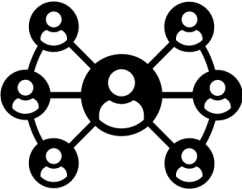




Curriculum for Life

'Preparing us for life beyond Trinity'

		
Healthy Relationships	Health and Wellbeing	Living in the Wider World

Term 1 – How can I make & maintain healthy friendships?

Name: _____

C4L Teacher(s): _____

Classroom: _____



Curriculum for Life: Year 7 - Big Picture



Term 1: Healthy Relationships <i>What makes a healthy friendship?</i>	Term 2: Health and Well Being <i>How does puberty impact me?</i>	Term 3: Health and Well Being <i>How can I keep myself healthy?</i>
<p>This unit is about supporting you in your transition to Trinity Academy, specifically when it comes to making new friends & showing respect to other students. To be a successful student at Trinity you need to understand our expectations of how we treat others. You will look at what a positive relationship is and how to maintain healthy relationships but also, you will look at negative aspects of relationships & the school's policy around bullying and what bullying is.</p> 	<p>This unit is about understanding about how your bodies will be changing currently and in the next few months and years. Both boys and girls will be given an insight into how your bodies differ and how you can manage these changes. We also ensure you are aware of how to keep your bodies clean as your bodies are changing, supporting you with personal hygiene including dental hygiene.</p> 	<p>This unit about being aware of how your food and drink choices impact upon your health. It will allow you to understand what makes food healthy & unhealthy & the impact this can have upon your body. It will also include other choices you make such as your sleeping habits, exercise, time spent on social media & smoking/e-cigarettes.</p> 
Term 4: Living in the Wider World <i>How can I support my local community?</i>	Term 5: Living in the Wider World <i>How can I manage money?</i>	Term 6: Living in the Wider World <i>How can I keep safe outside of school?</i>
<p>This unit is about giving you a positive view of the community you live in. It is also about giving you the opportunity to give back to the community you have grown up in. You will examine how your local community works and begin to look at how you can impact upon your local community. You will be visited by a local charity, and you'll consider what it takes to work for this organisation.</p> 	<p>You will examine the choices people have with their money, looking at both positives and negatives of financial decisions. You will also examine the products banks and building societies offer to keep track of your money & how to keep your money safe from fraud and scams. You'll finally examine the implications of crime, looking at why people commit crimes and the statistics of youth crime in the UK.</p> 	<p>This unit is about the risks you may face outside of school, why they are a risk and what you can do to keep yourself safe when in the community. You will look at keeping yourself safe around fire, water and in the sun. You will also examine the risks linked to being near railway tracks. The last lesson in this unit will focus on what you should do if you find yourself or someone else in danger.</p>

Knowledge Organiser

Keywords

Consent	A voluntary and clear agreement to do something, especially in the context of physical or emotional intimacy.
Peer Pressure	Influence from friends or peers that can impact decisions and behaviour, both positively and negatively.
Bullying	Repeated, deliberate, and hurtful behaviour towards someone with the intention of causing harm or distress.
Child on child abuse	Child-on-child abuse is abuse that happens between children. This could be from an individual or a group. It includes physical, sexual, or emotional abuse.

Websites to further information:

- Safety net- <https://trinity-safety.net/>
- Kooth- <https://www.kooth.com/>

Title: How can I make friends at secondary school?

Task: Watch the video and complete the mind map.

How can I make
friends at
secondary school?

Task: Finish the sentences below.

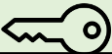
A good friends needs to be _____, _____ and _____.

It is important they have these qualities because _____

Task: Friendship bingo! Move around the room and add someone's name into each of the boxes when you have spoken to them. You can only use a person once.

Someone who has blonde hair.	Someone who likes to sing.	Someone who loves Geography.
Someone who is an only child (has no brothers or sisters)	Someone who is a dog person (loves dogs!)	Someone who loves spiders.
Someone who can speak another language.	Someone who has no pets.	Someone whose favourite colour is blue.
Someone who loves pineapple on a pizza.	Someone who supports a football team.	Someone who loves to read.

Title: How do I spot the difference between healthy and unhealthy relationships?

Task: What does the term ‘relationship’ mean? Write a definition below. 

I think the term ‘relationship’ means _____

Task: Complete the mind map below with the different types of relationships.

What are the different types of friendship?

Task: Complete the table below with characteristics of healthy and unhealthy relationship.

Healthy Relationships	Unhealthy Relationships
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____

Task: Read the scenario and explain why this is a healthy / unhealthy relationship.

Sarah and Rafiq have been best friends since primary school, and they always use to agree on everything. Recently, Rafiq has felt upset when him and Sarah have had disagreements, as Sarah has begun shouting then telling him he is stupid. Rafiq is now scared of voicing his opinion to Sarah in case she begins to shout so he just does whatever she wants to do.	This is a <u>healthy / unhealthy</u> relationship because _____

Title: What is cyber bullying?

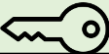
Task: Complete your knowledge recall in the box below.

1. _____

2. _____

3. _____

4. _____

Task: What does the term 'cyberbullying' mean? Write a definition below. 

I think the term 'cyberbullying' means _____

Task: What type of actions might happen online that would be cyber bullying?

• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

Task: Watch the video and complete the mind map below. 

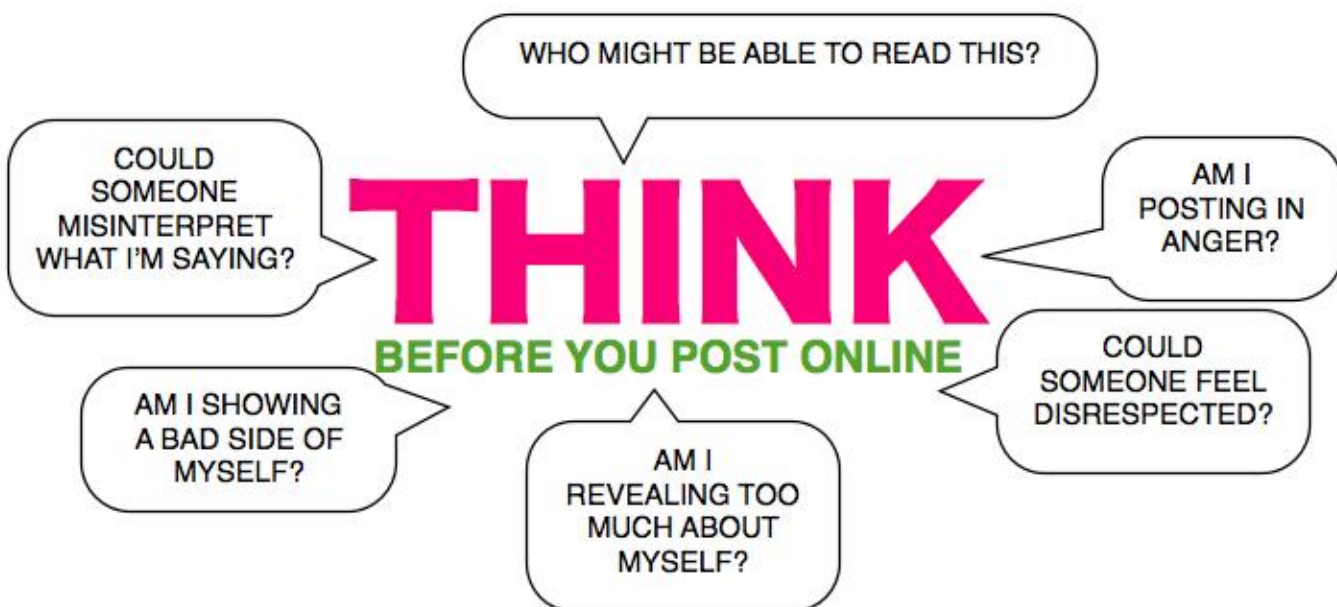
What are the impacts of cyberbullying?

Task: What could you do to protect yourself against cyber bullying?

- _____
- _____
- _____
- _____

Task: What can you do if you become a victim of cyber bullying?

- _____
- _____
- _____
- _____



Title: What is Child on Child Abuse?

Task: Complete your knowledge recall in the box below.

1. _____
2. _____
3. _____
4. _____

Task: Use the information below to help you answer the scenarios.

Definition	Types of child – on – child abuse.
Child-on-child abuse is abuse that happens between children. It can be harmful to the children who display it as well as those who experience it.	<ul style="list-style-type: none">• physical and sexual abuse• sexual harassment and violence• emotional harm• on and offline bullying• teenage relationship abuse

Scenario 1

When it was announced that the country was going into lockdown, Stacey's (14) older cousin (15) came to stay at her house with the rest of her family. He lived in a shared house and couldn't afford the rent, so everyone thought it would be better for him to stay here. At first Stacey was pleased; she looked up to her cousin and he made her laugh. But as time went on, Stacey started to feel unsettled around him. She felt like he was looking at her strangely across the dinner table, and always seemed to end up sitting next to her on the sofa and pushing really close against her, which made her feel uncomfortable. One evening he came into her room after everyone else was asleep and climbed into her bed. The next morning, he acted like everything was normal, and a few days' later lockdown lifted, and he went back to his house. Stacey hasn't told anyone what happened that night and isn't sure what her parents will say. She's starting to think maybe it was all in her head.

1. What type of child on child abuse is this & why? _____

2. What should Stacey do? _____

Scenario 2:

Over the summer, Ajay started receiving some aggressive messages online. They were making offensive comments about where he is from and commenting on the colour of his skin. Someone set up a website dedicated to making jokes about him called 'We hate Ajay' and has posted lots of photos of him with offensive language scribbled all over them. People have been commenting on them anonymously and he's feeling humiliated and angry. He's pretty sure it's someone from school who must have started it, but he doesn't know who. Now he's back at school it seems like everyone is talking behind his back and laughing at him. Yesterday, there was a death threat left in his locker. He's feeling afraid and doesn't know how to deal with the situation without looking weak or making everything worse.

1. What type of child-on-child abuse is this & why? _____

2. What should Ajay do? _____

Scenario 3:

Ryan (15) had been in a relationship with Dina (15) for a few months. At first, they were messaging and facetimeing loads. But as time went on, Dina started accusing Ryan of not having any time for her, ignoring her messages and taking ages to reply. Ryan didn't think that was fair; he usually only left it for a few minutes, and sometimes he couldn't reply straight away because he was at football training. When he tried to explain, Dina started saying nasty things about him and criticising everything about him, saying he was a lousy boyfriend and she deserved better. A few weeks later, she posted a naked image of Ryan online as 'payback' for him being a rubbish boyfriend. People print screened this image & it went all over snapchat and WhatsApp.

1. What type of child-on-child abuse is this & why? _____

2. What should Ryan do? _____

Title: What are your responsibilities to combat bullying?

Task: Complete your knowledge recall in the box below.

1.

2.

3.

4.

Task: Watch the video and answer the questions below.

1. How was Jake being bullied?

2. How did this make Jake feel?

3. How did the Army Cadets help Jake?

Task: Complete the table for what you should and should not do when trying to combat bullying.

Should	Should not
<div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div></div>	<div><div>•</div><div>•</div><div>•</div><div>•</div><div>•</div></div>

Task: Watch the video and complete the mind map below.

How can I combat bullying?

9

Title: Supporting Victims of Bullying

Talk to someone	Trusting a responsible adult, who knows how to handle your situation, makes you feel more in control.
Find A hobby or interest that you love	Acknowledging your situation and sharing it with someone else helps you to realise that you're not alone.
Speak to the person bullying you	The person bullying you might have no idea how much it's affecting you, or they might be able to relate to how you feel.
Stop blaming yourself	Some bullying actually counts as a criminal offence, so telling the authorities helps to prevent the abuse from continuing.
Report it	You are great exactly the way you are, and if you can remind yourself of that then bullying will not define your worth.
De-stress	Strengthen your self-esteem and realise that you are not alone by reading about similar stories to yours.
Read stories from role models	Finding ways to cope with stress stops negative emotions from building up and making you feel worthless.
Get support from good friends	When you are valued & supported by people who know the real you, you feel more confident about yourself.
Tell a teacher, VT tutor, well being team	Filling your life with things you enjoy makes you feel good & boosts self-esteem. You are also more likely to meet people just like you and feel less alone.

Title: What are the consequences of bullying?

Task: Complete your knowledge recall in the box below.

1. _____
2. _____
3. _____
4. _____

Task: Watch the video and complete the table below about the effects and consequences of bullying. 

Video 1: Ryan’s Story	<div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div>
Video 2: Felix's Story	<div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div>
Video 3: Ariana’s Story	<div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div>