

**PSHE      Year 10      Health and Wellbeing**

<p><b>Year 10 Spring 2</b></p>	<p style="text-align: center;"><b>Topic: Exploring influence</b> The influence and impact of drugs, gangs, role models and the media</p>
<p><b>Prior learning - linked to National curriculum</b></p>	<p>The student voice completed at the end of the school year 2022 indicated that:</p> <ul style="list-style-type: none"> <li>● 58% of learners are unaware of what sexual exploitation is.</li> <li>● 48% of learners are unsure of the concept of peer approval</li> <li>● 35% of learners are unsure of the concept of grooming.</li> <li>● 83% of learners are unsure of the concept of radicalisation.</li> <li>● 63% of learners are unsure of the concept of county lines.</li> </ul>
<p><b>Rationale</b></p>	<p>This topic will focus on further developing learners' understanding of Influences including peers, different media and role models. Within this topic learners will gain a deeper understanding of concepts such as substance misuse, gangs including county lines and impact of role models. Through exploring the impact of negative and positive role models, learners will develop skills to navigate media and evaluate influences/influencers. Alongside this learners will be confident in where and how to assess support.</p>
<p><b>Vocabulary - Key Words</b></p>	<p>See Glossary for Term 4</p>
<p><b>Cultural Capital:</b></p>	<p>Resources provided from a range of organisations and assured providers including charities and directly from the government. Case studies and real-life accounts will be used. Guest speakers from charities and local police.</p>
<p><b>Key assessments:</b></p>	<p>Retrieval -recall 5/Red/Green cards/RAG assessment/Myths and Facts/mini whiteboards/GC Quizzes</p>

**What do children know/ can do now (EDSM)**

**Emerging**- Learners can identify how they may be potentially influenced and where those influences can come from. They can also identify the health and legal risks of substance misuse and becoming involved in criminal activity.

**Developing** - Learners can describe how they may be influenced and where these influences can occur. They have a more developed understanding of the health and legal risk that can arise from substance misuse and criminal activity. Alongside this learners are able to identify the features of both positive and negative role models.

**Secure** - Learners will have a developed understanding of how they may be influenced and where these influences can occur. They are able to describe the features of positive and negative role models and explain the importance of having and being a positive role model. Alongside this learners are aware and can understand the long-term implications and risks of substance misuse and criminal activity, including the laws and legislation around becoming involved in organised crime groups.

**Mastered** - Learners are able to evaluate influences and confidently discuss the features of negative and positive role models. They can discuss the health and legal risks around substance misuse and criminal activity and the impact that this can have upon opportunities and long-term goals. Learners are aware of the laws and legislation around carrying illegal substances and contraband such as knives or money made through illegal means.