



### What should I already know?

- Call for help if I need it/call 999
- Road safety
- To recognise my emotions

### What will I know by the end of the unit?

- How to express my emotions in a constructive way
- how to manage and maintain friendships
- How to improve my study skills
- How to identify my personal strengths and areas for development
- Personal safety
- How to respond in an emergency situation
- Basic first aid

### Vocabulary

Personal safety	In a good physical or mental condition because of what we do and eat
Strengths	Your strength is the physical energy that you have, which gives you the ability to perform various actions, such as lifting or moving things.
Development	Development is the gradual growth or formation of something.
Emergency	An emergency is an unexpected and difficult or dangerous situation, especially an accident, which happens suddenly and which requires quick action to deal with it.
First aid	First aid is simple medical treatment given as soon as possible to a person who is injured or who suddenly becomes ill.
Criminal Child Exploitation (CCE)	Criminal exploitation is child abuse where children and young people are manipulated and coerced into committing crimes.
Gangs	The word 'gang' means different things in different contexts, the government in their paper 'Safeguarding children and young people who may be affected by gang activity' distinguishes between peer groups, street gangs and organised criminal gangs.
Illegal	If something is illegal, the law says that it is not allowed.

## What is criminal exploitation?

Criminal exploitation is child abuse where children and young people are manipulated and coerced into committing crimes.

## What is a gang?

The word 'gang' means different things in different contexts, the government in their paper 'Safeguarding children and young people who may be affected by gang activity' distinguishes between peer groups, street gangs and organised criminal gangs.<sup>1</sup>

- **Peer group**

A relatively small and transient social grouping which may or may not describe themselves as a gang depending on the context.

- **Street gang**

"Groups of young people who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity."

- **Organised criminal gangs**

"A group of individuals for whom involvement in crime is for personal gain (financial or otherwise). For most crime is their 'occupation.'"

## Signs of criminal exploitation

There are some signs to look out for if you're worried a child or young person has joined a gang, or is being criminally exploited. It might be hard to spot at first, but the sooner you're able to talk to the young person the more you'll be able to help them.

## First Aid



**D DANGER**  
Check for danger to yourself, bystanders and patient.

**R RESPONSE**  
Check for response, talk and touch.

**S SEND FOR HELP**  
Call an ambulance on 000 or 112 from mobiles.

**A AIRWAY**  
Clear and open airway  
Adult/child – full tilt  
Infant – neutral head position

**B BREATHING**  
Look, listen and feel for breathing. If not breathing normally, start CPR.

**C CPR**  
Perform 30 compressions followed by 2 breaths.  
If unable/inclined to perform rescue breaths, perform chest compressions only.  
**30:2** (compressions : breaths)

**D DEFIBRILLATION**  
Attach automatic external defibrillator (AED) as soon as possible and follow its prompts.



### Hands-Only CPR

**What is Hands-Only CPR?**  
Hands-Only CPR is a life-saving technique that focuses on chest compressions only. It is recommended for bystanders who are not trained in CPR. It is also recommended for bystanders who are trained in CPR but are not comfortable performing rescue breaths.

**How To Do Hands-Only CPR**

**Step 1**  
Check for responsiveness. If no response, shout for help and call 999. If alone, call 999 first.

**Step 2**  
Check for breathing. If not breathing, start CPR. If you are unsure, start CPR. If you are unsure, start CPR.

**Step 3**  
Push HARD and FAST. Push down at least 5cm (2 inches) for adults and 4cm (1.5 inches) for children and infants. Push at a rate of 100-120 times per minute.

**Step 4**  
Keep the hands hard with your other hand on the victim's forehead. Push down at least 5cm (2 inches) for adults and 4cm (1.5 inches) for children and infants. Push at a rate of 100-120 times per minute.

**Step 5**  
Continue CPR until help arrives. If you are alone, stop after 2 minutes and get help. If you are with others, get help immediately.



### What should I already know?

- The importance of respecting others.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

### What will I know by the end of the unit?

- The characteristics of positive and healthy friendships.
- Practical steps to improve or support respectful relationships.
- How stereotypes can cause damage.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

### Vocabulary

Diversity	Understanding that each individual is unique and different.
Identity	Who or what a person or is
Right	A moral or legal entitlement to have or do something.
Preconception	An opinion formed before establishing the truth or facts.
Responsibility	Being accountable for something.
Stereotype	A generalised belief about a particular group of people
Discrimination	Treating a person unfairly because of who they are.
Bullying	To deliberately harm, intimidate, or coerce someone.
Cyber-bullying	Using online platforms to bully a person.
Prejudice	Judging someone without knowing them.

### Types of discrimination

It is against the law to discriminate against someone because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

There are called protected characteristics.

### Discriminatory language

Discriminatory language is any language that uses words, phrases or tones that reflect prejudiced, stereotyped or discriminatory views. For example, using derogatory terms that are:

- Sexist
- Homophobic
- bi-phobic
- transphobia
- Racist
- Ablest
- Islamophobic
- Anti-Semitic

### Effects of bullying or cyberbullying

Being bullied affects people in different ways. Some common signs are:

- Changes in behaviour – quieter / more angry than usual
- Poor mental health – feeling anxious / worried / depressed
- Disengaging from school – underachieving academically / stop attending clubs
- Taking risks – substance misuse / skipping school
- Changes in relationships – with family / friends

**\*\*Your friends may be the first to notice this!**

### Where to get more help



# NSPCC

## YOUNGMINDS





Topic: Financial decision making

Year: 7

NC Strand: Living in the wider world

**What should I already know?**

- About the role that money plays in people's lives, attitudes towards it and what influences decisions about money
- About value for money and how to judge if something is value for money
- How companies encourage customers to buy things and why it is important to be a critical consumer
- How having or not having money can impact on a person's emotions, health and wellbeing
- About common risks associated with money, including debt, fraud and gambling
- How money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk
- How to get help if they are concerned about gambling or other financial risks

**What will I know by the end of the unit?**

- How to make safe financial choices
- About ethical and unethical business practices and consumerism
- About saving, spending and budgeting
- How to manage risk-taking behaviour

**Vocabulary**

Savings	The money one has saved, especially through a bank or official scheme.
Borrowing	To take money from a bank or other financial organization and pay it back over a period of time
Budgeting	The process of calculating how much money you must earn or save during a particular period of time, and of planning how you will spend it.
Income	Money received, especially on a regular basis, for work or through investments.
Expenditure	An amount of money spent.

## Liabilities

Liabilities are money owed by the business to someone or another business.

This includes items such as loans from a bank.

### Non-current liabilities

These are amounts that you owe that will not be paid upon the next 12 months or less year. These will include larger amounts such as buildings or large machinery.

### Current liabilities

These amounts will most likely be paid in full in the next 12 months or less year. These are smaller amounts like an overdraft.



## Expenses

Expenses are any payments that you need to make for your business to be able to run. Expenses decrease the owners equity.

### Fixed expenses

These are the costs that you have to pay every month. Things like rent, lights and water, salaries etc. are all examples of fixed expenses.

### Variable or non-fixed expenses

These expenses change from month to month and are linked to the amount of product is being manufactured that month or the number of times a service was offered. The more work/manufacturing a company does the more raw products, packaging etc. they will need to purchase.



## Debtors and Creditors

### Debtors

Debtors are people or businesses who owe you money.

### Creditors

Creditors are people or businesses, like banks, who you owe money to.



## Income

Income is all the money that a business earns either by selling a product or by charging people for a service offered.

Income has a positive effect on the business' net worth. It can either increase an asset or decrease a liability. It also increases the owner's equity.



## Further sources of information and advice.

[NSPCC | The UK children's charity | NSPCC](https://www.nspcc.org.uk/)

The NSPCC website has lots of information for your parents and carers to support them in keeping you safe.

<https://www.citizensadvice.org.uk/benefits/>

To give people the knowledge and the confidence they need to find their way forward - whoever they are, and whatever their problem.

<https://www.childline.org.uk/>

The Childline website provides young people with lots of ways to access support- either via phone call, web chat or email.



## Key words:

Self-worth	The internal sense of being good enough and worthy of love and belonging from other.
Trust	Assured reliance on the character, ability, strength, or truth of someone or something.
Friendships	Someone you trust and with whom you share a deep level of understanding and communication.
Boundaries	What someone is or isn't comfortable with in a relationship and how they would like to be treated by others. Boundaries can be emotional, physical or even digital.
Respect	Caring about other's feelings, rights and wishes.
Consent	making sure another person agrees before doing something or their information is shared.

Relationships are an incredibly important part of growing up, yet it is very common to have challenges when navigating relationships. It is important to learn that relationships can change over time and like any relationship, take work and effort.

Sometimes people who claim to be your friends can show bullying behaviour. This is sometimes called a 'frenemy' but is a type of toxic relationship.



## Further sources of information and advice.

[Every Mind Matters - NHS \(www.nhs.uk\)](http://www.nhs.uk)

Get expert advice and practical tips to help you look after your mental wellbeing and make them part of your daily routine.

[Information and advice about all forms of bullying \(nationalbullyinghelpline.co.uk\)](http://nationalbullyinghelpline.co.uk)

If you are struggling with bullying, harassment, cyberbullying, or anti-social behaviour issues, we hope this website will enable you to identify solutions and remedies.

<https://www.childline.org.uk/>

The Childline website provides young people with lots of ways to access support- either via phone call, web chat or email.

[NSPCC | The UK children's charity | NSPCC](#)

The NSPCC website has lots of information for your parents and carers to support them in keeping you safe.



**Topic: Building relationships**

**Year: 7**

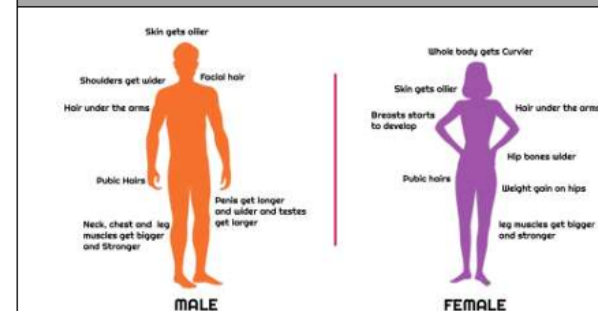
**NC Strand: Relationships**



### Key Terms

Puberty	The process of physical maturation that happens during adolescence
Adolescence	The phase of growth and development between childhood and adulthood
Emotions	a feeling such as happiness, love, fear, anger, or hatred, which can be caused by the situation that you are in or the people you are with
Hormones	Chemical substances produced in the body that control certain cells or organs
Wet dreams	An involuntary ejaculation that occurs when you are asleep
Menstruation (period)	The monthly discharge of blood from the inner lining of the uterus through the vagina.
Male circumcision	The removal of the foreskin from the penis
FGM (Female genital mutilation)	all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reason

### Physical changes during puberty



### Emotional changes during puberty

During puberty the emotions that you feel may be much more intense than you have experienced before!  
Lifestyle factors are important for managing your emotions.

- Diet
- Exercise
- Sleep

### FGM and the law

Performing or helping to arrange FGM on women or girls of any age is illegal:

In the UK  
On UK citizens or permanent residents  
anywhere in the world

The police should be informed if you suspect that someone is a victim of FGM

### Where to get more help



**NSPCC**



**Topic: Health & puberty**

**Year: 7**

**NC Strand: Health & wellbeing**