



Co-op Academy
Bebington

Theme: **Health and Well-Being**

This is me...

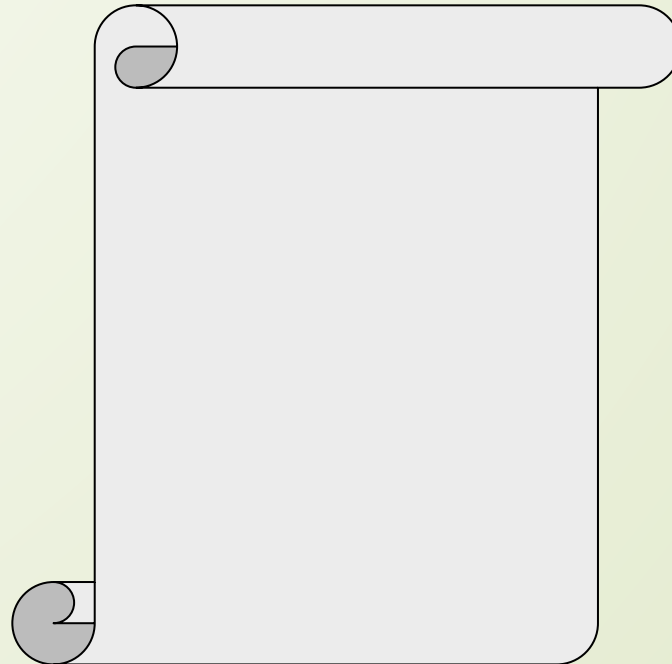
Play 'This is me' from The Greatest Showman

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



PSHE Ground Rules

- **Setting clear grounds rules**
- As a form you need to establish class ground rules that will make you feel safe in and out of your classroom.
- **Task:** As a class think about why it is important to have ground rules *i.e. to give everyone a chance to contribute, to be respectful to one another.* Write your ground rules on the scroll below.





Baseline Assessment- This is me!

	Skills Checker:	Very Confident	Confident	Not confident
Topics:				
Primary to secondary transition – reflecting on your current feelings and mood				
Exploring what makes us special and sharing the information with my new form				
My journey so far – thinking about my favourite memories from primary school and how this has shaped you to become the amazing person you are!				
The importance of being smart and organised				
My goals and aspiration for secondary school				
Beyond secondary school – introducing careers and what is my dream job,				
To consider your ambitions for the future, obstacles you might encounter on the way and how you might overcome these				



Reduce it



Transform it



Deconstruct
it



Derive it



Prioritise
it



Categorise
it



Criticise it



Find
Trends/
patterns



Connect it



Compare it



Extend it



Create it



Topic

Exploring your own needs and the different aspects of the transition from primary to secondary.



Exploring your identity and the importance of it



Primary to secondary transition – reflecting on your current feelings and mood

Exploring what makes us special and sharing the information with my new form



My goals and aspiration for secondary school

Do it
NOW!

In your student PSHE booklet, write down your current mood and how you're feeling about your transition

Transition, mental health, identity





My Transition

from primary to secondary!



- Moving from Primary to Secondary School is an exciting, but sometimes scary time! A new building, new rules, new teachers, new routines and new friends are just some of the changes you will experience!
- However, you're not alone in your transition/journey!
- The Co-op Academy Bebington is here to help you get used to some of the routines and features of your new school!

Students can write or draw their current feelings in this space. This could be anything from writing key words such as 'excited' or 'scared', a short paragraph on what you're looking forward to the most/worries at secondary school. Or an imaginative drawing that sums up your current mood!

Learning Objective:

To explore what makes us special.
To celebrate our special qualities

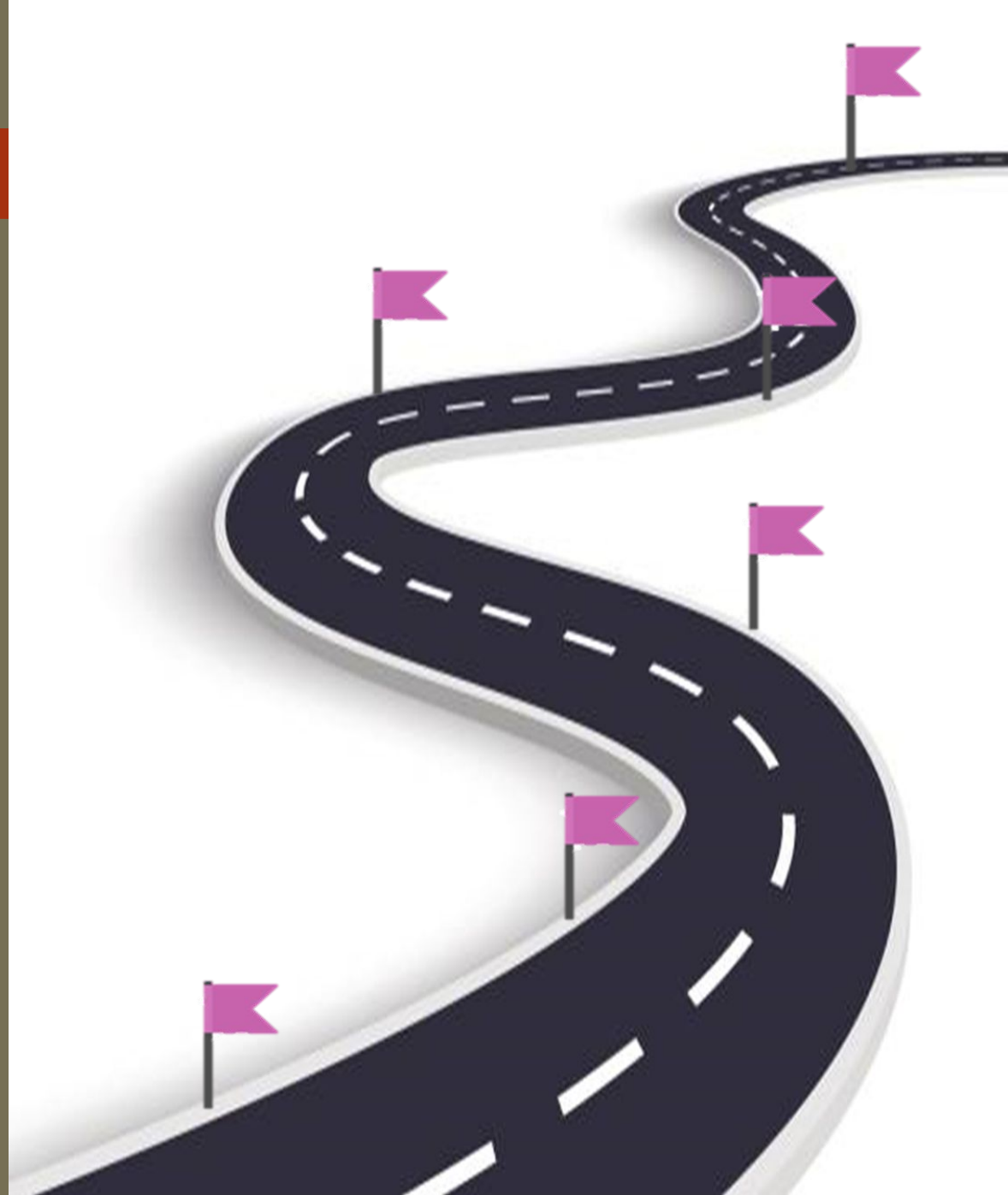
TASK:

Fill in the blanks and then share your answers with someone in your form you do not know...



I am called
My birthday is
My hair colour is
My eye colour is





MY JOURNEY SO FAR

Life is a journey!

Think back through primary school and write down your favourite memories or events that have shaped you to become the amazing person you are!



Your New School



List 4 things you are most excited about moving to Co-op Academy Bebington

- 1
- 2
- 3
- 4

List 4 things you are a little worried about

- 1
- 2
- 3
- 4

List 4 things you would like to know about Co-op Academy Bebington

- 1
- 2
- 3
- 4

List 4 things that will help you to get to your lessons and to help you find your way around the school

- 1
- 2
- 3
- 4

List 4 difference between your primary school and Co-op Academy Bebington

- 1.
- 2
- 3
- 4

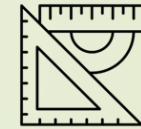


Extension task - Word search

M	A	F	S	E	H	M	G	E	O	H	I	M	J	E	E	A
F	M	A	M	W	S	L	U	S	M	I	S	E	T	T	I	S
R	U	D	A	N	C	E	Z	S	A	C	P	N	U	H	A	I
A	F	G	T	R	D	P	W	R	I	I	A	G	T	I	N	U
H	S	R	H	P	G	R	T	E	N	C	I	T	O	C	A	O
J	T	A	S	L	U	B	N	Y	R	A	N	E	R	S	S	L
T	U	B	J	E	I	C	Q	L	E	R	M	X	T	A	S	S
E	E	A	U	H	E	M	U	A	H	S	U	D	I	N	E	P
N	F	X	L	G	E	O	G	R	A	P	H	Y	M	D	M	A
G	I	M	T	V	M	A	I	T	Y	E	O	A	E	M	B	N
L	O	A	I	I	O	T	O	H	R	T	T	S	C	O	L	I
I	P	T	E	E	L	G	R	D	U	O	E	R	A	R	Y	S
S	P	U	F	O	S	E	E	K	R	M	P	T	T	A	E	H
H	I	S	T	O	R	Y	S	C	S	A	S	M	E	L	R	A
E	N	J	V	E	P	I	F	J	N	O	M	U	R	S	B	K
J	K	C	A	T	E	R	I	N	G	C	N	A	R	P	U	M
Y	Z	X	T	L	S	V	Z	C	O	M	P	U	T	I	N	G

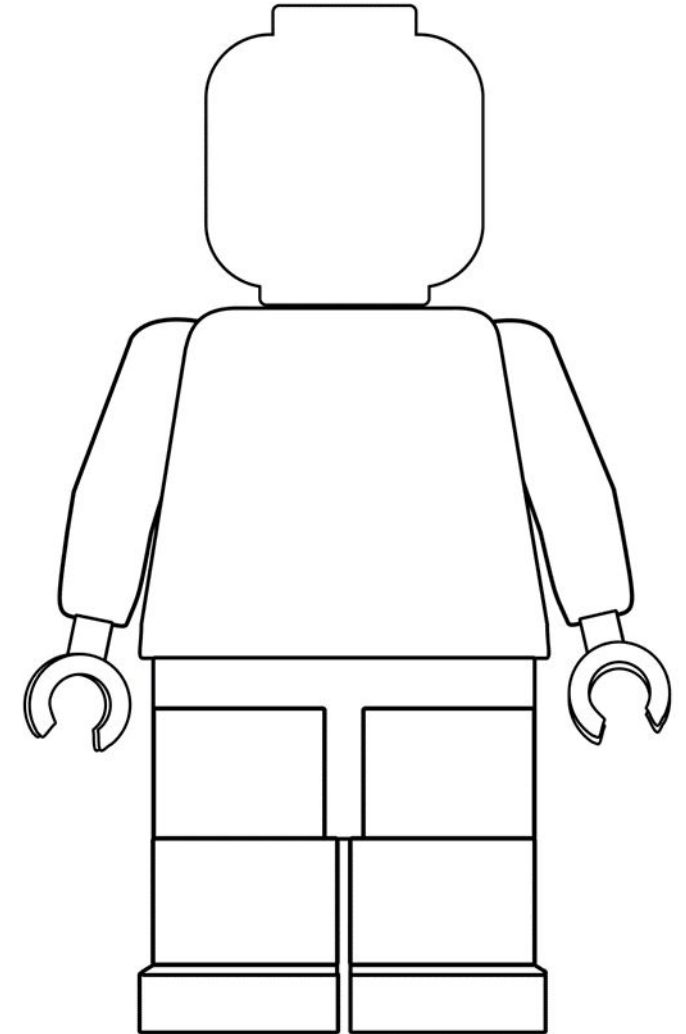
Equipment

- At secondary school, you will be moving around to different classrooms for different lessons. You could be in 6 classrooms in one day.
- This means that you need to bring **all the equipment** you will require with you for the day.
- Below are some items you will need to bring – can you identify them and add anything else?
- Organisation is very important – make sure you back your bag the night before so you're fully prepared and organised for the next school day

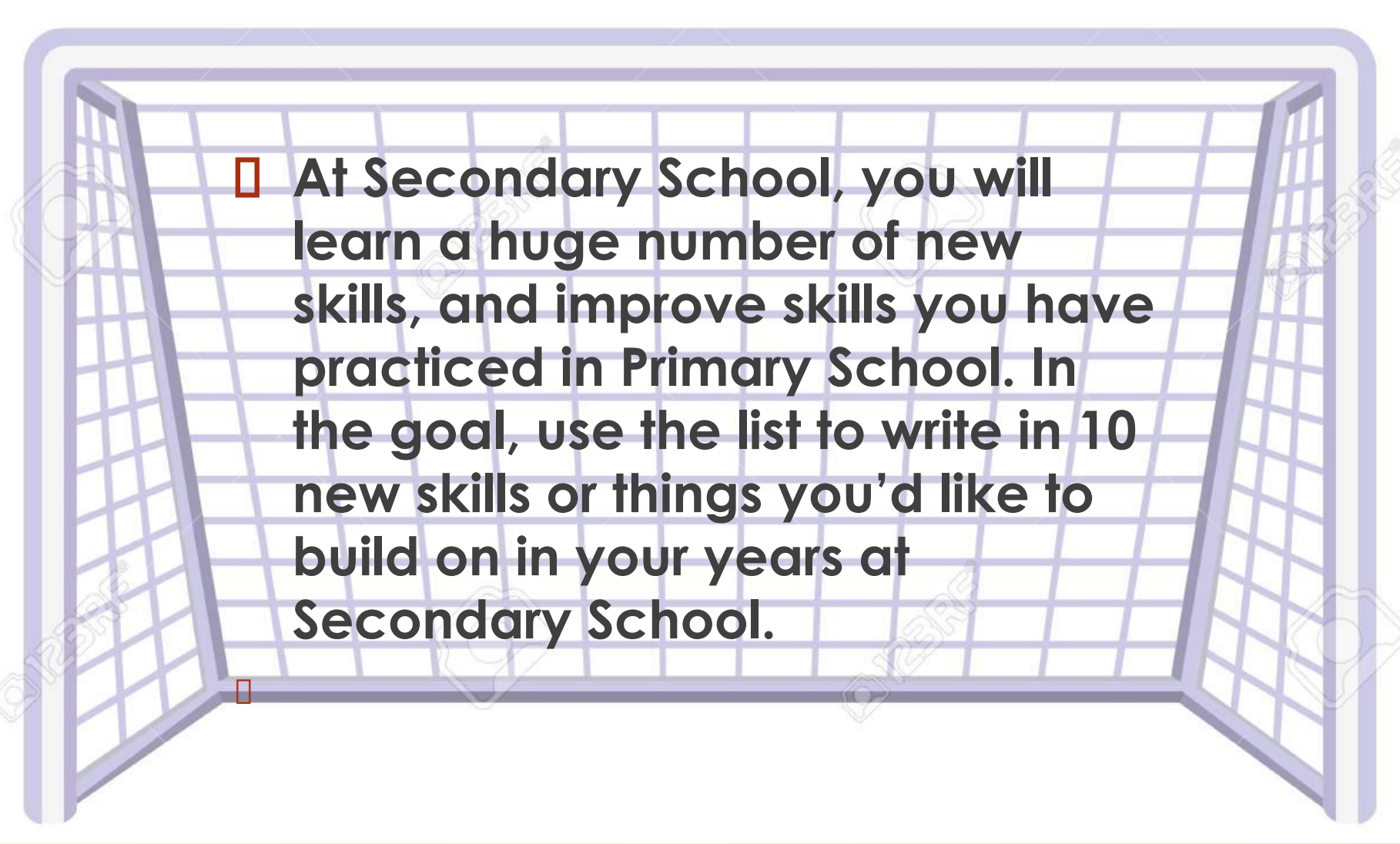


Looking Smart at Secondary School

- One of the different things about moving to secondary school is the change in what you will wear. At the Co-op Academy Bebington we pride ourselves in looking smart and professional at all times.
- Draw and label the school uniform you will wear onto the Lego figure.



My Goals For Secondary School



□ At Secondary School, you will learn a huge number of new skills, and improve skills you have practiced in Primary School. In the goal, use the list to write in 10 new skills or things you'd like to build on in your years at Secondary School.

Beyond Secondary School

After secondary school, you can move onto college or an apprenticeship and then to University or into a job!
It's normal not to know what you want to do yet but this is a chance for you to have a think about your dream jobs!

Job:

Key Skills:

Subjects to Study:

Image/Icons to represent that job



Lesson Objectives

- To consider our ambitions for the future, obstacles we might encounter on the way and how we might overcome these

Outcome:

- A 'future cloud'
- A pathway
- A list of obstacles and how to overcome them

My future



- You are going to dream cloud your life in the future.
- What is your house going to be like?
- What about the car you want?
- Children?
- Holidays?
- Job?
- Lifestyle?

Include pictures, words and symbols which show how you would like your future to be



The path

- How are you going to achieve these goals in your dream cloud?
- Think about qualifications, training, ambition, skills, your attitude etc



Write in the arrow how you are going to achieve these goals in your dream cloud?

(Think about qualifications, training, ambition, skills, your attitude etc)



I must do my revision
I must do my revision
I must do my revision
I must do my revision
I must do my revision





My Obstacles

- Think about problems you may face on the road to a good education and good job
- Watch the videos and consider the obstacles the two people are facing...



Obstacles

Watch the following clips and ask students to consider the obstacles the two people are facing.

<http://www.youtube.com/watch?v=iK54QG7AG20>

http://www.youtube.com/watch?v=b_N_dYRb4_4

Consider what are your obstacles?

What holds you back from achieving well? Think about attitude, effort, behaviour, problems etc. Draw out the below columns and document your own obstacles and how to over-come it.

OSTACLE	HOW TO OVERCOME IT
1	
2	
3	

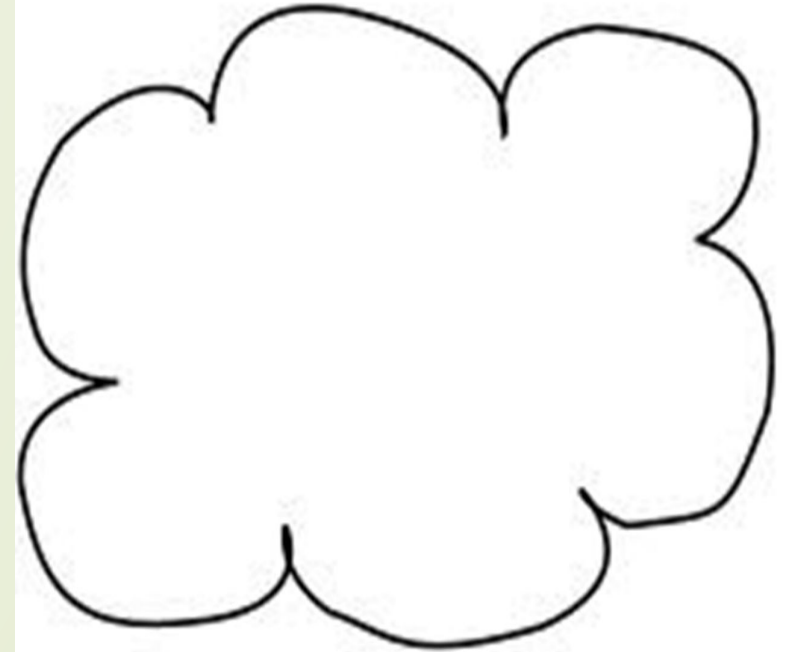
The 'End Product'



The path

OSTACLE	HOW TO OVERCOME IT
1	
2	
3	

The dream




Assessment for Learning- This is me!

Complete the skills checker:

Skills Checker:	Very Confident	Confident	Not confident
Topics:			
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Plenary

- 
- A. Looking at your future cloud – can you separate your list into ‘wants’ and ‘needs’?**
 - B. Thinking back to the videos, would you change any of your ‘obstacles’?**
 - C. If you were trying to motivate someone who was falling behind at school, what would you say to them?**

Forming Positive Relationships

&

Respecting Differences and Diversity



□ Objectives:

Investigating positive relationships and having respect for differences and diversity.

Explore the importance of families for children growing

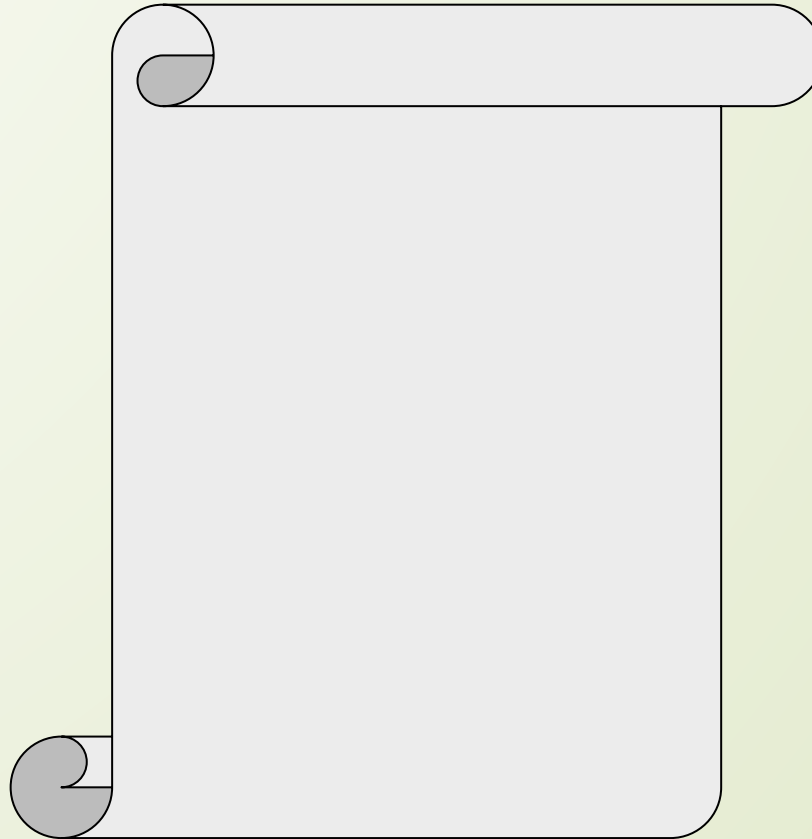
That families can give love, security and stability, the characteristics of a healthy family life, and importance of commitment to each other, including in times of difficulty

The importance of spending time together, sharing each other's lives, protection and caring for children and other family members

Investigate other families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences

Re-Cap on PSHE Ground Rules

- Setting clear grounds rules
- As a form you need to establish class ground rules that will make you feel safe in and out of your classroom.
- **Task:** As a class think about why it is important to have ground rules *i.e. to give everyone a chance to contribute, to be respectful to one another.* Write your ground rules on the scroll below.



Assessment for Learning – Skills Checker

Complete in your PSHE booklet

Skills Checker:	Very Confident	Confident	Not confident
Topics:			
Investigating positive relationships and having respect for differences and diversity.			
Exploring different types of families—heterosexual relationships, same-sex, child in care, single parent families.			
That families can give love, security and stability, the characteristics of a healthy family life, and importance of commitment to each other, including in times of difficulty			
Investigating positive relationships and having respect for differences and diversity			
I know what marriage is and what marriage is not.			
I understand the legal position of gay marriage across different country's in Europe			
To explore relationships and how our actions can leave a person feeling isolated or/and vulnerable Explore different relationships and friendships. Investigate different coping methods in different scenarios.			
Define the term Self-Esteem and Self-Respect To develop and build upon own Self-Esteem and Self-Respect			



Reduce it



Transform it



Deconstruct it



Derive it



Prioritise it



Categorise it



Critique it



Find Trends/
patterns



Connect it



Compare it



Extend it



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Topic

Self-esteem, family life,
romance and friendships



Exploring your
identity and the
importance of it

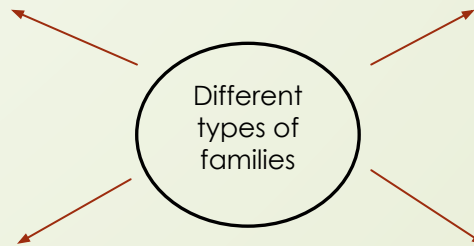


Investigating positive
relationships and having
respect for differences and
diversity.

Exploring different types of
families—heterosexual
relationships, same-sex, child in
care, single parent families.

Do it
NOW!

Produce a thought shower of all the
different types of families you can
think of...



Investigate
different coping
methods in
different scenarios.

Diverse Family Home Self-esteem





Forming Positive Relationships & Respecting Differences & Diversity

Families come in all shapes and sizes

□ Task:

Produce a thought shower of all the different types of families you can think of

(see next slide for ideas).

- Add pictures and any other ideas of different families that hasn't been documented.
- Think about the language that might be used to describe these families – what words are helpful to use to ensure you are being sensitive to all needs.
- Aim to use 'inclusive' words and phrases.

Family Life

Explore the following statements about different types of families.

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

Nuclear Family

Grandparent family

Child in care
(Foster home)

Extended Family

Adoptive family

Romany &
traveller family

Step family

Single parent

Childless Family

Divorced family



Different types of families

- There is no right or wrong answer when it comes to what is the best type of **family** structure. As long as a **family** is filled with **love** and **support** for one another, it tends to be successful and thrive. **Families** need to do what is best for each other and themselves, and that can be achieved in almost any unit.

Who is in your family?

Make a drawing of your family

Families then and now....



How are your lives different from those of children in the past?
Are there any similarities?

What can you see?



A family is...

A group of people who live together that are related or have parental rights over someone under 18

Love



Care

Do things together



Have different interests and hobbies



Look after each other

Understand one another

Want the best for you



Want you to be happy

All shapes and sizes



Security



Parent(s) and child(ren)



Help

Kind

Family pressures

- What kinds of things put families under pressure?



Remember: Pressures are a normal part of life, and what matters most is how we deal with those pressures.



Just talking about our family pressures will help make them easier to deal with.

Family pressures

I need some help with my homework but Mum is always too busy.



Me and my brother keep arguing.



I'm not getting much sleep with a small baby and I'm so tired all the time.



My boss told me today that I'm going to lose my job.



Strategies

When we have a problem, you can always find a way to help solve that problem...

Pressure 	Strategy 
 Parents' work	 Talk to someone about how the pressure is making you feel
 Arguments	 Tell someone you trust and ask for help to communicate better
 Time	 Write a note saying you need to speak to them
 Change (new baby)	 Ask for help: family member, neighbour, friend, doctor?



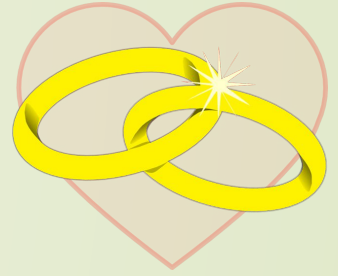
What is a Home?



Objectives:

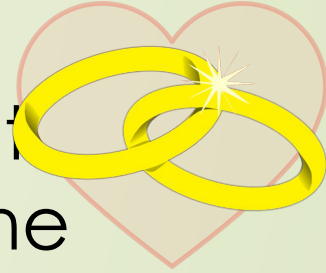
- Explore what home means
- Explore the stereotypes of young people

Marriage – What is it and what is it not?



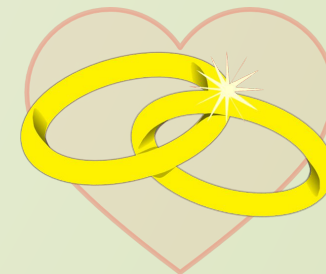
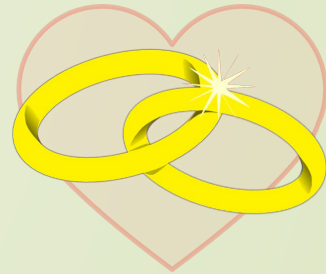
Objective:

To explore what marriage is and what marriage is not
To investigate the legal position of gay marriage in the UK.



DISCUSS:

□ Why do people get married?



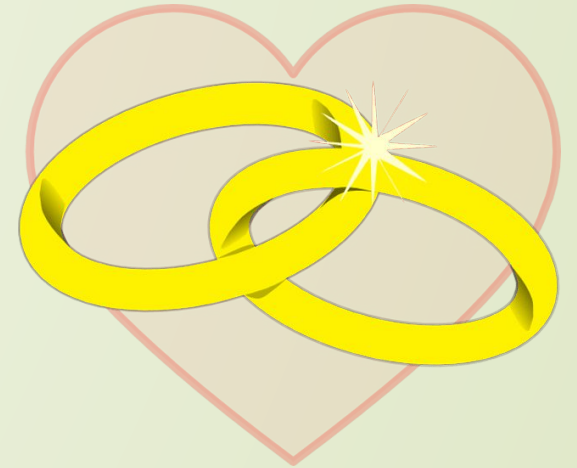


Discuss:

Why do people get married?

Suggestive answers:

- Love
- To have security
- To have financial security
- Continuity
- To have a friend with you for life

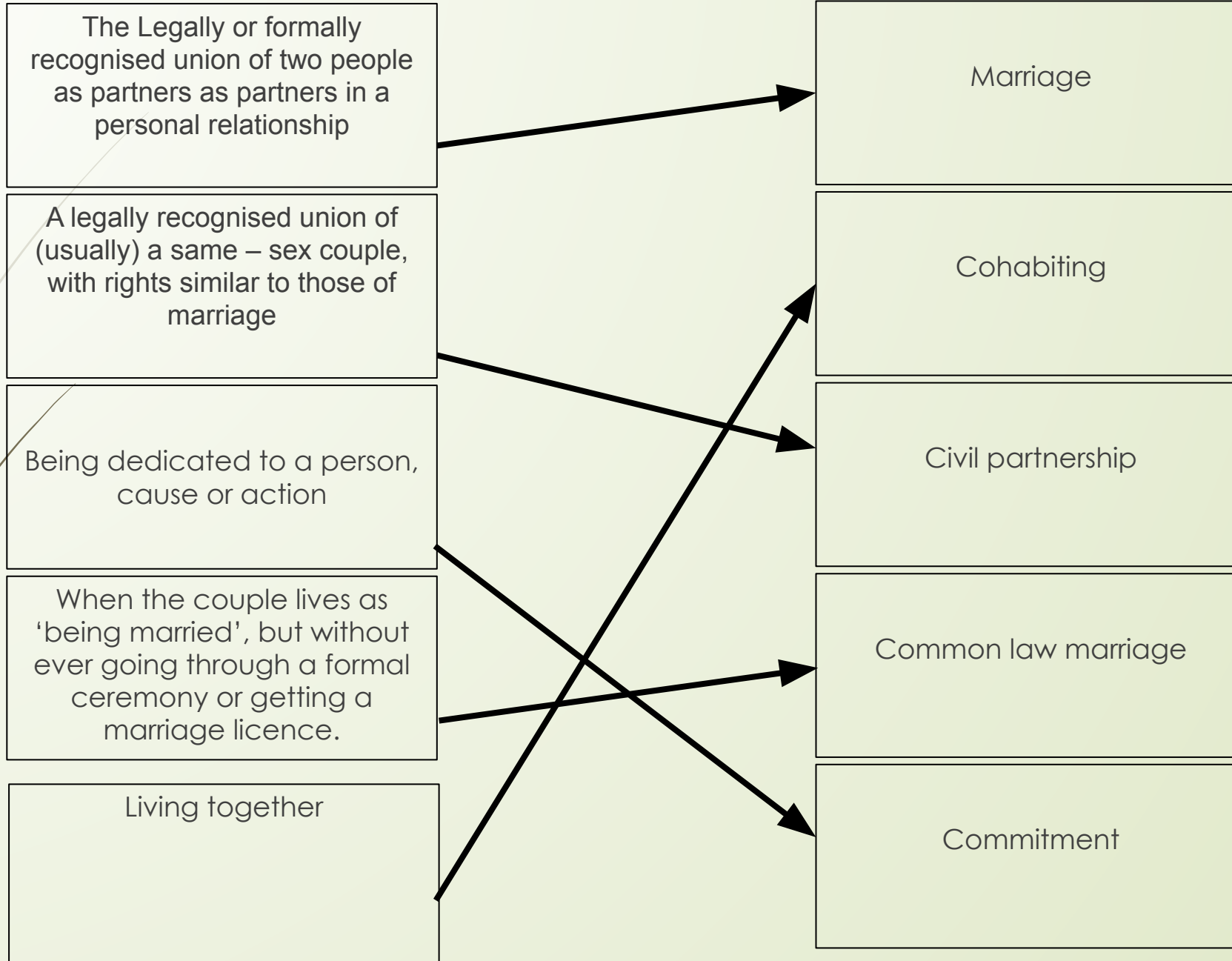




What is Marriage? The Law:

- ❑ **Marriage in England and Wales** is available to both opposite-sex and same-sex couples and is legally recognised in the forms of both civil and religious marriage
- ❑ The legal minimum age to enter into a marriage in England and Wales is sixteen years, although this requires consent of parents and guardians if a participant is under eighteen.
- ❑ Certain relatives are not allowed to marry
- ❑ Same-sex marriage was introduced under the **Marriage (Same Sex Couples) Act** in March 2014.

Key Terms match up



What is Marriage anyway? The Facts:

- **Marriage** is when **two people**, usually romantic partners and not related. The people getting married are called **spouses**. A man who is married is often called a **husband**, and a **woman** who is married is often called a wife.
- When spouses are married, they have certain **rights and responsibilities**. For example, if a married couple opens a joint bank account, the money belongs **equally** to them both. A spouse will inherit all of the money if the other spouse dies. However, if a spouse dies owing money, those debts will be inherited. In the UK, both gay and straight people can get married.
- A **civil partnership** is defined as a legally recognised relationship between two people of the same sex. In most of the United Kingdom, same-sex couples can legally get married and don't need a civil partnership. However, same-sex marriages are not performed or recognised in Northern Ireland. In many parts of the world, same-sex marriage has re-placed or is replacing civil partnerships.

Objective: To explore relationships and how our actions can leave a person feeling isolated or/and vulnerable

Explore different relationships and friendships. Investigate different coping methods in different scenarios.

- Are any of these statements familiar?
- Do you feel sorry for any of them?
- Do you feel embarrassed?
- What are your initial responses?
- Who can help you at

The CoOp Academy Bebington
if you have a problem?

Jack and Ruby have been best friends since they started primary school. Now they are in secondary school, they are still close and some other students have made comments about their friendship. The students have even written 'Jack loves Ruby' all over the toilet door. They are both embarrassed.

Alisha and Kirsty are great friends. They go around everywhere together and often hug each other and hold hands in the playground. A boy in their class passes a note around the class saying they're gay.

Joshua asked Lara to go out with him. She laughed at him. She told everybody else and now they're making fun of him.

Jamie, Tom and Salman are best friends. Recently, Tom feels like Jamie and Salmon have been leaving him out. They have been eating lunch on a different table and he feels like they don't want him around them.

- Document your answers on each individual:
- How would you feel if you were Joshua:
- How would you feel if you were Tom:
- How would you feel if you were Jack:
- How would you feel if you were Ruby:
- How would you feel if you were Alisha:
- How would you feel if you were Kirsty



Self Esteem and Self Respect

Objectives:

- Define the term Self-Esteem and Self-Respect
- To develop and build upon own Self-Esteem and Self-Respect

Task: As a class or in groups of 2, discuss and define the word Self Esteem and Self Respect. Write down your answer in your student handbook.

- What positive words come to mind when looking at the following famous people?





Footballer **Marcus Rashford** wanted children to not go hungry across England in the summer holidays of 2020.

His campaign prompted a government U-turn that will see parents claim vouchers for about 1.3 million children in England during the summer holidays. But he told BBC Breakfast there are "more steps that need to be taken".

<https://www.bbc.co.uk/news/uk-53073977>



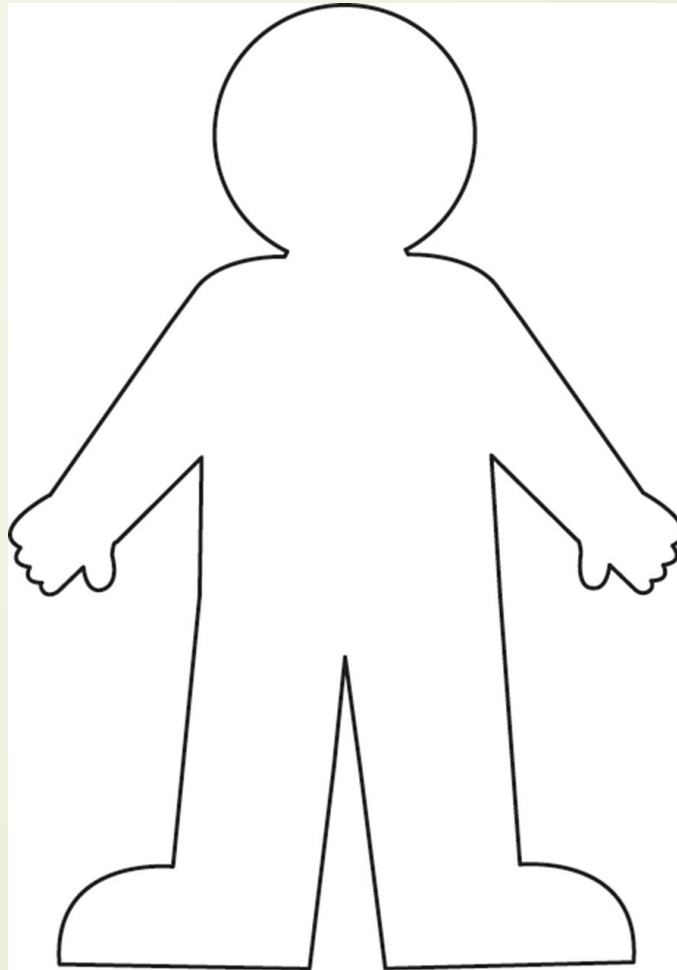
https://www.youtube.com/watch?v=5vhV2iH1X_U

Ariana Grande

Spoken out about her own mental health problems and how important it is to seek help.

Task:

Paper pupil – ask at least 8 people to put a positive comment about you on your paper pupil.
Ask your form tutor to write a comment!



Assessment for Learning – Relationships and Health and Well-Being Skills checker. Check your answers with the baseline assessment.

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