

What is the point of the learning in this half term? Why are students learning it? How does it fit into the Year 11 journey? INTENT: This is a unit of work based upon the study of Healthy Lifestyles and promoting healthy living. Students will explore the warning signs for cancers, how to reduce certain health risks and look at the Law in relation to drug use and alcohol. This is an opportunity to raise awareness and educate our students on the health issues that are currently associated with drugs, alcohol, smoking and vaping, including raising the awareness around the Law on some of these topics. They will use this knowledge to reflect on their own lifestyle choices, and will be well-educated to make better, healthier choices, as well as taking more responsibility over their own health and knowing when to seek medical advice.

Interleaving and Retrieval Opportunities	Key Core Learning (Knowledge and Skills) What should be transferred into long term memory?	Enriched Knowledge								
What should students already know?	What do you want students to know?	How will you ensure that you make learning relevant to the world we live in?								
<p>Within the Garibaldi KS3 learning journey, students will already have knowledge of the x4 Fundamental British Values (Individual Liberty, Democracy, Respect and Tolerance of those with different faiths and beliefs, Rule of Law). As a result of students acquiring this previous knowledge, they will be able to observe and apply such knowledge to other key areas of the Personal Development curriculum, such as the laws surrounding drug usage, alcohol, legal highs and domestic abuse.</p>	<p>These skills directly link to the KS4 journey of Healthy Lifestyles as students are required to have embedded knowledge of the Law and making the right choices for their health. This is to ensure that all students have current and accurate knowledge of the support around them, as well as to help them recognise when Laws have been broken, including identifying the signs of domestic abuse, that's it's illegal, and where to go for help, support or where to report it.</p> <p>These topics will be covered over a range of teaching styles, including group work, discussion-based tasks and questioning, as well as embracing key current events (such as the role of the media influencing drug and alcohol misuse, and a Ted Talk on how to prevent domestic abuse in relationships) to harness student learning.</p> <p>Students will retain knowledge whilst enhancing their ability to reflect on their own choices around their health, to take more responsibility for their own health and to know when to seek medical advice.</p> <p>LESSON CONTENT</p> <table border="1" data-bbox="834 1388 1359 1877"> <thead> <tr> <th></th> <th>Healthy Lifestyles</th> </tr> </thead> <tbody> <tr> <td>R20</td> <td>1. Legal Highs (where to go) 2. Drugs, the Law, Drug-Taking (where to go) & impact on sexual choices</td> </tr> <tr> <td>H16</td> <td>3. Dealing with Alcohol (where to go), Smoking & Cancer Awareness & Prevention, inc screening & self-examination</td> </tr> <tr> <td>R32 R14, R15</td> <td>(where to go) 4. Teen Pregnancy (where to go) 5. Domestic Abuse (where to go) & Online Relationships</td> </tr> </tbody> </table> <p>Students to know:</p>		Healthy Lifestyles	R20	1. Legal Highs (where to go) 2. Drugs, the Law, Drug-Taking (where to go) & impact on sexual choices	H16	3. Dealing with Alcohol (where to go), Smoking & Cancer Awareness & Prevention, inc screening & self-examination	R32 R14, R15	(where to go) 4. Teen Pregnancy (where to go) 5. Domestic Abuse (where to go) & Online Relationships	<p><u>Links to support an ambitious curriculum:</u></p> <p>Drug and Alcohol issues:</p> <p>'The role of Social Media on influencing Drug and Alcohol issues': https://www.news-medical.net/news/20220913/Social-media-use-puts-teens-at-risk-of-developing-drug-and-alcohol-issues.aspx</p> <p>Cancer:</p> <p>'Teens who met during cancer treatment star in a new campaign': https://www.bbc.co.uk/news/uk-england-birmingham-58015307</p> <p>Domestic Abuse:</p> <p>Ted Talk on 'Preventing Teen Dating Violence from the Inside Out': https://www.ted.com/talks/briana_neben_preventing_teen_dating_violence_from_the_inside_out</p>
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	<ul style="list-style-type: none"> • Recognise legal highs and the realities of the dangers of them, as well as where to go for help • The impact of drugs on choices and sexual behaviour, as well as an understanding of the Law for drug-taking or dealing, when concerning prison sentences • The impact of alcohol on choices and sexual behaviour, as well as understanding the Law for drinking • Implications of smoking on health, including its direct links with causing certain cancers • Understand the warning signs of cancers, including checking for lumps, what is normal and what is abnormal, when to seek advice from a doctor • Understand the pressures of being a teenage parent, and the healthy choices an expectant mother has to make to ensure they have a healthy baby • Understand what domestic abuse is (of all kinds) the importance to recognise all types of domestic abuse, and how to seek help/ how to report cases of domestic abuse • Manage potential risks of online relationships, including gaming chats being targeted areas for grooming, including what the Law states about online behaviours 	
<p>Future Learning</p> <p>The next module to follow on from Healthy Lifestyles is First Aid.</p>	<p>Application of Knowledge</p> <p>Students will be able to make educated and healthy decisions for themselves with regards to their own health, being able to make informed choices on drugs, alcohol, smoking and the Law.</p>	

Pedagogy	Approaches to Learning	Impact on Learning
<p>What possible teaching approaches could be used? How would you expect students to show progress?</p>	<p>Pose, Pause, Pounce, Bounce To allow all students to be engaged during lesson time on the facts around drugs, alcohol, smoking and cancer.</p> <p>YouTube video: Ted Talk on Domestic abuse: https://www.ted.com/talks/briana_neben_preventing_teen_dating_violence_from_the_inside_out</p>	<p>The use of Pose, Pause, Pounce, Bounce will help staff to engage all students and improve their knowledge and understanding of important information on the laws surrounding drugs, alcohol, smoking, and raise awareness of cancer.</p> <p>The video stimulus will engage students with the content whilst also allowing them to question the content being show in the clip. This may also give students an opportunity to reflect on their own/their friends or other people's behaviour and attitude towards domestic abuse, as well as highlighting the Laws to support victims of domestic abuse. This will also provide students with a safe platform to develop their own knowledge on the Law and where to seek help, should they need to.</p>

	<p>Myth busting questionnaire- By incorporating commonly asked questions with their answers- it may shock students with the true facts and statistics.</p>	<p>The use of FAQs and their true answers often shocks students and opens their eyes to the laws in Britain around drugs, alcohol and smoking, as well as other key areas covered in this module.</p> <p>Students will often have questions of their own as well, so it may be worth while giving out post it notes for them to write questions on. If mentors are unsure of how to respond to any questions can be passed on to A.Bleasdale/ E.Watts.</p>
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