

PCSHE Booklet

- Topic 5 – Financial Decision Making
- Topic 6 Political Systems

Name: _____

Class: _____

Teacher: _____

Year 7 Curriculum

Topic 1: Resilience and Self-Esteem	Topic 3: Diversity and Relationships	Topic 3: Your Changing Body	Topic 4: Building relationships	Topic 5: Financial decision making	Topic 6: Political Systems
Personal identity, positive thinking, confidence, self-esteem and resilience.	Diversity, prejudice, and bullying	Puberty, body image, unwanted contact, and FGM	Self-worth and sexting, romance and friendships (including online) and relationship boundaries	Saving, borrowing, budgeting and making financial choices	Government, Democracy and Liberties

If you need further support...

- Safeguarding team – Mr Ogden, Mrs Jones, Mrs Loveridge, Mrs Aston, Mr Hayward, Mrs Toulson
- Parents/Friends
- Tutor/Teachers

Outside organisations:

- Cifas – cifas.org.uk
- GetSafeOnline – getsafeonline.org
- Digital Wings – digital.wings.uk.Barclay
- <http://www.youngminds.org.uk/>
- www.begambleaware.org/NGTS.html

Knowledge Organiser

PCSH E – Year 7 Topic 6 – Financial Decision Making

<p>Key Terms:</p> <ul style="list-style-type: none"> • Income Tax: Income tax is the money that individuals or businesses have to pay to the government based on the money they earn or the profits they make. • Earnings: Earnings are the money or income that individuals or businesses receive from their work, businesses, or investments. • Interest: the bank (or whoever) pays us for the chance to use our money • Fixed cost: costs that are the same no matter how many people are involved. • Income: The money you earn or are given • Needs: essentials such as water and food • Wants: things that we don't really need but like to keep up to date • Expenditure: the money you have to pay to others or decide to spend. • Savings account: an account for money you don't need instantly. Often you get paid interest on savings accounts. • Budgets: Budgets are plans that help individuals or businesses keep track of their money. They show how much money is coming in (income) and how much is going out (expenditure), helping to control spending and save money. • Disposable: Disposable refers to the income or money that individuals or households have left after paying taxes and essential expenses. It is the money available for spending or saving on non-essential items. • Loan: A loan is an amount of money borrowed from a bank or lender. The borrower agrees to repay the loan over time, usually with interest added. • Gambling: Gambling refers to playing games of chance or betting on uncertain outcomes, usually involving money. It involves taking a risk with the hope of winning more money or prizes. • Value: Value refers to the worth or importance of something. It can be the monetary worth of an item or the significance or usefulness it holds. • Debt: Debt refers to an amount of money that one party (person) owes to another • Fraud: Fraud is a dishonest act carried out with the intention to gain an unfair advantage. It involves concealment (<i>hiding</i>) of information, or manipulation of facts for personal or financial gain. 	<p>KP12: Saving and Budgeting</p> <p>Types of accounts:</p> <ul style="list-style-type: none"> • Saving accounts: You can open a savings account yourself at 16. An adult can open a savings account for a child under 18. If you saved £10 a month for a year, at a yearly 1% interest rate, you should have £120.65 at the end of the year. They are specifically designed for you to save money in and are usually best for saving larger amounts. • Current accounts: These help you to manage your day-to-day money, pay bills, receive incoming money. <p>Risk: Different types of savings and investments carry different types of risk. Some finances are high risk, that is, the chances of something bad happening are high; however, in return for taking that high risk, you might earn more money than someone who saves in a low-risk way. Putting your money in a piggy bank could be described as so low risk that it's virtually risk free, but therefore you get no extra money back. Normally, the higher the risk, the higher the possible return, but also the potential for a higher loss.</p> <p>Budgeting: Budgeting is the process of managing your money. It can be used to manage the balance between your income and your outgoings. It ensures that</p> <ul style="list-style-type: none"> - You have enough money to cover the necessities - You are spending on what really matters to you - You are putting money aside for the future - You have considered other things you might want to use your money for, such as giving to charity. 	<p>KP13: Gambling</p> <p>Gambling is an activity that results in either a win or a loss. It is also known as betting, gaming or taking part in a lottery. All gambling is high risk – the chances of losing money are far greater than winning it. This is how organisations in the gambling industry make their money.</p> <p>There are several sectors where gambling activities take place</p> <ul style="list-style-type: none"> • Arcades • Betting • Bingo • Casino • Lotteries • Gaming machines • Social gambling <p>Impacts of gambling:</p> <ul style="list-style-type: none"> • Spending more than they want on gambling • Struggle to find money for bills • Take out loans to cover gambling debts. • Extreme emotions or mood swings • Stopping their other hobbies • Difficulty sleeping • Feeling depressed or anxious. 	<p>KP14: Dealing with financial dilemmas</p> <p>Fraud: Fraud is when a person dishonestly and deliberately deceives a victim for personal gain of property or money.</p> <p>Identity theft: The act of a person illegally obtaining information about someone else.</p> <p>Phishing: By pretending to be financial institutions or companies, thieves can send fake emails or pop-up messages to get you to reveal your personal information. You should never click on links and should avoid responding to these emails.</p> <p>Vishing or phone scams: These typically involve fraudsters deceiving people into believing they are speaking to a member of a bank or a representative of another trusted company or agency. Usually, the fraudster will convince the person they have been a victim of fraud and will ask for personal and financial information to gain access to their account.</p> <p>Smishing (SMS phishing): This is when someone tries to trick you into giving them your private information via a text or SMS message. Many people tend to be more inclined to trust a text message or an email and people are less aware of the security risks involved with click on links in a text message.</p>
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Knowledge Organiser

PCSHE – Year 7 Term 2 – Citizenship

<p>KP11 – Key words</p> <ul style="list-style-type: none"> Democracy: A system of government where everybody has a say in how the country is ran, so what the majority of the nation wants to happen, generally happens. Dictatorship: A system of government where one person has complete control over a country. Voting: Going to a polling station to put a tick next to the person you wish to represent your local area in parliament. Government: Those who are in charge of the country at that time. Parliament: This is all the members of Parliament, the government and the opposition. Opposition: They are the other political parties who are not in government. Political parties: Different parties have differing views on how the country should be run. They have different ideas so different sections of society like to vote for them. Monarchy: The King or Queen at the time who has to sign off new laws to make them official. House of Commons: Where members of Parliament meet to discuss new laws on how to run the country. If the majority agree then a new law is passed onto the House of Lords. Prime Minister: This is the person who runs the party who is in government at that time. They are in charge of running the country. Cabinet: These are MP's chosen by the Prime Minister and given the most important jobs with the most responsibility. MP: A member of Parliament, these people are voted into power by the public in elections to represent the area they are from. House of Lords: This house is made up of professional people e.g. doctors or lawyers. They are not voted for. If a law is passed to them from the commons, they debate it. If they agree with the law it becomes a new law. Election: When everyone over the age of 18 are able to choose who they want to lead the country. They vote in secret. Consistency: All of England is split into equal size constituencies. These are areas which have a member of parliament to represent their interest in Parliament. 	<p>KP12 – General Elections:</p> <p>A general election is an important process that allows citizens to choose their representatives in government. The process typically involves several key steps, which are explained below:</p> <ol style="list-style-type: none"> Setting the Election Date: The government or relevant authorities announce the date for the general election. Candidate Nominations: Political parties or independent candidates nominate individuals to represent them in the election Election Campaign: Candidates take part in a campaign to promote their policies, ideas, and vision to the people. Voter Registration: Citizens must register to vote before the election. Voting Process: On the day of the election, registered voters visit polling stations to cast their votes. They make their choice by marking the ballot paper or following the instructions provided by the electronic voting machine. Vote Counting: After the voting period ends, the ballots are counted either manually or using specialized machines. Declaration of Results: Once the vote counting is completed, the election authorities announce the results. Formation of Government: In a parliamentary system, the political party that secures the majority of seats in the election forms the government. The leader of the winning party or coalition often becomes the Prime Minister or the head of government. They then proceed to appoint ministers and establish policies to govern the country. <p>KP13 – Role of the MP:</p> <p>An MP is an elected representative who serves in Parliament. The primary responsibilities and roles of an MP include:</p> <ol style="list-style-type: none"> Legislation: MPs participate in the process of making laws by proposing, debating, and voting on bills and amendments. They analyse existing laws and suggest new ones Representation: MPs act as a voice for their constituents (<i>people</i>) in the parliament. They listen to the concerns, needs, and opinions of the people they represent and try to solve these issues through laws. Constituency Work: MPs are responsible for addressing the concerns and needs of their constituents at the local level. They help individuals and communities with issues related to healthcare, education, housing, employment, and other matters. Debate and Representation of Views: MPs engage in parliamentary debates, discussing and presenting their views on various issues. <p>KP13 – Role of the Monarch:</p> <ol style="list-style-type: none"> Head of State: They serve as a figurehead and symbol of national identity, both within the UK and around the world. Constitutional Duties: The monarch has responsibilities, including giving royal agreement to laws passed by Parliament. The monarch also has the power to appoint and dismiss the Prime Minister and other government ministers. State Opening of Parliament: The monarch formally opens each new session of Parliament with the State Opening of Parliament ceremony. They deliver the King's Speech, which outlines the government's law-making agenda for the coming year. Representing the Commonwealth: As the head of the Commonwealth, the monarch represents the UK in its relationships with other member countries. The monarch participates in Commonwealth events, summits, and initiatives that promote cooperation among member nations. Patronage and Charitable Work: The monarch serves as a patron (<i>supporter</i>) for numerous charities, organisations, and institutions, providing support, raising awareness, and promoting their causes. This involvement helps bring attention to important issues and contributes to public welfare.
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Low Stake Quiz

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Sliding Scale – Lesson 1

Saving and Budgeting

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

Sliding Scales

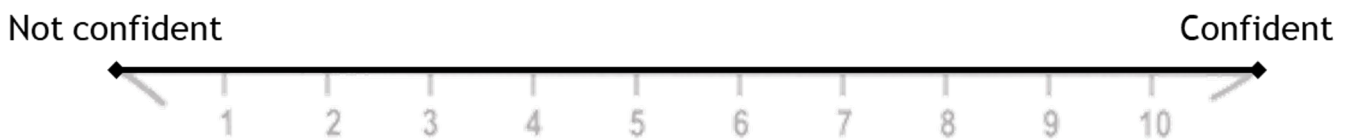
To be able to explain how managing their money can help them to save.



To be able to explain the benefits of saving



To be able to set up a budget and cope with the unexpected.



Key words: Saving, budgeting, spending, savings account, stocks and shares, income, fixed costs

People have very different attitudes to what they do with their money.

Task: In your booklet, there are three types of people. Complete the table to outline the advantages and disadvantages of each character's attitudes towards money.

Character	Advantages	Disadvantages
Spend, spend, spend		
Save, save, save		
Spend some, save some		



A spend, spend, spend person



A save, save, save person



A spend some, save some person

Task: Look at the table. Sam is trying to work out how he can afford to go away on a camping trip. At present he spends all of his income each week he needs to save a total of £30 in the next ten weeks.

1. How much does he need to save per week?
2. How can Sam make savings on his weekly spending?
3. How can Sam increase his income?
4. Complete the table filling in the figures for him.

Current weekly income	£	Current weekly spending	£
Pocket money	5	Snacks	4
Money for chores	5	Subs	2
		Bus fares at weekend	4
TOTAL	10	TOTAL	10
New weekly income		New weekly spending	
		Weekly savings target	
TOTAL		TOTAL	

Task: Look at the table which shows how Sam and his three friends budget to go on a trip.

Suddenly one friend drops out. Table 3 shows how this affects their finances. The petrol money and the campsite fees are ‘fixed costs’ that can’t be reduced even if there are fewer of people.

1. Work out the rest of the budget.
2. What effect does one person dropping out have on their budget?
3. What changes to the budget can you suggest to make it balance?

Original budget			
Income	£	Spending	£
Sam	30	Petrol money to and from campsite	30
Friend 1	30	Campsite fees	20
Friend 2	30	Food, etc. at £10 each	40
Friend 3	30	Entry money – local attraction at £6 each	24
		Ice creams at £1.50 each	6
TOTAL	120	TOTAL	120

Table 2 Sam’s and his friends’ budget for equally sharing the trip costs

Income	£	Spending	£
Sam	30	Petrol money to and from campsite	30
Friend 1	30	Campsite fees	20
Friend 2	30	Food, etc.	
		Entry money – local attraction at £6 each	
		Ice creams at £1.50 each	
TOTAL	90	TOTAL	

Table 3 Revised budget

Low Stake Quiz

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Sliding Scale – Lesson 2

What influences our spending?

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

Sliding Scales

To be able to identify some of the reasons why you spend your money.



To be able to explain why you have chosen to support different kinds of shops.



To be able to suggest how price and competition affects your consumer decisions.



Key words: Spending, impulse purchases, consumer decisions, price, competition.

Task: List three things that you have learnt a shop can do to persuade you to buy its goods rather than those from another shop.

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2.

3.

Low Stake Quiz

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Sliding Scale – Lesson 4

Controlled and Uncontrolled Spending

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

Sliding Scales

I can understand what a responsible and irresponsible choice is



I can describe the different factors which influence choices



I can explain the different type of gambling and the related risks



Key words: risk, responsible choices, irresponsible choices, gambling, impacts

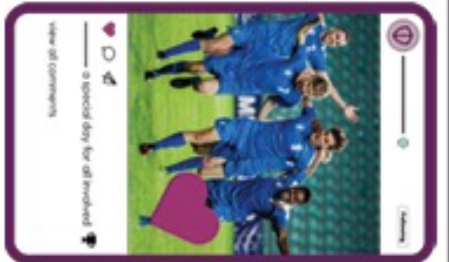
Task: look at the social media feed you have been given. List what the user has engaged with by:

1. stopping scrolling to read, watch or look at something
2. what they have liked and shared
3. links they have clicked on
4. adverts they have clicked on or made a purchase from
5. any profile information shown

Profile 1: Age: 16



Watched a video of someone doing tricks on a bike.



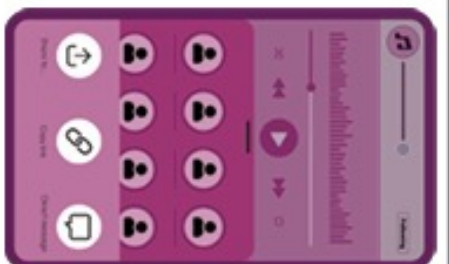
Liked a post about their football team winning last night.



Clicked on a link to a gaming site showing a loot box.



Bought a new football game for their device from an advert they clicked on.



Shared a post about a new song they love.

Profile 2: Age: 14



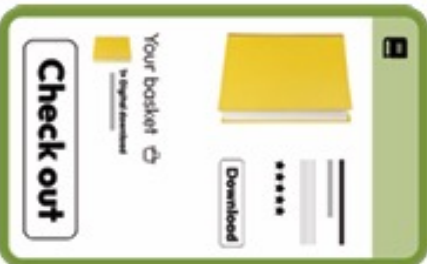
Watched a video of a mix of songs by their favourite band.



Liked a post about an environmental # campaign.



Clicked on a link to an online clothes site and scrolled through some new outfits.

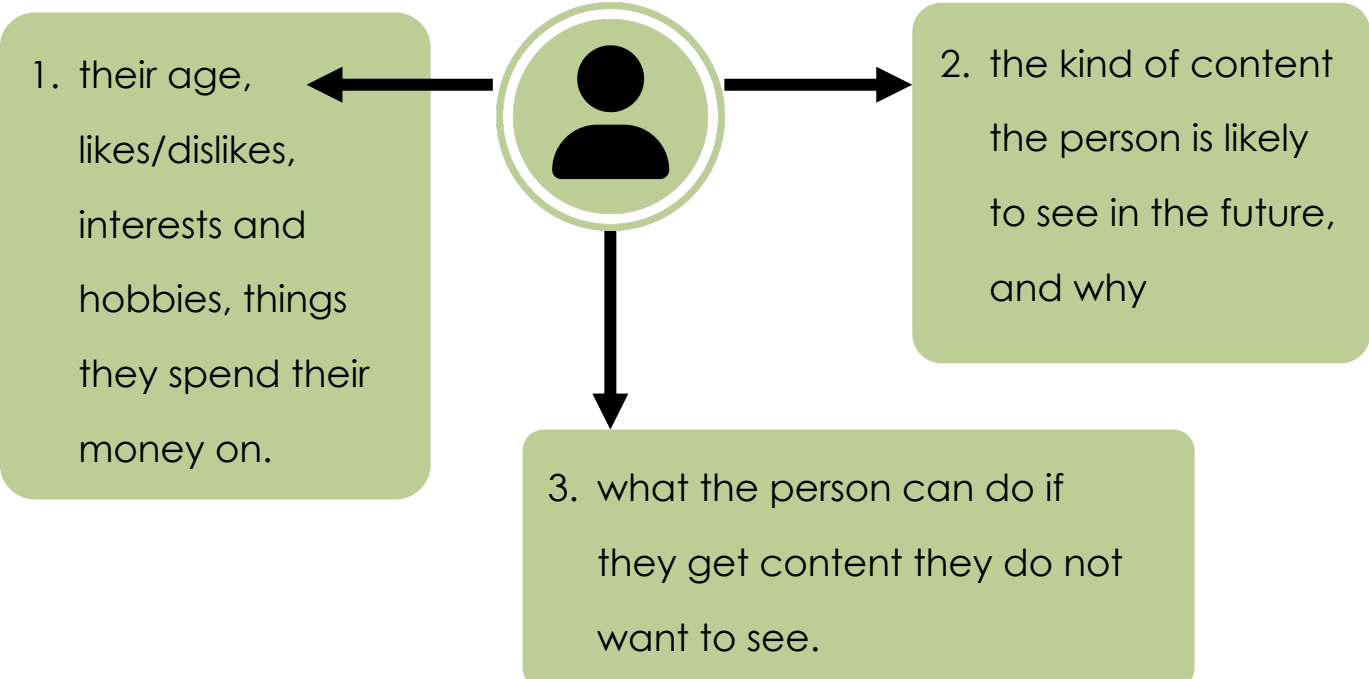


Bought a download of a new e-book from an advert they clicked on.



Shared a post about their favourite band's new song.

Task: Based on the social media feed, create a mind map of the person, including:



Low Stake Quiz

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Sliding Scale – Lesson 5

Gaming, Social Media and Algorithms

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

Sliding Scales

To be able to identify the risks associated with online spending, including in games



To be able to assess the influence of peers when making financial decisions online



To be able to evaluate the impact of algorithms, data and advertising on financial decisions online



To be able to create strategies to manage a range of influences in relation to online spending



Read Tina's story: Answer the following questions.

1. How is she being encouraged to spend money online?
2. What might the potential risks be for her?

Tina loves gaming and is playing an online game with friends from school. She's on level 3 at the moment and last night she paid for a loot box to try and win a new skin for the character. ('Skins' are items that cost money and change the way a player's avatar looks, such as new clothing, but they do not change the gameplay). It felt really exciting to watch the loot box open and reveal the skin! But then when it wasn't the one Tina wanted, she felt disappointed. The skin she was hoping for is really rare so it's not that surprising she didn't get it – maybe next time. It didn't seem too expensive, and she'd already saved her card details in the game, so could buy it quickly without interrupting her gameplay. Tonight, this level is still really hard. She's lost a few lives and keeps having to start from the beginning of the level, which is pretty annoying. Tina chats with her friends from school using the in-game chat and Mylo's just given her a tip to get past a really hard bit – he's onto the next level. Just after reading Mylo's message, Tina loses another life and gets sent back to the start again. How frustrating! Another friend, Dayna, pings a message saying she's just bought a loot box and got THAT skin! Everyone wants that one, it's so rare and Dayna is super excited about it. Tina wonders whether she should have another go at getting a better skin. She's tempted as it might help her get through this level faster, but what if she spends her money on it and gets a rubbish one again? Whilst she is thinking, a pop-up appears (the fourth one tonight) saying 'Get to level 4 now! Download this tip to get you there. Only 2 GameQuids!' Tina's not sure how much money that is in real life but is worried about spending more money on the game.

Read Hasaan's story: Answer the following questions

1. How is he being encouraged to spend money online?
2. What might the potential risks be for him?

Hasaan is scrolling through his social media feed; he's noticed that he's getting lots of content for computer and tech products recently. He's interested in tech and gadgets so doesn't mind seeing this stuff. An advert from a company he hasn't heard of comes up for Bluetooth headphones, showing the brand he's seen lots of people at school have. He stops scrolling to read it. The advert says that the headphones have 50% off the usual price but they only have limited stock left. Scrolling along the advert at the bottom is a pop up saying how many people have bought in the last hour, and the number keeps ticking up. It even says that you can get an extra 10% off the reduced price if you set up a customer account with them, giving your name, date of birth, address, email address and create a password. But this offer ends today! He has mobile payment details saved on his phone so it would only take one click to pay. This offer seems too good to miss!

Task: Identify how peers and pop-ups might be influencing her.

Tina sends a message telling the others about the pop-up. 'Get it! Then you'll be able to catch us up!' responds Dayna, whilst Mylo says, 'It would be cool to play the next level together, but don't worry if you don't want to pay.' Tina clicks on the 'Download now' button without really thinking about it. She's not sure how much 2 GameQuids is in real money, but the payment goes straight through from her saved card details. 'I got it,' she tells Dayna and Mylo. 'Nice! Now catch us up!' messages Dayna. Mylo sends a thumbs up. Just as Tina's about to start playing again, another pop-up appears, this time saying: 'Congratulations! Loot box now released! Open your bonus loot box before the timer runs out and claim your exclusive loot box! Only 4 GameQuids for a limited time!' Tina really doesn't want to spend any more money on the game but wants to catch up to her friends. This might be the skin she wants, and it seems like this is her only chance to get it. It will just take one click as her bank card details are saved in the game.

Peers and pop-ups might be influencing her by...

Task: Identify how peers and the advert might be influencing him.

Hasaan shares the post with his friend Ged, who comes straight back saying, 'That's a mega deal for those headphones! So many people have them at school. No brainer, buy them now!' Hasaan thinks about all the content he's seen recently with so many cool tech products that he's been wanting for ages. They do look great and this deal is unbelievable. He clicks 'Add to cart' and a timer starts to countdown before his cart will timeout and he might lose the deal

Peers and the advert might be influencing him by...

Task:

1. Sort the cards into positives and negatives
2. Evaluate which you think is the biggest positive and negative from the cards. Explain your reasoning in your booklet.

I think ... is the biggest positive because... I think ... is the biggest negative because...

It is convenient to see adverts for things people might want.	Adverts in games help players to move through the game more quickly.	Targeted adverts are used to make money out of people, even when they weren't intending to spend.	Targeted adverts can make it easier for small businesses to reach their potential customers.
Targeted adverts improve users' experiences online because they see content that is relevant to them.	Collecting data about users in order to target adverts is an invasion of their privacy.	Adverts in games for chance-based items make the game more fun.	Companies use targeted adverts for their own gain.
Adverts can make people overspend as they appear when people are relaxing and may appear repeatedly.	Targeted adverts are used to keep people online and therefore make more money for tech companies.	People might be manipulated or exploited by targeted adverts.	Targeted adverts often reinforce existing beliefs and preferences so could contribute to the echo chamber effect (only seeing content that shares a point of view and not being exposed to alternative viewpoints).
It is not ethical to track, use and sell people's personal data in order to advertise things to them.	Many people do not understand how their data is being used to generate targeted adverts.	Users can edit their privacy and advert settings in their social media accounts to reduce how many targeted adverts they see, which removes any problems with them.	Many games make their money through in-app purchases, so the initial game is offered to players for free but is followed-up with adverts for in-game purchases.

Read part 3 of Tina's story.

1. She is showing some signs of uncontrolled spending and gambling.
2. Identify the signs of each of these.

The following week: Tina has got onto level 4 of the game now. Mylo hasn't played much this week, but Dayna is now on level 5. Tina has bought a few more loot boxes to try and get the skin she wants but still hasn't got it. When the loot box pop-ups appear, which seems to be happening more, Tina feels excited that this might be the time. But then she's really disappointed when it opens and it's a skin she already has or one that's really common. It feels like a waste of money. She also paid for some extra content to download, which was a secret level. She didn't mean to, but when the pop-up appeared Tina just clicked on it and the payment went straight through. Tina is feeling worried about how much she has spent on the game this week. It's so hard to know as the amount is always shown as GameQuids, not real amounts. She's lost track and wishes the pop-ups would not appear so much as she finds it really hard to ignore them and the quickest way to make them disappear is to click through and buy something.

Read part 3 of Hasaan's story.

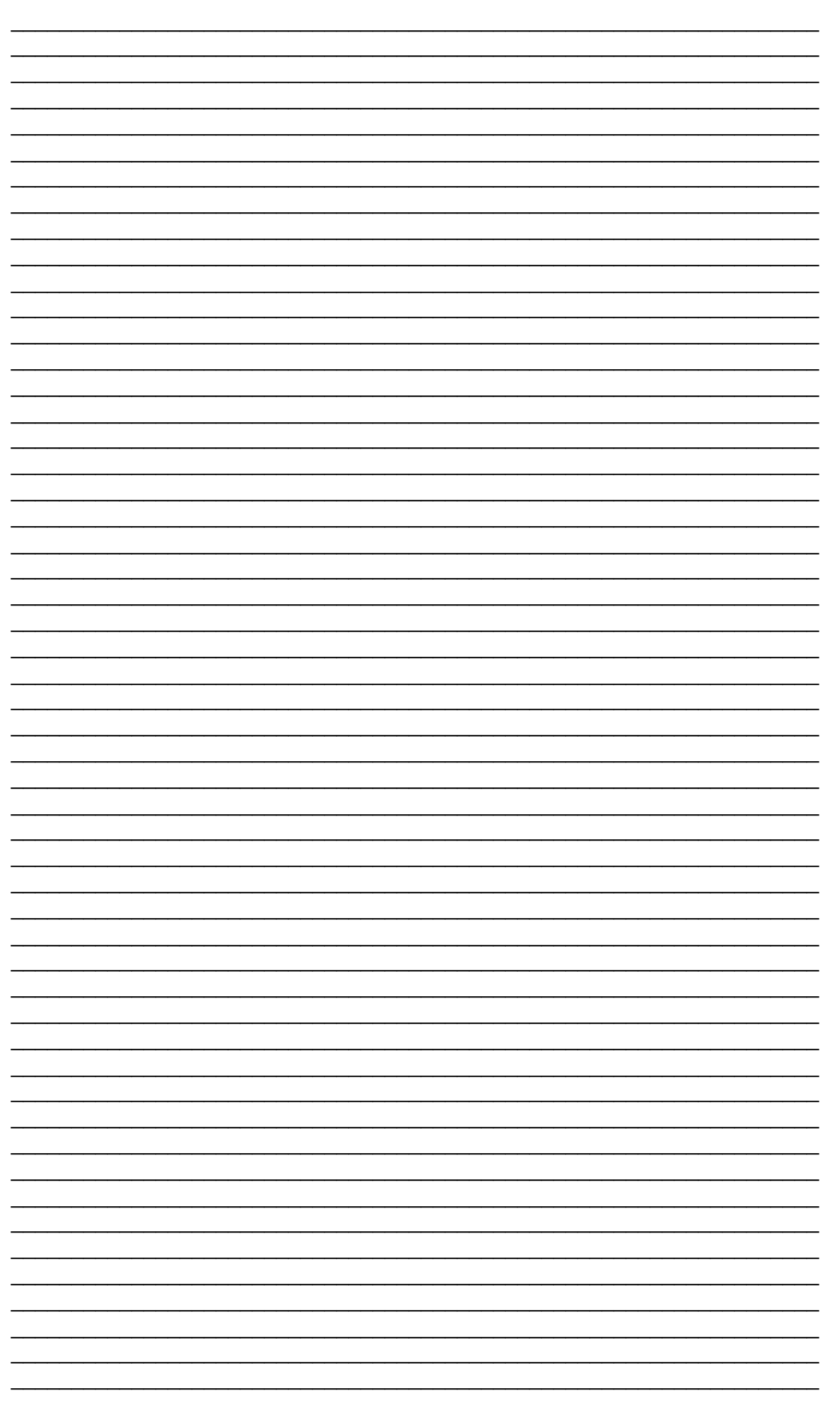
- He did not buy the headphones.
- Identify the strategies for controlled spending Hasaan is using.

Hasaan stops to think. He hasn't heard of this company and something about the offer doesn't seem right – he wonders if it might be too good to be true. Instead, he decides to do some research into the company and finds some reviews online where people are saying they never received their headphones, others say the headphones were fake and broken. There are lots of people saying it might be a scam and not to buy. A couple of reviews are people saying they noticed strange transactions in their bank account afterwards. Hasaan empties the cart and clicks 'Report and block' on the advert. He wants to do some more research with his mum at the weekend and then decide whether to buy some headphones. Hasaan removes his saved bank card details from his phone, so he cannot pay with one click on there. He messages Ged, 'It looks like it might be a scam. I'm not buying them from there. Will have a think about it.'

Write a piece of advice from Hasaan to Tina about how to keep spending online in control.

You should include:

- some risks associated with online spending, including in games
- the influence peers can have on financial decisions online
- the impact of algorithms, data and advertising
- strategies to manage these influences



Low Stake Quiz

1. _____

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Sliding Scale – Lesson 1

The Democratic Government

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

Sliding Scales

I understand the political system used in the UK.

Not confident

Confident



I can identify the differences between the government and parliament.

Not confident

Confident



I can explain the different roles undertaken by the UK government and parliament.

Not confident

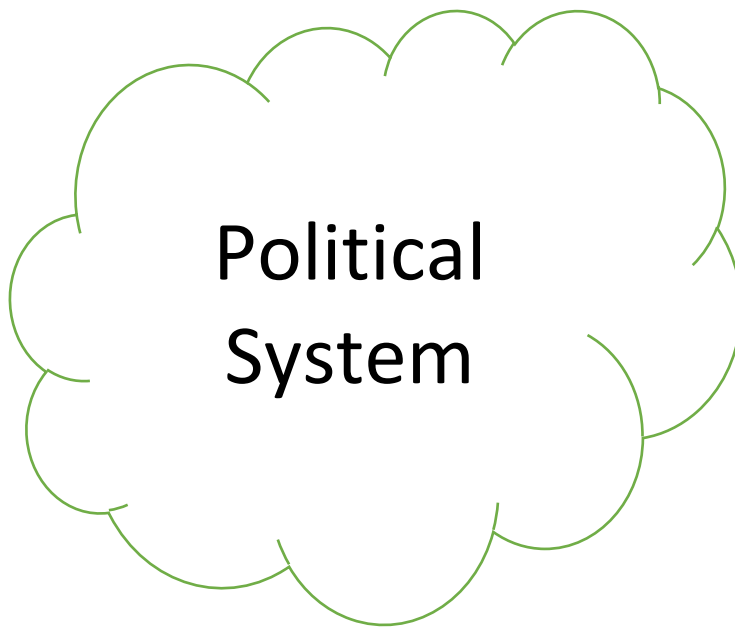
Confident



Key words: Government, Parliament, House of Commons, House of Lords, Monarch, Representative Democracy.



Task 1: Where you hear the term *political system* what comes to mind?



Task 2:

1. Read through the different ways to govern.
2. Highlight the positives of each method in one colour
3. Highlight the negatives in another colour.

Ways to Govern:

1. **Monarchy:** A monarchy is a government in which a single person (a monarch) rules until he or she dies or abdicates (gives up) the throne. In a monarchy decisions are made quickly because only one person has to approve it, so there is less disagreement. This can lead to strong military systems and protection for the country. However, the monarch is not elected (chosen) as the title is inherited (passed down).
1. **Communist:** Communism is a type of government as well as an economic system (a way of creating and sharing wealth). In a Communist system, individual people do not own land, factories, or machinery. Instead, the government or the whole community owns these things. Everyone is supposed to share the wealth that they create. Communism may help to close the gap between the rich and poor and can reduce tensions within a society. However, the equal sharing of wealth may provide less incentive for individuals to work hard.
1. **Democracy:** A democracy is a form of government that tries to provide all citizens with an equal voice, or vote, in making decisions, regardless of their level of their background. Democracies result in low levels of inequality, religious freedom, assurance of human rights, high levels of freedom and the changing of political power after a certain period of time. However, due to the participation of many voices important decisions can take a longer time and minorities can be left behind.
1. **Dictatorship:** Power is held by a single person (or a very small group) that has absolute authority over a population. Dictatorships may limit the liberties (freedoms) of the general population. Dictators can use intimidation and brutality to embed their authority. Citizens may be forced to publicly demonstrate their faith in the regime by participating in marches and demonstrations.
1. **Anarchy:** Anarchy occurs when there is a lack of an organised government. It can often facilitate a lack of a desirable living environment because it is much harder for individuals to agree upon the particulars of how a population should be governed.
1. **Oligarchy:** Power is held by a small elite group (not necessarily inherited power). Once an oligarchic power structure has been established, it can be very difficult for middle- and lower-class citizens to advance their socioeconomic status.

What type of government do we have in the UK?

Task 3/4: Watch the two videos and make notes on the House of Commons and the House of Lords.

House of Commons

House of Lords

Task 5: Complete the paragraph to explain **how the government and parliament differ.**

The UK is a _____ which means every five years elections are held.

The UK has a _____ led government and the current _____ is Boris Johnson.

The government's role is to _____ by organising public services and introducing new policies and laws.

Whereas, Parliament is made up of three parts the _____, the _____, and the _____.

UK citizens _____ who they wish to represent them in the House of Commons, whereas members of the House of Lords are appointed or inherit their title and role.

Parliament _____ the work of the government by taking part in _____ and scrutinising policies. They also help to create new laws.

Task 6: Complete the table below with the statements in your booklet to decide what is the role of the government and parliament.

Government	Parliament



Reflection Task: Write something you didn't know before today...



Reflection Task: Use this space to write any questions that you might still have

Go back and complete your end of lesson Sliding Scale squares

Low Stake Quiz

1. _____

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Sliding Scale – Lesson 2

The Operation of Democracy in the UK

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

Sliding Scales

I can explain what a general election is and how it works.

Not confident

Confident



I can understand how people vote in a General Election and what happens after an election.

Not confident

Confident



I can explain some of the role of an MP and how I can have an influence.

Not confident

Confident



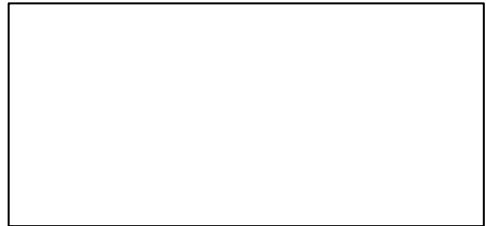
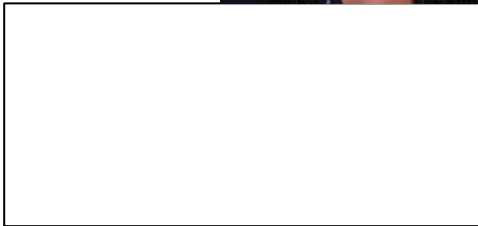
Key words: Self-esteem, influence, positive thinking, negative thinking



Task 1: Below is a diagram of the structure of parliament label the different houses.



Parliament



What is Member of Parliament

- They are elected by us, the people.
- Each MP represents a different part of the country, called a constituency.
- They usually are a member of political parties e.g. Labour, Conservatives or Greens.
- They work in Parliament and in their constituencies
- They have to fight for their jobs every time there is an election

Matt Bishop MP for Forest of Dean



Task 2: Complete the mini-quiz below to demonstrate your understanding.

1. How old do you have to be to vote in an election?
 - a) 16
 - b) 18
 - c) 21

1. Candidates stand for election in one of the UK's 650 voting areas, usually on behalf of a political group known as:
 - a) a party
 - b) a cabinet
 - c) a committee

1. Parties announce a set of ideas and promises, which they hope will win votes, this is called:
 - a) A white paper
 - b) A manifesto
 - c) A bill

1. On election day, people vote in places called:
 - a) Polling stations
 - b) Petrol stations
 - c) Train stations

1. Following an election, the leader of the political party with the most MPs in the House of Commons get to become Prime Minister. The Prime Minister is in charge of:
 - a) The Bank of England
 - b) Parliament
 - c) The Government

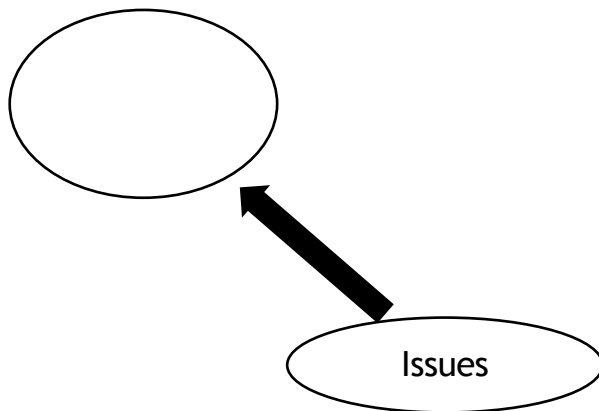


Task 3: List as many of the things an MP does as you can in your booklet

-
-
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-



Task 2: Together, as a class, we are going to mind map things we could write a letter to our MP about.





Task 4: Look at the emails to MPs and evaluate them against the success criteria.

Dear MP,

I wonder if you might agree with me that too much used plastic is finding its way into our environment? I wouldn't be surprised if you like going for a walk as much as I do, especially around St Mary's Park.

Plastic does not break down for hundreds of years. It is unsightly and - more importantly - it is dangerous to wildlife.

Unless we try hard to solve this problem now, then the beautiful environment will be destroyed, and we will sit among heaps of old crisp packets, bottles and cotton bud sticks. Something must be done before it is too late!

Success Criteria

- Be clear about what the issue is.
- Stick to the point.
- Be clear about what you want from the MP.
- Make sure what you are asking for is relevant to an MP.
- Be polite.

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Hi there,

My dad says you are the person I should contact, because you're the boss!

I hate all the plastic filling up our seas and streets. Why does everyone have to keep dropping it everywhere? I think the law needs changing so that there is less plastic packaging everywhere.

We could ban the sale of plastic bottles in shops. All liquids could be sold in glass bottles and customers could pay a deposit that they are given back when they return the bottles. Please, hurry up and get on with changing the law so that whales and dolphins can stop choking on thrown away plastics.





Reflection Task: Write something you didn't know before today...



Reflection Task: Use this space to write any questions that you might still have

Go back and complete your end of lesson Sliding Scale squares

Low Stake Quiz

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Sliding Scale – Lesson 3

Liberties

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

Sliding Scales

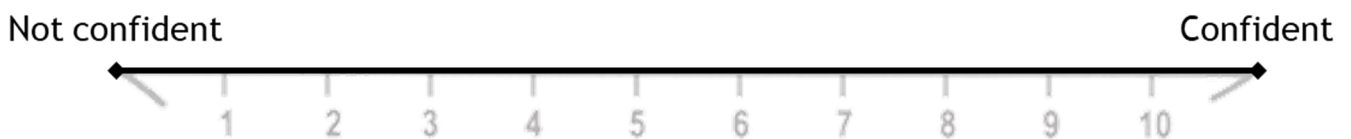
I understand the rights I am entitled to as citizens of the UK.



I know how the rights of citizens have changed over time.



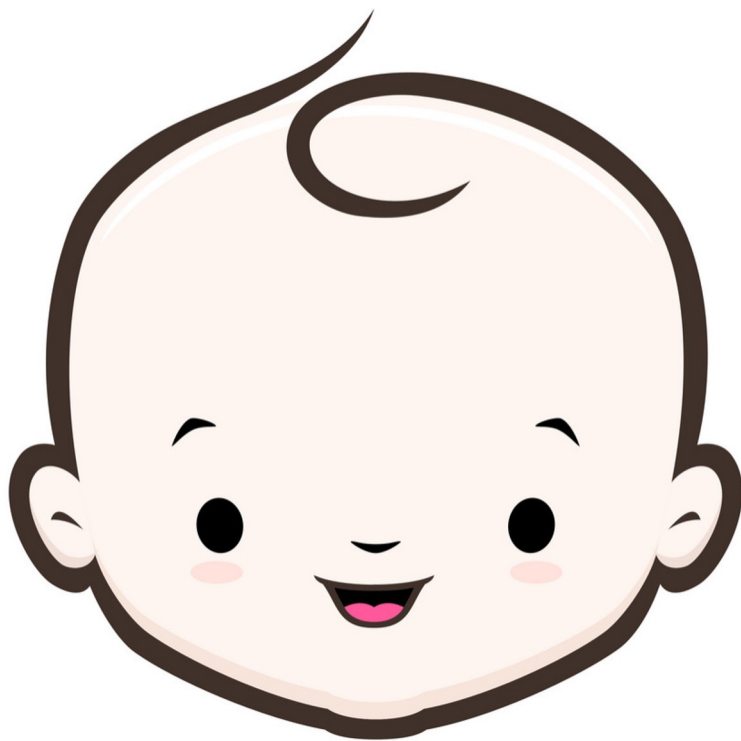
I can explain what taking citizenship action involves.



Key words: Liberty, rights, citizens, entitled,

Task 1: Annotate the picture of the baby in your booklet with:

1. **What** that child needs while growing up, from birth until they reach their 18th birthday.
2. **Why** they need each of these things growing up.



As British citizens, we have a number of basic rights and freedoms. These fit into 4 categories:

1. **Basic Rights** - rights which underpin the development of other rights
2. **Political Rights** - rights which exist to enable people to participate in the establishment of a government
3. **Legal Rights** - rights which are founded upon law or accepted rules
4. **Human Rights** - rights which protected the characteristics that make us humans

Sometimes a right/freedom can belong to 2 categories as it can be a Basic Right and either a Political, Legal or Human Right.

Task 2: Read through the rights in your booklet. Sort these rights into one of the four categories.

Right	Category of Right	Right	Category of Right
The right to a fair trial		Freedom of expression	
Freedom of movement		Right to protest peacefully	
Right to vote		Right to be represented in court	
Right to own property		Right to education	
Right to marry		Right to freedom from discrimination	
Right to practise religion		Right to life	
Right to stand in an election		Right not to be tortured	
Freedom from unjustified police searches		Right to be assumed innocent until proven guilty	

Task 3: Write down a definition of *Human Rights*.

Task 4: Complete the gap fill below to explain Malala's story.

After an _____ that nearly killed her, Malala and her family moved to _____ . She first spoke out for _____ right to go to school when she was _____ in _____. Her home came under the brutal rule of the _____, who wanted to stop girls from going to school. Today Malala has become the _____ of the _____ of out of school children across the world.

Missing words: Attack, Birmingham, girls', Pakistan, eleven, Taliban, face, millions.

Rights and Responsibilities at School

It would be impossible to talk about everyone who is responsible for ensuring young people have their rights, so we will focus on the school environment. The four main groups responsible for ensuring that young people are given their rights at school: Parent, Pupils, Teachers and Governors.

Task 5:

1. Read each statement and decide whose responsible for ensuring that particular right is granted.
2. Which group do you feel have the greatest responsibility? Why?

Attend school regularly and arrive on time	Review the policies of the school	Teach to a good standard
Choose the school they want their children to attend	A good standard of teaching	A balanced curriculum which meets your needs
Making decision about how the school funding is used	Keep up to date with subject knowledge	Ensure that children attend school and behave reasonably
Follow school rules	Work hard	Teach children a moral code that shows them what is right and wrong
Decide which religion their children will follow	Feed and clothe children	Make the classroom environment stimulating
A safe learning environment	Assess/mark pupils work	Inform parents about pupil progress
A safe working environment	Appoint new staff	Support school with homework, attendance and behaviour
Establishing the ethos (culture) of the school	Arrive prepared for lessons	Behave in a reasonable manner
Develop the reputation of the school	Respect others in the school community	Decide on medical treatment given to the child
Expect pupils to behave and try to succeed	Payment for their work	Monitor school spending and progress

Introducing Zac

Zac is a Year 7 student at Everytown Academy. Since the start of the pandemic he has been at home with his two sisters and parents. Like many families, they don't have much space at home, but Zac uses the kitchen table to take part in Oak lessons and tries to do some of the distance learning set by his school. His family has one laptop and the broadband connection is very slow, which is frustrating. Now that everybody is at home, the family gas and electricity bills have skyrocketed, which is a problem as his mum is worried that she may soon be made redundant at work.

What is the issue?

What can we do to help?

Who could help?



Reflection Task: Write something you didn't know before today...



Reflection Task: Use this space to write any questions that you might still have

Go back and complete your end of lesson Sliding Scale squares

