

**What is the point of the learning in this half term? Why are students learning it? How does it fit into the 7 Year journey? INTENT:** This is a unit of work based upon the study of HEALTHY LIVING more specifically SUBSTANCE ABUSE. Students will explore what drugs/drink and smoking can do to you both short term and long term; as well as their impact on the people around you, and who to go for for this support. They will acquire knowledge of strategies needed to cope with difficulties they may face. They will use this knowledge to reflect on how they can utilise their embedded skills they have learnt in their own lives, to become a well-rounded individual.

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>All year groups, starting from y7 to y11 will participate in mandatory SRE provision.</p> <p>Including Health and Hygiene in y7 HT2, Health &amp; Wellbeing in Y8 HT2, Health &amp; Wellbeing in y9 HT4 and Healthy Living in Y10 HT4. They will already have an understanding of the following themes that are scaffolded at an age appropriate level.</p> <p><b><u>Healthy Lifestyles</u></b>  Legal Highs  Drugs &amp; the Law  Drug-Taking  Dealing with Alcohol  Smoking/ Vaping  Cancer Awareness  Teen Pregnancy</p> <p>As well as using the Personal Development sessions to tackle current 'trends' or safeguarding concerns that have been raised.</p> <p>For instance- Smoking/ Vaping, was initially a session on 'smoking', but has been adapted to respond to the role that 'vapes' have amongst our students.</p> <p><b>LESSON CONTENT</b></p> <p><b><u>Healthy Lifestyles</u></b></p> <ol style="list-style-type: none"> <li>1. Legal Highs</li> <li>2. Drugs &amp; the Law</li> <li>3. Drug-Taking</li> <li>4. Dealing with Alcohol</li> <li>5. Smoking/ Vaping</li> <li>6. Cancer Awareness</li> <li>7. Teen Pregnancy</li> </ol>	<p>In preparation for the y11 exam season, it is important that ALL students and staff are pre-emptive with a solid understanding of healthy lifestyles, and the implications of their choices.</p> <p>Due to increasing pressures they face during this period of time and increasing freedom as young adults- some may begin to experiment or be peer pressured into drink/drugs/ smoking or sexual relationships. It is important that students are aware of the facts behind these, and understand the consequences or implications their actions could have; not just on themselves, but their family and friends also.</p> <p>To understand what laws are surrounding drink/drugs/smoking and sexual relationships as well as the common misconceptions surrounding these. Students should be aware that 'legal' does not necessarily mean 'safe'- and bring their attention to safe consumption and moderation.</p>	<ul style="list-style-type: none"> <li>• Give students the ability to develop their character, make friendships and form bonds with others safely and sensibly.</li> <li>• How to maintain healthy and happy friendships.</li> <li>• The skills required to be critical and resilient with friendships and relationships, and know when they need to seek help or advice.</li> <li>• How to ask and seek guidance when life becomes overbearing and difficult.</li> <li>• To highlight laws surrounding drinking/ driving.</li> <li>• Living a healthy lifestyle and how this can reduce the likelihood of cancer.</li> <li>• What support is on offer- 'C-Card' and where they can access these 'free' facilities.</li> </ul>

What possible teaching approaches could be used? How would you expect students to show progress?	Law quiz	<p>This will highlight the misconceptions within the class, and allow the mentor to draw attention to these and point students in the correct direction.</p> <p>It will also exacerbate any gaps in core knowledge, which will support AB (Lead in PD) to adapt the LTP accordingly.</p>
	Image stimulus	<p>In order for students to understand- images do support their ability to imagine and associate the laws/ specific terminology, with the correct drug.</p>
	Use of Talk Tactics- sentence starters that encourage Oracy whilst scaffolding good talking practise.	<p>Talk tactics will support all students, both Reluctant speakers and those who have more confidence.</p> <p>Confident learners: can be challenged and probed further within their conversations.</p> <p>More reluctant learners: May feel more comfortable reading from the talk tactics rather than speaking from their own accord.</p>