

Year 10 – Life skills POS 2023

Half term/Key questions.	Topic(s)	In this unit of work, students learn.....	Lesson title and Collins book reference	Learning check																																																																												
Autumn 1 –	You and Your life. Your healthy body. Your healthy mind.	To understand the challenges young people might face as they move through adolescence In to KS4. to promote positive mental health to help manage these challenges.	L1 Transition to KS4 RCH Lesson	Baseline and revisit <table><tr><th>My self-assessment: Then and Now</th><th colspan="5">Low</th><th colspan="5">High</th></tr><tr><td rowspan="2">I can identify the range of opportunities and challenges young people might encounter as they move into adulthood</td><td>Before the lesson</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td rowspan="2">After the lesson</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td rowspan="2">I can explain strategies to help negotiate these challenges</td><td>Before the lesson</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td rowspan="2">After the lesson</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td rowspan="2">I can analyse how mental health and emotional wellbeing can change throughout life, often in response to external events</td><td>Before the lesson</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td rowspan="2">After the lesson</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td rowspan="2">I feel confident to manage change in my own life</td><td>Before the lesson</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td rowspan="2">After the lesson</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td colspan="13">Strategies I think would be useful to help me manage change are:</td></tr></table>	My self-assessment: Then and Now	Low					High					I can identify the range of opportunities and challenges young people might encounter as they move into adulthood	Before the lesson	1	2	3	4	5	After the lesson	1	2	3	4	5	I can explain strategies to help negotiate these challenges	Before the lesson	1	2	3	4	5	After the lesson	1	2	3	4	5	I can analyse how mental health and emotional wellbeing can change throughout life, often in response to external events	Before the lesson	1	2	3	4	5	After the lesson	1	2	3	4	5	I feel confident to manage change in my own life	Before the lesson	1	2	3	4	5	After the lesson	1	2	3	4	5	Strategies I think would be useful to help me manage change are:												
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		To understand the concept of emotional intelligence To learn how to become more self-aware To recognise emotions in ourselves and others.	L2 Unit 1 Lesson 1 Knowing ourselves P1	<table><tr><td></td><td>Low</td><td></td><td></td><td></td><td>High</td></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>1. Do you take responsibility for your own life?</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>2. Do you have goals and dreams for the future?</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>3. Have you got confidence and self belief?</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>4. Are you persistent? – or do you give up easily?</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>5. Are you an optimist that sees the positive side?</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>6. Do you take care of your health and fitness?</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>7. Do you have willpower and self discipline?</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>8. Have you got the courage to try new things?</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>9. Do you work well with others and listen to them carefully?</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>10. Are you good at planning and organising your work?</td><td></td><td></td><td></td><td></td><td></td></tr></table>		Low				High		1	2	3	4	5	1. Do you take responsibility for your own life?						2. Do you have goals and dreams for the future?						3. Have you got confidence and self belief?						4. Are you persistent? – or do you give up easily?						5. Are you an optimist that sees the positive side?						6. Do you take care of your health and fitness?						7. Do you have willpower and self discipline?						8. Have you got the courage to try new things?						9. Do you work well with others and listen to them carefully?						10. Are you good at planning and organising your work?									
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To learn about what makes a healthy family and how dynamics change over time.

To understand when a relationship in a family might be unsafe or unhealthy, and how to seek advice and support for yourself or others.

To understand the different elements required to keep ourselves physically fit and healthy.

To evaluate our own self-image and

L3 Unit 1
Lesson 2
Families P5

Using the last slide and your responses choose your lowest score. Set a target to try and improve this. Write it in your **book.**

EXAMPLE:

Habit Get organised was my lowest score. I will make lists to do and tick them off as I go as a target.

Habit Be brave, take risks was my lowest score. I will make an effort to make new friend as my target.



Worksheet 1.2a Families: What's important to you?

Look at the following list. Decide which of these is important in a family. Then rate the statement according to how important you think it is, on a scale of 1 to 5, where 1 is not important and 5 is the most important. Give reasons for your views.

Situation	Important? (yes/no)	How important? (1 to 5)	Reason
1. Having love and affection.			
2. Having lots of nice things bought for you.			
3. Having a safe space to live.			
4. Having people around you who support you and 'have your back'.			
5. Having people to teach and guide you, and to push you to be the best you can be.			
6. Having fun and enjoying each other's company.			
7. Having people to talk to about things that worry you or that you need help with.			
8. Having someone who cleans your clothes and feeds you.			



where we can go for help.

To learn how to recognise the early signs of mental health concerns.

To know what to do to help ourselves and others.

To understand stress and how to deal with it.

To consider a range of different studying techniques.

L4 Unit 6
Lesson 1
Keeping physically fit.
P37

What other aspects of family life are important to you? Why do you feel they are important?

.....

.....

.....

.....

If you feel unsafe or worried about your family or home life, or need to talk to someone about your family or anything else that is worrying you, **Childline** is available on the phone (0800 1111) or online chat (www.childline.org.uk/get-support/1-2-1-counsellor-chat/) 24/7 to everyone up to the age of 19. Calls are free and nothing shows up on your bill.

Baseline question. What keeps us physically healthy?

Learning check task Write a sentence about what you have found out about the importance of the following:

1. Exercise.
2. Healthy eating.
3. Water.
4. Sleep.

L5 Unit 6
Lesson 2
Your self-
image P42



Worksheet 6.2 Self-image

Activity reflection

You have just done an activity to consider whether your self-image is the same as the image others have of you. Using what your partner has written, answer the questions below independently, spending some time to reflect quietly on this experience and what you can take from it.

1. What did your partner say about you?

.....

.....

.....

.....

2. Were you surprised about what your partner saw in you? Why?

.....

.....

.....

.....

L6 Unit 7
Lesson 1
Mental health
P46



Worksheet 7.1 What can affect day-to-day mental health both online and offline?

Go through some of the things we do and decide if they are good for our mental health or not so good. Explain why you think this.

Things we do	Positive or negative?	Why do you think this?
1. Getting out of the house/outside		
2. Going to a doctor with worries		
3. Comparing ourselves with others		
4. Calling up helplines for support		
5. Working hard with no breaks		
6. Scrolling social media for hours		
7. Keeping fit		
8. Having fun with mates		
9. Isolating ourselves in our rooms		
10. Going to see a counsellor		

Baseline and revisit

When you are stressed your body.....

When you are stressed your mind

Some ways to help deal with stress are

			L7 Unit 7 Lesson 2 stress P48	
Autumn term 2	RE Who is God	<p>In this unit, students study God through the lenses of theologians and psychologists.</p> <p>In YR 7, students explicitly study the nature of God. These beliefs are interwoven into all other KS3 units and progressed here through the use of the LAMBI scale.</p>	<p>L1 God</p> <p>L2 Authoritarian V's Benevolent.</p> <p>L3 Monotheism v Polytheism</p> <p>L4 God in many forms.</p> <p>L5 Figure of our imagination.</p>	A record is kept in Life Skills books.

Spring 1
and 2 –
strike
days
affected
this.

CITIZENSHIP

You and your
values.
You and the
law
You AND
your future.

L1 Unit 4
Lesson 1
Voting
systems and
elections.
P20

Elections



What is parliament? 1) 2) 3)	How is parliament structured? 1) 2) 3)	What is the difference between parliament and the government?
What are the main political parties in the UK? 1) 2)	What do the left wing believe? 1) 2) 3) An example of a left-wing party is...	What do the right wing believe? 1) 2) 3) An example of a right-wing party is...
What is democracy?	How do elections work? 1) 2) 3)	What happens on election day? 1) 2) 3)
What is first past the post?	What is proportional representation?	Any questions? Words you didn't understand?



L2 Unit 4
Lesson 2
Pressure
groups. P23

Design your own pressure group with a campaign strategy!

Success Criteria:

Your Pressure Group

- ✓ Name
- ✓ Aims / Purpose
- ✓ Category
- ✓ Logo

Campaigning

- ✓ How will your group campaign? What strategies would you use and why did you choose them?
- ✓ How successful do you think your pressure group will be and why?

L3 Unit 17
Lesson 1
How laws
affect your
life. P114

Police and the law...

1. Stick in the definitions.
2. Complete the police worksheet.
3. Use your own knowledge to complete the ages for different laws.

Worksheet 17.1: At what age does the law apply?

Look at the definitions.

1. Complete the table by writing the age in the space provided. If you are not sure, write 'I don't know'.

2. Write the age in the space provided. If you are not sure, write 'I don't know'.

3. Write the age in the space provided. If you are not sure, write 'I don't know'.

Age	What age?	What is the law?
1. When a person is born		
2. When a person is 16		
3. When a person is 18		
4. When a person is 21		
5. When a person is 25		
6. When a person is 30		
7. When a person is 35		
8. When a person is 40		
9. When a person is 45		
10. When a person is 50		
11. When a person is 55		
12. When a person is 60		
13. When a person is 65		
14. When a person is 70		
15. When a person is 75		
16. When a person is 80		
17. When a person is 85		
18. When a person is 90		
19. When a person is 95		
20. When a person is 100		

Worksheet 17.2: At what age does the law apply? (continued)

Age	What age?	What is the law?
1. When a person is 16		
2. When a person is 18		
3. When a person is 21		
4. When a person is 25		
5. When a person is 30		
6. When a person is 35		
7. When a person is 40		
8. When a person is 45		
9. When a person is 50		
10. When a person is 55		
11. When a person is 60		
12. When a person is 65		
13. When a person is 70		
14. When a person is 75		
15. When a person is 80		
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Community service - where you have to do a set number of voluntary hours unpaid, to help the local community, doing a task such as litter picking.

Fine - you have to pay some money to the government for breaking the law.

ASBO (anti-social behaviour order) - you are banned from committing a form of antisocial behaviour, such as graffitiing an area or playing music loudly at night, and can receive a more serious punishment if you break the ASBO.

Police caution - the police give you a written warning for committing a crime. They do not have to prove that you did it. If you repeat the offence, the warning can be used in court and you receive a more serious sentence.

Jail or a youth detention centre or prison - you lose your freedom of movement and are held in custody for weeks, months or even years in a the most serious cases.

Suspended sentence - you don't go to jail for the full term of the sentence, but if you commit any other crime, you can go straight back to court and they can put you in jail.

Worksheet 17.3: You and the police

Look at the different crimes that have been committed in different situations (A-D).

Write the name of the crime in the space provided. If you are not sure, write 'I don't know'.

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Extension

Write a summary how each of these organisations can help if you've broken the law.

- Your local Citizen's Advice Bureau:

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

- Child Law Advice: www.childlawadvice.org.uk

L4 and L5
Vaping and
the law

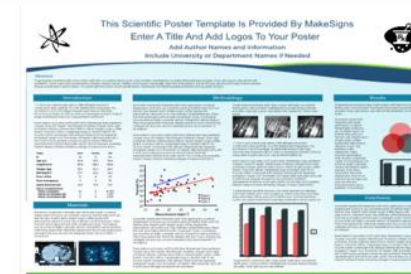
Vaping Information Leaflet

You have been tasked with creating a leaflet for schools to use to promote awareness around the issues with vaping.

Use the information sheet to help you.

Success Criteria

- What vaping is
- Why is it so popular?
- What are the dangers? How to quit. Including advice and support
- Relevant diagrams/images



You will get to finish this next lesson.
Please glue in your book when completed.



Police and the law...

1. Stick in the definitions.
2. Complete the police worksheet.
3. Use your own knowledge to complete the ages for different laws.

Community service - where you have to do a set number of voluntary hours unpaid, to help the local community, doing a task such as litter picking.

Fine - you have to pay some money to the government for breaking the law.

ASBO (anti-social behaviour order) - you are banned from committing a form of anti-social behaviour, such as graffitiing, or using a playing music loudly at night, and can receive a more serious punishment if you break the ASBO.

Police caution - the police give you a written warning for committing a crime, they do not have to prove that you did it. If you repeat the offence, the warning can be used in court and you receive a more serious sentence.

Jail in a youth detention centre or prison - you lose your freedom of movement and are held in custody for weeks, months or even years in a local serious centre.

Suspended sentence - you don't go to jail for the full term of the sentence, but if you commit any other crime, you can go straight back to court and they can put you in jail.

Worksheet 17.2b: You and the police

Look at the different crimes and decide how you would be punished if you were caught. Write your answer in the table.

1. A police caution

2. A fine

3. A suspended sentence

4. Jail in a youth detention centre

5. Jail in a prison

6. ASBO

7. Community service

8. Other

9. Other

10. Other

11. Other

12. Other

13. Other

14. Other

15. Other

16. Other

17. Other

18. Other

19. Other

20. Other

Extension

Write a summary how each of these organisations can help if you've broken the law.

- Your local Citizen's Advice Bureau:

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

- Child Law Advice: www.childlawadvice.org.uk

L6 Unit 17
Lesson 2 You
and the
police. P117

L7
Extremism
recap

3
★

Extremism

Extremism: holding extreme political or religious views.

Watch the video then answer the 2 questions:

What is it?

What might cause it?



<https://www.youtube.com/watch?v=n3XDIN6IAHoM>

4

Radicalisation

Task: Copy the definition and answer the question.

Radicalisation is the process through which a person is persuaded to support extreme views.

What might cause it?

How can it be prevented?



<https://www.youtube.com/watch?v=Y0BMKUo6snQ&t=138s>

<https://www.bbc.co.uk/news/uk-41827837>

5

Terrorism

Task: Copy the definition and answer the question.

Terrorism: the unlawful use of violence and intimidation to bring about political or social change.

What might cause it?

How can it be prevented?



<https://www.bbc.co.uk/player/episode/m00156vs/panorama-a-manchester-arena-bombing-saffies-story>

L8 Unit 5
Lesson 1 You
and your
career. P26
L9 Unit 5
Lesson 2 You
and your
options P28

Your skills and career advice

Task

- Google the National Careers Service
- From the top menu, select 'Skills Assessment'.
- Complete the 5-10 minute assessment to identify possible careers for you.
- From the list of careers provided, you are going to investigate three and complete a row in the table for each. (30 minutes)

National Careers Service

We provide information, advice and guidance to help you make decisions on learning, training and work.



<https://beta.nationalcareers.service.gov.uk/>

Pathway from PGHS to a career

Minimum qualifications required from PGHS	Further qualifications required	Key skills required	Possible Job & Key Info.
Level 1 course - 2+ GCSEs at Grade 1-3	Level 1 Certificate in Animal Care	Ability to use initiative, be flexible, patient and able to remain calm in stressful situations.	Animal care worker Average salary - £11,000 to £15,000 Typical hours - 38-40 per week Duties - Preparing food, cleaning and grooming animals, exercising and looking after animals that become distressed.
Level 2 course - 2+ GCSEs at Grade 9-3.	Level 2 Diploma in Animal Care	Able to work as part of a team, customer service skills and carry out basic computing tasks.	


Task

- Google Search for the National Careers Service
- From the top menu, select 'Find a course'.
- Type in a course name that you wrote in your table last week.
- Type in 'Preston' as the Location to help narrow the search. Don't forget that you may have to study elsewhere!
- Click on a course that interests you
- If possible, click on the provider link and go to their website. Alternatively, scroll down to find out key information about the provider and the course.



Course name and provider	Entry requirements (including voluntary work or work experience)	Course Details (topics, course structure, assessment)	Other information
City and Guilds Level 1 Diploma Land Based Studies (Animal Care) Myerscough College	Basic level of English and Maths (Grade 4+) 5 days of voluntary experience in the animal sector.	One year course, feeding, cleaning and handling animals, classroom and practical. Portfolio of written work and a short online assessment.	Need to spend approx. £100 on warehouse jacket, boots, trips and visits, stationary.

Summer 1	5 lessons RE Investigating God DISNEY SOUL		L1 Maya L2 Meditation L3 Theories of happiness L4 Film review L5 ASPIRE: Philosopher Theories		AT1	AT2
				Conceptual area 4. IDENTITY, DIVERSITY AND BELONGING	a. how many people gain a sense of meaning and purpose, identity and belonging through religion* b. how religion has contributed to the sense of identity of different society	i. questions of identity and belonging ii. questions of human relationships and society
				Conceptual area 5. <u>QUESTIONS OF MEANING, PURPOSE AND TRUTH</u>	a. ultimate questions that confront humanity (eg questions related to truth, God, human beings and the human condition, death and future possibilities, the natural world) b. religious truth claims in relation to ultimate questions	i. questions of meaning, purpose and truth ii. pupils' own responses to questions of meaning, purpose and truth iii. other responses to questions of meaning, purpose and truth
				Conceptual area 6. VALUES AND COMMITMENTS	a. how moral values and a sense of obligation can come from religion*	i. pupils' own responses to questions of morality and ethics, values and commitments, and the implications of these for their own and other people's lives ii. other responses to questions of morality and ethics, values and commitments iii. what inspires and influences pupils in terms of values and commitments
Summer 1	You and your relationships. Sexual relationships.					

			<p>L6Unit 2 Lesson 1 Respecting others.</p>	<p>Create a respect manual which teaches high school students how to demonstrate respect. This could be a detailed poster or leaflet.</p> <p>Cover the following categories:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self-Respect <input type="checkbox"/> Respecting friends & family <input type="checkbox"/> Respecting the community 	
<p>Summer 2</p>	<p>Sexually explicit content online. Sexual health and parenthood.</p>		<p>L1 – Sexual health L2 – Sexually imagery and the law L3 – Fertility and infertility L4 – Different routes in to parenthood. L5 – End of summer reflection and student voice.</p>	<p>Students are given a booklet with all worksheets.</p>	