

Curriculum Area: PSHE KS4 Year 11

HEALTH AND WELLBEING 2

| | Learning Objectives Three-way challenge learning objectives for each session. | Learning activities, Differentiation + Challenge Starters, Mains Activities Plenaries / AFL Clips + Links | New key terminology: | Links to lesson: New Guidelines PSHE Association Mapping: |
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| 1 | Intro Lesson | | | |
| 2 | <p>Perseverance and procrastination</p> <p>Learning Outcomes:</p> <p>Challenge: Correctly identify cases of procrastination and describe famous cases of success through perseverance.</p> <p>More challenging: Describe the procrastination cycle and how people can start to break it. Describe the</p> | <p>Starter (scenario on PP) Challenge: What advice could you offer to Jess? More challenging: Why is Jess tidying her room? Explain. Mega challenge: Define the terms 'perseverance' and 'procrastination' – how do these apply to Jess's situation?</p> <p>Task one (clip link on PP slide 3) Students watch video clip and answer the questions at their challenge level.</p> <p>Task two (using information sheet provided) Read the information sheet together as a class. Optional video clip (PP slide 4) can be shown at this point.</p> <p>Task three Challenge: Describe the meaning in clear terms for a person new to the subject by using the notes you just made.</p> | <p>Perseverance - persistence in doing something despite difficulty or delay in achieving success.</p> <p>Procrastination - the action of delaying or postponing something.</p> | <p>New PSHE Association mapping: KS4 H1 KS4 H2 KS4 H4 KS4 H5 KS4 H7 KS4 R9 KS4 L1 KS4 L2 KS4 L3</p> |

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| | <p>benefits of mastering perseverance.</p> <p>Mega challenge: Explain using new key terminology what happens to a person's mind during the procrastination cycle and why we need to master the skill of perseverance.</p> | <p>More challenging: Note down what a procrastinator might think or say when they reach each stage of the cycle through their lives.</p> <p>Mega challenge: Why might a person find it so hard to break the cycle? After completing the 'more challenging', explain your thoughts.</p> <p>Task four</p> <p>Challenge: Using your information sheets and clip notes, write a three paragraph message to Jess, identifying what she is doing by tidying up and what she could do to get her studying back on track. Describe the benefits of perseverance.</p> <p>More challenging: Your message must be detailed, describing Jess's avoidance tactics, what she should do to stop this, who she could follow as an example and why.</p> <p>Mega challenge: As above but explaining using new key terminology what happens to a person's mind during the procrastination cycle and why she needs to master the skill of perseverance.</p> <p>Plenary</p> <p>Complete your literacy focus sheet at your challenge level and be prepared to feedback your ideas in ten minutes.</p> | | |
| 3 | <p>The importance of sleep</p> <p>Learning Outcomes:</p> | <p>Starter (scenario on PP)</p> <p>Challenge: What do you think happened? Why?</p> | <p>Sleep deprivation – the term used when a person has had a lack</p> | <p>New PSHE Association mapping: KS4 H2 KS4 H9</p> |

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| <p>Challenge: Correctly identify the symptoms of sleep deprivation, the benefits of quality sleep and create an infographic to teach others.</p> <p>More challenging: Describe in detail using statistics the benefits of quality sleep and the issues presented by sleep deprivation.</p> <p>Mega challenging: Explain articulately the benefits of sleep using new key terminology in the correct context, and the problems of cognitive function impairment through your infographic.</p> | <p>More challenging: Describe the symptoms of sleep deprivation.</p> <p>Mega challenge: Explain why you think our bodies need sleep.</p> <p>Review the starter using PP slide 3.</p> <p>Task one (clip link on PP slide 4) Students watch video clip and answer the questions at their challenge level.</p> <p>Task two (using information sheet provided) Read the information sheet together as a class.</p> <p>Task three Challenge: Create an infographic which must include information on the benefits of sleep, using the statistics and information on your clip notes and info sheet. More challenging: Your infographic must include detailed information on all subheadings on your sheet, with new key terminology used in the correct context. Mega challenge: As above, but your infographic must also include full explanation of the benefits of REM sleep and analyse why quality sleep is linked to a longer life expectancy.</p> <p>Plenary Complete your literacy focus sheet at your challenge level and be prepared to feedback your ideas in ten minutes.</p> | <p>of sleep, which presents itself through negative physical and mental symptoms.</p> <p>Melatonin - a hormone which regulates sleep and wakefulness.</p> <p>Cognitive function – a term for the workings of the mind including memory function, concentration and decision making.</p> | <p>KS4 H11 KS4 H12 KS4 H13 KS4 H14 KS4 R9</p> |
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| 4 | <p>Risk taking and decision making</p> <p>Learning outcomes: Challenge: Correctly identify why young people take excessive risks and how we can make better decisions.</p> <p>More challenging: Describe using new key terminology how we can avoid the negative consequences of excessive risk taking through advising the case studies appropriately, explaining the consequences of common risks.</p> <p>Mega challenge: Explain in scientific terms why young people are pre-disposed to risk taking and analysing both the long</p> | <p>Starter (images on PP): Challenge: Identify three other good risks and three other bad risks that a young person might take. More challenging: Describe a time you took a risk and what the outcome was. It would be great if it's an example you're prepared to share. Mega challenge: Why do you think that teens and young adults take more risks? Explain your reasoning fully.</p> <p>Task one (clip link on PP slide 3) Students watch video clip and answer the questions at their challenge level.</p> <p>Task two (using information sheet provided) Read the information sheet together as a class.</p> <p>Task three Challenge: Using the info from the clips and your reading sheets, answer each message saying what you think the issue is, some possible consequences and what a solution sensible could be. More challenging: Explain to each person using new terminology how they can avoid excessive risk and why the people they write about may be taking these risks.</p> | <p>Risk – a situation involving the possibility of negative consequences.</p> <p>Impaired judgement – a time when your mind isn't thinking clearly. It may be under the influence of alcohol, drugs or peer pressure.</p> | <p>New PSHE Association mapping: KS4 H1 KS4 H19 KS4 H20 KS4 H21 KS4 H22 KS4 H23 KS4 H26 KS4 R14 KS4 R20 KS4 R35 KS4 R36 KS4 R37 KS4 L22</p> |

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| | and short term consequences of poor decision making. | <p>Mega challenge: As above, using new key terminology, explanation in scientific terms and analysing both the long and short term consequences of the risk-taking.</p> <p>Plenary</p> <p>Complete your literacy focus task at your challenge level. Be prepared to feedback and justify your ideas to the class.</p> | | |
| 5 | <p>Gambling and online gambling</p> <p>Learning Outcomes:</p> <p>Challenge: Correctly identify the dangers of gambling and how they are everywhere in modern life.</p> <p>More challenging: Describe how it can be difficult it can be to avoid situations where you gamble, especially if you've done it before.</p> <p>Mega challenge: Explain how online gambling sites use certain methods to</p> | <p>Starter (scenario on PP)</p> <p>Challenge: Who is at risk of a gambling addiction here?</p> <p>More challenging: Which is more dangerous, online gambling or high street gambling? Why is this do you think?</p> <p>Mega challenge: Why is gambling addictive? Analyse.</p> <p>Task one (video clip link on PP slide 3)</p> <p>Watch video clip and answer questions at the appropriate challenge level.</p> <p>Task two</p> <p>In pairs, you will now play the gambling game. You will use a coin instead of a dice and move 1 place for tails and two places for heads. If you don't have counters, you can write your name and time on the square you land on. No betting on the winner!</p> <p>Challenge: Describe the dilemma you found the most difficult and explain why.</p> <p>More challenging: If gambling is so harmful, why does the government allow advertising virtually everywhere?</p> | <p>Dopamine: The 'feel good' chemical our brain releases when we win a game, acquire money, take drugs and drink amongst other things.</p> <p>High street gambling: Usually done through betting shops or machines in pubs.</p> <p>Online gambling: Usually done through apps or chatrooms online.</p> <p>Addiction: When we can't stop ourselves going back for more of that dopamine</p> | <p>New PSHE Association mapping:</p> <p>KS4 H4 KS4 H7 KS4 H9 KS4 H12 KS4 H14 KS4 H18 KS4 H21 KS4 H25 KS4 R35 KS4 R37 KS4 L18 KS4 L19 KS4 L20</p> |

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| | <p>hook in young people and why these are hard to resist.</p> | <p>Mega challenge: 'The best way to stop gambling is never to start.' How valid is this statement? How helpful is it in reality? Analyse.</p> <p>Plenary Challenge: Describe three ways online gambling sites try to hook in the young and a long term danger to those hooked. More challenging: Explain two things your partner has learned today about dopamine's connection to gambling. Mega challenge: Explain three things you have learned today using all four of the lesson's key terms.</p> | <p>'hit', whether through drink, drugs, porn, gambling or smoking.</p> | |
| 6 | <p>Digital footprints</p> <p>Learning Outcomes:</p> <p>Challenge: Identify how we can take steps to manage our digital footprints, the types of content we would not want future employers to see and describe what the digital footprint of celebrities has revealed about them, even when deleted.</p> | <p>Starter (scenario on PP)</p> <p>Challenge: What do we mean by the term 'digital footprint'?</p> <p>More challenging: Describe three ways our digital footprint we create now could impact on our later lives.</p> <p>Mega challenge: Explain two reasons why it is important we learn about how to manage our digital footprints.</p> <p>Task one (clip link on PP slide 3) Students watch video clip and answer the questions at their challenge level.</p> <p>Task two (using information sheet provided) Read the information sheet together as a class.</p> | <p>Digital Footprint – the information about a particular person that exists on the Internet as a result of their online activity.</p> | <p>New PSHE Association mapping: KS4 H22 KS4 H23 KS4 H26 KS4 R9 KS4 R14 KS4 R21 KS4 R22 KS4 R35 KS4 L22 KS4 L23 KS4 L25</p> |

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| <p>More challenging: Describe in detail how you will take each steps to manage your digital footprint and how we can take measures to prevent a negative digital footprint by creating a three-step rule before posting.</p> <p>Mega challenge: Explain the impact a negative digital footprint can have on our future career and relationship prospects as well as how you can take immediate measures to prevent a negative digital footprint.</p> | <p>Task three</p> <p>Challenge: Around your mind map with a partner, identify five pieces of information or things about a person they might not want a future employer/partner to see.</p> <p>More challenging: For each point explain why and give one preventative measure.</p> <p>Mega challenge: Explain you personally could now manage your digital footprint, using the info sheet.</p> <p>Task four (using case studies provided)</p> <p>Challenge: For each tweet, describe the point the celebrity was trying to make and one thing that reveals about their character.</p> <p>More challenging: Explain for each why the celeb deleted the tweet afterwards and what that shows about their character.</p> <p>Mega challenge: Analyse, using the tweets as examples, whether digital footprints serve a useful purpose in the public sphere.</p> <p>Plenary</p> <p>“Protecting your digital footprint is easy – just stop using your real name online.” To what extent do you agree with this</p> | | |
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| | | statement? Complete your literacy focus sheet at your challenge level and be prepared to feedback your ideas in ten minutes. | | |
| 7 | <p>Personal safety in the wider world</p> <p>Learning Outcomes:</p> <p>Challenge: Describe the best ways to avoid and manage a variety of risky situations that could endanger our personal safety.</p> <p>More challenging: Explain the impact alcohol (or drugs) can have on risky situations, how criminals look for opportunities and how we can prevent crime and accidents.</p> <p>Mega challenge: Analyse the most risky situations living in the wider world</p> | <p>Starter (scenario on PP)</p> <p>Challenge: What could you do to help in this situation?</p> <p>More challenging: How can we avoid fights in the first place? What is a sensible course of action if someone starts 'squaring up' to you?</p> <p>Mega challenge: Why are we more likely to take risks after drinking alcohol? Analyse the impact of the gathering crowd on the fight.</p> <p>Review starter using PP slide 3.</p> <p>Task one (clip link on PP slide 3) Students watch video clip and answer the questions at their challenge level.</p> <p>Task two (using information sheet provided) Read the information sheet together as a class.</p> <p>Task three</p> <p>Challenge: Using your info pack, previous PSHE work and laptops (if available) create a ten point guide on looking</p> | <p>Personal Safety – The freedom from physical harm and threat of physical harm, and freedom from hostility, aggression and any kind of harassment.</p> | <p>New PSHE Association mapping: KS4 H19 KS4 H20 KS4 H22 KS4 H23 KS4 R20</p> |

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| | <p>presents for us and how we can best equip ourselves to manage these, creating a detailed personal safety guide for others.</p> | <p>after your Personal Safety when out and about in the wider world.</p> <p>More challenging: As above, but also linking each situation to how drugs and/or alcohol can maximise risk.</p> <p>Mega challenge: Your guide must include a detailed analysis of the most risky situations teens can end up in and an in-depth explanation of how to avoid such situations – and manage them successfully should they ever arise.</p> <p>Plenary</p> <p>“We focus too much on how to avoid being a victim of crime. We don't focus enough on telling people not to commit crimes.” To what extent do you agree with this statement? Complete your literacy focus sheet at your challenge level and be prepared to feedback your ideas in ten minutes</p> | | |
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Curriculum Area: PSHE KS4 Year 11

RELATIONSHIPS AND SEX

| | Learning Objectives Three-way challenge learning objectives for each session. | Learning activities, Differentiation + Challenge Starters, Mains Activities Plenaries / AFL Clips + Links | New key terminology: | Links to lesson: New Guidelines PSHE Association Mapping: |
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| 1 | Intro Lesson | | | |
| 2 | <p>Happiness and positivity</p> <p>Learning Outcomes:</p> <p>Challenge: Describe different ways we can help ourselves and others to improve our moods in a healthy way when we feel a little low.</p> <p>More challenging: Explain how certain activities can help to improve our moods and make us feel more</p> | <p>Starter (scenario on PP)</p> <p>Challenge: What do we mean by the term 'positivity'? What has Emma done today that might have made her feel more positive?</p> <p>More challenging: Why have these busy activities changed Emma's mood? Explain your ideas in full.</p> <p>Mega challenge: Analyse the difference between feeling 'a little low' and being depressed. Can we always help ourselves so simply?</p> <p>Task one (clip link on PP slide 3) Students watch video clip and answer the questions at their challenge level.</p> | <p>Positivity – The practice of or tendency to be positive or optimistic in attitude.</p> | <p>New PSHE Association mapping: KS4 H2 KS4 H4 KS4 H5 KS4 H6 KS4 H7 KS4 H8 KS4 H10</p> |

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| <p>positive as well as why these tips work.</p> <p>Mega challenge: Analyse the short and long term benefits of the different healthy ways we can improve our own and other people's moods.</p> | <p>Task two (using information sheet provided) Read the information sheet together as a class.</p> <p>Task three: mind map</p> <p>Challenge: Around your mind map write at least five things that make you feel happy or positive – it could be an activity, the name of a family member you talk to – anything that helps you smile.</p> <p>More challenging: For each point explain why you think it is that this makes you feel more positive.</p> <p>Mega challenge: Analyse how you could use the knowledge of what makes you happy to make others feel better if they're feeling low.</p> <p>Task four: happiness dice</p> <p>Challenge: For each side of the cube, use your mind map to fill each face with a different idea about how you can make yourself feel a little happier when you're feeling low.</p> <p>More challenging: For each idea, explain why this would make you feel better. You can use your info sheet to help you with this.</p> <p>Mega challenge: Explain how each of the activities will help you not only feel happy in the short term but boost your positivity in the long term – e.g. trying something new like cooking a meal that you haven't before. Not only will you</p> | | |
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| | | <p>enjoy the activity (as well as eating the food) but in the long term you have acquired a new skill that you can use again.</p> <p>Plenary</p> <p>EITHER:</p> <p>a) “If it makes you happy, it can't be that bad.”</p> <p>OR:</p> <p>b) “Everybody has a different idea of happiness.”</p> <p>To what extent do you agree with this statement? Complete your literacy focus sheet at your challenge level and be prepared to feedback your ideas in ten minutes.</p> | | |
| 3 | <p>Relationship break-ups</p> <p>Learning Outcomes:</p> <p>Challenge: Correctly identify how we can help our friends and ourselves to mend a broken heart after a break-up.</p> | <p>Starter (scenario on PP)</p> <p>Challenge: What do you think it would be like to be friends with Tina at the moment?</p> <p>More challenging: How could Tina's friends help her to get out of this negative state of mind?</p> <p>Mega challenge: Explain why you think Tina is finding it so difficult to move on.</p> <p>Review starter using PP slide 3.</p> | <p>Grief – intense sorrow, felt usually after a death but can also be felt at the end of a long-term relationship.</p> <p>Amicable break-up – a break up where the two individuals stay civil, don't attack each other and respect each other's boundaries.</p> | <p>New PSHE Association mapping:</p> <p>KS4 H2 KS4 H4 KS4 H5 KS4 H6 KS4 H7 KS4 H10 KS4 R9 KS4 R11 KS4 R12 KS4 R13</p> |

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| | <p>More challenging: Describe the best ways we can help distract our friends and ourselves from grief and help manage emotions.</p> <p>Mega challenge: Explain the meaning of new key terminology and use these phrases articulately in the correct context to communicate key messages to others.</p> | <p>Task one (clip link on PP slide 3) Students watch video clip and answer the questions at their challenge level.</p> <p>Task two (using information sheet provided) Read the information sheet together as a class.</p> <p>Task three Using the information in your hand-out, clips and the laptops (if available), create a noticeboard with the aim of teaching other KS4 students how to get over break-ups. Ensure that your noticeboard covers the criteria of your LO challenge level.</p> <p>Plenary Complete your literacy focus sheet at your challenge level and be prepared to feedback your ideas in ten minutes.</p> | | |
| 4 | <p>Bullying and body shaming</p> <p>Learning Outcomes:</p> <p>Challenge: Correctly identify cases of body</p> | <p>Starter (scenario on PP) Challenge: Is it ok to make jokes like this? What do you think? More challenging: Why do you think Danny is so body conscious?</p> | <p>Body shaming - the action or practice of humiliating someone by making mocking or critical comments</p> | <p>New PSHE Association mapping: KS4 H2 KS4 H3 KS4 H4</p> |

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| | <p>shaming, the different types and the hurt this can cause.</p> <p>More challenging: Describe the consequences of body shaming, how it affects self-esteem and why people do this.</p> <p>Mega challenge: Explain how we can make people feel better about their bodies, using notable or famous examples and role models.</p> | <p>Mega challenge: Explain what we mean by the term 'body shaming' and analyse whether what happened to Danny was bullying.</p> <p>Task one (clip link on PP slide 3) Students watch video clip and answer the questions at their challenge level.</p> <p>Task two (using information sheet provided) Read the information sheet together as a class.</p> <p>Task three (using table provided) Review the case studies by completing the table at the appropriate challenge level. Discuss ideas as a class.</p> <p>Plenary Complete your literacy focus sheet at your challenge level and be prepared to feedback your ideas in ten minutes.</p> | <p>about their body shape or size.</p> <p>Body image - a person's perception of their physical self and the thoughts and feelings which result from that perception.</p> | <p>KS4 H5 KS4 H9 KS4 H10 KS4 H11 KS4 H14 KS4 H16 KS4 H18</p> |
| 5 | <p>Consent, rape and sexual harassment</p> <p>Learning outcomes: Challenge: Identify cases where sexual boundaries have been crossed and a crime has been committed.</p> | <p>Starter (scenario on PP): Challenge: What should Ryan do now? Why? <i>I think Ryan should ... because..</i> More challenging: Define the terms consent, rape and sexual harassment. Mega challenge: Explain the difference between statutory rape, date rape, acquaintance rape and sexual assault. Which does this scenario risk being if Ryan makes the wrong decision?</p> | <p>Consent – permission for something to happen or agreement to do something</p> <p>Rape – having sex with someone without consent</p> | <p>New PSHE Association mapping: KS4 R1 KS4 R3 KS4 R7 KS4 R8 KS4 R9 KS4 R11 KS4 R18 KS4 R20</p> |

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| | <p>More challenging: Classify cases according to sexual crime, explaining how you know which it is. Describe whether society does enough to prevent these.</p> <p>Mega challenge: Explain why many people don't report sexual crimes and analyse whether our society could do more to prevent sexual crimes.</p> | <p>Review starter using PP slide 2.</p> <p>Task one (clip link on PP slide 4) Students watch video clip and answer the questions at their challenge level.</p> <p>Task two (using information sheet provided) Read the information sheet together as a class.</p> <p>Task three (using case studies provided) Challenge: Read through your case studies sheet and discuss with your partner what you think the victim should do now and if you think a crime has been committed. More challenging: Identify in each case whether a crime has been committed and state which type of criminal behaviour it is. Mega challenge: As above but also explain how you know it is that particular criminal activity. Review ideas as a class.</p> <p>Plenary Complete your literacy focus task at your challenge level. Be prepared to feedback and justify your ideas to the class.</p> | <p>Sexual assault – anything physical sexually leading up to sex without consent.</p> <p>Sexual Harassment – harassment in a workplace, or other professional or social situation, involving the making of unwanted sexual advances or obscene remarks.</p> | <p>KS4 R30 KS4 R31</p> |
| 6 | <p>What makes good sex?</p> <p>Learning Outcomes:</p> <p>Challenge: Correctly identify what makes good, safe, healthy sex.</p> | <p>Starter (scenario on PP)</p> <p>Challenge: Is this a good idea? What do you think? More challenging: What if this was the other way round and Craig wanted 'to get it over with' – would this change your opinion?</p> | <p>Masturbation - stimulation of the genitals with the hand for sexual pleasure.</p> <p>Orgasm -The peak of pleasurable sexual</p> | <p>New PSHE Association mapping: KS4 H26 KS4 H29 KS4 R1 KS4 R2 KS4 R6</p> |

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| | <p>More challenging: Describe the factors we need to consider to enjoy a healthy sex life, what is normal and healthy and why.</p> <p>Mega challenge: Explain articulately how the case studies can manage healthy and fulfilling sex lives using new terminology in the correct context.</p> | <p>Mega challenge: Explain whether you think Tia is likely to enjoy this experience based on her current mindset.</p> <p>Task one (video clip link on PP slide 3) Watch video clip and answer questions at the appropriate challenge level.</p> <p>Task two (using information sheet provided) Read the information sheet together as a class.</p> <p>Task three (using case studies provided) Challenge: Create clear and helpful replies using your info sheets and clip answers. More challenging: Explain to each person why they feel as they do, what is normal and where appropriate use statistics in your explanation. Mega challenge: As above, writing articulately and using new terminology in the correct context.</p> <p>Plenary Complete your literacy focus sheet at your challenge level and be prepared to feedback your ideas in ten minutes.</p> | <p>excitement, with a series of involuntary contractions of the muscles of the genitals, usually accompanied by the ejaculation of semen by the male.</p> | <p>KS4 R8 KS4 R11 KS4 R18</p> |
| 7 | <p>Safe sex and chem sex</p> <p>Learning Outcomes:</p> <p>Challenge: Describe what we mean when we talk about 'safe sex' and</p> | <p>Starter (scenario on PP)</p> <p>Challenge: What is GHB? What do you think 'chem sex' means?</p> | <p>Chem Sex – The sexual activity engaged in while under the influence of stimulant drugs such as methamphetamine,</p> | <p>New PSHE Association mapping: KS4 R2 KS4 R3 KS4 R6 KS4 R9 KS4 R20 KS4 R23</p> |

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| <p>identify situations where sex is neither safe or legal.</p> <p>More challenging: Explain the dangers behind different unsafe sex scenarios, including chem sex and why these are unsafe or illegal.</p> <p>Mega challenge: Analyse what the short and long term consequences might be of different unsafe sex scenarios and explain these in detail.</p> | <p>More challenging: Why might chem sex be dangerous do you think? What could go wrong? What else do we need to think about when we are talking about having 'safe sex'?</p> <p>Mega challenge: 'Safe sex' is mostly about using contraception to avoid pregnancy and STIs. Analyse the validity of this statement.</p> <p>Task one (clip link on PP slide 3) Students watch video clip and answer the questions at their challenge level.</p> <p>Task two (using information sheet provided) Read the information sheet together as a class.</p> <p>Task three (using case studies provided) Read the case studies and complete the tasks at your challenge level. We will then go through each scenario as a class so be prepared to feedback and justify your answers.</p> <p>Plenary "The best piece of advice anyone can give about safe sex is to be completely sober beforehand." To what extent do you agree with this statement? Complete your literacy focus sheet at your challenge level and be prepared to feedback your ideas in ten minutes.</p> | <p>GHB or mephedrone, sometimes involving several participants.</p> | <p>KS4 H23 KS4 H19 KS4 H20 KS4 H21</p> |
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