiths and Beliefs	Everyone is allowed to believe different things, and that should be respected.	Celebrating diversity, learning about protected characteristics, and promoting understanding.

Key Vocabulary	
Unhelpful Thoughts	Negative thinking patterns that affect how we feel and behave

Reframing	The process of changing the way we think about something to make it more balanced or positive.
Stress	A feeling of emotional or physical tension, often caused by pressure or challenging situations.
Resilience	The ability to cope with challenges and bounce back from difficult situations.
Sleep Hygiene	Good habits and routines that support healthy, restful sleep.
Body Image	How we see, think, and feel about our own bodies
Self-Esteem	How much we value, respect, and feel confident about ourselves.
Digital Footprint	The record of everything a person posts or is linked to online, which can affect their reputation and wellbeing.
Support Network	A group of people or services you can turn to for help, advice, or encouragement when facing challenges.
Pathway	A route you can take after Year 11, such as A-Levels, college, T-Levels, or apprenticeships.
Employability	The skills, qualities, and behaviours that make someone likely to succeed in the workplace.
Interview	A formal meeting where you are asked questions to assess your suitability for a job, course, or placement.
Professionalism	Acting in a way that shows respect, responsibility, and readiness in a work or learning environment
Personal Strengths	Skills, qualities or traits that you are naturally good at or have developed through experience
Teamwork	Working well with others to achieve a shared goal, both in education and the workplace
Online Reputation	How others view you based on your digital footprint and behaviour on the internet.
Positive Behaviour	Actions and attitudes that show respect, reliability, and a good work ethic.
Reflection	Thinking understand how to improve or grow. Carefully about your experiences, behaviours, and choices to

KQ	What are unhelpful thoughts?
	To understand what unhelpful thoughts are

♡	To know how unhelpful thoughts can impact our wellbeing
🖐	To know how to refrain from unhelpful thoughts
RRR 🧠	

In this lesson, we will learn how to recognise unhelpful thoughts and develop practical strategies to reframe them into more balanced and positive ones. We will explore common thinking traps that can affect our mood and self-esteem and learn how to challenge these thoughts using simple techniques such as the 'Catch it – Check it – Change it' method. By the end of the lesson, we will feel more confident in managing negative thinking and understand how changing our thoughts can help protect and improve our overall wellbeing.

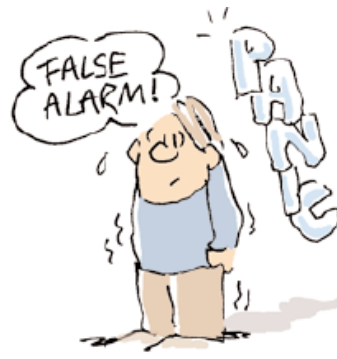This morning, I thought _____

and it made me feel _____

What could I have thought differently to feel better?

_____

Unhelpful thoughts

- Unhelpful thoughts aren't always true – they are often automatic and exaggerated

- Reframing doesn't mean ignoring problems – it means finding a more helpful way to think about them

Catch it   Check it   Change it

This is a simple way to help you deal with unhelpful or negative thoughts.

Catch it

Notice the thought you're having.

Ask yourself: *What am I thinking right now?*

Example: "I'm going to fail this test."

Check it

Ask yourself if the thought is really true.

Is there any proof for or against it?

Is it based on facts or just feelings?

Example: "I've revised, I passed my last test, and I've done the homework. Maybe I'm just nervous."

Change it

Swap the unhelpful thought for a more balanced or positive one.

It doesn't have to be overly positive—just more realistic and kinder.

Example: "I'm feeling stressed, but I've prepared. I can do my best and that's enough."

Why it works:

Changing how we think can change how we feel and act. This method helps you stay calm, confident, and in control—even when things feel tough.

Common Unhelpful Thinking Traps

1. *Mind Reading*

   Thinking you know what others are thinking – usually something negative.

2. **Catastrophising**

   Believing the worst-case scenario will happen.

3. **All-or-Nothing Thinking (Black-and-White Thinking)**

   Seeing things as only perfect or a disaster – no in-between.

4. **Overgeneralising**

   Taking one bad experience and saying it always happens.

5. **Labelling**

   Calling yourself names instead of focusing on actions.

6. **Personalising**

   Blaming yourself for things outside your control.

Read each of the thoughts listed in the table on the next page.

- Decide whether it is a helpful or unhelpful thought.

- If it is unhelpful, try to name the type of thinking trap it might be (e.g. *catastrophising*, *mind reading*, *all-or-nothing thinking*).

- Then, try to reframe the unhelpful thought into something more positive or balanced.

The first one has been done for you.

Thought	Helpful or unhelpful	Thinking trap (if unhelpful)	Reframed thought
Everyone thinks I'm annoying.	Unhelpful	Mindreading	I don't know what others are thinking. I might be overthinking this. Some people like me, and that's what matters.
I made a mistake, but I can learn from it.			
I always mess things up			
I have failed one test, so I'll probably fail them all			
I'm trying my best and that's enough.			
No one else feels as anxious as I do.			
I have done well before – I can do it again.			
If I don't get perfect grades, I'm a failure.			

Reflection

1. What is one unhelpful thought you often catch yourself thinking?

_____

2. What kind of thinking trap might this be (e.g. mind reading, catastrophising, all-or-nothing thinking)?

_____

3. How does this thought usually make you feel or act?

_____

4. Try to reframe it. What could be a more helpful or realistic version of this thought?

_____

5. How do you think practising reframing thoughts could help your mental health in the future?

_____

_____

_____

| KQ | How do I manage exam stress? |

	To understand common stresses that come leading up to and during exams
	To know how stress can impact our wellbeing and performance in exams
	To know how to manage exam stress
RRR	

In this lesson, we will explore the common causes of exam stress and how it can affect both our mental wellbeing and performance. We will look at the physical and emotional signs of stress and understand how pressure can build up in the lead-up to and during exams. Most importantly, we will learn practical strategies to help manage stress more effectively, such as time management, relaxation techniques, and building a healthy routine.

Circle the emoji that best shows how you feel about exams right now:

Why did you choose that emoji?

_____

Exam stress

Exam stress is a feeling of pressure or anxiety caused by upcoming tests or assessments. It can affect how we feel, think, and act.

Are the examples of stress below **physical, emotional or behavioural**?

- Troubling sleeping _____
- Snapping at others _____
- Worrying constantly _____

- Headaches _____

- Avoiding revision _____

A *little* stress can motivate us—but *too much* can affect sleep, memory, mood and even performance in the exam.

Stress-Busting Strategies

Strategy	Tried it	Want to try it
Make a revision timetable		
Take short breaks during study		
Try breathing exercises		
Get 8 hours of sleep		
Speak to someone when you feel overwhelmed		
Avoid comparing yourself to others		

Which *two* strategies do you think would help you the most, and why?

- _____

- _____

Reflection

One thing I've learned about exam stress is:

_____

One thing I will try to help manage my stress:

_____

If I feel overwhelmed during exams, I can:

_____

KQ	How What is the importance of good sleep?

	To understand the importance of sleep and healthy routines
	To know the causes and effects of poor sleep
	To learn to improve the quality of our sleep
RRR	

In this lesson, we will learn why sleep is so important for our mental health and overall wellbeing. We will explore how poor sleep can affect our mood, concentration, energy levels, and even how we manage stress. We will also look at the common causes of poor sleep, including screen time, anxiety, and irregular routines. Most importantly, we will discover simple, practical ways to improve the quality of our sleep—such as creating a relaxing bedtime routine, limiting caffeine, and setting a consistent sleep schedule—so we can protect and strengthen our mental health every day.

Circle your answers and discuss with a partner:

- Would you rather get 5 hours of sleep and scroll TikTok, **OR** 8 hours of sleep with no phone after 9pm?
- Would you rather fall asleep in class **OR** during your GCSE exam?
- Would you rather wake up early and feel fresh **OR** sleep in and feel rushed?

What does your answer say about your current sleep habits?

_____

The importance of sleep

Teenagers need around 8 to 10 hours of sleep each night to support their physical health, emotional wellbeing, and brain development. During sleep, the brain processes and stores new information, which is essential for learning and memory. Sleep also helps regulate emotions, making it easier to manage stress, anxiety, and low mood. Physically, sleep supports growth, repairs muscles, and strengthens the immune system. Without enough quality sleep, teenagers are more likely to experience difficulties with concentration, decision-making, and emotional control. Over time, poor sleep can lead to increased feelings of anxiety, irritability, and even symptoms of depression. Prioritising healthy sleep habits is one of the most effective ways to protect your mental health and perform your best both in and out of school.

Benefits of Sleep (match the benefit to the brain area)

- Better memory
- More energy
- Less irratibility

Emotional control
Learning and focus
Physical health

What Happens When We Don't Sleep Well?

Tick any of the effects below that you've experienced after a poor night's sleep:

☐ Feeling low or moody

☐ Snapping at people easily

☐ Falling asleep in class

☐ Not remembering what you revised

☐ Feeling anxious or stressed

☐ Craving junk food

When you don't get enough sleep, your brain and body don't get the time they need to rest, recover, and recharge. This can lead to several short- and long-term effects on your mental and physical health.

- **Your mood changes** – Lack of sleep can make you feel irritable, snappy, or low in mood. It becomes harder to manage emotions, and you may find yourself getting upset or angry more easily.

- **Your focus and memory are affected** – When you are tired, your brain struggles to concentrate, remember information, and stay alert in lessons. This can affect your learning and exam performance.

- **You feel more anxious or stressed** – Without proper rest, your mind can become more sensitive to stress and negative thoughts, which can lead to feeling overwhelmed.

- **You feel physically drained** – Tiredness can cause low energy, headaches, or a feeling of being 'run down.' Your body also becomes more prone to illness.

- **You may crave junk food or skip meals** – Poor sleep affects hormones that control hunger, which can lead to unhealthy eating habits.

Over time, regular poor sleep can increase the risk of more serious mental health problems like anxiety or depression. That is why developing healthy sleep habits is a key part of safeguarding your overall wellbeing.

Build a Sleep Routine: Create Your Ideal Night-Time Routine

Use this **checklist** for ideas to help create your own routine to imporve your sleep

- Read a book
- Do a calming activity
- Turn off social media
- Take a warm shower
- Keep your phone outside your room

Time	What I will do	Why it helps sleep
Eg. 8.00pm	Stop using screens	Blue light affects melatonin

KQ	What are the effects of negative body image?
	To understand why young people, struggle with their body image
	To be aware of physical and mental impact of having a negative body image
	To know where to get support from if you are struggling with your body image
RRR	

Today, we will explore what body image is and why many young people struggle with how they see themselves. We will look at the pressures that can come from social media, unrealistic beauty standards, and comparing ourselves to others. We will also learn how having a negative body image can affect our mental and physical health, including low self-esteem, anxiety, disordered eating, or avoiding activities we enjoy. Most importantly, we will find out where and how to get support if we are struggling with body image, and discuss ways to build a healthier, more positive view of ourselves.

What Influences Body Image? Write down three things that affect how you feel about your body

- _____
- _____
- _____

Body image refers to the thoughts, feelings, and beliefs we have about our own bodies—how we see ourselves when we look in the mirror and how we think others see us. It includes how we feel about our shape, size, weight, skin, and appearance in general. Body image is not always based on facts or reality; it is heavily influenced by a range of factors including our personal experiences, family or peer comments, social and cultural expectations, and especially the media. Social media, advertising, and celebrity culture often promote unrealistic beauty standards through edited, filtered, or staged images, which can lead people—especially young people—to compare themselves unfairly. Over time, this can distort our perception of what is 'normal' or 'attractive' and affect how we feel about our own bodies.

What does a *positive* body image look or feel like?

_____

What does a *negative* body image look or feel like?

_____

Why do you think so many young people struggle with body image today?

_____

Read the list of effects below. Tick any that you have seen or experienced.

☐ Avoiding sports or swimming

☐ Feeling anxious in public or at school

☐ Excessive focus on appearance

☐ Comparing yourself constantly to others

☐ Trying extreme diets or skipping meals

☐ Low self-esteem or mood swings

Choose one effect and explain how it could impact someone's mental or physical health

_____

_____

_____

Why is it important to talk about body image openly and honestly?

_____

_____

_____

How Social Media Affects Body Image

Social media is full of images that show people looking their best—flawless skin, perfect bodies, expensive clothes, happy lives. But what we see online is not always real.

Many images are:

- Filtered or edited to remove "flaws"

- Posed and staged to look natural, when they're carefully planned

- Chosen from dozens of photos to show only the best one

- Shared only when people feel confident or want to impress

When we constantly compare ourselves to these unrealistic images, it can affect how we see our own bodies. We might feel like we're not good enough, even though we're comparing ourselves to something that isn't even real.

Spot the Unrealistic Standards

Below are some typical social media posts. Fill in the table to think more deeply about how they might affect someone's body image:

Social media post	What is shows	What might be hidden or fake	How could it make someone feel
A fitness influencer showing a six-pack in the gym			
A perfect selfie with glowing skin and white teeth			
A model posing on a beach in a designer bikini			
What I eat in a day video showing only healthy meals			

Reflection

Which of the posts above would be most likely to affect your body confidence? Why?

_____

_____

_____

What are two things you could remind yourself next time you see a post that makes you feel insecure about your appearance?

_____

_____

_____

KQ	How does online content affect our wellbeing and self-image?
	To understand how social media, filters, and online content can distort reality and affect self-esteem and body image

♡	To explore the impact of pornography, unrealistic online relationships, and harmful content on mental health and expectations
(hand icon)	To know where to get support if we feel affected by online pressure or content
RRR (head icon)	

In this lesson, we will explore how the content we see online—especially on social media—can shape the way we think about ourselves and others. We will learn how filters, edited images, and carefully curated posts can create unrealistic expectations around appearance, lifestyle, and relationships. We will also discuss the impact of harmful online content, including pornography and unrealistic relationship portrayals, and how these can affect mental health, self-esteem, and how we view ourselves and others. Most importantly, we will find out how to recognise when online content is having a negative impact and where we can go for support if we are feeling pressured, overwhelmed, or affected by what we see online.

"Online vs Reality"

Read each statement. Decide if it's mostly **TRUE** or **FALSE** based on your own experience

Most people post the real, unfiltered version of their lives online. _____

Edited or filtered images can affect how someone feels about their own body. _____

Everyone is happy all the time—just like they seem online. _____

Pornography shows realistic and respectful relationships. _____

It is easy to tell if an online image or video has been edited. _____

What surprised you about your answers?

_____

The Reality Behind Online Content

Social media platforms like TikTok, Instagram, and Snapchat are designed to grab our attention—and they do this by showing the most exciting, attractive, or dramatic moments from people's lives. Most of what we see online is carefully selected, filtered, and edited to

create a certain image. People tend to post the *highlights*—their best photos, happiest moments, and biggest achievements—while leaving out the ordinary or difficult parts of life.

Filters can smooth skin, whiten teeth, and even reshape body features. Captions and angles can give the impression of confidence, wealth, or success—even when the reality is very different. This can create unrealistic standards of beauty, happiness, and success, making others feel like they are "not good enough" in comparison.

It's important to remember that **what we see online is not the full picture**. Most people don't post their bad days, struggles with mental health, insecurities, or unfiltered photos. Constant comparison with this edited reality can affect our self-esteem and mental wellbeing—especially when we forget that a lot of it simply isn't real.

Harmful Online Content

Some content online goes beyond filters and becomes *harmful*. This includes:

- **Pornography**, which often shows unrealistic and unhealthy versions of sex and relationships

- **Toxic body trends** like "what I eat in a day" or extreme fitness challenges

- **Unrealistic relationships** where people seem to have "perfect" partners and lives

- **Pressure to send or request explicit images**, especially among young people

This kind of content can:

- Create **unrealistic expectations** about your body or relationships

- Lead to **feelings of anxiety, shame, or low self-esteem**

- Make people feel like they need to act, look, or behave in a certain way to be accepted

What is one type of online content that has made you feel pressure or self-doubt?
_____

What can help you stay grounded when you feel affected by what you see online?
_____

Digital Wellbeing Tools

Tick/highlight the strategies you have tried or want to try:

- Limit screen time before bed
- Unfollow accounts that make me feel bad about myself

- Remind myself: "This isn't real life"
- Talk to someone when something online upsets me
- Use screen time trackers or wellbeing tools on my phone

What are 2 changes I could make this week to protect my mental health online?

- _____
- _____

Who could *you* talk to if you were affected by something you saw online?

_____

_____

Below are two fictional profiles showing what someone posts online and what might be happening in real life. Read them both, then answer the reflection questions.

Layla's Grid

- A perfect beach photo "Living my best life 🏖️
- A gym mirror selfie "No excuses 💪
- Story of smoothies and salads every day
- Smiling group photos at parties and trips

Layla's Reality

- She feels pressure to look a certain way on social media
- Often edits her photos using filters and slimming tools
- Has recently been struggling with anxiety and poor sleep
- Skips meals to stay in shape and hides her body under clothes

Posts to feel validated by likes and comments

1. What's the difference between Layla's social media and her real life?

   _____

2. Why do you think people post only the good or edited parts of their life?

_____

3. How could this kind of content affect someone who sees Layla's posts every day?

_____

4. Have you ever felt pressure to look or act a certain way because of something you saw online?

_____

What is an unhelpful thought, and how might it affect your emotions or behaviour?

_____

Describe one method you can use to challenge or reframe an unhelpful thought.

_____

Name two common causes of exam stress and explain how they might affect someone.

_____

Why is it important to manage exam stress, and what is one technique that helps?

_____

Explain why sleep is important for both your physical and mental health.

_____

List two effects of poor sleep and describe how they can impact your day.

_____

What is body image, and why might some young people develop a negative view of their bodies?

_____

Give one physical and one mental effect of having a negative body image.

_____

How can social media and online content distort our view of reality?

_____

Where could you go for support if you felt overwhelmed by body image issues or online pressure?

_____

Reflect on what you've learned in this unit: how has your thinking developed, and what would you still like to explore further?

_____

_____

_____

_____

_____

_____

_____

_____

KQ	What are the post 16 pathways available to me?
	To know what post 16 pathways are available

♡	To know what we should and should not consider
✋	To consider the best pathways for ourselves
RRR	

In this lesson, we will learn about the different post-16 pathways available to us after Year 11, including sixth form, college, apprenticeships, and vocational courses. We will explore what each option involves and think about the pros and cons of each one based on our interests, strengths, and future goals. We will also discuss what factors we should and shouldn't base our decisions on—such as peer pressure or misconceptions—and reflect on what pathway might be the best fit for us personally.

Draw or describe your life in 5 years. Think about:

- What are you doing?

- Where are you studying or working?

- How does it feel?

What pathway might help you get there?

_____
_____

Post- 16 pathways

After Year 11, there are several post-16 pathways available that allow you to continue your education or training until the age of 18. These include **A-Levels**, which are academic qualifications usually taken over two years and are ideal for students who enjoy classroom-based learning and want to keep their options open for university.

Another option is **T-Levels**, which combine classroom learning with real-world industry placements and are suited to students who want a more technical and career-focused route.

Vocational courses, such as BTECs, focus on practical, job-related learning and are ideal for students who have a clear idea of the career they want to pursue.

Finally, **apprenticeships** offer the opportunity to earn a wage while gaining qualifications and workplace experience, making them a great choice for students who want to learn on the job. Each pathway offers different benefits depending on your interests, strengths, and future goals.

What Should (and Shouldn't) Influence My Choice?

Helpful or Unhelpful?

Read each statement below. Write **H** for Helpful or **U** for Unhelpful reason to choose a pathway:

1. My best friend is doing it. ____

2. It matches my strengths and interests. ____

3. I want to keep my options open. ____

4. I heard it's the easiest one. ____

5. I have researched the entry requirements for my dream job. ____

Why is it important to choose for *yourself*, not for others?

_____

_____

_____

My Pathway Planner

Complete the chart below to reflect on which option might be right for you.

My interests	My strengths	Jobs I am considering	Best pathway

Pathway Profiles – Which One Fits Me?

Below are four short profiles of fictional students. Read each one carefully and decide which **post-16 pathway** might suit them best. Then explain *why*. Complete your own as well.

Maya	Callum	Aisha	James	Me
I enjoy science and maths and want to go to university to study medicine. I'm used to classroom learning and I don't mind sitting exams.	I like fixing things and working with my hands. I'd rather be in a work environment than in a classroom all day. I want to start earning money soon	I want to work in business or admin, but I'm not sure yet. I'd like to try something practical, but I'm also interested in getting some qualifications	I am interested in creative subjects like media and performing arts. I don't think A-levels are for me, but I still want to go to university in the future	
Best pathway				
Why?				

KQ	How do I present myself in an interview?

	To understand basic positive behaviours in an interview
	To be aware of negative behaviour we should avoid
	To identify positive behaviours, we could display in an interview
RRR	

In this lesson we, will learn how to present ourselves positively and confidently in an interview setting. We will explore the key behaviours that make a good first impression, such as body language, eye contact, and clear communication. We will also look at common mistakes to avoid—like arriving late, poor posture, or using negative language—and understand how these can affect the way we are perceived. By the end of the lesson, we will be able to identify and demonstrate positive interview behaviours that can help us succeed in college, apprenticeship, or job interviews.

Look at these five short descriptions. Which person would you most likely hire and why?

Alex: Arrived on time, smiled, answered clearly

Taylor: Didn't make eye contact and gave short answers

Casey: Was polite but looked at the floor and fidgeted a lot

Jordan: Spoke confidently but interrupted the interviewer

Sam: Was late and didn't apologise

What makes a good first impression in an interview?

_____

_____

What Does Good Interview Behaviour Look Like?

In an interview, your behaviour can be just as important as the answers you give. Employers, colleges, and apprenticeship providers are not only listening to what you say—they are also observing how you say it. Positive behaviours such as making regular eye contact, sitting upright with good posture, actively listening, and speaking clearly and confidently all help to create a strong first impression. These non-verbal cues show that you are engaged, respectful, and serious about the opportunity. Smiling, nodding when appropriate, and showing enthusiasm also demonstrate that you are approachable and motivated. On the other hand, negative behaviours—like fidgeting, avoiding eye contact, slouching, or looking at your phone—can suggest a lack of interest or confidence. Being aware of your body language and communication style can help you present yourself in the best possible way and increase your chances of success in an interview.

Tick the behaviours below that are positive for an interview:

☐ Crossing arms and avoiding eye contact

☐ Smiling and nodding while listening

☐ Speaking clearly and calmly

☐ Interrupting the interviewer

☐ Giving thoughtful answers

☐ Looking at your phone
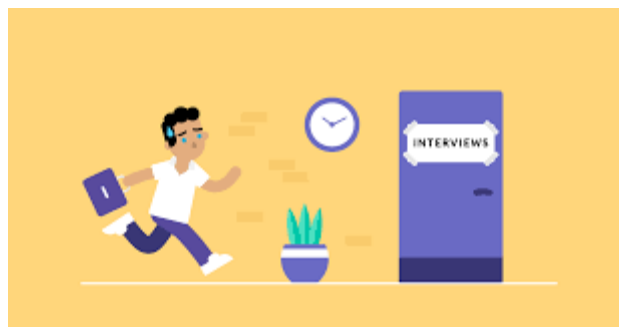
Common Interview Mistakes

Match the mistake to why it's a problem

Mistake	Why it is a problem

Arriving late	Makes you seem uninterested in the role
Mumbling or whispering	Can give a bad impression or appear disrespectful
Not asking any questions	Shows lack of preparation and poor time management
Being too casual/slouching	Makes it hard to understand you and may seem unconfident

Why is preparation so important before an interview?

_____

_____

Interview Skills Role-Play

Work in pairs or small groups. One of you is the interviewer, one is the candidate. Use these practice questions:

1. Tell me about yourself.

2. Why are you interested in this course/job/apprenticeship?

3. What are your strengths?

4. Can you give an example of a time you worked well in a team?

Complete the **Interview Reflection**

WWW:

_____
_____

EBI:

_____
_____

KQ	What are our personal strengths?
	To know what personal skills are
	To consider how we can enhance our own personal skills and how they will help us in the future

	To identify our own personal strengths and weaknesses
RRR	

In this lesson, we will explore what personal strengths and skills are, and why they matter in school, work, and everyday life. We'll learn to identify different types of personal skills—such as communication, teamwork, organisation, and problem-solving—and reflect on which ones we already have and which we can improve. By recognising our own strengths and weaknesses, we can begin to set goals for our personal development and understand how these skills can help us succeed in future education, job interviews, and the workplace.

Look at the following list of activities. For each one, identify at least one skill the person might be using

Activity	Skills used
Leading a group project	e.g. Leadership, communication
Playing in a sports team	
Revising for a test	
Working part-time in a cafe	
Helping a friend solve a problem	

What makes a skill "personal" and why are they important?

_____

_____

Personal strengths are the qualities and skills that help you do things well and handle life's challenges. These include:

- **Hard skills** (things you can measure or learn, like using Excel or writing a CV)

- **Soft skills** (behaviours and attitudes like teamwork, communication, resilience, creativity)

These skills aren't just useful for school—they are vital in the workplace, in interviews, and for future success.

From the list below, choose five strengths you think are important for success:

☐ Leadership

☐ Creativity

☐ Time management

☐ Confidence

☐ Problem-solving

☐ Empathy

☐ Motivation

☐ Communication

☐ Teamwork

☐ Resilience

My Personal Skills Self-Assessment

Skill	How confident am I? (1–5)	Where have I used this skill?	How could I improve
Teamwork			
Communication			
Problem solving			
Organisation			
Confidence			

Use the prompts below to set one short-term and one long-term personal development goal:

1. One skill I want to improve is:

   _____

2. Why it's important to me:

_____

3. What I will do to improve it:

_____

4. Who or what could help me:

_____

5. How I'll know I've improved:

_____

Write a short paragraph about your top strength, where you have used this and a skill that you want to develop and why.

_____

_____

_____

_____

_____

_____

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_____

KQ	What is positive behaviour at work?
	To understand the importance of positive behaviour at work
	To consider how to develop positive behaviour at work
	To reflect on our own positive behaviour

RRR	

In this lesson, we will learn what positive behaviour in the workplace looks like and why it is important for success in any job or career. We will explore key behaviours such as reliability, teamwork, communication, and showing respect to others, and understand how these can help us build strong relationships and a good reputation at work. We will also think about how to develop these behaviours over time and reflect on the positive qualities we already show, as well as areas we may need to improve. By the end of the lesson, we will have a better understanding of how our actions and attitudes can shape our future in the world of work.

Scenario:

You've just started your first part-time job. You arrive 15 minutes late, forget to bring a pen and notepad, scroll through your phone when there is a quiet moment, and don't introduce yourself to the team.

- What went wrong?

_____

- How could this have made others feel?

_____

- What could be done differently?

_____

Write down 2–3 things you would change to make a better impression.

_____

_____

_____

Positive workplace behaviour means acting professionally, respectfully, and responsibly. This includes being on time, communicating clearly, staying focused, completing tasks to a high standard, and working well with others. These behaviours help build trust, show you're dependable, and open future opportunities such as promotions or good references.

Tick the traits below that are examples of positive behaviour at work:

☐ Turning up late every day

☐ Offering to help a colleague

☐ Taking responsibility for mistakes

☐ Ignoring instructions

☐ Asking questions when unsure

☐ Listening during meetings

Real-Life Workplace Scenarios

Read each situation and answer the questions that follow.

Scenario 1: Teamwork Challenge

You're asked to work in a team to complete a task by the end of the day. One team member is slower, and you're getting frustrated.

- What would a *positive* response look like?

_____

- What behaviour should you avoid?

_____

Scenario 2: Taking Initiative

Your manager is busy, and you've finished your task early. You could either check your phone or ask if there's anything else to do.

- What would you do to show initiative and responsibility?

_____

- Why is this behaviour valued by employers?

_____

My Behaviour Self-Reflection: Reflect on your current behaviour in school, part-time jobs, or work experience. Complete the table

Positive Behaviour	Do I already do this? (Yes/No)	How could I develop this
Arrive on time		
Show respect to/for others		
Stay focused and avoid distractions		
Ask for help when needed		
Take responsibility for my actions		

KQ	How Can My Online Activity Affect My Future?
	To understand how our digital footprint and online behaviours can impact future education and employment opportunities
	To recognise how employers and colleges use online searches and social media during recruitment
	To learn how to manage and protect our online reputation.

RRR	

In this lesson, we will learn how our online activity—such as social media posts, comments, likes, and shared content—can shape our digital footprint and impact our future opportunities. We will explore how colleges, universities, and employers often search online for applicants and use what they find to make decisions during recruitment. This includes looking at public profiles, tagged photos, and the language we use online. We will also learn practical ways to manage and protect our online reputation, including how to check our privacy settings, remove harmful content, and think carefully before posting. By the end of the lesson, we will understand how to build a positive and professional online presence that reflects the best version of ourselves.

Would You Hire Me?

Look at the fictional social media post descriptions below. Imagine you are an employer reviewing a candidate for a college place or apprenticeship. Would you hire them?

Would You Hire Me?

Post	Your Decision (Yes / No)	Why / Why Not?
A public rant about school and teachers		
A photo helping out at a charity event		
A comment using offensive language		
A shared article about career goals		
A photo helping out		

What Is a Digital Footprint?

Your digital footprint is everything about you that exists online—photos, videos, comments, tags, usernames, and even deleted posts (which may still exist in archives). Employers, colleges, and apprenticeship providers often look at your digital footprint when reviewing applications. What they see can influence how they view your character, judgement, and professionalism.

Even if your social media is set to private, others might still tag you in public content. One poor post—shared years ago—can be enough to change someone's mind about giving you an opportunity.

Write True or False next to each statement:

1. Anything you delete from the internet disappears forever. _____

2. Employers often check candidates' social media before interviews. _____

3. You can be held accountable for offensive posts—even if they're old. _____

4. Your digital reputation can help or hurt your future. _____

5. Only influencers need to worry about their digital footprint. _____

Read the case study:

Jordan applied for a college course in sports leadership. During the selection process, a tutor searched his name online and found a public video he posted with offensive jokes and comments about a rival school. As a result, the college withdrew their offer and stated that Jordan's behaviour didn't reflect the values of the programme.

What did Jordan do wrong?

_____

How could this have been prevented?

_____

What might be the long-term impact of this on Jordan's career?

_____

How to Manage Your Online Reputation

Use the checklist below to carry out a *self-audit* of your digital presence.

Digital Footprint Audit:

☐ Have I Googled myself to see what others can find?

☐ Do I know which of my posts are public vs private?

☐ Have I ever liked/shared something I wouldn't want an employer to see?

☐ Have I checked what others have tagged me in?

☐ Do my posts reflect who I want to be in the future?

A Guide to a Positive Digital Footprint:

3 things to avoid

- _____
- _____
- _____

3 things to post that show your best self

- _____
- _____
- _____

Checkpoint/Knowledge quiz

1. What are the four main post-16 pathways available to students after Year 11?

_____

2. Why is it important to choose a post-16 pathway based on your own interests and strengths, rather than what your friends are doing?

_____

3. List three positive behaviours you should show in an interview and explain why they matter.

- _____
- _____
- _____

4. Describe one behaviour that might give a bad impression during an interview and how you would avoid it.

_____

5. What are personal strengths, and how can identifying your own help you plan for your future?

_____

6. Choose one personal skill you would like to develop. Explain how it could help you in education or employment.

_____
_____

7. Give three examples of positive behaviour in the workplace and explain why they're important.

- _____
- _____
- _____

8. What might happen if you repeatedly show negative behaviour in the workplace?

_____

9. What is a digital footprint, and why is it important to manage it carefully?

_____
_____

10. What action could you take today to improve or protect your online reputation for future college or job applications?

_____

_____

Reflect on what you've learned in this unit: how has your thinking developed, and what would you still like to explore further?

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