

# Year 8 PSHE Work Booklet



**Name-** \_\_\_\_\_


**Tutor-** \_\_\_\_\_

**VOL.1**


Created by Mr B Denham in collaboration with EC Publishing




# Attendance and Punctuality



## Why are attendance and punctuality so important?





**Learning outcomes:**

Describe how being on time and having high or full attendance at school helps our future career prospects.

Explain why being habitually late or not having high attendance at work or school can hurt our career and job prospects.

**New key terms:**

**Attendance** – the measurable action of going regularly to or being present at a place or event.

**Punctuality** – the measurable quality of being on time or not being on time.



Case study – should they really have been late, or taken a day off school? Read carefully and answer Y or N	Y/N	Explain what you think they could have done to ensure they weren't late or missed a day off school, or if you think it was unavoidable, explain why.
Kiki always sets her alarm for 8am. It's always a rush in her house, with her parents and sister also at home and getting ready for work and college. There is only one bathroom in the house, and sometimes Kiki has to wait up to 20 minutes to use it in the morning. Today Kiki is 30 minutes late for school. She has told the teacher that she's sorry, but she had to wait to use the bathroom.		
James was on time for school, his dad was driving him in. Then suddenly another car went into the back of them. James' leg really hurt after the accident and an ambulance came to the scene. 'We really need to take you in to hospital to get your leg X-rayed', the paramedic told James. His dad went with him, and they phoned the school to say James wouldn't be in today as he was in hospital with a suspected broken leg.		
Tammy loves playing an online game called Geometry Dash. She sets an alarm to get up early to play it before school and sometimes plays it late at night too. Today, Tammy's mum had to get to work early, so she said to Tammy's older brother, 'make sure Tammy gets to school on time.' Tammy's brother had a free day from college today and was in no rush, nor could he be bothered to take Tammy to school. 'Just have the morning off to play more if you want', he told her. 'I'm going back to bed.' Tammy readily agreed.		
George's grandad, who he was very close to, died unexpectedly. George was devastated and wanted to go his grandad's funeral to pay his respects. His parents gave the school a week's notice and explained the circumstances. George's attendance is normally excellent.		
Sofia has a cold and a runny nose. She doesn't feel 100% but doesn't have a temperature. Her mum's at home anyway so suggests she stays at home, as it's cold outside and she doesn't want Sofia's cold to get worse. She rings up the school to tell them. Sofia's attendance is usually 90%.		

## Attendance: The Ticket to Academic Triumph

Imagine this: You're cruising through secondary school, acing your essays and mocks, but you've got a habit of being a bit late to period one, now and again. Well, turns out, that could be holding you back, big time. According to data from the UK Department for Education, students with attendance rates below 85% are more likely to struggle in exams (and each missed period counts). Think about it—every lesson missed is like missing a piece of the puzzle, and when exam time rolls around, you might find yourself scrambling to put it all together. You don't know if that final exam question, that could have made the difference between your level 5 or level 6 (or even level 8 or 9) was covered in that one lesson you missed the bus because you were doing your hair.

Now, let's say it's not something so trivial as your hair that bothers you most mornings, you do set an alarm, but you also have to help get your baby sister ready, help your grandmother out of bed; maybe you're a very hard-working young carer. Maybe you have more responsibility at home than many of your peers. Your school is here to help you with this whatever way they can – and you should let them know if you are able to. Your school will help you as much as possible – because we all want you to do well (even those teachers who sometimes get a bit miffed at you). Don't believe this? Ok, well let's let you in to a secret here: all teachers want to work at a school with a good reputation (wouldn't you want to tell people you play for the best football team?). If you do well, the school does well, everyone wins – so your teachers DO want to help you do well in school. They can't help you if you're not there or if you don't allow them to help you improve attendance.



Now, let's talk about punctuality—the art of being on time, every time. Sure, it might not seem like a big deal now, it's a game-changer down the line.

A study in primary and secondary school students in the UK revealed a clear positive correlation between attendance rates and academic performance. Students with higher attendance rates consistently exhibited better grades and achieved greater levels of attainment. This suggests that consistent attendance is a key factor in facilitating learning and maximising educational outcomes. Interestingly, it was also found that students with consistent high attendance exhibited better levels of social competence, self-regulation, and emotional well-being too. So; attending school actually helps you feel better about yourself – and we have the research to prove it!

## Ok, so what's that got to do with future careers and job prospects?

Employers put one thing higher in their 'must have list' than any other – no matter what field you choose to work in, and that's reliability. Employers love punctual people. They know they can count on them to show up when they're supposed to and get the job done. In fact, research from the Chartered Institute of Personnel and Development (CIPD) shows that absenteeism and lateness cost UK businesses billions of pounds each year in lost productivity. So, when a student walks into a job interview with their reputation for punctuality, it's like waving a magic wand that says, "I'm reliable, I'm responsible, and I'm ready to work" – and hopefully they have the references from school and college to prove it. Whether it's a part-time job at McDonalds, an internship with an MP, an electrician apprenticeship, or you're a junior doctor position. Your employer will first think about one thing – can we actually rely on this person?

You might think, surely qualifications matter far more than that? Well, think about it – do you want to employ someone with all 9s who hardly ever turns up, or someone with 6 and 7s who is there on time every single day. Who will save the company money? Who will bond best with the clients? Which of these people mean the big boss doesn't have to come back early from their holiday in the Caribbean? Because we all know, that wouldn't make them happy...

### **Companies Value Attendance and Punctuality**

But don't just take our word for it—major companies such as Google place a huge emphasis on punctuality. They know that in a fast-paced tech environment, every minute counts, and being late can throw off the whole team. So, if you're dreaming of landing a job at Google one day, you better start practicing your punctuality now. Google chief people officer Fiona Cicconi recently told staff that it will still consider attendance records in any future performance reviews, which means one thing – if you don't have a good record of attendance and punctuality, you might not rise up the ranks, or worse still, you may lose your position at the company.



And how about Starbucks? Or, in fact, any customer-facing environment – they know that when their baristas show up on time and ready to work, it creates a positive experience for customers and keeps the coffee flowing smoothly – which keeps business running smoothly too. So, if you've ever thought about working at Starbucks part-time while you're in college or uni, showing up on time to school could be your ticket to snagging that job.

Attendance and punctuality might not be the most glamorous aspects of school life, but they're definitely the ones that can set you up for success. Whether you're aiming for top grades, eyeing your dream university, or dreaming of your future career, showing up and being on time are the keys that'll unlock all those doors. So, keep that attendance record clean, set those alarms, let school know of any issues you need support with, and get ready to conquer the world—one punctual step at a time!

## Task Four:

Why would employers be bothered about if I'm late or not?

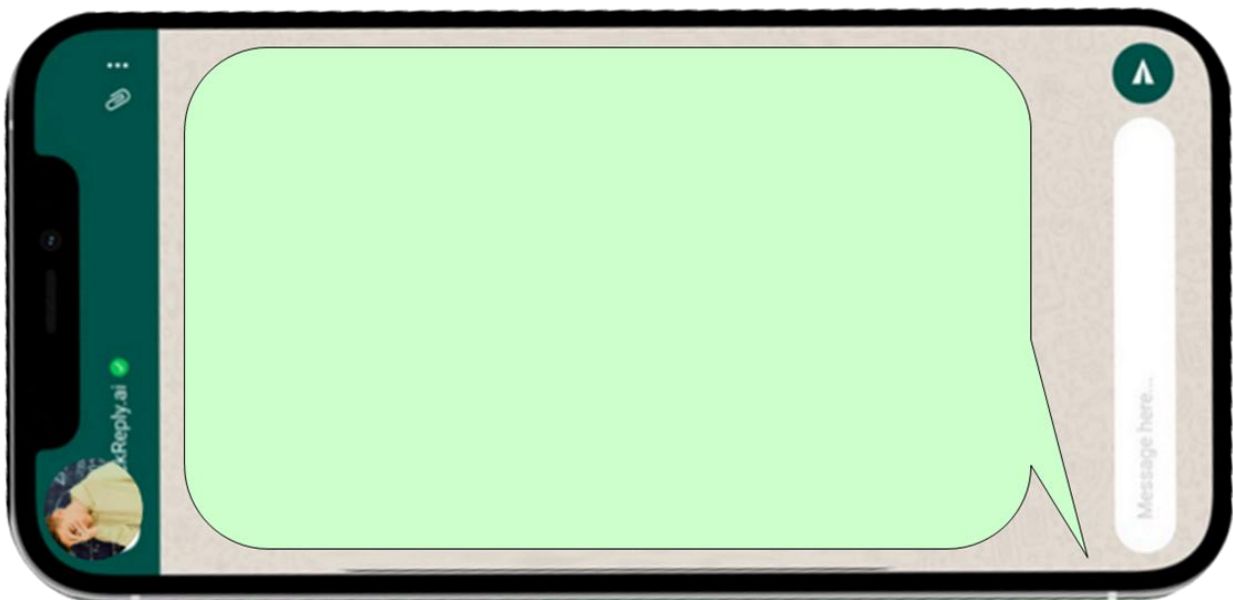
Watch the clips carefully and complete your table. We'll go through the answers together as a class afterwards.

<https://www.youtube.com/watch?v=cyz1O8iGLFU>  
(You only need to watch up to 4.55)



What are the traits of a reliable person?

Why is being reliable so important?

# Ambition, aspiration and setting realistic career goals



## Ambition, aspiration and setting realistic career goals



### Learning outcomes:

Clarify your own early aspirations.  
Describe the benefits of setting ambitious goals and being open to opportunities in all aspects of life.  
Begin to set ambitious yet realistic targets and goals and start to manage emotions surrounding future careers.

### New key terms:



**Aspiration** – a hope of achieving something. Aspiration implies a striving to be better and make improvements to yourself.

**Ambition** – A strong desire to achieve something or be something, e.g. 'it's my ambition to travel the world.'

### Task One:

Write your name, age and ideal career at the top. There's also room to draw an image of yourself (if you're feeling creative).

You need to really think about **WHY** you want this career. Will it make you happy? Can you afford to live on the income? Is this really what you want to do, or are you trying to meet the expectations of other people?  
Will you be able to attain the qualifications needed and are you confident you can put in the hard work?

In reaching your goal you will most likely need to pick up work-experience, qualifications and skills along the way. How can all these be utilised successfully if your ideal career doesn't quite work out? What could you do instead?

Name:

Age:

Ideal Career:

Why is this your ideal career?

How will you reach your goal?

What if this becomes unattainable?

## Balancing Aspiration and Reality in Career Goals

Setting career goals is an essential part of life, especially for teenagers who are on the threshold of adulthood. It's exciting to dream big and aspire to achieve great things. However, while it's crucial to be aspirational, it's equally important to be realistic. This balance between aspiration and reality is vital for several reasons.

Firstly, setting aspirational yet realistic career goals helps teenagers stay motivated and focused. Dreaming big ignites passion and gives purpose to one's actions. When you have a clear vision of what you want to achieve, you're more likely to work diligently towards it. However, setting unrealistic goals can lead to frustration and disappointment when they are not achieved, potentially derailing one's motivation and confidence.

Secondly, being realistic about career goals allows us to make informed decisions about education and skill development. Understanding the requirements and challenges of your chosen career path helps you plan academic pursuits effectively. For instance, if someone dreams of becoming a doctor, they need to acknowledge the years of rigorous study and training required. Unrealistic goals might lead to pursuing the wrong course of study or neglecting crucial skill development.



Realistic career goals foster resilience and adaptability. Life is unpredictable, and setbacks are inevitable. When teenagers set realistic goals, they are better prepared to navigate obstacles and setbacks along the way. They can adjust their plans and strategies without losing sight of their ultimate aspirations. This ability to adapt is crucial in today's fast-paced and ever-changing job market.

It's essential to recognise that not everyone will land their dream job, despite their best efforts. This reality can be challenging to accept, but it's crucial to manage emotions effectively. Take, for example, influencers and footballers. While many aspire to become social media influencers or professional football players, only a small percentage actually achieve these dreams. For every successful influencer or footballer, there are countless others who face rejection and setbacks. However, it's essential to remember that setbacks are not failures but opportunities for growth. Developing resilience and coping mechanisms can help individuals navigate disappointment and turn it into motivation for pursuing alternative paths or refining their goals. By acknowledging that setbacks are a natural part of the journey, teenagers can learn to manage their emotions and bounce back stronger, ultimately paving the way for future success.

Being aspirational but realistic with career goals encourages us to explore various possibilities and options. While it's essential to have a clear direction, it's equally important to remain open-minded. The journey towards a fulfilling career often involves unexpected twists and turns. By embracing flexibility and openness, we can seize new opportunities that align with our skills and interests, even if they deviate slightly from their initial plans.



For example, if you wanted to be a journalist, but there was an opportunity for work experience writing copy for a big-name company that didn't specialise in reporting news, you may wish to seize the opportunity to put that big name on your CV and gain some publishing experience.

Setting realistic career goals also promotes a healthy work-life balance. It's crucial for teenagers to pursue their passions and ambitions, but not at the expense of their well-being. Unrealistic goals might lead to excessive stress and burnout, impacting both mental

and physical health. By setting achievable goals, teenagers can strive for success while also prioritising self-care and maintaining a balanced lifestyle.

Finding the right balance between aspiration and reality is essential when setting career goals. While it's crucial to dream big and aim high, it's equally important to ground those aspirations in reality. By being realistic, teenagers can stay motivated, make informed decisions, build resilience, explore opportunities, and maintain a healthy work-life balance. Ultimately, this balanced approach sets the stage for a fulfilling and successful career journey.

### Questions (answer in your books)

1. Why is it important for teenagers to balance aspiration and reality when setting career goals?
2. How can setting unrealistic career goals impact a teenager's motivation and confidence?
3. Explain why understanding the requirements and challenges of a chosen career path is crucial for effective planning.
4. How does embracing flexibility and openness contribute to achieving career aspirations?
5. What role does resilience play in pursuing realistic career goals?
6. Why is maintaining a healthy work-life balance so important?

7. Provide other examples of careers, such as influencers and footballers, where not everyone achieves their dream job.
8. How can setbacks in career aspirations be reframed as opportunities for growth?
9. What advice is given for managing emotions when facing disappointment in career pursuits?
10. Summarise the main message of the above information regarding balancing aspiration and reality in setting career goals.

### Task Three:

**Why is it important to set ourselves ambitious goals anyway?**  
 Watch the clips carefully and complete your table. We'll go through the answers together as a class afterwards.

<https://www.youtube.com/watch?v=a8sP089tQaY>  
<https://www.youtube.com/watch?v=A8W7v4JpNr0>



**Why is it important to be ambitious?**

**How can we become more ambitious?**




# Employability and Work Skills



What are employability and work skills?



## Learning outcomes:

Correctly identify what would improve or a person's employability in the eyes of employers.

Describe what applicants could do to improve their chances in gaining job interviews and securing employment.



## New key term:

**Employability** – how 'employable' you appear to be to potential employers – how much your skillset, qualifications and personal qualities meet the vacancies you are applying for.



# What are employability and work skills?

## TASK ONE:

<https://www.youtube.com/watch?v=lxnigtayQPQ>

As you watch the clip, complete the below table and we'll go through the answers together as a class afterwards.



Skills or characteristics looked for by employers in 2023 and the foreseeable future:	What does this mean?

Key Term:	I think the definition of this is:	Create an icon or image to help me remember (do this after answers are checked).	Mixed up definitions:
Communication Skills			These are skills which help you to function well as part of a team. Employers often look for 'team players' who can work with others effectively.
Personal Presentation			This is the ability to work using a range of technology, including: computers; smart devices; online programs and platforms; search engines; word processors; spreadsheets, printers and many more electronic forms of production.
Teamwork Skills			These are skills which help you to continue a task productively even when you run into problems or unexpected challenges
Technological literacy			This refers to the way in which you present yourself. This includes your choice of appropriate clothes to wear, as well as your personal hygiene. It also includes your behaviour and manner towards other people.
Problem-solving skills			This means taking a 'can-do' approach to your challenges, as well as recognising and celebrating your successes. Having a positive attitude enables you to be resilient in the face of difficulties, and motivates you to achieve your goals. I
Interpersonal Skills			These are skills which help you to share ideas and information, and to listen to others' ideas effectively. These can cover verbal, non-verbal and written forms of communication.
Positive Attitude			These are skills which enable you to be an effective leader of a group or organisation. Key leadership

			skills include: being able to motivate and inspire people; being able to delegate (this means dividing tasks between your group instead of doing it all yourself).
<b>Literacy and Numeracy Skills</b>			This refers to the ability to take smart risks; notice opportunities to improve things; notice gaps in the market; be a 'go-getter' and make plans in order to achieve your goals.
<b>Leadership Skills</b>			These are highly valued skills of discipline, which involve planning, prioritising, and commitment. They both involve the ability to use time, energy, and other resources in an effective way in order to achieve a goal.
<b>Initiative and Enterprise skills</b>			these are skills which help you to communicate effectively with other people and develop productive and healthy relationships. Interpersonal skills can include: being a good listener; being able to empathise with others; showing an interest in the ideas and feelings of others; being confident; being considerate; being willing to collaborate with others; being open to feedback; being able to make others feel valued.
<b>Self-management and Organisation</b>			These are skills of written communication, i.e. reading and writing and basic numeracy (e.g. maths). Having a high standard of literacy doesn't just mean being able to read, punctuate and spell; it also means knowing how to express yourself appropriately for the situation.

# What Are Soft Skills?

Soft skills are non-technical skills that promote productivity, efficiency and effective communication in the workplace, regardless of your profession



Communication



Teamwork



Problem solving



Dependability



Critical thinking



Positivity



Organisation



Creativity



Adaptability



Conflict resolution

**Extension/Plenary – would you employ each young person? Read through and tick or cross**

**Rob is applying to work as an apprentice administrator in the finance office for ASDA.**

He has 7 GCSEs including a C in Maths and a B in English. However, he failed his IT exam. He has no previous work experience, but has written an impressive CV and cover letter. He has a Duke of Edinburgh Award, a good school attendance record and a letter of recommendation from his form tutor. He usually dresses very smartly and likes to do Sudoku, crosswords and Minecraft in his spare time.

**Sara is applying to work in her local Costa as an assistant manager.**

Sarah has GCSEs in Food Technology and ICT but failed her English and Maths. She is a chatty, smiley happy person but does not have a good attendance record from school, or any references. She has a criminal record for petty theft.

**Ibrahim is applying to work as an apprentice mechanic at Kwikfit.**

Ibrahim has 10 GCSEs at A\*-B, has three A-Levels at A,A,B for Theatre Studies, French and Biology, has work experience as a paperboy and an excellent reference from college. He is friendly and approachable, but admits he's 'not brilliant with his hands'. His ambition is to be a writer.

**Aimee is applying to work as a receptionist in her local college.**

Aimee has 7 GCSEs at A-C, has work experience as MacDonalds and an excellent attendance record from school. She is described by her teacher as 'a polite girl, a quick learner and a good team player.' Her hobbies are mountain biking, blogging and social media.

**Faz is applying for a delivery position with Pizza Hut.**

Faz does not speak English well, has no GCSEs at A\*-C, has no reference from his teacher and no previous work experience. Faz is friends with someone who already works at Pizza Hut and is currently learning to drive a motorbike. Faz's friend is well liked and trusted by the Pizza Hut manager.

**Tara is applying for a teacher training course, to teach PE.**

Tara has 9 A-C GCSEs, an A in English, A in PE, A in Biology at A-Level and a degree in Sports Science. She has work experience as a teaching assistant, excellent references, is smart, polite, punctual and has a lot of contacts in schools. She has a D GCSE grade in Maths.

# Entrepreneurs



## What does it mean to be an entrepreneur?



### Learning outcomes:

Describe the different ways the businesspeople in our case studies have become entrepreneurs. Explain what made them so successful and any particular qualities they share.

### New key terms:

**Entrepreneur:** a person who sets up a business or businesses, taking on financial risks in the hope of making a profit.

**Running a business:** This is what Tom was doing at break. A business when you buy or create and then sell goods or services for a profit (to make money).



## What does it mean to be an entrepreneur?



Love him or hate him, one of the most famous entrepreneurs in the world today is Elon Musk. Let's find out what advice he would give to wanna-be entrepreneurs. Watch the clip and answer the questions on your sheet. We'll go through the answers shortly.

[https://www.youtube.com/watch?v=ie2eME2y\\_3Q](https://www.youtube.com/watch?v=ie2eME2y_3Q)

Why didn't Elon Musk pack up Space-X after three failed attempts?

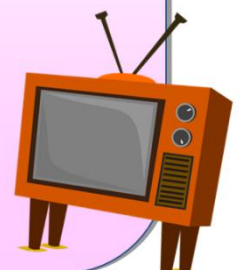
Why does he say you really have to like what it is you're doing?

How did Musk save money when starting his business?

How hard did he work?

What did he do to show resilience when faced with financial hardship?

Why is best to take business risks whilst you're young?





**Richard Branson**, born in Surrey in 1950, had a hard time at school as he is dyslexic. It may be this early challenge which taught him that he could overcome adversity and succeed, as soon after dropping out of school he started a youth culture magazine which made thousands of pounds through selling advertising space.

Using profits from his magazine, Branson soon set up a record company, called Virgin Records. He opened up a successful shop in London and soon a recording studio. After attracting big names such as Mike Oldfield, The Rolling Stones and The Sex Pistols, pretty soon Richard Branson became a very rich man. He could have stopped there. However, Branson had the entrepreneurial bug and couldn't keep still for long. His energy and ambition meant he wanted to expand into new areas.

Branson started a travel group including Virgin Atlantic Airlines and a chain of Virgin Megastores, however, after in 1992 Virgin was struggling financially. Branson had to sell his record business to EMI (a rival company) and he felt crushed.

As a typical entrepreneur however, Branson bounced back and founded V2, a new record company, and signed Tom Jones. Branson's travel company also did very well and today he finds himself even exploring the potential of space travel through Virgin Galactic voyages.



**Anita Roddick** had no idea what a huge success The Body Shop would be when she opened her first small shop in 1976. She just wanted to be able to provide for herself and her daughters whilst her husband was working away. When her husband returned a few years later, she had a chain of 700 shops throughout the UK.

In a magazine interview in 1993 Roddick spoke of her success:

*'The original Body Shop was a series of brilliant accidents. It had a great smell, it had a funky name. It was positioned between two funeral parlours—that always caused controversy. It was incredibly sensuous. It was 1976, the year of the heat wave, so there was a lot of flesh around. We knew about storytelling then, so all the products had stories. We recycled everything, not because we were environmentally friendly, but because we didn't have enough bottles. It was a good idea. What was unique about it, with no intent at all, no marketing nous, was that it translated across cultures, across geographical barriers and social structures. It wasn't a sophisticated plan, it just happened like that'*

The body shop became well known for being environmentally friendly and against animal testing. However, when Roddick sold her company to L'Oreal, who do do some animal testing, she came under a lot of criticism. Roddick said she was going to stay on and try to change L'Oreal to give up animal testing.

When she died in 2007, as Dame Anita Roddick, she left all of her £51 million fortune to charity.



**Zoe Sugg** started her fashion and beauty blog 'Zoella' in 2009 and by the end of the year she had so many followers she had turned it into a successful Youtube channel. Her followers increased into the millions and it soon became a full-time job, replacing her job and New Look and enabling her to move to New York.

At 24, Zoella now has 7.5 million subscribers and a second channel with yet more. She has not only published a book about her success but also launched her own product range, netting her thousands over the years and enabling her to buy a £1 million mansion in Brighton.

Zoe says her success is down to working hard and always reading and researching. 'Ever since I was little I've had my nose in a book' she commented in a recent interview.

It's not all been easy for Zoe though, as with many online successes she's had her fair share of run-ins with trolls who have been unable to stand her mass success at such a young age and so aimed their criticisms at her in often cruel ways. Speaking recently Zoe said:

*"Unfortunately, it's an experience I know about all too well, having gone through it myself in recent years, I've had comments about being too skinny and that I pretend to suffer from anxiety to boost my subscriber figures. I try not to take the negative comments personally by focusing on all the lovely, positive things that people write instead."*



Shawn Corey Carter, usually known as **Jay-Z**, is a perfect example of an enterprising person turned entrepreneur. After growing up in a poor neighbourhood and dropping out of school at 14, it seemed for a while like Carter would not be a success. However, after getting caught up in drug dealing and criminal activity, he decided to use his skills and qualities that he had previously used for hustling into a legitimate successful business.

Carter had always done some rapping as Jay-Z, even when he was a criminal but had always seen it as a bit of fun rather than a serious business. Then he started thinking – if I could put all my energy and ambition into shifting CDs the way I’ve been shifting drugs, I could become a legal success and never have to worry about the way I make my money. So that’s exactly what he did.

Jay-Z started up Roc Nation, before being made CEO of Def-Jam records. He signed Kanye-West amongst other big names and is now one of the world’s richest men. Jay-Z is friends with Barack Obama and married to Beyonce. Not bad for a child from a single parent family from Brooklyn.



**Sukphal Singh's** family fled a refugee camp in Uganda when he was just 13. Singh says this has had a huge impact on his life and made him the driven and ambitious person he is today.

Uninterested in school, Singh instead worked on the markets in 1970s London and says this is where he gained much of his skills and knowledge. In 1978, he borrowed £5000, partly from his dad, partly from the bank, and took over a struggling car-parts garage and shop. Through hard work and determination, Singh made a massive success of this business and created 'Euro Car Parts', a huge name in the industry.

Singh then sold his business to an American company and in all made a massive 225 million pounds from the sale.

Singh says, "My philosophy is that the customer is always right, even when he is wrong." It is this customer service that has made the business so popular.

Case Study Name:	What has this person done to make them an entrepreneur? How?	What skills and qualities have made this person successful? Which do they share with the other case studies?	How has the person in the case study overcome obstacles in order to be a successful entrepreneur?

# Money Management



## Saving and managing money well – for life



### New key terms:



### Learning outcomes:

Identify key terms and information about your own income and expenditure.

Explore social and moral dilemmas about the use of money, and financial decisions.

**Savings** - an amount you decide to regularly put up for the future and not spend. This might be in a savings account.

**Investments** – An amount you put into a business, property or other project which you believe will bring you a financial profit in future.

### Task One:

Owen is thinking about spending all of the £100. 'At least spend it on something you actually need.' Says his mum.

**Complete the table with 10 of your own wants and needs.**



### Needs (essential):

For example, clean water to drink and wash in.

### Wants (non-essential):

For example, a new PlayStation



**Discussion:** Owen found, after making a list, that all of his basic needs were already being met. Still wanting to use his money 'wisely', what else could Owen do with it?

**Script- The class will need two students for this task, they need to speak loud and clearly.**

**Student one:** (Excitedly) Hey, mate. Today, we're diving into the exciting world of savings accounts and the magic of interest!

**Student two:** (Curious) Interest sounds interesting, but how does it work with real money?

**Student one:** (Enthusiastic) Great question! Let's say you have £100 in your savings account, and the bank offers an annual interest rate of 5%. That means they give you 5% of your £100 every year as a 'thank you' for letting them use your money to invest in businesses and other projects.

**Student two:** (Engaged) So, 5% of £100 is... £5!

**Student one:** (Smiling) Exactly! So, after one year, you'll have £100 (your original amount) + £5 (the interest), which equals £105.

**Student two:** (Understanding) Got it! So, the next year, they'll give me 5% of £105?

**Student one:** (Nodding) Precisely! That's how it keeps growing. The next year, you'd get 5% of £105, which is £5.25. So, your total would be £105 (last year's total) + £5.25 (the new interest), making it £110.25.

**Student two:** (Eager) So, the more money I have, the more interest I'll get?

**Student one:** (Encouraging) Absolutely! The more you save, the more interest you'll earn. It's like a cycle of growth. And sometimes, if you save regularly, you'll earn interest on both your initial amount and the interest you've already earned!

**Student two:** (Excited) That's like a money-making machine! So, can I just take out my money, anytime?

**Student one:** With some accounts you can, but the ones where you can't usually give you MORE interest, so it's worth leaving your money in the account as long as you can. And over time, your savings can grow a lot, helping you reach your goals, whether it's for university, travel, or anything else you dream of.

**Student two:** (Inspired) I'm definitely going to open a savings account now. Imagine all the things I can do with that money! Can I open an account now? Being only a teenager, I mean.

**Student one:** Yes, but as you're under 16, it would be a junior account. There are many junior savings accounts out there, but the rate of interest changes all the time – you have to really do your research comparing bank accounts to get the best deal. The best thing is, they're tax free.

**Both:** (Together, facing the audience) Happy saving, everyone!

## Task Two:

### Why open a savings account?

You have been given a bingo card. Whilst listening carefully to the two students, you need to cross out all the **real benefits** of saving accounts that you hear. The first person to circle all the benefits, will shout 'bingo'. If you really have heard them all, and won the bingo game, you will go first to break today.



You will be paid interest for lending the bank your money.	You will be paid in KitKats, every third Sunday of the month.	Your interest is calculated yearly, so you can gain interest on your interest.
You will be given £100 exactly every year by the bank.	The bank invites all customers to their end of year disco.	The bank always has a table full of free cheese sandwiches.
The longer you have to leave your money, usually the better the rate of interest.	The bank plays the coolest new music in their lobby. That's why teens all hang out there.	Junior accounts are tax free.



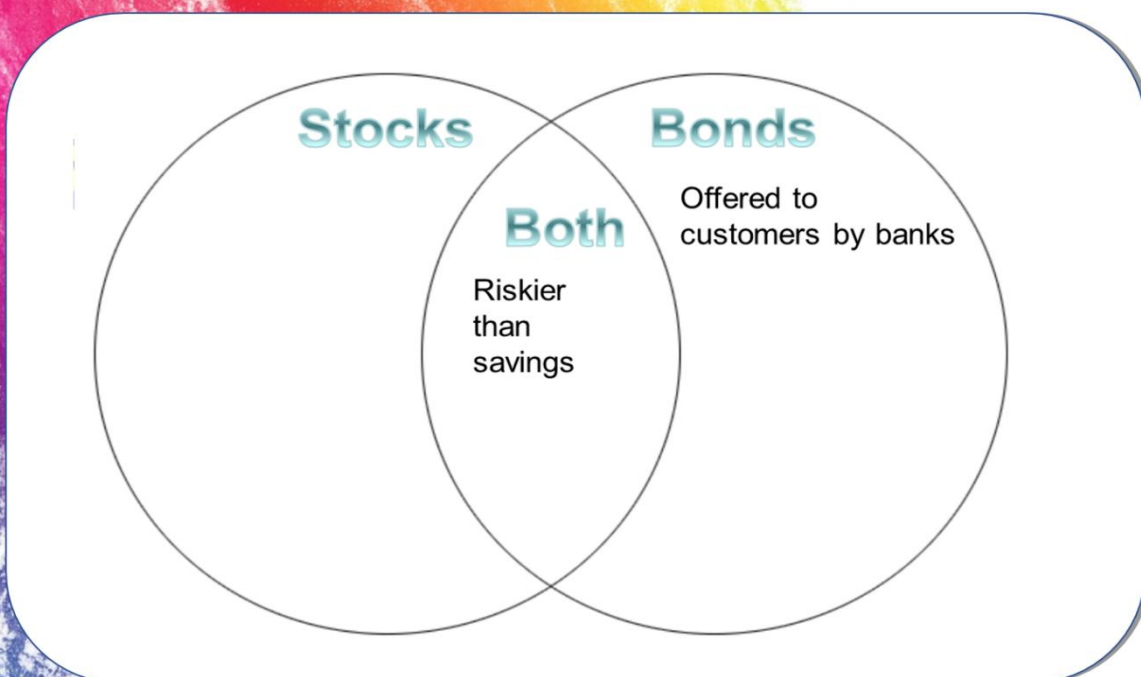
### Task Three:



Customer Details:	Account Recommended	Reason for recommendation:	Any possible alternative?
Jake, 18. First ever savings account.			
Margaret, 50. Has £16,000 in an Isa. In no rush to withdraw funds.			
Bob, 20. Needs a savings account for emergencies.			
Chris, 60. Looking for a high rate of interest.			
Amy, 40, wants to save, but is also in a lot of high- interest credit card debt.			

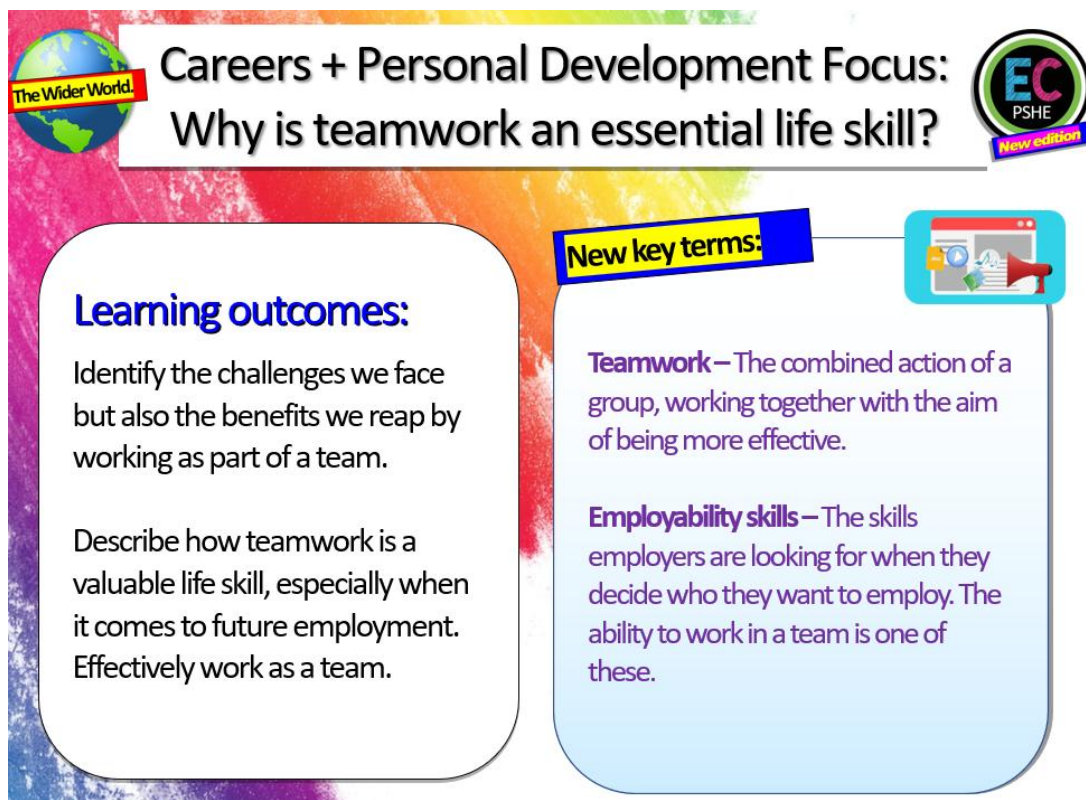


## Saving and managing money well – for life



## How would you divide the money?

## Careers + Personal Development Focus: Teamwork



**Careers + Personal Development Focus:**  
**Why is teamwork an essential life skill?**

**Learning outcomes:**

Identify the challenges we face but also the benefits we reap by working as part of a team.

Describe how teamwork is a valuable life skill, especially when it comes to future employment. Effectively work as a team.

**New key terms:**

**Teamwork** – The combined action of a group, working together with the aim of being more effective.

**Employability skills** – The skills employers are looking for when they decide who they want to employ. The ability to work in a team is one of these.

## **Teamwork**

### **What is teamwork?**

Teamwork is when a group of people work together towards a shared goal. This might be people in the same job working together in order to complete a task; it might be students working together on a project at school; it might be a group of friends all working together to arrange a surprise party! The thing that all of these examples of teamwork have in common is that everybody is trying to achieve the same thing, and they are combining their resources, time and skills in order to achieve it together.

### **Why is teamwork an important life skill?**

Every job that you can imagine requires teamwork in some way or another. Footballers are part of a team when they play their sport; investment bankers work as part of specialised teams; software developers work together to develop their product; artists and writers need to work with people in order to get their art noticed and sold. Some people like to think of the word 'TEAM' as standing for 'Together We Achieve More'. This is true; when working as a successful team, people can get more done together than they could do alone.



As well as needing good teamwork skills in your job, you will need teamwork skills if you want to have successful personal relationships. For example, marriage is often described as being part of a team.

### **What are the benefits of teamwork?**

The great sportsman, basketballer Michael Jordan, said 'Talent wins games, but teamwork and intelligence wins championships'. This is an important quote, because it shows you that teamwork is the secret to achieving the highest levels of success.

Good teamwork opens up possibilities for success that would be impossible otherwise. As well as this, when you work as part of a team, you get the benefits of being supported by your team members. You get to benefit from other people's ideas, suggestions and points of view. You can learn from other people in your team, and they can learn from you. Every team member brings something unique to the team, and this means there's a range of skills and specialities. Plus, you get a real sense of achievement and satisfaction when you've helped to develop a project.

### **What do I need to do to be a good team member?**

There are lots of different personal skills which make someone a good team member. One of the most important qualities of a good team member is the ability to prioritise the team above themselves. This means that a good team member will want to do what is best for the team rather than worrying about what makes themselves look good.

Another very important quality is the ability to listen well. This is important because everyone in the team needs to feel like their ideas are heard. You can only work well with other people if you are prepared to listen to their ideas and what they have to say.

This links to two other key skills for teamwork: cooperation and compromise. Cooperation is the ability to work harmoniously with other people, and to do what needs to be done without arguing. Compromise is the ability to reach an agreement with other people that might not be exactly what you wanted to do, but you have taken the other people's needs into account and agreed on something together. If everybody on the team is willing to cooperate, compromise and consider other people, the team should be working well. When you apply for a job, or you attend a job interview, you may be asked to give an example of a time you worked well in a team.

Lastly, it's important to be willing to give your ideas to the people in your team, to be willing to contribute your suggestions and express your point of view. This needs to be done in a diplomatic way, without insulting anyone or hurting anyone's feelings.

### **Is teamwork easy for everyone?**

No. Some people find working in a team much easier than others. This can depend on a lot of things, like how many people are in the team, and what the personalities of the team members are like. Some people love having people to work with and bounce their ideas off; however, some people prefer to work on their own, because they can concentrate better that way. Some people can find it draining to be around a lot of people for too long at a time.

Additionally, some people are naturally better at listening than others. Some people find it scary to say their ideas in front of people. Some people are quite stubborn and headstrong, and they have to learn to compromise. Some people are so easygoing that it's hard to get them to have an opinion on anything. Other people are so opinionated that they can't change their ideas when needed and they may have trouble listening.

This all goes to show that there are many challenges to creating a good team. However, the skills for good teamwork are so important that it is necessary to practice them, even if they don't all come easily to you.



### **Questions:**

**Which qualities of being a good team member do you think you already have? Explain.**

**Which would you like to work on? Why?**

**What is meant by being 'diplomatic'?**

Analyse why some people find having to compromise far more difficult than others.

What did Michael Jordan mean by his quote?

What might you be asked at a job interview and why?

Explain the most important aspects of being a good team member.

### Task Three:

Watch the clips below together as a class.

As you watch the clips, note down as many ideas as you can on both side of the columns. We'll go through the answers together afterwards.

<https://www.youtube.com/watch?v=1sSing6ntVA> (up to 1.39)

<https://www.youtube.com/watch?v=MsG3MrySyFY>

<https://www.youtube.com/watch?v=kZ9iS4NEwkg>



What makes excellent teamwork?	Why are employers looking for teamwork skills?

# British Values: Tolerance and Mutual Respect



The poster features a rainbow background. In the top left, there is a heart with a peace symbol and the text 'Sex and Relationships'. In the top right, there is a circular logo with 'EC PSHE' and 'New edition'. A Union Jack flag is positioned on the right side. The main title 'British Values: Tolerance and mutual respect' is centered at the top. Below the title, there are two rounded rectangular boxes. The left box is titled 'Learning outcomes:' and contains text about respect in school and society. The right box is titled 'New key terms:' and contains definitions for 'Tolerance' and 'Mutual respect'. At the bottom right, there is a URL.

**Sex and Relationships**

## British Values: Tolerance and mutual respect

**EC PSHE**  
**New edition**

**Learning outcomes:**

Describe how in school and in wider society we can expect to be treated with respect by others, and that in turn we should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

**New key terms:**

**Tolerance:**  
The ability or willingness to live with the existence of opinions or behaviour that one dislikes or disagrees with.

**Mutual respect:** Mutual respect involves accepting differences in a respectful manner – you can disagree on opinions, but still get on as people.

<https://www.youtube.com/watch?v=gCvMXBB-nrg>



## **What is the history behind the values of tolerance and mutual respect in Britain?**

Tolerance and mutual respect are two key values that have shaped British society for centuries. These values have developed over time, and have been influenced by a variety of historical events and social changes.

One significant event that played a role in the development of tolerance in Britain was the English Reformation in the 16th century. This was a time when England broke away from the Catholic Church and became a Protestant nation. The religious tensions that followed led to a period of persecution and intolerance, as Catholics and Protestants were targeted for their beliefs. However, despite this conflict, there were individuals who advocated for tolerance and acceptance of different beliefs. Queen Elizabeth I, for example, was a strong supporter of religious tolerance, and worked to ensure that individuals could practice their faith without fear of persecution.



In the centuries that followed, Britain experienced significant social and cultural changes, including the Industrial Revolution and the growth of the British Empire. These changes brought new challenges to the concept of tolerance and mutual respect, particularly as the country became more diverse and multicultural.

In the 20th century, Britain saw a significant increase in immigration from different parts of the world. This led to tensions and conflicts, as different communities struggled to coexist peacefully. However, the country's leaders recognized the importance of tolerance and mutual respect in creating a harmonious society. To promote these values, the British government implemented laws to protect the rights of minorities and marginalized groups, such as the Race Relations Act and the Human Rights Act. It also invested in programs to promote diversity and inclusion, such as multicultural education and community outreach programs.



Today, Britain is known for its commitment to tolerance and mutual respect and continues to work towards creating a more equal and just society for all its citizens. While there is still work to be done to address issues such as discrimination and prejudice, the country's history of promoting these values provides a strong foundation for future progress.

## **Why are tolerance and mutual respect so important to us in Britain?**

Tolerance and mutual respect are crucial values that make Britain a great country today. Tolerance means being accepting of people who are different from us, whether it's their culture, religion, race, or lifestyle. It's important because Britain is a diverse society, with people from all over the world living here, and we need to be respectful and tolerant of everyone's differences.

For example, there are many different religions in Britain, such as Christianity, Islam, Judaism, Hinduism, and Sikhism. It's important to be tolerant and respectful of people's beliefs, even if they are different from our own. This means we should avoid making fun of people's religious practices, and be willing to learn about their beliefs and traditions.

Mutual respect means treating others with the same respect that we expect to receive ourselves. This is important because it helps to create a peaceful and harmonious society. When we treat others with respect, we are less likely to have conflicts and disagreements. It's important to remember that everyone has the right to their own opinions and beliefs, even if we don't agree with them. We should try to listen to others and understand their point of view, even if we don't agree with them. This helps to create a society where people feel valued and respected.



In today's world, there are many challenges that require us to be tolerant and respectful of others. For example, there are ongoing debates about immigration and refugees, and it's important to be tolerant of people who come from different countries and backgrounds. By being tolerant and respectful, we can create a society where everyone feels welcome and valued, regardless of where they come from. By being tolerant and respectful of others, we can create a society where everyone feels valued and respected, regardless of their differences. We should strive to be accepting of people from all backgrounds and cultures, and treat everyone with the respect they deserve.

### **What would Britain be like without mutual tolerance and respect?**

Without mutual tolerance and respect, Britain would likely be a very divided and conflict-ridden society. Tolerance and respect are essential values that promote social cohesion, understanding, and cooperation between individuals and groups with different beliefs, values, and backgrounds.



If these values were absent, it would be difficult for people to live and work together peacefully, and the country could be rife with tensions, prejudices, and discrimination. Communities could become isolated and polarized, leading to social unrest and violence. In such a scenario, people would struggle to find common ground and compromise, and the country's democratic institutions could be undermined. The economy could also suffer as social instability and unrest could discourage investment and hinder economic growth.

Lack of tolerance is one of the primary causes of conflict in countries. When people are not willing to accept and respect each other's differences, it can lead to tension, hostility, and eventually, conflict. Here are a few ways in which the lack of tolerance can lead to conflict:

1. **Discrimination:** Discrimination based on race, religion, ethnicity, or any other identity factor can create a sense of inferiority and frustration among the targeted group. This can lead to resentment and a desire for revenge, which can fuel conflict.

2. **Prejudice:** Prejudice involves preconceived notions or beliefs about a particular group of people. When these beliefs are negative, they can lead to intolerance and discrimination, which can eventually lead to conflict.
3. **Stereotyping:** Stereotyping is another form of prejudice that can lead to conflict. When people stereotype others based on their race, religion, or ethnicity, they create a simplistic and often incorrect view of the group. This can lead to discrimination, which can fuel conflict.
4. **Injustice:** When people feel that they are not being treated fairly, it can lead to frustration, anger, and a desire for revenge. Injustice can occur in many forms, such as unequal access to resources or opportunities, discrimination, or oppression. When these factors are present, conflict can arise.
5. **Lack of communication:** When people do not communicate effectively, misunderstandings can arise, which can fuel conflict. Misunderstandings can lead to stereotypes, prejudice, and discrimination, which can create a cycle of conflict.

Therefore, mutual tolerance and respect are essential for maintaining a peaceful, diverse, and prosperous society in Britain.

### Questions to answer:

Describe two events in British history where conflict has eventually led to tolerance.

- 1.
- 2.

Name two legal Acts which have helped us shape today's tolerant society in Britain.

- 1.
- 2.

Explain how we can show respect of people's different religious beliefs.



Explain how a lack of tolerance and respect has led to conflict in other countries.

Explain what we mean by injustice.


Explain the difference between prejudice and discrimination.

Do you think Britain is a tolerant and respectful enough society at the moment? Explain your personal opinion using examples from current affairs and your own knowledge.

# Online Safety: Cyberbullying and Online Trolls



## Online safety – trolling and cyberbullying



### Learning outcomes:

Identify the impact of cyberbullying, responsibilities of online bystanders to report bullying and how and where to get help.

### New key terms:

**Online Troll** - A troll is Internet slang for a person who intentionally tries to instigate conflict, hostility, or arguments in an online social community. Platforms targeted by trolls can include the comment sections of YouTube, forums, or chat rooms.

**Online by-stander** - Someone who witnesses bullying, either in person or online, is a bystander. Bystanders are people who take no action to help.



# Online safety – trolling and cyberbullying

## Task Two:

Watch the following clips and complete the questions on your answer sheet. Your teacher will then go through the answers.

<https://www.youtube.com/watch?v=3K6fH4ZtqFU>

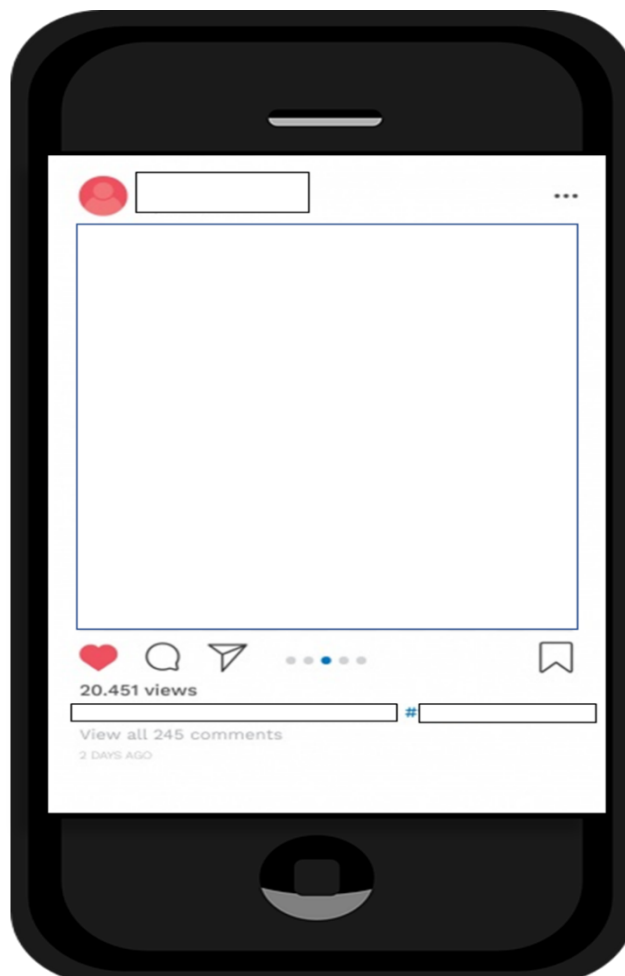
What is an upstander?

What could we show a trusted adult to help stop cyber-bullying?

What percentage of bullying situations come to a stop when a peer intervenes?

Why does being an upstander take courage?

What could you do instead?



# County Lines



## County Lines, Gangs, Weapons, Drugs and Risks



### Learning outcomes:

Describe the risks and dangers to young people and those around them who become involved in County Lines and Gangs.  
Explain the penalties for handling weapons and how convictions for gang activity can affect a young person's future.

### Key Terms:

**Gangs** – A number of people form a group or gang, but in this case we mean one involved in illegal activity.

**County Lines** – a form of criminal activity in which drug dealers in major cities establish networks for the supply and sale of drugs to users in towns and rural areas, using other people (typically those who are young or otherwise vulnerable) to carry, store, and sell the drugs.

Why might a young person be interested in joining a gang?

Extract taken from Birmingham Live Website: Credit: <https://shorturl.at/ehi1T>

### *Most fearsome gangs, their nicknames and how they became notorious on West Midlands streets*

*Gang-related violence across Birmingham and the Black Country has become so serious that prosecutors have been forced to unite with police to open a unit dedicated on cracking down on the armies of lawbreakers. Since its launch, 110 defendants have been prosecuted, securing 92 convictions. But the number of cases being referred to the unit remains 'consistently high' including gang-related murders, drug-dealing and street crime cases.*



*Drug dealing is often a 'root cause' of crimes, caused by disputes between rival gangs operating county lines networks. Forced labour in cannabis factories and drill music - a type of hip-hop with lyrics referring to drug dealing and street crime - are also linked to some criminal gangs.*

*Rapper Rikardo Reid - thought to be associated with the Johnson Crew - was in the smoking area when the initial fight started but kicked White on the ground and pushed a barrier on him. Burger Bar affiliate Shayne Campbell tried to stab him but slipped. A total of six culprits were charged with affray, which they admitted. Reid, 32, along with Fabian Williams, 35, and Tyrell Meikle, 33, are thought to be members of Johnson Crew off-shoot gang GSA - Goon Squad Army or Get Some Ambition.*

*Reial Phillips was part of the Armed Response gang - an offshoot of the notorious Burger Bar Boys. Known as 'Lynch', he appeared prominently in YouTube rap videos mocking rival members from the Johnson Crew. He was jailed for 27 years for his part in a gang turf war which led to six people being shot in 2015. Phillips admitted conspiracy to possess a firearm with intent to endanger life and having ammunition of the same kind as used in the shootings. The convict, from Winson Green, also admitted possession of a firearm with intent to cause fear of violence and conspiracy to supply cocaine and heroin. The Court of Appeal slashed his jail-term to 20 years in 2017 after saying it was too harsh.*

*Named after a bus route, 61, they are believed they are connected to the supply of class A drugs including heroin and cocaine, and class B drugs such as cannabis. Over the years, videos have emerged on YouTube with masked gang members making gun signs. Marcel Mullings-Boyd - known as Big Mac on the streets - was 19 when he was jailed after admitting possession of a gun and drugs. He was believed to be a leading member of the 61 gang when he was locked up for five years in 2017. He was caught when police raided the teenager's home and seized a converted firearm and eight cannabis plants with a street value of £2,240 or more.*



*Rivals to the 61 gang, the Frankley Killers are based on the east side of the 61-bus route in Kings Norton. Members of this gang are also said to be involved in the supply of drugs including heroin, cocaine and cannabis. Previously, they have been the subject of threats from rivals 61 gang in an online video. The V2 and V3 from the Black Country were linked by police to the murder of schoolboy Keelan Wilson. The 15-year-old was horrifically murdered during a 'well-planned' execution in May 2018. He was in a broken-down taxi in Strathfield Walk when Brian Sasa, Tyrique King, Nehemie Tampwo and Zenay Pennant-Phillips launched their attack at around 11pm. Sasa, 20, King, Zenay Pennant-Phillips and Tampwo, all 19, dragged him from the taxi and stabbed him more than 40 times. The killers were locked up for life. Sasa, Tampwo and King were told to spend at least 18 years behind bars and Pennant-Phillips was handed a minimum term of 17 years.*



### Questions to answer:

How many of the people taken to court over the gang crimes were prosecuted and how many have been convicted so far?

What is this as a percentage?

What insight about taking part in gang-related activity can we glean from this fact?

What is usually the root-cause of the crimes?

How long was Rikardo Reid jailed for his crimes and how many other people were arrested with him?

How many people were shot due to the gang war? The article doesn't say how many died.

What are the 61 gang named after?

How do you think this name sounds to the vast majority of people, who live outside of the criminal world? E.g. scary, intimidating, childish or something else?

What were the V2 and V3 gang linked to?

What happened to the culprits?

The value of cannabis collected by 19-year-old Marcel Mullings-Boyd and stored in his home was estimated to be upwards of £2,240. The **average** UK citizen makes £2,334 every month without breaking the law (this includes people working part-time). Does crime pay, going by this example?

What do you think Marcel Mullings-Boyd's future will be like now?

Let's say Marcel Mullings-Boyd one day comes out of prison and reforms his ways. Remembering how often employers Google names (all the time), how easy do you think he'll find it to get work?

What message can we take away from this article?



# County Lines, Gangs, Weapons, Drugs and Risks



## Signposting support:

If you, or someone you know, are affected by any of the issues raised today, you can contact the following organisations for further help and guidance:

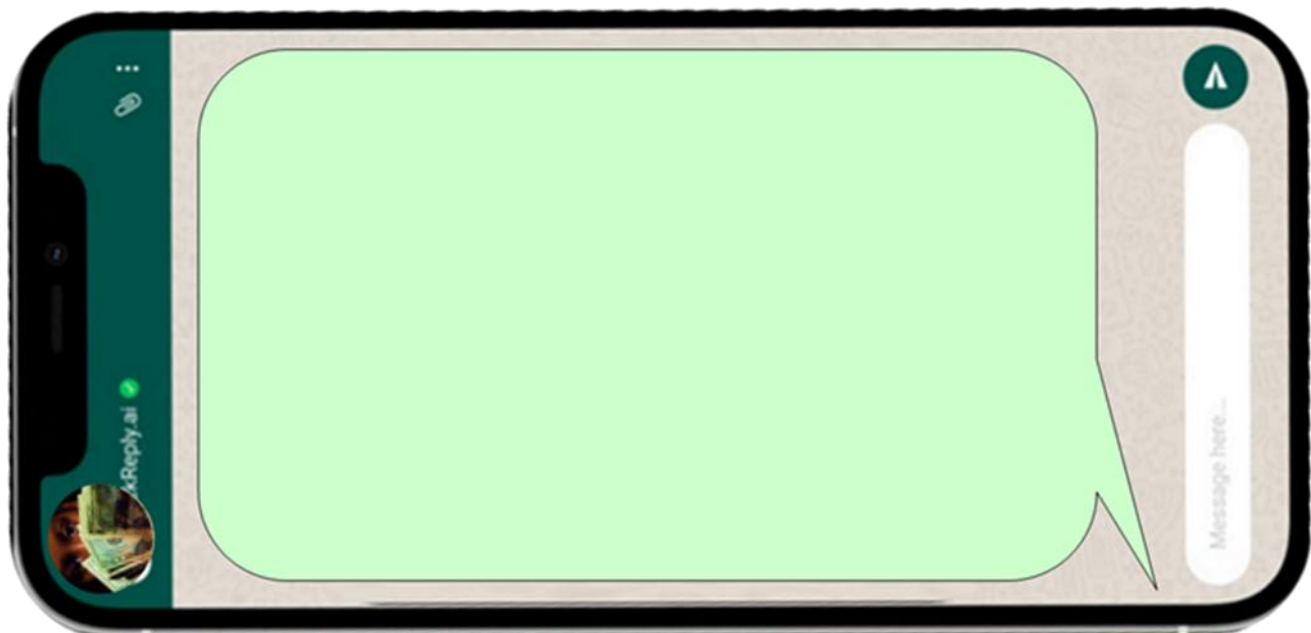
<https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines>

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

<https://crimestoppers-uk.org/about-the-charity/who-we-work-with/trusts-and-foundations/county-lines>

<https://www.fearless.org/en/campaigns/county-lines>

The Crimestoppers hotline is anonymous – **0800 555 111**  
Call **999** if you think there is an immediate danger.



# Gender Stereotypes

What are gender stereotypes and how can they be harmful?



## Learning outcomes:

Evaluate expectations about gender roles. Analyse how gender stereotypes can cause damage, to both individuals and society.

## New key terms:

**Gender roles** – the role or behaviour learned by a person as appropriate to their gender, determined by the prevailing cultural norms.

**Stereotypes** - A widely held but fixed and oversimplified image or idea of a particular type of person or thing.

**Transgender** - a person whose gender identity does not correspond with the sex registered for them at birth.

## Task One:

So are gender stereotypes are just about what you wear and your hobbies? Well, as we've started to explore, there's quite a lot more to it than that. **Watch carefully and answer the questions in your booklet.**

**We'll go through the answers together after.**

<https://www.youtube.com/watch?v=HdHSDaJNQSg>

**Give two examples of how even a baby can experience gender stereotyping.**

**What kind of language do people often use to compliment girls and boys?**

**How else might children experience gender stereotyping?**

**Where do the stereotypes come from?**

**Is there anything wrong with us fitting these stereotypes?**



## **Combating gender stereotypes and inequalities, or just paying lip-service?**

Gender stereotyping is a widespread problem that has persisted for centuries. It involves the generalisation of attributes, characteristics, and roles to people based on their sex or gender. This form of socialisation can be found in various aspects of society, from advertising and media to education and employment. It's a situation most of us want to see addressed, and of course, the vast amount of progress made over the last few decades must be recognised.

Let's take advertising for example. Since the 2000s (in Western media, at least), gender stereotyping has become far less prevalent. We tend to see a division in housework, for example, in domestic advertising nowadays (think Mr Muscle) and also in confectionary and drinks (anyone pre Gen-Z may remember, Yorkies used to have the slogan 'Not for girls.')

There is still a long way to go though, especially when it comes to items such as children's toys and clothes. Unfortunately, it is at this age that children will learn gender stereotypes, and so will carry these ideas through to adolescence.



We love to argue about the average differences between male and female personality characteristics and ask, do they even exist? Well, now the jury is in, at least in the scientific community, and it seems that yes, they do seem to exist according to most studies, but do not justify in anyway the misguided mass of pink you will see walking through your average toy stores 'girls' section. In fact, when it comes to children, the most we can ascertain for sure is that the 'average' girl may gravitate towards people more, and the 'average' boy towards 'things' more (think the old trope of dolls vs cars). But there is no such thing as the average girl or boy – nor can a colour be assigned to either of these general average preferences.

Yet again, even in the toy department, there have been vast improvements in the past few years. Barbie may have kept her trademark pink packaging – but now she can be an astronaut, a scientist, an architect – just about anything really, whilst retaining her signature long, blonde hair, elongated physique and perfectly symmetrical make-up. It's worth noting though, that she does now have a diverse selection of friends to accompany her on her adventures in the male-dominated STEM world.

The same can't really be said, however, on the boys' side of the aisle. Action Man will not be found kitted out in any of the professions that females tend to dominate in the real world, like teaching, health, or social care. This may suggest a disturbing parallel with the real world – perhaps the currently female-dominant professions are not as highly-valued or sought after at a societal level – so why would we bother making those toys for boys, when such careers aren't seen as aspirational? Female-dominated sectors also tend to be ones which aren't paid as well – think of the current teacher and NHS strikes, for example.



It's odd that instead of valuing our female-dominated sectors by recognising the incredible amount of work that go into them and paying them appropriately, we are encouraging girls to move into higher-paid male-dominated STEM sectors, whilst at the same time we are *not* encouraging, to anywhere near the same extent, boys into female-dominated sectors where a male presence would be welcomed (think primary school teachers). Look at the poor pay for social carers, and remember, people in this sector are the ones looking after our grandparents, the mentally ill and other very vulnerable people – some of the toughest and most important jobs in the world, with a huge amount of responsibility. Of course, their pay never reflects this.

Changing girls' toys may be a welcome nod towards combating stereotypes and traditional gender roles, but until female-dominated industries are valued as much as male-dominated industries, it's all just a sticking plaster. It seems, for the foreseeable future, Action Man's primary classroom accessories will remain a discarded sketch on a hypothetical marketing drawing board.

**Questions to answer:**

**What improvements have there been in Western Media relating to gender stereotypes since the early 2000s?**

**How do we learn gender stereotypes from a very young age? Explain using two examples.**

**What kind of differences do scientists claim there between the average boy and the average girl? (Remember, this is not all boys and girls, this is just on average).**



**How have there been changes to represent toys aimed at girls in traditionally male-dominated work sectors?**

**What is the point the author is making about the representation of boy's toys relating to traditionally female-dominated sectors?**

**What do you think the author would like to see? Why?**

**Do you agree with the point she's making? Why / why not?**

Male stereotype	How could this be harmful?	What could be done to help combat the idea?	Female stereotypes	How could this be harmful?	What could be done to help combat the idea?

**Signposting support:**

**Useful helplines and charities:**

**Young Minds.** Child and adolescent mental health charity for teens struggling with any subject. Call: 0808 802 5544

**Teen Line | Teens Support hotline - Connect, talk, get help!** Teen Line's highly trained teen listeners provide support, resources and hope to any teen who is struggling.

**NEW Young Persons Advice Guide - Let's Talk about It ([letstalkaboutit.nhs.uk](http://letstalkaboutit.nhs.uk))** New young persons RSE advice guide from the NHS

**Worried about your gender identity? Advice for teenagers - NHS ([www.nhs.uk](http://www.nhs.uk))**

New young persons advice guide from the NHS specifically for gender issues

# Sexism in Society



## Sexism in society – what issues do we still face today?



### Learning outcomes:

Describe about the unacceptability and illegality of gender discrimination in the workplace and public as well as and how to challenge it.  
Evaluate social and moral dilemmas about influence of advertising.

### New key terms:



**Sexism** – Sexism refers to prejudice based on gender or sex, favouring males or females above the other in some way, or treating one sex less favourably than the other in any context based often on stereotypes.

**Gender discrimination** –when someone is treated unequally or disadvantageously based on their gender.

## Sexism in society towards both men and women

### How does sexism still impact on society today?

Sexism, or discrimination against someone based on their gender, is unfortunately still prevalent in many parts of the world, including the UK. While progress has been made in recent years to combat sexism and promote gender equality, there are still several factors that contribute to its persistence.

Firstly, one major factor is socialisation. From a young age, boys and girls are often socialised differently, with certain behaviours and expectations being reinforced based on gender. This can result in boys being taught to be more aggressive and dominant, while girls are encouraged to be more submissive and nurturing. However, this way of framing gender throughout a child's parenting tends to happen less in 2023, but the societal norms can lead to gender biases that are difficult to overcome.

Secondly, sexism is often perpetuated through media and cultural representation. Up until relatively recently, women were often portrayed in a limited and objectified way in many forms of



media, from music videos to advertising campaigns. This reinforces negative stereotypes about women and can lead to a culture where it is acceptable to objectify and devalue them.

Thirdly, the gender pay gap remains a significant issue in the UK. Women still earn less than men on average, despite the fact that they are just as qualified and capable. However, this may be down to how we measure pay over the years and the averages we use. We also need to consider the types of jobs the genders choose to do (e.g, there are far more women who choose to work in the care industry – a notoriously underpaid sector).

Although it's illegal to pay someone a different amount for doing the same job, many women will have years off to look after children or choose to work part-time (in fact, up until child-bearing age, some studies show that professional women are likely to earn more than men). Additionally, there is still a lot of stigma surrounding stay-at-home-fathers, when there absolutely shouldn't be. It's only been since 2015 that women have been able to share their parental leave with a male partner, and it's possible that some fathers may feel as though they could be somehow looked down upon by their colleagues as effeminate if they take a large proportion of the leave.

Practically speaking, it can be more convenient for a woman to take the leave as they need time to heal after birth and may be breastfeeding – yet in the later part of the leave there are far less reasons why a father shouldn't use the time he's allowed.

Finally, while progress has been made in recent years to address sexism, there is still a significant amount of resistance to change. Some people hold outdated and discriminatory beliefs about women and their role in society, and this can contribute to the perpetuation of sexism.

In conclusion, while the UK has made progress towards gender equality, sexism is still a problem in many areas. Socialisation, media representation, the gender pay gap, and resistance to change all contribute to the persistence of sexism. However, by continuing to educate young people about gender equality and promoting inclusivity and diversity, progress can be made towards a fairer society.

### **How might sexism affect women in the workplace?**

As mentioned, one example of workplace discrimination against women is unequal pay.

For example, imagine that a woman named Jane works as a manager at a company and is paid £40,000 per year. She discovers that her male colleague, John, who has the same job title and similar qualifications and experience, is being paid £50,000 per year. After investigating further, Jane learns that several other male colleagues in similar positions are also being paid more than she is. Some psychologists have argued that this is because women (on average) are less likely to ask for pay rises. Either way, it's still unacceptable.

Under UK law, Jane has the right to take legal action against her employer for discrimination. She could file a claim with an employment tribunal, which is a type of court that deals with workplace disputes. The tribunal would assess the evidence and determine whether there is evidence of discrimination.

If the tribunal finds that Jane has been discriminated against, they can order her employer to pay her the difference in wages, as well as compensation for any other losses she has suffered, such as emotional distress or loss of opportunity. In addition, the employer may be required to take steps to prevent further discrimination in the workplace, such as reviewing their pay structures and implementing policies to ensure equal pay. It's worth noting that taking legal action can be a difficult and stressful process, and many people



may choose not to do so. However, it's important to know that there are legal protections in place to address workplace discrimination, and that individuals have the right to take action if they have been treated unfairly.

### **How might sexism affect men in the workplace?**

Discrimination can also occur against men in the workplace. One example of discrimination against men is in cases where they are excluded from certain job roles or positions based on their gender, also known as "positive discrimination." This is often done in an effort to address gender imbalances and increase diversity, but it can result in men being unfairly excluded from opportunities for which they are qualified.

For example, imagine that a man named Tom applies for a managerial position at a company. He is highly qualified for the job and has extensive experience in the industry. However, the company has recently implemented a policy to increase diversity and representation, and as a result, they decide to give the job to a woman who is less qualified than Tom but is a member of an underrepresented group.

Under UK law, positive discrimination is not allowed. Employers must treat all job applicants fairly and assess them based on their skills and qualifications, rather than their gender or other personal characteristics. If Tom believes he has been discriminated against, he could file a claim with an employment tribunal.

The tribunal would assess the evidence and determine whether there is evidence of discrimination. If they find that Tom has been discriminated against, they can order the company to provide him with the job or pay him compensation for any losses he has suffered as a result of the discrimination.

It's important to note that positive discrimination is different from positive action, which is a legal and ethical way to address underrepresentation and promote diversity in the workplace. Positive action involves providing training and support to underrepresented groups and encouraging them to apply for job roles, rather than excluding other qualified candidates based on their gender or other characteristics.

In summary, discrimination can occur against men in the workplace, particularly when they are excluded from job opportunities based on their gender. UK law prohibits positive discrimination and provides legal protections for individuals who believe they have been unfairly treated. Employers should promote diversity and representation through positive action rather than discriminatory practices.

### **Questions to answer:**

**What do we mean by "socialisation"?**

**How are boys and girls often socialised differently?**

**Explain how a woman can be discriminated against in the workplace.**

**Explain how a man can be discriminated against in the workplace.**

Explain two reasons why there is still a gender pay gap.

Give two reasons why some males may not take as much time off as women to look after their children.

What is positive discrimination?

What is positive action?

Why do you think we allow positive action in the UK, but we don't allow positive discrimination?

### Task Three: Allow it?



Advert	Can it be re-used? How could it be changed (it may be beyond saving, so explain why if so).
<a href="https://www.youtube.com/watch?v=HGvjGJ9II9Q">https://www.youtube.com/watch?v=HGvjGJ9II9Q</a> Yorkie 2002	
<a href="https://www.youtube.com/watch?v=R0n0hLr2gow">https://www.youtube.com/watch?v=R0n0hLr2gow</a> Goodyear Tyres 1960	
<a href="https://www.youtube.com/watch?v=ElG8hmOZ1Gs">https://www.youtube.com/watch?v=ElG8hmOZ1Gs</a> Mercedes 2011	
<a href="https://www.youtube.com/watch?v=VrN4IAonpN8">https://www.youtube.com/watch?v=VrN4IAonpN8</a> KFC 2012	
<a href="https://www.youtube.com/watch?v=vRYfouuHPvs">https://www.youtube.com/watch?v=vRYfouuHPvs</a> Folger's Coffee 1960s	



# Sexism in society – what issues do we still face today?



## Signposting support:



### Useful helplines and charities

[Young Minds](#). Child and adolescent mental health charity. Call: 0808 802 5544 (parents' helpline)

[Samaritans](#). Samaritans provide 24-hour online and phone support to people in distress. Call: 116 123

[SANE](#). National out-of-hours mental health charity offering emotional support, guidance and information. Call: 0300 304 7000 (4.30pm to 10.30pm)

<https://mensadviceline.org.uk/contact-us/> Men's advice and support site

<https://www.youngwomenstrust.org/get-support/additional-support/> Women's advice and support site

<https://www.equalityadvisoryservice.com/app/ask> Advice on discrimination and equality issues