

# PCSHE Booklet – Year 7

- Topic 1 – Resilience and Self-esteem
- Topic 2 – Diversity and Relationships

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

Year 7 Curriculum					
<b>Topic 1: Resilience and Self-Esteem</b>  Personal identity, positive thinking, confidence, self-esteem and resilience.	<b>Topic 2: Political Systems</b>  Political system in the UK, Parliament, voting and elections, liberty.	<b>Topic 3: Diversity and Relationships</b>  Diversity, prejudice, and bullying	<b>Topic 4: Your Changing Body</b>  Puberty, body image, unwanted contact, and FGM	<b>Topic 6: Building relationships</b>  Self-worth and sexting, romance and friendships (including online) and relationship boundaries	<b>Topic 7: Financial decision making</b>  Saving, borrowing, budgeting and making financial choices

## If you need support...

### Home/School Support:

- Tutor
- Safeguarding team: Mr Ogden, Mrs Jones, Mrs Loveridge
- Pastoral Team: Tutor, Head of Year (Mr Jones), Pastoral lead (Mrs Toulson)

### Reputable organisations:

- Young Minds - [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Childline - [www.childline.org.uk](http://www.childline.org.uk) Phone: 0800 1111
- Samaritans - [www.samaritans.org](http://www.samaritans.org) Phone: 116 12
- Young Mind Matters – Text 07480635723
- Kooth – [Kooth.com](http://Kooth.com)
- TIC+ - online text chat - 07977334433

- Childline  
[www.childline.org.uk](http://www.childline.org.uk)  
0800 1111
- Kidscape  
[www.kidscape.org.uk/advice/advice-for-young-people](http://www.kidscape.org.uk/advice/advice-for-young-people)
- Anna Freud  
[www.annafreud.org/on-my-mind](http://www.annafreud.org/on-my-mind)

# Topic 1: Knowledge Organiser

PCSH E Year 7 – Topic 1 – Resilience and Self-Esteem	
Section 1: Key Word	
<b>Personal Identity</b>	The qualities, beliefs, and characteristics that make a person who they are.
<b>Self-Esteem</b>	How much you value, respect, and feel confident about yourself.
<b>Resilience</b>	The ability to "bounce back" or recover quickly from difficulties, stress, or failure.
<b>Diversity</b>	Understanding that everyone is unique and recognizing our individual differences.
<b>British Values</b>	A set of values including democracy, the rule of law, individual liberty, and mutual respect.
<b>Coping Strategy</b>	An action or thought process used to manage stressful or difficult situations.
<b>Emotional Literacy</b>	The ability to recognise, understand, and express your emotions in a healthy way.
<b>Section 2: Personal Identity</b>	Our identity is not fixed; it evolves as we grow. It is shaped by: <ul style="list-style-type: none"> <li><b>Internal Influences:</b> Your personality traits, your personal values, what you believe in, and your hobbies.</li> <li><b>External Influences:</b> Your family, your cultural background, the media (TV and films you watch), and your friend groups.</li> <li><b>Uniqueness:</b> No two people are the same. Embracing what makes you different builds confidence and helps you respect others.</li> </ul>
<b>Section 2: What is PCSHE education?</b>	
<p><b>P:</b> Personal (something to do with you)  <b>C:</b> Citizenship (Government, law and policing)  <b>S:</b> Social (Individual choices and relationships)  <b>H:</b> Health (healthy choices)  <b>E:</b> Economic (money management)</p> <p><b>Why is PCSHE important?</b>            PCSHE is the subject where you will learn the knowledge and skills needed outside of their job - the other 16 hours of the day. It is where you will cultivate the personal attributes necessary for having a positive impact on the world in their own home, their local area, and possibly nationally or internationally.</p>	
<b>Section 3: British Values &amp; Diversity</b>	<b>Section 4: Self-Esteem</b>
In the UK, we value <b>values</b> including: <ol style="list-style-type: none"> <li><b>Democracy:</b> A system where everyone has a say in how things are run, often by voting for leaders or making group decisions.</li> <li><b>Rule of law:</b> The idea that laws apply to everyone equally, and we must follow them to keep society fair and safe.</li> <li><b>Tolerance:</b> Accepting that others may have different beliefs, religions, or lifestyles than your own, even if you don't agree with them.</li> <li><b>Mutual Respect:</b> Treating other people with kindness and value, regardless of your differences.</li> <li><b>Individual Liberty:</b> The freedom to make your own choices, express your personality, and live your life as you choose, as long as you respect the rights of others.</li> </ol>	Self-esteem is like a battery that can be charged or drained, it will affect self-confidence (the belief that you can achieve and do things). <ul style="list-style-type: none"> <li>What can influence self-esteem?</li> <li><b>Positive influences:</b> Supportive friendships, achieving goals, practicing positive self-talk, and being kind to yourself.</li> <li><b>Negative influences:</b> Constant comparison to others (especially on social media), bullying, or focusing only on failures.</li> <li><b>Signs of Low Self-Esteem:</b> Avoiding new challenges, social withdrawal, or being overly critical of yourself.</li> </ul>
<b>Section 5: Resilience</b>	
Resilience is a skill that can be practiced. It involves moving from a <b>Fixed Mindset</b> ("I can't do this") to a <b>Growth Mindset</b> ("I can't do this yet"). <ul style="list-style-type: none"> <li><b>Stress Management:</b> Using exercise, mindfulness, or hobbies to calm the mind.</li> <li><b>Problem-Solving:</b> Breaking a big problem down into small, manageable steps.</li> <li><b>Connection:</b> Talking to a trusted adult or friend when things get tough.</li> </ul>	
For further support...	<ul style="list-style-type: none"> <li>Home/school support: Friends, parents, tutor, teachers, Mr Jones, Mr Ogden, Mrs Jones, Mrs Loveridge</li> <li>Organisations: Young Minds, Childline, Kooth, TIC+</li> <li>Self-Help Apps: Calm Harm, MindShift, Cove, Chill Panda</li> </ul>

# Topic 2: Knowledge Organiser

PCSH Year 7 Topic 2 – Diversity and Relationships																						
<p style="text-align: center;"><b>Section 2: The Equality Act</b></p> <p><b>The Equality Act 2010</b> This is a law in the UK that protects people from discrimination and makes society fairer. It identifies <b>nine protected characteristics</b>.</p> <p>It is illegal to discriminate against someone because of:</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Disability</li> <li>• Gender Reassignment</li> <li>• Marriage and Civil Partnership</li> <li>• Pregnancy and Maternity</li> <li>• Race (including colour, nationality, and ethnicity)</li> <li>• Religion or Belief</li> <li>• Sex</li> <li>• Sexual Orientation</li> </ul> <p><b>Direct vs. Indirect Discrimination:</b></p> <ul style="list-style-type: none"> <li>• <b>Direct:</b> Treating someone less favourably <i>because</i> of a protected characteristic (e.g., refusing to hire someone because of their race).</li> <li>• <b>Indirect:</b> When a rule or policy applies to everyone but puts people with a protected characteristic at a disadvantage (e.g., requiring all employees to work on a specific religious holiday).</li> </ul> <p><b>Importance of the Equality Act:</b></p> <ul style="list-style-type: none"> <li>• It is used to make groups with protected characteristics feel safe.</li> <li>• It is used to help convince people to report crimes and know that the police must take them seriously.</li> </ul>																						
<p><b>Section 3: Bullying, Rights, and the Law</b></p> <p>Bullying is the <b>repetitive, intentional hurting</b> of one person or group by another, where the relationship involves an <b>imbalance of power</b>.</p> <p><b>Types of Bullying Behaviours</b></p> <ul style="list-style-type: none"> <li>• <b>Physical:</b> Physical violence (e.g. hitting)</li> <li>• <b>Verbal/Emotional:</b> Making fun of others, spreading rumours, isolating, humiliating, or intimidating someone.</li> <li>• <b>Coercive:</b> Forcing or heavily influencing someone to do something against their will.</li> <li>• <b>Cyber/Online:</b> Sending abusive messages, sharing photos without permission, or targeting people on social media.</li> </ul> <p><b>When Bullying Breaks the Law</b></p> <p>Bullying is not just a school issue; it can become a criminal matter if it involves:</p> <ul style="list-style-type: none"> <li>• <b>The Communications Act 2003:</b> Online bullying is illegal if messages are sent to cause serious offence, distress, anxiety, or harm.</li> <li>• <b>The Equality Act 2010 (Harassment):</b> It is illegal to repeatedly humiliate or target someone because of a <b>Protected Characteristic</b> (e.g., race, religion, sex, disability).</li> <li>• <b>Hate Crimes:</b> Violent or harmful acts motivated by prejudice against a protected characteristic.</li> </ul> <p><b>For further support:</b></p> <ul style="list-style-type: none"> <li>- Home/school support: Friends, family, tutor, teachers, Mr Jones, Mr Ogden, Mrs Jones, Mrs Loveridge.</li> <li>- Outside Organisations:             <ul style="list-style-type: none"> <li>- The Police</li> <li>- NSPCC Helpline 080 800 5000 <a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a></li> <li>- Childline: Helpline 0800 1111 <a href="https://www.childline.org.uk">https://www.childline.org.uk</a></li> <li>- National Bullying Helpline: <a href="https://www.nationalbullyinghelpline.co.uk">https://www.nationalbullyinghelpline.co.uk</a></li> <li>- CEOPS - <a href="https://www.ceop.police.uk/safety-centre/">https://www.ceop.police.uk/safety-centre/</a></li> </ul> </li> </ul>																						
<p><b>Section 1: Key Words</b></p> <table border="1"> <tr> <td><b>Stereotype</b></td> <td>A fixed, overgeneralised belief about a particular group of people.</td> </tr> <tr> <td><b>Equality</b></td> <td>The state of being equal.</td> </tr> <tr> <td><b>Prejudice</b></td> <td>A "pre-judgment"—having an opinion (usually negative) about someone before you know them.</td> </tr> <tr> <td><b>Discrimination</b></td> <td>Acting on prejudice by treating a person or group unfairly.</td> </tr> <tr> <td><b>Banter</b></td> <td>Playful and friendly exchange of teasing; <b>Crucial:</b> It is only banter if everyone involved finds it funny.</td> </tr> <tr> <td><b>Bullying</b></td> <td>Bullying is the repeated and intentional behaviours which cause harm to another person, either physically or emotionally.</td> </tr> <tr> <td><b>Bystander</b></td> <td>A person who doesn't actively engage in the bullying but watches and doesn't do anything to prevent it.</td> </tr> <tr> <td><b>Hate Crime</b></td> <td>A hate crime is any criminal offence where the victim has been targeted because of who they are, or who the attacker <i>thinks</i> they are.</td> </tr> <tr> <td><b>Inclusion</b></td> <td>The practice of providing equal access to opportunities and resources for people who might otherwise be excluded.</td> </tr> <tr> <td><b>Protected Characteristics</b></td> <td>Protected characteristics are specific aspects of a person's identity defined by the Equality Act 2010. The 'protection' relates to protection from discrimination.</td> </tr> </table>			<b>Stereotype</b>	A fixed, overgeneralised belief about a particular group of people.	<b>Equality</b>	The state of being equal.	<b>Prejudice</b>	A "pre-judgment"—having an opinion (usually negative) about someone before you know them.	<b>Discrimination</b>	Acting on prejudice by treating a person or group unfairly.	<b>Banter</b>	Playful and friendly exchange of teasing; <b>Crucial:</b> It is only banter if everyone involved finds it funny.	<b>Bullying</b>	Bullying is the repeated and intentional behaviours which cause harm to another person, either physically or emotionally.	<b>Bystander</b>	A person who doesn't actively engage in the bullying but watches and doesn't do anything to prevent it.	<b>Hate Crime</b>	A hate crime is any criminal offence where the victim has been targeted because of who they are, or who the attacker <i>thinks</i> they are.	<b>Inclusion</b>	The practice of providing equal access to opportunities and resources for people who might otherwise be excluded.	<b>Protected Characteristics</b>	Protected characteristics are specific aspects of a person's identity defined by the Equality Act 2010. The 'protection' relates to protection from discrimination.
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# Information Page

## Ground Rules:

### Everyone has the right to and the responsibility to...

- Feel listened to
- Join in and speak if they want to
- Ensure that people do not feel judged or 'put down'
- Use the correct vocabulary so as not to cause offence
- Keep confidentiality
- Seek help or advice if they want to.



## Sliding Scales:

In each lesson there will be a set of statements with sliding scales beneath them.

You need to rate how confident you are about the statements by adding a **circle** in your ordinary pen colour **at the beginning of the lesson**.

**At the end of the lesson** you will be asked to return to the sliding scale to rate how confident you are once the lesson has finished and you do this by adding a **square** to the scale.

There is an example of what it should look like below.

I understand how to complete my sliding scale.



## Symbols to know:



Independent writing task



Group discussion and writing task



Group discussion task



Whole class discussion



During the next 15 years I am going to...

- Go out on my own for the first time.
- Cross my first busy road without someone to watch over me.
- Travel to school on my own for the first time.
- Have my first 'sleep over' at a friend's home.
- Travel into town on my own for the first time.
- Experience my first 'dare'.
- Make my first decision to spend my own money.
- Witness or experience my first incident of racism.
- Open my first saving's account.
- Experience my first bereavement
- Experience the start of puberty
- Be offered and perhaps have my first taste of alcohol.
- Be offered a cigarette for the first time.
- Make my first decision about drug use.
- Meet my first boyfriend or girlfriend.
- Go on my first date.
- Have my first kiss.
- Fall in love for the first time.
- Have my first opportunity to become a member of different groups, perhaps have my first opportunity to join a gang.
- Make my first choice of whether or not to carry a knife or a weapon.
- Make a choice about my career path.
- Use my first contraceptive.
- Have my first sexual experience.
- Live my first day when I am responsible in law for my own actions.
- Sign my first legally binding contract.
- Take on my first financial contract.
- Attend my first interview.
- Live my first day on my own.
- Have my first day at college or at my first job.

PCSHE teaches the knowledge and skills you will need to manage these 'first moments' and stay healthy and safe.

# Sliding Scale – Lesson 1

## Personal Identity

**Task:** Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

**Recognise** and **understand** that identity is affected by a range of factors

### Sliding Scales

I understand what identity is

Not confident

Confident



I know what influences my identity

Not confident

Confident



I know what it is to be unique

Not confident

Confident



I understand British Identity and Values

Not confident

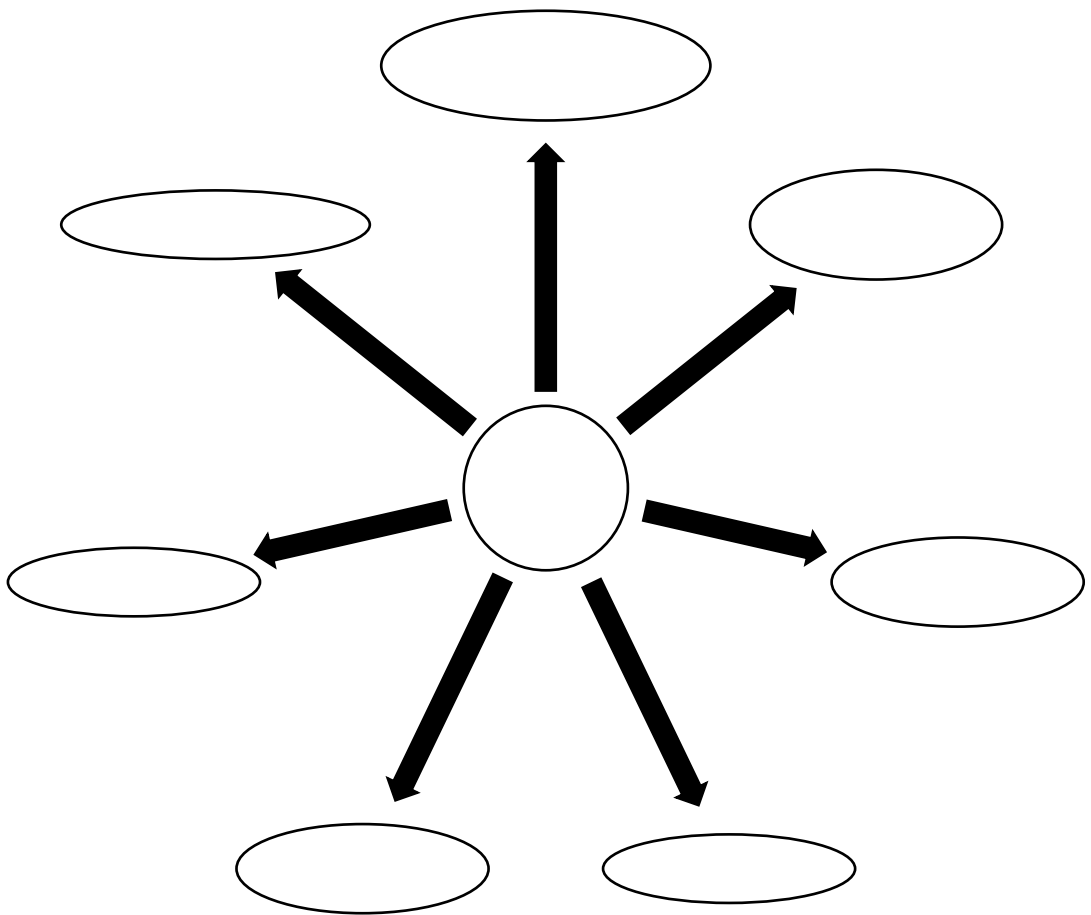
Confident



**Key words:** Identity, influence, core, strong, changing, unique



**Task 1: You're now going to make your identity map. Look at the board to see some suggestions.**







**Task 3: Circle two factors from your identity map. Then answer the questions that follow.**

1. Explain two factors which have influenced your identity.

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2. Are these factors a core, strong or changing influence on your identify - Explain why?

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**Challenge: Can you find a part of your identity that hasn't been influenced by something else - explain why?**

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**Task 4: Complete your British Values hand using the information on the board.**



**Challenge:** Which British Value do you believe is the most important? Why?

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# Low Stake Quiz

1. \_\_\_\_\_  
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2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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4. \_\_\_\_\_  
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5. \_\_\_\_\_  
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6. \_\_\_\_\_  
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7. \_\_\_\_\_  
\_\_\_\_\_

8. \_\_\_\_\_  
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# Sliding Scale – Lesson 2

## Self-esteem

**Task:** Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

**Recognise** and **understand** that self-esteem is affected by a range of factors

### Sliding Scales

I know what self-esteem means.



I can give examples of positive self-esteem and how it can be affected.



I can explain the importance of positive self-esteem and can consider different ways to develop it.



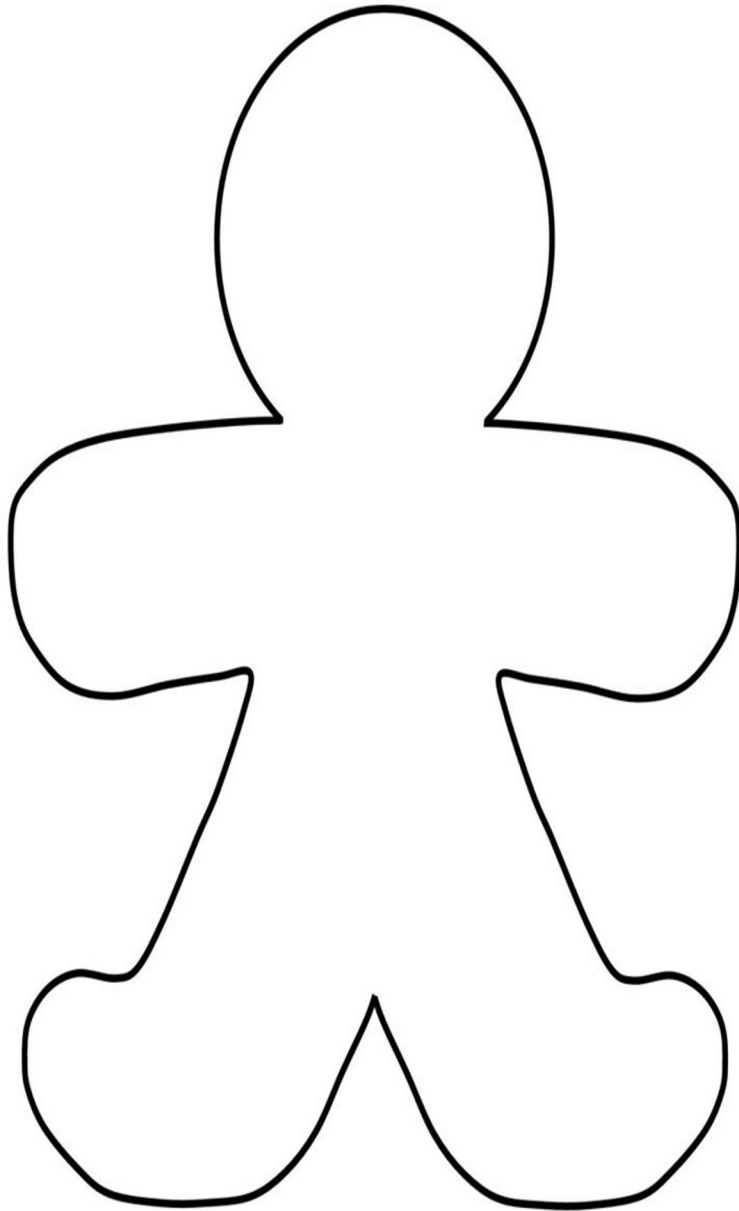
I know how to tackle low-self-esteem and I understand it's negative impact.



**Key words:** Self-esteem, influence, positive thinking, negative thinking



**Task 1:** Label the person below to show what you think a confident person looks like e.g. happy, wears smart clean clothes.



## Definition for Self-Esteem:

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**Task 3:** Brainstorm ideas about where you think negative thoughts have come from.



Think about the something that has happened the last week that made you feel a strong emotion (hate, fear, happiness, embarrassed etc). It could be anything:

- At school
- At home
- Social media
- Out with friends
- With family
- A comment from a teacher
- A positive/ negative comment about a piece of work.

**Task 4** – Answer the following questions:



1. What happened?

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2. What did it make you think about yourself?

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3. How did it make you feel about yourself? (Use the emotions wheel at the front of the booklet).

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4. Did it effect your behaviour?

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## Think about the following scenario:

Nicola was waiting for her friend Natalie at the school gates after school. Natalie arrived 10 minutes late with another girl, Sarah, they were talking excitedly. They got to where Nicola was waiting but didn't acknowledge her, they carried on talking and walking, and Nicola followed on behind them. After a few minutes she stormed off, thinking they were ignoring her. She was very angry and decided that if they didn't want to talk to her, that was fine, she'd go and hang out with other friends tomorrow.

**Task 5:** Look at the case study and answer the following questions.

1. How is Nicola's thinking negative?



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2. What might be the reason her friends were 'ignoring' her?

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3. Why does it have a negative impact?

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4. Why do most of us think negatively about things?

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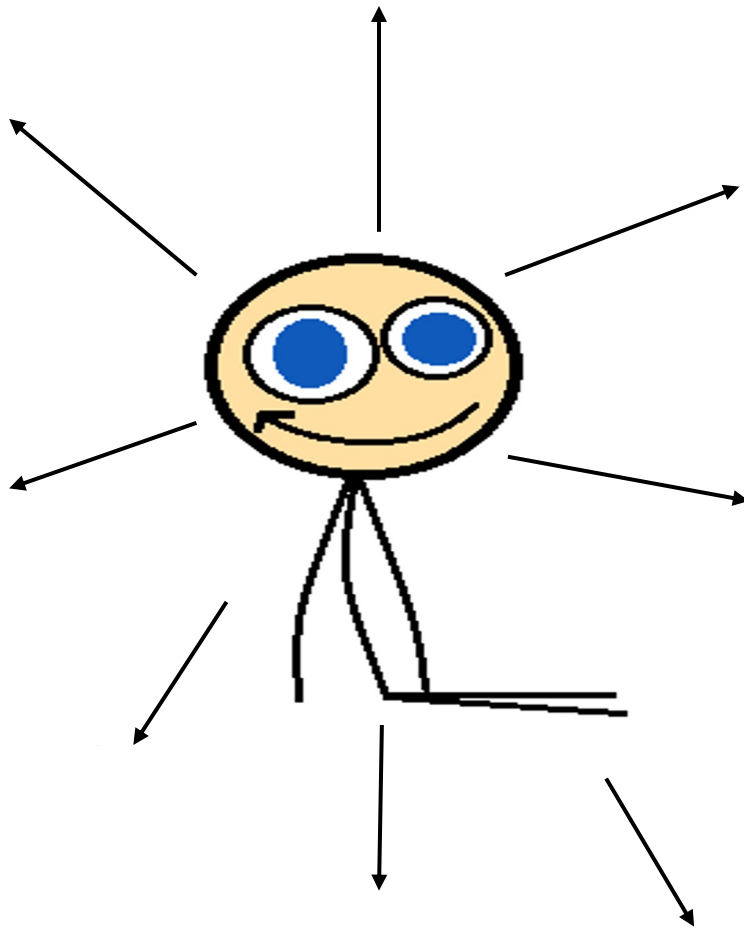
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**Task 6:** In your booklet, brainstorm your achievements, what you're good at and what you enjoy. Ask your friends and teachers, they might have recognised something you haven't.



**Task 7:** Now think about what these things tell us about you.



# Low Stake Quiz

1. \_\_\_\_\_  
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2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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8. \_\_\_\_\_  
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# Sliding Scale – Lesson 3

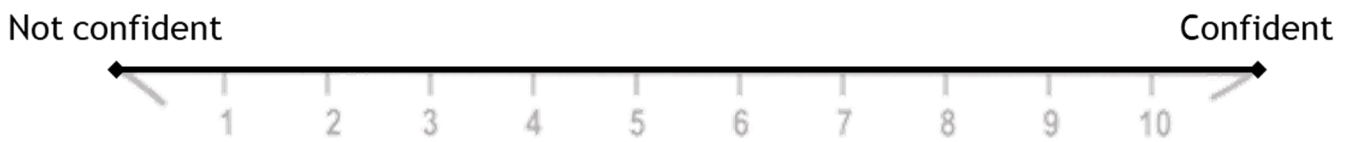
## Resilience

**Task:** Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

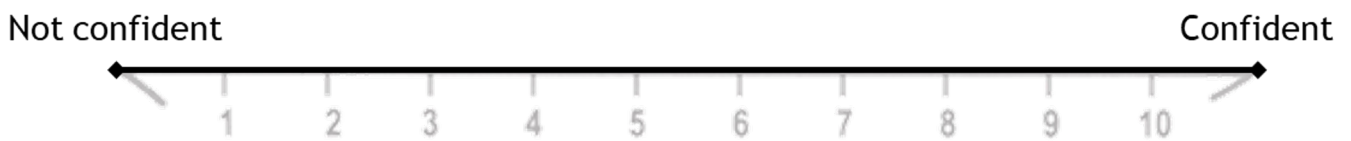
**Recognise** and **understand** that resilience is affected by a range of factors and can develop coping strategies to improve my resilience.

### Sliding Scales

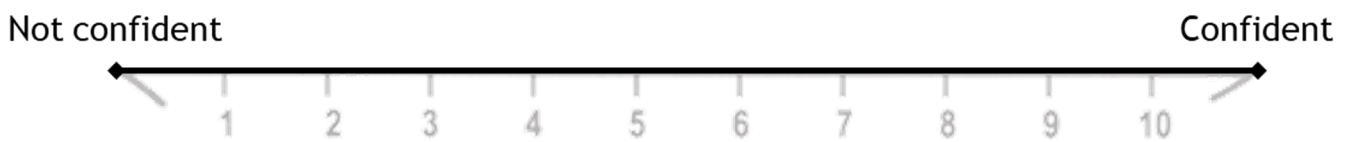
To identify strategies which could aid resilience in stressful situations



I can describe different coping strategies to improve my resilience.



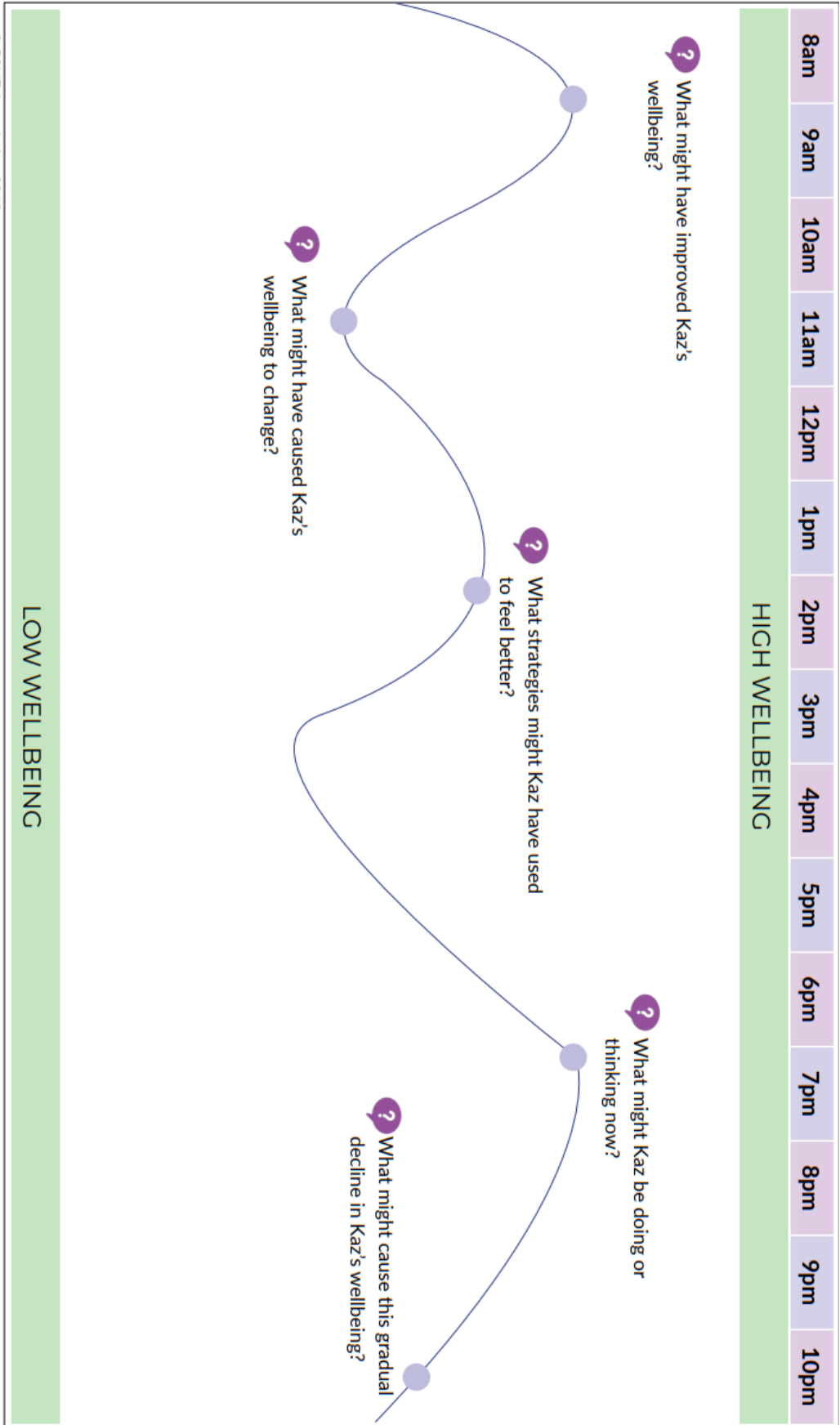
I can explain how to apply different coping strategies to enable me to be resilient.



**Key words:** Resilience, psychological resilience, coping strategies.

**Task 1:** Kaz is 13 years old and goes to a school similar to ours. This chart shows how Kaz’s emotional wellbeing changes throughout a typical day. Annotate around the questions to demonstrate what might affect the ‘ups and downs’ of Kaz’s wellbeing.

**Challenge:** How typical they think Kaz’s day is, compared to most young people. What sort of events might cause more dramatic peaks and troughs in Kaz’s wellbeing



## Definition for Resilience:

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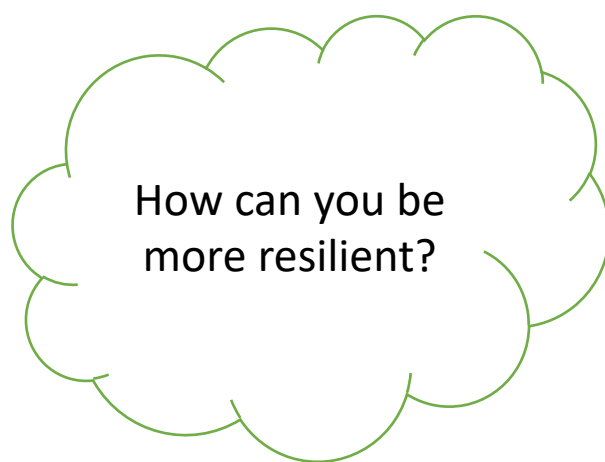
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**Task 3:** Mind-map of the ways people can promote their own resilience in their daily lives.

**Challenge:** Circle the techniques which they think are easiest for a person to use if they wanted to become more resilient.



**Task 5:** Working in pairs, sort the statements into unhelpful strategies, strategies to prevent disappointments and setbacks, and strategies to manage disappointments and setbacks.

Look for a positive way out of the situation	Drinking or using drugs to feel better	Recognise strengths even when things go wrong	Try again, perhaps using a different strategy	Gossip about or gang up on someone who has been hurtful
Acknowledge feelings without judging people for what has happened.	Breathe deeply and/or step away	Remember a time when a similar problem worked out fine	Talk with people who caused upset to understand why and see things from their point of view	Smile and try to remain positive
Shout until others realise the hurt they have caused	Gain perspective — how will this disappointment impact on life tomorrow, next week, next year?	Ignore the issue and hope it goes away	Consider how a positive role model would cope	Make an achievement or positive qualities log which can be read as a reminder of positives when things go wrong
Manage unrealistic expectations (e.g. winning the lottery, perfectionism) without compromising on dream	Positive thinking (e.g. 'I can do this') and dismissing doubts, especially absolutes (e.g. 'I'm always last' or 'no one likes me')	Try to manipulate the situation to make others feel bad for causing disappointment	Get help or speak to someone who might know how to manage it in a different way	Reframe negatives and turn them into positives – i.e. look for the silver lining
Think about what can be learnt from the experience	Reassess goals – are they the right ones?	<input type="checkbox"/> Unhelpful strategies <input type="checkbox"/> Strategies to prevent disappointments and setbacks <input type="checkbox"/> Strategies to manage disappointments and setbacks		

**Task 6:** Answer the following questions:

Which are unhelpful coping strategies and why?

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What can people put in place to reduce the impact of setbacks and disappointments in everyday life?

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How can a person manage difficult situations effectively?

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# Low Stake Quiz

1. \_\_\_\_\_  
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# Sliding Scale – Lesson 4

## Bias and Stereotypes

**Task:** Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

### Sliding Scales

- I To be able to describe a range of cognitive biases (including implicit bias) and how these can affect decisions and behaviours



- To be able to evaluate strategies to help people address biases and make fairer decisions



- To be able to explain what a stereotype is and how beliefs might affect someone's wellbeing or sense of belonging



- To be able to recognise and suggest ways to safely challenge stereotypes, across a range of contexts







My friend was making comments about people that made me feel really uncomfortable. It's like they thought everyone who was part of the same group would be the same person. So, when they made a comment like that, I just asked them how they knew that. After a while they started thinking it through a bit more before they made an assumption about someone.

I saw a video online saying really horrible stuff about women and girls. I wanted to tell them they were wrong, but I think they were baiting people who were watching it into arguing.

I knew more comments would mean that the video would get even more views, even if the comment was saying the video is bad. So, I took a screenshot of some of the stuff on the video and took it to my form tutor who helped me report it to the social media platform.

Someone made a really horrible comment about me and my friend because of where we grew up. I was very upset, but someone else had overheard and they told the person to back off. We went to our head of year about the person who made the comment, and they dealt with it for us. I'm so grateful someone stepped in to help with the situation.

"I once made an unfair comment about someone based on how they looked. My friend asked me how I'd feel if someone made a judgement like that about me. I was a bit shocked that they said that and started to argue, but actually they were right. I've tried to think a bit more about how my words might affect others since."

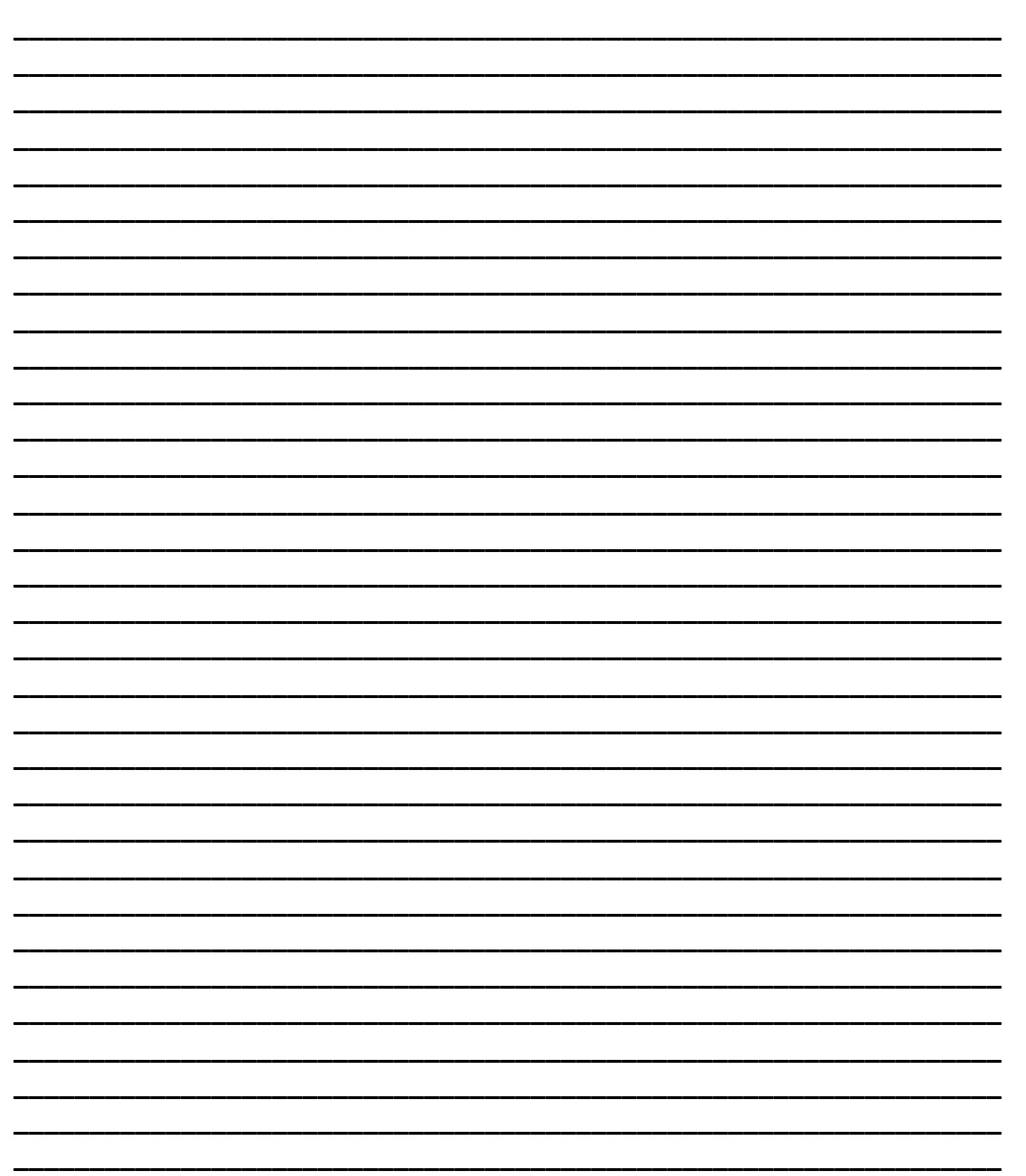
Once I reshared a video because it had loads of stereotypes in, and I pointed out all the biased things the person was saying. Some people responded really positively to me calling the person out, but actually loads more people watched the original video, which wasn't what I wanted at all. I took my video down and just reported the original video.

I was in this group that kept making jokes about me because of my accent. I went along with it for a bit, but actually some of the things they said just weren't right and I started getting really annoyed. I got angry one day and shouted at them about why they were wrong, and they just laughed at me. I realised I'd just played into what they wanted, and it was like a game for them. I got help from a friend in a different group and we spoke to my dad about it, but I wish I'd done something earlier rather than pretending it was fine for so long.

"People I don't know had been leaving comments on videos I share online. I'm a boy and I started a channel about fashion - sometimes I like to wear clothes that people think are quite feminine. The people commenting kept sending these homophobic and transphobic insults, even though I'm not gay or trans!

Someone from my tutor group messaged me privately to ask if I was okay. I was surprised they'd messaged me at first, but it felt like someone finally noticed how much the words must hurt. It made me feel like I wasn't alone."

**Task:** Read the information sheet, then use the experiences you have read about to write a list of 'top tips' for challenging stereotypes and bias.



# Low Stake Quiz

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# Sliding Scale – Lesson 2

## The Equality Act

**Task:** Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

### Sliding Scales

I can identify the protected characteristics that are set out in the Equality Act, 2010.



I can recognise the different types of discrimination.



I can assess the extent to which protected characteristics make our country more equal.



**Key words:** Protected characteristics, discrimination, law, equality,

**The Equalities and Human Rights Commission define discrimination as:**  
*The unfair treatment of someone because of their particular characteristics  
e.g. race, religion, gender etc.*

**Task 2:** Read the resource sheet in your booklet. Summarise what you have learnt so far by answering the following questions:

1. For each of the laws made before 2010, give an example below of how a company could possibly break that law:
2. What is the Equality Act 2010?
3. What are the Protected Characteristics?

## The Equality Act 2010

**Prior to 2010, workplaces, schools and many other public places had to follow a lot of different legislation:**

### **1. Equal Pay Act (1970)**

This act seeks to ensure that men and women are paid equal money for equal work.

### **2. Sex Discrimination Act (1975)**

Passed to ensure that females have the same opportunities as males at school and in the workplace. It also protects against sexual harassment at work.

### **3. Race Relations Act (1976)**

Prevents discrimination on the grounds of race, colour, nationality, ethnic background or religious beliefs.

### **4. Disability Discrimination Act (1995)**

Makes it illegal to treat people with a disability less favourably at work and in the provision of services in public.

### **5. Employment Equality (Sexual Orientation) Regulations (2003)**

Ensures that employees cannot be excluded in work or training on the grounds of sexual orientation or religious belief.

### **6. Age Discrimination Act (2006)**

The newest piece of legislation makes it illegal for businesses to discriminate against someone simply because of their age or experience.

A new Equality Act was introduced in 2010 to replace all previous equality laws. The new law was intended to help make equality law easier to understand and simpler to use. The Act makes it law that every private, public and voluntary organisation must not discriminate against their employees or the people that use their services because of their particular characteristics.

Protected Characteristics:

The 2010 Equality Act protects people with particular characteristics from discrimination. The protected characteristics are:

- a. Age
- b. Disability
- c. Gender reassignment
- d. Marriage and civil partnership
- e. Pregnancy or maternity
- f. Race
- g. Religion or belief
- h. Sex
- i. Sexual orientation (gay, lesbian or bi-sexual)

Positive Action

The Equality Act 2010 allows Positive Action so that public bodies (such as schools) can provide additional benefits to some groups to help tackle disadvantage. For example, a school may provide additional lessons for Travellers and Gypsies.

*If any individual believes that they have been discriminated against, harassed or victimised they can make a claim under the Equality Act 2010 and can seek advice from the Equalities and Human Rights Commission.*









# Low Stake Quiz

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# Sliding Scale – Lesson 3

## Bullying

**Task:** Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

### Sliding Scales

- I am able to explain the rights and responsibilities everyone has in relation to bullying

Not confident

Confident



- I am able to explain the long-term effects of bullying and the impact of challenging and responding effectively to bullying behaviours

Not confident

Confident



- To be able to describe how policies and procedures can be used to challenge bullying in a range of contexts

Not confident

Confident



# Task: How far do you agree or disagree? Why?

"Everyone in a community is affected when bullying happens, and everyone has a role in making it stop."

- What might someone do if they encounter bullying?
- What role does the law play in preventing bullying?

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## What is bullying?

"The **repetitive, intentional hurting** of one person or a group, by another person or group, where the relationship involves an **imbalance of power.**"  
- Anti-bullying alliance

- physical abuse
- making fun of or spreading rumours about another person
- isolating someone, humiliating them, or intimidating them

- coercive behaviour (forcing or heavily influencing someone to do something against their will)
- online bullying, including sharing photos of someone without permission, sending abusive messages, or targeting someone with posts on social media

## Is bullying ever illegal?

Bullying behaviours can break the law if...

- they involve violence or assault
- they involve other criminal activity, e.g. stealing from someone
- someone is being intimidated or harassed, e.g. through being threatened, sent abusive messages or phone calls
- they involve unwanted sexual behaviours, including inappropriate and non-consensual touching or comments

### Communications Act 2003

Online bullying can be illegal if someone sends messages meant to cause serious offence, distress or harm to another.

# Laws against harassment

## Protected characteristics:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

## The Equality Act 2010

- **Harassment** – usually when someone is bullied or repeatedly made to feel humiliated or offended because of a specific aspect of their identity – is illegal. These aspects of identity are known as **protected characteristics**.
- If someone acts in a violent or harmful way towards another person based on these characteristics, this is known as a **hate crime**.

### Task:

1. Which of the scenarios describe a situation where someone is being bullied or harassed?
2. If a scenario describes someone being bullied or harassed:
  - a) What has happened in the scenario that constitutes bullying behaviour?
  - b) Could this behaviour be against the law?

**Scenario 1:** Shania has been playing an online role-playing game for a while. A few weeks ago, another player began to make fun of her local accent. At first, she ignored it but recently other players have joined in, which is upsetting her. Shania has started to say her microphone is broken so she doesn't have to speak out loud anymore. She told a friend who plays with her sometimes what really happened, but they have told her to just ignore it. They don't think there's any point in reporting the players.

**Scenario 2:** Antony has been working at his weekend job for four months. Recently, a promotion came up which everyone at his level was invited to apply for. He has disagreed with his manager in the past, and when he doesn't get the promotion, he thinks this is why. His feedback says that he doesn't have enough experience yet for the new role.

**Scenario 3:** Henri is a member of his college's debating team and enjoys representing the college for competitions. At the last competition, Henri forgot one of his points, and started to trip over his words. At college the next day, some of his classmates start to re-enact what happened. A lecturer overhears and tells the classmates off. Later, they find Henri to apologise and promise they won't do it again.

**Scenario 4:** Kyri doesn't always feel comfortable getting changed with everyone else for P.E. lessons. With permission from the teacher, Kyri goes to the toilets to change instead. A small group of students have started to spread rumours about why Kyri does this, which are being repeated across the year group. Some other students in the class think the rumours are horrible, but don't want to get involved.

**Scenario 5:** Kyri doesn't always feel comfortable getting changed with everyone else for P.E. lessons. With permission from the teacher, Kyri goes to the toilets to change instead. A small group of students have started to spread rumours about why Kyri does this, which are being repeated across the year group. Some other students in the class think the rumours are horrible, but don't want to get involved.

**Scenario 6:** Lucas has been working at his new job for a couple of weeks. His colleagues have been playing practical jokes on him. He mentioned to one of them that he wasn't finding it funny, but they said it was their way of making him part of the team. Afterwards, one of the team pulled a prank that ended up with Lucas getting into trouble with his manager. Lucas feels alone and wants to leave his job.

**Laws**  
 Communications Act 2003: Online bullying can be illegal if someone sends harmful messages meant to make someone feel distressed, anxious, or threatened.  
 Equality Act 2010 This makes harassment illegal – when someone is bullied or repeatedly made to feel humiliated or targeted because of their age, sex, disability, race, religion, sexual orientation, marriage/ civil partnership or gender reassignment.

**Task:** Rank the statements based on the following – from most to least likely.  
 a) What outcomes might there be if someone experiences bullying but no one intervenes?  
 b) What outcomes might there be if someone experiences bullying, and others intervene?

They feel listened to and valued by others.	They want to continue to engage with others around them.	They want to get support after being shown how to access it.
There is disciplinary action against those carrying out the bullying.	They start to miss school/ work.	The bullying continues, potentially affecting others.
They feel ostracised (excluded) by others.	They experience low self-esteem.	Their mental health is negatively affected.

**Task 2:** Read the case study and discuss the following questions with your partner.

1. How does the person in your case study feel day to day?
2. Why do they feel that way?
3. How do they feel when they're bullying someone?
4. What activities, hobbies or actions could they do to achieve the same feeling in a less harmful way?
5. Would it be helpful to punish them for their behaviour?
6. What else could be done to help them?
7. How do you think helping the perpetrator might be helpful for the person who they are bullying?

**CASE STUDY : UNSPECIFIED, AGED 14. LONDON.**

"People always pick on me and tease me at school. They call me awful names and laugh at me if I speak in lessons. I know I look different to most other people, and I feel really unhappy when I look in a mirror.

When I'm on the computer I can make other people feel the way I do in real life. I create fake accounts and troll people on instagram and facebook. It's not fair that people pick on me for being different, so why shouldn't I pick on other people? There's one girl in particular who I make fun of a lot. She posts these selfies all the time, so I edit them to make her look ridiculous or gross then post them online."

**Task 3:** Mark your opinion on the continuum lines in your booklet.

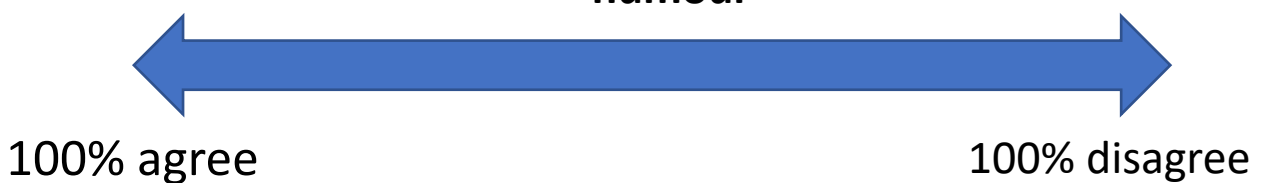
**There are no limits to what you can banter about with friends**



**Being funny is about pushing boundaries**



**If someone is upset by banter then they're just lack a sense of humour**



**There's no difference between banter and bullying**



# Getting it right

**Task 4:** Read the 'banter cards' in your booklet. For each one, decide where on the 'Banter Scale' it should sit.



<p>"What are you hiding in your turban? It better not be anything explosive."</p>	<p>"No-one's ever going to date you because you are the ugliest person in the school."</p>	<p>"You are so boring, I'd rather hang out with my grandma. And the only thing she talks about is how much she loves prunes."</p>
<p>"Did you see the match last night? Your team looked like they were playing with their eyes closed."</p>	<p>"Hey Stephen Hawking - nice wheelchair. How's life rolling for you?"</p>	<p>"You're so spotty - you look like a load of maggots are trying to burst out of your face."</p>
<p>"You're so fat you have to take selfies in panoramic mode."</p>	<p>"You're so ugly, if I was your mirror I'd quit."</p>	<p>"When you sing you sound like a cat drowning in the bath."</p>
<p>"That haircut makes you look really gay. Stay away from me when we're getting changed for PE!"</p>	<p>"You're so dyslexic, you'd go to a toga party dressed as a goat."</p>	<p>"You're so stupid you can't even remember how to spell your own name."</p>

# What is Banter?

**Oxford Definition:** the playful and friendly exchange of teasing remarks.'

## What to say when it stops being funny.

**Task 6:** Read the 'What to say when...' Choose the best three responses and the worst three responses for when banter gets too much. Discuss what makes a good response, and what makes a bad response when trying to respond to banter.

"Good one!"
"Yeah, I get that one all the time..."
"Yeah, true, but what can you do?"
"Shhhh, I've been trying to keep that secret - I don't want everyone to know, or they'll all want to be like me!"
"Hey, don't try to make me look stupid, that's my job".
"It feels like you're trying to make me look like an idiot. That's not very cool..."
"You're not funny."
"Whatever."
Just leave me along you big bully!!"
"Hahahaha....." *dies inside*
"You're an idiot, I hate you so much."
"I understand you're just joking around, but sometimes it's hard not to take this stuff personally."
"Yes, and..."
"Right, that's it! I've had enough now!"
"OK, OK. You're starting to cross the line now."

# We wish there was a simple solution to end bullying

*In the meantime we've outlined the best ways for you to look after yourself, stay strong, and beat bullying.*

**Task 7:** Match up the actions with the reasons.

How To Beat Bullying

<b>TALK TO SOMEONE</b>
<b>FIND A HOBBY OR INTEREST THAT YOU LOVE</b>
<b>SPEAK TO THE PERSON BULLYING YOU</b>
<b>STOP BLAMING YOURSELF</b>
<b>REPORT IT</b>
<b>DE-STRESS</b>
<b>READ STORIES FROM ROLE MODELS</b>
<b>GET SUPPORT FROM GOOD FRIENDS</b>
<b>TELL A TEACHER</b>

Why It Works

Trusting a responsible adult, who knows how to handle your situation, makes you feel more in control.
Acknowledging your situation and sharing it with someone else helps you to realise that you're not alone.
The person bullying you might have no idea how much it's affecting you, or they might be able to relate to how you feel.
Some bullying actually counts as a criminal offence, so telling the authorities helps to prevent the abuse from continuing.
You are great exactly the way you are, and if you can remind yourself of that then bullying will not define your worth.
Strengthen your self-esteem and realise that you are not alone by reading about similar stories to yours.
Finding ways to cope with stress stops negative emotions from building up and making you feel worthless.
When you are valued & supported by people who know the real you, you feel more confident about yourself.
Filling your life with things you enjoy makes you feel good & boosts self-esteem. You are also more likely to meet people just like you and feel less alone.







