



Topic 1 - Why is it important to maintain good mental health?

G	R	O	W
You were able to evaluate how best to support someone suffering with a mental health condition.	You can explain why mental health is such a concern for young people at the moment and what can be done to help.	You can identify and describe causes, symptoms and treatments of common mental health problems. You can suggest activities to help maintain good mental health.	You were able to define the terms 'mental health' and 'well-being'. You know where to go should you need support with your mental health.
You were able to evaluate how best to support someone suffering with an eating disorder.	You can explain the difference between specific eating disorders and understand that every experience will be different.	You were to describe the causes, symptoms and treatment of eating disorders.	You understand the meaning of 'eating disorder'. You can identify two types of eating disorders.
You were able to evaluate how best to support someone who is self-harming or considering it.	You understand the self-harm cycle and can explain why, once a person has started it can be difficult to stop self-harming.	You can describe the link between self-harm and mental health.	You were able to identify why someone may self-harm and how they might do this.
You were able to evaluate how best to support someone may be using drugs or considering it.	You were able to explain why someone may choose to take drugs.	You can describe the effects stimulants and depressants have on the body. You were able to define the term 'medically prescribed drug'.	You were able to identify examples of stimulants and depressants. You can identify examples of legal and illegal drugs.
You were able to weigh up evidence and debate whether using psychoactive drugs should carry a stronger punishment.	You can explain why distribution of drugs carries a more serious punishment than possession.	You were able to define the law around drug use and possession.	You can identify the difference between Class A, B & C drugs.

Topic 2 - What are my choices around sex?



G	R	O	W
You can analyse reasons why someone may choose to have sex and issues surrounding early sex.	You can evaluate some negative and positive reasons why people have sex - e.g. peer pressure. You are confident you could handle a situation where you may feel pressured into having sex.	You can describe some of the issues surrounding 'early sex'. You are able to give examples of how to deal with peer pressure around sex.	To identify two reasons why people have sex. You can define the term 'early sex.'

You can analyse the consequences of not abiding by the law when it comes to sex.	You can explain why some may have underage sex.	You can describe the law on sex in the UK.	You can tell me two elements of the law surrounding sex.
You can analyse reasons why consent is so important and the consequences of sex without consent.	You can evaluate ways to determine when consent is given and when it is taken away.	You can describe why consent is so important when it comes to sex. You understand that sex with consent is rape.	You understand what is meant by the term 'consent'.
You can analyse features of a healthy relationship and how to differentiate between fantasy and reality.	You can explain how pornography can induce unrealistic sexual expectations and the consequences of this.	You can describe one way pornography affects lives.	You can tell me the definition of the term 'pornography'.
You can analyse some consequences of sexting and the impact it can have on well-being.	You are able to evaluate the risks and implications of sexting.	You can describe some key consequences of sexting.	You understand the meaning of the term 'sexting'.
You can evaluate different views on when life begins and develop your own opinion. You can analyse how a person's lifestyle can impact their fertility.	You can explain the human reproduction process and develop your opinion on when life begins. You are able to assess the links between a person's lifestyle and their fertility.	You can describe the human process of reproduction (conception, pregnancy & birth). You understand the meaning of ectopic pregnancy, molar pregnancy and miscarriage. You are able to describe how a person's lifestyle choices can impact their fertility.	You understand the meaning of the term fertility and can briefly explain the process of conception. You can define the term 'miscarriage'. You are able to identify ways lifestyle can impact fertility.
You can analyse arguments for and against IVF and use evidence to formulate your own view.	You can explain the IVF process. You can evaluate arguments for and against the use of IVF and understand the impact fertility issues can have on relationships and well-being.	You can define the term 'in vitro fertilisation' and describe the process. You can identify some key arguments on the use of IVF and describe how it can impact families.	You understand that IVF is used by couples who cannot conceive a child naturally.
You are able to analyse various forms of contraception and confidently challenge common myths about safe sex.	You can assess the effectiveness of common forms of contraception and could advise a young person on how best to protect themselves.	You can describe a variety of types of contraception and understand why safe sex is so important. You can challenge some myths about contraception.	You can tell me the meaning of the term 'contraception'. You can identify key forms of contraction and give me one reason why safe sex is important.
You are able to analyse different types of STI and the various treatments available. You could confidently advise a peer of how best to protect themselves against STIs and why not all forms of contraception may be effective.	You can evaluate key differences between the causes, symptoms and treatments for STIs. You can explain the long-term impact an STI can have on your health and well-being.	You can describe causes, symptoms and treatments for common STIs. You can identify which forms of contraception will offer the most protection against STIs.	You understand that an STI is a sexually transmitted disease. You can tell me the names of at least two STIs. You can name one form of contraception you can use to protect yourself from STIs.

Topic 3 - How can I assess risk and keep myself safe?



G	R	O	W
<p>You can analyse the difference between a positive and a negative risk. You could confidently advise a peer on how to protect themselves online.</p>	<p>You can explain why some activities may carry more risk than others. You can tell me why teenagers are more likely to take risks than adults. You can assess potential risks you may encounter online and suggest ways you can protect yourself.</p>	<p>You can describe what is meant by the term 'risking on purpose' and give examples. You discuss various risky situations and debate the possible consequences.</p>	<p>You understand what 'risk' can mean. You can identify a difference between a positive risk and a negative risk. You can tell me one risk you may encounter while online.</p>
<p>You could confidently advise a peer on how to handle risky situations involving peer pressure and bullying.</p>	<p>You can evaluate various risky situations where you may experience peer pressure and advise on how best to deal with it. You can assess the long and short term consequences of bullying.</p>	<p>You can describe a situation where you might encounter peer pressure and suggest ways to deal with it. You can discuss some consequences of bullying.</p>	<p>You can tell me the meaning of 'bullying' and 'peer pressure'. You can identify strategies to deal with pressure from others.</p>
<p>You can evaluate reasons why gambling is such a dangerous addiction. You can analyse the effects of gambling on individuals and their family/friends.</p>	<p>You can explain reasons why people gamble and the possible consequences for individuals and those around them. You can confidently explain UK law on gambling.</p>	<p>You can describe some reasons why a person may choose to gamble. You show an understanding of why gambling can be so addictive. You can identify key elements of the law and gambling.</p>	<p>You can list 5 key terms you associate with the term 'gambling'. You can identify some key risks associated with gambling.</p>
<p>You can analyse UK law on gangs and knife crime and assess reasons why, despite the law, knife crime is on the rise. You can confidently explain areas of the law which could change and assess the benefit this could have.</p>	<p>You can evaluate whether the law on gangs and knife crime in the UK needs to change and give some reasons why.</p>	<p>You can describe what characteristics define a gang. You are able to identify various reasons why gangs & knife crime have such a negative impact on society. You can describe features of the law on knife crime.</p>	<p>You can tell me what a gang is and identify some key characteristics of a gang. You can tell me one reason why knife crime is such a big problem in the UK.</p>
<p>You are able to analyse the impact of county lines on individuals and society.</p>	<p>You can explain what county lines is, the potential consequences and what to do if you were ever in a situation where you might be at risk.</p>	<p>You can describe why county lines may be a problem in the Wordsley/Stourbridge area. You can identify some consequences of being involved in country lines.</p>	<p>You can tell me the meaning of the term 'county lines'. You can identify key features of the process involved in county lines.</p>
<p>You can analyse reasons why you think FGM is still being carried out in the UK.</p>	<p>You can explain that FGM is a global problem and why it is carried out by certain religions/cultures. You can evaluate key features of UK law on FGM.</p>	<p>You can describe the concept of FGM, why it happens and when it is performed. You can describe some health risks of FGM.</p>	<p>You can tell me the meaning of 'FGM'. and show a basic understanding of why it happens. You can identify features of the law on FGM.</p>

<p>You can confidently teach someone else about first aid and show them how CPR should be administered.</p> <p>You can analyse the consequences of abusing the emergency services.</p>	<p>You can give a detailed account of how to administer first aid (depending on the situation) and CPR.</p> <p>You can evaluate different scenarios and assess what help may be needed - GP appointment, 999 etc.</p>	<p>You can describe stages of the recovery position and giving CPR.</p> <p>You can tell me what CPR stands for and what happens if someone has a cardiac arrest.</p> <p>You can tell me how to put someone in the recovery position.</p>	<p>You can name three scenarios where you may need to use first aid.</p> <p>You can tell me what CPR stands for.</p> <p>You understand when to call 999 in an emergency.</p>
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Topic 4 - Do governments differ around the world?



G	R	O	W
<p>You can analyse the role of the UN and whether countries should be allowed to run themselves.</p>	<p>You can explain the peacekeeping role of the UN and provide a variety of examples linking to current conflicts.</p> <p>You can assess strengths and weaknesses of the UN.</p>	<p>You are able to describe the peacekeeping role of the United Nations and provide some key examples.</p>	<p>You can tell me one aim of the United Nations and give an example of how it may try to resolve conflict.</p>
<p>You can analyse arguments for and against the arms trade.</p> <p>You can use evidence to develop a personal view on the arms trade.</p>	<p>You can explain why some countries may be more important in the arms trade than others and give examples.</p> <p>You can assess arguments for and against the use of arms.</p>	<p>You can identify a variety of reasons why a country may want to possess arms.</p> <p>You can describe a key argument for and against the arms trade.</p>	<p>You can identify the meaning of the term 'arms trade'.</p> <p>You can give an example of a country who spends a lot of money on arms.</p>
<p>You can analyse the implications of recent events on global politics & economy..</p>	<p>You can assess the impact of Brexit on trade.</p> <p>You can examine what implications could hinder trade - economic sanction on Russia.</p>	<p>You can describe a recent trade deal initiated by the UK government and link to Brexit.</p>	<p>You can identify one reason why trade between countries is important.</p> <p>You can define the term 'trade deal'.</p>
<p>You can analyse reasons for and against some countries having more responsibility for tackling environmental and social issues (e.g. some countries have a lot more money than others, or some countries have a much bigger population).</p>	<p>You can assess the role of governments in tackling environmental and social issues - should some countries have a bigger responsibility than others?</p>	<p>You can begin to assess which of our daily activities have the biggest impact on others around the world.</p> <p>You can describe the role of governments in tackling environmental issues.</p>	<p>You can give an example of how your everyday activities can impact people thousands of miles away.</p> <p>You can tell me the meaning of 'global warming'.</p>
<p>You can analyse key features of the illegal migration bill, published in March 2023 and assess arguments for and against.</p>	<p>You can explain arguments for and against the treatment of refugees fleeing the current crisis in Syria (e.g. refugee boats, offshore asylum ship - Bibby Stockholm).</p>	<p>You can describe reasons why someone may want to flee their country.</p> <p>You can identify key arguments on why some people support refugees and why some people oppose them.</p>	<p>You can define the term 'refugee'.</p> <p>You can list two reasons why someone may need to flee their home country.</p>

		You can identify key features of UK policy regarding immigration/refugees and how they are treated in the UK - illegal migration bill (Mar 2023).	
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