



Welcome to Living in the Wider World

**Personal Development
Spring 1**

Why are we studying Living in the Wider World?



This half term, we are learning about how to become confident, respectful and responsible young people, both in and out of school. These lessons will help you:

1. Understand Yourself and Grow with Confidence

- You'll explore your *personal strengths*, qualities and interests.
- We'll discuss **self-esteem**—why it matters, how it affects your wellbeing, and how to build it up.

2. Learn the Importance of Respect and Equality

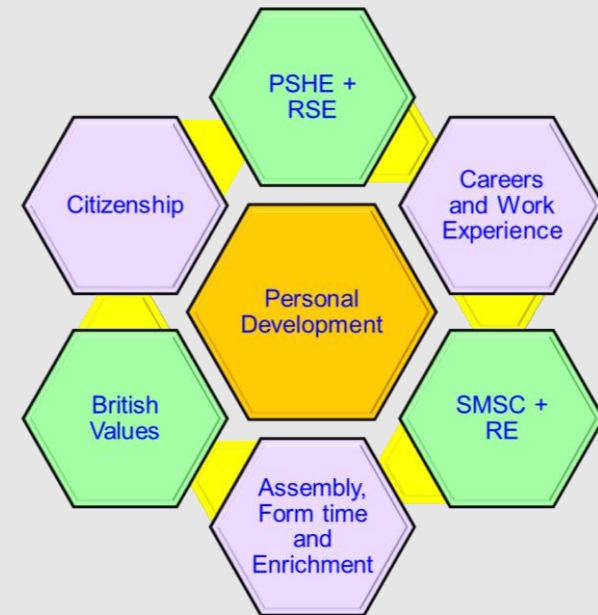
- You'll learn about **stereotyping, racism and discrimination**—why they happen, why they are harmful, and how to challenge them in a respectful and informed way.
- We will look closely at the **Protected Characteristics** in the Equality Act and understand why everyone deserves to be treated fairly, whatever their background.

3. Think Critically About the World Around You

- We'll explore the difference between *needs and wants*, and how to understand our priorities in life.
- You'll learn how **media and online content** can be misleading or biased, and how to spot fake news and harmful messages.
- We'll practise using **critical thinking** to make safer, more informed choices about what we see, hear and believe.

4. Prepare for the Future

- You'll learn how to **identify your skills and values** and see how these link to future jobs and opportunities.
- We'll introduce the basics of **budgeting and managing money**, helping you build good financial habits early on.



● Year 7 Summer 2 Knowledge Check – Living in the Wider World

(Equality, Diversity, Stereotyping, Budgeting, and Personal Skills)

1. On a scale of 1 to 5, how confident do you feel that you can explain the difference between equality and equity?
2. On a scale of 1 to 5, how confident do you feel that you can identify and challenge stereotypes in everyday life?
3. On a scale of 1 to 5, how confident do you feel that you can describe what the Equality Act 2010 is and what it protects?
4. On a scale of 1 to 5, how confident do you feel that you can list the nine protected characteristics covered by law?
5. On a scale of 1 to 5, how confident do you feel that you can explain what a budget is and why it is important?
6. On a scale of 1 to 5, how confident do you feel that you can create a simple weekly budget including income and expenditure?
7. On a scale of 1 to 5, how confident do you feel that you can tell the difference between essential and non-essential spending?
8. On a scale of 1 to 5, how confident do you feel that you can describe your own skills, qualities, and interests?
9. On a scale of 1 to 5, how confident do you feel that you can identify your personal values and explain how they influence your choices?
10. On a scale of 1 to 5, how confident do you feel that you can explain the importance of developing transferable skills for future employment?



**Please
complete
this on
Satchel
this week**

Do Now

What is stereotyping and why do we do this?



Juan's teacher had picked groups at random for a starter task. Juan joined the table with his new group mates – three blonde girls. 'Great,' he muttered. 'Stick me with all the dumb blondes, why don't you, Miss.' 'I think we need to have serious words about stereotyping. See me after class.' Juan's teacher replied.

Discuss: Where do you think Juan got the idea from that blondes are, in his words, 'dumb'?



What do you think the word 'stereotype' means?

I think the word stereotype means...

What is stereotyping and why do we do this?



Learning outcomes:



Describe the meaning of stereotyping. Explain why we stereotype and how we can train ourselves not to apply negative stereotypes.

Stereotyping – to believe unfairly that all people or things with a particular characteristic are the same.

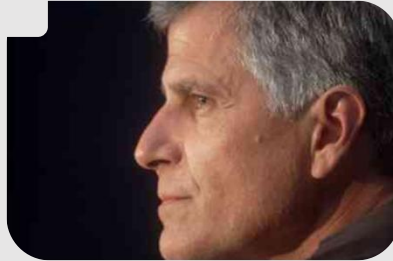
Stereotype – this is a creation of the application of stereotyping. For example, the idea that a French person would hold a baguette and wear a beret.

We all make incorrect judgements sometimes. It's easy to categorise people based on how we perceive them. Take a look at the images below and match what you think these people's jobs are to their pictures.

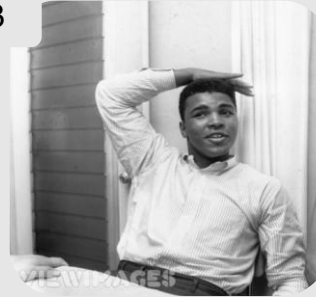
1



2



3



4



8



What jobs might we automatically assume these people do, by a first glance?

5



7



6



*I think this person works as a.....
The reason I would guess this is
because....*

Let's review our thoughts now. We'll go through the answers together shortly and see how many were correct. Be prepared to justify your ideas.



Description	Picture number	Why did you choose this person?
Chess Champion		
Film Star & Oscar Winner		
Winner of 7 Olympic Gold Medals		
Neuroscientist (Brain Surgeon)		
Millionaire Entrepreneur		
Product designer for Apple		
Film Director		
3x World Heavyweight Champion		

<i>Description</i>	<i>Picture number</i>	<i>Name</i>
Chess Grandmaster	4	Maria Manakova Russian Chess Champion
Film Star & Oscar Winner	1	Sidney Poitier (first black Oscar winner)
Winner of 7 Olympic Gold Medals	2	Mark Spitz 7 gold medals in Munich 1972 for swimming
Neuroscientist	7	Professor Susan Greenfield (expert on the Brain - became Baroness Greenfield in House of Lords)
Millionaire Entrepreneur	5	Dominic McVey (At 15 started importing Mini scooters, became a millionaire at 16)
Apple product designer	8	Jonathan Ive Designed one of Apples biggest successes, which was called the iPod.
Film Director	6	Gurinder Chadha Film director

Meet Ethel:



*I always hold my handbag tightly when I'm around teenagers.
I know it's wrong.
My grandkids are teenagers, and they're wonderful people.
For some reason though, I still get a bit scared around groups of teens in the streets, especially if it's the evening or there's not many other people around.
I didn't used to be like this – so why am I like this now?
I've never even been robbed.*

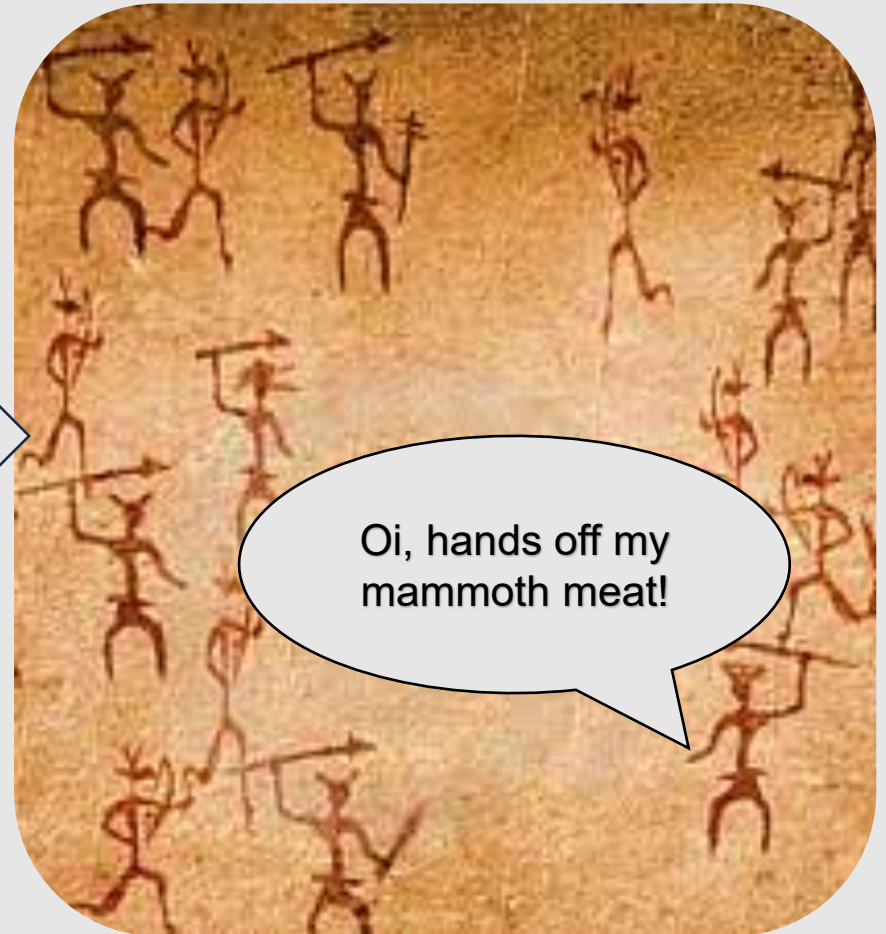
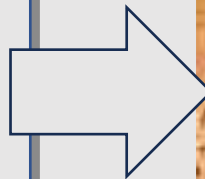
Discuss as a class:

We all make generalisations about groups of people – often without even thinking about it, but why do we do this? Why might humans have evolved this trait, in every culture around the world?

Cave paintings from 35,000 years ago depict war between prehistoric tribes.

In the modern world, we have to be aware of the more primitive parts of our brain still applying negative stereotypes. We have to remind ourselves that 'different' is not equal to 'negative' or 'threat'.

Suspicion of other groups of people as threats is a natural feeling to have - and doesn't make us bad people - IF - we can then remember that we are not living in prehistoric times anymore and that (underneath our outward appearances and cultures) all human beings are basically the same and all have the same wants and needs.



Oi, hands off my mammoth meat!



But what about statistics?

*There **are** groups of people in society who are more likely to be involved in certain types of crime – or less involved in them.*

For example; elderly women are far less likely to steal my handbag than young men are.

If I didn't apply a stereotype in my mind and hang on to my handbag more tightly – I may have a greater chance of being robbed.

What would you do if you were Ethel?

You need to decide if Ethel is right.

Ethel is a nice old lady and wouldn't say boo to a goose. She loves her teenage grandchildren, yet clasps her handbag tightly when walking past teenagers.

Why is this and is she right to do it?

What is stereotyping and why do we do this?



Discrimination helplines and charities:

diversesecymru.org.uk

Welsh charity committed to supporting people facing inequality and discrimination. Offers mental health services to people from Black and minority ethnic backgrounds through its mental health projects.

baatn.org.uk Provides a list of therapists from Black, African and Asian backgrounds, and signposts to local mental health and advocacy services.

muslimcommunityhelpline.org.uk

Provides listening and emotional support for members of the Muslim community.

[LGBT national help centre: 888-843-4564](http://www.lgbt.gov.uk)

[Equality Advisory Support Service \(EASS\) - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

For advice on any type of discrimination, including disability, sex and race.



Reporting a Concern at Thornden School

- It is important to us that all of you feel safe, happy and belong at Thornden.
- We also know that sometimes it is not as easy as simply telling a member of staff
- It could be:
 - A friend you are worried about
 - Someone being unkind to you
 - Something you have heard and think we should know



How can you report anything you are worried about?

- Speak to a member of staff or parent / carer
- Visit the Well Being Den or Head of Year area
- On Satchel each week you will be sent a link to a form to share any worries you have
- On our school website homepage there is a 'Report a Concern' link.
- In the Student Bulletin there is a 'Report a Concern' link
- On all school desktops there is a 'Report a Concern' logo to click and report anything

Need Support? You're Not Alone



If anything in today's lesson has affected you, or you want to talk to someone, there is help available.

Mental Health & Low Mood

YoungMinds – <https://www.youngminds.org.uk>

Kooth – <https://www.kooth.com>

Mind – <https://www.mind.org.uk>

Talk to Someone

Your Tutor or Head of Year – We're here to help.

Wellbeing Team and School Nurse

Report a Concern on Satchel

Safeguarding Team with the Purple lanyards

Healthy Lifestyle

NHS Every Mind Matters – <https://www.nhs.uk/every-mind-matters>

Change4Life – <https://www.nhs.uk/change4life>

Apps That Can Help

Calm – For mindfulness and sleep.

Headspace – Meditation and stress relief.

Clear Fear – Manage anxiety (designed for young people).

MeeTwo – Anonymously talk to other teens, moderated by experts.

Eating Concerns

Beat Eating Disorders –

<https://www.beateatingdisorders.org.uk>

NHS Live Well – Eating Disorders –

<https://www.nhs.uk/mental-health/conditions/eating-disorders/>