



PSHE / RSE

Key lesson information

Independence – Year 11

# Staying safe: recreational drugs

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>•Describe the laws relating to illegal drugs</li><li>•Explain how alcohol and drug use can affect decision-making, career and reputation and personal safety, including looking out for friends, safe travel and drink-spiking</li></ul>
<b>Main student tasks</b>	<ul style="list-style-type: none"><li>•Match drugs to their correct classification.</li><li>•Match drugs to their side effects and risks.</li><li>•Read two case studies on how taking drugs affects your life</li><li>•Identify true or false statements on drink-spiking and read a scenario</li><li>•Write replies to text messages relating to drug taking</li></ul>
<b>Keywords</b>	Drink-spiking, drugs, addictive substances.

# Illegal drugs: risks, consequences & support

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Identify types of illegal drugs and their criminal charges</li><li>• Compare how drug addiction affects the individual, their families and their communities</li><li>• Explain how individuals, families and their communities can support people facing drug addiction.</li></ul>
<b>Main student tasks</b>	<ul style="list-style-type: none"><li>• Choose which statements about illegal drugs are true or false</li><li>• Write answers to questions on two scenarios about how illegal drugs have affected the lives of two people and their families</li><li>• Draw and write how drugs effect individuals, families and communities.</li></ul>
<b>Keywords</b>	Health, healthcare, information, advice, doctor, medical

# Alcohol and binge drinking

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Explain how binge drinking and alcohol dependency can affect decision-making and personal safety, road safety, career and reputation</li><li>• Identify how to manage alcohol use in the immediate and long term.</li></ul>
<b>Main student tasks</b>	<ul style="list-style-type: none"><li>• Choose which statements on binge drinking are true or false</li><li>• Match the correct alcohol units with different groups of alcohol</li><li>• Pick out the red and green flags from extracts of a student's night out with friends</li><li>• Read a true case study on the consequences of drink driving and answer three questions</li><li>• Write replies to text messages relating to alcohol</li></ul>
<b>Keywords</b>	Drink, drunk, driving, binge drinking, alcohol, addictive substances.

# Substance addiction: how to seek help

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	By the end of the session, students should be able to: <ul style="list-style-type: none"><li>•Explain why addiction is difficult to overcome</li><li>•Describe the physical and psychological effects of addiction</li><li>•Identify ways to manage addiction</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Write what causes people to become addicted to substances like alcohol, cannabis, tobacco, heroin, cocaine or pain killers</li><li>2. List physical, mental, or emotional effects of substances</li><li>3. List reasons why it's difficult to overcome addiction</li><li>4. Read three scenarios and decide if the person is experiencing 'addiction', a 'habit', or an 'unhealthy behaviour'</li><li>5. Match the service with the definition and discuss the reasons someone may or may not wish to use each one</li><li>6. Give advice to others with addictions</li></ol>
<b>Keywords</b>	Addiction, drugs, substances, addictive substances, alcohol, smoking, tobacco, nicotine, illegal drugs, legal drugs, substance abuse.

# Building a healthy lifestyle

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>•Identify the characteristics of a healthy lifestyle, and the risks of an unhealthy lifestyle</li><li>•Describe the benefits of regular self-examination and screening</li><li>•Identify reliable sources of health information and evaluate media messages about health</li><li>•Recognise the potential health risks associated with living independently and suggest ways of managing them.</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1.List the health responsibilities they will have when they live independently</li><li>2.Consider the consequences of neglecting these responsibilities</li><li>3.Discuss specific responsibilities: sun safety, self examination and cervical screening</li><li>4.Identify the health challenges associated with living independently and how these can be overcome</li><li>5.Evaluate and rank sources of health information from most to least reliable</li></ol>
<b>Keywords</b>	Lifestyle, health, unhealthy, self-examination, screening, risks, independence

# Managing our health: services and support

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>•Explain how they can take personal responsibility for their health</li><li>•List the reasons some people might struggle to access health services, and explore and identify ways in which these barriers can be overcome</li><li>•Evaluate and assess sources of health information and advice</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1.List the ways in which they can take personal responsibility for their health</li><li>2.Consider when to use the most appropriate service</li><li>3.Write down potential barriers to young people accessing health services and explore ways these barriers can be overcome</li><li>4.Evaluate and rank sources of health information from most to least reliable</li><li>5.Give advice to others in certain medical situations</li></ol>
<b>Keywords</b>	Health, healthcare, barriers

# Consent matters

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>•Define consent and state examples of ways to recognise consent</li><li>•Define sexual violence and explain the impact on the victim</li><li>•Explain the issue of sexual violence being under-reported to authorities</li><li>•Outline ways to manage sexual pressure</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1.Discuss statements related to consent</li><li>2.Identify ways to recognise consent and lack of consent, and recognise these in different scenarios</li><li>3.Consider the consequences of sexual violence and the importance of reporting it to the authorities</li><li>4.Review scenarios to identify sexual pressure, suggest ways to manage sexual pressure, and suggest alternative behaviours</li></ol>
<b>Keywords</b>	Consent, sex, sexual violence, sexual harassment, sexual pressure

# Understanding pornography

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>•Define consent and state examples of ways to recognise consent</li><li>•Define sexual violence and explain the impact on the victim</li><li>•Explain the issue of sexual violence being under-reported to authorities</li><li>•Outline ways to manage sexual pressure</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1.Discuss statements related to consent</li><li>2.Identify ways to recognise consent and lack of consent, and recognise these in different scenarios</li><li>3.Consider the consequences of sexual violence and the importance of reporting it to the authorities</li><li>4.Review scenarios to identify sexual pressure, suggest ways to manage sexual pressure, and suggest alternative behaviours</li></ol>
<b>Keywords</b>	Consent, sex, sexual violence, sexual harassment, sexual pressure

# Making choices about your sexual health

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>•Identify methods of contraception that would be suitable for varied contexts.</li><li>•Explain how STIs are transmitted and how risk can be reduced through safer sex.</li><li>•Explain the importance of talking about sexual health with a sexual partner.</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1.Describe the impact of drugs and alcohol on risky sexual behaviour.</li><li>2.Select suitable contraception for a range of scenarios.</li><li>3.Recognise methods of contraception from their descriptors in a bingo game.</li><li>4.State how to reduce the risk of spreading STIs and the importance of testing.</li><li>5.Offer advice about asserting the use of contraception.</li></ol>
<b>Keywords</b>	Sex, contraception, STIs, sexual health, drugs, alcohol

# Making choices about your sexual health

## Key lesson information

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<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1.Describe the impact of drugs and alcohol on risky sexual behaviour.</li><li>2.Select suitable contraception for a range of scenarios.</li><li>3.Recognise methods of contraception from their descriptors in a bingo game.</li><li>4.State how to reduce the risk of spreading STIs and the importance of testing.</li><li>5.Offer advice about asserting the use of contraception.</li></ol>
<b>Keywords</b>	Sex, contraception, STIs, sexual health, drugs, alcohol

# Sexual health: preventing and treating STIs

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>•Outline the symptoms and long-term effects of some STIs.</li><li>•Explain how to reduce the risk of transmitting STIs.</li><li>•Identify ways to test for and treat STIs.</li><li>•Explain why testing for STIs is important.</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1.Decide if statements about STIs are true or false and explain the impact of holding misconceptions about STIs.</li><li>2.Match symptoms to two commonly diagnosed STIs and recognise these symptoms within case studies.</li><li>3.Complete descriptions related to HIV and AIDS and offer advice related to a case study.</li><li>4.Advise couples on ways to prevent the spread of STIs.</li><li>5.Explore ways to test for and treat STIs.</li><li>6.Explain the importance of STI testing, in relation to a case study.</li></ol>
<b>Keywords</b>	Sex, STIs, sexual health, sexual protection, transmission, treatment

# Respectful relationships: trust and intimacy

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Explain the difference between love and lust</li><li>• Define different types of intimacy</li><li>• Define different levels of emotional intimacy</li><li>• Explain the impact of varying levels of emotional intimacy</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Recognise traits of love and lust to acknowledge their difference</li><li>2. Match example behaviours to types of intimacy</li><li>3. Match example statements to levels of emotional intimacy</li><li>4. Reflect on the impact of levels of emotional intimacy</li><li>5. Analyse a case study in regards to the impact of emotional intimacy</li><li>6. Determine what healthy boundary setting looks like</li><li>7. Reflect on respectful relationship goals</li></ol>
<b>Keywords</b>	Relationship, love, lust, intimacy, emotional intimacy

# Respectful relationships: values and differences

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>•Identify values that are important to different types of relationships</li><li>•Discuss the importance of values, faith, and cultural views in a relationship</li><li>•Explore the complexity of challenging your own values and those of others</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1.Reflect on values for friendships, family relationships, and romantic relationships</li><li>2.Assess conflicting financial values in a scenario</li><li>3.Analyse how values can change over time</li><li>4.Decide upon core values important for friendship.</li><li>5.Answer quiz questions about values and faith</li><li>6.Judge the importance of values in a relationship</li><li>7.Debate the acceptability of challenging values</li></ol>
<b>Keywords</b>	Values, faith, culture, differences, conflict

# Rights and responsibilities: marriage and civil partnership

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Explain the features and benefits of stable relationships.</li><li>• Explain the consequences of domestic abuse for current and future relationships.</li><li>• Explain the consequences of all forms of honour-based abuse for individuals and society.</li><li>• Identify ways to access appropriate support.</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Explore the features of committed and stable relationships.</li><li>2. Read about the different types of domestic abuse, and explain how these affect a victim's current and future relationships.</li><li>3. Identify the most appropriate forms of support for a case study.</li><li>4. Read about the different types of so-called 'honour-based' abuse, and explain how these affect individuals and wider society.</li><li>5. Identify the most appropriate forms of support for a case study.</li><li>6. Explain which quote about marriage feels most accurate and why.</li></ol>
<b>Keywords</b>	Marriage, civil partnership, domestic abuse, honour-based abuse

# Understanding forced marriage

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>•Describe the concepts of, and laws relating to, 'honour-based' abuse and forced marriage, correcting popular myths and misconceptions</li><li>•Explore the barriers to getting help for this type of abuse and how these might be overcome</li><li>•Advise a fictional young person on how to access help and support for the honour-based abuse he's experiencing</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Identify the features of honour-based abuse</li><li>2. Correct myths and misconceptions around honour-based abuse, and explore the potential negative impact of such myths</li><li>3. Unpack the definition of forced marriage</li><li>4. Explore forced marriage facts and identify where to get help</li><li>5. Advise a fictional young person at risk of forced marriage</li></ol>
<b>Keywords</b>	Forced marriage, honour-based abuse, honour killing, help, support, culture, religion, myths, British embassy, forced marriage unit

# Understanding forced marriage

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>•Describe the concepts of, and laws relating to, 'honour-based' abuse and forced marriage, correcting popular myths and misconceptions</li><li>•Explore the barriers to getting help for this type of abuse and how these might be overcome</li><li>•Advise a fictional young person on how to access help and support for the honour-based abuse he's experiencing</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Identify the features of honour-based abuse</li><li>2. Correct myths and misconceptions around honour-based abuse, and explore the potential negative impact of such myths</li><li>3. Unpack the definition of forced marriage</li><li>4. Explore forced marriage facts and identify where to get help</li><li>5. Advise a fictional young person at risk of forced marriage</li></ol>
<b>Keywords</b>	Forced marriage, honour-based abuse, honour killing, help, support, culture, religion, myths, British embassy, forced marriage unit

# Making choices about pregnancy and parenthood

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Explain the implications of young parenthood and the options when facing an unintended pregnancy</li><li>• Explain the advantages and risks of delaying conception, including the impact on fertility</li><li>• Infer the roles and responsibilities of parents and the characteristics of successful parenting</li><li>• Evaluate reasons to have children</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Identify true and false statements about pregnancy, correcting any false statements if possible.</li><li>2. Explore the advantages of being young and child-free</li><li>3. Discuss what is lost and gained if one decides to become a parent</li><li>4. Infer the qualities of successful parenting from a case study</li><li>5. Evaluate the reasons people might decide to have children</li><li>6. Use today's learning to give advice to a fictional young person.</li></ol>
<b>Keywords</b>	Pregnancy, parenthood, children, baby, babies, parent

# Respectful relationships: ending relationships

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	By the end of the session, students should be able to: <ul style="list-style-type: none"><li>•Describe ways to have a constructive dialogue</li><li>•Assess different methods of ending a relationship</li><li>•Explain how to manage emotions during the end of a relationship</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1.Reflect on initial ideas about improving and ending relationships</li><li>2.Consider the complexities of relationships</li><li>3.Create a list of 'do's to support effective communication</li><li>4.Compare different methods of ending a relationship</li><li>5.Give examples of emotions associated with break ups and techniques to manage them</li><li>6.Give advice to a young person about respectfully ending a relationship</li></ol>
<b>Keywords</b>	Relationship, conflict, constructive dialogue, grounding techniques

# Mental health: revisited

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• List the characteristics of mental health</li><li>• Recognise warning signs of mental health concerns</li><li>• Identify when they or others need help with their mental health (with specific examples of social withdrawal, bereavement, disordered eating, and self harm)</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Identify existing associations with good and poor mental health</li><li>2. Recognise positive and negative contributors to mental (ill)health</li><li>3. State ways to improve emotional wellbeing</li><li>4. Discuss scenarios of mental ill-health, including warning signs, triggers, and how to offer support</li><li>5. Recognise warning signs of mental ill-health</li><li>6. Offer advice to a friend about seeking treatment</li></ol>
<b>Keywords</b>	Mental health, mental ill-health, counselling, medication, warning signs, triggers, emotions

# Body enhancement

## Key lesson information

**Location**

Classroom with no student access to internet

**Recommended time**

60 minutes

**Objectives**

- By the end of the session, students should be able to:
- Give examples of reasons why people choose to undergo body enhancement procedures
  - Explain the impact that the media has on people's body image, self-esteem, and desire to undergo a body enhancement procedure
  - State important considerations to make before deciding to have a body enhancement procedure

**Main student tasks**

1. List reasons why people choose to undergo body enhancement
2. Review statistics about the role of the media, body image, and body enhancement
3. Answer questions relating to the impact of the media on body image
4. Create a 'diamond 9' rank of different factors to consider before undergoing a body enhancement procedure
5. Review scenarios to identify pros and cons of procedures
6. Debate the minimum age required for body enhancements

# Staying safe in dangerous situations

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>•Identify and assess the risk factors in a variety of situations</li><li>•Explain how risks can be reduced, and where to find support</li><li>•Explain the difference between an urgent situation and an emergency situation</li><li>•Evaluate situations and explain when to perform first aid and when to contact the emergency services</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1.Evaluate the level of risk in various scenarios</li><li>2.Distinguish between emergency and urgent situations</li><li>3.Determine the most appropriate service for an emergency or urgent situation</li><li>4.Consider the impact of not using the most appropriate service</li><li>5.Decide the correct course of action in an urgent situation or emergency</li><li>6.Consider the information needed by the operator when dialling 999</li><li>7.Explain why it's important to follow advice from the emergency services</li></ol>
<b>Keywords</b>	Risk, emergency, urgent care, A&E, medical, injury, illness