



The East Manchester
Academy

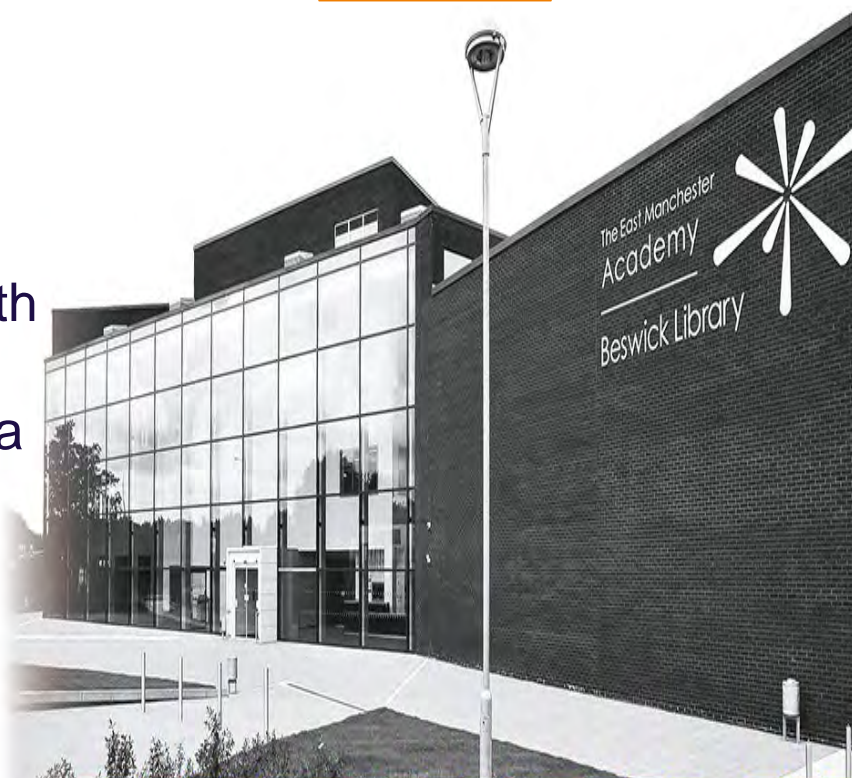
Personal Development

Curriculum Information

Year 8

Half Term 1-3

We will equip all students with the skills, abilities, attributes and qualifications to pursue a fulfilling career, contribute positively to their communities and be active, global citizens.



Welcome to Personal Development at The East Manchester Academy!



At The East Manchester Academy (TEMA), we believe Personal Development (PD) is a crucial part of our student's education alongside their academic studies. PD equips them with the skills and knowledge to thrive not only in school but also throughout their lives.

This handbook will introduce you to PD at TEMA, with a specific focus on the Personal Safety program offered during Year 8's first half term.

What is Personal Development (PD)?

PD focuses on developing the "whole child," nurturing their social, emotional, and moral wellbeing alongside their academic skills. Through PD, student's will:

- Build **self-confidence** and a positive sense of self.
- Develop **strong communication skills**.
- Learn to make **responsible choices**.
- Foster **healthy relationships**.
- Understand and practice **British Values**.
- Become **active citizens** who contribute positively to society.

Looking Ahead:

Throughout the year, the PD program will cover a range of topics that build on the foundation of personal safety. These will include:

- Mental health and wellbeing
- Healthy lifestyles
- Careers and aspirations
- Citizenship and social responsibility

We will keep you updated on upcoming PD topics through regular newsletters and school communications.

Together, we can ensure a successful and enriching learning journey for students at The East Manchester Academy!

Rationale



Why Personal Development Matters

Personal development is significant in equipping young people with the knowledge, skills, and values they need to lead healthy, safe, and fulfilling lives. It helps them develop:

- **Resilience:** The ability to bounce back from challenges and setbacks.
- **Self-awareness:** A deep understanding of their own strengths, weaknesses, and emotions.
- **Social skills:** The capacity to build and maintain positive relationships.
- **Decision-making skills:** The ability to make informed choices about their health, relationships, and future.

A Comprehensive Approach

Our Personal Development curriculum is informed by safeguarding information from local, national, and global sources. This ensures that our students are protected from harm and equipped with the knowledge to stay safe.

The curriculum covers a wide range of topics, including:

- **Personal Safety:** Teaching students how to stay safe online and offline.
- **Sex and Relationship Education:** Providing age-appropriate information about relationships, sexuality, and consent.
- **Health and Wellbeing:** Promoting physical and mental health, including healthy eating, exercise, and stress management.
- **Financial Education:** Teaching students about money management, budgeting, and saving.
- **Careers:** Helping students explore career options and develop the skills they need to succeed in the workplace.
- **Community and Responsibility:** Encouraging students to become active and responsible citizens.
- By integrating PSHE into our curriculum, we aim to equip our students with the tools they need to thrive in the 21st century. We believe that a well-rounded education, which includes life skills alongside academic subjects, is essential for preparing our students for success in all aspects of their lives.

Why Personal Safety in Year 8 - Half Term 1?



- At The East Manchester Academy (TEMA), student safety and well-being are a priority. As part of the Year 8 curriculum, we dedicate a section to personal safety, focusing on three key areas: first aid, healthcare navigation, and immunisations. This programme equips students with essential skills for navigating life's situations with confidence and self-reliance.
- Here's why we believe these areas are crucial for student development:
- **1. First Aid:**
 - Accidents and minor injuries are a part of life. Equipping students with basic first-aid knowledge empowers them to respond calmly and effectively in the event of an emergency. They'll learn essential skills like assessing minor injuries, administering basic first aid, and knowing when to seek further medical help from the NHS or other healthcare providers.
- **2. Healthcare Navigation:**
 - Understanding how to access healthcare services is a valuable life skill. During this programme, students will learn about different healthcare settings like hospitals, GP surgeries, and pharmacies. They'll practice identifying appropriate resources for various health concerns, understand NHS services, and gain confidence in navigating the healthcare system when needed.
- **3. Importance of Immunisations:**
 - Immunisations are one of the most effective ways to prevent serious illnesses. By understanding the importance of immunisations and the role they play in protecting themselves and others, students will develop a strong foundation for making informed decisions regarding their health.
- **Benefits of Personal Safety Education:**
 - These topics within personal safety align with the broader goals of the personal development curriculum. By learning these skills, students will:
 - Develop independence and confidence in managing their own well-being.
 - Foster a sense of responsibility for their own health and safety.
 - Practice critical thinking skills when making decisions about their health.
 - Enhance their communication skills by effectively expressing health needs to healthcare professionals.
 - We believe this programme empowers students to become confident and responsible individuals who can navigate life's challenges effectively.

Basic first aid (bumps, scrapes and burns)



What We Teach

Learning the Difference: Minor vs. Major Accidents

A crucial part of our programme is helping your students differentiate between minor injuries and major incidents. We'll use clear examples and visuals to show them the key differences. For instance, a graze with minimal bleeding is considered minor, while a deep cut with excessive bleeding is a major incident requiring immediate adult intervention.

Recognising and Treating Common Injuries:

- We'll use pictures and demonstrations to familiarise your students with the appearance of common injuries like bumps, scrapes, and burns. They'll learn basic first-aid techniques for each, such as:
 - Cleaning and dressing minor scrapes
 - Applying a cold compress to reduce swelling from bumps
 - Knowing not to apply ointments or creams to burns (important to prevent infection)
- **Seeking Help from a Safe Adult:**
 - Most importantly, students will learn when to seek help from a trusted adult. We'll emphasise the importance of clear communication – encouraging them to explain the situation and the location of the injury. We'll also discuss strategies for identifying a safe adult, such as finding a teacher, parent on duty, or another responsible adult in the vicinity.

Signposting and further Information

St John Ambulance - <https://www.sja.org.uk/> : Offers a dedicated section for parents and carers with age-appropriate first-aid tips and resources for children



.NHS –

<https://www.nhs.uk/conditions/first-aid/>

: Provides clear guidance on dealing with common childhood injuries, including bumps, scrapes, and burns.



Diabetic and Asthma Emergencies



Knowing the signs and symptoms of emergencies can help students identify potential issues and take appropriate action.

What We Learn

Recognising an Asthma Attack:

- **Wheezing:** A whistling sound during breathing, particularly when exhaling.
- **Shortness of breath:** Difficulty breathing, often accompanied by rapid and shallow breathing.
- **Coughing:** A persistent cough that may worsen at night or with exertion.
- **Tightness in the chest:** A feeling of chest tightness or discomfort.

Responding to an Asthma Attack:

- **Ask if the person has an inhaler:** If available, assist them in using their inhaler as instructed.
- **Loosen any restrictive clothing:** This can help improve breathing.
- **Open windows or doors:** This helps ensure a good supply of fresh air.
- **Seek adult help immediately:** It's crucial to inform a teacher or another responsible adult who can call for further medical assistance if needed.

Recognising a Diabetic Emergency:

We'll also familiarise your students with the signs of two main diabetic emergencies:

Hypoglycaemia (Low Blood Sugar): Symptoms may include sweating, shakiness, confusion, pale skin, and drowsiness.

Responding to a Diabetic Emergency:

- **Ask the person if they have diabetes:** This helps determine the appropriate course of action.
- **For hypoglycaemia:** If the person is conscious, encourage them to consume sugary foods or drinks like fruit juice, sweets, or non-diet fizzy drinks.
- **Seek adult help immediately:** A trusted adult can assess the situation further and call for medical assistance if needed.

Signposting and further information



Diabetes UK: <https://www.diabetes.org.uk/>

• **Asthma + Lung UK** <https://www.asthmaandlung.org.uk/>



Airways and Recovery Position

By the end of this lesson students will have an understanding how to check for an open airway and the importance of the recovery position



What We Learn

What to Look for in an Unconscious Person:

- We'll teach students to assess an unconscious person using the DRSABCD acronym:
- **Danger:** Identify any potential hazards to themselves or the person.
- **Response:** Gently shake the person's shoulders and ask loudly if they are alright.
- **Send for Help:** If there's no response, call 999 immediately.
- **Airway:** Open the airway by tilting the head back and lifting the chin.
- **Breathing:** Look, listen, and feel for signs of breathing.
- **Circulation:** Check for a pulse in a major artery (wrist or neck).
- **Defibrillation:** If trained, use an automated external defibrillator (AED) if available.

The Recovery Position:

- Once your students have checked for an open airway and breathing, we'll teach them the recovery position steps:
- 1. Place the person on their back:** Ensure they are lying flat.
 - 2. Bend the far knee:** This creates a stable position.
 - 3. Pull the far arm across the chest:** This keeps the airway open.
 - 4. Rest the other hand on the cheek closest to you:** This helps maintain stability.
 - 5. Monitor breathing:** Continue to check for signs of breathing until help arrives.

See the end of Half Term 1 for first aid signposting

CPR and Defibs

During this lesson we will be learning CPR (cardiopulmonary resuscitation) and defibrillator use. These skills can make a critical difference in the event of a sudden cardiac arrest.



What We Learn

What to Look for in a Cardiac Arrest:

You'll teach your students to identify the signs of cardiac arrest, which include:

- **Collapse:** The person falls unconscious and becomes unresponsive.
- **No breathing:** The person is not breathing normally or at all.
- **No pulse:** There is no detectable pulse in a major artery (wrist or neck).
- **Responding to Cardiac Arrest:**

If your students witness a suspected cardiac arrest, they'll learn the crucial steps to take:

1. Call 999 immediately.

2. Check for an open airway.

3. Start CPR: This involves chest compressions and, if trained, rescue breaths. We will teach them the proper hand placement and compression technique.

Using a Defibrillator:

- Many public spaces now have AEDs available. We'll introduce your child to AEDs and emphasize the importance of using one if available during a cardiac arrest. They'll learn the basic steps:

1. Turn on the AED: The AED will provide clear voice instructions.

2. Attach the pads: Follow the visual prompts to place the pads on the person's bare chest.

3. Step away: The AED will analyse the heart rhythm and advise if a shock is needed. Everyone should stay clear while the AED delivers a shock (if advised).

4. Continue CPR: The AED will instruct on continuing CPR after a shock or if no shock is advised

Signposting

British Red Cross -

<https://www.redcross.org.uk/first-aid>

This official website of the British Red Cross offers a dedicated section on first aid for emergencies, including clear instructions on checking for an open airway and placing someone in the recovery position.

- St John Ambulance –

<https://www.sja.org.uk/courses/>:

St John Ambulance provides comprehensive first-aid training resources, including information on airway management and the recovery position. While some resources may require registration for a course, their website often offers general information and video demonstrations relevant to these topics

- NHS Choices

<https://www.nhsinform.scot/tests-and-treatments/emergencies/first-aid/>:

The NHS Choices website offers a wealth of resources on various health topics, including a section on first aid. While their focus may not be as in-depth as the previous two resources, they provide clear and concise guidance on identifying an unconscious person and the importance of the recovery position.



**British
RedCross**



NHS Services

During this lesson we will equip students with the knowledge to navigate the National Health Service (NHS) effectively.

Understanding how to access services like pharmacies, NHS 111, and their role in the healthcare system empowers them to make

informed decisions about their own health and well-being.

What We Learn

Pharmacies: Your Local Health Resource

- Pharmacies are not just for collecting prescriptions! You'll teach your students that pharmacies offer a variety of services, including:
- **Over-the-counter medications:** Pharmacists can advise on medications for minor ailments like coughs, colds, and allergies.
- **Health advice:** Pharmacists can answer basic health questions and offer guidance on self-care measures.
- **Repeat prescriptions:** Many pharmacies offer convenient services for collecting repeat prescriptions.

NHS 111: Help When You Need It

- We'll explain that NHS 111 is a free, 24/7 service available by dialling 111. They can offer:
- **Health advice:** Trained advisors can provide guidance on minor illnesses and injuries.
- **Urgent care appointments:** If needed, they can direct students to the most appropriate healthcare setting, such as a walk-in centre or A&E (Accident & Emergency).
- **Mental health support:** NHS 111 can also provide information and resources for mental health concerns.

Important Note: We'll emphasise that NHS 111 should not be used for life-threatening emergencies. Always call 999 in those situation



NEW PHARMACY FIRST SERVICES

NHS

AVAILABLE WITHOUT
PRESCRIPTION

- sinusitis
- sore throat
- earache
- infected insect bite
- impetigo
- shingles
- uncomplicated urinary tract infections in women



Available at ASDA Eastlands and other participating pharmacies.

• **Pharmacy First:**

• NHS England - Pharmacy First Service: <https://www.england.nhs.uk/primary-care/pharmacy/pharmacy-services/pharmacy-first/>

• Community Pharmacy England - Pharmacy First Service: <https://cpe.org.uk/national-pharmacy-services/advanced-services/pharmacy-first-service/>

• These resources provide an overview of the Pharmacy First program, including the types of conditions they can treat and the benefits of using this service.

• **NHS 111:**

• NHS 111 website: <https://digital.nhs.uk/services/nhs-111-online>

• This website allows you to access health information and advice online or provides the option to call NHS 111 directly.

• **General Pharmacy Use:**

• NHS - Medicines A to Z: <https://www.england.nhs.uk/publication/nhs-england-drugs-list/>

• This NHS website provides information on various medications, including over-the-counter options.

Immunisations

Our program incorporates age-appropriate discussions about vaccines and immunisations to empower students to make informed decisions about their health.



What We Learn

How Do Vaccines Work?

- We will explain vaccines in a child-friendly way, describing how they:

Introduce weakened or inactive forms of a virus or bacteria.

Train the body's immune system to recognise and fight the disease.

Develop antibodies to protect against future infection.

Addressing Common Concerns:

- We understand that some parents have concerns about vaccines. We will address these concerns with factual information and open discussions. Here are some common points we'll cover:
- **Vaccine Safety:** Vaccines undergo rigorous testing before being recommended for routine use.
- **Side Effects:** Vaccines can sometimes cause mild side effects like soreness at the injection site or a low fever. These are temporary and usually resolve on their own.
- **The Importance of Following the Schedule:** Following the recommended vaccination schedule is crucial for optimal protection.

NHS - Vaccines: <https://www.nhs.uk/conditions/vaccinations/> This NHS website offers comprehensive information on various childhood and adult vaccinations in the UK. It covers topics like the benefits of vaccination, the schedule, and potential side effects. It's a reliable source from the National Health Service.

•Public Health England (PHE) - Vaccinations:

[<https://www.gov.uk/government/organisations/public-health-England> Public Health England (PHE) is a governmental agency responsible for improving public health. Their website provides resources on the UK vaccination program, including information leaflets and guidance for healthcare professionals.

•National Institute for Health and Care Excellence (NICE) - Immunisation:

<https://www.nice.org.uk/guidance/health-protection/communicable-diseases/immunisation> The National Institute for Health and Care Excellence (NICE) provides evidence-based guidance and recommendations for healthcare professionals in England and Wales. Their website offers resources on the rationale behind recommended immunisations and the effectiveness of vaccines

Half Term 2

Understanding Relationships and Safeguarding

At TEMA, we believe it's crucial to equip students with the knowledge and skills they need to form healthy and respectful relationships. SRE is a vital part of their education, helping them to:



- **Develop Self-Awareness:** Understand their own feelings, values, and boundaries.
- **Build Healthy Relationships:** Learn how to communicate effectively, resolve conflicts peacefully, and treat others with respect.
- **Make Informed Choices:** Develop the critical thinking skills to make responsible decisions about their health and wellbeing.
- **Stay Safe:** Recognise and respond to harmful or abusive behaviour.

Statutory Requirement

- The UK government has made SRE a statutory requirement for all schools. This means it's a legal obligation for us to provide high-quality SRE to all our students. The government recognises the importance of SRE in promoting the health, wellbeing, and safety of young people.

What Will Be Covered in Year 8 SRE?

In Year 8, students will explore a range of topics, including:

- **Marriage and Cohabiting:** Different types of relationships and the legal and social implications.
- **Parenting Roles:** The challenges and responsibilities of parenthood.
- **Safe Family Relationships:** The importance of trust, respect, and consent within families.
- **Trustworthy Information:** How to identify reliable sources of information about sex and relationships.
- **Recognising Unsafe Relationships:** Identifying signs of unhealthy or abusive relationships, both within and outside of families.
- **Criminal Behaviours in Relationships:** Understanding the legal consequences of harmful behaviour, such as domestic abuse and sexual violence.
- By covering these topics, we aim to empower students to make informed choices, build strong relationships, and stay safe.

Marriage and Cohabitation

In Year 8 SRE, we will explore the following aspects of marriage, civil partnership, and cohabitation:



What we teach

Types of Relationships:

- **Marriage:** A legally recognized union between two people.
- **Civil Partnership:** A legal partnership between two people of the same sex.
- **Cohabitation:** Living together in an intimate relationship without being married or in a civil partnership.

Legal Implications:

- **Marriage and Civil Partnership:**
 - Legal rights and responsibilities, including property rights, inheritance, and tax benefits.
 - Divorce and separation processes.
- **Cohabitation:**
 - Limited legal rights and protections compared to marriage and civil partnership.
 - Importance of cohabitation agreements to protect financial interests.

Religious and Cultural Significance:

- The role of religion and culture in different types of relationships.
- The impact of religious beliefs on marriage and family life.

Challenges and Rewards:

- The emotional, social, and financial challenges and rewards associated with each type of relationship.
- The importance of effective communication, compromise, and conflict resolution.

Signposting and Information Links

- For more information, parents and teachers can consult the following resources:
- **Citizens Advice:** <https://www.citizensadvice.org.uk/>
- **Gov.uk:** <https://www.gov.uk/>
- **Relate:** <https://www.relatemn.org/>
- **The Law Society:** <https://www.lawsociety.org.uk/en>



relate
the relationship people

Parenting Roles



Teaching parenting roles to Year 8 students at TEMA helps them develop a foundational understanding of family dynamics, responsibility, and the complexities of raising children, preparing them for future roles and responsibilities.

What We Teach

- **Responsibilities:** Providing for children's basic needs, ensuring their safety, offering love and support, and guiding their development.
- **Caregiving:** Providing physical and emotional care, responding to children's needs, and creating a nurturing environment.
- **Discipline:** Setting boundaries, using positive reinforcement and consequences, and teaching self-discipline.
- **Social Norms and Expectations:** Understanding societal expectations, balancing work and family life, and managing the pressures of modern parenting.
- **Teamwork:** Effective communication, shared responsibilities, and mutual support.
- **Personal Growth:** Balancing personal needs with family responsibilities and the impact of parenting on personal development.
- **Family Diversity:** Respecting different family structures and parenting styles, and promoting inclusivity.

Signposting and Information Links

For more information, parents and teachers can consult the following resources:

- **NHS:** <https://www.nhs.uk/>
- **NSPCC:** <https://www.nspcc.org.uk/>
- **Family Lives:** <https://www.familylives.org.uk/>
- **The Parent Zone:** <https://www.parentzone.org.uk/>



Safe Family Relationships



It's important to teach about safe family relationships because it helps young people understand what healthy relationships look like and how to recognise and avoid unhealthy or abusive ones. This knowledge empowers them to build strong, positive relationships with their family members and others

What We Teach

Healthy Relationships: Exploring the qualities of healthy relationships, such as trust, respect, kindness, and honesty.

Safety and Support: Understanding the importance of feeling safe and supported within a family.

Boundaries: Learning to set and respect personal boundaries, both physically and emotionally.

Safe Adults: Identifying trusted adults who can offer support and guidance.

Healthy Conflict: Developing strategies for resolving conflict peacefully and respectfully.

Signposting and Information Links

- For more information, parents and teachers can consult the following resources:
- **Childline:** <https://www.childline.org.uk/>
- **NSPCC:** <https://www.nspcc.org.uk/>
- **Family Lives:** <https://www.familylives.org.uk/>



family
lives

Trustworthy Information

It's crucial to teach young people how to identify trustworthy information to protect themselves online and offline. This includes understanding the tactics used by those who may seek to exploit or harm them.



What We Teach

- **Recognising Trustworthy Sources:** Identifying reliable sources of information, such as reputable websites, books, and qualified professionals.
- **The Dangers of Online Grooming:** Understanding how online predators may try to groom young people, including techniques such as building trust, sharing personal information, and pressuring them to meet up.
- **Manipulation Tactics:** Recognising manipulative behaviours, such as gaslighting, guilt-tripping, and emotional blackmail.
- **The Importance of Sharing Secrets:** Discussing the importance of sharing secrets with trusted adults, especially if they involve abuse or exploitation.
- **Identifying Red Flags:** Knowing the signs of unhealthy relationships, such as controlling behaviour, jealousy, and threats.
- **The Impact of Isolation:** Understanding how isolation can make young people more vulnerable to abuse and exploitation

Signposting and Information Links

For more information, parents and teachers can consult the following resources:

- **Childline:** <https://www.childline.org.uk/>
- **NSPCC:** <https://www.nspcc.org.uk/>
- **Thinkuknow:** <https://www.thinkuknow.co.uk/>
- **CEOP:** <https://www.ceop.police.uk/>



Recognising Unsafe Relationships



It's important for young people to be able to recognise the signs of unhealthy and abusive relationships. This knowledge empowers them to protect themselves and others.

What We Teach

Safe Touch vs. Unsafe Touch: Understanding the difference between appropriate and inappropriate touch, and knowing how to say "no" to unwanted physical contact.

Types of Abuse: Learning about different types of abuse, including:

- **Physical Abuse:** Intentional harm or injury.
- **Emotional Abuse:** Using words or actions to control, manipulate, or humiliate someone.
- **Sexual Abuse:** Any sexual activity with a child that they do not consent to.
- **Neglect:** The failure to provide for a child's basic needs, such as food, clothing, shelter, or medical care.

Recognising the Signs of Abuse: Identifying warning signs of abuse, such as physical injuries, changes in behaviour, or withdrawal from social activities.

The Impact of Abuse: Understanding the long-term effects of abuse on mental and emotional health.

Seeking Help: Knowing how to seek help if they or someone they know is experiencing abuse.

Signposting and Information Links

- For more information, parents and teachers can consult the following resources:
- **Childline:** <https://www.childline.org.uk/>
- **NSPCC:** <https://www.nspcc.org.uk/>
- **Women's Aid:** <https://www.womensaid.org.uk/>
- **Men's Advice Line:** <https://www.mensadviceline.org.uk/>

women's aid

Criminal Behaviour in Relationships

It's important to educate young people about the legal consequences of harmful and abusive behaviour in relationships. This knowledge can help them to recognise and avoid dangerous situations.



What We Teach

- **Domestic Violence:** Understanding the different types of domestic abuse, including physical, emotional, sexual, and financial abuse.
- **Threats and Coercion:** Recognising threats and coercive behaviour, such as controlling finances, isolating victims from friends and family, and making threats of harm.
- **Stalking and Harassment:** Understanding the definition of stalking and harassment, and the legal implications of these behaviours.
- **Consent:** Learning about the importance of consent in all relationships, and how to recognise and respect the boundaries of others.

Signposting and Information Links

- For more information, parents and teachers can consult the following resources:
- **Childline:** <https://www.childline.org.uk/>
- **NSPCC:** <https://www.nspcc.org.uk/>
- **Women's Aid:** <https://www.womensaid.org.uk/>
- **Men's Advice Line:** <https://www.mensadviceline.org.uk/>
- **Police.uk:** <https://www.police.uk/>

women's aid

Respect
Men's advice line

NSPCC

Half Term 3



At TEMA, we believe it's crucial to equip our students with the knowledge and skills they need to make informed decisions about their health and wellbeing. This includes understanding the potential risks and consequences of substance use and peer pressure. The UK government has made Relationships, Sex and Health Education (RSHE) a statutory requirement for all schools. This means it's a legal obligation for us to provide high-quality education that helps young people develop healthy relationships, stay safe, and make informed choices.

This half-term, in Year 8, we will be focusing on the following topics:

- **Peer Pressure:** Understanding how peer pressure can influence decisions and how to resist negative influences.
- **Alcohol:** The effects of alcohol on the body and mind, including the risks of binge drinking and alcohol addiction.
- **Prescription Drugs:** The misuse and abuse of prescription drugs, and the importance of taking medication as prescribed
- .
- **Recreational Drugs:** The dangers of recreational drugs, including illegal substances and new psychoactive substances (NPS).
- **Smoking:** The harmful effects of smoking on health, including lung cancer and heart disease.
- **Vaping:** The risks associated with vaping, including nicotine addiction and lung damage.

Peer Pressure

Understanding peer pressure is essential for young people to navigate their social lives and make informed choices. By learning about the different types of peer pressure and how to resist negative influences, students can develop the skills to build strong, positive relationships and avoid risky behaviours.



What We Teach

Peer Pressure:

- **Influence from friends or classmates to conform to their behaviour.**
- **Positive peer pressure (encouraging healthy choices) vs. negative peer pressure (encouraging risky choices).**

• Social Influence:

- The desire to belong and be accepted by others.
- Group dynamics and the power of conformity.

• Decision-Making:

- Importance of critical thinking and independent judgment.
- Recognising manipulative tactics and unhealthy social pressure.

Signposting and Information Links

For more information, parents and teachers can consult the following resources:

- **Childline:** <https://www.childline.org.uk/>
- **NHS:** <https://www.nhs.uk/>
- **FRANK:** <https://www.talktofrank.com/>



The Dangers of Alcohol

Understanding the effects of alcohol is crucial for young people to make informed decisions about their health and wellbeing. By learning about the short-term and long-term risks associated with alcohol consumption, students can protect themselves and others.



What We Teach

Short-term effects: Impaired coordination, slurred speech, slowed reflexes, poorer decision-making, nausea, vomiting, hangovers.

Long-term effects: Damage to brain development, liver problems, increased risk of accidents, injuries, and violence, addiction.

Brain Development: The teenage brain is still developing, making it more vulnerable to the effects of alcohol.

Safe Choices: Making responsible decisions about alcohol consumption in social situations.

Risks of "Drinking Games": These games can lead to excessive alcohol consumption and pose health risks.

•Understanding Alcohol Content:

- Units: Alcohol content is measured in units (UK). Explain how to check the number of units in a drink.

Signposting and Information Links

For more information, parents and teachers can consult the following resources:

- NHS: <https://www.nhs.uk/>
- Drinkaware: <https://www.drinkaware.co.uk/>
- FRANK: <https://www.talktofrank.com/>



drinkaware

FRANK
0800 77 66 00 [talktofrank.com](https://www.talktofrank.com)
Friendly, confidential drugs advice

Prescription Drugs

Understanding the proper use of prescription drugs is essential for young people's health and safety. By learning about the potential risks of misuse and abuse, students can make informed decisions about their medication.



What We Teach

Prescription Drugs:

Prescription Drugs vs. Over-the-Counter Medications:

- Prescription drugs: Medications requiring a doctor's authorisation due to their specific purpose and potential for misuse.
- Over-the-counter medications: Medications available without a prescription for minor ailments.

Importance of Prescription Drugs:

- Treat medical conditions: Prescription drugs can effectively treat various illnesses and manage health problems.

Misuse of Prescription Drugs:

- The dangers of taking prescription drugs without a doctor's prescription or as prescribed.
- The risks of sharing prescription drugs with others.
- The potential for addiction and overdose.

Signposting and Information Links

- For more information, parents and teachers can consult the following resources:
- **NHS:** <https://www.nhs.uk/>
- **FRANK:** <https://www.talktofrank.com/>
- **DrugWise:** <https://www.drugwise.org.uk/>



Recreational Drugs

Understanding the dangers of recreational drugs is crucial for young people to make informed decisions and protect their health and wellbeing. By learning about the short-term and long-term effects of drug use, students can avoid the risks and consequences associated with these substances.



What We Teach

Recreational Drugs:

Effects and Risks:

- **Short-term effects:** The immediate physical and mental effects a drug can have after use. (Examples: impaired judgment, increased heart rate, anxiety)
- **Long-term effects:** The negative consequences that can develop with continued drug use. (Examples: addiction, lung damage, brain development problems)
- **Addiction:** The compulsive use of a substance despite negative consequences.
- **Law and Consequences:** The legal implications of drug possession and use.

Signposting and Information Links

For more information, parents and teachers can consult the following resources:

- **FRANK:** <https://www.talktofrank.com/>
- **DrugWise:** <https://www.drugwise.org.uk/> [invalid URL removed]
- **Police.uk:** <https://www.police.uk/>



Smoking

Understanding the harmful effects of smoking is crucial for young people to make informed decisions about their health and wellbeing. By learning about the short-term and long-term consequences of smoking, students can avoid the risks and protect themselves from a lifetime of health problems.



What We Teach

Smoking:

•Health Impacts:

- Lung cancer, heart disease, stroke, and other respiratory illnesses.
- Premature aging and skin damage.
- Increased risk of infections and slower healing.

•Financial Impacts:

- The cost of cigarettes and related products.
- Potential loss of income due to illness and missed work.

•Social Impacts:

- Social stigma and isolation.
- Negative impact on relationships with friends and family.

Signposting and Information Links

For more information, parents and teachers can consult the following resources:

- NHS: <https://www.nhs.uk/>
- NHS Smokefree: <https://www.nhs.uk/better-health/quit-smoking/>
- Action on Smoking and Health (ASH): <https://ash.org.uk/>



Vaping

Vaping has become increasingly popular, especially among young people. It's crucial to educate young people about the potential risks and misconceptions surrounding vaping.



What We Teach

Vaping:

- **Terminology:** E-cigarettes, vapes, vaping devices, e-liquid, nicotine, flavours.
- **Health Effects:**
 - Lung damage and respiratory problems
 - Nicotine addiction
 - Potential for long-term health risks (still being researched)
- **Misconceptions:**
 - Vaping is harmless
 - Vaping helps you quit smoking (while it can be a less harmful alternative for smokers, it's not guaranteed to help everyone quit)
 - Vaping is a social activity

Signposting and Information Links

For more information, parents and teachers can consult the following resources:

- **NHS:** <https://www.nhs.uk/>
- **Action on Smoking and Health (ASH):** <https://ash.org.uk/>
- **FRANK:** <https://www.talktofrank.com/>

