



Advent: Health and Wellbeing and citizenship and future pathways



SPHE

Personal Development



Year 9: Advent

Name: _____

Form: _____



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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.

Nine protected characteristics and how we live these out at SPH

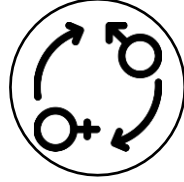
Protected Characteristic	What It Means	SPHE Link
Age	You should not be treated unfairly because of how old you are, whether you're young or old.	Lessons on respect, valuing differences, and inclusion.
Disability	People with physical or mental conditions that affect their daily life should be treated 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.



Age



Disability



Gender Reassignment



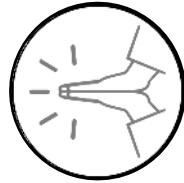
Marriage and Civil Partnership



Pregnancy and Maternity



Race



Religion or Belief

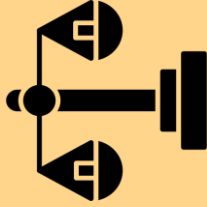
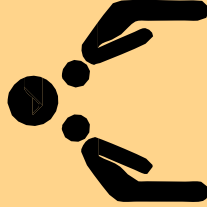


Sex



Sexual Orientation

British values and how we live these out at SPH

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	
Healthy Relationship	A relationship where both people feel safe, respected, and valued
Unhealthy Relationship	A relationship that causes harm, fear, or control
Boundaries	Personal rules about how you expect to be treated
Respect	Valuing other people's feelings, opinions, and space
Trust	Being able to rely on someone to be honest and supportive
Manipulation	Controlling or influencing someone unfairly
Assertive	Speaking up for yourself in a respectful and confident way
Aggressive	Being forceful, rude, or threatening when trying to get your way
Passive	Letting others take control or ignoring your own needs
Peer Pressure	Feeling pushed to do something by friends or people your age
Resilience situations	The ability to recover and stay strong during tough
Substance Misuse	Using drugs or alcohol in a harmful or unsafe way.
Knife Crime	Crimes involving the use or possession of a knife
Exploitation	Taking advantage of someone for personal gain
Legal Implications	The laws and punishments connected to a crime
Gang	A gang can be a group of friends who hang around together. But some gangs are involved in crime.
County Lines	The practice of trafficking drugs into rural areas and smaller towns, away from major cities
Budget	A plan for how to spend money
Income	Money you earn or receive
Employee	A person who works for an employer and is paid for their work.
Workplace Rights	The protections and fair treatment that workers are entitled to at work.
Responsibility	Something a person is expected to do or take responsibility for.
Financial Pressure	Stress or worry caused by money problems or demands to spend money.
Debt	Money that you owe to another person, company or organisation.



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KQ	What is a healthy and unhealthy relationship?
	To understand the qualities of a good friend
	To Identify a healthy and unhealthy relationship
	To advise and challenge unhealthy behaviours.
RRR 	

In this lesson, we are learning about what makes a relationship healthy or unhealthy. We will explore the qualities of a good friend, look at warning signs in relationships, and talk about how to spot when something doesn't feel right. You will also learn how to challenge unhealthy behaviour and how to support yourself or others if a relationship becomes difficult.

Healthy and Unhealthy Friendships



When you are in a friendship It is important to know the signs of healthy and toxic friendships. It is good to think of these as a traffic light system

Green – Signs of a Healthy Relationship

- You feel safe and comfortable being yourself
- You are treated with kindness and respect
- You are encouraged to grow and try new things
- You can talk openly about your feelings
- You are listened to, and your opinions are valued
- You feel supported and cared for



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- You can spend time with others and keep your independence

Amber– Warning Signs to Watch Out For

- You feel nervous about bringing up certain topics
- The other person sometimes ignores your boundaries
- There are small lies or secrecy in the relationship
- You feel like you are walking on eggshells to avoid conflict
- The person gets jealous easily or checks up on you too often
- You are made to feel guilty for spending time with other people
- There are sudden mood swings or emotional outbursts

Red– Signs of an Unhealthy Relationship

- You feel pressured to do things you are not comfortable with
- You are made to feel guilty or ashamed
- You are put down or criticised
- You feel anxious, scared, or controlled
- You are isolated from friends and family
- Your opinions are dismissed or ignored
- You feel like you must change to please the other person

Read the following scenarios and **discuss** the questions.

Scenario 1

Lena: You should try out for the school production with me!

Tara: I don't know... I'm more into science club. Acting's not really my thing.

Lena: You don't have to be an actor already — I've seen you in class presentations, and you're confident.

Tara: That's different. Presenting is just reading facts.

Lena: Not really! It's all about confidence and voice — you've totally got that.

Tara: I'd probably mess it up.

Lena: Come on! Zoe and Amina are trying out too. It would be fun doing it all together. Just try — what's the worst that could happen?

Tara: Hmm... maybe. I'll think about it.



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Discussion Questions:

- Who is doing the pressuring?
- How are they doing the pressuring? (What words or tactics are being used?)
- Did the pressure work? Why or why not?
- Was the pressure positive, negative, or mixed?
- Could anything have been done differently?



Scenario 2

Jayden: Ugh, look at that kid Leo. What is he even wearing?

Kian: Who, Leo? He's just quiet.

Jayden: Quiet and useless. He tripped over his own feet in football and cost us the match. I was talking to Reece — we think we should teach him a lesson after school.

Kian: What kind of lesson?

Jayden: Just scare him a bit. On the bus home. Nothing serious. You in?

Kian: I'm not sure... maybe just leave him alone.

Jayden: Wow. Scared of getting in trouble? That driver wouldn't notice if we flew out the windows.

Kian: It's not that, it's just—

Jayden: Just what? You siding with Leo now? Fine. I'll go to Kai's party with someone else.

Kian: That's not what I meant.

Jayden: Whatever. You used to be fun. Now you're like my nan. Are you in or not?

Kian: ...Yeah, OK. I guess.

Discussion Questions:

- Who is doing the pressuring?
- What kind of pressure is being used (emotional, social, threats)?
- Did the pressure work? Why?
- What should Kian have done differently?
- What would be the consequences of going along with this?
- How can you stand up to this kind of peer pressure?

It is always wrong to pressure or influence your friends. Do you agree?



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KQ	How can I be more assertive?
	To understand what assertiveness is
	To distinguish between assertiveness and aggression
	To recognise and resist peer pressure
RRR 	

In this lesson, we will learn what it means to be assertive and how it can help us in everyday situations. Being assertive means standing up for yourself in a calm, respectful way — without being aggressive or rude. We will explore the differences between being passive, assertive, and aggressive, and think about how each one can affect our friendships and confidence. You will also learn how to recognise peer pressure and practise ways to say ‘no’ clearly and confidently, while still being respectful. The goal is to help you feel more confident when making decisions, especially when others try to influence you.



Being assertive means **being able to stand up for your own or other people's rights in a calm and positive way**. You can be assertive **without being aggressive**. You can be assertive whilst still accepting that **sometimes you are wrong**. Assertive individuals can get their point across **without upsetting others** and without becoming **upset or angry themselves**.

Assertive statements are clear, respectful ways to express your feelings, needs, or opinions without being **passive or aggressive**. They help you stand up for yourself while still showing consideration for others.

A common formula for an assertive statement is:

“I feel...” + “because...” + “I would like...”



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Look at the examples below:

- “I feel uncomfortable when you tease me about my clothes. I would like you to stop.”
- “I am not comfortable with that plan. I would rather do something else.”
- “I understand you are frustrated, but I don’t like being shouted at. Can we talk calmly?”

Respond to the following scenarios with an **assertive** statement.

Someone asks you to skip your lunchtime club to hang out.

A classmate teases you for giving a wrong answer.

A friend keeps borrowing your things without asking.

Can you spot the differences between communication styles?

Example Scenario: You’ve been left out of a group project.

- **Passive:** “It’s fine... I’ll just work alone again.”
- **Aggressive:** “Thanks for nothing! You always leave me out.”
- **Assertive:** “I’d like to be included too. Can we talk about how we can work together?”

Which approach feels most confident and fair?

How might others respond to each style?

When might assertiveness be difficult, and how can we still try?

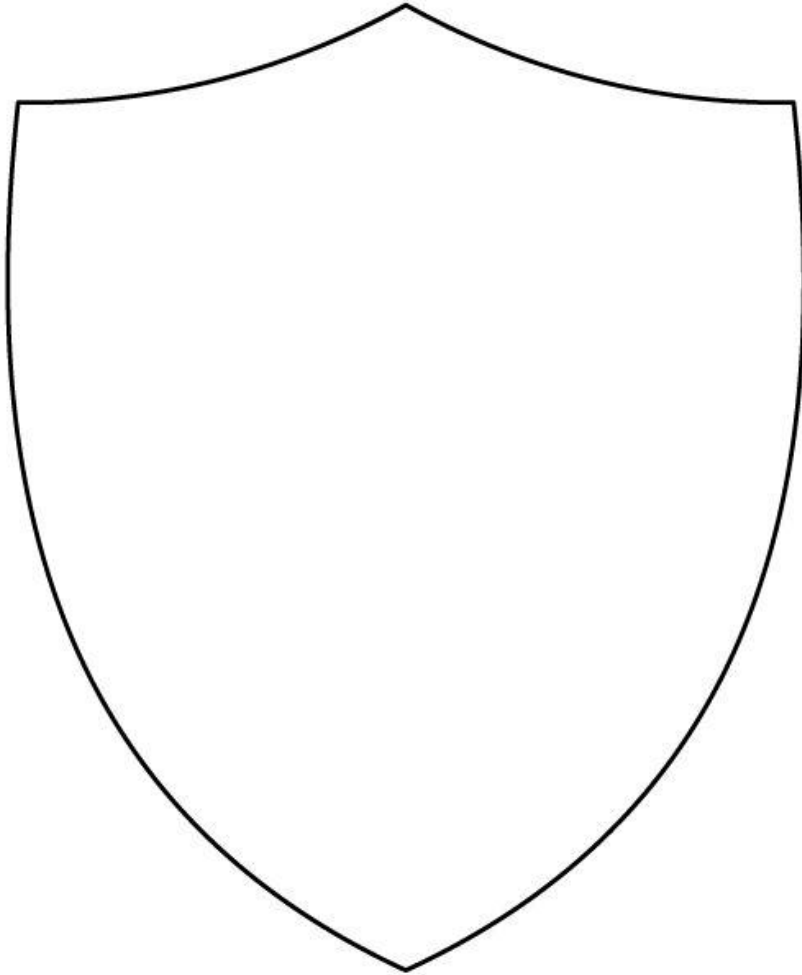


Confidence Shield

Split your shield into **4 sections**.

Fill in each part with:

1. A **positive affirmation** (e.g. "I can speak up for myself.")
2. A **strength or talent** (e.g. "I'm a good listener.")
3. A **personal value** (e.g. "I believe in fairness.")
4. A **motivational phrase** or quote (e.g. "My voice matters.")



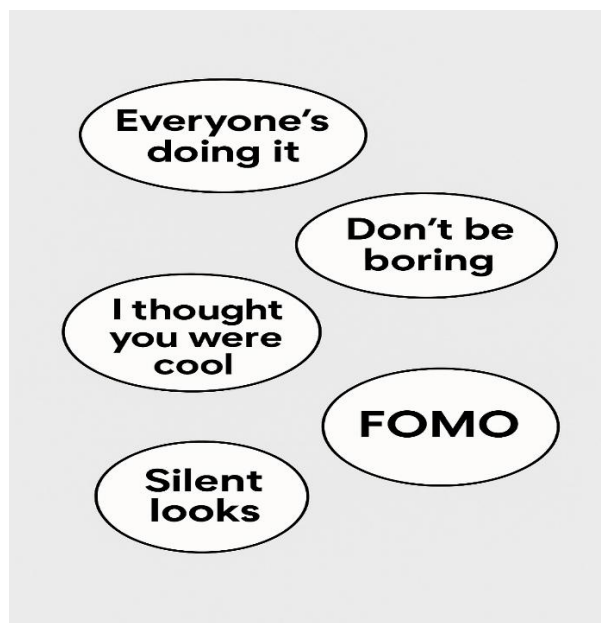


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KQ	How do I handle peer pressure and influence?
	To understand how peer pressure can affect decision making
	To learn where to seek support
	To build resilience in high-pressure situations
RRR 	

In this lesson, we will explore how peer pressure can influence the choices we make and how it can sometimes lead us away from what we truly believe is right. It is normal to want to fit in, but it is also important to recognise when you are being pushed to do something you are not comfortable with. You will learn how to spot signs of negative peer pressure, where to go for help if you ever feel overwhelmed, and how to build the confidence to make your own decisions—even in tough situations. The goal is to help you stay true to yourself and feel proud of the choices you make.

Look at the statements below.



- Have you ever used any of these?
- Have you heard them being used?
- What impact do you think they have on young people?



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Scenario

Jake is 14 and has started spending more time with a new group of older students. They hang out after school and at the skate park on weekends. At first, Jake felt happy to be included. He liked feeling part of the group. But lately, they've started pressuring him to try things he's not comfortable with.

Last weekend, they dared him to take a drag from a vape. One of them, Connor, laughed and said, "Come on, Jake — everyone's doing it. Don't be boring." Jake didn't want to look like a loser, so he gave in. Now, they're asking him to try stronger stuff, and Jake's starting to feel nervous.

He knows this isn't who he wants to be, but he's worried they'll stop being friends with him if he says no.

Why do you think Jake gave in to peer pressure?

How do you think Jake felt after trying the vape?

What advice would you give Jake now?

Who could Jake talk to for help?

Amira has always been really focused on school. She works hard, plays on the basketball team, and helps her mum at home. One Friday night, her friend group met up at Layla's house. Some people had brought alcohol and were pouring drinks.

Layla turned to Amira and said, "Come on, just have one. Everyone's having fun!" Amira didn't want to drink. She knew her mum trusted her, and she had training early the next morning. But she also didn't want to feel left out or like she was being boring.

She stood there, drink in hand, unsure what to do.

Discuss

- What is Amira worried about?
- What would be the consequences of drinking for Amira?



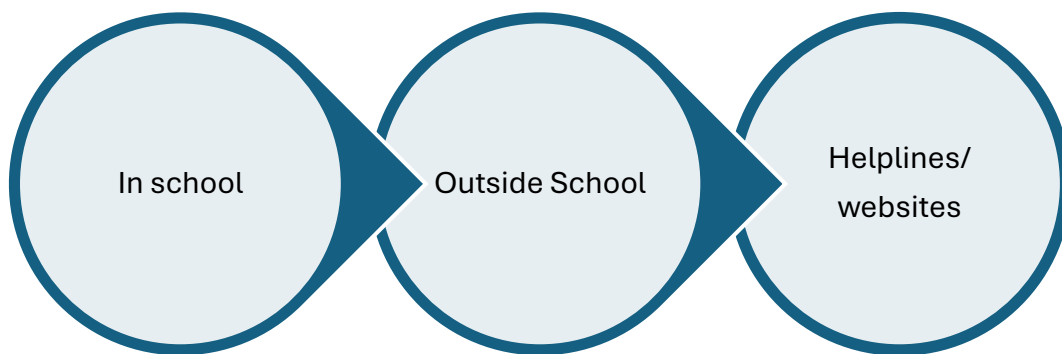
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- What could she say to stay true to herself?
- How can she handle this situation with confidence?
- How can we recognise peer pressure early and respond before it gets too far?

Fill in your Support Map by writing names or services in each circle.

Think about:

- Trusted people in school
- Trusted people outside school
- Helplines/websites



Challenge: Write one sentence you could say to ask each person for help.



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KQ	What are the Dangers of Gang Culture and Knife Crime?
	To understand the dangers and consequences of gangs and knives
	To know the legal implications
	To Know where to go for help
RRR 	

Today, we will learn about the real dangers and consequences of getting involved in gang culture or carrying a knife. Being in a gang might seem exciting or like a way to feel protected, but it often leads to serious risks, violence, and losing control over your own choices. Carrying a knife doesn't keep you safe—it puts you in danger and can have serious legal consequences, even if you don't use it. We will explore how the law deals with knife crime and what happens if someone is caught with a weapon. Most importantly, we will talk about how to stay safe and who you can turn to if you or someone you know feels under pressure to get involved in this kind of behaviour.

Write down words or phrases you associate with the word below (positive and negative).

Gang



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A Year in the Life of Reece

January

I'm 15. I got into a fight at school and was suspended again. I don't always feel like I belong in school, even though I know I'm clever and good with people. I dream of starting my own clothing brand one day. I just want to be in control of my life.

February

Some older lads from my area, like Mason and Trey, started talking to me. They have got everything — designer clothes, flashy cars, and people always want to be around them. One of them gave me a pair of trainers and let me sit in the driver's seat of his car. It felt good to be noticed.

March

They said they could help me make quick money. I started hanging out with them more, and they looked after me — paid for food, gave me cash when I needed it. Then they asked me to hold onto a package. Said it was "just helping the team." I felt like I belonged somewhere.

April

I stopped going to school properly. I was too busy with "business." An education officer came to the house. Mum was crying, saying I was bringing trouble to our door.

May

I started smoking weed to chill out. To keep up, I ran more errands for the guys — delivering and selling. One day I got robbed and stabbed. When I needed help, they left me to find my own way to A&E. That's when I realised maybe they weren't really my friends.

June

I couldn't work for weeks while I was healing, so I owed them money. They started calling me weak, saying I'd messed everything up. I felt like I had to prove I could still handle it.

July

Police came to the house asking questions. My little sister was crying. I told her everything was fine, but deep down, I knew I was in too deep.

August

I am constantly looking over my shoulder. Threats. Pressure. Stress. This life isn't what I thought it would be.



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September

I tried going back to school. Some of the teachers believed in me. Mr Ahmed said I am creative and could go far if I wanted to. That stuck with me.

October

I got caught with drugs. Mum was broken. I might end up with a criminal record before I even turn 16. This isn't what I planned.

November

One of the boys — Devonte — got shot and didn't survive. Everyone's angry. There's talk of revenge. My name's being mentioned because I'm "known" now. I feel like I'm being watched from every direction.

December

I've got a court date in January. I want to change. I've seen what this road leads to. I can't ruin my life, or Mum's, or scare my little sister anymore. I need a way out.

At what point do you think Reese realised things were going wrong?

What were the warning signs?

What do you think could have helped him earlier?

Who could Reese turn to now for support?

Personal Reflection

Complete the sentence:

"If I ever feel pressured into something I'm not comfortable with, I will..."



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Use the Support Map from last lesson to list trusted adults in school, outside school, and national support services.

1. _____
2. _____
3. _____

Gangs and County Lines – What You Need to Know

At SPH, we want every student to feel safe, informed, and supported.

What is a Gang?

A gang can simply be a group of friends who spend time together. But sometimes, gangs are involved in serious crime, including violence, weapons, and drug dealing. These types of gangs may fight with rival groups or pressure others into doing dangerous things.

What is County Lines?

County Lines is a form of criminal activity where illegal drugs are moved from one area (often a big city) to another (often smaller towns or villages).

Gangs use young people, sometimes as young as 12 years old, to carry drugs or money for them.

They may:

- Use social media to contact or recruit teenagers
- Offer gifts like trainers, clothes, or headphones to make it seem exciting or friendly
- Use pressure, threats or violence to force young people to do what they want
- Make young people travel on trains or coaches with drugs hidden in their bags or clothes
- Force them to sell drugs to others locally

What is CCE?

CCE stands for Child Criminal Exploitation.

This is when a child or young person is used by someone else to commit a crime. It is illegal, dangerous, and always unfair.

Young people involved in CCE often feel scared, trapped, or unsure who to trust. But there is always help available.



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Remember:

- You have the right to be safe
- You are never to blame if someone pressures or manipulates you
- If something doesn't feel right, speak to a trusted adult at SPH – we will listen and support you

Read this conversation between Ali and Tia:

Ali: You don't carry one?

Tia: What?! No way!

Ali: How else can you protect yourself?

Tia: I don't think it would protect me.

Ali: Well, it makes me feel safer.

Tia: That's such a mistake.

What are they talking about?

Who do you agree with more — and why?

Do you think carrying something “for protection” keeps you safe?

What advice would you give to Ali?

Knife Crime

Guess the Statistic

Think about this statement and write your answer:

“I think that _____% of 10–29-year-olds carry a knife.”

Facts:

- A person can get up to 4 years in prison for carrying a knife — even if it's never used.
- People who carry knives are more likely to be injured or hospitalised, often with their own weapon.



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- Friends who pressure someone to carry a knife are not true friends — they usually disappear when things go wrong.
- The media often exaggerates knife crime, making it seem normal. This can pressure young people into dangerous choices.

Exit Reflection

One way I can stay safe and challenge myths about knife crime is...



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KQ	What are the dangers of substance abuse?
	To understand what substance abuse is
	To be able to recognise the effects and dangers of substance abuse
	To know where to seek support if you are worried about yourself or others
RRR 	

In this lesson, we will understand what substance abuse is and the risks it poses to health, wellbeing, and future opportunities. We will explore the effects of substances like alcohol, drugs, and vaping, and how peer pressure can influence choices. You will also learn where to seek support if you or someone you know is struggling.

Substance Abuse: Fact or Myth?

Read each statement and decide – is it a **FACT** or a **MYTH**?

Statement	 Fact	 Myth
Vaping is completely harmless and safe for young people.		
You can become addicted to prescription drugs, even if they were given to you by a doctor.		
Most young people take drugs or vape regularly		
Alcohol can affect your memory, judgement and decision-making, even after one drink.”		
Once you start using substances, it’s easy to stop anytime you want		
You can’t overdose on legal substances like paracetamol.		
Talking to someone about your worries or pressure to try substances is a sign of strength		



Substance Abuse: Fact or Myth?

1. **Vaping is completely harmless and safe for young people.**
Myth – Vaping can harm the lungs and contains addictive substances like nicotine.
2. **You can become addicted to prescription drugs, even if they were given to you by a doctor.**
Fact – Misusing prescription drugs (e.g. taking more than prescribed or using someone else's) can be dangerous and addictive.
3. **Most young people take drugs or vape regularly.**
Myth – The majority of young people **do not** regularly use drugs or vape. The idea that “everyone does it” is often exaggerated by peer pressure and social media.
4. **Alcohol can affect your memory, judgement and decision-making, even after one drink.**
Fact – Alcohol impacts the brain and can lead to risky or dangerous behaviour, especially in young people.
5. **Once you start using substances, it's easy to stop anytime you want.**
Myth – Many substances are addictive, and stopping often requires support and help.
6. **You can't overdose on legal substances like paracetamol.**
Myth – Misusing even legal substances like paracetamol or energy drinks can be very dangerous or even fatal.
7. **Talking to someone about your worries or pressure to try substances is a sign of strength.**
Fact – Reaching out for support is responsible and brave. Help is always available.

Substance abuse is the harmful or hazardous use of drugs, alcohol, or other substances, including misuse of legal substances like vapes or medication.



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Read the scenarios and discuss/answer the questions.

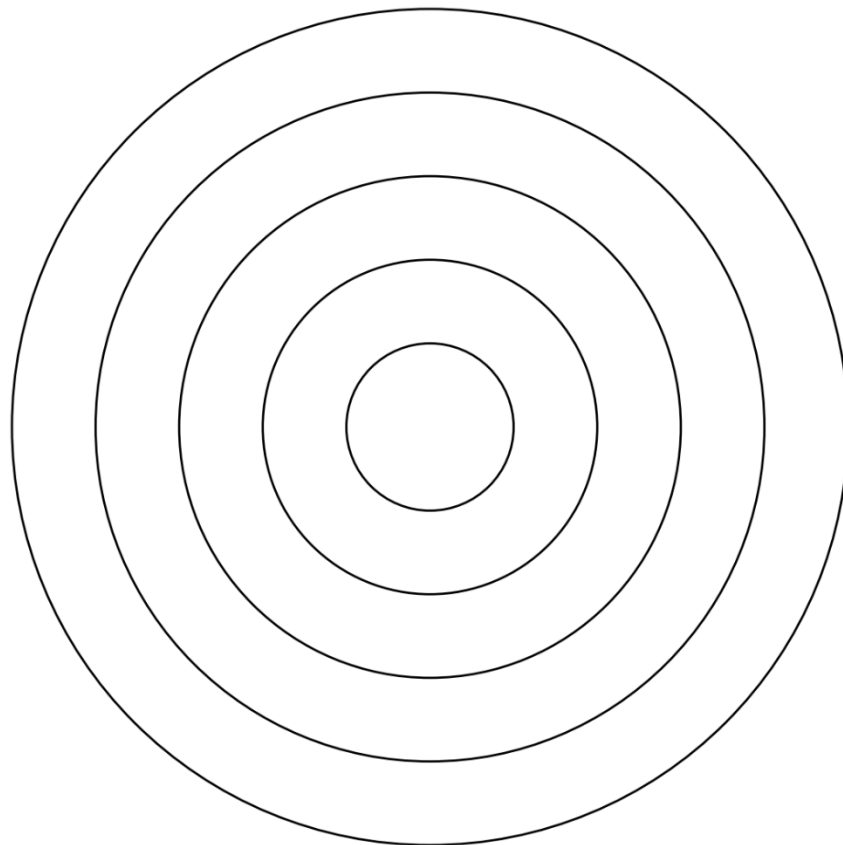
Scenario 1	Scenario 2	Scenario 3
Liam has started hanging out with a new group of friends. One lunchtime, they offer him a vape and laugh when he says no. They say, "It's not a big deal – everyone does it." Liam doesn't want to seem boring, but he's not sure if it's safe.	Amira goes to a birthday party where older teenagers are drinking. Someone hands her a drink and tells her it will help her relax and have fun. Amira knows her parents wouldn't approve, but she also doesn't want to be the only one not drinking.	Jay has been feeling really anxious about school and problems at home. A classmate tells him that taking a pill helped them calm down and "feel numb" for a while. Jay is tempted because he doesn't know how else to cope.
What are the risks in this situation?	What could go wrong if Amira drinks?	What are the dangers of this choice?
Why might Liam feel pressured?	How might she be feeling in this moment?	Why might Jay be vulnerable to this suggestion?
What could Liam do or say?	What other choices does she have?	What could Jay do instead to manage his stress?
Who could Liam talk to for support?	What advice would you give Amira?	Where could Jay go to get help?



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Choose one of the scenarios to create the ripple effect diagram

1. **Center Circle**
Label this with the person at the center of the situation (e.g. “Student starts vaping”).
2. **First Ripple (Immediate Effect)**
Identify direct consequences (e.g. health impact, mood changes, addiction risk).
3. **Second Ripple (Indirect Impact on Others)**
Explore the effect on family, friends, school performance, relationships.
4. **Further Ripples (Wider Consequences)**
Consider long-term implications—future plans, mental wellbeing, community relationships.





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Reflection

What is one thing you learned today about the dangers of substance abuse that you didn't know before? Why do you think it's important to know this?

If a friend was feeling pressured to try drugs, alcohol or vaping, what advice would you give them? What support could you suggest?

Why is it important to know where to get help—for yourself or someone else—when it comes to substance abuse? How confident do you feel about asking for help if needed?



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Checkpoint/Knowledge quiz

1. What are two qualities of a good friend?

2. True or False:

It's okay to feel uncomfortable in a relationship, but it becomes unhealthy only if there is physical violence.

3. Describe one way a person can safely challenge an unhealthy relationship

4. Which of the following best describes being assertive?

- a) Being bossy to get your own way
- b) Staying quiet to keep the peace
- c) Standing up for yourself calmly and respectfully
- d) Agreeing with others to avoid conflict

5. What is the difference between being assertive and being aggressive?

6. What is peer pressure? Give one example.

7. Where could you go for help if you're being pressured to do something you are uncomfortable with?

8. What are two dangers of joining a gang or carrying a knife?

- ---
- ---

9. True or False:

Substance abuse can affect your mental health, decision-making, and future opportunities.

10. What should you do if you're worried about a friend using drugs or alcohol?



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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 my options after I leave school?
	To know what the different pathways are post 16
	To consider the advantages and disadvantages of the different pathways
	To consider our own transferable skills
RRR 	

In this lesson we will be thinking about the different post-16 pathways available to you, including sixth form, college, apprenticeships, employment, and volunteering. You will explore the advantages and disadvantages of each route, helping you to make informed decisions about your future. The lesson also encourages you to reflect on your own transferable skills—such as communication, organisation, and teamwork—and consider how these strengths might suit different pathways.

For each pathway, write down your rating of how much you know about it.

Pathway	Rating	
FE college		1. I know nothing about this pathway
Sixth form		2. I know a little about this pathway
Apprenticeship		3. I know quite a bit about this pathway
University		4. I know lots about this pathway
Employment		
Volunteering		



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Which of these different pathways interests you the most?

For each pathway think about the advantages and disadvantages for each.

Example. Apprenticeship: Earn while you learn but may limit university options

Pathway	Definition	Advantages	Disadvantages
Sixth Form	Study A-Levels in a school setting		
FE College	Study a wider range of courses like BTECs, T Levels or vocational qualifications		
Apprenticeship	Learn on the job while earning money and studying for qualifications		
Employment	Get a full or part-time job (usually with some training for under-18s)		
Volunteering	Work unpaid to gain experience and give back to the community		

Do different people need different options? Why?

Think back to the skills we learnt about and discussed last lesson. List your top 3 **transferable skills** (e.g., communication, teamwork, creativity, organisation). Then match each skill to one or more suitable pathways.

Skill	Pathway



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Scenario 1: Tyler

Tyler enjoys learning in a classroom and is predicted strong GCSE grades. He wants to go to university one day to study law. He's good at debating and writing essays.

Question:

Which pathway might be most suitable for Tyler and why?

Scenario 2: Aaliyah

Aaliyah is a creative person who enjoys designing clothes and making things with her hands. She doesn't enjoy exams but does well in coursework. She wants to explore a career in fashion or art.

Question:

Which pathway might be most suitable for Aaliyah and why?

Scenario 3: Ben

Ben is a hands-on learner who enjoys solving problems and fixing things. He isn't sure if he wants to go to university but would love to get work experience while continuing to learn.

Question:

Which pathway might be most suitable for Ben and why?

Reflection

What pathway do you want to learn more about?

Which skill do you want to improve before you leave school?

One thing you are proud of about yourself that will help you in the future is...



KQ	Which options should I choose?
	To know what GCSEs are
	To understand how our GCSE choices affect our future
	To be able to consider our own goals and choices
RRR 	

In this lesson we will understand what GCSEs are and why their subject choices matter. You will learn how different GCSE subjects can impact future opportunities such as sixth form, college courses, apprenticeships, and careers. The lesson encourages you to reflect on your personal strengths, interests, and long-term goals, supporting you to make informed and confident decisions about your next steps in education.

Choosing my option subjects

When choosing your GCSE (Key Stage 4) subjects, different factors will be important to different people. Everyone has different goals, interests, and strengths.

Below are some common things students consider when making their choices. For each one, decide whether it is:

Most Important

Important

Least Important

Factor to consider	Most Important	Important	Least important
I enjoy the subject			
I am good at the subject			
The subject links to my future career plans			
I like the teacher			
My friends are picking the subject			
The subject has more coursework than exams			
The subject gives me a lot of new opportunities			



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The subject is respected by sixth forms, colleges or employers			
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Deciding what subjects to study can feel overwhelming—but you are not expected to make the decision on your own. There are lots of people around you who can offer help, guidance, and support.

Look at the list below. Choose **one person** you would feel most comfortable talking to about your GCSE options and answer the questions underneath.

Possible People to Talk To:

- Subject teacher
- Form tutor
- Careers adviser
- Parent or carer
- Friend
- Older sibling or cousin
- Head of Year
- A trusted adult in school

Now Answer:

1. Who would you speak to?

Write their role or name: _____

2. Why might this person be helpful?

(E.g. They know your strengths, or they've been through this before.)

3. Could there be any reason this person might not give fully balanced advice?

(E.g. They might want you to do the same subject they did.)

4. How can you make sure your final choice is the right one for YOU?

(E.g. Thinking about your goals, strengths, and enjoyment.)



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What Should Alex Choose?

Alex is in Year 9 and attends a school where students must study the core subjects: English Language, English Literature, Maths, Science, and Religious Education.

In addition, Alex must choose **three** optional subjects from the following list:

History	Geography	Computer Science
Spanish	Art	Music
Drama	Food Technology	Design Technology (DT)
iMedia	Physical Education (PE)	Sports Studies

About Alex:

Alex is a creative and confident student who enjoys performing and working with others. They are part of the school choir and drama club and love being on stage. Alex also enjoys designing posters and editing videos in their spare time. They aren't too keen on written exams and prefer subjects that are more practical, or coursework based. Alex isn't sure what they want to do in the future but knows they enjoy creative work and expressing themselves.

Based on what you know about Alex...

Which **Three** subjects would you recommend Alex choose? Why?

Subject 1: _____

Reason: _____

Subject 2: _____

Reason: _____

Subject 3: _____

Reason: _____



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Challenge Question: If one of Alex's choices clashes on the timetable and they can only pick two, what other subject might be a good *reserve* choice for them?

My Subjects, My Future

Now that you have learned more about GCSE subject choices and how they link to your interests, skills, and future plans, take some time to reflect on what matters most to you.

Answer the questions below as honestly and thoughtfully as you can.

What are two subjects you are seriously thinking about choosing?

Subject 1: _____

Subject 2: _____

Why do you want to study these subjects?

Think about what you enjoy, what you're good at, or what you want to improve.

How might studying these subjects help you in the future?

(E.g. Careers, sixth form, college, apprenticeships, skills, confidence)

What skills or strengths do you already have that will help you succeed in these subjects?

Is there anything you still need help with before you decide? Who could you ask for support?



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KQ	What are my rights and responsibilities at work?
	To understand the rights and responsibilities of employees and employers in the workplace.
	To recognise the importance of fairness, respect and equality at work.
	To know how to seek advice or support if workplace rights are not respected.
RRR 	

When people start work, they have both **rights** and **responsibilities**. Rights help to make sure employees are treated fairly, safely and with respect, while responsibilities are the things workers are expected to do as part of their role. Employers also have responsibilities towards the people who work for them. In this lesson, we will explore what employees and employers should expect from each other, why equality and respect are important in the workplace, and what someone can do if they feel they are being treated unfairly.

What is a workplace right?

A **right** is something a person is entitled to be treated with or receive.

Employees have rights connected to areas such as:

- being treated fairly and respectfully;
- working in a safe environment;
- receiving the pay they are entitled to;
- not being discriminated against;
- having appropriate breaks and working hours;
- being able to raise concerns.



What is a workplace responsibility?

A **responsibility** is something a person is expected to do.

Employees may be responsible for:

- arriving on time;
- completing their work properly;



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- following health and safety rules;
- treating colleagues and customers respectfully;
- following workplace policies;
- reporting concerns or hazards.

Employers also have responsibilities, including:

- providing a safe workplace;
- treating staff fairly;
- paying employees correctly;
- following employment law;
- responding appropriately to concerns.

Rights or Responsibilities?

Write **R** for a right and **P** for a responsibility.

- Being paid correctly for the work you complete
- Arriving at work on time
- Being treated without discrimination
- Following workplace safety rules
- Having a safe place to work
- Treating colleagues respectfully



Fairness, Respect and Equality

Imagine two employees are doing the same job with the same level of experience, but one is repeatedly given better opportunities because the manager likes them more.

- Is this fair?
- How could this affect the other employee?
- Why is fairness important in a workplace?

Workplace Scenarios

Scenario 1

A manager makes insulting comments about an employee's religion.

What right or expectation is not being respected?

What could the employee do?



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Scenario 2

An employee refuses to wear required safety equipment because they find it uncomfortable.

What responsibility is the employee not meeting?

Why could this matter?

Scenario 3

A young worker notices that they have not been paid the amount they expected.

What should they do first?

Who could they ask for help?

Seeking Support

If someone believes their workplace rights are not being respected, they could:

- speak to their manager or supervisor;
- check their contract or workplace policy;
- speak to a trusted adult;
- contact HR if the workplace has an HR department;
- seek independent advice from an appropriate employment advice service.

Reflection

One workplace right is...

One responsibility an employee has is...

Fairness and equality at work are important because...

If I was worried about how I was being treated at work, I could...



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KQ	How can money affect our wellbeing?
	To understand how financial decisions can impact wellbeing and future opportunities.
	To recognise the emotional and social effects of money worries, debt and financial pressure.
	To develop strategies for managing money responsibly and making informed financial decisions
RRR 	

Money affects much more than what we can buy. The choices we make about spending, saving and borrowing can affect our stress levels, relationships, confidence and future opportunities. Having money worries does not simply affect someone's bank balance; it can also affect how they feel and the decisions they make. In this lesson, we will explore how financial pressure can affect wellbeing and learn practical strategies for managing money responsibly and making informed choices.

Money and Wellbeing

Financial decisions can affect:

- **emotional wellbeing** — for example, stress or worry;
- **social wellbeing** — for example, feeling pressure to keep up with friends;
- **future opportunities** — such as saving for training, travel or education;
- **relationships** — disagreements about money can create tension;
- **independence** — managing money well can give people more choices.

How Might They Feel?

For each situation, discuss how the person might feel.

- You have saved enough money for something important
- You owe money and are unsure how you will repay it
- Your friends are buying expensive clothes you cannot afford
- You have planned your spending and still have money left at the end of the month





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Financial Pressure

Financial pressure is the stress or worry caused by money problems or financial demands.

It might come from:

- unexpected costs;
- not having enough income;
- debt;
- pressure from friends or social media;
- spending more than you can afford;
- worrying about future costs.



Scenario: Keeping Up

Jordan's friends regularly buy new clothes and go out at weekends. Jordan cannot always afford to join them but feels embarrassed about saying no. Jordan begins borrowing money and buying things they do not really need.

Discuss

- What pressure is Jordan experiencing?
- How could this affect Jordan's wellbeing?
- What could Jordan do differently?

Debt

Debt is money that is owed to another person, company or organisation.

Borrowing money is not automatically a bad thing, but debt can become difficult if:

- repayments are unaffordable;
- people borrow without understanding the cost;
- someone uses borrowing to pay for things they cannot afford;
- debts begin to build up.



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Think Before You Spend

Before making a financial decision, ask:

- Do I need it?
- Can I afford it?
- What will it cost overall?
- Could I save instead?
- How will this decision affect me later?



Needs, Wants and Pressure

Decide whether each is mainly a **need**, a **want**, or an example of **financial pressure**.

- Buying food
- Buying a new phone because everyone else has one
- Paying for travel to work or school
- Feeling you must buy expensive trainers to fit in
- Saving for an important future cost

Make a Better Decision

Sam has £60 left for the month.

Sam wants:

- a £45 pair of trainers;
- £20 for travel;
- £15 for a friend's birthday;
- some money left for emergencies.

What problem can you see?

What should Sam prioritise?



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What could Sam delay or change?

Strategies for Managing Money

Good financial habits can include:

- creating a budget;
- separating **needs from wants**;
- saving regularly;
- avoiding impulse spending;
- comparing prices;
- thinking carefully before borrowing;
- asking for advice before financial problems grow;
- ignoring pressure to spend just to fit in.



My Financial Wellbeing Plan

Write one strategy for each situation.

I am tempted to buy something I cannot really afford:

I feel pressured by friends to spend money:

I am worried about money I owe:

I want to prepare for a future cost:



Checkpoint/Knowledge quiz

1. What is a workplace right?

- A. Something an employee can choose to ignore
- B. A protection or fair treatment that a worker is entitled to
- C. A job that someone does voluntarily
- D. A rule that only applies to employers

2. Give ONE responsibility an employee has in the workplace.

**3. What should someone do if they believe their workplace rights are not being respected?
Give ONE example of where they could seek advice or support.**

4. What are two pathways you can choose after Year 11?

- ---
- ---

5. Which of these is a disadvantage of choosing A-Levels?

Tick the correct answer.

- ☐ You can choose subjects you enjoy
- ☐ You must stay in education for at least two more years
- ☐ You learn through hands-on work
- ☐ You get paid while you learn

6. Explain how your GCSE subject choices can affect your future.

7. You are paid £7.20 per hour and work 12 hours a week.

How much do you earn in a **month (4 weeks)**?



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Answer: £ _____

8. Which of the following is a non-essential expense?

Circle one.

- A. Travel to school
- B. Weekly food shopping
- C. Designer trainers
- D. Rent or mortgage

9. Give ONE way that money worries, debt or financial pressure could affect a person's wellbeing.

10. Give TWO strategies someone could use to manage their money responsibly and reduce financial pressure.

- 1. _____
- 2. _____



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

