

Moving On

# User notes

Introduction

# Introduction

**Moving On is a flexible course, designed to equip young people with the knowledge and skills they need to ‘move on’ and live independently.**






The course is aimed at young people who are preparing to live independently for the first time. They may be leaving care, moving out of their family home or moving away to university. Moving On is aimed at young people aged 16+, but could be used with younger age groups as appropriate.

Moving On helps to facilitate the conversations that young people will have with a trusted adult while preparing to live independently. This trusted adult could be a support worker, personal adviser, learning mentor, tutor, foster carer or parent.

Centres delivering Moving On may include local authorities, leaving care teams, care providers, pupil referral units and colleges.

## Overview of course content

Moving On is structured around five different aspects of what it means to live independently as a young adult. Each of these aspects is presented as a separate module. Young people should work with a trusted adult to identify which modules they will complete based on their individual circumstances.

 <b>Building a home</b>	Topics include: tenancy, home maintenance, laundry, cleaning and home safety
 <b>Being healthy</b>	Topics include: physical health, emotional wellbeing, healthy eating and healthy living habits
 <b>Starting your career</b>	Topics include: further and higher education, training, exploring job opportunities, applying for jobs and being an employee
 <b>Managing money</b>	Topics include: budgeting, borrowing, saving and spending
 <b>Relating to people</b>	Topics include: identity, healthy relationships, boundaries, support and being part of a community

# Course structure and requirements

## Choosing modules

Young people should work with a trusted adult to identify which modules they'll complete based on their individual circumstances.

For example: a young person might be confident in managing their own money and being in the workplace, but less confident in building relationships and looking after their health.

Another young person might be confident in looking after their health, but less confident in finding a place to live.

The trusted adult should work with each individual young person to discuss their personal situation, their priorities for living independently and where there are gaps in their knowledge or skills. Some young people might complete all five modules, whereas other young people might only complete one or two.

## Completing modules

Unlike many other ASDAN courses, there's no time or challenge requirement for completion of Moving On and young people don't need to compile a portfolio of evidence. Instead the focus is on the individual young person gaining the skills and knowledge that they need, which is demonstrated in their completed journals.

Young people do not need to complete every page of the journal or complete every activity if they have already demonstrated their skills and knowledge in a particular area. Instead, trusted adults should make a note in the module journal to indicate that they are confident this is the case.

Each journal is supported by a reflective reference from a trusted adult to demonstrate that the young person is ready to 'move on' in that aspect of living independently. Further guidance on writing reflective references can be found on pages 12–15 of this guidance.

Checklist for module completion:
✓ completed module journal
✓ completed module reflection from the learner
✓ completed reflective reference from a trusted adult

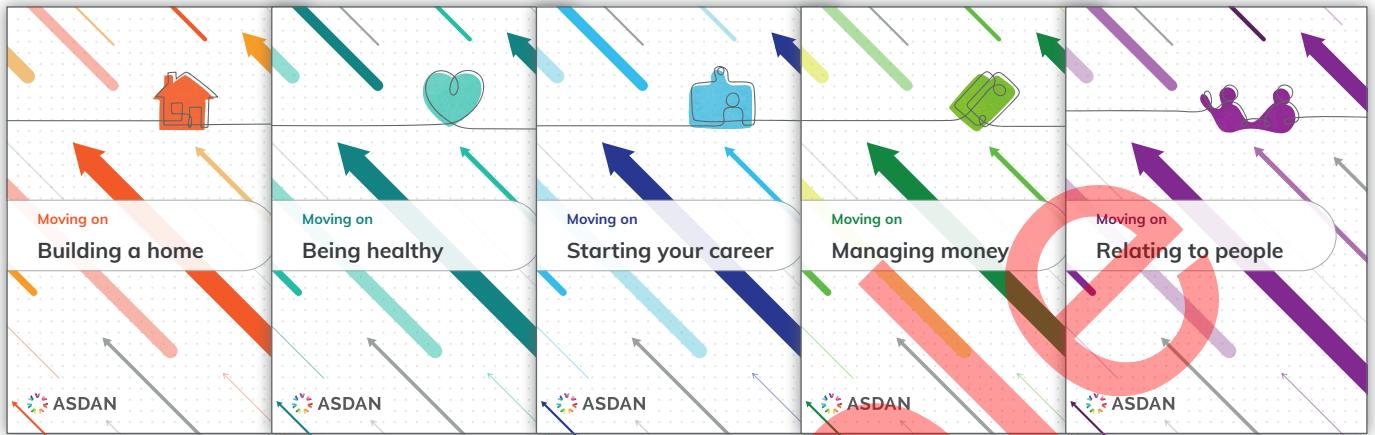
## Certification

Moving On is internally moderated, with free PDF certificates available on completion of each module. Young people may complete any number of modules, depending on their individual circumstances.

Printed ASDAN certification is available for young people that have completed all five modules.

# Moving On journals

Each Moving On module is presented as a separate module journal. These journals include useful information, practical activities, recording templates and space for more in-depth reflections.



The journals can be completed in ways that are relevant to the individual young person. They're designed to be kept, so that they can be used as a source of information in the future.

## Guide to symbols

The following symbols are used across all five journals:

<b>Definitions</b>	Definitions of key terms
<b>Did you know</b>	Important facts that are often misunderstood or overlooked
<b>Journal activities</b>	Activities where the young person or trusted adult should record responses and reflections in the journal
<b>Moving On links</b>	Links to other Moving On journals
<b>Practical activities</b>	Hands-on, practical activities for young people to complete in their home, educational setting or in the community
<b>Reminders</b>	Supportive reminders for young people about things that they may not have considered
<b>Support</b>	Links to organisations offering expert help and advice for topics that may be difficult, activating or triggering for young people
<b>Top tips</b>	Practical tips and tricks for living independently
<b>Useful websites</b>	Links to useful websites that young people can refer to for further information and support

# Reflective references

The final step in completing each module is a reflective reference from the trusted adult, who has worked with the young person throughout the module activities. This should be tailored to the individual young person and their next steps. It is an opportunity to praise their accomplishments and highlight their skills development.

Reflective references must be written using the templates provided on the ASDAN website: [asdan.org.uk/moving-on](https://asdan.org.uk/moving-on)

A copy of the completed reflective reference should be given to the young person to keep with their completed journal. These references can be used by the young person as they take their next steps towards living independently.

## Checklist for an effective reflective reference

An effective reference should:
✓ be individual to the young person
✓ be written by the key trusted adult involved in completing the journal activities
✓ include a narrative of activity and development
✓ include examples of how the young person has developed their skills and knowledge
✓ make specific references to the Moving On journal activities

An effective reference should avoid:
✗ vague platitudes (eg lovely work, enjoyed themselves)
✗ generic statements used for multiple young people

# Supporting young people

## Trusted adults

The relationship between young people and their trusted adults is central to the design and completion of Moving On.

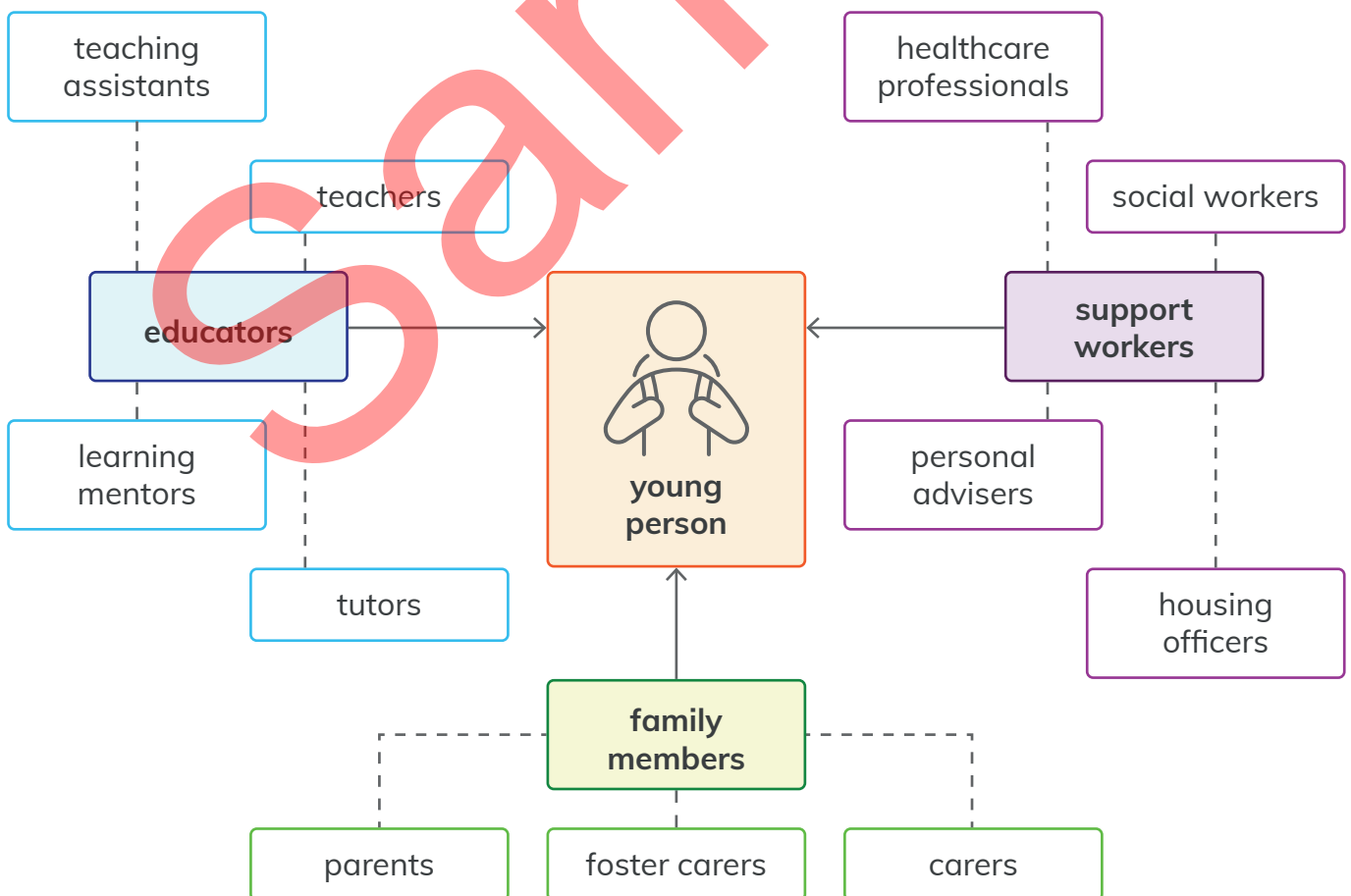
Young people may work with multiple trusted adults to complete Moving On, such as:

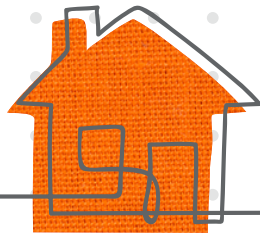
- Educators – teachers, tutors, learning mentors, teaching assistants
- Support workers – personal advisers, social workers, housing workers, healthcare professionals
- Family members – parents, carers, foster carers

It's helpful for young people to have a key trusted adult for each module journal they complete to act as a central point of contact. Other adults may support the young person with various activities, but the key trusted adult will have overall responsibility for the young person and will complete the reflective reference at the end of the journal. This is particularly likely for young people that are working with multi-agency teams.

**For example:** in the **Starting your career journal**, a young person living in a residential care home might work with their personal adviser as the key trusted adult. However, their sixth form college tutor may support them in investigating higher education opportunities.

This approach places the young person at the centre of the learning process.



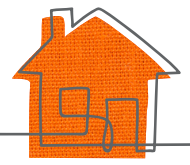


**Moving On**

# **Building a home**

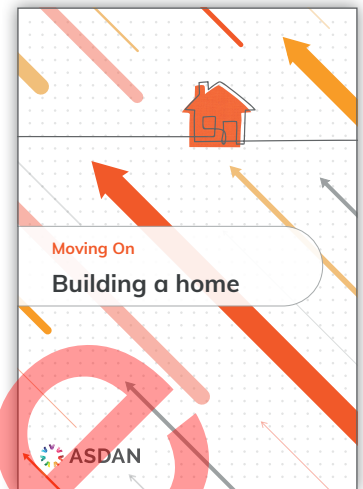
**User notes**

# Introduction



The aim of the **Building a home module** is to equip young people with the skills and knowledge they'll need to live independently in rented accommodation. It covers the following sections:

- My home in the future
- Finding a place to live
- Home utilities
- Home essentials
- Keeping your home clean and tidy
- Grocery shopping and kitchen skills
- Keeping safe in your home
- Being a tenant



The user notes are designed to be used alongside the **Building a home journal**, to enable trusted adults to offer additional support and scaffolding to young people. The sections and activities in this journal can be completed in any order.

## Learning objectives

The learning objectives for young people completing the **Building a home journal** are closely linked to each section.

- Consider their personal needs for a home in the future.
- Judge what is important when finding a suitable place to live, and what to look for when viewing properties.
- Consider the safe and efficient use of home utilities, and explain how to pay for them.
- Prioritise the essential items needed in a home, and calculate the costs associated with furnishing a home.
- Understand the importance of home hygiene, and develop practical skills to keep their home clean and tidy.
- Develop practical skills in meal planning, shopping for groceries, food preparation and cooking meals at home.
- Explore possible risks in the home and how to mitigate these risks to keep safe.
- Understand the rights and responsibilities of being a tenant, and identify sources of support.

## Building a home reflection

Trusted adults should refer to the learning objectives when completing the **Building a home reflection** (pages 104–106) with the young person. Further guidance for trusted adults when writing a reflective reference can be found in the user notes introduction.



# My home in the future

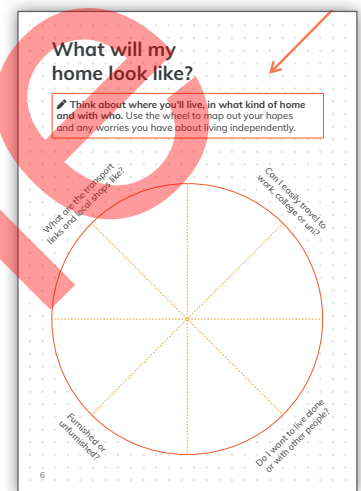


This introductory section can be used to support an initial conversation with a young person about what home might look like for them in the future. This could include long-term goals (eg a big house in the countryside) or short-term priorities (eg university halls while studying). Young people may have worries about living independently, which can also be recorded here (eg how much will rent cost?). This is an opportunity for the trusted adult to highlight some of the things that young people might not know, such as the difference between furnished or unfurnished accommodation.

## What will my home look like?

The **wheel template** (page 6) can be used to record thoughts grouped into themes. The following questions and prompts may be useful in supporting the conversation:

- 1 What city/town/area would you like to live in?
- 2 Would you prefer to live alone or with other people? Friends? A partner? Housemates?
- 3 What places is it important for you to be close to? School, college or work? Restaurants, shops, cafes? Parks? Bus stop, train station? Friends or family?
- 4 Would you prefer to live in a flat or a house?
- 5 What access do you need? Parking? Disabled access? Ground floor? Lift?



Sample



# Home utilities

This section focuses on gas, electricity and water usage in the home, as well as TV licensing.

## Support

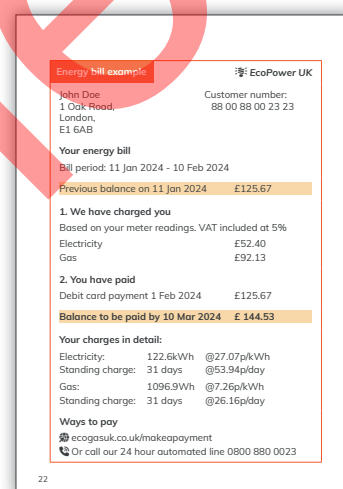
Young people may be worried about paying bills and the cost of living. Their levels of anxiety may be increased by media coverage and lived experience. Trusted adults should treat this topic with sensitivity and it is important to reassure young people that financial help is available if they are struggling to pay for home utilities, either from the utility supplier or the government.

The GOV.UK website signposts to support with paying bills and the cost of living: [www.gov.uk/cost-of-living](http://www.gov.uk/cost-of-living)

## Saving energy

Young people should examine the energy bill for their current home (eg with parents, foster home, residential children's home) and compare the energy usage from this bill with the **national average** (page 21). If this is not possible, a trusted adult could provide an example from their own home, with any personal details removed. An **example energy bill** is provided (page 22), however energy costs fluctuate considerably so it would be best to base this activity around real-life, current examples.

Typical Domestic Consumption Values showing the average energy use per year are published by Ofgem. These are typically updated every two years. The values for 2023 are:



Household	Gas	Electricity
Low usage – small flats, one or two people	7,500 kWh	1,800 kWh
Medium usage – typical households	11,500 kWh	2,700 kWh
High usage – large families or households	17,000 kWh	4,100kWh

## Useful link

- [ofgem.gov.uk/information-consumers/energy-advice-households/average-gas-and-electricity-use-explained](http://ofgem.gov.uk/information-consumers/energy-advice-households/average-gas-and-electricity-use-explained)

Young people should identify practical things they can do to reduce their energy consumption. The young person should discuss this with a trusted adult or other young people and then record their **reflections** (page 23). Young people should consider their current attitudes towards energy use and how these might change when they're responsible for paying their own energy bills.

## Useful link

- [moneysavingexpert.com/utilities/energy-saving-tips](http://moneysavingexpert.com/utilities/energy-saving-tips)

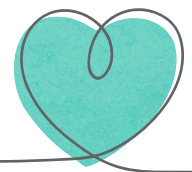


**Moving On**

**Being healthy**

**User notes**

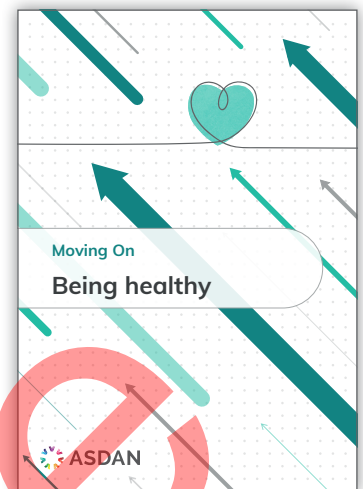
# Introduction



The aim of the **Being healthy module** is to equip young people with the skills and knowledge they'll need to maintain a healthy lifestyle when living independently. It covers the following sections:

- My healthy lifestyle in the future
- Physical health
- Exercise
- Mental health and wellbeing
- Healthy eating and nutrition
- Substances
- Personal safety

The user notes are designed to be used alongside the **Being healthy journal**, to enable trusted adults to offer additional support and scaffolding to young people. The sections and activities in this journal can be completed in any order.



## Learning objectives

The learning objectives for young people completing the **Being healthy journal** are closely linked to each section.

- Consider their personal needs for living a healthy lifestyle
- Explore different aspects of physical health and how to access relevant health services
- Understand the importance of exercise and explore its mental and physical benefits
- Judge what is important in managing their mental health, and develop strategies to support their emotional wellbeing
- Consider their nutritional needs and the importance of healthy eating
- Understand the risks associated with different substances (eg alcohol, tobacco and drugs), and identify sources of support
- Explore possible risks to their personal safety and how to mitigate these risks to keep safe

## Being healthy reflection

Trusted adults should refer to the learning objectives when completing the **Being healthy reflection** (pages 104–106) with the young person. Further guidance for trusted adults when writing a reflective reference can be found in the user notes introduction.

# Exercise

This section focuses on helping young people to find ways to make exercise a part of their daily routine.

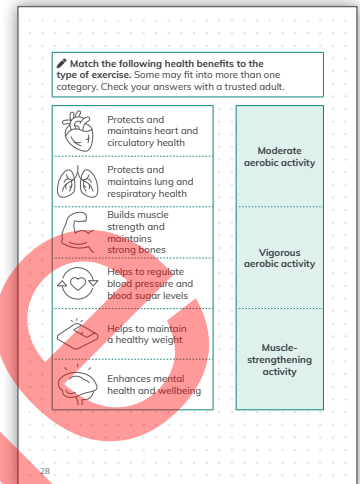
## Benefits of exercise

Trusted adults should support young people to understand the benefits of regular exercise, both physically and mentally. Regular exercise can reduce the risk of major illnesses (eg heart disease, stroke, type 2 diabetes, cancer) by up to 50% and lower the risk of early death by up to 30%\*. Exercise can boost mood, improve sleep quality and reduce stress levels.

Young people should understand the three broad types of exercise (moderate aerobic activity, vigorous aerobic activity, muscle-strengthening activity) and that all three are important for maintaining good health. Trusted adults should discuss with young people the different exercise activities that they take part in (eg running, swimming, playing football, yoga) and support them to understand which type of exercise these falls under.

In understanding the difference between moderate and vigorous activity, the breath test is a helpful guide: you are exercising at a moderate level if you can still talk; if you are struggling to say more than a few words between breaths, you are working vigorously.

Young people should be able to identify the health benefits of different types of exercise. The answers to the **mix and match activity** (page 28) are as follows:



Health benefits	Types of exercise
Protects and maintains heart and circulatory health	<ul style="list-style-type: none"> <li>• Moderate aerobic activity</li> <li>• Vigorous aerobic activity</li> </ul>
Protects and maintains lung and respiratory health	<ul style="list-style-type: none"> <li>• Moderate aerobic activity</li> <li>• Vigorous aerobic activity</li> </ul>
Builds muscle strength and maintains strong bones	<ul style="list-style-type: none"> <li>• Muscle-strengthening activity</li> </ul>
Helps to regulate blood pressure and blood sugar levels	<ul style="list-style-type: none"> <li>• Muscle-strengthening activity</li> </ul>
Helps to maintain a healthy weight	<ul style="list-style-type: none"> <li>• All three</li> </ul>
Enhances mental health and wellbeing	<ul style="list-style-type: none"> <li>• All three</li> </ul>

\* Source: [nhs.uk/live-well/exercise/exercise-health-benefits](https://www.nhs.uk/live-well/exercise/exercise-health-benefits)

# Mental health and wellbeing

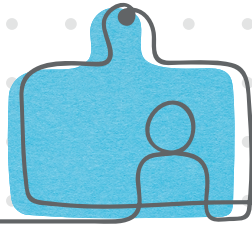
## Coping with stress

Young people should use the **stress management toolkit** (page 41) to give advice to the fictional characters in the four scenarios (page 42). Suggested answers are as follows:

Scenario	Ways to manage stress
Jade is revising for her exams at college and is feeling stressed about how much she has to do.	<ul style="list-style-type: none"> <li>• Go for a walk/run to clear her head</li> <li>• Make a revision plan and stick to it</li> <li>• Talk to her classmates or teacher</li> <li>• Plan some time to relax</li> <li>• Get plenty of rest</li> <li>• Focus on what she's doing well at for motivation</li> </ul>
Anton is starting a new job and is excited about his new role, but is feeling stressed about the change.	<ul style="list-style-type: none"> <li>• Go for a walk/run to clear his head</li> <li>• Make a plan for his first week in the new job</li> <li>• Talk to a friend from outside of work</li> <li>• Do something relaxing</li> <li>• Get plenty of rest</li> <li>• Focus on how excited he is about the new job</li> </ul>
Lee is moving out of a shared house into their own flat, but is feeling stressed about paying their bills on their own.	<ul style="list-style-type: none"> <li>• Go for a walk/run to clear their head</li> <li>• Make a budget and stick to it</li> <li>• Talk to a friend</li> <li>• Do something relaxing in the new house</li> <li>• Get plenty of rest and make a healthy low-cost meal plan</li> <li>• Focus on how excited they are to have their own place</li> </ul>
Rob and his partner have been arguing a lot lately about chores at home and he is feeling stressed about it.	<ul style="list-style-type: none"> <li>• Go for a walk/run to clear his head</li> <li>• Make a housework plan with his partner</li> <li>• Talk to a friend</li> <li>• Do something relaxing with his partner</li> <li>• Avoid alcohol/substances</li> <li>• Focus on the positive parts of his relationship</li> </ul>

Young people should consider what makes them feel stressed and how they cope with stress, then discuss this with a trusted adult and then record their **reflections** (page 43). They should consider if there are any changes they can make to avoid feeling stressed or find better ways to cope with stress.

Trusted adults should ask young people to explain their choices and suggest things the young person may not have considered (eg focusing on what they can do, not what they can't do). Young people may need prompting to think about how they could find healthier ways to cope (eg avoiding substances, talking to other people) and ways that

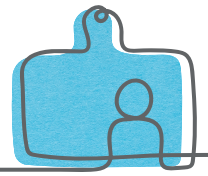


**Moving On**

**Starting your career**

**User notes**

# Introduction



The aim of the **Starting your career module** is to equip young people with the skills and knowledge they'll need to make informed and ambitious choices about education, training and work. It covers the following sections:

- My career in the future
- Making career choices
- Higher Education and university
- Apprenticeships
- Further Education
- Employability skills
- Applying for a job
- Rights and responsibilities at work
- Earning money
- Professional networks

The user notes are designed to be used alongside the **Starting your career journal**, to enable trusted adults to offer additional support and scaffolding to young people. The sections and activities in this journal can be completed in any order.

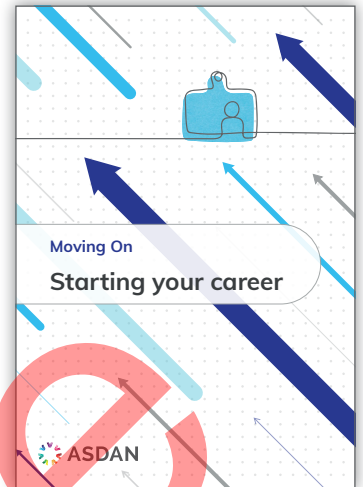
## Learning objectives

The learning objectives for young people completing the **Starting your career journal** are closely linked to each section.

- Reflect on what they want and need from their career
- Understand possible pathways into careers that interest them, and begin to form a plan
- Explore the benefits of different routes to work: university, apprenticeships and further education
- Understand what employers mean by knowledge, skills and attributes, and identify their own strengths in relation to employability
- Navigate the standard process for searching for vacancies and applying for jobs including writing a CV and cover letter and attending an interview
- Consider the rights and responsibilities of employers and employees
- Interpret payslips and consider the importance of saving for a pension
- Evaluate the importance of professional networking and identify sources of advice and support at work

## Starting your career reflection

Trusted adults should refer to the learning objectives when completing the **Starting your career reflection** (pages 120–122) with the young person. Further guidance for trusted adults when writing a reflective reference can be found in the user notes introduction.





# Making career choices

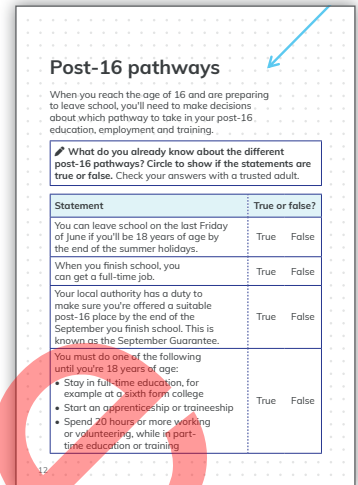
## Pathways to employment

Young people should understand that there are a wide variety of routes into employment, even into the same roles. Some are more direct than others and all have advantages and disadvantages. The main thing is for trusted adults to facilitate an exploratory conversation about the possibilities.

## Post-16 pathways

Young people should consider some of the facts and myths around post-16 education and employment.

The answers to the **true or false quiz** (pages 12–13) are as follows:



Statement	True or false?
You can leave school on the last Friday of June if you'll be 18 years of age by the end of the summer holidays.	<b>False</b> – you leave school on the last Friday of June if you will be 16 years of age by the end of the summer holidays
When you finish school, you can get a full-time job.	<b>False</b> – you must stay in a recognised form of education or training until you are 18. It could be an apprenticeship where you study part-time and work part-time.
Your local authority has a duty to make sure you're offered a suitable post-16 place by the end of the September you finish school. This is known as the September Guarantee.	<b>True</b>
You must do one of the following until you're 18 years of age: <ul style="list-style-type: none"> <li>stay in full-time education, for example at a sixth form college.</li> <li>start an apprenticeship or traineeship.</li> <li>spend 20 hours or more working or volunteering, while in part-time education or training</li> </ul>	<b>True</b>
Apprenticeships combine study with training in a paid job.	<b>True</b>
Apprenticeships are offered at all levels.	<b>True</b>

# Professional networks

## Social media impressions

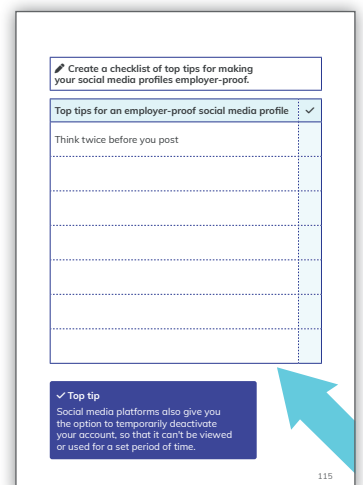
Social media has become an integral part of our lives. Increasingly, employers are viewing social media profiles as part of their recruitment processes, which means that it's important for young people to consider how their social media profiles may reflect on their suitability for employment.

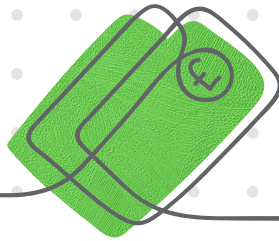
Suggested answers to the **social media impressions scenarios** (pages 113–114) are as follows:

Scenario	What impression could this give?	What could they do to give a better impression?
<p>Ellie is applying for a marketing role in a small charity.</p> <p>She has active social media accounts where she regularly shares places she has visited and her daily runs. Her friends sometimes tag her in posts from their nights out, including videos of her drinking shots.</p>	<ul style="list-style-type: none"> <li>Active social media accounts show that Ellie understands marketing, which would give a positive impression.</li> <li>Tagged posts of Ellie drinking on nights out may give a negative impression to an employer.</li> </ul>	<ul style="list-style-type: none"> <li>Ask her friends not to tag her accounts in posts from their nights out.</li> <li>Change her privacy settings so that she has to approve tagged posts.</li> <li>Set up a separate, private account for her friends to tag.</li> </ul>
<p>Dwayne is applying for apprenticeships at local engineering companies.</p> <p>He occasionally uses one or two social media accounts where he shares memes and videos. Sometimes he gets into arguments with people in the comments on posts.</p>	<ul style="list-style-type: none"> <li>The memes and videos Dwayne shares will reflect on him – this could be positive or negative, depending on the content.</li> <li>Arguing with people on social media could give a negative impression to an employer and make Dwayne seem argumentative.</li> </ul>	<ul style="list-style-type: none"> <li>Set his social profiles to private, so that only friends can see what he shares and posts.</li> <li>Think twice before sharing or commenting.</li> </ul>

Young people should take what they've learned from these scenarios and reflect on things they can do to make their own social media profiles employer-proof. This can be recorded in the **checklist template** (page 115).

This topic is complex – but the key points for young people to take away are to think twice before posting, and to know how to change their privacy settings to determine what is publicly available on their profiles.



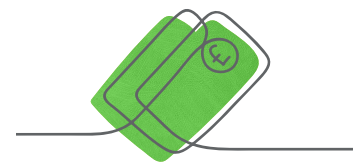


**Moving On**

# Managing money

**User notes**

# Introduction

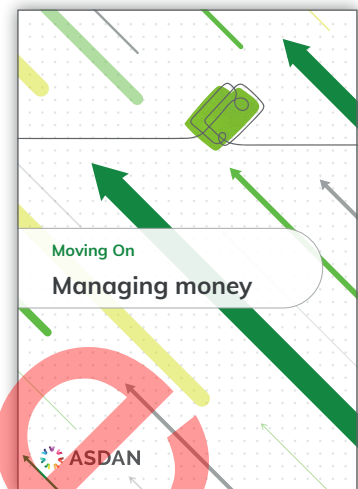


The aim of the **Managing money module** is to equip young people with the skills and knowledge they'll need to become financially responsible young adults.

It covers the following sections:

- My money in the future
- Spending habits and influences
- Budgeting
- Saving money when grocery shopping
- Saving money
- Borrowing money
- Credit cards
- Spending online
- Financial support

The user notes are designed to be used alongside the **Managing money journal**, to enable trusted adults to offer additional support and scaffolding to young people. The sections and activities in this journal can be completed in any order.



## Learning objectives

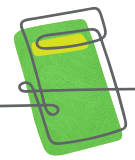
The learning objectives for young people completing the **Managing money journal** are closely linked to each section:

- Consider their personal needs for managing their own money in the future
- Judge which factors influence their attitudes to spending, and explore ways to become financially responsible
- Calculate a monthly budget of income and expenditure, and prioritise essential costs
- Explore the costs of grocery shopping, and develop practical strategies to save money
- Compare different methods of saving money and create a savings plan
- Understand different methods of borrowing money and the costs involved, and explore how to mitigate any risks
- Consider the advantages and disadvantages of using credit cards, and explore responsible ways to use credit
- Consider the advantages and disadvantages of shopping online, and understand ways to stay safe
- Understand the financial support that's available to them should they need it, and identify sources of support

## Managing money reflection

Trusted adults should refer to the learning objectives when completing the **Managing money reflection** (pages 85–86) with the young person. Further guidance for trusted adults when writing a reflective reference can be found in the user notes introduction.

# Budgeting



The aim of this section is for young people to develop their own monthly budget, based around balancing their income against their outgoings.

## Support

Young people may be worried about paying bills and the cost of living. Their levels of anxiety may be increased by media coverage and lived experience. Trusted adults should treat this topic with sensitivity and it is important to reassure young people that financial help is available if they are struggling to pay for basic essentials.

The GOV.UK website signposts to support with paying bills and the cost of living: [www.gov.uk/cost-of-living](http://www.gov.uk/cost-of-living)

## Monthly budget

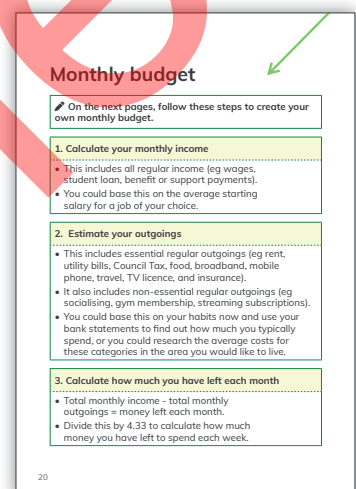
Young people should follow the **steps** (pages 20–21) to create their own monthly budget.

- 1 Calculate their monthly income:** this could be based on their own actual income or their estimated income based on their personal circumstances. Alternatively, they may wish to base their budget on the average UK salary for 18- to 21-year-olds, which is £14,785 per year (before tax and National Insurance)\*.
- 2 Estimate their outgoings:** this should include essential outgoings (eg rent, utility bills, food) and non-essential outgoings (eg socialising, streaming subscriptions). Young people could base this on their current expenditure, or they could research the average costs for these categories.
- 3 Calculate how much they have left each month:** Total monthly income ÷ total monthly outgoings = Money left each month. Then divide the figure by 4.33 to calculate how much money is left each week.
- 4 Plan ahead:** young people should start to think about how they might spend or save the money they have left each month.

Young people can use the **monthly budget template** (pages 22–23) to create their budget, or they could use a spreadsheet or budgeting app.

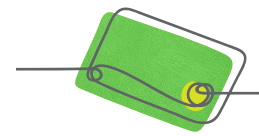
Young people should share their completed monthly budget with a trusted adult and record their **reflections** (page 24). Trusted adults should check through the budget and ask questions to ensure that the budget is realistic (eg how will you only spend £20 on food each week?) and suggest things the young person may not have considered (eg could you save money by only subscribing to one streaming service?).

This discussion should include reflection on the amount of money young people have left each month and how they might spend or save this money. If they are left with little money each month, trusted adults should support young people to consider ways to reduce their expenditure (eg reviewing non-essential outgoings).



\* Data: ONS, 2023 provisional dataset [ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/datasets/agegroupashetable6](https://ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/datasets/agegroupashetable6)

# Credit cards



Credit cards are one of the most widely used payment methods and a commonly used type of borrowing.

Trusted adults should ensure that young people understand the difference between debit cards (which allow you to spend money that is already in your bank account) and credit cards (which allow you to spend money and pay it back at a later date).

## Credit card statements

Young people should examine the **example credit card statements** (pages 62–64). These fictional examples show three different types of credit card use:

- **Example 1** – for regular spending (supermarket, petrol, streaming subscriptions) which is paid in full each month with no interest. This is a good example of responsible credit card use that could have a positive impact on their credit rating.
- **Example 2** – for a single large purchase (a holiday) to be paid off over time with no interest. This is an example of responsible credit card use that could have a positive impact on their credit rating, providing that regular payments are made to clear the balance before the end of the 0% interest period.
- **Example 3** – for non-essential purchases (gifts, clothing, drinks, eating out) and withdrawing cash. Evidence of late payment fees and making the minimum payment each month, with interest at 17.9%. This is an example of irresponsible credit card use, which could negatively impact their credit rating and lead to debt.

Example 1

£ YOUR BANK UK

Credit card statement

John Doe  
1 Oak Road  
London  
E1 2AB

Payment due date: 18 Dec  
New balance: £301.90  
Minimum payment: £7.55

Previous balance £295.35  
Payments received £295.35  
Purchases £301.90  
Cash advances £0.00  
Fees charged £0.00  
Interest charged £0.00  
New balance £301.90

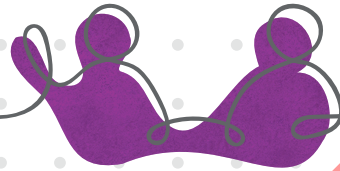
Date	Details	Amount
01-Nov	Supermart	£45.78
04-Nov	EZ Fuel - payatpump	£50.00
09-Nov	Payment received	£295.35
09-Nov	Supermart	£56.92
15-Nov	Supermart	£44.89
18-Nov	EZ Fuel - payatpump	£50.00
22-Nov	Supermart	£48.32
25-Nov	Webflix streaming	£5.99
	<b>Total</b>	<b>£301.90</b>

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Look at the three examples of credit card statements. Which of the statements below apply to each of the examples? Check your answers with a trusted adult.

Statement	Example 1	Example 2	Example 3
0% interest on purchases			
Credit card used for essential purchases, paid in full each month			
Credit card used for a single large purchase, paid off over time			
Credit card used for non-essential purchases, paid off over time			
Credit card used to withdraw cash			

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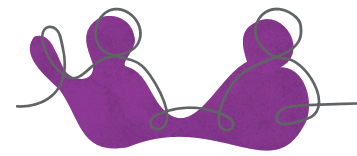


**Moving On**

**Relating to people**

**User notes**

# Introduction



The aim of the **Relating to people module** is to equip young people with the skills and knowledge they will need to build their own network of positive and meaningful relationships. It covers the following sections:

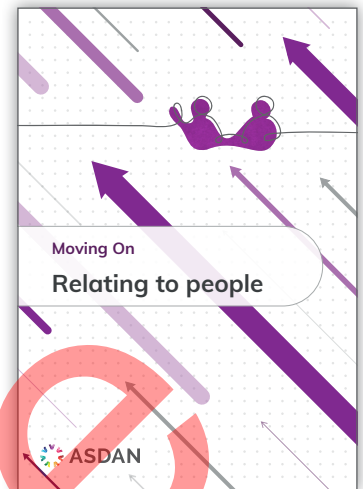
- My relationships in the future
- Identity and influences
- Alone time and loneliness
- Types of relationships
- Friendships
- Challenges in relating to people
- Dating
- Consent and sexual health
- Committed partnerships
- Family and parenting
- Community
- Accessing support

The user notes are designed to be used alongside the **Relating to people journal**, to enable trusted adults to offer additional support and scaffolding to young people. The sections and activities in this journal can be completed in any order.

## Learning objectives

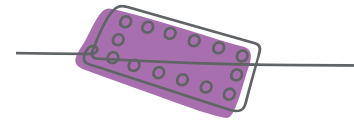
The learning objectives for young people completing the Relating to people journal are closely linked to each section.

- Consider their personal needs in relationships
- Explore different aspects of their identity, including influences, role models and self-esteem
- Understand the difference between alone time and loneliness, and explore the balance between being sociable and finding time for themselves
- Consider the different types of relationship and what appropriate behaviour looks like in these relationships
- Explore different circles of friendships, and develop social skills to make new friends as an adult
- Consider challenges in relating to other people, and explore how empathy and boundaries can help to maintain and improve their relationships
- Judge what is important to them in dating and committed partnerships, including what feels safe for them
- Explore what family looks like for them, and the responsibilities of parenting
- Understand the different communities they belong to, and develop practical strategies to connect with their community
- Explore possible difficulties in relationships, and how to access support when they need it






# Consent and sexual health



This section covers topics of consent and sexual health, including contraception and sexually transmitted infections (STIs).

<p> <b>Support</b></p>	<p>Consent and sexual health may be a difficult, activating and potentially triggering topic for some young people, especially those who have experienced trauma or exploitation. Many young people will have experiences of sexual harassment or violence, either directly or indirectly.</p> <p>Trusted adults should treat this topic with sensitivity and ensure that this topic is handled in a supportive and non-judgemental way, particularly if working in a group so that individuals do not feel targeted or bullied. It is important to reassure young people that support is available.</p> <p>Rape Crisis deliver specialist services to those affected by sexual violence in England and Wales: <a href="https://www.rapecrisis.org.uk">rapecrisis.org.uk</a></p>
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This section may prompt discussions that raise safeguarding concerns. It is important that all trusted adults are aware of their safeguarding responsibilities, as well as the processes for reporting concerns, and that these are clearly explained to young people. Trusted adults should also be aware of the support that they can access, as working with young people on these topics can affect their own wellbeing.

## Consent

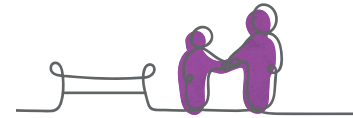
This section begins with a definition of consent (page 66). Rape Crisis and Brook offer excellent advice and information on this topic.

<p> <b>Useful link</b></p>	<ul style="list-style-type: none"><li>• <a href="https://www.rapecrisis.org.uk/get-informed/about-sexual-violence/sexual-consent">rapecrisis.org.uk/get-informed/about-sexual-violence/sexual-consent</a></li><li>• <a href="https://www.brook.org.uk/your-life/sex-and-consent">brook.org.uk/your-life/sex-and-consent</a></li></ul>
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Trusted adults should ensure that young people understand that consent is not just about saying yes or no – the people involved also need to have the freedom and capacity to make that choice.

<h3>Consent</h3>	
<p>Everyone has the right to not want sex or any other kind of sexual activity. Everyone also has the right to change their mind at any time, or to consent to doing one sexual thing with someone but not another. Without consent, any kind of sexual activity is sexual violence.</p> <p>Consent happens when all people involved in any kind of sexual activity agree to take part by choice. The people involved also need to have the freedom and capacity (ability and power) to make that choice.</p>	
<p><b>No</b></p>	<p>If a person says 'no' to any kind of sexual activity, they aren't agreeing to it. But just because they don't say 'no' out loud, that doesn't automatically mean they have given consent – they may seem unsure, stay quiet or not respond.</p>
<p><b>???</b></p>	<p>If someone is unsure whether you're giving your consent for sexual activity, they should check with you. If you can see or suspect that someone is not 100% comfortable or happy with what's happening, you should stop.</p>
<p><b>Yes</b></p>	<p>Because consent has to involve freedom and capacity to agree by choice, just saying 'yes' is not enough.</p>
<p> <b>Useful website</b> <a href="https://youtu.be/pZwvxVavnQ">youtu.be/pZwvxVavnQ</a></p>	

# Community



Community is one of those words that means everything and nothing. This section explores different expressions of community and encourages young people to see themselves as active agents in their communities.

## My communities

The **presence to contribution template** (page 94) is based on person-centred learning practices and is widely used in special education settings, but is a valuable tool for anyone. The young person should complete the template to show which communities they belong to and where they are on the scale from being present to contributing. Young people can engage with this page in any way they like and complete it using words, pictures or symbols.

For example:

- if a young person attends church each week, they might write church in the present column
- if a young person plays football for a local five-a-side team, they might draw a football in the participating column
- if a young person helps to support a local Brownies group, they might stick a photo of the Brownies logo in the contributing column

Ideally young people should share their completed diagram with a trusted adult or other people and see if there are opportunities where they might move from being present to participating and contributing.

**My communities**

✍ Add the communities that you're already a part of to the diagram to show which ones you're present in and which ones you're actively contributing to. If you think of other communities you might like to explore and get involved with, add them in a different colour.

Communities where I am present	Communities where I am participating	Communities where I am contributing

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## The local community

Trusted adults should support young people to consider the local community they live in. A lot of traditional ideas and stereotypes of local community are based around quiet, rural villages – however it's possible to find a really strong sense of community wherever we live, whether that's in a village or a block of flats in the middle of a city.

Young people should use the **table template** (page 96) to consider the list of suggestions for ways that they could interact with their local community and divide them into categories of things they would definitely do, things they definitely would not do, things they would consider doing with support and things that they think everyone should do.

Trusted adults should remind people that there are no definite right or wrong answers. This is about thinking through how they relate to people as an individual and the things they would feel comfortable doing in their local community.

Ideally, young people should try out some of the ways they identified to interact with their local community as a practical activity. This could be completed as part of a visit to places (eg a community event or centre) with a trusted adult.

✍ Consider the list of ways that you can interact with the local community where you live. Divide them into categories using symbols or colours:

- \* things you would definitely do
- X things you definitely wouldn't do
- ? things you would consider doing with support
- # things that everyone should do

Ways to interact with my local community	Category
Introducing yourself when you move in	
Delivering seasonal cards (eg Christmas, Eid, Lunar New Year)	
Writing a note to let neighbours know when you're planning a loud party	
Taking deliveries of neighbours' parcels and letting them know that you've got them	
Offering a skill (eg babysitting, DIY)	
Organising a community celebration	
Being considerate about taking your bins in and keeping your property looking neat	
Attending a community event (eg a planning meeting)	
Asking a neighbour to water your plants when you're away and offering to water theirs	
Other	

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Sample

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## Disclaimer

Every effort has been taken to ensure that the information contained in the Moving On module journals and user notes is correct at the time of publication.

Some of the content included in this course may become incorrect over time due to external circumstances (eg economic changes, policy changes). ASDAN is committed to regularly reviewing and updating these materials, however it is the responsibility of the trusted adults delivering Moving On to ensure that young people have access to up-to-date information.

ASDAN is not responsible for the content of any external links.

Sample



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ASDAN, Wainbrook House, Hudds Vale Road, Bristol BS5 7HY  
☎ 0117 941 1126 ✉ [info@asdان.org.uk](mailto:info@asdان.org.uk) [f](#) [x](#) [@](#) [in](#) @ASDANeducation