



What should I already know?

- About drugs and alcohol misuse
- Negative effects of peer pressure
- Pressures relating to drug misuse

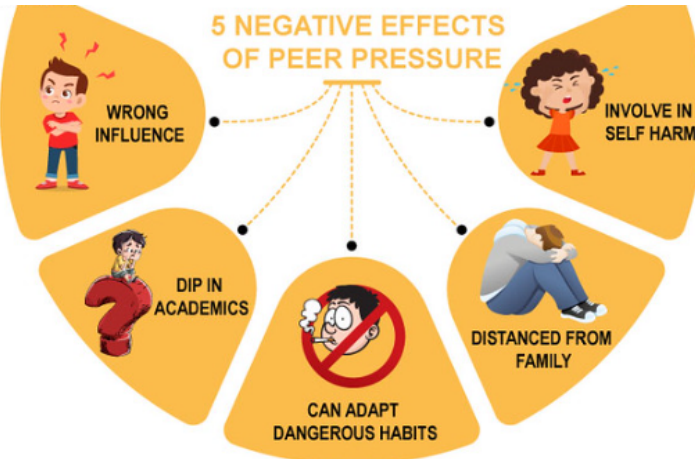
What will I know by the end of the unit?

- To know about the qualities of healthy and unhealthy social groups.
- To know about the factors which contribute to a young person deciding to join or not join a gang.
- To know about the risks in belonging to a gang and consequences of gang behaviours.
- To know about exit strategies to enable someone to leave a gang safely.
- To know how to seek help if worried about gang activity.
- To learn about different influences and consequences that might affect decisions relating to vaping.
- To know how and why to follow the 'RUN HIDE TELL' safety procedure in the event of a knife or gun attack.

Vocabulary

Peer Pressure	Being influenced by people of the same or similar age
Risky behaviours	Risky behaviours are actions that can put people at risk of physical, mental, or emotional harm, or abuse.
Gangs	An organised group of criminals.
Consequences	A result or effect, typically one that is unwelcome or unpleasant.
Assertiveness	Assertiveness is the ability to communicate in a direct and honest way while still respecting others.
Risk	The possibility of something bad happening.
Substance use	The continued use of alcohol, illegal drugs, or the misuse of prescription or over-the-counter medicines with negative consequences.

Negative effects of peer pressure



Risk taking behaviours



Support

Signposting support

Further support is available from:

- Home/school support: a friend, teacher, tutor, parent, school counsellor, PCSO.
- A Better Medway: www.abettermedway.co.uk
- Childline: www.childline.org.uk 0800 1111
- NSPCC: www.nspcc.org.uk/gangs 0808 800 5000
- Crimestoppers: www.crimestoppers-uk.org/ 0800 555111
- Victim support: www.victimsupport.org.uk 0808 16 89 111
- Runaway helpline: www.runawayhelpline.org.uk/advice/gangs/
Call or Text 116 000, email 116000@runawayhelpline.org.uk



Run Tell Hide

RUN - to a place of safety. This is a better option than to surrender or negotiate. If there's nowhere to go, then...

HIDE - Remember to turn your phone to silent and turn off vibrate. Barricade yourself in if you can.

TELL - the police by calling 999 when it is safe to do so.

COUNTER TERRORISM POLICING | **ACT** | ACTION COUNTERS TERRORISM



Topic: Respectful relationships

Year: 9

NC Strand: Relationships

What should I already know?

- How to manage influences on beliefs and decisions
- About group-think and persuasion
- How to develop self-worth and confidence
- About gender identity, transphobia and gender-based discrimination
- How to recognise and challenge homophobia and biphobia
- How to recognise and challenge racism and religious discrimination

What will I know by the end of the unit?

- About different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering
- About positive relationships in the home and ways to reduce homelessness amongst young people
- About conflict and its causes in different contexts, e.g. with family and friends
- Conflict resolution strategies
- How to manage relationship and family changes, including relationship breakdown, separation and divorce
- How to access support services

Vocabulary

Healthy relationships	Make you feel safe, respected and accepted for who they are.
Friendships	A relationship between people with mutual trust and support.
Integrity	Being honest and having strong moral principles. Doing the right thing.
Abusive relationship	Consistent pattern of behaviour that can affect you physically or emotionally.
Peer on peer abusive	Kind of abuse or between children (physical, sexual, emotional or financial).
Domestic abuse	Violence or abuse by one person towards another person who they share a home with.
Trust	To have confidence or in someone.
Respect	To act in a way that shows an awareness of someone's wishes.



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NC Strand: Relationships

Consent	To give permission for something to happen.
Scapegoat	A person who is blamed for the mistakes, or faults of others.
Homeless	Not having a permanent home .

Signs of a positive relationship

Here are some of the many signs of a healthy or positive relationship:

- Good communication
- Trust
- Honesty
- Mutual respect
- Independence
- Equality
- Kindness
- Healthy disagreement
- Fun

Signs of an unhealthy relationship

Here are some of the many signs of an unhealthy relationship:

- Too intense
- Possessive
- Isolating
- Jealousy
- Manipulative
- Undermining / belittling
- Emotional manipulation
- Physical harm

Signs of an abusive relationship

Physical abuse may include:

Back eyes, bruising or marks on the body
Sprained wrists / ankles or broken bones
*the injured person may try to cover this up

Emotional abuse may include:

Low self-esteem, apologetic / meek
Anxiety / nervousness
Depressed, substance misuse

Changes in someone's social habits may also be a sign – becoming more isolated, making excuses to drop out of events

Where to go for help and advice



You can also speak to:

- Parents/carers
- Form tutors
- Mr Redding
- Mrs Corby
- Mrs Jeffs
- Ms. Linginton
- Mrs Waddington
- Mr Scoot
- The Hive Team



What should I already know?

- About medicinal and recreational drugs
- About the over-consumption of energy drinks
- About the relationship between habit and dependence
- How to use over the counter and prescription medications safely
- How to assess the risks of alcohol, tobacco, nicotine and e-cigarettes
- How to manage influences in relation to substance use
- How to recognise and promote positive social norms and attitudes

What will I know by the end of the unit?

- The relationship between physical and mental health
- About balancing work, leisure, exercise and sleep
- How to make informed healthy eating choices
- How to manage influences on body image
- How to make independent health choices
- To take increased responsibility for physical health, including testicular self-examination

Key Terms

Physical health	The physical condition of the body
Mental health	Cognitive, behavioural and emotional well-being
Social health	Our ability to interact and form meaningful relationships with others
Nutrition	The food that we eat to provide fuel for our body
Balance	When things are equal or in the correct proportion
Hormones	Chemical messengers in the body
Sleep	An unconscious state which is vital for growth and repair
Self-esteem	How you feel about yourself – your sense of self worth
Body image	The perception that a person has of their physical self and the thoughts and feelings that result from that perception.
Self-examination	Examining your own body for signs of illness

Tips for healthy eating



A balanced diet which includes appropriate amounts of each of the nutrients is essential for healthy growth.

Water is also vital for our body to function well – try to drink at least 3 litres a day

Tips for healthy exercise

Teenagers are recommended to do 60 minutes of moderate to vigorous activity. For example:

- Jogging or running
- Cycling
- Lane swimming
- Dancing
- Competitive sports

Join a team or a club to make sure that you stay motivated. Ask a friend to exercise with you if this is not possible

Tips for sleeping well

A good night's sleep will improve both your physical and mental health. To make sure that you sleep well, try the following:

Routine: establish a good bedtime routine (warm drink, bath) and stick to it – including a consistent bed time.

Technology: Switch it off 2 hours before bedtime and keep it out of your room

De-clutter: make sure your room is tidy, this will make it a more relaxing environment.

Caffeine free: Try not to eat or drink foods with sugar or caffeine in them after 3.00pm

Temperature: Keep your room cool

Teenagers need at least 8 hours of sleep each night

Tips for good mental health



Employment Opportunities

Public sector:
These are jobs or careers where you are employed by the government or council eg.

- A police officer

These organisations are usually non-profit

Private sector:
These are jobs or careers where you are employed by a private business eg.

- A journalist

Self-employed:
These are jobs or careers where you are your own employer eg.

- A building contractor

Some careers are found in more than one sector

Researching Your Career

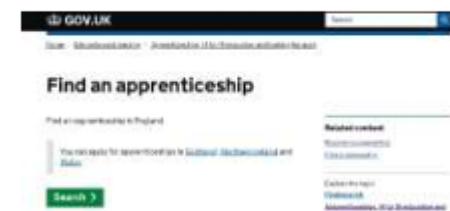
Take a quiz to find out what careers you may like:
<https://careerpilot.org.uk/information/help-and-support/quizzes-that-match-your-skills-and-interests-to-jobs>

Look at the following websites to find out more about different careers:

Sacu:
<https://sacu-student.com/>

Careerpilot:
<https://www.careerpilot.org.uk/job-sectors>

UCAS
Universities and Colleges
Admissions Service





Topic: Employability skills

Year: 9

NC Strand: Living in the wider world



Key words	Definition
Coercive control	Coercive control is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.
Consent	Giving permission for something to happen or agreement to do something.
Contraception	Methods used to prevent pregnancy.

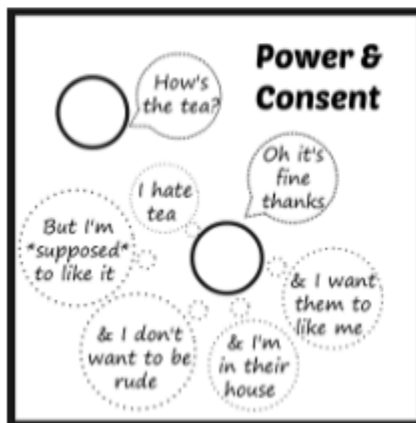
Useful sites to find out more:

<https://www.brook.org.uk/your-life/courses/consent/>

<https://www.safe4me.co.uk/portfolio/sexual-consent/>

What are the red flags when it comes to coercive control?

- Isolated from friends and family
- Under financial control
- Humiliating behavior
- Lack of privacy
- Making threats
- Destruction of property



Key Terms

1. Coercive control
2. Consent
3. Contraception
4. Control
5. Pregnancy

Forms of contraception

CONTRACEPTION METHODS



CONDOM



FEMALE CONDOM



DIAPHRAGM



HORMONAL RING



UID



CONTRACEPTIVE INJECTION



IMPLANT



CONTRACEPTIVE PATCH



ORAL CONTRACEPTION



SURGICAL STERILIZATION



Topic: Intimate relationships

Year: 9

NC Strand: Relationships