



BTEC in Personal Growth and Wellbeing

Sample Book





Welcome to Sweet Education!

We specialise in designing innovative and engaging resources tailored for secondary school students across the UK.

If you're reading this introduction, it likely means that you're interested in delivering the Personal Growth and Wellbeing (PGW) qualification to your students, guiding them towards achieving a BTEC Level 1 or 2 qualification in Personal Growth and Wellbeing.



This sample book has been designed to support you in understanding the PGW resource, and help you to navigate the different topics with confidence and clarity. In the following pages, we aim to provide you with comprehensive insights into the content of the PGW resource, clarify the key concepts your students will explore, and provide additional guidance to enhance your teaching experience.

So, what is the PGW resource, and why is it essential for students?

The Personal Growth and Wellbeing resource comprises eight brilliantly crafted units, each designed to address fundamental areas of learning for students. The units create engaging conversations about big issues, develop life skills and promote progression to further study and future employment. Delivered across the curriculum, these units lead to a BTEC qualification in Personal Growth and Wellbeing.

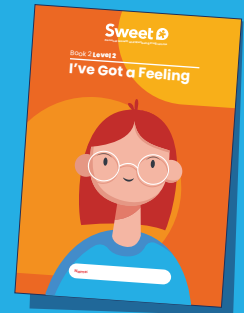
We invite you to explore the subsequent pages and engage with the themes, questions, and activities that will shape your students' educational experience.



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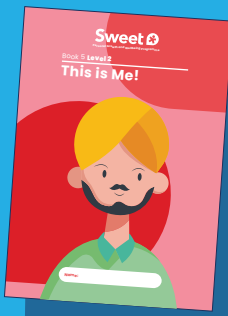
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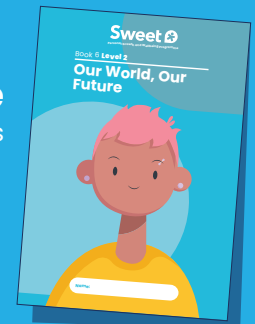


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Book 1

Fitter, Healthier, Happier

Physical Health and Wellbeing

Introduction

Maintaining a healthy lifestyle is extremely important and can have a positive effect on students' overall wellbeing. It can make them feel good, improve their social relationships and promote their emotional wellbeing. It can also protect them from long-term illness and disease.

However, people may not lead a healthy lifestyle due to a lack of understanding of its importance. In this unit, students will find out what is meant by the term 'healthy lifestyle', the benefits of leading a healthy lifestyle and the risks of not following a healthy lifestyle. They will also review their own lifestyle and consider how healthy they really are.

Key terminology that students will use throughout this unit:



Students will explore several key themes and topics throughout this unit. Some of the main activities and discussion points that they will take part in are as follows:

1. Investigating the negative impacts of smoking, drinking alcohol and taking drugs.
2. Researching guidelines on food and nutrition, and considering the impact that metabolism, age and fitness levels can have on an individual.
3. Creating a meal plan to encourage healthy eating, based on research and guidelines, and an action plan with measurable goals to encourage positive change and improve habits and lifestyle choices.
4. Considering the impact of social media on our own physical and mental wellbeing, including disordered eating, body positivity and diet culture.
5. Learning about medical information, including activities on first aid, resuscitation, the recovery position, blood and organ donation, infection control, and minor/major injuries.



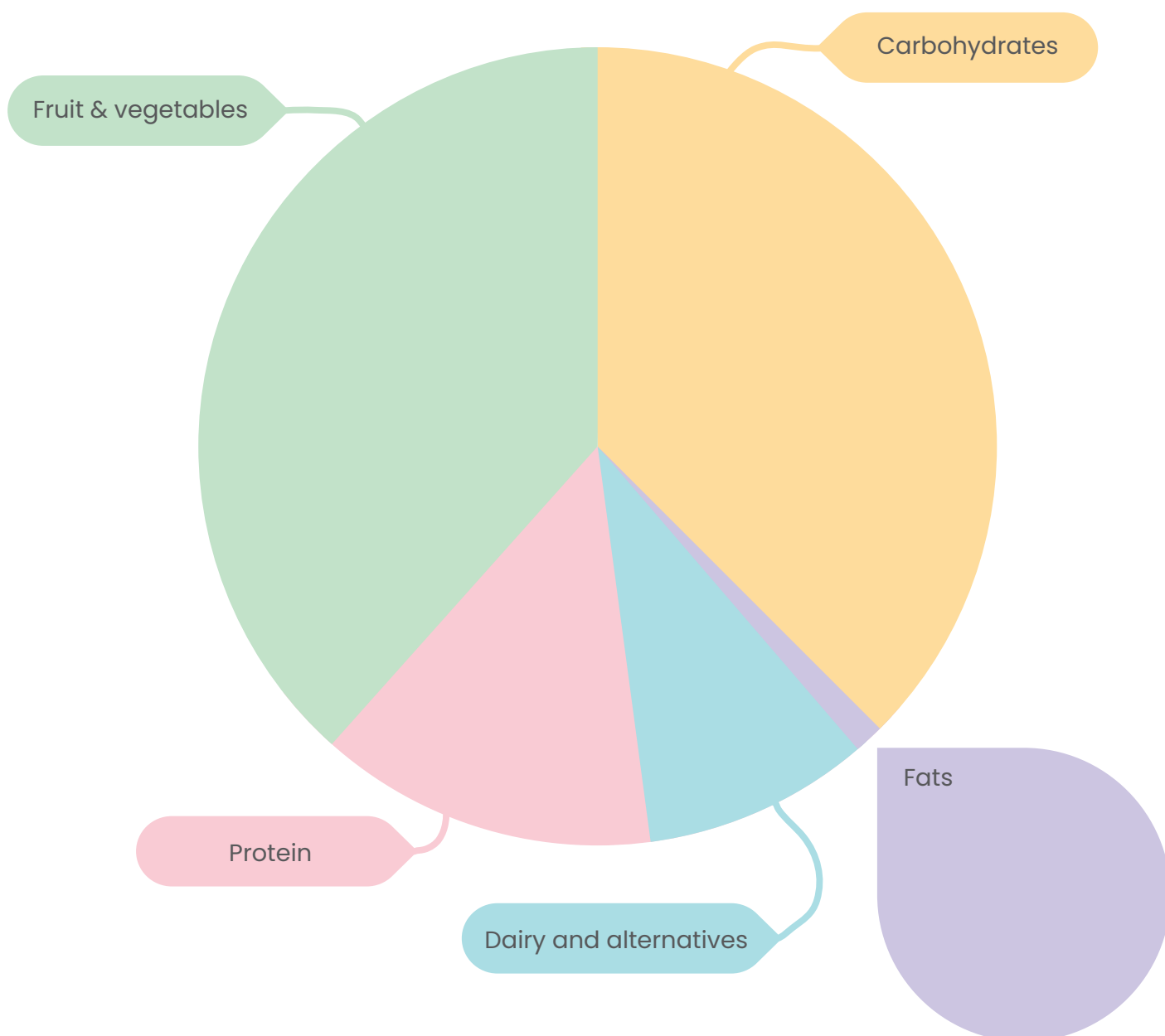
Example Activity

A balanced diet is very important - you should make sure that you eat all of the nutrients your body needs to remain healthy and work effectively.

Did you know that if you don't eat a healthy, balanced diet, you are more prone to diseases, infections and a lack of energy?

Research the 'NHS Eatwell Guide' and provide examples of foods for each section of the Eatwell Guide in line with government guidance.

Eatwell Guide



Which foods should you eat less often and in smaller amounts?

Which foods should you aim to eat more than five portions of a day?



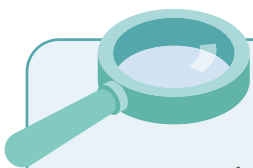
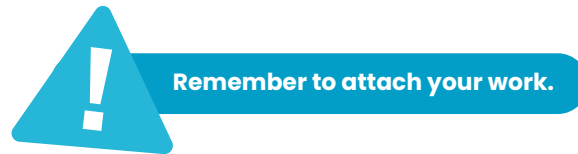
Example Activity

Did you know that we spend about a third of our lives asleep?

Sleep is as important to our bodies as eating, drinking or breathing, and it is essential for maintaining good mental and physical health! It also helps us to recover from both mental and physical exertion.

Sleep and health are strongly linked – poor sleep can increase the risk of having poor health, and poor health can make it harder to sleep.

Carry out some research and create a mood board using pictures and words to outline the reasons why sleep is important to our health.



Look it up!

For more information on sleep, search the 'BBC' website for the following article: 'Why teenage sleep is so important for mental health'.





Book 2

I've Got a Feeling

Emotional Wellbeing

Introduction

In this unit, students will look at ways to support the mental health and emotional wellbeing of themselves and others. They will reflect on the things that can affect mental health (such as social media) and consider how they may respond to situations in order to maintain healthy emotional wellbeing.

Key terminology that students will use throughout this unit:



Students will explore several key themes and topics throughout this unit. Some of the main activities and discussion points that they will take part in are as follows:

1. Researching different mental health conditions and understanding what they look like, why they occur and how to deal with them.
2. Accessing support for mental health issues from doctors, charities and other organisations.
3. Learning about self-care activities, mindfulness techniques and coping strategies, and understanding how these can improve mental health and emotional wellbeing.
4. Understanding the consequences and effects that positive and negative behaviours can have on ourselves and others.
5. Looking at how social media and the internet can have an impact on mental health and emotional wellbeing.



Example Activity

A worry journal can help you to gain perspective and become more aware of how you are interpreting things. It can also help you to spot a decline in your emotional wellbeing.

Print this template or copy it into a blank notebook to complete daily or whenever you need it!

I'm worried about...

What triggered it?

Is it solvable?

Yes No

What can you do to solve the worry or

Draw how you are feeling.

How do you feel after putting these

Notes: 😊 😐 😞

Example Activity

Think about the vocabulary below and decide if it is positive or negative in relation to mental health and emotional wellbeing.

Colour the positive words in green and the negative words in red.

If you don't want to colour, you can use symbols instead!

Positive 😊 Negative ☹️

Calm

OK

Pessimistic

Happy

Stressed

Angry

Withdrawn

Anxious

Moody

Fearful

Optimistic

Patient

Unhappy

Frustrated

Content

1. Choose one **positive** word from the list above. Write about a time when you felt this emotion.

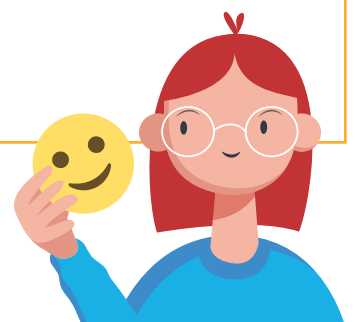
Chosen word:

Description:

2. Now choose a **negative** word from the list. Write about a time when you felt this emotion.

Chosen word:

Description:





Book 3

Skills for Social Success

Social Health and Wellbeing

Introduction

In this unit, students will look at how friendships and wider social relationships are shaped. They will consider the social skills and behaviours needed to form successful relationships, and understand how to grow and maintain these relationships. Students will also look at ways to avoid negative relationships and harmful behaviours, including peer pressure, bullying and discrimination.

Key terminology that students will use throughout this unit:



Students will explore several key themes and topics throughout this unit. Some of the main activities and discussion points that they will take part in are as follows:

1. Evaluating their own relationships and looking at the various influences in their lives.
2. Learning how to build and maintain positive relationships, and considering which skills, qualities and behaviours they would expect in a relationship.
3. Understanding internet safety and thinking about how to stay safe online when talking to other people and sharing information.
4. Identifying harmful behaviours and learning how to say no to peer pressure, bullying, abuse, discrimination, harassment and victimisation.
5. Accessing further information and support for dealing with negative relationships, and creating their own poster or leaflet to warn about the dangers of harmful behaviours.



Example Activity

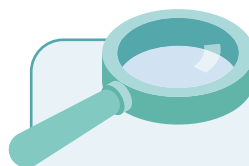
We often believe that relationships will last forever, but sometimes things can happen, and relationships end. The end of a relationship can be caused by a variety of factors, and can cause different feelings and emotions that could have an impact on your emotional wellbeing.

Around the image below, highlight all the reasons you can think of that would cause a relationship to end. You should also highlight the feelings and emotions you would feel, and which behaviours you would expect to see.



For many people, the end of a relationship can feel like the end of the world, and it can impact your mental health negatively. **What steps could you take to help you through a negative experience and improve your health and wellbeing?**

-
-
-
-

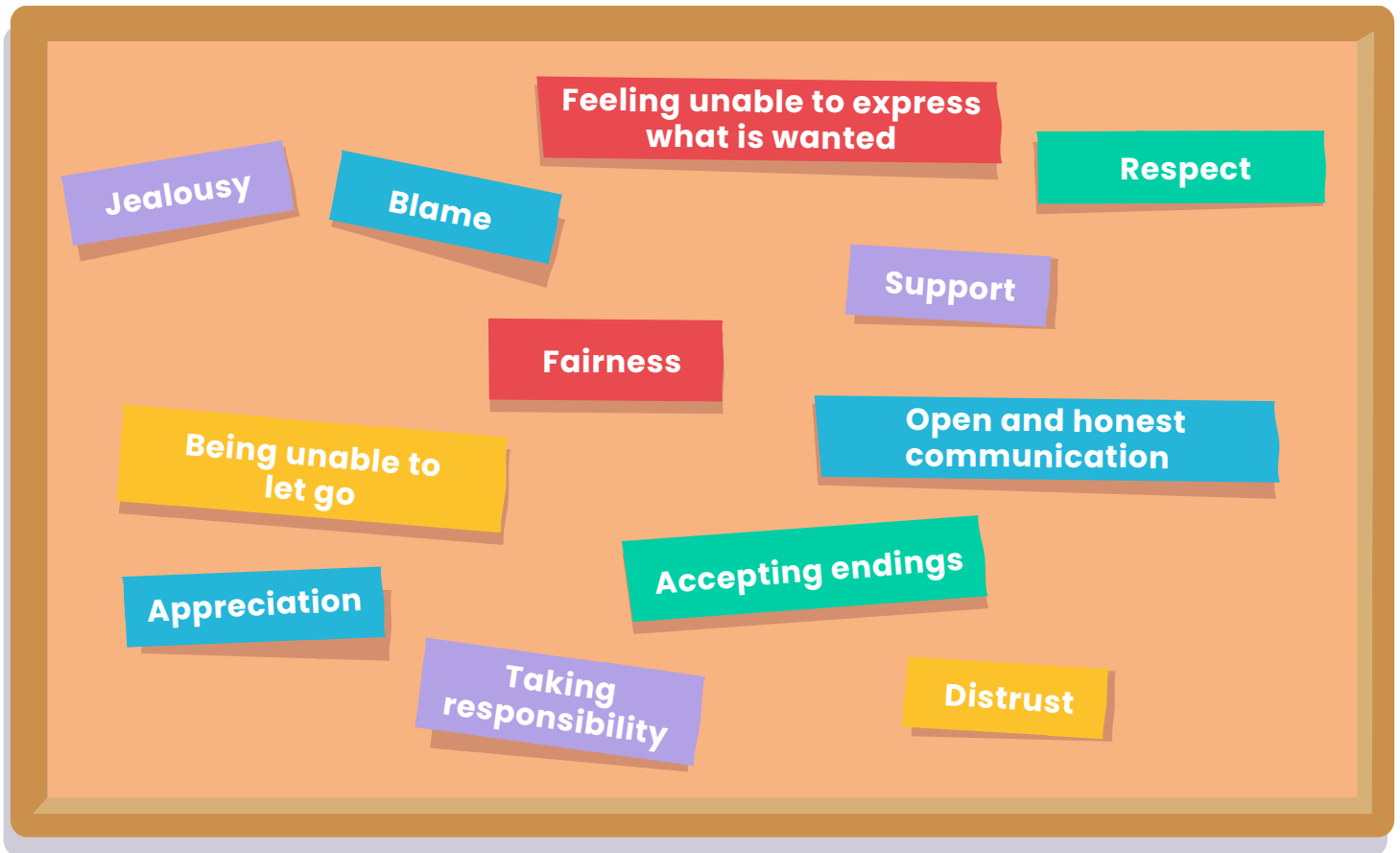


Look it up!

The 'Relate' website offers counselling services for every type of relationship.

Example Activity

Look at the following list of both healthy and unhealthy features of a relationship. **Can you place them in the correct columns in the table below?**



Healthy	Unhealthy



Book 4

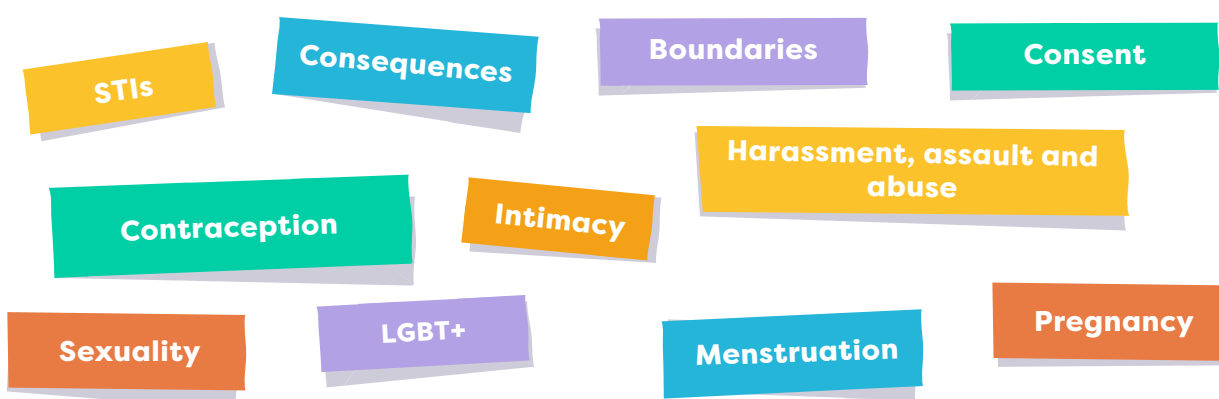
Let's Talk About...

Sexual Health and Wellbeing

Introduction

In this unit, students will look at how friendships and wider social relationships are shaped. They will consider the social skills and behaviours needed to form successful relationships, and understand how to grow and maintain these relationships. Students will also look at ways to avoid negative relationships and harmful behaviours, including peer pressure, bullying and discrimination.

Key terminology that students will use throughout this unit:



Students will explore several key themes and topics throughout this unit. Some of the main activities and discussion points that they will take part in are as follows:

1. Identifying healthy and unhealthy behaviours in intimate relationships, and understanding how unhealthy behaviours can negatively affect relationships.
2. Researching sex and the law, including consent, confidentiality, safeguarding, harassment, assault and abuse.
3. Learning about the LGBT+ community and why it is important to celebrate Pride, raise awareness and show support for this community.
4. Accessing sexual health services for support with infections, contraception, sanitary products and general check ups.
5. Understanding sexual health problems such as STIs, endometriosis, pregnancy (and possible complications), fertility and hygiene.



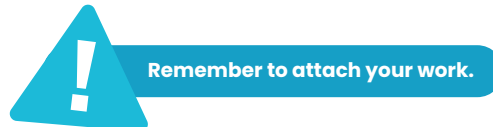
Example Activity

Sometimes, relationships break down. These relationships could be friendships, professional relationships, family relationships or romantic relationships.

You should now produce a presentation or poster to raise awareness of the common causes for relationships breaking down.

It should contain information on:

- Why relationships break down
- Ways to help strengthen your relationship again
- Who you can talk to about these issues.



Getting over a broken relationship can be difficult and if you ever feel that you need support, you should speak to friends, family or one of the organisations listed at the start of this unit.



Example Activity

Pregnancy can be a result of having sex. **Carry out some research into pregnancy on the 'NHS' website and answer the following questions.**

Give a description of how pregnancy occurs.

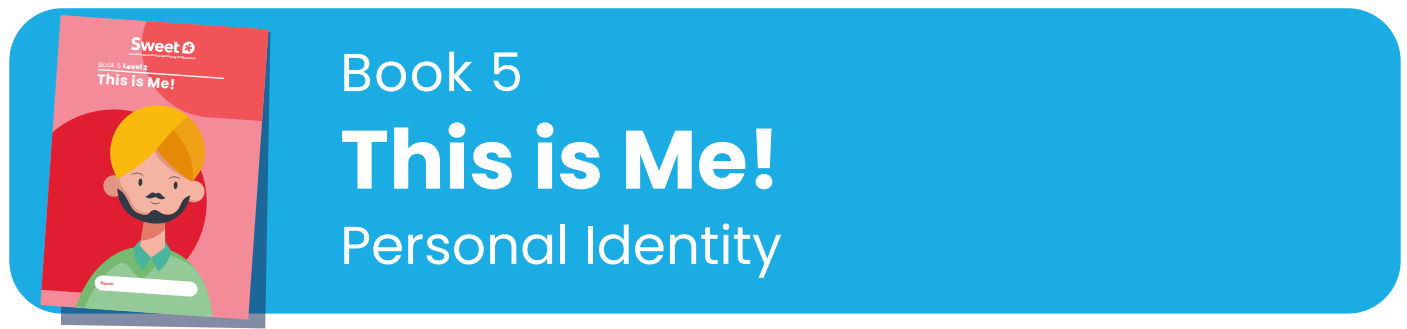
Common pregnancy symptoms include...

A typical pregnancy lasts...



The definition of a trimester is...

Changes that take place in trimester one	
Changes that take place in trimester two	
Changes that take place in trimester three	



Book 5

This is Me!

Personal Identity

Introduction

As students develop through their teenage years and into adulthood, it is important that they understand their personal identity. Recognising that everyone is different and accepting these differences plays an important part in society, and it supports personal growth and wellbeing.

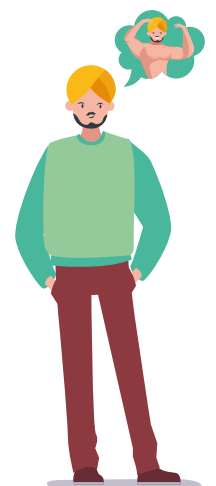
In this unit, students will review what makes them individual, the factors that influence their personal identity and how they can function well in society. Students will also review their own personal identity and consider how they can positively contribute to society.

Key terminology that students will use throughout this unit:



Students will explore several key themes and topics throughout this unit. Some of the main activities and discussion points that they will take part in are as follows:

1. Identifying the factors that can influence someone's personal identity, such as family, background, lifestyle, education and media.
2. Learning about diversity and differences in culture, religion and race.
3. Exploring the negative impacts of harassment, prejudice and victimisation.
4. Understanding the link between confidence, self-esteem and self-worth, and knowing how to develop these traits.
5. Knowing how to act responsibly, be respectful, show empathy and make positive contributions to society as an upstanding citizen.



Example Activity

Self-talk is one way that we can promote and increase our self-worth and self-esteem. Positive self-talk refers to the things that we say to ourselves to make us feel good about who we are, for example:

“I’m allowed to make mistakes and learn from them.”

In the table below, change the sentences from a negative to a positive.

Negative	Positive
“I’ll never be able to do that.”	
“I’m not smart enough.”	
“Why can’t I be like...?”	
“I’m rubbish.”	
“I never win anything.”	
“Nobody likes me.”	
“I’m not good enough.”	

Now that you have identified ways to change negative thoughts into positive thoughts, **think of positive phrases that you could say to yourself to improve your self-esteem.**

“

”

“

”

“

”

Example Activity

Diversity means a variety of different types of people, each contributing their own uniqueness to make our community an interesting place to live.

In the space below, write down as many different examples of diversity as you can think of that exist within your community.

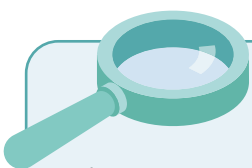
Your teacher will now show you a video. **Once you have watched the video, answer the question below.**

Teacher reminder...

Video links are located in the Sweet PGW Resources folder



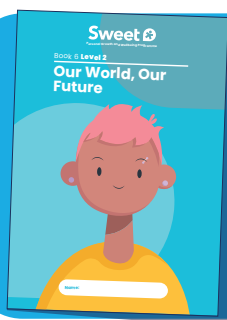
Why is it important that we respect others and how do we show respect for diversity in our school or community?



Look it up!

Find out which events are hosted in your local area that you could attend to celebrate diversity and different cultures.





Book 6

Our World, Our Future

Environmental Awareness

Introduction

In this unit, students will understand the main issues affecting the environment. They will learn why it is important to minimise these issues and why it is vital to protect the planet. Students will also examine how they can personally contribute to protecting the environment, which in turn, supports their personal growth and wellbeing.

Towards the end of the unit, students will work in a group to compile an environmental campaign that aims to raise awareness of environmental issues and encourage others to protect the environment as well.

Key terminology that students will use throughout this unit:



Students will explore several key themes and topics throughout this unit. Some of the main activities and discussion points that they will take part in are as follows:

1. Learning about different environmental issues and the impact that they have on our planet.
2. Exploring various ways to tackle environmental issues, and raising awareness of these solutions.
3. Assessing personal actions and lifestyle choices to determine environmental impact, and identifying ways to become more eco-friendly.
4. Researching different activist groups and their campaigns, and analysing how effective they are at combating environmental issues.
5. Working with a team to plan and action a campaign that aims to combat a serious environmental issue.



Example Activity

Your carbon footprint is the amount of carbon dioxide that is released into the environment because of your lifestyle and habits. Organisations and countries also have carbon footprints, and you will often hear them use the terms 'carbon neutral', 'carbon offsetting' or 'carbon negative'.

Research the terms below and write a definition of each in your own words.

Carbon neutral

Carbon offsetting

Carbon negative

Now answer the questions below.

What was the first country to become carbon negative?

Using research, name three businesses or organisations that are carbon neutral, carbon negative, or working towards being so.

Use the 'WWF Footprint Calculator', or download the 'My Footprint' app to calculate your own carbon footprint.



tonnes per year

How does this compare to the UK average carbon footprint?

Example Activity

It is important that we all play our part in helping to protect the environment. Let's look at positive individual contributions towards improving the environment.

What can you recycle? Write your answers on the images below.



Some items can't be recycled. **Carry out some individual research into what these items are, or discuss your ideas with a group. List your answers in the space below.**

- 1.
- 2.
- 3.
- 4.
- 5.



Look it up!

Visit the 'Keep Britain Tidy' website to learn more about ways to reduce our waste and clean up the local community.



Book 7

Making Money Work for Me!

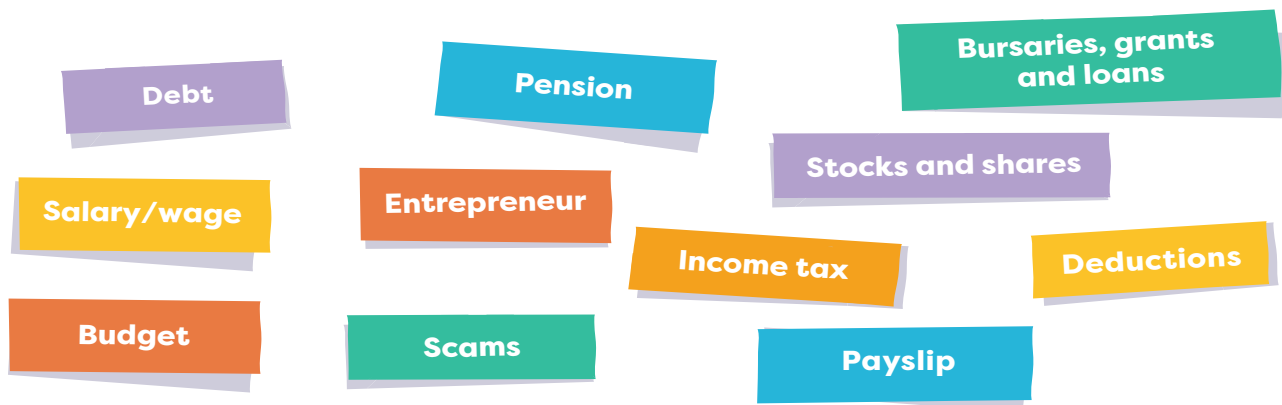
Financial Awareness

Introduction

In this unit, students will learn about managing their money and earning money in different ways. They will explore the meaning of different financial terms in relation to money, such as salary, bonus, bursary, grant, pension and benefits.

Students will also look at how to save money, pay bills, manage a budget, understand payslips and avoid money problems. Developing financial awareness will help with students' personal growth and wellbeing.

Key terminology that students will use throughout this unit:



Students will explore several key themes and topics throughout this unit. Some of the main activities and discussion points that they will take part in are as follows:

1. Identifying different sources of income, including salaried jobs, stock and shares, seasonal work, benefits, and self-employment.
2. Understanding workers' pay, including minimum wage, living wage, payslips, deductions from earnings, and terms of payment.
3. Researching different financial problems, including debt, gambling, scams, payday loans, and negative spending habits.
4. Creating a realistic budget that factors in essential and non-essential expenses.
5. Planning finances for the future by researching potential jobs and salaries, and taking into account bills and other living costs.



Example Activity

Making wise choices can help a fixed budget go a long way. However, a poorly managed budget can cause a lot of problems! Sometimes, it can be difficult to know which choice is the best when it comes to buying items, because shops and online stores don't always make it easy to work out the best value for money.

Read the examples below and decide which is the best value for money.



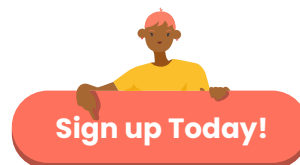
One 500ml bottle of soft drink costing 60p vs. two 330ml cans of soft drink for £1.10.
Explain your answer.



Buying lunch every day at the café for £2.75 vs. making your own for £12 a week.
Explain your answer.



One supermarket pizza for £3.50 vs. any two for £5. **Explain your answer.**



A gym membership costing £150 upfront for six months vs. monthly payments of £30.
Explain your answer.



Financial decisions aren't always clear. You may find an item online that is cheaper than in a shop. Be sure to shop around and check for hidden charges. If it seems too good to be true, it usually is!

Example Activity

Good debts are ones that invest in your financial future, leave you better off in the long-term, and do not have a negative impact on your overall financial position. Bad debts are those that drain your wealth, are not affordable, and offer no real prospect of ‘paying for themselves’ in the future. Bad debts have no realistic repayment plans and usually arise when people make impulse purchases or borrow money to pay their bills.

Put the following examples of debt into the correct columns:



Good debt	Bad debt





Book 8

Future Roles and Setting Goals

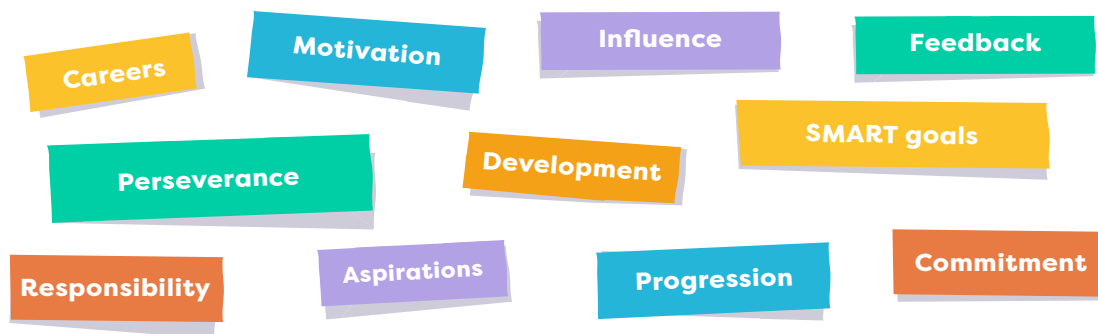
Personal Progression

Introduction

In this unit, students will understand the importance of lifelong progression through learning and work. They will identify their abilities, skills, interests and attributes. They will also clarify ideas so that they can make choices about what they might like to do in the future. Students will take guidance from others, and review available options to appreciate the impact that their choices will have on their personal progression.

Students will develop knowledge and understanding of how they can shape their future by compiling a clear progression plan of what they would like to do. They will highlight the necessary steps to achieve this and they will work through this plan to meet their goals.

Key terminology that students will use throughout this unit:



Students will explore several key themes and topics throughout this unit. Some of the main activities and discussion points that they will take part in are as follows:

1. Learning about different motivators and influences, and understanding how these can help with setting goals and targets in the short, medium and long term.
2. Considering and planning for future responsibilities, obligations, aspirations and qualifications.
3. Researching suitable careers based on personal interests, qualities, values, skills and strengths.
4. Identifying areas for development and considering ways to learn new skills – such as work experience, apprenticeships, coaching and mentoring, interview practice, and job shadowing.
5. Creating a realistic personal progression plan with explicit steps, SMART goals and a SWOT analysis.



Example Activity

Think about your potential future career and carry out a SWOT analysis to see how viable it is. A SWOT analysis looks at the Strengths, Weaknesses, Opportunities and Threats of a situation.

Strengths and Weaknesses relate to your internal situation (such as your skills, achievements, areas for development, and the resources you have available).

Opportunities and Threats relate to external circumstances (such as economic climate, education systems, and political factors).

Provide two examples on each Post-it note and describe each one.



'Do not judge me by my success, judge me by how many times I fell down and got back up again.'

Nelson Mandela

Example Activity

The world would be boring if we were all the same; being different means that we all have unique skills, qualities and strengths.

Neurodiversity describes the different ways in which people may think, learn or behave. It's about how our brains work and understand things.

Neurodiverse conditions are very common – you, your friends or your favourite celebrities may have a neurodivergent brain! **Conduct research and draw lines below to match up the celebrity with their neurodiverse condition.**

Walt Disney

Dyspraxia

Cara Delevingne

ADHD

Bill Gates

Autism (Asperger's)

Elon Musk

Dyscalculia

Tom Holland

Dyslexia

As you can see, having a neurodivergent brain is not a disadvantage. All of these people have had amazing careers and have been incredibly successful. Never let differences hold you back or make you think you can't do something. If you want to follow a certain career path, then go for it!

Choose a neurodiverse condition to research. This could be one of the options above or a different condition that you are interested in. Fill in the gaps below.

Neurodiverse condition I have chosen to research: _____

Definition of this condition: _____

Person or people with this condition: _____

How could someone with this neurodiverse condition use it as a strength? _____

How could you support a person with this condition? _____



Look it up!

Visit the 'Differing Minds' website to explore more about neurodivergence and think about how your own brain works for you!



Sweet

Succeeding With Education, Employment & Training



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