

Edward Peake C of E VC Middle School

PSHCE Planning



Subject: PSHCE	Unit: Living in the Wider World	Term/Duration: Spring 1 / 6 Weeks	Year Group: 7
Environment – Careers <ul style="list-style-type: none"> • Developing enterprise skills • The world of work and young people’s employment rights <p>PoS: R15, R16, L1, L4, L5, L11, L13</p>		Key Vocabulary Analyse, Bank of England, bank rate, benefits, bias, business, consequence, consumer, critical consumer, debt, demand, employee, employer, fairtrade, goods, government, high street bank, income, inflation, inflation target, interest, interest rate, loan, manufacturer, pension, price, risk, self-employed, services, tax, wages, central bank, producer, retailer, salary, supply, trade, rights, responsibilities, entitlement, statutory	
By the end of this unit...			
All pupils should be able to: <ul style="list-style-type: none"> • describe how the difference parts of the economy are connected • describe the role of the Bank of England in the economy • explain how to make informed choices • explain the consequences of decision making • describe the benefits of saving and borrowing • identify challenges and describe the feelings experienced when overcoming them • understand that employees have rights and responsibilities 			
Most pupils will be able to: <ul style="list-style-type: none"> • explain what influences financial decisions (including the economy) • explain how the Bank of England uses difference sources of information to help make its decisions • explain how interest rates work in relation to saving and borrowing • analyse challenges posed in the workplace • research basic employment rights: the national minimum wage, sick leave and pay, holiday leave and pay, part-time rights and agency workers’ rights • understand how an employee can enforce their employment rights 			
Some pupils will be able to: <ul style="list-style-type: none"> • describe how my choices might affect the economy • judge when financial situations can present significant risk and can explain why this may impact on someone’s wellbeing • suggest ways to avoid negative financial risk from borrowing or fraud • plan how to overcome a fear or challenge • explore the gender pay gap in society 			

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	Learning Objectives	Content	Resources /Health and Safety	Success Criteria
1	<p>LO: To learn how the economy, and other factors, influences our decisions</p> <p>To learn about the role of the Bank of England</p>	<p>Re-visit Ground Rules:</p> <p>Openness: We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.</p> <p>Keep the conversation in the room: We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.</p> <p>Non-judgmental approach: It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.</p> <p>Right to pass: Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.</p> <p>Make no assumptions: We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.</p> <p>Using appropriate language: We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.</p> <p>Asking questions: We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone.</p> <p>Seeking help and advice: If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.</p> <p>Starter:</p> <p>Ask pupils to stand if they made a decision today.</p> <p>Point out that everyone should be standing – they decided to get up, what to wear, what to eat for breakfast etc. Some may have made other choices –perhaps to make a purchase, or try a different route to school.</p> <p>Explain that we make decisions all the time, but do we ever stop to think about how we make those decisions... and what influences us?</p> <p>Explain that one important influence on our financial decisions is the economy.</p> <p><u>Baseline assessment:</u></p> <p>Ask pupils to create a mind map showing everything they currently know about the economy. You could use the idea of an alien coming to Earth, knowing nothing about money or the economy. Their mind map</p>	<p>Ask It Basket</p> <p>Video 1: https://vimeo.com/bankofengland/economy</p> <p>econoME lesson 1: What influences my decisions</p> <p>Activity sheet 1: How the economy works</p> <p>Activity sheet 2: Decision-making case studies</p> <p>Poster: The Economy and ME</p> <p>Poster: The Economy and ME (version without connecting lines, and/or version without lines and text boxes)</p>	<p>I can describe how the difference parts of the economy are connected</p> <p>I can describe the role of the Bank of England in the economy</p> <p>I can explain what influences financial decisions (including the economy)</p>

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	<p>should help to explain these concepts. If pupils find it too challenging to include any thoughts on 'the economy', they could use 'money' as the focus of their mind map. At the end of the econoME lessons, they will have the chance to add in what they have learned about the economy.</p> <p>Main: <u>Introducing the economy</u> Show pupils Video 1, which provides an overview of what the economy is, the different parts (e.g. businesses, consumers, banks) and how they interrelate, and how it affects our decisions. You might like to give pupils a copy of the Glossary of economic terms, which complements the video. Check pupils' understanding at this point through prompt questions, for example:</p> <ul style="list-style-type: none"> • What role do we play in the economy? • What are interest rates? • What does the Bank of England do? • How might high street banks affect consumers? <p>Go through the slides that explain interest rates and demonstrate how the economy influences our decisions.</p> <p><u>Activity 1: How does the economy influence my decisions?</u> Organise the class into groups of three or four, and give each group the version of the poster without lines and text boxes, or the version without lines only for those who would benefit from additional support. Ask pupils to think about how the different parts of the economy influence each other and to draw in arrows to show how they think the parts interconnect. Share the version of the Poster showing the links. How did it compare with their ideas? Ask pupils to imagine they work at the Bank of England. They can choose to raise or lower Bank Rate, then consider how this decision might influence all the other parts of the economy. You might like to explore this idea by asking pupils to role play the different parts and describe how they have been affected (e.g. higher Bank Rate will mean that high street banks offer higher interest rates, so customers may be less willing to borrow money, so may spend less in shops).</p> <p>Differentiate the activity by giving pupils who would benefit from additional support Activity sheet 1, which contains readymade scenarios showing how each part of the economy is affected by the raising or lowering of Bank Rate.</p>	Glossary	
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		<p>Groups should read and discuss the 'raising' scenario and then all groups should share it with the whole class, to see how all the parts of the economy work together. Then repeat with the 'lowering' scenario, so pupils see the opposite effect.</p> <p>Optional extension activities (10-20 minutes) Discussing young people's decisions – challenge pupils to discuss, in pairs, the types of decisions made by young people:</p> <ul style="list-style-type: none"> • What types of decisions do young people of your age make? (e.g. purchases, clothing, food, relationships, money) • What decisions do they make concerning money? (e.g. spending, saving, donating to charity, borrowing, how much you're willing to pay for something) • What might they have to decide when they are 18, 25, 50? How might these decisions affect the rest of their lives? (e.g. subject choice, study/work, career, car, property, travel, marriage, children) <p>Plenary: In pairs or individually, pupils should look at the case study on Activity sheet 2 – Isla and write down all the people and factors (including the economy) that might influence this decision. Pupils who would benefit from additional support can use the cards from Activity sheet 3 as prompts.</p> <p>Discuss some of the ways we might deal with negative influences (e.g. peer pressure, advertiser bias) and share some sources of support. As a class, talk about how awareness of what influences us can help make us better decision-makers.</p>		
2	<p>LO: To learn how to ask questions that aid decision-making</p> <p>To learn how to analyse information,</p>	<p>Re-visit Ground Rules</p> <p>Starter: Pose the question: How do people go about making their decisions? Go through the slide which has some useful prompts. Ask pupils to discuss in groups and share thoughts. This can be used for baseline assessment of pupils' existing knowledge. Explain that there are steps we can take to help us minimise risk around decision-making. Being well-informed is key – this can apply to any decision we must make, throughout our lives! Give pupils Activity sheet 4 and explain that the sheet could become a handy</p>	<p>Ask It Basket</p> <p>econoME lesson 2</p> <p>Video 2: https://vimeo.com/bankofengland/econome</p>	<p>I can explain how to make informed choices</p> <p>I can explain how the Bank of England uses difference sources of information to help make its decisions</p>

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<p>assessing its reliability</p> <p>To learn how to assess and manage risk in relation to financial decisions</p>	<p>reference for decisions they make in the future. Talk through steps 1-3 of the decision-making journey. Explain that they are now going to see some of these steps in practice.</p> <p>Main: <u>Activity 1: How can I learn from the way Bank of England experts make their decisions?</u> Show pupils Video 2, which features expert decision-makers from the Bank of England, discussing the processes and methods they use to make informed decisions to help the economy... and sharing their top tips. Check pupils' understanding at this point through prompt questions, for example:</p> <ul style="list-style-type: none"> • Why is it important to get information from a range of different sources before making a decision? • What does it mean to 'think critically' about information? • What is bias? How might it affect someone's decision? <p>Support: can be shown the definition of 'bias' and examples</p> <p><u>Activity 2: Decision planning – gathering and analysing information</u> Show slides which invite pupils to imagine they work at the Bank of England. They have been tasked with finding out whether the cost of a weekly supermarket shop is higher or lower than the same time last year. This is one of the aspects of the economy that the Bank of England monitors regularly to make sure prices aren't rising too quickly. It uses around 180,000 separate prices of about 700 items covering everything from food and drink to clothes, furniture and train fares. This is known as the 'basket of goods' (consumer price index).</p> <p>Organise pupils into groups of three or four and give each a copy of Activity sheet 5, which provides information from different sources that can be used to help them derive an answer. Ask pupils to go through each of the different information sources and to think carefully how reliable, relevant and accurate the information is. They can refer to the Poster to see how the supermarkets (businesses that sell to the public) are connected to other parts of the economy.</p> <p>This activity will help pupils develop the skills needed to evaluate information when making their own decisions.</p>	<p>Activity sheet 2: Decision-making case studies</p> <p>Activity sheet 4: My decision journey</p> <p>Activity sheet 5: Analysing information</p> <p>Poster: The Economy and ME</p> <p>Glossary</p> <p>Optional – Chromebooks</p>	
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		<p>Activity 3: (Optional) Decision planning (asking the right questions) – Give pupils a few minutes, in groups, to read or revisit the case study for Isla on Activity sheet 2. Either using a case study or designing their own character with a financial decision to make, pupils fill in steps 1 and 2 on Activity sheet 6, creating a list of questions and sources their character could use in making their decision (online reviews, comparison websites, terms and conditions, statistics, newspaper articles, blogs, tech experts, shop assistants, conversations with friends, warranty agreement) and considering which might be most useful. Use the slide that has example questions for the case studies. Using Chromebooks, pupils could complete the step 3 (e.g. evaluating tablet information and prices from various retailers) and considering how reliable (accurate) the information is and how trustworthy (unbiased) the source. Use the slide that has useful tips for checking online sources. Research could be carried out in groups, or in pairs with the group analysing the findings. Ask pupils to keep hold of Activity sheet 6 or collect them in, if you are planning to carry out the extension activity in Lesson 3.</p> <p>Plenary: Ask each group to feed back to the class what they've learned from analysing the information, and their conclusions about supermarket prices. Did they identify any sources that were potentially biased or unreliable? Did they find any conflicting information? How did they deduce which information was accurate? How can this process reduce risk in terms of financial decisions? If pupils are interested to know more about the 'basket of goods' they can be referred to the following websites:</p> <ul style="list-style-type: none"> • https://www.bankofengland.co.uk/monetary-policy/inflation • https://www.ons.gov.uk/economy/inflationandpriceindices/articles/ukconsumerpriceinflationbasketofgoodsandservices/2018 <p>Let pupils know that, in the next lesson, they will consider the consequences of people's decisions for themselves, others and the economy.</p>		
3	LO: To learn about the business and	<p>Re-visit Ground Rules</p> <p>Starter:</p>	Ask It Basket	I can explain the consequences of decision making

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<p>economic environment</p> <p>To learn how personal financial choices can affect ourselves, others and the economy</p> <p>To learn about our responsibilities as consumers</p> <p>To learn how to assess and manage risk in relation to financial decisions</p>	<p>Hook pupils' interest by taking them through the 'Worst decision ever?' scenarios and learning objectives. Ask pupils to think about a decision a young person might make and what the consequences might be (good or bad), for example, the choice might have had personal, social, economic, moral or environmental implications. Give them two minutes to draw an emoji to explore how the decision-maker might feel about their choice.</p> <p>Main: <u>Activity 1: How do our decisions affect us and others?</u> Share the information about the implications of poor financial choices (debt), then show Video 3, which explores how our financial decisions can also influence others, through the economy.</p> <p>Check pupils' understanding at this point through prompt questions, for example:</p> <ul style="list-style-type: none"> • How do consumers' choices affect the rest of the economy? • Why might it be important to consider the consequences of our decisions? <p>Show the slide, which explains that the Bank of England uses forecasts to predict the consequences of its potential actions. Remind pupils that, in the first lesson, they explored how the Bank of England's decisions affected the rest of the economy. Pupils should now consider the possible consequences of their decisions as consumers, including how their choices can influence the Bank of England's decision to raise or lower Bank Rate.</p> <p><u>Activity 2: Considering consequences</u> Ask pupils, in groups, to choose a product that a young person might purchase (e.g. pair of trainers, smart phone). Then apply the idea: 'What if all consumers made the same purchase choice (e.g. bought the same trainers/phone from the same shop)?'. Using the Poster and Glossary for support, ask pupils to create a spider diagram on a large sheet of paper showing all the people and businesses that could be affected by that decision, and the ways this could happen. Alternatively, pupils could annotate the Poster. They should consider the retailer; businesses/people involved in getting the raw materials; manufacturers; distributors etc. They should also consider competing businesses that have lost that sale. What decisions might those businesses be forced to make about their prices or employees? Discuss steps 4-8 of the decision-making journey on Activity sheet 4, involving considering the different options available and possible consequences.</p>	<p>econoMe lesson 3</p> <p>Video 3: https://vimeo.com/bankofengland/econome</p> <p>Activity sheet 2: Decision-making case studies</p> <p>Activity sheet 4: My decision making journey</p> <p>Activity sheet 5: Analysing information</p> <p>Optional – Activity sheet 6: Decision planning (1) (completed sheet from lesson 2)</p> <p>Poster: The Economy and ME</p> <p>Glossary</p> <p>Large sheets of paper and pens</p>	<p>I can describe how my choices might affect the economy</p>
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	<p>Gather ideas around how doing this can help us minimise risk and consider the effect of the decisions on others.</p> <p><u>Activity 3: Optional extension activities</u> Making decisions as consumers – Split the class into four groups. Display the following discussion points on large sheets around the room</p> <ol style="list-style-type: none">1. Buying from a small business versus buying from a big corporation2. Buying local/British products versus those produced overseas3. Buying face-to-face versus online4. Buying Fairtrade products versus non-Fairtrade <p>(Reminder: Fairtrade is an organisation that ensures a fair deal and decent working conditions for workers in developing countries, who help to grow or produce the products we buy.)</p> <ul style="list-style-type: none">• Give each group a different coloured pen. Ask the groups to rotate around to each of the discussion sheets (suggest 3 minutes for each), and write down 2-3 ideas about the implications, particularly considering how the decisions would affect others (e.g. online purchases mean that money is taken away from shops; buying overseas might have environmental implications, as goods are travelling further). Then ask pupils to summarise and discuss their thoughts with the class.• If pupils have carried out the Activity sheet 6 research in the Lesson 2 extension, continue exploring their character's decision by filling in Activity sheet 7, considering the different options available, the potential consequences, and the pros and cons of each. <p>Plenary: End point assessment. Both of the following tasks are suggested as learning assessment tasks:</p> <p>Ask pupils to revisit the mind map of the economy they created at the start of Lesson 1, further developing it, in a different coloured pen, with the knowledge they've gained over the three lessons (using the 'alien' analogy if used in the first lesson). This will provide an opportunity for pupils to demonstrate the progress they have made during the unit of work.</p> <p>Ask pupils to share or write down three things they've learned about great decision-making. They should think again about the big decisions they will have to make in the next few years – subject choices, further study, leaving home, career etc. How might their understanding of how to make informed decisions help them?</p>		
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4	<p>LO: To learn about saving, borrowing and financial fraud</p>	<p>Re-visit ground rules</p> <p>Starter: Hook pupils' interest by displaying three 'graffiti walls' (large sheets of paper) around the room, each containing one of the following concepts: 'Saving my money' 'Borrowing money' and 'Protecting my money'. Ask pupils to circulate the room (individually or in pairs/groups) and write down their knowledge and ideas about each concept. This can be used as a baseline assessment to gauge pupils' existing knowledge and beliefs. Look at pupils' responses and discuss or summarise key points around:</p> <ul style="list-style-type: none"> • Choices people have around what to do with their money and why they might make that choice • Why someone may wish to borrow money in the short term and long term, and at different stages of life • Financial fraud or scams. <p>Main: <u>Activity 1: Understanding financial terms and concepts</u> Pupils should work in pairs or small groups to match key terminology/concepts to their definitions, using Activity sheet 8a This activity is designed to help pupils become familiar with some of the financial terms and concepts around saving, borrowing and fraud, which they will explore during the lesson. Go through the answers to ensure all pupils have a secure understanding.</p> <p><u>Activity 2: Saving and Borrowing: Calculating interest rates</u> Organise pupils into pairs or small groups and go through the saving and borrowing question slides. Give pupils a copy of Activity sheet 9, which contains three saving case studies and Activity sheet 10, which contains borrowing case studies. Ask pupils to calculate the interest in the scenarios, using the Bank of England's borrowing and savings calculator (found at: https://www.bankofengland.co.uk/education/education-resources/borrowing-savings-calculator) To aid pupil understanding of the calculator, you could share how the interest is calculated with this formula:</p> <div style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px 0;"> <table style="margin: auto;"> <tr> <td style="background-color: #0070C0; color: white; padding: 5px;">Amount of money to save (or borrow)</td> <td style="font-size: 2em; margin: 0 10px;">×</td> <td style="background-color: #0070C0; color: white; padding: 5px;">Interest rate / 12 (months)</td> <td style="font-size: 2em; margin: 0 10px;">=</td> <td style="background-color: #0070C0; color: white; padding: 5px;">Monthly interest earned (or owed)</td> </tr> </table> <p style="font-size: 0.8em; margin: 0;">Eg. £100 x 2% = £2 (annual interest) £2 / 12 (months) = 17p (rounded to 2 decimal places)</p> </div>	Amount of money to save (or borrow)	×	Interest rate / 12 (months)	=	Monthly interest earned (or owed)	<p>Ask It Basket</p> <p>econoMe lesson 4</p> <p>Activity sheet 8a: Financial terms</p> <p>Activity sheet 9: Saving case studies</p> <p>Activity sheet 10: Borrowing case study</p> <p>Activity sheet 11a and 11b: Fraud case studies</p> <p>Large sheets of paper and coloured pens (graffiti walls)</p> <p>Chromebooks</p>	<p>I can describe the benefits of saving and borrowing</p> <p>I can explain how interest rates work in relation to saving and borrowing</p> <p>I can judge when financial situations can present significant risk and can explain why this may impact on someone's wellbeing</p> <p>I can suggest ways to avoid negative financial risk from borrowing or fraud</p>
Amount of money to save (or borrow)	×	Interest rate / 12 (months)	=	Monthly interest earned (or owed)					



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	<p>Ask pupils to share their answers and discuss their options. Which is the cheapest option? Why might a loan with a higher rate of interest be more suitable for Alfie? Why might he not want to take 10 years to pay off his loan?</p> <p>More able pupils could read and discuss Zara's case study around unmanageable debt. (Activity sheet 10 - extension.)</p> <p>Hold a class discussion around the benefits of:</p> <ul style="list-style-type: none">• Careful planning when it comes to saving or borrowing money• 'Shopping around' for the best interest rates• Calculating interest to know the true cost a loan when borrowing money• Understanding that the capital must be repaid as well as the interest owed. <p>Pupils aged 14-16 can also consider the following questions:</p> <ul style="list-style-type: none">• How do personal financial circumstances impact on borrowing habits and options?• How are variable and fixed interest rates different? Why might someone prefer one or the other? Why might the loan period be important?• What else might need to be considered when saving with or borrowing money from a bank (e.g. account fees, bank charges, early repayment fees, the Financial Services Compensation Scheme (FSCS))? <p><u>Activity 2: Protecting My Money – Exploring financial fraud case studies</u></p> <p>Take pupils through the information on financial fraud.</p> <p>Give pupils Activity sheet 11a and/or Activity sheet 11b (depending on age and/or ability). Either in pairs or small groups, ask pupils to review the fraud case studies and feedback their responses to the group. They should consider:</p> <ul style="list-style-type: none">• What types of financial fraud is this an example of? (Answers - 11a: 1. Fake competition 2. Fake website 3. Phishing email. 11b: 1. Phishing call 2. Fake website 3. Money mule.)• What could indicate that this is a scam? <p>What advice would you give to the person who was the target of fraud? Pupils should discuss their answers as a pair/group, before sharing their ideas with the class, and show them the tips and information around sources of help.</p> <p>Plenary:</p> <p>Show the success criteria. Ask pupils to bear it in mind as they re-visit the baseline activity (graffiti walls), adding extra information they have learned using a different coloured pen.</p> <p>To round off the learning, ask pupils to reflect on the following question: How will what you have learned today help you make better financial decisions in the future?</p>		
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		(Allow pupils the option to do so confidentially, without having to share their answers, in order to protect their privacy.) Conclude by reminding pupils who they can speak to if they have any questions or concerns about the topics covered in the lesson.		
5	LO: Self-confidence	<p>Re-visit Ground Rules</p> <p>Starter: Ask pupils to create a mind-map of the emotions someone might feel when experiencing a problem or challenge</p> <p>Main: <u>Activity 1: How challenge can be good for us</u> Ask pupils how they feel when they have had a problem or a challenge, and they've managed to find a solution or overcome the problem. This could be when they have had to start at a new school, learn a new skill that they found particularly difficult, or do a physical challenge, such as abseiling or diving Discuss how successfully solving a problem or meeting a challenge can make us feel rewarded, stretched, proud of ourselves and more confident in what we can do. It can also make us feel that we've learnt something new: it allows us to grow and develop</p> <p>Share your own story of a challenge you took on, the fears you had to overcome and the emotions you experienced. Examples might include starting or changing jobs, managing a team of people, becoming a parent, public speaking, visiting a country you hadn't been to before, moving home. More able pupils may want to consider some different examples of challenges and these could be seen as an opportunity and/or way to overcome a fear. Can they think of examples within different settings, e.g. in the workplace, at school, or in the community? What action plans might they devise to tackle this challenge and turn it into a positive experience that helps their own personal development</p> <p>Ask pupils what feelings they can remember having before tackling the challenge: did they feel nervous or scared? Help them to identify that challenges often seem frightening at first</p> <p><u>Activity 2: Look at some challenges faced by well-known people</u> Read out each quote on the slide.</p>	<p>Ask It Basket</p> <p>Student Sheet 1.1: Steps to tackling a challenge (one per pupil)</p> <p>Student Sheet 1.2: Summary: Overcoming challenges (one per pupil)</p> <p>Chromebooks for extension activity</p>	<p>I can identify challenges and describe the feelings experienced when overcoming them</p> <p>I can analyse challenges posed in the workplace</p> <p>I can plan how to overcome a fear or challenge</p>

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	<p>Explain why these three people are famous and the challenges they faced, using the information below:</p> <p>Malala Yousafzai was born in 1997 in Pakistan. She has been campaigning for the right for girls to be educated and started writing a blog for the BBC in 2009. On 9 October 2012, Malala was shot in the head by a Taliban gunman: miraculously she survived and, after receiving initial treatment in Pakistan, Malala was airlifted to the Queen Elizabeth Hospital in Birmingham, where she underwent a series of operations. She regularly speaks out on education issues and was awarded the Nobel Peace Prize in 2014.</p> <p>J.K. Rowling is well-known for writing the bestselling Harry Potter stories, but she began writing the books in challenging circumstances. Whilst a single mother and studying full-time for a teaching degree, J K Rowling had an idea for a children’s story about a boy wizard. She wrote in the evenings, often sitting in local cafes having walked her baby daughter to sleep in her pushchair.</p> <p>Jonnie Peacock won Gold in the men’s T44 100m at the 2012 and 2016 Paralympics. In 1999, aged just six, he had to have part of one leg amputated after a bout of meningitis in which he nearly died.</p> <p>Discuss with pupils what they can learn from each of these people and their quotes Explain that they show we can all overcome big challenges and use them to help ourselves or others to grow</p> <p><u>Activity 3: Explore what it’s like to face a challenge</u> Help pupils identify the two sides of any challenge: the benefits from doing it, and also the fear of taking it on Explain that it’s normal to feel fear when taking on a challenge Ask pupils to reflect on which side they think about most. How do they think the three famous people thought about their challenges? More-able pupils to generate their own idea about how to overcome a fear. What action plans might they devise to tackle this challenge and turn it into a positive experience that helps their own personal development?</p> <p><u>Activity 4: Dealing with a workplace challenge</u> Show features some examples of workplace challenges Allocate the challenges to small groups of pupils and ask them to discuss how the character would respond. Each group should identify the fears and opportunities linked to this challenge. After a few minutes ask groups to share their ideas with the class so everyone has considered more than one challenge</p>		
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	<p>Ask pupils to suggest some of the skills that might be needed to successfully deal with each of the challenges, such as teamwork, empathy, honesty, resilience or confidence.</p> <p><u>Extension</u> Using the Chromebooks, pupils could try the workplace challenge online quiz: www.barclayslifeskills.com/workplacechallenge</p> <p><u>Activity 5: Pupils look at a challenge of their own</u> Give out Student Sheet 1.1. Ask pupils to write about a typical challenge a person of their age might face, e.g. starting at a new school, getting a part-time job, raising money for a trip or for a charity, or passing an exam Ask if anyone wants to share their ideas Discuss the fears they identified, and ask whether feeling fear is negative. Share examples of when they may have felt fear and then overcome it to tackle a challenge successfully</p> <p><u>Activity 6: Share ideas for overcoming fears</u> Show slide which shares the tips for overcoming fear Ask pupils to add to Student Sheet 1.1 and note how they could use these ideas to overcome the fears connected to their own challenge. This is an individual reflection task to allow pupils time to apply the learning to their own experiences For more-able groups, before showing the slide, you may want to ask pupils work in groups to generate their own idea about how to overcome a fear</p> <p>Plenary: Remind pupils that to grow, we must take on and overcome new challenges Emphasise that it's normal to feel fear – this shows you've taken on something worth doing. But these fears aren't always as big as we make them out to be. When pupils take on their challenge and overcome their fears, they'll build their confidence to take on even bigger challenges in the future</p> <p>Give out Student Sheet 1.2 as a summary of what you have covered in this lesson. Students should complete the blank sections under 'Do my fears really matter?' and 'How can I overcome fear' with their own examples and tips. This should be done as an individual activity to encourage reflection and ensure progress is gauged. Examples could include:</p>		
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	<table border="1" data-bbox="409 188 1597 579"> <tr> <th colspan="3" data-bbox="409 188 1597 256">Fear</th> </tr> <tr> <td data-bbox="409 256 703 363">Failure</td> <td data-bbox="703 256 1140 363">You might not do it, and this will be really bad</td> <td data-bbox="1140 256 1597 363">You might not do it, but you'll do your best and learn from it</td> </tr> <tr> <td data-bbox="409 363 703 470">Embarrassment</td> <td data-bbox="703 363 1140 470">You'll look stupid if you fail</td> <td data-bbox="1140 363 1597 470">You'll look good because you had a go – and even better if you succeed</td> </tr> <tr> <td data-bbox="409 470 703 579">Rejection</td> <td data-bbox="703 470 1140 579">People won't want to know you if you fail</td> <td data-bbox="1140 470 1597 579">People will still like you, and they might admire you for having a go</td> </tr> </table> <p data-bbox="409 603 757 627">How can I overcome fear?</p> <ul data-bbox="409 639 1077 834" style="list-style-type: none"> • Have a goal and a plan • Imagine success • Believe in yourself • Realise why your fears might not matter • Ask yourself "What's the worst that can happen?" • Learn from mistakes – then try again 	Fear			Failure	You might not do it, and this will be really bad	You might not do it, but you'll do your best and learn from it	Embarrassment	You'll look stupid if you fail	You'll look good because you had a go – and even better if you succeed	Rejection	People won't want to know you if you fail	People will still like you, and they might admire you for having a go		
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6	<p>LO: To identify a variety of employment rights and responsibilities in the UK</p> <p>Re-visit Ground Rules</p> <p>Starter / Circle Time Games: Using the grid, pupils come up with three questions about the image</p> <p>Main: Go through the LO and SC Task – Discussion Points</p> <p><u>Activity 1: Employment Responsibilities</u> Play the video https://www.youtube.com/watch?v=3z3LBSsAwXI Pupils may want to make notes during the video in their GNBs</p> <p>Pupils can then choose whether to do the Task or the Challenge</p>	<p>Ask It Basket</p> <p>https://www.youtube.com/watch?v=3z3LBSsAwXI</p> <p>Photocopies of We're Hiring slide</p>	<p>I can understand that employees have rights and responsibilities</p> <p>I can research basic employment rights: the national minimum wage, sick leave and pay, holiday leave and pay, part-time rights and agency workers' rights</p>												

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	<p><u>Activity 2: We're Hiring!</u> Pupils to read the information and copy across five important facts into their exercise books</p> <p><u>Activity 3: 5 Ws</u> Using the grid, pupils come up with three questions about the image</p> <p>Go through the Employment Law Timeline</p> <p><u>Activity 4: Debate</u> Read the statement "Most employers respect the work of their employees" Pupils choose whether they strongly disagree, disagree, agree or strongly agree Using the sentence starter cue cards, pupils either pick: Task – Discuss / Debate with their partner their own personal views towards the statement Challenge – Pupils think of specific examples of recent events involving the UK that would support this statement</p> <p><u>Activity 5: Different Employment Rights</u></p> <ol style="list-style-type: none"> 1. All pupils to match up the Employment Right to the definition (Support to just focus on this activity) 2. Explain why each Employment Right is important 3. Explain what you think might happen if an employer did not allow these rights (Challenge) <p><u>Activity 6: Important features of a job</u> Choose some pupils to peg the three most important features of a job onto the washing line and get them to justify their answers</p> <p>Watch: https://www.youtube.com/watch?app=desktop&v=kJLeBRV0iMY Pupils discuss the statement about gender pay equality.</p> <p>Plenary: Pupils go back through LO and SC and use the sentence starters to show their understanding of the lesson.</p>	<p>I understand how an employee can enforce their employment rights</p> <p>I can explore the gender pay gap in society</p>
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Find time in your lesson once this half term for circle time - subject: to discuss what is going well, what needs to improve within the class. Pupils should come up with possible solutions too. Use a pencil case or cuddly toy for talking stick - can only speak if holding this. Please feedback to tutor (if you are not them) outcomes for them to address.