Curriculum overview: PSHE and Citizenship – Lacon Childe School

Vision
Developing ethically informed citizens who are passionate advocates of equality, diversity and inclusion, and who are able to embrace the responsibilities and experiences of adult life, including how to keep themselves and others safe.
Curriculum Intent
The principal aim of our PSHE curriculum is to prepare students for life in a modern, increasingly diverse world. We have a strong desire to foster students' personal development and by working collaboratively, our teachers can be ambitious in providing a curriculum that is challenging and developing lessons that expect the best from our students. We are committed to ensuring that all students leave education with a strong sense of self-awareness, resilience, and compassion for others. We want all our students to graduate from our school as ethical, informed citizens ready to take on the challenges of the 21st century. The PSHE curriculum within Lacon Childe will: ▪ Provide opportunities for students to question their own values, attitudes and beliefs ▪ Encourage a passion for ethical thinking and decision making through the study of an enriching curriculum ▪ Introduce students to different cultures, points of view and experiences ▪ Seek to provide students with the knowledge and skills they need to assess risk and have healthy, meaningful relationships. ▪ Create well-rounded, resilient students who have cultural appreciation and informed values
Key Skills
▪ Identify and assess risk ▪ Know when and how to seek help or support ▪ Understand current safety laws and consequences ▪ Challenge the ideas studied, and allow the ideas studied to challenge their own thinking ▪ Express their critical responses and personal reflections with increasing clarity and understanding
Please note, topics that are highlighted refer to content from KCSiE 2026 This content is not limited to these areas, but rather is taught in more depth during these topics.

	Term 1	Term 2	Term 3	Portable knowledge
Year 7	**Healthy Relationships** • School and British Values • About me - Hobbies • Establishing and changing friendships • Bullying and hurtful behaviour • Child on child abuse • Challenging stereotypes • Volunteering and acts of kindness • Careers	**Physical health and Puberty** • My emotions – Inside out lesson • Puberty • Puberty • Dental **Safety in the Community** • Consequences • Grooming	**Personal Safety in the Community** • County lines • VAWG • FGM **Citizenship** • Being a citizen in the UK • Democracy and voting • Equality in the UK	• British values • Skills for decision-making Heathy relationship traits Appreciating diversity • Understanding of emotional and physical wellbeing • Democracy • Equality

Why?	Early topics focus on transition from primary to secondary school. Gives students an opportunity to explore our school values and what success looks like in year 7. To instill an understanding of healthy relationships, including friendships and the concept of tolerance and how to achieve this. To know how to seek further understanding and support for this area of study.	To introduce alternative opinions and to enable students to access views beyond their own. To provide students with an understanding of emotional and physical wellbeing and how to support these. To identify warning signs and know how to seek support for this area of study. To begin practicing decision making skills.	To consider different aspects of staying safe; friendships, online, first aid and violence against women and girls. To identify warning signs and know how to seek support for this area of study. To begin practicing decision making skills. To build the knowledge, skills, and attitudes needed to become confident, responsible, and active citizens. To strengthen understanding of democracy, equality while also developing critical thinking, empathy, and communication skills.	

Year 8	**Wellbeing** • Wellbeing • Setbacks and Disappointments • Unhealthy coping strategies • Healthy coping strategies **Relationships: Respectful Relationships, Identity & Equality** • Protected characteristics • Misogyny • Preventing gender-based violence • Actions and consequences	**Wellbeing Online** • Safer relationships online • Sextortion • Sexual Harassment online **Relationships: Family life and relationships with others** • Relationship values • Changing relationships • Family life	**Safety and laws** • Consent • Vaping and smoking • Alcohol • Gambling **Citizenship** • Laws • Policing • The Courts	• Understanding of physical and emotional wellbeing and healthy coping strategies • Identifying unhealthy coping strategies • Respectful relationships including online safety • Misogyny • Challenging prejudice and discrimination • Online safety • Attitudes to drugs and alcohol • Decision-making

Why?	To explore concepts of self-esteem and wellbeing to give students a sold platform to develop their mental health. To ensure students have strategies of how to promote their own wellbeing that they can build upon. To revisit healthy and unhealthy relationship traits. To understand the dangers of VAWG by exploring the effects of misogyny.	To revisit healthy and unhealthy relationship traits. To ensure students are regularly considering and practicing skills to keep them safe. To consider their choices online and strategies to stay safe and protected from sextortion. To consider the functions of a healthy family life. To know how to seek further understanding and support for this area of study.	To consider how discrimination and prejudice can be affected by decision making skills. To have an understanding of how choices surrounding drugs and alcohol can affect physical and mental wellbeing. To develop decision making skills further. To know how to seek further understanding and support for this area of study.	

Year 9	**Safety: Risky behaviour** • Serious and organised crime • County lines • Risk Taking online • Careers • **AI: Rights Safety and Wellbeing** • Motivations and consequences • Sending nudes • Tackling deepfakes • Chatbots affecting relationships	**Health: Keeping my body healthy** • Vaping • Cancer • Freedom and capacity to consent **Citizenship** • Human Rights in the UK • Global Human Rights • Global citizenship	**Healthy behaviours in relationships** • Healthy relationships • Relationships and Intimacy • Impact of pornography • Contraception • Sexual Health • HIV and PrEP	• Healthy and unhealthy relationship traits • Substance misuse • The impact of substance misuse on mental health • Understanding of global issues and their impact • Consent • Online dangers, including AI and how strategies of how to stay safe online

Why?	To safely explore risk that students may be exposed to; gangs and substances. To practice making decisions on more complex and sensitive topics. To equip students with the skills to effectively communicate within relationships. To build students' knowledge and awareness of the ever-changing landscape of AI and online risk and safety strategies	To practice making decisions on topics that do and will affect lifestyles. To further develop understanding of consent. To consider alternative viewpoints and to enable students to access the world beyond their own. To know how to seek further understanding and support for this area of study.	To revisit and explore healthy and unhealthy relationships further. To give students an introduction to sexual health, and how and where to seek advice. To give students the skills and knowledge to consider self-examination which will be revisited later. To know how to seek further understanding and support for this area of study.	

Year 10	**Mental and Physical Health** • Mental health and wellbeing • Managing distractions • Changing thinking • Stress and Tension • Substance use – drugs • Substance use – alcohol • Gambling and the effects • Advertising and gambling	**Relationships and Health** • Healthy relationships • Intimacy and consent • Sexual health • Pornography • Deepfakes • Deepfakes • Sexual violence	**Safety** • Prevent and Extremism • Radicalisation • Gangs and Knife Crime • Misogyny **Citizenship** • The UK economy and me • Income and expenditure • Credit and debt,	• Maintaining positive mental health and accessing support • Recognising and responding to extremism and radicalisation • Impact of gang culture • Impact of gambling and the forms it takes • Respect for religious and cultural diversity • Laws in the UK • Knowledge of the UK economy

Why?	To explore concepts of mental health and wellbeing to give students a solid platform to develop their mental health as well as the connection with physical health. To ensure students have strategies of how to promote their own wellbeing that they can build upon as well as knowledge of unhealthy coping strategies to avoid. To know how to seek further understanding and support for this area of study.	To explore types of romantic relationships and sexual consent at an appropriate time. To equip students with the skills to effectively communicate within sexual relationships. To further develop understanding of consent and what constitutes intimacy within a relationship. To know how to seek further understanding and support or further understanding for this area of study.	To equip students to recognise and challenge extremism, radicalisation and harmful influences. To enable students to identify traits of toxic masculinity and how to avoid this. To raise awareness of the risks and consequences of gang involvement and knife crime. To enable students to make informed, safe decisions about gambling and risk-taking behaviours. To develop financial literacy by helping students understand income, spending and budgeting. To explore the benefits and risks of credit and debt, supporting informed financial decisions. To know how to seek further understanding and support for this area of study.	

Year 11	**<u>Reproduction and Reproductive Health</u>** • Reproductive health • The choice to have children / not have children • Contraception • Pregnancy • Feeding your baby • Miscarriage • Abortion • Menopause	**<u>Understanding Healthy Relationships</u>** • Sexual harassment • Understanding coercive control • Exploitation: Sexual, Criminal & Financial **<u>Navigating Independent Healthcare</u>** • What is breast cancer • Testicular cancer • Transplantation and donation	Exam leave	• Facts and informed decision making about reproductive health • Parenting choices and responsibilities • The importance of self-examination • Unhealthy and abusive relationships.

Why?	To consider the life decisions and implications of parenting. To consider the broader landscape of having or not having children. To explore the ethical ramifications to unprotected sex. To know how to seek further understanding and support for this area of study.	To equip students with the skills to effectively communicate within all relationships. To ensure that students are all aware of what constitutes harassment and what might characterise an unhealthy relationship and what to do. To develop an awareness of healthcare options post 16. To know strategies to stay safe, including self-checking/screening for cancer. To develop students' knowledge of common health conditions and the importance of early detection. To encourage confidence in managing personal health through self-examination and screening awareness. To know how to seek further understanding and support for this area of study.		

SMSC in PSHE

PSHE enables pupils to develop their understanding of spiritual, moral, ethical, social and cultural issues in depth. We aim to help pupils to grow and develop as people by preparing them for the adult world and allowing pupils to make sense of the world. In keeping with the ethos of the school, SMSC is embedded across the key stages to allow students to engage with meaning and promote personal development.

Spiritual development in PSHE
PSHE enables students to search for meaning in the purpose of life and the values by which we live. They are given opportunities to explore the beliefs and values of others and develop and understanding of, and respect for these. We encourage imagination and creativity in lessons. We aim to deliver the curriculum in a way that engages the students and gives them a sense of awe and wonder about themselves, others around them and the world in which we live.

Moral development in PSHE
The program of study taught at all key stages have ethical dilemmas embedded in the schemes of work. Students frequently question, justify and challenge moral dilemmas about right and wrong, good and bad and consider the ethical implications of choices we make as a human race, such as abortion and risk taking. They are expected to critically analyse and assess ethical issues and reflect on this in relation to their own lives and of those around them.

Social development in PSHE
In PSHE, students have opportunities to work with pupils from different religious, ethnic and socio-economic backgrounds. They frequently partake in small group work, allowing them to learn to cooperate with others and resolve conflicts effectively. They are encouraged to understand the importance of taking an interest in the way different communities and societies operate. Frequent participation in group work allows students to become accustomed to working as part of a team to achieve mutual goals and developing this skill will in turn enable them to participate fully in and contribute positively to life in modern Britain.

Cultural development in PSHE
Students are encouraged to demonstrate respect and show tolerance towards people from all ethnic and socio-economic backgrounds. They are taught topics which centre on tolerance, respect and celebration of diversity throughout KS3 and KS4 with the intention to combat discrimination of any sort.

Monday, 21 September 2026

5 mins

Serious and organised crime = To explore the consequences to serious and organised crime

Focus	Questions	Support
Current	1. Why might a young person be coerced into doing something they don't want to?	Books
Previous	2. State two consequences of a young person drinking alcohol under 18 3. What is a role model? 4. Is sharing nude images of a person under 18 legal?	Books
Challenge	5. What is a consequence to being involved in serious and organised crimes?	Books

Knowledge needed for this lesson is highlighted

THE FOUR STONES 4 ACHIEVING TOGETHER

Monday, 21 September 2026

5 mins

Serious and organised crime = To explore the consequences to serious and organised crime

Focus	Questions	Answers
Current	1. Why might a young person be coerced into doing something they don't want to?	1. The are scared, flattered, worried they will get in trouble if they don't
Previous	2. State two consequences of a young person drinking alcohol under 18 3. What is a role model? 4. Is sharing nude images of a person under 18 legal?	2. Health risks, could be breaking the law, being sick, doing something they regret. 3. Someone you look up to 4. NO!
Challenge	5. What is a consequence to being involved in serious and organised crimes?	5. Let's find out more

Knowledge needed for this lesson is highlighted

THE FOUR STONES 4 ACHIEVING TOGETHER

Lesson focus: To explore the consequences to serious and organised crime

By the end of the lesson, you will:

- explain the reasons why some people might get involved in serious and organised crime
- describe the far-reaching consequences of getting involved in serious and organised crime
- explain the factors and strategies that can help people avoid, or get out of, serious and organised crime
- describe positive ways in which young people can make the most of their skills and abilities

THE FOUR STONES 4 ACHIEVING TOGETHER

Ground rules!

- Classroom confidentiality
- Be mindful of others
- No judgement
- No personal questions/stories (use ‘my friend’, ‘I have heard...’)
- Use correct terminology and language

- Remember to use the questions box!

THE FOUR STONES 4 ACHIEVING TOGETHER

5 mins

Key Term

Serious and organised crime

Definition	Example in sentence:
means when people plan, co-ordinate and commit serious offences, either as a group or part of a transnational network.	An example of a serious and organised crime is smuggling

THE FOUR STONES 4 ACHIEVING TOGETHER

5 mins

Key Words – recap, no need to write unless absent last lesson

Coerced (verb)

Definition	Example in sentence:
persuade (an unwilling person) to do something by using force or threats	Young people can be coerced by friends or family to get involved in serious and organised crime.

THE FOUR STONES 4 ACHIEVING TOGETHER

Two lists…

1. Write reasons people might want to join an organised crime gang (**internal** pressures coming from the person themselves).

2. Write what techniques might be used to recruit people into serious organised crime (**external** pressures from the criminals).

Challenge task: Why might organised crime groups want to recruit young people?

THE FOUR STONES 4 ACHIEVING TOGETHER

5 mins

Turn and Talk

Which pressures (internal or external) are harder to manage and why?

THE FOUR STONES 4 ACHIEVING TOGETHER

‘Year in the Life’ Class Reading

Discuss what pressures did this person face to participate in serious and organised crime as you read.

THE FOUNDATION 4 ACHIEVING TOGETHER

Class Feedback

Challenge: What skills and personal qualities is this person demonstrating and how might they be better used in preparing for a legitimate future career?

THE FOUR STONES 4 ACHIEVING TOGETHER

Consequences? Answer on MWB

- **Personal** = constant feeling of stress/fear, criminal record, being injured, knowing someone who has been murdered
- **Family and friends** = mother worried and feeling guilty, younger siblings afraid, drug addicts turning up at the house (putting younger children in danger)
- **Community** = visits from social workers and police, area feels more dangerous, school worried about truancy

THE FOUR STONES 4 ACHIEVING TOGETHER

1. At a very young age, this person deals with some very challenging situations. What skills and personal qualities is this person demonstrating and how might they be better used in preparing for a legitimate future career? **Answer on MWB**

- Responsibility and organisation (looking after younger siblings)
- Entrepreneurial (selling drugs)
- Resilience (in the face of challenging circumstances)
- Creative (telling lies to police and social workers)
- Hardworking (works harder to make up debt to gang)
- Problem solving (moving drug addicts away from home)
- Intelligent (teacher refers to wasted potential)

THE FOUR STONES 4 ACHIEVING TOGETHER

Choices…answer on MWB

1. What could they have chosen to do instead?
2. What might the positive consequences of making a different choice?
3. Who might have helped them move away from criminal activity?

Challenge Task: Reflect on why someone in a situation like this might find it challenging to accept help from others, and suggest ways they could overcome this.

THE FOUR STONES 4 ACHIEVING TOGETHER

Deliberate Practice: Answer the following questions

1. Why do people get involved with serious and organised crime?
2. What are the consequences of being involved?
3. How can someone get out of it?

4. Send a message:

Write a message to the character involved in serious and organised crime. Explain what the risks are of being involved in serious and organised crime and suggest what else someone could do with their skills and talents.

THE FOUR STONES 4 ACHIEVING TOGETHER

Extension:

Celebrating our community

Reflect on their local community and how it could be better able to resist the threat of serious and organised crime. Ask students to discuss or write answers to the following questions:

- What good things already exist in the local community that make the people living here feel proud? What events or places might young people want to be involved in (e.g. youth clubs, activity centres, parks, etc.)?
- What could be done in the local community to make the area safer and more positive for young people to live in? How could people who feel left out be more included in our community?

THE FOUR STONES 4 ACHIEVING TOGETHER

Signposting for support or help

- You can access support at home, and both in school (e.g. through their form tutor, head of year or school nurse) and out of school, through local and national organisations.
- Look for staff with a green lanyard, they are Mental Health First Aiders
- External organisations that could help you are:
- **Childline** – www.childline.org.uk Phone: 0800 1111
- **Victim support** – www.victimsupport.org.uk – for anyone who has experienced a crime
- **Crimestoppers** – www.crimestoppers-uk.org – to report a crime
- **Fearless** – www.fearless.org – to anonymously report a crime
- To call the police in an emergency – dial 999
- To report a non-urgent crime – dial 101

THE FOUR STONES 4 ACHIEVING TOGETHER

5 mins

Serious and Organised Crime – To explore the consequences to serious and organised crime

Plenary Test

Remember to draw a box around your answer using a highlighter so I can check it.

Write numbers 1 – 5 and say if the statement is T (true) or F (false)

1. Serious and organised crime is when people work together to plan and conduct serious crimes like drug dealing.
2. Young people can be coerced so they can exploit them, they can be put at most risk (both in physical danger and being caught) to protect those further up the chain
3. Those that are involved in serious and organised crimes lack skills to help them get professional jobs
4. You can report a crime to crimestoppers
5. The only consequence to committing serious and organised crimes is getting a criminal record.

Challenge → Correct the false statements

THE FOUR STONES 4 ACHIEVING TOGETHER

5 mins

Serious and Organised Crime – To explore the consequences to serious and organised crime

Plenary Test

Remember to draw a box around your answer using a highlighter so I can check it.

Write numbers 1 – 5 and say if the statement is T (true) or F (false)

1. Serious and organised crime is when people work together to plan and conduct serious crimes like drug dealing. (T)
2. Young people can be coerced so they can exploit them, they can be put at most risk (both in physical danger and being caught) to protect those further up the chain (T)
3. Those that are involved in serious and organised crimes lack skills to help them get professional jobs (F)
4. You can report a crime to crime stoppers or call 999 in an emergency (T)
5. The only consequence to committing serious and organised crimes is getting a criminal record. (F)

Challenge → Correct the false statements

THE FOUR STONES 4 ACHIEVING TOGETHER

Monday, 21 September 2026

5 mins

Title: Mental health and wellbeing throughout life - To learn how to manage emotions when encountering opportunities and challenges throughout life.

Focus	Questions	Support
Current	1. List 3 things that you enjoyed doing over the summer	

Knowledge needed for this lesson is highlighted

Monday, 21 September 2026

5 mins

Title: Mental health and wellbeing throughout life - To learn how to manage emotions when encountering opportunities and challenges throughout life.

Focus	Questions	Answers
Current	1. List 3 things that you enjoyed doing over the summer	Cold call for answers

Knowledge needed for this lesson is highlighted

New Topic: Health: Mental and physical health

Overview of lessons:

- Mental health and wellbeing
- Managing distractions
- Changing thinking
- Stress and Tension
- The connection between mental health and substances and gambling

Lesson focus: To learn how to manage emotions when encountering opportunities and challenges throughout life.

By the end of the lesson, you will:

- explain how new opportunities and challenges might make someone feel throughout their life
- Consider the role of the brain when managing our emotions
- Explore a range of healthy coping strategies to help manage change in life.

Ground rules!

- Classroom confidentiality
- Be mindful of others
- No judgement
- No personal questions/stories (use ‘my friend’, ‘I have heard…’)
- Use correct terminology and language

- Remember to use the questions box if being used in your lesson!

5 mins

Key Words

emotions (noun)

Definition	Example in sentence:
automatic, physical, and mental reactions that help us respond to what is happening around us.	Emotions are your body's built-in alert system—like a fast-track way to tell you how to stay safe or interact with others

Write this term and definition into your books and read the sentence

5 mins

Starter: Changes and challenges

What life changes, opportunities and challenges might someone experience in the age range your pair has chosen?

12-16

16-19

19-25

25-35

35-45

45-60

60+

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5 mins

Changes and challenges – the emotions

Turn and talk, then list: Choose one of the life changes your pair has discussed and list the emotions might someone feel while experiencing this change?

contentment

nervousness

excitement

sadness

Turn and Talk: Do you think some emotions use up more of your energy than others?

Did you say:

Sadness and **contentment** can be low-energy emotions.

Sadness can be unpleasant and feel heavy or draining.

Contentment feels more pleasant, and someone might feel their muscles relax and have a steady heart rate.

5 mins

Sub-title: Strategies for managing emotions

It's important to try different strategies to find what works

TASK: Class reading of the strategies menu on your sheet (lower half of the sheet)

Strategies menu

Naming the emotion Naming the feelings or emotions felt. This can make emotions feel less overwhelming and easier to manage.	Pausing Taking a moment before deciding what to do next. This can help with thinking clearly before acting.	Doing an enjoyable activity Doing something fun or exciting to take someone's mind off from what is upsetting.
Absorbing activities Doing activities that use the senses, like listening to music or drawing. This can help to relax, distract from, and manage worries.	Breathing Taking slow breaths. This can slow the heart rate and help someone to feel calm.	Progressive muscle relaxation Squeezing and relaxing muscles one group at a time, from the head down to the feet. This can release tension and bring a sense of calm.
Watching thoughts Imagining thoughts as leaves on a stream or clouds in the sky, letting them go or watching them float away. This can create space from difficult thoughts.	Reappraising Thinking differently about a situation, looking at it from a new, helpful angle. This can help someone to feel more in control and support pleasant feelings.	Seeking support Talking to a trusted adult, like a teacher. Finding support services, like online services such as Childline.

10 mins on next 4 slides

How our brains work with emotions

It's normal to feel a mix of emotions during life changes, like feeling excited and nervous at the same time.

The brain reacts to change too.

The **amygdala** helps spot potential threats, which can make emotions feel more intense.

Noticing and naming emotions helps us understand how we're feeling and choose how to respond.

This helps with recognising emotions using the **anterior cingulate cortex (ACC)** and **insula.**

It also helps the **pre-frontal cortex (PFC)** to help regulate emotions and make decisions.

In your books make a note of what the following parts of the brain do:

1. Amygdala
2. Anterior cingulate cortex (ACC) and insula
3. Pre-frontal cortex (PFC)

Strategies build connections

This is like creating a "desire path" in the brain.

A desire path is a shortcut made over time when people walk the same route again and again. The path becomes clearer the more its used.

The more someone practices healthy coping strategies, the more the connection that helps to manage strong emotions is strengthened.

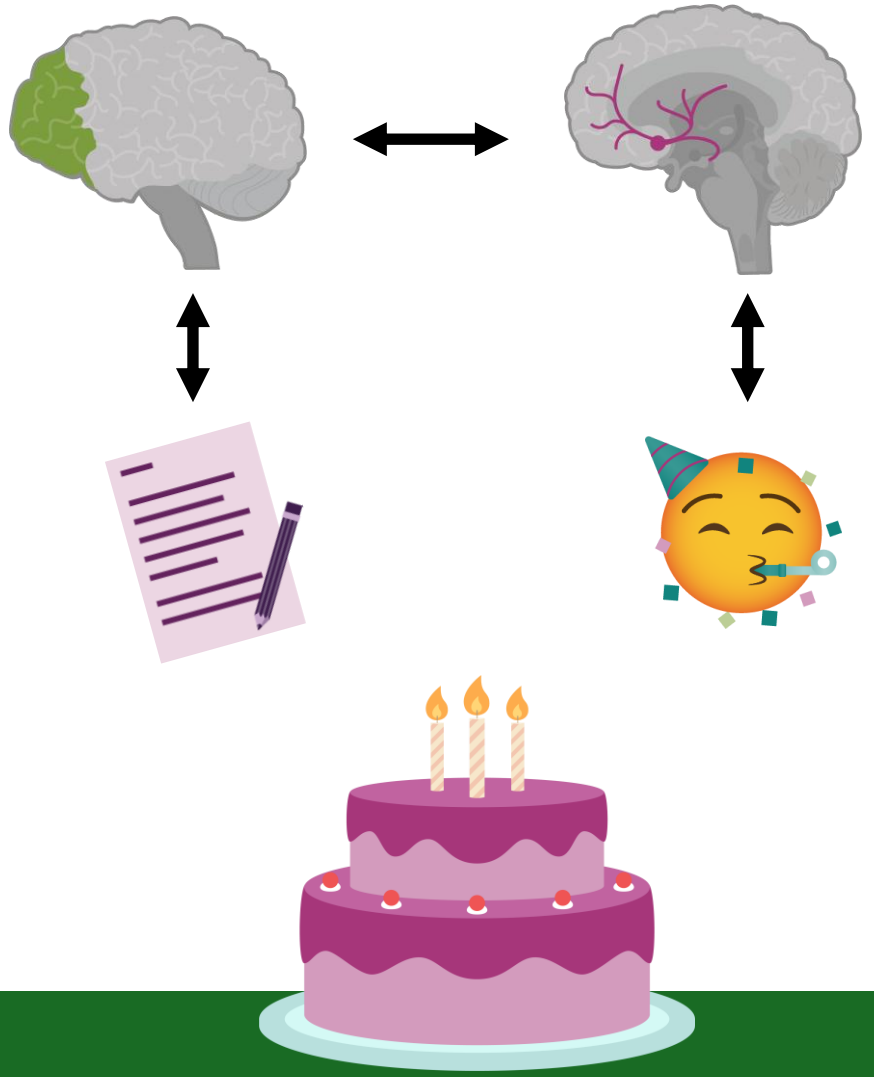
Strategies build connections

The **PFC** helps us to plan, focus and problem solve. Strengthening the **PFC** helps us to overcome challenges and frustrations.

When someone does something they enjoy, the **reward network** creates a positive feeling, which motivates us to repeat it in the future.

Over time, strengthening the **reward network** and **PFC** can help us develop a more positive and optimistic outlook.

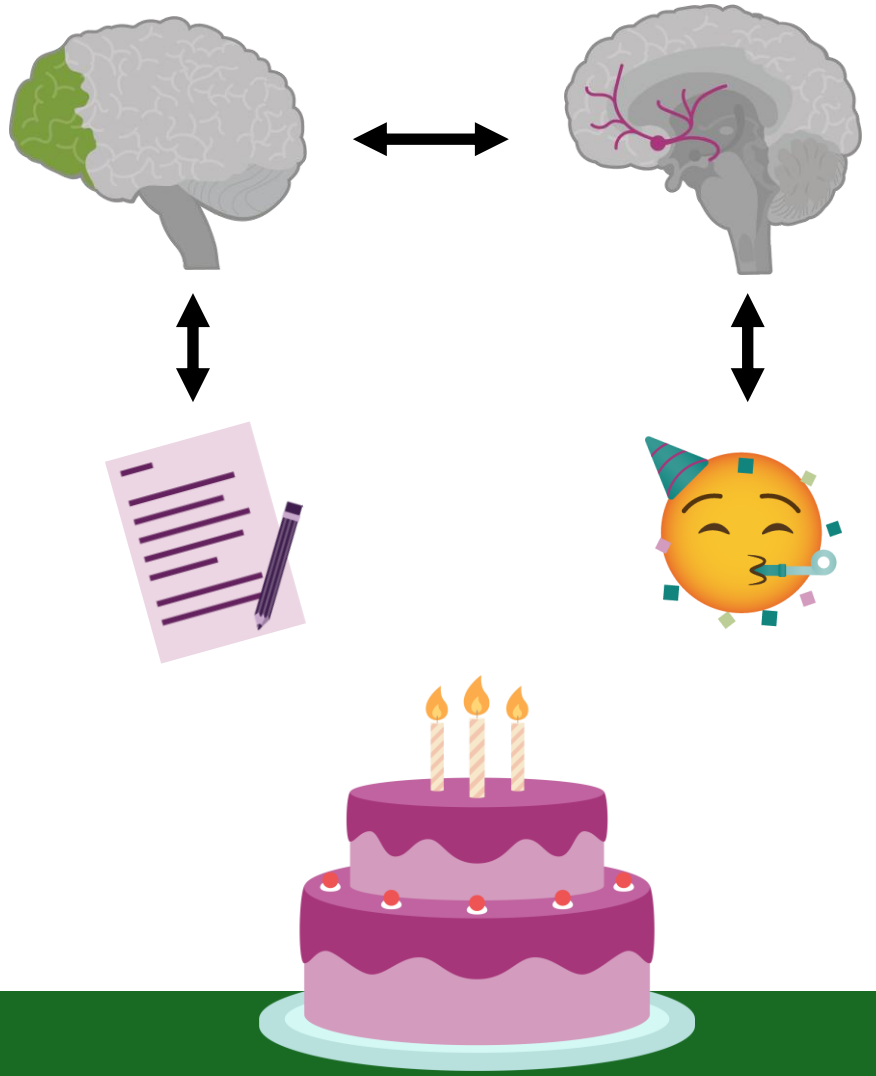
If someone enjoys baking, for example, the **reward network** would help them to get pleasure from baking a cake and feel motivated to do so.



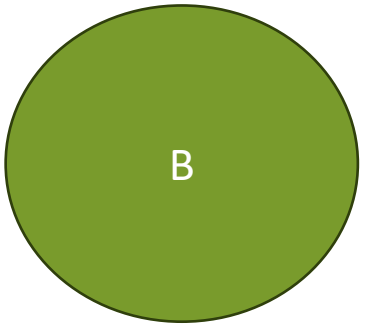
Strategies build connections

In the case of healthy coping strategies, strengthening the connection between the reward network and PFC helps us to:

- feel motivated to use strategies that have worked well for us in the past.
- decide on, and plan, how to use these strategies more easily, the more often we practise them.
- **KEY LEARNING:** There are connections in the brain that support wellbeing can be strengthened over time.



MWB Learning check



Which of the following is NOT true.

A. Connections in the brain that support wellbeing can be strengthened over time.
B. The brain has nothing to do with managing emotions
C. Consistent use of healthy strategies strengthens the connection between the PFC and the amygdala
D. Practicing healthy strategies makes it making it easier for your brain to manage strong emotions

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10 mins

Deliberate Practice

Read **both** of the scenarios on the top of your sheet and using the sentence starters, respond in detail into your books

Choose one of the scenarios:

I've just started college, and I don't know anyone yet. The lessons feel different from my last school, and I'm struggling to keep up. I feel like everyone else already has friends from school here with them, but I'm on my own, and I'm not sure how to settle in.	We've got a couple of new people in our form group and we got along really well when they're joined. But I think my friends might like them more than they like me – they invite them everywhere! I'm not really sure what to do about it.

Give advice using the sentence starters below, and strategies from the menu:

- You might be feeling...
- You might also feel...
- Have you tried... (choose one or two strategies below)
- These might help because...
- You could talk to...

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Extension: More change scenarios

I'm living on my own for the first time, and it's much harder than I thought. There's so much to sort out... bills, food, cleaning... and I feel like I should know what I'm doing, but I don't.

I've been in the same job for ages, and now I have to retrain for a completely different role. I feel like I should be able to handle it, but it's just something completely new isn't it?

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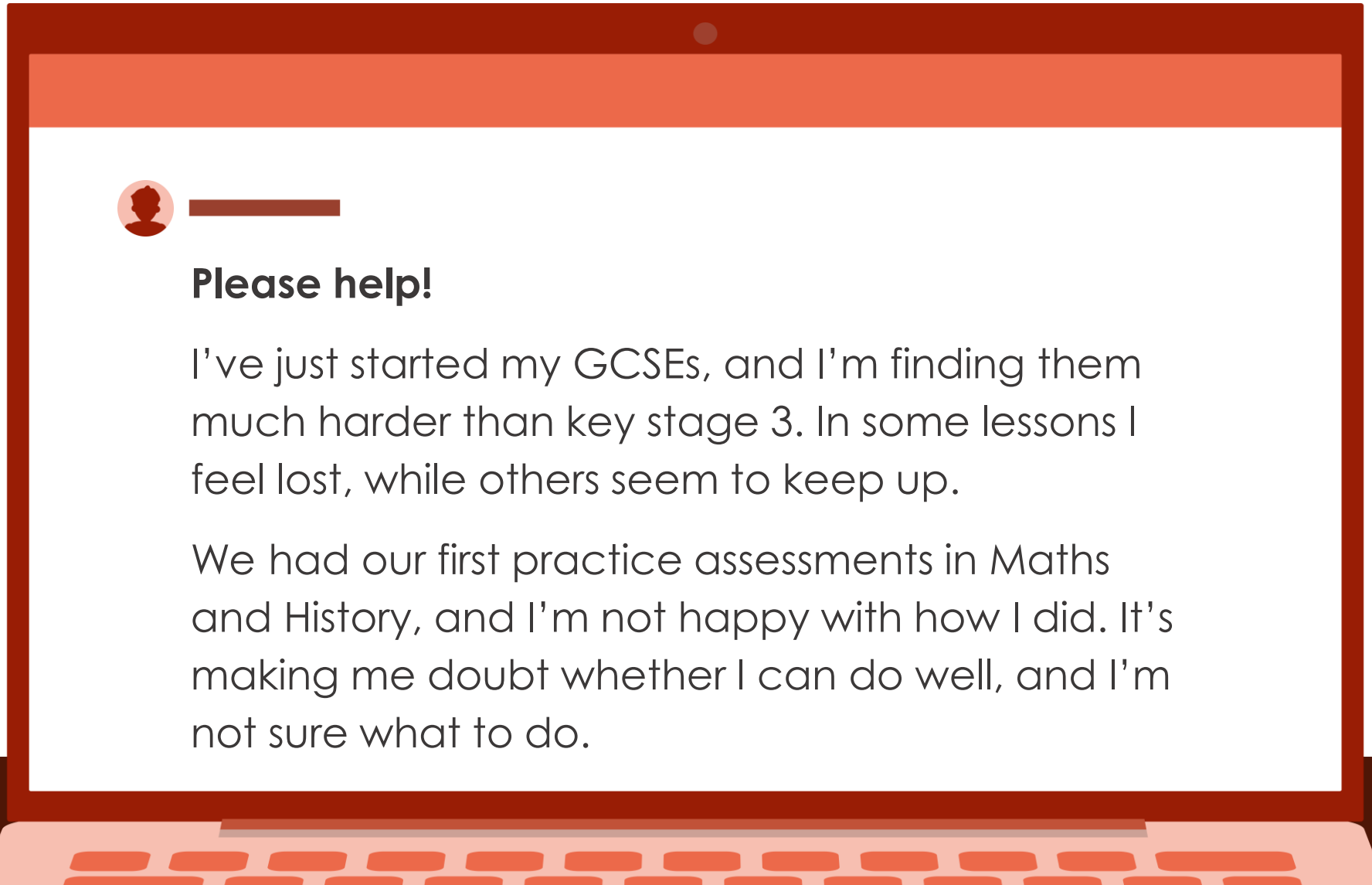
5 mins

MWB: Final learning check



Please help!

I've just started my GCSEs, and I'm finding them much harder than key stage 3. In some lessons I feel lost, while others seem to keep up.

We had our first practice assessments in Maths and History, and I'm not happy with how I did. It's making me doubt whether I can do well, and I'm not sure what to do.

EXT 2: Shifting focus

Different healthy coping strategies work for different people, so it's important to try different approaches, see what works, and adjust over time as emotional needs change.

The brain also responds differently depending on focus.

Focusing on opportunities activates the **reward network**, building motivation and optimism.

Focusing on challenges activates the **amygdala**, making difficulties feel bigger.

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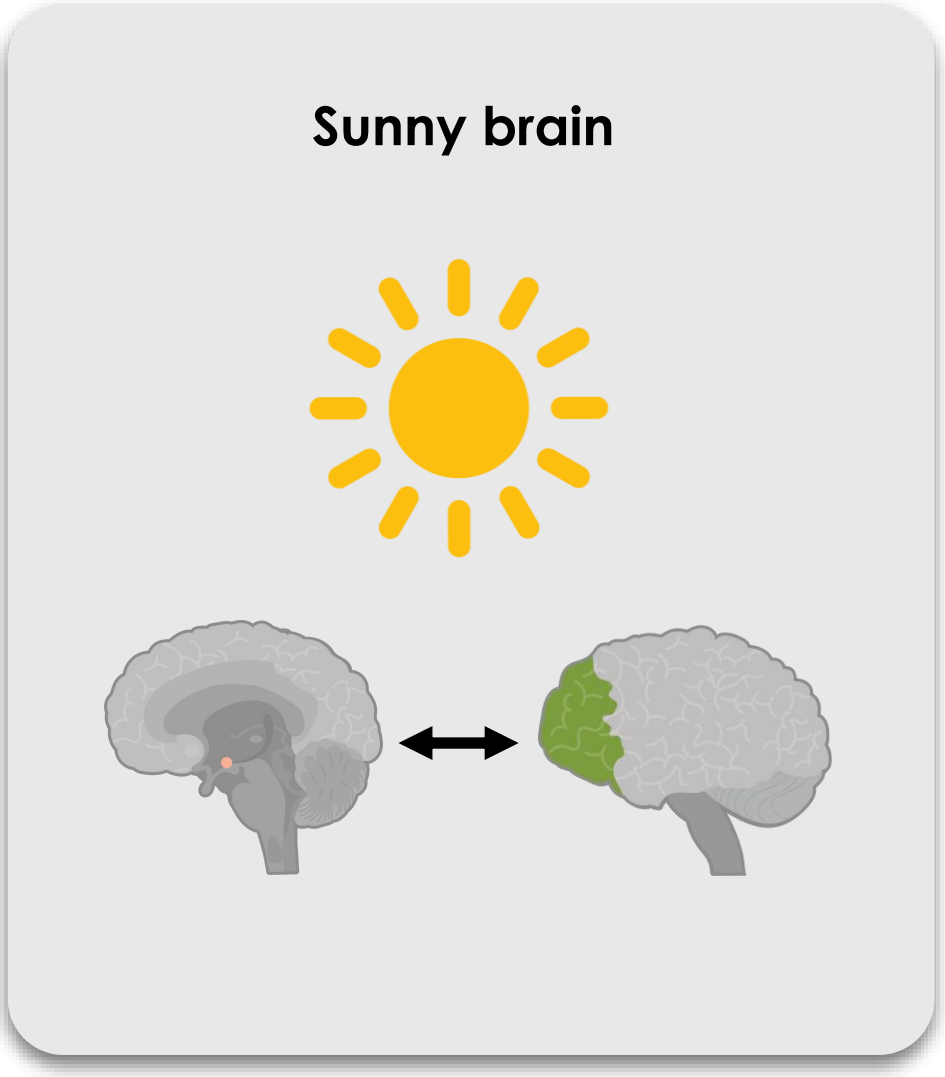
Rainy brains and sunny brains

With a **"rainy brain"** the **amygdala** is more active and less connected to the **PFC**, managing emotions and uncertainty feels harder.

Practicing healthy coping nurtures the connections in the brain to help develop a **sunny brain**.

Stronger connections to the amygdala and reward system make it easier for the **PFC** to both:

- calm strong emotions.
- plan and make decisions about important activities.



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EXT 3: Reflection

Practicing healthy coping strategies can help strengthen connections in the brain, and develop a “sunny brain”.

Which strategies from today’s lesson do you think would be most useful for you when managing change in the future?

Key Takeaways

- Regularly practising healthy coping strategies supports both immediate and long-term wellbeing.

- There are connections in the brain that support wellbeing and they can be strengthened over time.

Signposting for support or help

- You can access support at home, and both in school (e.g. through their form tutor, head of year or school nurse) and out of school, through local and national organisations.
- Look for staff with a green lanyard, they are Mental Health First Aiders
- Remember you can use the SHARP system to report any worries or concerns.
- External organisations that could help you are:

- visit Childline www.childline.org.uk; 0800 1111
- visit YoungMinds www.youngminds.org.uk

5 mins

Lesson focus: To learn how to manage emotions when encountering opportunities and challenges throughout life.

Plenary Test

Write numbers 1 – 5 and say if the statement is T (true) or F (false)

1. Change throughout life is inevitable
2. There are connections in the brain that support wellbeing and they can be strengthened over time.
3. All helpful strategies will work for all people
4. All emotions always take up the same amount of energy
5. Examples of helpful strategies are: taking slow breaths, naming the emotion, watching your thoughts.

Challenge → Correct the false statements

Remember to draw a box around your answer using a highlighter so I can check it.

5 mins

Lesson focus: To learn how to manage emotions when encountering opportunities and challenges throughout life.

Plenary Test ANSWERS

1. Change throughout life is inevitable - T
2. There are connections in the brain that support wellbeing and they can be strengthened over time. - T
3. All helpful strategies will work for all people – F, you need to try different strategies and find out what works for you
4. All emotions always take up the same amount of energy – F, it varies based on the situation
5. Examples of helpful strategies are: taking slow breaths, naming the emotion, watching your thoughts. - T

Remember to draw a box around your answer using a highlighter so I can check it.

Monday, 21 September 2026

5 mins

Title : What is the difference between government and Parliament?

Focus	Questions	Support
Current	1. Which country of the United Kingdom has the biggest population?	Last lesson
Previous	2. The UK is a democracy- true or false? 3. Parliament is made up of the House of Commons, the House of Lords and the monarch- true or false?	
Challenge	4. Why might it be a bad thing not to check and challenge what the government does?	

Knowledge needed for this lesson is highlighted

THE FOUR STONES 4 ACHIEVING TOGETHER

Monday, 21 September 2026

5 mins

What is the difference between government and Parliament?

Focus	Questions	Answers
Current	1. Which country of the United Kingdom has the biggest population?	**England**: 58.6 million people **Scotland**: 5.5 million people **Wales**: 3.2 million people **Northern Ireland**: 1.9 million people
Previous	2. The UK is a democracy- true or false? 3. Parliament is made up of the House of Commons, the House of Lords and the monarch- true or false?	2. TRUE 3. TRUE
Challenge	4. Why might it be a bad thing not to check and challenge what the government does?	Improves decisions, improves and protects your rights, allows your voice to be heard

Knowledge needed for this lesson is highlighted

THE FOUR STONES 4 ACHIEVING TOGETHER

Enquiry Question : Who runs the United Kingdom?

Lesson focus: The difference between government and Parliament

By the end of the lesson, you will be able to:

- Describe the difference between government and Parliament.
- Explain how Parliament holds the government to account
- Explain why we need to hold the government to account

THE FOUR STONES 4 ACHIEVING TOGETHER

Ground rules!

- Classroom confidentiality
- Be mindful of others
- No judgement
- No personal questions/stories (use ‘my friend’, ‘I have heard...’)
- Use correct terminology and language

- Remember to use the questions box if being used in your lesson!

THE FOUR STONES 4 ACHIEVING TOGETHER

5 mins

Key Words

1. **Government (noun)**
2. **To hold someone to account (verb phrase)**

Definition	**Example in sentence:**
Government: the group of people or system that holds the authority to run a country.	*The government hopes to bring in a law to ban mobile phones in schools.* *The courts hold people to account for their criminal behaviour.*
To hold someone to account: to make them accept responsibility for their actions, especially when things go wrong.	

Write this term and definition into your books and then read your example sentences

THE FOUR STONES 4 ACHIEVING TOGETHER

5 mins

Re-cap

What is Parliament?

Parliament is made up of three parts:

1. The House of Commons (MPs)
2. The House of Lords
3. The monarch (the King)

There are four main functions of Parliament:

1. Check and challenge the work of the government (**scrutiny**)
2. Make and change laws (**legislation**)
3. Debate the important issues of the day (**debating**)
4. Check and approve government spending (**budget/taxes**)

Learn the key terms. Test each other in pairs

THE FOUR STONES 4 ACHIEVING TOGETHER

5 mins

MWB Learning check

What are the 4 main functions of Parliament?:

1. S_____ = Check and challenge the work of the government
2. L_____ = Make and change laws
3. D_____ = Debate the important issues of the day
4. B_____/ t_____ = Check and approve government spending

THE FOUR STONES 4 ACHIEVING TOGETHER

5 mins

MWB Learning check

What are the 4 main functions of Parliament?:

1. Scrutiny = Check and challenge the work of the government
2. Legislation = Make and change laws
3. Debating = Debate the important issues of the day
4. Budget/ taxes = Check and approve government spending

THE FOUR STONES 4 ACHIEVING TOGETHER

What is government?

Choose your top 3 facts from the video and then be ready to share!

THE FOUR STONES 4 ACHIEVING TOGETHER

Understanding Check : Quiz

5 mins

1. What is the main purpose of Prime Minister's Questions and Ministerial Questions?
   a) To elect a new Prime Minister b) To challenge and question Government policies c) To create new laws

2. Through whom can MPs and Lords share the views of the public during debates?
   a) Their constituents and the public b) Foreign governments c) Only other MPs

3 . What do Select Committees do?
   a) Organise general elections b) Approve all Government spending c) Analyse and scrutinise policy

4. Who can be called to give evidence to a Select Committee inquiry?
   a) Witnesses with expertise b) Only Government ministers c) Only Members of Parliament

5. What happens at the end of a Select Committee inquiry?
   a) The committee is dissolved immediately b) A report is written with recommendations for the Government
   c) Parliament automatically changes the law

THE FOUR STONES 4 ACHIEVING TOGETHER

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THE FOUR STONES 4 ACHIEVING TOGETHER

Reading:

A Prime Minister is always the leader of the biggest party.

The Cabinet are all the people who run the country for the Prime Minister.

5 mins

Reading : Understanding Check
True or false?

1. The government and Parliament are the same.
2. The government is led by the monarch.
3. Debating can be used to check the work of the government.
4. The Cabinet is made up of senior MPs.
5. The government cannot respond to challenges.

THE FOUR STONES 4 ACHIEVING TOGETHER

5 mins

Reading : Understanding Check
True or false?

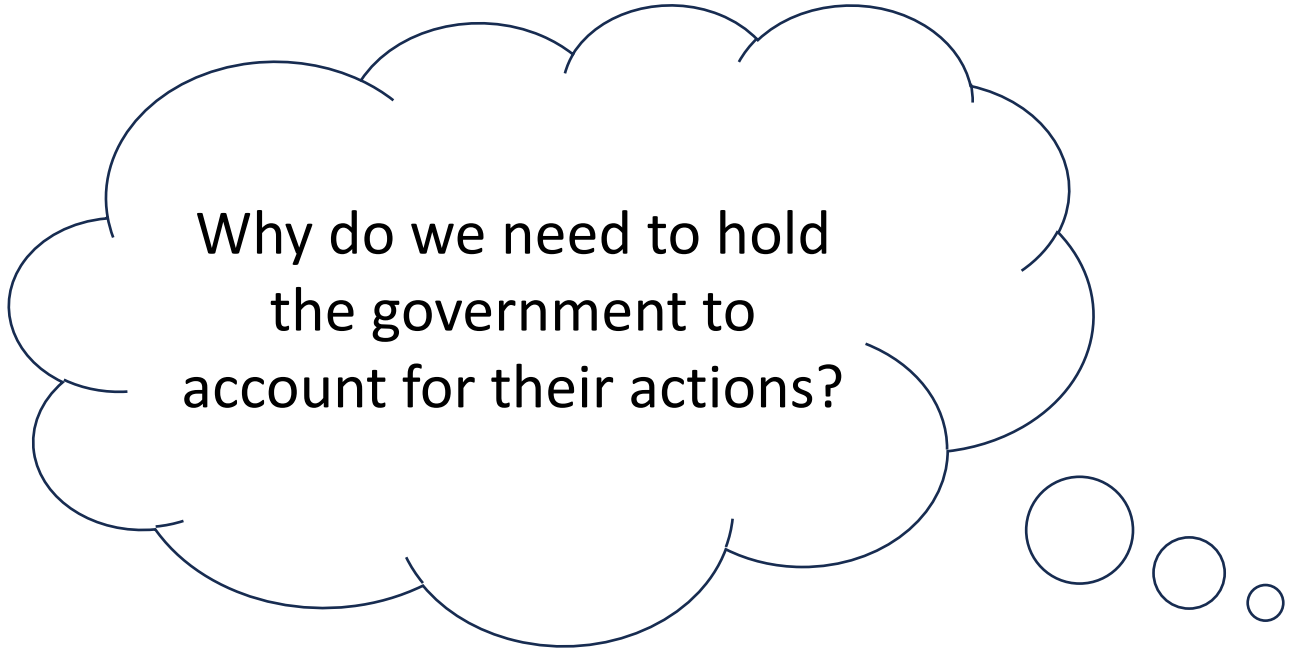
1. The government and Parliament are the same. **False. The government runs the country, whereas Parliament holds the government to account.**
2. The government is led by the monarch. **False. The government is led by the PM.**
3. Debating can be used to check the work of the government. **True**
4. The Cabinet is made up of senior MPs. **True**
5. The government cannot respond to challenges. **False. The government can respond to challenges.**

THE FOUR STONES 4 ACHIEVING TOGETHER

Why do we need to hold the government to account?

5 mins

Turn and talk

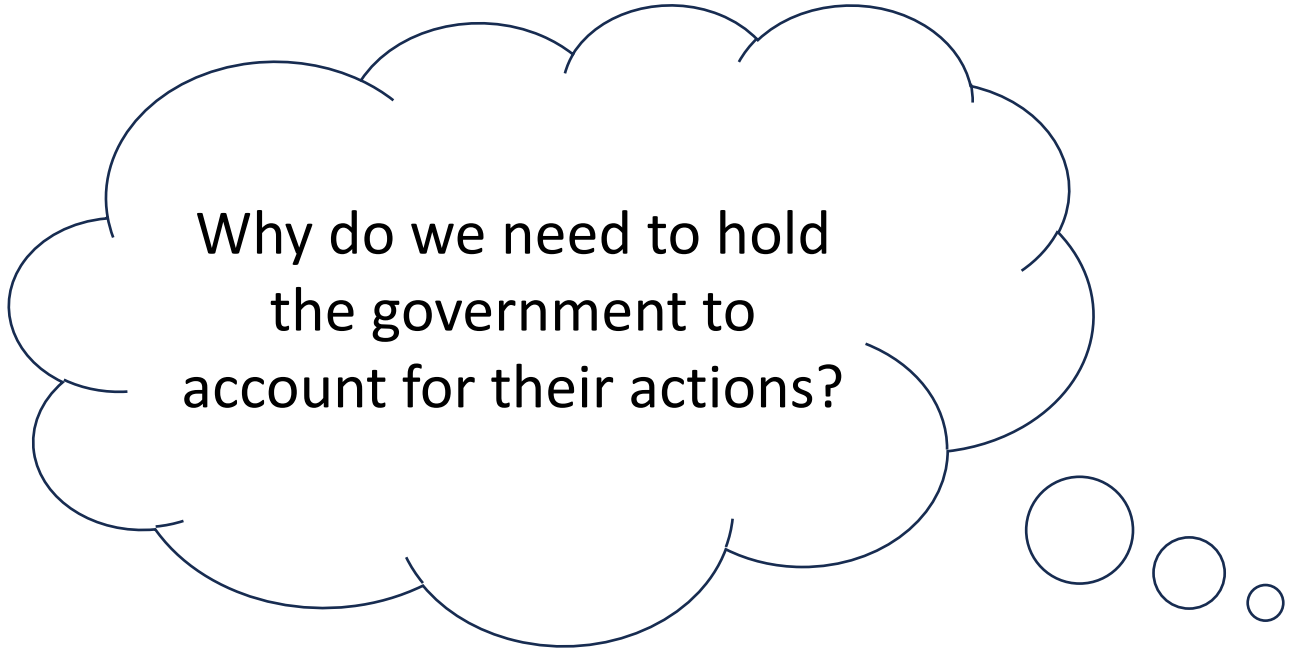


You have 2 minutes thinking time and them 3 minutes to swap your ideas.

THE FOUR STONES 4 ACHIEVING TOGETHER

5 mins

MWB Write down your shared ideas on your whiteboard. Be prepared to feedback your thoughts.



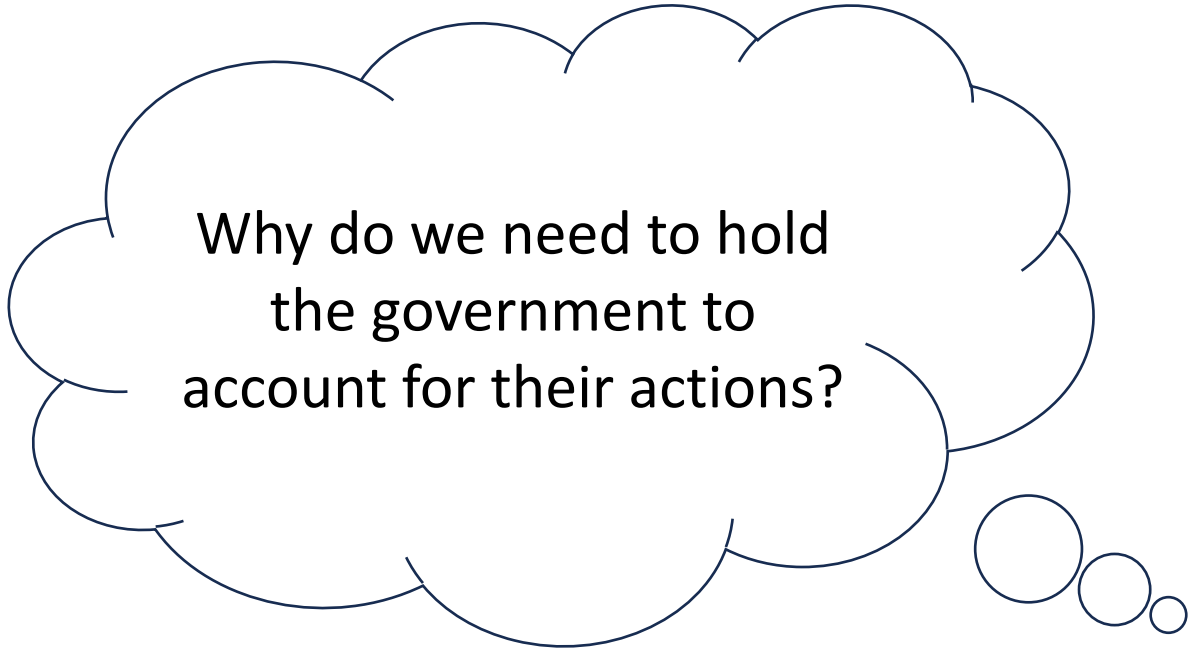
THE FOUR STONES 4 ACHIEVING TOGETHER

5 mins

Summary : add any ideas you did not think of.

To make sure the government is acting within the law

To check how money (taxes) is being spent



The government is not above the law, and therefore must be accountable

To check the government is making decisions in our best interests

To build people's trust and confidence in the government

How many of these points did you get?

THE FOUR STONES 4 ACHIEVING TOGETHER

15 mins

Deliberate Practice

Write a single paragraph in answer to this question:

Q. Why do we need to hold the government to account for their actions?

We need to hold the government to account for several reasons.
Firstly,….

In addition,…

Also,…

Finally,…

THE FOUR STONES 4 ACHIEVING TOGETHER

Learning Activity

5 mins

Draw a simple grid. Put the words/phrases into the correct column.

Parliament	Government

Checks and challenges	Some MPs	Chosen by the Prime Minister PM
Passes laws	All MPs	Monarch
Cabinet	Debates	Runs the country
Committees	Responds to challenges	

THE FOUR STONES 4 ACHIEVING TOGETHER

5 mins

Tick and fix your answers.

Parliament	Government
Checks and challenges	Some MPs
Passes laws	Chosen by the Prime Minister
All MPs	PM
Monarch	Cabinet
Debates	Runs the country
Committees	Responds to challenges

THE FOUR STONES 4 ACHIEVING TOGETHER

Signposting for support or help

- You can access support at home, and both in school (e.g. through their form tutor, head of year or school nurse) and out of school, through local and national organisations.
- Look for staff with a green lanyard, they are Mental Health First Aiders
- Remember you can use the SHARP system to report any worries or concerns.
- External organisations that could help you or develop your understanding are:
- Childline
- www.Gov.uk and www.parliament.uk

THE FOUR STONES 4 ACHIEVING TOGETHER

5 mins

Plenary Test

Write numbers 1 – 5 and say if the statement is T (true) or F (false)

1. The UK is a democracy.
2. Parliament is made up of the House of Commons, the House of Lords and the monarch.
3. MPs are elected, and sit in The House of Lords.
4. The monarch gives royal assent to make laws official.
5. Only The House of Commons checks and challenges the government.

Challenge → Correct the false statements

Remember to draw a box around your answer using a highlighter so I can check it.

THE FOUR STONES 4 ACHIEVING TOGETHER

5 mins

Plenary Test

Write numbers 1 – 5 and say if the statement is T (true) or F (false)

1. The UK is a democracy. T
2. Parliament is made up of the House of Commons, the House of Lords and the monarch. T
3. MPs are elected, and sit in The House of Lords. F- House Of Commons
4. The monarch gives royal assent to make laws official. T
5. Only The House of Commons checks and challenges the government. F- also through investigative committees

Challenge → Correct the false statements

Remember to draw a box around your answer using a highlighter so I can check it.

THE FOUR STONES 4 ACHIEVING TOGETHER