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| | | | | | | | different people might grieve | |
| Half Term 4 | Week | 23 | 24 | 25 | 26 | 27 | | |
| | Developing analytical skills and strategies to identify bias and manage influence: - Drugs and alcohol - Financial decisions - Gambling, financial choices and debt | Drugs and alcohol – Exploring attitudes - Describe the names, appearance and effects of a range of illegal drugs - Analyse the attitudes and beliefs that young people hold about drug and alcohol use -impacts of alcohol on diet and unhealthy weight gain - Assess the reasons why young people might choose to use or not use drugs | Drugs and alcohol – The law and managing risk - Explain the legal terms 'possession', 'supply', and 'intent to supply' in relation to drugs - Explain the short and long term legal consequences of being found in possession of, using, selling or supplying different classes of drugs | Drugs and alcohol – The effects - Describe some of the health risks associated with occasional and problematic substance use - Recognise and challenge myths related to cannabis use and drinking alcohol Co-occurrence of alcohol/drug use and poor mental health is common. Bi directional – mental health increases risk of use and use can trigger mental health problems. Stopping smokin can improve mental health and reduce anxiety | Gambling – Managing Risk - Identify factors that help people to assess risk - Explain how to risk assess gambling related behaviours - Justify why some factors should be given more weight than others in different contexts | Gambling – Managing impulses and influences - Explain how others can influence gambling related decisions - Explain what 'impulsivity' and 'delayed gratification' are and how they related to gambling - Describe ways to manage peer and media influence on gambling decisions | | |
| Half Term 5 | Week | 28 | 29 | 30 | 31 | 32 | | |
| | Developing assertive communication, clarifying values and strategies to manage influence: - Healthy relationships - Consent | Financial decisions – understanding fraud - Identify what fraud is and explain different types of fraud - Describe the common scams and | Healthy Relationships – Starting Out in Romantic Relationships - Justify your opinion on whether something is a positive or negative way to act on first | | Healthy Relationships – Capacity to consent - Explain how and why it is wrong to assume someone is giving consent - State the legal definitions of | Healthy Relationships – Preventing STIs - Identify some of the main STIs, their symptoms and consequences - Explain what someone should do | | |

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| | | <p>how to recognise them</p> <ul style="list-style-type: none"> - Identify the vulnerability factors that increase the risk of becoming a victim of fraud and describe how to reduce those risks | <p>contact or early in relationships</p> <ul style="list-style-type: none"> - List questions which help a person to assess their readiness for sex | | <p>freedom and capacity to consent, and describe the ethical considerations</p> <ul style="list-style-type: none"> - Explain that for someone to try to make another person more vulnerable or to mislead that person to make them trust them is wrong, and can be a very serious crime <p>-Understand the law relating to sexual harrassment, sexual violence and age-inapppraite sexual language</p> | <p>if they have had unprotected sex or are worried they might have an STI</p> <ul style="list-style-type: none"> - Name the contraceptive methods which provide some protection against STI infection | | |
| | Week | 33 | 34 | 35 | 36 | 36 | 38 | 39 |

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| <p>Half Term 6</p> | <p>Developing decision making, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> - Sexually transmitted infections (STIs) - Contraception - Pregnancy - Cancer awareness | <p>Healthy Relationships – Contraception</p> <ul style="list-style-type: none"> - Name the main types of contraception and explain how they work to prevent conception and/or protect against STIs - Describe when, where and how to access contraception, and how to seek help in event of contraception failure - Apply your knowledge of contraception to assess the best contraceptive options in a range of scenarios | <p>Healthy Relationships – Condom negotiation</p> <ul style="list-style-type: none"> - Describe or demonstrate how to use a condom safely and explain where and how to get them - Positively negotiate condom use within a relationship | <p>Healthy relationships – Unplanned pregnancy</p> <ul style="list-style-type: none"> - Reflect on your own and others' feelings and beliefs about the options available in the event of an unplanned pregnancy - Explain the factors which can affect decisions concerning an unplanned pregnancy - Know how to access reliable sources of help if I, my partner or someone close to me has an unplanned pregnancy | <p>Healthy relationships – Relationship expectations</p> <ul style="list-style-type: none"> - Justify your views around expectations in relationships - Explain the issues around the sharing sexual images - Explain how pornography can distort relationship expectations and learn strategies to manage those expectations | <p>Explore health prevention measures, cancer awareness and the importance of self-examination, especially for early detection of testicular cancer</p> <ul style="list-style-type: none"> - Identify possible risk factors associated with cancer - Describe the signs and symptoms - Understand how to perform a self-examination | <p>Explore health prevention measures, cancer awareness and the importance of self-examination, especially for early detection of breast cancer</p> <ul style="list-style-type: none"> - Identify possible risk factors associated with cancer - Describe the signs and symptoms - Understand how to perform a self-examination | <p>Water safety</p> <ul style="list-style-type: none"> - Identify the causes of drowning. - Explain the dangers of cold water, and jumping in from cliffs, bridges, quarries and docks. - Explain the dangers of a rip current and what to do if you find yourself caught in one |
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Extra:

Apprenticeships

University