

Year 7 PDC Booklet

Relationships and Sex Education II



LIONHEART EDUCATIONAL TRUST

Name:

Form:

Protected Characteristics

The protected characteristics are defined in the Equality Act 2010



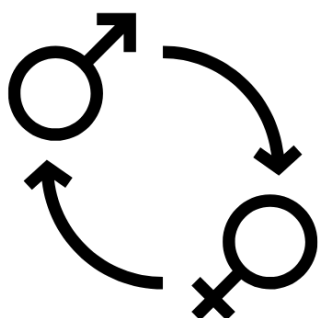
Marriage or Civil
Partnership



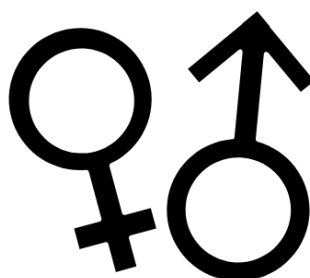
Disability



Race



Gender
Reassignment



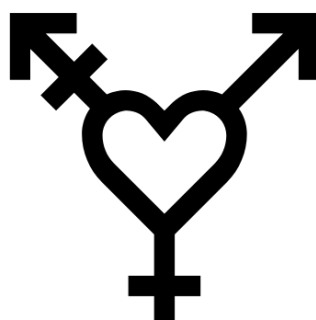
Sex



Pregnancy or
Maternity



Age



Sexual Orientation



Religion

It is illegal to discriminate against anyone based on these

Fundamental British Values

The Fundamental British Values are key principles for everyone in Modern Britain to demonstrate



Democracy

A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities



Rule of Law

The need for rules to make a happy, safe and secure environment to live and work



Individual Liberty

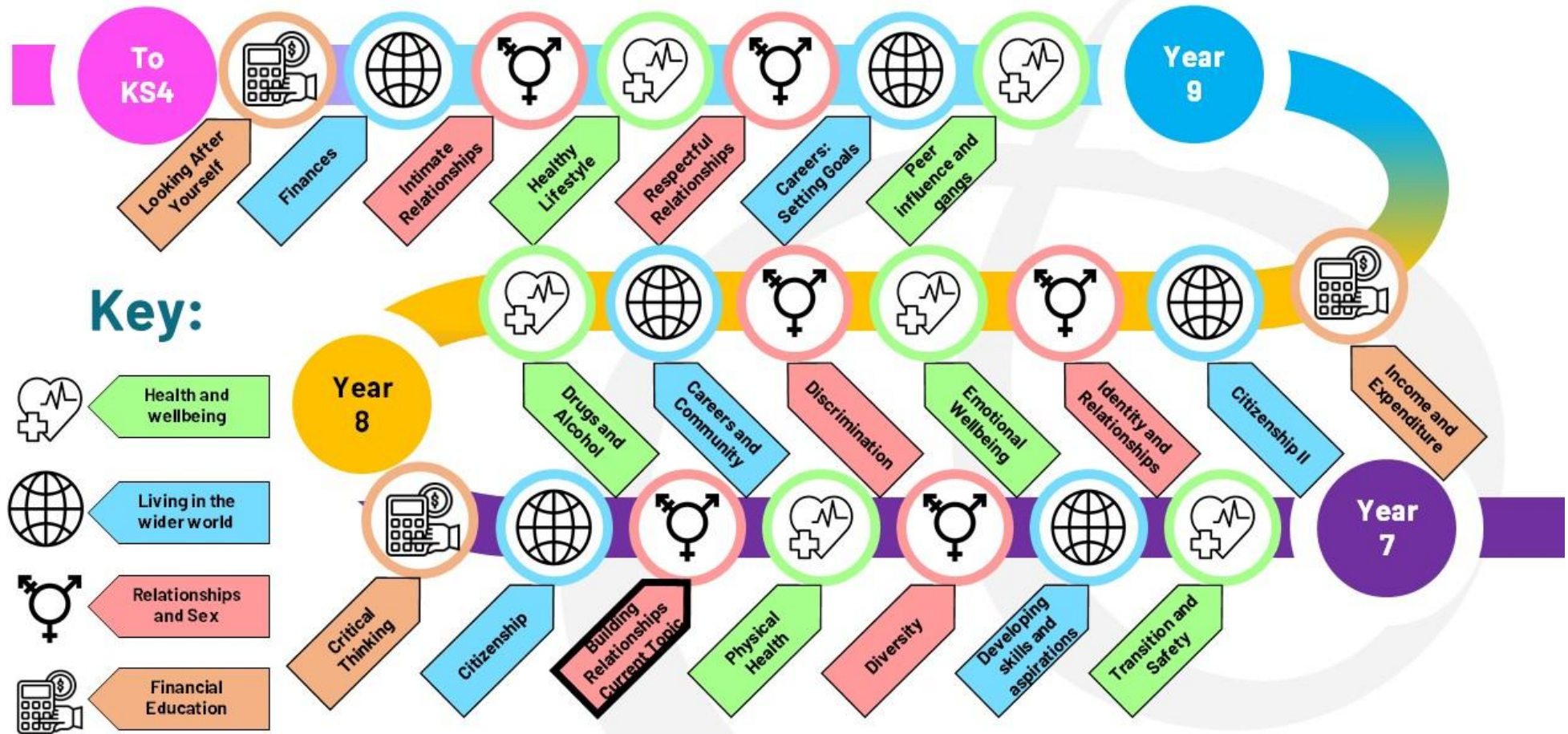
Protection of your rights and the right of others you work with, as well as freedom to express yourself and who you are



Mutual Respect and Tolerance

Understanding that we don't all share the same beliefs and values. Respecting, the values, ideas and beliefs of others whilst not imposing our own on others

Personal Development Curriculum KS3 Learning Journey





Year 7 – Block 5: Relationships and Sex Education II Knowledge Organiser



Key Words		LGBTQIA+			9 Protected Characteristics		
Self-Worth	A feeling that you are a good person who deserves to be treated with respect	L Lesbian	A sexual orientation that describes a woman who is emotionally and sexually attracted to other women.			1. Age	2. Sex
Self-Confidence	A feeling of trust in one's abilities, qualities, and judgement.	G Gay	A person who is emotionally, romantically or sexually attracted to members of the same gender.			3. Disability	4. Race
Self-Esteem	Confidence in one's own worth or abilities	B Bisexual	A person emotionally, romantically or sexually attracted to more than one sex, gender or gender identity though not necessarily simultaneously, in the same way or to the same degree.			5. Marriage and Civil Partnership	6. Pregnancy and Maternity
Dopamine	Dopamine is a chemical released in the brain that makes you feel good.	T Transgender	A person whose gender identity and assigned sex at birth do not correspond. Also used as an umbrella term to include gender identities outside of male and female.			7. Gender Reassignment	8. Sexual Orientation
Positive Relationships	A relationship between two people who support, encourage, and help each other practically as well as emotionally through listening, communicating openly and without judgement, trusting and respecting each other	Q Queer	An umbrella term used to describe people who think of their sexual orientation or gender identity as out-			9. Religion or belief	
Sex	Biological aspects of an individual as determined by their anatomy	I Intersex	An umbrella term used for a variety of conditions in which a person is born with sexual anatomy that doesn't seem to fit the typical definitions of female or male.			Positive Relationships	
Gender	Social construction relating to behaviours and attributes based on labels of masculinity and femininity	A Asexual	A person who experiences little or no sexual attraction to others. Asexuality is not the same as celibacy.			There are many types of positive relationships you may have around you. It is important to maintain positive relationships because:	
Gender Identity	Personal, internal perception of oneself and so the gender category someone identifies with may not match the sex they were assigned at birth	You Can Expect in a Romantic Relationship:			<ul style="list-style-type: none"> • It is beneficial for your mental health (less stress) • You have others to lean on for support • It can help to improve your self-worth 		
Heterosexual	Sexually or romantically attracted exclusively to people of the other sex.	Respect	Compromise	Tolerance	Asking for Consent		
Homosexual	Sexually or romantically attracted exclusively to people of one's own sex or gender.	Trust	Communication	Kindness	Planning group activities	Revealing personal information	
Stereotype	A widely held but fixed and oversimplified image or idea of a particular type of person or thing	Where To Go For Support:			Giving a hug	Borrowing a pen	
Prejudice	Preconceived opinion that is not based on reason or actual experience.	Teachers and School Staff, Parents, Friends, Parents			Consent can be given by:		
Consent	Consent is an agreement by choice made by someone with the freedom and capacity to consent.	NPSCC	https://www.npscc.org.uk		Verbal Cues	Non-Verbal Cues	
		Childline	https://www.childline.org.uk		Yes	Smiling	
					I want to ...	Eye contact	
					I am fine with ...	Starting to engage	
					Let's do	Nodding	

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Date:

Title: Reading With Purpose

Retrieval Practice

1. Metacognition involves _____, monitoring and evaluating your learning
2. Metacognitive modelling encourages you to think about how you _____ and how to improve it.
3. When a teacher models metacognition, they make their _____ process visible to the students.
4. By using metacognitive strategies, students can learn to deepen their _____ of a topic.
5. A key part of metacognitive modelling is helping you learn how to _____ your progress after doing something and adjust their approach.

Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. How can you make the most out of reading?
2. How can you use reading to help you learn?

Task 1: Match the Text

Below you have 4 texts:

A recipe, a short story, a textbook paragraph and a poem

Decide whether each piece of text is to

- Entertain,
- Instruct,
- Inform,
- Persuade.

What information in the text tells you its purpose

<p style="text-align: center;">Text 1:</p> <p>The hallway was silent except for the ticking of the clock. Mia took a deep breath, gripping the envelope tighter in her hand. She had waited weeks for this moment. As she reached for the doorknob, a creak on the stairs made her freeze</p> <p>This text is:</p>	<p style="text-align: center;">Text 2:</p> <p>A volcano is a mountain that forms when molten rock, called magma, escapes from inside the Earth. When pressure builds up, magma erupts through a vent, releasing lava, ash and gases. Volcanoes can form on land or under the sea and are often found where tectonic plates meet</p> <p>This text is:</p>
<p style="text-align: center;">Text 3:</p> <p>Preheat your oven to 180 degrees. In a large bowl, mix 200g flour, 100g sugar and a pinch of salt. Crack two eggs into the bowl, then add 150ml of milk. Whisk the mixture until smooth. Pour into a greased baking dish and bake for 25 minutes, or until golden brown on top.</p> <p>This text is:</p>	<p style="text-align: center;">Text 4:</p> <p style="text-align: center;">The wind tapped soft against the glass, A whisper in the air, It called the leaves to rise and dance, And tugged the children’s hair.</p> <p>This text is:</p>

How do you know the purpose of the text?

.....

.....

Text For Teacher Demonstration

Why Do Penguins Waddle?

Penguins are famous for their waddle, a side-to-side walking motion that looks a bit clumsy. But scientists have discovered that waddling is actually an efficient way for penguins to move on land. Because their legs are short and set far back on their bodies, penguins use a rocking motion to help them balance. This helps them use less energy than you might expect. In fact, some studies show that penguins use less energy walking than many other birds of a similar size.



Predict: Before I read, I look at the title: Why do penguins waddle? Along with the image, I think this text will explain the science behind how penguins walk and maybe show that its not as silly as it looks.

Clarify: I want to check I understand the word "efficient". I look at the sentence around the word and see its trying to describe something that works well. I also am not sure I understand the phrase "rocking motion". However, we can replace this with back and forth, and the sentence still makes sense.

Question: To further my understanding of this topic, I'll need to ask some questions and see if I can find the answers to them in the text:

1. Why do penguins waddle instead of walking straight?
2. How does their body shape affect the way they move?
3. Do all birds waddle, or just penguins

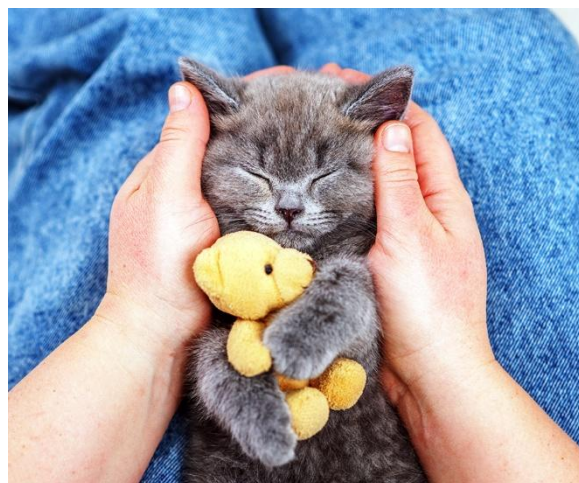
Summarise: For me to check I fully understand the article, I will now summarise it:

This paragraph explains that penguins waddle because of the shape of their bodies. It might look odd, but actually it helps them to balance and saves energy when they walk.

Task 2: Reciprocal Reading

Why Do Cats Purr?

Cats are well known for their purring sound, which is often linked to happiness. But scientists are still trying to fully understand why cats purr. Some research suggests that purring may also help cats heal. The low-frequency vibrations created by purring have been shown to improve bone strength and reduce pain. Cats may also purr when they're scared or injured, using it as a way to calm themselves. So while purring can mean a cat is content, it might also be a sign that the cat is trying to feel better



Predict. Before reading:

What do you think this text will be about:

.....

What kind of information do you expect:

.....

Clarify: After reading:

Write down any words or phrases you find tricky. Explain what they mean using clues from the text.

.....

.....

Question. Write 2 questions that a reading might have after reading. Try to make these more than a yes/no question

1.

.....

2.

.....

Summarise. Summarise what this paragraph tells you in 1-2 sentences. Focus on the main ideas only.

.....

.....

.....

.....

Date:

Title: Developing Self-Worth

Retrieval Practice

1. Metacognitive literacy involves being _____ of your thinking while reading.
2. One key strategy in metacognitive reading is to constantly recap and _____ what you've read to ensure understanding.
3. While reading, you should ask yourself questions like, "Do I _____ this?" to check your comprehension.
4. It's important to adjust your reading strategy if you find a passage _____ or difficult to understand.
5. When you reflect on what you've read, you are using _____ thinking to process the material.

Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. What does the term self-worth mean to you?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. How can we develop our sense of self-worth?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Task 1: Video Questions

1. What is self-esteem?	
2. Confidence turns thoughts into.....	
3. What can promote feelings of power?	
4. Name three of the factors that influence your levels of confidence.	
5. How can having a Growth Mind-set help boost confidence levels?	
6. What do studies show about those who fail and keep trying anyway?	
7. What role do your genes play in your levels of confidence?	
8. How does science support the idea of the successful Growth Mind-set?	
9. How can 'giving yourself a pep talk' be an immediate confidence booster?	

Task 2: Confidence Timelines

Read the three case study timelines. You have nine 'confidence boost' cards. You are allowed to use three for each case study. Choose three points in each case study where the teenager needs a confidence boost and place an appropriate card underneath each one.

Challenge:

Create one more timeline based on an upcoming event in your own life. Use three of the cards on your timeline at any point (you can take them from the other case studies). Copy the completed timeline in your workbook.

<p>Pump it up! Listen to your favourite, upbeat, bass-heavy music. This will lift your dopamine levels and give you an instant confidence lift. Do a few air-fist-pumps and really get psyched!</p>	<p>Research and prepare! When you know you've done all you can to prepare, you instantly feel more confident. Get on the net, talk to the experts, get that textbook out. Know your stuff or know you're stuffed!</p>	<p>Persevere and use failures to your advantage. Remember JK Rowling – rejected by dozens of publishers for Harry Potter and now she's one of the richest women in the world!</p>
<p>Phone a friend! Have a chat with your most positive pal. Pick one that makes you laugh and puts a smile on your face.</p>	<p>Eat healthily, get enough sleep. Why? Because your brain helps create your confidence levels and all of these affect the health of your brain.</p>	<p>Fake it 'til you make it! So you don't feel confident? Try acting it anyway. Use strong body language and clear communication skills. When you act confident people start having confidence in you. Soon enough you also have it in yourself.</p>

<p>START Reggie is 15. His GCSEs are next year and he hates school. His teacher said unless he pulls his socks up there is no way he'll pass Maths, English and Science.</p>	<p>Reggie fails his English and Maths but does well in his other subjects. However, no college courses will let him in unless he agrees to retake English and Maths.</p>	<p>Reggie goes to his first English re-take lessons. Reggie notices his friends are staying out late, going out drinking and not working as hard as he is.</p>	<p>Reggie is ready to re-sit his exams. He is incredibly nervous. He sits on the bus miserable and in silence on the way to the exam.</p>	<p>Reggie did well in his resits and has the chance to reapply to college. He's not sure whether to bother though because he's bored of studying and scared of failure.</p>	<p>GOAL! Reggie has got into his college of choice second time round and is training to be a teaching assistant.</p>
<p>Strategy 1 for Reggie:</p>		<p>Strategy 2 for Reggie:</p>		<p>Strategy 3 for Reggie:</p>	

<p>START Tamara is 17. Her mother needs regular hospital visits. Tamara wants to help her out by taking her to hospital, but she can't drive.</p>	<p>Tamara has her first driving lesson and it goes terribly. She bumps into the neighbour's car and leaves the lesson crying.</p>	<p>Tamara's dad says he will take her out to practice in his car. She's getting better but finds the manoeuvres incredibly difficult.</p>	<p>Tara takes her theory test. She fails. Her friends ask her how she got on but she's avoiding telling them.</p>	<p>Tara starts practicing more and more. She passes her theory test. She is very nervous about her driving test next week.</p>	<p>GOAL! Tamara passes her driving test and takes her mother to hospital. She is responding well to treatment.</p>
<p>Strategy 1 for Tamara:</p>		<p>Strategy 2 for Tamara:</p>		<p>Strategy 3 for Tamara:</p>	

<p>START Hamza has done well in his ASDAN diploma. He feels ready to live independently and face the world head on.</p>	<p>Hamza suffers a major knockback. He had an interview for an apprentice shop assistant job but messed it up and didn't get the job.</p>	<p>Hamza gets so nervous about interviews now that his childhood stutter starts coming back. He begins having very negative thoughts and has little self-esteem.</p>	<p>Hamza starts applying for more jobs but has no response to his application letters. His uncle says he should try wearing a suit next time he gets a job interview.</p>	<p>Hamza gets invited for another shop assistant job interview. He finds some smart clothes he feels comfortable in. He is very nervous on the way to the interview and needs a final boost.</p>	<p>GOAL Hamza gets the full-time shop assistant job and loves it. It is better wages than the original job he applied for.</p>
<p>Strategy 1 for Hamza:</p>		<p>Strategy 2 for Hamza:</p>		<p>Strategy 3 for Hamza:</p>	

Challenge:

<p>YOUR START:</p>					<p>YOUR GOAL:</p>
<p>Strategy 1 for you:</p>		<p>Strategy 2 for you:</p>		<p>Strategy 3 for you:</p>	

Date:

Title: Types of Positive Relationships

Retrieval Practice

1. _____ your self-worth involves recognising and valuing your own unique qualities and abilities.
2. Avoid comparing yourself to others, as this can undermine your sense of self-_____.
3. Setting and achieving _____, no matter how small, contributes to a positive self-image.
4. Embracing mistakes as opportunities to learn is crucial for building _____.
5. Surrounding yourself with supportive and encouraging _____ creates a positive sense of self-worth.

Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. Give three examples of positive family relationships	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. Why is it important to develop positive family relationships?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Task 1: Good or Bad?

Statement	Good or Bad for a Relationship	Why?
Spending time together		
Knowing each other's family and friends		
Having lots in common		
Being open and honest		
Humour		
Never having an argument		

Date:

Title: Relationships and Gender

Retrieval Practice

1. Healthy/unhealthy (delete word) relationships involve mutual respect, trust, and understanding between individuals.
2. In friendship relationships, individuals share common _____and enjoy spending time together.
3. Supportive relationships provide emotional _____, encouragement, and care during challenging times.
4. Close relationships involve a sense of loyalty and _____to each other, often seen in close friendships.
5. Familial relationships with _____ members contribute to a sense of belonging and love.

Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. What different relationships might someone have?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. What does the acronym LGBTQ+ stand for?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Task 1: Choices

For all the choices, could you easily pick an answer?

.....

Are there only two options for each of the questions?

.....

Why?

.....

.....

If its hard for you to choose between two mundane things, imagine if you were unsure who you are, and trying to fit into "male" or "female"

How would that make you feel?

.....

.....

.....

.....

Date:

Title: Challenging Stereotypes: Media

Retrieval Practice

1. _____ refers to the social and cultural roles, behaviours, and expectations associated with being male or female.
2. It's important to challenge harmful _____ that limit individuals based on their gender.
3. Healthy relationships involve _____ communication, respect, and equal partnership between individuals.
4. _____ relationships recognise and appreciate the unique qualities and contributions of each person, regardless of gender.
5. Creating an environment of _____ supports individuals in expressing themselves in relationships.

Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. What are some of the ways that the media portray negative stereotypes?
2. How do these stereotypes influence people?

Task 1: Questions

A women-only hotel to avoid misogyny? It's just evading the problem

I get it; when a woman dons a swimsuit on holiday, the last thing they want is an unsolicited catcall or a wolf-whistle. But the problem won't go away by sequestering ourselves in women-only spaces



VOICES

Lucie McInerney Women's jobs shouldn't suffer because men are afraid of harassing us



FOOD AND DRINK

The beer industry's sexism goes far deeper than chauvinistic marketing



WOMEN

Men 'more reluctant to interact with female colleagues' after #MeToo

AMERICAS

Black women earn \$1m less than white men over lifetime, study finds



HOME NEWS

Army accused of sexism over 'housewife kits'



LIFESTYLE

One in 8 employers 'reluctant' to hire women who might have children

1. What form of prejudice is this?

.....

2. What do you think about the headlines?

.....

Date:

Title: Consent: Seeking and Communicating

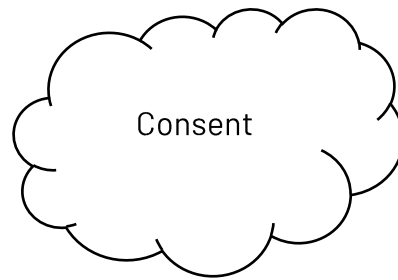
Retrieval Practice

1. Media often show _____ that limit the roles and expectations for males and females.
2. It's important to _____ the media so that you know what is true and not.
3. _____ representation in the media contributes to a more inclusive and equal society.
4. Promoting critical _____ of media messages helps individuals challenge harmful stereotypes.
5. Supporting media that has diverse _____ that break traditional gender stereotypes is important

Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. What does consent mean?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. Why is consent important?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Task 1: Mind Map



Task 2: Non-Verbal Cues

Organise your ideas into the following three categories:

How people show with their words ...	How people show with their facial expressions ...	How people show with their body language ...