

Year 7 LfL Lessons - overview

1 **Transition - Introduction to Learning for Life**

- An overview of the topics we are covering in Learning for Life this year (Handout given – pupils cut out and stick in topics).
- Students decorate the first page with pictures to do with the topics covered.
- Watch a short video explaining empathy with some examples and write a definition of empathy.

2 and 3 **Transition - Behaviour and expectations at Chapel**

- Quick quiz about the school.
- Go through each of the REAL expectations.
- Students identify examples of behaviours that meet them and write a definition of each.
- Look at examples of exercise books that have been presented well (e.g. highlighted, green pen etc.).

4 **Transition - What's the point of school – how school leads to employment.**

- Students start with a true or false sheet with statements referring to qualifications.
- Students then look at the next steps of their career progression – options, GCSEs, post 16 opportunities and further education.
- They will write down what they can remember about GCSEs, post 16 and universities.
- Students then look at CVs and application letters and see what makes a good CV/ letter
- Students then write down their dream job and around it, write what they need to do to achieve it – e.g. education route, experience etc.

5 **Introduction to RSE**

- Students look at what RSE stands for and write it down. Explain that it is now compulsory for students to learn about RSE.
- Explain that the main focus of RSE is relationships, how people get on with one another in life and in romantic relationships.
- They look at how sex education has been taught over the last century and how it has changed (this is very light hearted – looking at old videos and articles). Consider why it was taught in this way and how it has changed.
- Students then complete a survey with 2 questions, what have they already been taught about at KS1 and KS2 and what topics they think are important for schools to cover. This is done completely confidentially.

6 **Relationships - Stereotyping**

- Students watch some adverts that were banned due to harmful stereotypes and discuss why they think they were banned.
- They write down some “stereotypes”.
- They look at stereotyping in toys by looking at science sets, Argos catalogue pages and a doctor and nurse set and discuss what message they are giving out and why this might be harmful to young children.
- Consider how this might impact on choices at school, for example options, or on career choices.

7 **Relationships – Misogyny**

- Students answer some multi-choice questions about the position of women in society. These are then used as a basis for looking at the definition of sexism. Students write a definition of this and look at an article regarding this about who did the most housework in lockdown.
- Students then look at definitions of subjugated and objectification and write down definitions of these and use them in a sentence of their own.
- Students look at why a patriarchal society can be dangerous to both males and females and how this can lead to misogyny
- students write down what misogyny is and look at the Chapel calls it Out campaign

- Students are then introduced to Chapel calls it Out as a way of reporting anything they feel uncomfortable with and how those reported will be handled

8 **Relationships - Domestic Abuse**

- Students look at the 4 different types of domestic abuse.
- They complete a sheet on what is acceptable and what is not acceptable in a relationship (friends, family and romantic)
- They look at what makes a healthy relationship (again both relating to family, friends and romantic ones)
- They watch a clip from Tangled and identify the abuse they see in it

9 and 10 **Relationships – Sexuality and Gender Identity**

- Students write down on a post-it note any terms they have heard relating to someone’s gender or sexuality. From this, the correct terms that will be used in the lesson will be pointed out.
- Students complete a sheet on the meaning of some of the key terms.
- Students discuss some of the challenges they think someone gay or lesbian might find in a school.
- Students look at an article about people coming out and use it to understand the problems someone might face as well as the positives.
- Students then look at the issue of homophobic bullying and the impact this can have. They also look at why the phrase “That’s so gay” is not appropriate
- Students finish by watching a video clip. .

11 **Relationships - Toxic friendship**

- Students write down a-z and next to each letter try to write a word that describes a good friend. From this they are shown the results of a study that shows what people look for most in a friend
- They stick in the outline of a person and write in it the qualities of a good friend
- They complete a quiz to see how much they are influenced by their friends
- They watch a video on what makes a toxic friend and then they complete a second outline of a person but this time with toxic qualities in.
- Students are given 2 minutes at the end to reflect quietly on their own friendships.

12 **Relationships - Online Safety**

- Students start by completing a Venn diagram about people they know in person, people they only know on line or both. This is used to prompt a discussion on how you know that online people are who they say they are.
- Students watch a Newsround programme about online safety and what can happen if you are not safe and complete a question sheet as they go
- After going through the answers from the video, students write down their top tips for staying safe online.

13 **Health - Periods**

- Students complete a fact or myth sheet about period
- Explain why boys need to know about periods too
- Explanation about what a period is and what happens to a body during a monthly cycle - Students write down 4/5 things they have learnt from this
- Students then look at the main types of products available to deal with a menstrual cycle – a short video BBC video is shown on this
- Information about period poverty is shown and help available is discussed with students and boys are shown how to support the girls
- Students return to the truth or myth sheet and do again to show new learning.

14 **Health - Vaccinations**

- Start with vaccination bingo – students write 6 vaccines from ma list. Teacher calls one out and students tick it off. Teacher explains a bit about that vaccination.

- Watch a video that explains how vaccinations work – students write a short paragraph explaining this.
- Students read an article on measles and complete a cloze word exercise.
- Students watch a video on anti-vax arguments, they evaluate the arguments and discuss what they think.
- Students finish by writing why they think vaccinations are important.