

Concept	Explanation of concept
Celebrating Diversity & Equality	An exploration of the diverse society we live in, both nationally and globally. This core theme allows students to gain an understanding of their own identity, as well as gaining an insight into others. Students are encouraged to develop empathy for others and support others who may be different, yet very much equal to them.
Rights, Responsibilities & British Values	Within this core theme, students gain an insight into the British society, as we know it today. This includes, laws, politics and parliament, including how the country is run. Crime and punishment and how offenders are dealt with, including the fairness and justice of this issue. With a lot of room for safe discussion this unit asks students to think critically and evaluate the effectiveness of the British and Global idea of justice.
Staying Safe Online and Offline	Dealing with safety both in the real and online world. This theme offers advice and support how to keep safe and where to get help if needed. In addition, with the technological world growing even more every day, this theme shows both the positive and negative impacts of technology on individuals. Key focus within this core theme include: drugs, gangs (including county lines), knife crime, peer pressure, as well as issues relating to media/social media.
Life Beyond School	Introduced at the end of Year 8, this theme focuses on life beyond school. The future concepts discussed range from options and career paths, personal happiness and finance. This unit aims to help develop a pupil's cultural capital and allow them to thrive as an individual and global citizen.

British Values covered

	September 2023 - July 2024	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 7							
Learning	Celebrating the similarities and differences of our society. - Exploring the concept of individual identity and where that comes from. - The laws on equality - What the gender gap is and how to challenge gender stereotypes	Celebrating the similarities and differences of our society - To gain an understanding into multicultural Britain, including the terms prejudice and discrimination.	What is politics? What is a Parliament? How does it affect me? - To explore the basics of politics; what it is and how it is run.	What is politics? What is a Parliament? How does it affect me? - To explore how decisions are made and who has the final say. To understand who Boris Johnson is and what he does for this country.	Staying Safe Online and Offline - An introduction into keeping safe both in the real world, and in the world of technology. Touching on issues such as drugs, gangs, knife crime and peer pressure.	Staying Safe Online and Offline - An introduction into keeping safe both in the real world, and in the world of technology. Touching up on issues such as drugs, gangs, knife crime and peer pressure.	
Concepts	Celebrating Diversity & Equality	Celebrating Diversity & Equality	Rights, Responsibilities & British Values	Rights, Responsibilities & British Values	Staying Safe Online and Offline	Staying Safe Online and Offline	
Sticking Points	What is your identity Multicultural Britain Equality x2	Prejudice and Discrimination What is a stereotype? What is Racism?	British Values - explored What is politics? What is Parliament? How is the UK run? - British Value democracy	Having our voices heard Election project (2x lessons) End of unit assessment quiz	Staying Safe Online (social Networks) Online gaming, grooming and addiction Unsafe friendships	Drugs - Energy Drinks and Caffeine Drugs - Alcohol Drugs - Nicotine, E-Cigs, Vaping and Shisha End of unit assessment quiz	
PSHE Association core theme	Health and Wellbeing Living in the wider world	Living in the wider world			Relationships Living in the wider world	Relationships Health and Wellbeing	
PSHE Association - Specific Links	Lesson 2 - KS3 R40, R41, L10 KS4 R5, R6, L15 Lesson 3 - KS3 R7, R8, R39, R40, L10	Lesson 4 - KS3 R40, R41, L10 KS4 R5, R6, L15 Lesson 5 - KS3 R7, R8, R39, R40, L10			Lesson 1 - KS3 L20 KS4 L21 Lesson 2 - KS3 H2 R20, R30 R37 + KS4 H25 R28 Lesson 3 - KS3 R20, R43 R44 R45 R46 R47 KS4 R37 R38	Lesson 4 - KS3 H23, H24, R20 Lesson 5 - KS3 H26, H27 H29 KS4 H19 H20 H21 Lesson 6 - KS3 H26, H27 KS4 H19	
AOs	Lesson 1 - I can describe my identity. I understand a range of influences on my identity. I'm able to express myself at home and at school. Lesson 2 - I can give examples of multicultural Britain. I know how multicultural Britain fits in with British Values. Lesson 3 - I know what equality is. I understand how I can help support equality for all. I can explain how the Equality Act promotes British Values.	Lesson 4 - I know the difference between prejudice and discrimination. I can identify a range of characteristics that people are sometimes prejudiced by. I can give examples of discrimination. Lesson 5 - I can explain where stereotypical views come from. I understand why it's important not to stereotype. I don't judge people before I get to know them. Lesson 6 - I understand the different forms hate crimes can take. I can define racism.	Lesson 1 - I can explain the British Values and why they are important to promote. Lesson 2 - I can explain how the Government is formed. I understand the different types of elections held within the UK. I can explain several reasons why voting is important Lesson 3 - I understand who makes up the UK Parliament. I know what a democracy is. I can explain the role of a local MP and how they help to run the country.	Lesson 4 - I understand what a general election is. I can evaluate the importance of exercising your right to vote. We know how to have our voices heard. Lesson 5 - Class election - To explore what issues matter to us. To understand what a political party is. To apply our new knowledge and to create a new political party for the UK Lesson 6 - end of unit assessment quiz	Lesson 1 - I understand a wide range of risks associated with internet use. I know how to reduce the risks associated with 'being online'. Lesson 2 - I can define a gaming addiction. I understand a range of risks associated with online gaming. I understand the importance of reporting anything suspicious I see or hear online. Lesson 3 - I can recognise an unsafe friendship. I know how to manage healthy and unhealthy friendships. I know what coercive means.	Lesson 4 - I know which drinks are high in sugar content. I am able to make healthy choices with regards to what I drink. I understand the risks associated with Energy drinks and caffeine. Lesson 5 - I know what alcohol is and the different forms it comes in. I can explain the short and long term impacts of alcohol use. I can explain the impact alcohol misuse is having on society. Lesson 6 - I understand how the government is helping people to quit smoking. I know the difference between smoking and vaping. I understand the risks associated with vaping.	
Common Misconceptions	- Identity is something which cannot change. - The equality act means that everyone is treated equally.	- Prejudice and discrimination are the same thing. Stereotypes are acceptable - misconception on what racism really is	The Monarch runs the country and has all the power. - all countries are run the same. A political party is an ACTUAL party	Parliament and government are the same thing. The Houses are Parliament is where MPs live.	Peer pressure only relates to alcohol. Alcohol is not a drug. You cannot be addicted to gaming.	E-Cigs are safe You cannot become addicted to caffeine and energy drinks.	
Year 8							

Learning	Respecting others - An introduction on how to be a good ally, support and respect other people in our school and wider society. Students also look at how to recognise and challenge homophobia and transphobia.	Respecting others - An introduction on how to be a good ally, support and respect other people in our school and wider society. Students also look at how to recognise and challenge homophobia and transphobia.	Law, Crime and Society - To explore what makes up a society; from Laws and Rights, to the people and their everyday lives.	Law, Crime and Society - To explore what makes up a society; from Laws and Rights, to the people and their everyday lives.	Proud to be me! - A unit focusing on the strengths of each individual student, helping them to think independently about their own skills, as well as develop their abilities to work in a team.	Proud to be me! - A unit focusing on the strengths of each individual student, helping them to think independently about their own skills, as well as develop their abilities to work in a team.
Concepts	Celebrating Diversity & Equality	Celebrating Diversity & Equality	Rights, Responsibilities & British Values	Rights, Responsibilities & British Values	Life Beyond School	Life Beyond School
Sticking Points	LGBT + What is it? Key terms focus Bullying and respect How can we support someone	LGBT - Challenging Homophobia as part of British Values/peace Pride month/LGBT History End of unit assessment quiz	BV recap - what makes a successful community? BV - respect and tolerance. BV Rule of Law	Crime and Punishment -Prison, Reform and Punishment end of unit assessment quiz	Proud to be me - self esteem Self esteem and the media - DOVE CAMPAIGN Money 1 - budgetting	Money 2- Understanding credit and debt Money 3 - Money confidence End of unit assessment quiz
PSHE Association core theme	Relationships	Relationships			Health and Wellbeing Living in the wider world	Relationships
PSHE Association - Specific Links	Lesson 1 - KS3 R3, R4, R5, 40 Lesson 2 - KS3 R14, R23, R38, R40 R40 KS4 R7, R34 Lesson 3 - KS3 R38, R39, R40, R41	Lesson 4 - KS3 R40 R41, KS4 R31, R34	Lesson 3 - KS3 R15		Lesson 1 - KS3 L2 KS4 L2, KS3 H1, H2, H3 H4, H5 Lesson 2 - KS3 H1, H2, H3, H4, H5 Lesson 3 KS3 L15, L16, L17, L18, L19	Lesson 4 KS3 L15, L16, L17, L18, L19
AOs	Lesson 1 - I understand the meaning of LGBTQ+. I can name a variety of LGBTQ+ role models. Lesson 2 - I can explain the importance of challenging prejudice. I understand what constitutes homophobic language and homophobic bullying. I empathise with how difficult it can be for young people to deal with/ live with homophobia in modern day society. Lesson 3 - I am an Ally to the LGBTQ+ Community. I understand how to support a friend in need. I would be confident in challenging homophobic language if I heard it.	Lesson 4 - I feel well equipped to challenge homophobic when I see it in school. I know why homophobia goes against the British Values. Lesson 5 - I understand the importance of celebrating the LGBTQ+ Community. I feel confident in talking about LGBT issues to other people and using the correct terms. Lesson 6 - end of unit reflection task - I understand why it is important to be accepting and respectful of others.	Lesson 1 - I know how to be a good team player and good citizen. Lesson 2 - I know what makes a good community. I try not to stereotype and prejudice people. Lesson 3 - I know what the rule of law is. I know the age of criminal responsibility in different countries. I know why society needs laws.	Lesson 4 - I can describe a range of crimes committed in UK society. I can correctly categorise these crimes into broad areas. I can identify why people might commit crimes. Lesson 5 - I know the age of criminal responsibility in the UK and other countries. I can explain how the criminal justice system treats young offenders. I can define legal rights and the rule of law. Lesson 6 - I can name a wide variety of punishments used in the UK Criminal Justice System. I understand the theories behind punishment. I understand the arguments for and against the use of prisons. End of unit assessment quiz	Lesson 1 - I can describe my own self esteem. I have aspirations and am looking forward to the future. I can describe what self-love is. Lesson 2 - I know what appearance ideals are, I can explain how the media and peers may impact my self-esteem. I can explain the importance of being body confident. Lesson 3 - I know the importance of building good money habits from a young age. To understand attitudes surrounding money.	Lesson 4 - To explain key differences between credit and debit cards. To be able to highlight the dangers of getting into debt. To know how to prevent getting into debt. Lesson 5 - To know how to effectively save, budget and manage money. End of unit assessment quiz
Common Misconceptions	Being LGBT is something that has come about only in recent years. Homophobia is only done through spoken words/physical violence.	Assertiveness and argumentativeness are the same thing. - Being transgender is the same as cross dressing.	Every country's laws are the same. Rights and Laws are the same thing.	Every prison is the same, all prisoners are put together. There is only one punishment for criminals (prison).	Self love = arrogance. Money = happiness	Money is easy to get. No concept of how money can gain interest.
Year 9						
Learning	Combatting Extremism and Terrorism - An unit focusing on key themes such as terrorism, extremism. This unit highlights the importance that each individual member of society has, to help prevent, protect, and support one another in order to keep people safe.	Combatting Extremism and Terrorism - An unit focusing on key themes such as terrorism, extremism. This unit highlights the importance that each individual member of society has, to help prevent, protect, and support one another in order to keep people safe.	Essential Life Skills - This unit allows students to learn and practise some important, and at times, life saving skills such as: first aid, conflict management and budgeting.	Essential Life Skills - This unit allows students to learn and practise some important, and at times, life saving skills such as: first aid, conflict management and budgeting.	Legal and illegal drugs - Drugs education is a vital part of any student's learning. This unit, as an introduction to Drugs Education, highlights the serious impact ANY drugs can have on a person, both short and long term (social, psychological, financial, physical). This unit also signposts help for anyone who may need it on the topic of drugs.	Legal and illegal drugs - Drugs education is a vital part of any student's learning. This unit, as an introduction to Drugs Education, highlights the serious impact ANY drugs can have on a person, both short and long term (social, psychological, financial, physical). This unit also signposts help for anyone who may need it on the topic of drugs.
Concepts	Rights, Responsibilities & British Values	Rights, Responsibilities & British Values	Life Beyond School	Life Beyond School	Staying Safe Online and Offline	Staying Safe Online and Offline
Sticking Points	British Values - educate against hate (can take 2 lessons) KNIFE CRIME 1 KNIFE CRIME 2	Understanding and preventing extremism Extremist narratives The Radicalisation Process/Terrorism END OF UNIT ASSESSMENT QUIZ	Importance of Happiness - Improving Mental Health) Anger Management First Aid - How to Administer CPR (Defibrillators)	First aid continued x2 Financial Management Importance of saving money	Introduction to Drugs Education Drugs and the law Drugs and managing risks	Drugs and their effects - alcohol and cannabis Managing influence Different Types of Addictions End of unit assessment quiz
PSHE Association core theme	Living in the wider world	Living in the wider world	Living in the wider world Health and Wellbeing	Health and Wellbeing Relationships	Health and Wellbeing	Health and Wellbeing
PSHE Association - Specific Links	Lesson 2/3- KS3 R43 R44 R45 R46 R47 K54 R37 R38	Lesson 6- KS3 L26 K54 L24	Lesson 1 - KS4 R1 Lesson 2 - KS3 R1 Lesson 3 - KS3 H33 K54 H24	Lesson 4 - KS3 H33 K54 H24 Lesson 5 - KS4 L21 L18 L16 L17 Lesson 6 - KS3 H32 + K54 H25 L16	Lesson 2 - KS3 H23, H26, H27, H28, R20 K54 H19, H20, R20 Lesson 3 - KS3 H23, H26, H27, H28, R20 K54 H19, H20, R20	Lesson 5 - KS3 H23, H26, H27, H28, R20 K54 H19, H20, R20 Lesson 6 - KS4 H19, H20, H21
AOs	Lesson 1 - I can define what being British means to me. I understand a wide range of issues that impact young people in society. I can explain why promoting British values helps to reduce extremism in the UK. Lesson 2 - I know the risks associated with carrying a knife. I understand the impact carrying a knife has on family and friends. I would never resort to carrying a knife under any circumstance. Lesson 3 - I know the risks associated with carrying a knife. I understand the impact carrying a knife has on family and friends. I would never resort to carrying a knife under any circumstance.	Lesson 4 - To define the terms extremism, violent extremism and radicalisation. To understand how extremist views can lead to acts of terrorism. To understand why extremism goes against British Values. Lesson 5 - I understand the narrative told by extremists groups I can consider whether sharing stories might help prevent extremism. I recognise signs of radicalisation and apply the prevent strategy. Lesson 6 - I know what terrorism is and how to keep myself safe. End of unit assessment quiz	Lesson 1 - I can explain what happiness looks like for different people. I can recognise my own emotions and how I'm feeling. I have an opinion about whether happiness exists or not. Lesson 2 - I understand the science behind being angry. I can recognise when I'm getting angry and what my triggers are. I am able to deal with my anger in a positive way. Lesson 3 - I am confident in giving someone basic first aid. I know how to perform CPR and put someone in the recovery position. I understand how and when to use a defibrillator to save someone's life.	Lesson 4 - First Aid continued Lesson 5 - I understand how debt and borrowing money can impact on personal finance. I am able to budget now and for the future. Lesson 6 - I understand the meanings of a wide range of financial key terms. I can evaluate different ways of storing money. I can explain the many advantages to having a bank account.	Lesson 1 - To learn about drugs and young people's attitudes and behaviours regarding use. To define the term addiction and drugs. To evaluate what support networks are available to help support those in need. Lesson 2 - the potential legal consequences of using illegal drugs. I can explain the legal terms 'possession', 'supply' and 'intent to supply' in relation to drugs. I can explain the short- and long-term legal consequences of being found in possession of, using, selling or supplying different classes of drugs. Lesson 3 - To understand how to manage and evaluate potential risks with regards to drugs. To explain the short- and long-term legal consequences of being found in possession of, using, selling or supplying different classes of drugs.	Lesson 4 - describe some of the health risks associated with occasional and problematic substance use, recognise and challenge myths related to cannabis use and drinking alcohol Lesson 5 - explain the physical, emotional and social consequences substance use might have for individuals. To demonstrate strategies they could use if someone offers them something that might be harmful or illegal. To explain the potential impact of others' views on drugs, alcohol and smoking on decision-making. To explain what support is available to people who are concerned about substance use and how to access it for themselves or others. Lesson 6 - I can define an addiction. I can name a wide range of things people can become addicted to. I understand the problems linked to an addiction. End of unit assessment quiz

Common Misconceptions	Extremism and terrorism are the same thing. Terrorists are all from one specific group.	Radicalisation is an uncommon thing to happen. Counter Terrorism only relates to the police.	Only angry people need to learn about anger management. Only paramedics and doctors can administer CPR.	Only angry people need to learn about anger management. Everyone pays the same amount of tax.	Cannabis is legal. Only Class A drugs are illegal.	Some drugs are legal. All drugs have the same effect. Addiction looks the same for everyone.
Year 10						
Learning	Exploring world issues for all and how to make a positive contribution to our global society.	Exploring world issues for all and how to make a positive contribution to our global society. (Peace/War and Conflict, Women's Rights, and the #MeToo/ Times Up Movement).	Exploring British Values - This unit solely focuses on the idea of British Values, in terms of Human Rights, British Values and LGBTQ+. British Values are explored in terms of an individual and as a community.	Exploring British Values - This unit solely focuses on the idea of British Values, in terms of Human Rights, British Values and LGBTQ+. British Values are explored in terms of an individual and as a community.	PSHE association mental health and wellbeing lessons Mental health - a unit focusing on the importance of mental health and how and where to seek support from if needed.	PSHE association mental health and wellbeing lessons Mental health - a unit focusing on the importance of mental health and how and where to seek support from if needed.
Concepts	Celebrating Diversity & Equality	Celebrating Diversity & Equality	Rights, Responsibilities & British Value	Rights, Responsibilities & British Value	Life Beyond School	Life Beyond School
Sticking Points	Human Rights and their Importance Balancing Human Rights World issues - Fair Trade	Equality Act 2010. Women's Rights Gender equality	British Values lesson - I can understand what the British Values are and why they are important. Multicultural Britain LGBT rights across the world + British Values	Home office knife free lesson Rights and Responsibilities	Lesson 1 - New challenges - about the challenges some young people might face as they move through adolescence. ways to promote positive mental health to help manage these challenges. Lesson 2 - Reframing negative thinking - about how negative thinking patterns can impact on our response to disappointments. Strategies to build resilience by reframing negative thinking. Lesson 3 - Recognising mental ill-health and when to get help	Lesson 4- Change, loss and grief - about the effects of change, loss and grief. strategies for managing these and accessing support. Lesson 5 - Promoting emotional well-being - strategies to promote mental health and emotional wellbeing.
PSHE Association core theme			Living in the wider world Relationships	Living in the wider world	Health and Wellbeing Living in the wider world	
PSHE Association - Specific Links			Lesson 1 - KS3 L25 KS4 L27 Lesson 3 - KS3 H13 KS4 H12		Lesson 1/2 - H5 Lesson 2 - KS3 H6, H7, H8, H9, H10, KS4 H5, H6, H7, H8 Lesson 3 - KS3 H6, H7, H8, H9, H10, KS4 H5, H6, H7, H8	
AOs	Lesson 1 - I can name a range of Human Rights I understand the origins of Human Rights. I understand how Human rights are protected. Lesson 2 I can name eight Human Rights I can explain the positive impacts of the Human Rights Act 1998 has had on society. I can describe situations when Human Rights may come into conflict. Lesson 3 - I know the difference between Free trade and Fair trade. I understand the concept of Fairtrade. I understand some of the Fairtrade principles. I am an ethical consumer.	Equality Act 2010 - I understand why the equality Act 2010 was passed. I can list some of the characteristics which are protected under the Equality Act. Womens rights- I can explain how the role of women has changed in society. I understand key events that have led to equal rights for women. I can identify a variety of positive female role models. Gender equality - I can explain how the Time's Up and #MeToo movement is helping to support women and equality. I understand how we can help to promote gender equality in school.	Lesson 1 - I can describe the British Values. I understand the importance of promoting British Values in school. I understand the different aspects that make up my identity. Lesson 2 - Multicultural Britain Lesson 3 - I can define the term homophobia. I know where to seek support for myself or a friend who is dealing with homophobic abuse. I understand how British Values are used to combat homophobia in the UK.	Lesson 4: I can challenge common myths and inaccuracies about carrying a knife and explain how it can impact a person's future. I can explain how to make decisions, demonstrate resilience, and manage risk. I can explain how young people can make the choice to be knife free, understand how people can get support and can give advice to others about becoming knife free Lesson 5 - I understand the duties of a citizen in the UK I can identify many different rights and responsibilities I have.	Lesson 1 - identify the range of opportunities and challenges young people might encounter as they move into adulthood. Explain strategies to help manage these challenges. analyse how mental health and emotional wellbeing can change throughout life, often in response to external events Lesson 2 - describe different negative thinking patterns and consider their potential impact on wellbeing. reframe negative thinking and identify ways to learn from setbacks Lesson 3 - To recognise signs that someone might have mental health issues such as a mood disorder, stress or anxiety. To be able to explain when and whom to tell if concerned for theirs or someone else's mental wellbeing. To describe the range of support available for those with emotional or mental health problems, including how best to access local services.	Lesson 4 - describe how change, including loss and bereavement, can affect people in different ways. explain what grief is and how different people might grieve. Identify strategies to help manage change, loss, or bereavement, and support others who are grieving. Explain why, when and how to access support for ourselves or others. Lesson 5 - differentiate between healthy and unhealthy coping strategies and recognise the importance of using healthy ways to manage emotions. Evaluate a range of ways to promote mental and emotional wellbeing. critique the reliability of sources of support in relation to mental health.
Common Misconceptions	All countries have money/are like Britain. All countries are willing to help one another. Human Rights have been around for hundreds of years. Everyones basic human rights are always met	Main conflict is over, as these were the World Wars. The role of women is fixed.	British values are tea, the queen, London, fish and chips. Lack of knowledge on homophobia		Prejudice towards people with a mental illness.	
Year 11						
Learning	Your future - the reality of life beyond school. To become aware of the world around you and begin to take on more responsibility. Money skills - tax - mortgages.	Your future - the reality of life beyond school. To become aware of the world around you and begin to take on more responsibility.	Staying Safe - As the last PSHE unit pupils will be before they leave school, the key themes within this unit look toward the dangers of drugs, festivals, and sexualisation of the media. Students are given an opportunity to look in detail at the war on drugs that society is currently facing, as well as given a safe space to learn about the issue. This unit offers a preventative approach to any issues and dangers, that students may face once they leave Holy Family.	Staying Safe - As the last PSHE unit pupils will be before they leave school, the key themes within this unit look toward the dangers of drugs, festivals, and sexualisation of the media. Students are given an opportunity to look in detail at the war on drugs that society is currently facing, as well as given a safe space to learn about the issue. This unit offers a preventative approach to any issues and dangers, that students may face once they leave Holy Family.	EXAM PERIOD	
Concepts	Life Beyond School	Life Beyond School	Staying Safe Online and Offline	Staying Safe Online and Offline		

Sticking Points	Money skills Money skills, understanding and managing debt Consumer Rights Understanding a Payslip	Dealing with anxiety and exam stress Time Management - Technology BV recap	Online Reputation and Digital Footprints Drugs - Substance Addiction	The impact of drugs Drugs - Festivals and Nitrous Oxide Cosmetic and Aesthetic procedures		
PSHE Association core theme	Living in the wider world Relationships Health and Wellbeing	Living in the wider world Health and Wellbeing	Living in the wider world Health and Wellbeing	Living in the wider world		
PSHE Association - Specific Links			Lesson 1 - KS3 H13 KS4 H12 Lesson 3 - KS3 H26, H27, H29, R20 KS4 H19, H20, H21 Lesson 4 - KS4 H19, H20, R20	Lesson 5- KS4 H17 + H18 Lesson 6 - KS3 H13 KS4 H12		
AOs	Lesson 1 – To be able to explain how money works in the real world, using terminology such as budgeting. To be able to highlight different types ways of spending money. Lesson 2 – To explain key differences between credit and debit. To be able to highlight the dangers of getting into debt. To know how to prevent getting into debt. Lesson 3 – To be able to identify what their consumer rights are and where to go to if they feel like they are not being upheld. Lesson 4 – Workplace safety – to ensure that their own employment rights are being met. To correctly identify what each section on a payslip means and explain why there are always certain deductions.	Lesson 5 - I am aware of the dangers associated with smart phone and screen addiction. I understand what makes a good environment to sleep and study in. I can explain the benefits and drawbacks of increasing use and reliance on technology in my life. Lesson 6- I can identify the symptoms of stress. I know a range of ways to deal with any exam stress I have. I understand how different amounts of stress can impact my performance and ability to think clearly. British Values lessons - I can understand what the British Values are and why they are important.	Lesson 1 - I know what my online reputation is like. I know how to conduct an online audit of myself - I understand what personal branding is. Lesson 2 I understand what a substance addiction is. I can explain how a substance addiction impacts wider society. I would know how to help someone with an addiction.	Lesson 3 - I know how to handle potential peer pressure to experiment with drugs. I understand how drugs are trafficked globally. I can explain the international war on drugs. Lesson 4 - I know the risks associated with attending parties and festivals. I know how to keep myself safe. I can explain the dangerous Lesson 5 - I can explain the difference between Cosmetic and Aesthetic procedures. I understand the negative impact procedures can have on the body and mind. I can explain the external influences on people to change the way they look.	N/A	N/A
Common Misconceptions			Once you delete something from being online, that means that it is gone forever. There are no risks with live streaming. Because old legal highs used to be legal, that means that they are not dangerous/harmful.	Everyone experiments with drugs at festivals. There is no international War on Drugs. Cosmetic and Aesthetic are the same thing.		