



Curriculum for Life

'Preparing us for life beyond Trinity'

		
Healthy Relationships	Health and Wellbeing	Living in the Wider World

Year 10 - Term 6 -
How is society changing?

Name: _____







C4L Teacher(s): _____

Classroom: _____



Curriculum for Life: Year 10 - Big Picture



<p>Term 1: How can I look after my mental health?</p>	<p>Term 2: How do I keep myself safe in an intimate relationship?</p>	<p>Term 3: How do I make sensible financial decisions?</p>
<p> We all need to look after our own mental health. This unit will support you to consider your own mental health and how to seek support if you are struggling. Re-framing negative thinking will be explored. We will consider common mental health conditions including stress, depression, and anxiety before assessing healthy vs unhealthy coping strategies. Finally, we will consider what positive emotional wellbeing entails and we can achieve this.</p>	<p> Intimate relationships are a big step in a person's life. We will explore the role of pleasure in a relationship, including how to keep yourself safe and the laws around consent. We will consider the impact of pornography and the negative implications this can have on perceptions of intimacy, self-confidence, and mental health. We will consider the legal and personal implications of sharing explicit images. Finally, we will discuss asexuality, abstinence, and celibacy.</p>	<p> This unit is about encouraging you to understand the purpose and positives of being able to budget from a young age. When you leave school, it is important you are financially literate and understand income, expenditure, savings, and pensions. There are hugely negative implications of financial mismanagement, and this unit will explore debt, loan sharks and gambling. Finally, fraud is on the increase globally, therefore we will consider what it is and how to protect yourself.</p>
<p>Term 4: How do I keep myself safe around external pressures?</p>	<p>Term 5: What are our roles as UK citizens and what is the UK's role globally?</p>	<p>Term 6: How diverse is the UK?</p>
<p>This unit is about creating an awareness of gang culture within our country. With the increase in issues surrounding knife crime, gang culture and county lines activity it is important that you are aware of what this type of pressure is and how to keep yourself safe. We will also investigate substance abuse and the wide-ranging consequences this can have on the individual, families and communities.</p> 	<p>Our British parliamentary system is ruled by democracy. This means that as citizens, you get to vote for those in power of this country. During this term we'll re-visit how this system works but also look at your roles as a citizen in your local areas and nationally. We'll also examine the UK's role globally.</p> 	<p> This unit will investigate how the demographic of the UK has changed over time, leading to a multicultural society. The unit will examine the strengths of a diverse society, but also the challenges from prejudice and discrimination to radicalisation.</p>

Term 6 - Knowledge Organiser

How is UK society changing?	Key words	
<ul style="list-style-type: none"> The population is aging due to better health care, better nutrition, better standards of living and lower birth rate. Multicultural societies should aim to promote community cohesion, recognition of identity, respect and tolerance, celebration of diversity and protection of rights. Fake news can be made up for personal gain e.g. to increase click rates and advertisement revenue. This can be damaging to mental health, personal finances, society as a whole and democracy. Radicalisation is promoting anti-British values. They might change others behaviour and beliefs and could pressure them to do things illegal by someone else. Extremism is holding anti-British values and promoting far-right political organisations. Discrimination is found across societies and cultures. Anyone can experience discrimination based on the grounds of race, age, or sex. Community cohesion is important to ensure a safe environment for everyone in it. 	<p>Diverse population</p>	<p>A population with one or more of the following possible characteristics that differs from others: socioeconomic status, race, ethnicity, language, disabilities, gender, age, religion.</p>
	<p>Multicultural population</p>	<p>Multicultural societies are characterised by people of different races, ethnicities, and nationalities living together in the same community</p>
	<p>Fake news</p>	<p>False stories that appear to be news, spread on the internet or using other media, usually created to influence political views or as a joke.</p>
	<p>Radicalisation</p>	<p>Radicalisation is when someone starts to believe or support extreme views.</p>
	<p>Extremism</p>	<p>Extremism can be defined as vocal or active opposition to fundamental British values.</p>
	<p>Discrimination</p>	<p>The unjust or prejudicial treatment of different categories of people</p>
	<p>Community</p>	<p>A group of people living in the same place or having a particular characteristic in common.</p>

Title: How diverse is the UK and how is the population changing?

Connect – Diverse population



How would you define a 'diverse population'?

	How has the population changed in regard to this?	What has been the impact?
Age	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Religion	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Disability	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

Apply your knowledge: Explain how the population of the UK has changed and how it has had an impact giving an example.

Use your purple pen to improve your answer following feedback

Title: Can a changing society lead to unity?

Key Word – Multicultural population 

How would you define a 'multicultural population'?

Use your purple pen to amend / add the correct definition

Reading Task

In mid-2019, the population of the UK reached an estimated 66.8 million. Migration has continued to be the main driver of the UK's population growth since the 1990s. It is estimated that there will be an additional 7.5 million people aged 65 years and over in the UK in 50 years' time. This is due to an increased life expectancy overall, not including the recent pandemic.

Questions

1. Why would people want to migrate to the UK? What are the push and pull factors?

2. Why is the age expectancy expected to continue to rise in the UK?

Create a table of the challenges and opportunities of a changing society

Challenges	Opportunities
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Use your purple pen to add ideas

Title: How can social media influence my views and beliefs?

Key Word – Fake news



How would you define 'fake news'?

Use your purple pen to amend / add the correct definition

Mind map -



Use your purple pen to add ideas

How can fake news be dangerous? Bullet point some ideas

- _____

- _____

- _____

- _____

- _____

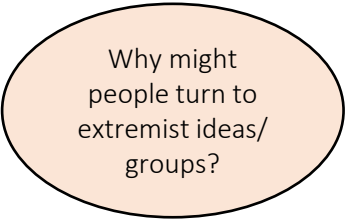
- _____


Title: What is Extremism?

Key Word – Extremism 

How would you define 'extremism'?

Task: Complete the mind map below.



Task: Watch the videos and complete the table below. 

John's Story: Right wing Extremism	<ol style="list-style-type: none">1. How did John start with extremist views? <hr/><hr/>2. How was John affected by extremism? <hr/><hr/><hr/>
Michael's Story: Religious Extremism	<ol style="list-style-type: none">1. How did Michael's brother's behaviour change? <hr/><hr/>2. How were Michael and his brother affected by extremism? <hr/><hr/><hr/>

Title: How do I safely challenge discrimination?

Key Word – Discrimination

How would you define a 'discrimination'? _____

<u>Role Model</u>	<u>Summary of why they are a role model</u>	<u>Why might they be discriminated against?</u>
Marcus Rashford	_____ _____	_____ _____
Hannah Cockroft	_____ _____	_____ _____
Caitlyn Jenner	_____ _____	_____ _____
Sam Smith	_____ _____	_____ _____
Sacha Baron Cohen	_____ _____	_____ _____

Mind map – What are they?



Use your purple pen to add ideas

How can I safely challenge discrimination?

- _____
- _____
- _____

Use your purple pen to improve your answer following feedback

Lined writing area consisting of 20 horizontal lines.