

Curriculum Timeline

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn Term 1			Covid-19 Emotions	Youth Crime	Criminal Responsibility	Crime and the Justice System	Knife Crime	Knife Crime
Autumn Term 2	Positive Relationships	CSE	Relationships and Sex Education	British Politics and the Voting System	What does it mean to be British?	British Values	What makes a Good Citizen?	
Spring Term 1	Terrorism	Being Influenced	Preventing Radicalisation	Islamophobia	The Royal Family	Internet Safety	Smoking	
Spring Term 2	Smoking	Alcohol	Alcohol	Drugs	Drugs			
Summer Term 1	UK Parliament and Government	The Role of the Prime Minister	Relationships	Relationships (HBV, to include FGM)	Relationships and Sex Education	Consent		
Summer Term 2	Personal Care	Personal Care	Careers	Employability Skills	Employability Audit	Catch-up	Catch-up	

<b>Unit Name:</b>	<b>Recommended Teaching Time:</b>
<p><b>Overview and Aims</b>          To provide a broad overview of all statutory areas of the PSHE curriculum, whilst responsively addressing the specific needs and requirements of the ever-changing cohort at Summerfield.</p>	
<b>I can statements (star the “essentials”)</b>	<b>Critical Content, Key Words and Additional Notes.</b>
<ul style="list-style-type: none"> <li>• I can talk about ‘youth crime’ and understand what is meant by the term</li> <li>• I can demonstrate an understanding of the causes and effects of youth crime in our society</li> <li>• I can suggest ways in which youth crime could be addressed and reduced by local and national government services</li>   <li>• I know what ‘criminal responsibility’ is and can identify the ages of criminal responsibility in the UK</li> <li>• I can talk about different types of crime and their impact upon society</li> <li>• Using case studies, I can give an opinion on whether the ages of criminal responsibility in the UK are appropriate</li>   <li>• I can talk about what the word ‘justice’ means to me</li> <li>• I have an understanding of the way the UK justice system works</li> <li>• I can describe some of the different jobs and roles within the UK justice system</li> </ul>	<p>Students should know what the term ‘youth crime’ means and have an understanding of the impact it can have. Statistically, PRU-educated students are more likely to become involved in criminal activity and serve time in prison, therefore it is imperative that this topic is addressed in a mindful and comprehensive manner, with an emphasis being placed on the prevention of students’ involvement in such activities.</p> <p>As per the ‘youth crime’ topic of study, students are required to have a solid understanding of the term ‘criminal responsibility’ and its potential implications for themselves. Responsibility for our own actions, and the age at which a child knows right from wrong should form the basis for debate amongst the group. Key questions such as ‘At what age should you know right from wrong?’ ‘Who should teach you right from wrong?’ ‘How do you learn right from wrong’ and ‘Should one mistake at a young age shape the rest of your life?’ should all be explored within the group.</p> <p>Students should be able to explore the term ‘justice’ from both a legal and personal standpoint. They should have a full understanding of the term in a legal sense, whilst also developing their own moral understanding of what ‘justice’ means to them and others in the group. Students should be taught the difference between their own thoughts and views, and that of the judicial system. There is scope for discussion around the evolution of justice and how punishments and legal systems have changed throughout the ages and continue to do so.</p>

- I can talk about the law surrounding carrying a knife or other weapon
- I can suggest reasons why young people may be drawn into knife crime
- I can describe the impact of knife crime on today's society

- I can identify what 'capital punishment' is
- I can give my opinion on the place of capital punishment in today's society
- I can participate in a class debate/discussion on the use of capital punishment in today's society

- I can talk about what I think happens when we die
- I can talk about different religious perspectives on life after death
- I can show empathy and understanding of others' thoughts and opinions on what happens when we die

- I can talk about different types of relationships
- I can describe why positive relationships are important
- I can identify and describe positive features of my own relationships

Students should explore the reasons for becoming involved in knife crime and learn about the realities of carrying a knife (ie the notion that you are more likely to be a victim of a stabbing if you yourself are carrying a knife). The law in relation to carrying a knife, as well as the 'joint enterprise' laws should be covered. There should be a strong emphasis on the risks associated with knife crime, as well as signposting for students to access help or advice if they feel that they or someone they know is at risk.

Students should know the term 'capital punishment' and should have an understanding of that and corporal punishment. There should be discussions around the use of physical punishments in modern society and the countries that still utilise these systems. Opportunities for group discussions about human rights, the Geneva Convention and other associated laws. Consider the following questions: 'Is the death penalty ever the right course of action?' 'Do two wrongs make a right?' 'What happens if someone is acquitted of their crime after their execution?' 'Can the death penalty create martyrs out of murderers?'

Students should be encouraged to explore their own thoughts and feelings about life after death. Open discussion should be encouraged, alongside questioning our reluctance as a society to talk openly about death and dying. We should talk openly about the beliefs of different religions, as well as sharing personal thoughts and experiences. Empathy and acceptance of others' opinions should be encouraged.

Students should know about different types of relationships (to include romantic, professional, family, friends etc). Features of positive relationships should be celebrated, such as trust, understanding, love, safety, caring. Opportunity for students to explore the commonalities between types of relationships – for instance, 'trust' being present in positive romantic relationships as well as professional. Students encouraged to look at their own relationships and highlight positive aspects.

- I know what the abbreviation 'CSE' means
- I can identify risk factors of CSE and identify some signs that someone may be being coerced and influenced
- I know what to do if I am worried that myself or someone I know is being exploited or is at risk of falling victim to CSE

- I know what contraception is and why it is important to use it
- I can name some different types of contraception and say what they protect against
- I can talk about the pros, cons and reliability of some different types of contraception

- I have an understanding of the democratic voting system in the UK
- I can identify the major British political parties
- I have an understanding of some of the key roles within British political parties

- I can describe what 'being British' means to me
- I can list our British Values
- I can describe which of our British Values are most important to me and why

- I understand what a 'citizen' is
- I can identify some characteristics of 'good citizens'
- I can describe what being a 'good citizen' means to me

Students should be familiar with the term 'CSE' and its implications. Discussions surrounding vulnerability, exploitations and coercion should be encouraged. Staff should be mindful of safeguarding disclosures and remind students of Centre safeguarding procedures surrounding confidentiality and referral to DSLs at the start of the lesson. Use of the film 'Bait' can be dovetailed into the programme of study, dependent on the nature of the group (teacher should watch the full film prior to showing it to the class). Strong emphasis should be placed on safeguarding and signposting.

Students should know what contraception is used for, and the difference between long term (or LARC) and short term/single use contraceptives. The following topics should be addressed: reliability, protection against pregnancy, protection against sexually transmitted infections. Consent can also be spoken about – which will be addressed more fully later in the programme of study.

Students should be taught about how the UK 'first-past-the-post' voting system works. Opportunities for discussing the reasons why people choose to vote or not, why people may choose to vote for certain parties, and whether we have a moral obligation to vote. Major political parties should be introduced, along with their leaders. Students should be taught the difference between the 'left' and 'right' wings. 'Should voting be made compulsory for all citizens?' 'Is it right that prisoners lose their right to vote?'

Students to explore the concept of 'Britishness' and what it means to them. Introduce British values and talk about their purpose in our society. Why have these values been identified as being British? Are they aspirational? Students can compare their own moral values to that of Britain and explore their importance as a group.

Students are able to define the term 'citizen' and should be encouraged to think about positive and negative characteristics. Do we have a moral duty to be good citizens? Why? Is it important to have good citizens in society? What sort of things

- I can say what a ‘terrorist’ is
  - I can talk about the way some major terror attacks have shaped the world we live in today
  - I am able to debate whether or not terrorism can ever be justified
- 
- I can describe what a ‘charismatic speaker’ is
  - I am able to give examples of some famous charismatic speakers
  - I can talk about how charismatic speakers use language to influence others
- 
- I know what the term ‘radicalisation’ means
  - I can identify social groups that may be vulnerable to radicalisation and suggest why this may be the case
  - I can suggest ways in which we can work together as a society to help prevent radicalisation
- 
- I know what the terms ‘prejudice’ and ‘discrimination’ mean
  - I can talk about ‘Islamophobia’ and what this term means
  - I can talk about the effect that prejudice and discrimination can have on minority groups

might a ‘good citizen’ do? The group should talk about whether they feel they are good citizens and why.

Students should know what denotes a ‘terrorist’ and a ‘terrorist act’ (using fear and violence to further a political ideal). Discussion around terrorist attacks in the West versus terrorist attacks in the East should focus on the reporting of such acts in the media. Why are terrorist attacks in the Middle East reported in the same way in our media? Opportunity to debate whether or not terrorism can ever be used for the greater good (such as the Suffragettes and anti-apartheid movements).

Students should know what the term ‘charismatic’ means and be able to relate the term to celebrities and famous people. Watching videos of some charismatic speakers (for instance, Martin Luther King and Barack Obama) gives students the opportunity to explore what linguistic and non-verbal tools speakers use in order to engage and influence their audience.

Students should be able to talk about the term ‘radicalisation’ and have an understanding of which groups may be more vulnerable to radicalisation and why. Discussion around ‘cults’ and their recruitment methods can be incorporated. Emphasis should be placed on the idea of prevention, and students should all be able to suggest ways in which we as a society could help to reduce radicalisation. Students should be made aware of signposting and safeguarding, should they feel that they or someone they know could be at risk.

Students should be able to define the terms ‘prejudice’ and ‘discrimination’ and be able to articulate the difference between the two. Students should be able to define the term ‘Islamophobia’ and describe the potential implications surrounding it. Discussion should take place around the differences between prejudice and discrimination, using examples where possible and appropriate. Students should explore their own prejudices and seek to challenge those of others. Students should be encouraged to show empathy for those groups who

- I can name some senior members of the Royal Family
- I can talk about whether or not I think the Royal Family have a place in today's society
- I can understand different people's thoughts and feelings towards the Monarchy
  
- I know some basic principles to help me stay safe online
- I am able to describe the importance of internet safety for young people
- I can describe the implications of accessing certain materials online and know what to do if I am concerned about something I have seen on the internet
  
- I can talk about the place of nicotine as a recreational drug
- I know the UK laws surrounding smoking and can talk about how they have evolved in recent years
- I can name 2 short term and 2 long term effects of smoking
- I know how and where to access help in giving up smoking
- I can talk about some diseases associated with smoking
- I can name 5 different chemicals that are present in cigarette smoke
  
- I can talk about the place of alcohol as a recreational drug
- I know the UK laws surrounding the consumption of alcohol

are victims of discrimination, and discuss ways in which we could become a more accepting and inclusive society.

Students should be able to recognise senior Royals, such as the Queen, the Duke of Edinburgh, Prince Charles, Camilla Parker-Bowles, Princes William and Harry, Princess Kate Middleton and Meghan Markle. They should have a basic understanding of the British line of succession to the throne. Students should be encouraged to discuss their own thoughts and feelings towards the monarchy and their place in modern society, whilst being respectful and understanding of others' varying opinions.

Students should be made broadly aware of the risks posed online, including online bullying, inappropriate materials, grooming, and 'catfishing'. Relevant case studies (such as 'Kayeigh's Love Story') are useful in demonstrating the importance of not giving out personal details or meeting anyone in person. Signposting is of paramount importance, so young people know where they can turn in the event that they are subject to online abuse or exploitation, or if they see something that makes them feel uncomfortable online. Reminder of safeguarding practices should be given – any disclosures should be referred to DSL.

Students should know what a recreational drug is, and be able to talk about their own views on smoking/vaping. They should be made aware of the current legislation surrounding the use of cigarettes and their alternatives, including the legal ages for their use. Students should know the key long and short term effects of smoking on the body, including some common diseases and conditions that are associated with smoking. Signposting to healthcare agencies who are able to assist with smoking cessation should be made available to those students who are smokers. Students should be made aware of the extensive list of harmful chemicals found in cigarette smoke.

Students should know what a recreational drug is, and be able to talk about their own views on the consumption of alcohol and whether it has a place in today's

- I am able to name 2 short term and 2 long term effects of drinking alcohol
  - I know how and where to access help if I am concerned about alcohol addiction
  - I can talk about some diseases associated with excessive alcohol consumption
  - I can participate in a class discussion on whether alcohol should be illegalised
- 
- I am able to state what a drug is
  - I am able to describe what is meant by 'addiction' and 'dependency'
  - I know the difference between legal and illegal drugs and can give some examples of both
  - I know how and where to access help if I am concerned about drug addiction
  - I can talk about a variety of different drugs and list their short and long term effects
  - I can describe the UK drug classification system and talk about some of the drugs in each category
- 
- I have a basic understanding of the role of the government at a local and national level
  - I can describe the roles of MPs and councillors
  - I know how and where to find information on my local MP and councillors and how to contact them

society. They should be made aware of the current legislation surrounding the use of alcohol, including the legal age(s) for its use. Students should know the key long and short term effects of alcohol consumption on the body, including some common diseases and conditions that are associated with alcoholism and long term alcohol abuse. Students should know the terms 'moderation', 'units', 'addiction' and 'dependency', and be able to use these in context, with reference to the number of alcohol units in some common drinks. Signposting to healthcare agencies who are able to assist with addiction should be made available to those students who fear they may have an issue with alcohol.

Students are required to know the definition of the word 'drug' and be able to give examples of each. They should be clear on the differences between legal and illegal drugs and know what 'addiction' and 'dependency' are. Students should (with the aid of visual resources) be able to identify some common legal and illegal drugs, and have an understanding of their long and short term effects on the body. They should be made aware of the drugs laws in the UK (including terms such as 'possession' and 'intent to supply'), and have a basic understanding of the drug classification system.

Students should know which party forms the current UK government, and understand that the government operates on not only a national level, but also a local level. They should have an understanding of the UK voting system and know who is entitled to vote. They should know the difference between MPs and Councillors, and have a basic understanding of the role of each. Students should know the terms 'constituents' and 'constituency' and be able to articulate their meanings. By the end of the lesson, students should know who their local MP and Councillor is and be aware of how to contact them.

- I can name the current British Prime Minister and know which party he/she represents
  - I can describe the role of the British Prime Minister
  - I can describe the role of the Cabinet and know the names and roles of some key cabinet members
- 
- I know about different types of relationships
  - I can describe features of different types of relationships
  - I can talk about the importance of positive relationships
- 
- I understand the term ‘honour based violence’ and ‘female genital mutilation’ and can describe what they mean
  - I can describe some factors that could indicate that someone may be at risk of honour-based violence
  - I know how and where to seek advice if I am concerned that I or someone I know is at risk of honour-based violence
- 
- I know what an ‘intimate relationship’ is and describe what this means
  - I know about some common sexually transmitted infections and how to protect myself against them
  - I know how and where I can access free and confidential advice on sexual health

All students should know who the British Prime Minister is, and be able to state the party they represent. Students should explore the role of the Prime Minister and the Cabinet. They should be made aware of some of the key roles within the Cabinet (Home Secretary, Foreign Secretary, Secretary for Education, Secretary for Health etc). There should be reinforcement of previous learning with regards to the UK democratic voting system. Conversations may also include topics such as communism, socialism and capitalism.

All students should be made aware of different types of relationships, (including family, friends and intimate relationships), and how each of them can be positive and negative. Correct terminology should be used, to alleviate any misunderstandings. Staff should be mindful of safeguarding disclosures and remind students of Centre safeguarding procedures surrounding confidentiality and referral to DSLs at the start of the lesson. Discussions should be conducted in a sensitive manner and focus on positive and negative traits in relationships (lists of positive and negative traits can be made on the board). Teacher should lead discussions on the challenges of leaving a negative relationship.

Students should know what honour based violence is and the signs that someone may be being targeted. Staff should be mindful of safeguarding disclosures and remind students of Centre safeguarding procedures surrounding confidentiality and referral to DSLs at the start of the lesson. Staff should be cautious of any prejudicial views on the subject matter and address any misconceptions or assumptions immediately. Students should be aware of the terms ‘female genital mutilation’ and ‘breast ironing’ and what they mean, as well as the risk factors for young women who may be vulnerable to these.

Students should be able to describe the term ‘intimate relationship’. They should have an awareness of sexually transmitted infections and measures that can be taken to prevent them. Staff should be mindful of safeguarding disclosures and remind students of Centre safeguarding procedures surrounding confidentiality



- I understand what 'consent' is
- I know the UK laws surrounding sexual activity, including the age of consent
- I can describe the importance of consent in a variety of different scenarios
  
- I know how to take care of my body, in terms of keeping physically fit and healthy
- I know about personal hygiene and how to maintain it
- I know about body changes during puberty (and the menopause in women)
- I know about hormonal changes during puberty (and the menopause in women)
- I know about healthy eating and food groups
- I know how to take care of my own clothes
  
- I know where I can go for independent careers advice
- I can talk about the career I would like to have in the future
- I can talk about the qualifications and experience I might need for different careers
  
- I know what employability skills are
- I can name some different employability skills and talk about their importance
- I can identify key employability skills related to some different careers

and referral to DSLs at the start of the lesson. Students should be signposted to local agencies who are able to provide contraceptive and sexual health advice.

Students should be able to define the word 'consent' and apply it to a relevant scenario or example. They should be made familiar with the laws surrounding rape and the age of consent, and be aware that the age of consent is the same for all types of relationship (whereas the laws were previously different for homosexual couples). Staff should be mindful of safeguarding disclosures and remind students of Centre safeguarding procedures surrounding confidentiality and referral to DSLs at the start of the lesson.

Students should have an understanding of the components of a healthy and unhealthy diet (including knowing the main food groups), and know the importance of keeping physically active. Bodily changes (including body and pubic hair, sweat, breast development, testicles descending, voice deepening, acne, menstrual cycle starting, 'wet dreams') should be taught using anatomically correct terminology. Students should know how to take personal care of themselves and have a knowledge of some products (such as deodorant and shower gels etc) that can help keep their bodies clean. The subject of female menopause should be addressed so that students have a basic understanding of the bodily and hormonal changes that take place.

Students should be encouraged to explore different career choices and options, and be able to discuss these as part of the wider group. Staff should engage the Careers team in lessons, to open up further discussions and offer further advice and direction to students. The importance of voluntary roles and work experience should be emphasised, in preparation for work experience opportunities in KS4.

All students should be aware of what 'employability' is and be able to describe the term. They should be able to identify and describe some desirable key skills that employers look for in their employees. There should be open discussion about which skills may be suited to certain careers. Students should be encouraged to

- I understand what an audit is and can describe why carrying out an employability audit might be a useful exercise
- I can carry out my own employability skill audit
- I can suggest ways in which I could improve my employability skillset

**2020/21 – Strengths and Weaknesses**  
**To be evaluated at the end of the year.**

identify and consider their own employability based upon their practical and personal skills. They should think about areas for development and explore ways of improving their employability.  
 Students should know what an audit is and be able to speak about different instances where an audit may be carried out (from stock checks in a working environment, to personal skills). Students should be encouraged to carry out their own skills audit and talk openly with staff about their strengths and areas for improvement. Staff should seek to signpost students to other professionals, resources and agencies who are able to work with students to improve these skills. Students should know where to look if they require further advice and guidance (both inside and outside of school).

**Misconceptions**

Commonly, there are acutely embedded misunderstandings and prejudices held by our students – often due to deep-seated parental, family or community beliefs. Young people are frequently predisposed to listening to their peers’ embellished (and often wildly inaccurate) accounts on PSHE topics. It is the responsibility of all staff across the school to address these misconceptions in a sensitive and understanding manner.

**Assessment details**

Assessment in PSHE is notoriously problematic, due to the subjective nature of the subject and its topics. Assessment is therefore carried out based on students’ behaviour and engagement grades, on a half termly basis. Written feedback is able to take place via STAR marking (in line with Centre policy), and reports are written taking into account students’ answers to Core Questions.

Lesson No.	Question	Answer	Probable misconceptions (if applicable)
1	Name two risk factors for young people becoming involved in youth crime:	Exclusion from school, history of abuse, special educational needs, family involvement in crime	Students may focus heavily on peers, rather than other external factors such as school exclusion
2	What does the phrase 'age of criminal responsibility' mean to you?	The age at which you are deemed to be able to discern right from wrong and can be prosecuted in a court of law for committing a crime	Students may assume consistency throughout the UK, and often perceive the age of criminal responsibility to be higher than it really is
3	What does the word 'justice' mean?	Fairness in behaviour or treatment	Students will likely jump straight to criminal justice and not realise the wider definitions of the word
4	Give one example of why someone may be drawn into carrying a knife	Associating with others carrying knives, the feeling of a need for 'protection', for retribution, fear of attack (self defence), coercion by others	Students have a glorified attitude towards knife crime. True-life examples and case studies help to encourage students to consider the realities of knife crime
5	What is 'joint enterprise'?	The law states that an individual may be prosecuted for the actions of another if they were witness to, and deemed to be part of, that crime	Students are frequently unaware of the implications or the joint enterprise law
6	What are your thoughts on capital punishment? Why?	*Student's own opinion*	Students will often have a very strong opinion either way on the death penalty, and have some very extreme views at both ends of the spectrum. This needs to be policed in lesson.
7	What do you think happens when we die?	*Student's own opinion*	Students will find it difficult to see others' opinions and respect others' faiths
8	Name two possible characteristics of a negative relationship:	Gaslighting, physical/mental/emotional abuse, cuckooing, withholding someone's own money, controlling behaviour, coercion	Students will often jump straight to domestic violence, and will not be aware of other forms of domestic abuse and negative relationships.
9	What is Child Sexual Exploitation? What should you do if you think you or someone else is at risk of CSE?	When a child or young person is exploited they're given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities. Speak to a trusted adult/DSL/police/staff	Students frequently have a very blinkered view of CSE, with a 'it would never happen to me' attitude. Consideration needs to be given to students' vulnerabilities

10	What form(s) of contraception is effective at preventing STIs when used properly?	Condoms	Students need to be reminded that other forms of barrier contraceptive (dental dams and female condoms) are also effective against the spread of STIs
11	Should voting be made compulsory for all citizens? Why?	*Student's own opinion*	Students are unlikely to understand or appreciate the importance of voting, and are equally unlikely to have an interest in the political system or voting
12	What does 'being British' mean to you?	*Student's own opinion*	Many students often claim not to be patriotic, and may feel that 'being British' isn't important. Staff should try to link back to community spirit and feeling like 'part of society'
13	Which of our British Values do you think is most important? Why?	*Student's own opinion*	Many students often claim not to be patriotic, and may feel that 'being British' isn't important. Staff should try to link back to community spirit and feeling like 'part of society'
14	What do you think makes someone a good citizen? Why?	*Student's own opinion*	Students may think you have to have a charitable, or community-based job for this to be possible. They may not consider things like not dropping litter/checking on elderly neighbours/being polite to others etc as part of positive citizenship
15	What is a 'terrorist'?	Someone who uses violence or threats of violence in order to force their own political or religious ideals onto others	Students will frequently associate terrorists with Islam, and should be corrected from doing so. Examples of other movements (such as the KKK) may be used to explain this.
16	What does the term 'charismatic speaker' mean to you?	*Student's own opinion* (although should include words such as 'captivating', 'interesting', 'passionate', 'knowledgeable', 'confident' etc)	Again, students are likely to jump to Muslim extremists in this instance. This should be challenged, using examples of other notorious speakers (such as Adolf Hitler), and more positive figures (such as Barack Obama and Emmeline Pankhurst).
17	As a society, how do you think we can all help to prevent radicalisation?	*Student's own opinion*	Students will suggest that they have no autonomy over this, and that they are unlikely to ever experience radicalisation. They will most likely jump back to Islam, so it is important to talk about far right extremism and the tendency to groom vulnerable young men
18	What does the term 'Islamophobia' mean to you?	*Student's own opinion* (although should make reference to stereotypes, generalisations and prejudice)	Students will revert to stereotypes, and this needs to be managed sensitively. They should be challenged on stereotypical views.

19	Do you think that the royal family has a place in today's society? Why?	*Student's own opinion*	Students are unlikely to know much about the royal family, or what their role(s) is/are. Many beliefs about the royal family are passed on via parents
20	What do you think is the most important thing to remember in regards to internet safety?	*Student's own opinion* (although should make reference to personal data or pictures etc)	Students will perceive themselves to be impervious to online grooming and believe that it will never happen to them
21	Why is nicotine considered to be a 'recreational drug'?	Because it is a legal drug that is taken for enjoyment or leisure purposes, rather than medical	Students are likely to see the likes of cannabis as a recreational drug, because many of them are cannabis users outside the Centre, or have parents or friends that are
22	Name 5 chemicals that are present in cigarette smoke.	Nicotine, Hydrogen cyanide, Formaldehyde, Lead, Arsenic, Ammonia, Radioactive elements, such as uranium (see below), Benzene, Carbon monoxide, Nitrosamines etc	Students will need the chemicals given to them in terms of usage, rather than scientific names (such a 'formaldehyde – which is used in embalming bodies'), or they will not fully understand the nature of the chemicals in smoke
23	Name 2 short term and 2 long term effects of drinking too much alcohol.	Confusion, disorientation, drunkenness, impaired decision-making, short term memory loss, liver disease, cancers, weight gain/loss, addiction	Students may view alcohol as a 'harmless' drug, or have parents who have addiction problems. Students may well view drinking as being 'cool' or something that won't cause them any harm
24	Do you think alcohol should remain legal? Why?	*Student's own opinion*	Students may view alcohol as a 'harmless' drug, or have parents who have addiction problems. Students may well view drinking as being 'cool' or something that won't cause them any harm
25	What does the word 'drug' mean?	A substance that is ingested, inhaled, injected or otherwise introduced to the body, which has a physiological or psychological effect	Students will automatically jump to illegal drugs, and not acknowledge that there are a number of legal drugs that are also addictive – both prescription and non-prescription
26	What does the word 'addiction' mean?	An urge to do or take something that is hard to control or stop	Students may associate addiction with class A drugs such as heroin, and not acknowledge that many legal drugs are equally – if not more - addictive
27	What is the job of an MP?	To act in the national interest and in the interests of their constituents (as long as this does not override national interest)	Students may well have very little knowledge and/or interest in the workings of MPs and parliament, possibly passed down via parental views

28	What is the primary role of the Prime Minister?	Leads the work of the cabinet ministers and determines the general direction of the of the government's activities	Students may well have very little knowledge and/or interest in the workings of MPs and parliament, possibly passed down via parental views
29	What is an 'intimate relationship'?	A close relationship that involves physical (sexual) or personal intimacy	Students may well view this as simply a sexual relationship and not understand the full meaning of the word 'intimate'
30	What is 'honour based violence'?	A crime or incident that is committed with the purpose of protecting or defending the honour or reputation of a family	Students may think that they do not need to know about HBV or FGM, due to it being 'from another culture' but they need to be aware of the risk factors and signs to look out for in others
31	Where can you access free and confidential advice on contraceptives?	Umbrella sexual health services, GP, pharmacist, GUM clinic	Students may not be aware of the full range of sexual health services available to them (including the GP, pharmacist and GUM clinics)
32	Describe the meaning of the word 'consent'	When one person voluntarily agrees to partake in an activity with another person	Students will most likely associate the word with sex, rather than acknowledging that it covers a wide variety of things, such as photographs, data, any physical contact, etc
33	Name the five main food groups	Carbohydrates, fats and oils, proteins, fruit and vegetables, dairy products	Students may not be aware of the food groups or what they do. They may be unfamiliar with what constitutes a healthy diet.
34	Name two things that can happen to your body during puberty, and 2 things that can happen to a woman's body during menopause	Body hair, pubic hair, facial hair, deepening of voice, start of the menstrual cycle, development of breasts, descent of testicles, acne, sweat, poor proprioception, end of the menstrual cycle, hot flushes, mood swings	Students may have inaccurate or misinformed ideas about the realities of puberty and the menopause. These should be handled sensitively
35	Where in the Centre can you seek careers advice?	Maria Galbraith	Students may not be fully aware of all the careers advice services that we offer at the Centre
36	What does the term 'employability' mean?	Transferable skills needed by an individual to make them employable	Students may not be familiar with the term or how it is of any importance to them
37	What is an 'audit'?	An assessment of someone's research skills and knowledge	Students may be familiar with the term in other contexts, such as the auditing of accounts or equipment, but may not have come across it in terms of their own personal skills