

Introduction

This Explore PSHE Scheme of Work is designed to help you plan and implement a robust, flexible PSHE course, **that covers all of the government's compulsory 2020 Relationships and Sex Education and Health Education curriculum.**

Some teachers may wish to deliver the lessons presented in the order suggested here. For these, an indication has been provided at the start of each chapter showing which lessons could be delivered in which year group (Years 7, 8 and 9).

However, the course is designed to be flexible enough to allow for different ordering if a school would prefer. Each school is individual, and topics affecting year groups in one school may fit better in a different year group in another school. As such, these are only suggestions – it is vital that each school adapts and creates a PSHE curriculum fit for them. In cases such as these, the Explore PSHE Student Books, Teacher Books, and Teaching and Learning Resources will still help both specialists and non-specialists alike deliver an engaging and informative PSHE course, enriching students' understanding of both themselves and the world around them.

Finally, as well as teacher notes and additional links to free online resource and organisations, additional signposting to the other resources in the Explore PSHE series have also been provided in each lesson, as follows:

- Student Book pages refer to 9781510470361 *Explore PSHE for Key Stage 3 Student Book*.
- Teacher Book pages refer to 9781510470378 *Explore PSHE for Key Stage 3 Teacher Book*.
- Online resources refers to 9781510470385 *Explore PSHE for Key Stage 3 Teaching and Learning resources*, which are available as part of a subscription service.

Samples of all of these resources, and information on purchasing them can be found at:

<https://www.hoddereducation.co.uk/explorepshe>

1 Introducing PSHE Education

Teaching notes

This chapter is an introduction to PSHE outlining the types of topics that will be covered and setting a climate for learning.

Lesson 1.1 is suitable for Year 7s new to secondary PSHE.

Lesson 1.2 focuses on developing a climate for learning in PSHE, including creation of a group agreement. Whilst you may not want to repeat the whole of lesson 1.2 each year, it is important that each class in every year group develops a group agreement at the start of their PSHE course.

The group agreement outlines the expectations around how students will work together and ensures that everyone feels included and valued. Teachers should refer back to the group agreement at the start of each PSHE lesson to remind students of expectations and reinforce boundaries around confidentiality.

Total number of lessons	2
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Suggested Year Groups

Lesson 1.1	Year 7
Lesson 1.2	Year 7

Lesson outlines

Lesson 1.1 What is PSHE?			
Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> be able to say what PSHE education is all about be able to identify which skills and qualities are important in PSHE lessons. 	<ul style="list-style-type: none"> Student Book pages 2–3 Teacher Book pages 11–13 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 2 PowerPoint 	<p>'PSHE education is a school subject through which students develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain.' (PSHE Association)</p> <p>This topic will introduce students to PSHE at KS3: it will get them thinking about what topics will be covered at KS3; and what skills and qualities will be important in PSHE lessons.</p>	N/A
Lesson 1.2 How will we work together?			
Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> be able to describe what the values of PSHE are have produced a Group Agreement to maintain a safe, positive working environment. 	<ul style="list-style-type: none"> Student Book pages 4–5 Teacher Book pages 14–16 Online resources: <ul style="list-style-type: none"> Additional worksheets for Activities 1 and 2 PowerPoint 	<p>This topic is aimed at students at the start of their KS3 PSHE course, addressing the skills and qualities needed for a safe and positive PSHE lesson.</p> <p>Students will explore and challenge their own core values, and work together to produce a Group Agreement. This Group Agreement will need to be referred back to, and possibly added to and amended, in future lessons.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority, and due tolerance of other people's beliefs.

2 Growing up – Teaching notes

This chapter was kindly reviewed by Brook, a renowned sexual health and wellbeing charity. For more information, you can visit: www.brook.org.uk.

Chapter 2 focuses on the changes that students will be encountering as they grow up, including the emotional and physical changes of puberty. It is important to reinforce the group agreement during these sessions as some students may feel uncomfortable with the subject matter. Many students will have received lessons on puberty whilst at primary school, although this should not be assumed so there may be a need to plan additional work based on your assessment of how well they grasp the lesson content.

Lesson 2.1 is for Year 7 and explores transition so the optimum time to deliver would be in term one. When delivering the session teachers should be mindful of anyone who appears to be struggling and may need additional support in managing the move to secondary.

Lesson 2.2 focuses on puberty and could be extended depending on how much work students have received (and/or remembered) at primary. There are notes to support further discussion around puberty and you could also use short videos to complement the learning materials (the American website www.amaze.org has an excellent range of short animations that would support learning). If students submit lots of questions at the end of 2.2 you could plan an additional session to answer these and explore puberty changes in more depth. It is important to signpost who students can go to if they need further support in dealing with puberty changes both in school and outside.

Ensure that teachers delivering **Lesson 2.3** have information on where students can obtain sanitary protection if they need it and who can help them if they start periods unexpectedly. It would also be useful to signpost support for those experiencing period poverty.

Additional work around periods could be supported by using the following websites: www.bettyforschools.co.uk and <https://www.always.co.uk/en-gb/puberty-education-programme-always-tampax>.

Lesson 2.4 The issue of personal hygiene may be particularly relevant to some students. Ensure that these young people are not stigmatised by reinforcing the group agreement at the start of the lesson and throughout.

Lesson 2.6 raises the issue of social media sites and potential risks that is covered further in chapter 8. Additional information and resources around online safety can be found here: www.thinkuknow.co.uk and <https://www.internetmatters.org>.

Total number of lessons	6
Suggested Year Groups	
Lesson 2.1	Year 7
Lesson 2.2	Year 7
Lesson 2.3	Year 7/8
Lesson 2.4	Year 7/8
Lesson 2.5	Year 7/8
Lesson 2.6	Year 7/8

Lesson outlines

Lesson 2.1 How is Year 7 different?			
Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> be able to describe the changes they are experiencing as a secondary school student be able to identify ways to support themselves and other students who are new to the school. 	<ul style="list-style-type: none"> Student Book pages 6–7 Teacher Book pages 17-18 Online resources: <ul style="list-style-type: none"> Additional worksheets for Activities 1 and 2 PowerPoint 	<p>This topic is for Year 7 students, new to secondary school. Focus on the fact that all the class are new to the school and that they need to support each other.</p> <p>Students will be worried about a variety of things. This is an opportunity for students to share their concerns and for them to help each other address these concerns.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
Lesson 2.2 What happens at puberty?			
Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> consider the physical and emotional changes of puberty increase their confidence to be able to cope with these changes. 	<ul style="list-style-type: none"> Student Book pages 8-9 Teacher Book pages 19–20 Online resources: <ul style="list-style-type: none"> Additional worksheets for Activities 1 and 2 PowerPoint 	<p>Puberty is a key part of growing up. This topic addresses the physical changes of puberty, along with the implications of puberty on emotional health.</p> <p>There is an emphasis on discussion in pairs. There is a key fact sheet which is an addition to the Student Book to allow further discussion on some issues. This topic is aimed at Year 7 students.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> key facts about puberty, the changing adolescent body and menstrual wellbeing the main changes which take place in males and females, and the implications for emotional and physical health.

Lesson 2.3 Menstrual wellbeing

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> understand the changes that occur with menstruation be able to identify ways to manage menstruation 	<ul style="list-style-type: none"> Student Book pages 10–11 Teacher Book pages 21–23 Online resources: <ul style="list-style-type: none"> PowerPoint 	<p>Developing positive coping strategies is essential to adolescent development. This topic examines specific skills to cope with menstruation in order to achieve menstrual wellbeing. It is aimed at a mixed gender Year 7 class, as part of Chapter 2 Growing up.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> key facts about puberty, the changing adolescent body and menstrual wellbeing the main changes which take place in male and female bodies, and the implications for emotional and physical health.

Lesson 2.4 Personal hygiene

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> understand the importance of personal hygiene be able to identify ways of achieving and maintaining healthy hygiene practices. 	<ul style="list-style-type: none"> Student Book pages 12–13 Teacher Book pages 24–25 Online resources: <ul style="list-style-type: none"> PowerPoint 	<p>Students will have already been taught about the importance of personal hygiene in primary school; and about ways of achieving and maintaining healthy hygiene practices. This topic will build on this and address hygiene issues relating to puberty. This lesson is aimed at Year 7 students, but could be used in Year 8 or beyond as required.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> About personal hygiene

Lesson 2.5 Why am I feeling like this?

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> understand how feelings change as they grow and mature be able to identify ways to build confidence to be able to cope with these changes. 	<ul style="list-style-type: none"> Student Book pages 14–15 Teacher Book pages 26–28 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 1 PowerPoint 	<p>This topic explores further how young people's feelings change as they grow and mature; and suggests ways to build confidence to cope with these changes. This lesson is aimed at Year 7 but can also be used for Years 8 and 9.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> key facts about puberty, the changing adolescent body and menstrual wellbeing the main changes which take place in male and female bodies, and the implications for emotional and physical health.

Lesson 2.6 Why are friends important?

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> understand that relationships affect everything they do understand that positive friendships are important in their lives understand that friendships can cause strong feelings and emotions 	<ul style="list-style-type: none"> Student Book pages 16–17 Teacher Book pages 29–31 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 1 PowerPoint 	<p>This topic explores feelings and emotions; and prepares the way for looking into the importance of positive relationships. Many of the key messages of the lesson are suitable for any year group, but please be aware with regards to Activity 1 that in most cases, the minimum age required to set up a social media profile is usually 13 – which means this may need to be delivered in later year groups at KS3.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> that happiness is linked to being connected to others the characteristics of positive and healthy friendships practical steps they can take in a range of different contexts to improve or support respectful relationships.

3 Relationships - Teaching notes

This chapter was kindly reviewed by Brook, a renowned sexual health and wellbeing charity. For more information, you can visit: www.brook.org.uk.

Lesson 3.1 introduces students to the subject of healthy relationships, exploring the different relationships they are involved in and what makes them healthy. This lesson could be used with Year 7s, with the teacher focusing on friendships and building positive relationships with people they encounter at school and outside. Equally it could be delivered to Year 8 or 9 with a stronger focus on developing intimate relationships. Additional activities/discussions could be planned around the scenarios in source 3, for example exploring the feelings of characters through roleplay or talking heads. Be mindful of young people's experiences of relationships with delivering and be prepared to signpost to support.

Lesson 3.2 begins to explore behaviours that can be found in unhealthy relationships. Based on your knowledge of the students and the time you have available you may choose to focus on just a few of the most relevant scenarios in the activity to give optimum time for discussion and unpicking of issues. Scenario 5 raises issues of safe communication and behaviour online so provides an opportunity to remind students of online safety rules. More information for students can be found here: https://www.thinkuknow.co.uk/11_13/.

Lesson 3.3 explores communication skills including assertiveness and is most suitable for Years 7 and 8 but some activities may work with Year 9 students. This lesson leads nicely into more work around consent in lessons 4.1 and 4.3.

Lesson 3.4 looks at commitment and marriage. More information on marriage laws in the UK can be found here: <https://www.gov.uk/browse/births-deaths-marriages/marriage-divorce>.

Ensure young people understand the difference between arranged marriage and forced marriage. More information on forced marriage can be found here: <https://www.gov.uk/stop-forced-marriage>. To explore the subject of marriage further with students there are some useful videos on www.truetube.co.uk on forced marriage and different faith perspectives on marriage.

Lesson 3.5 begins to look at how people abuse others in relationships, and considers how young people can support those experiencing abuse. It also explores grooming and Child Sexual Exploitation. Be aware of any students who might find the content of this lesson upsetting or challenging and ensure that they are signposted to sources of support both within and outside of school.

To explore issues raised in more detail Women's Aid have produced some useful videos about relationship abuse and its impact: <https://www.youtube.com/user/womensaid>.

The LoveRespect website gives more advice and support for teenage girls about healthy relationships and abuse: <https://loversrespect.co.uk>.

Information and advice for LGBT people experiencing abuse can be found here: <https://www.stonewall.org.uk/help-advice/criminal-law/domestic-violence>.

More information about grooming and CSE can be found here: <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/grooming/>.

You can also plan further work around grooming and CSE using some of the videos on the ThinkUKnow website including <https://www.thinkuknow.co.uk/professionals/resources/exploited/>.

Total number of lessons	5
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Suggested Year Groups

Lesson 3.1	Year 7
Lesson 3.2	Year 8
Lesson 3.3	Year 8
Lesson 3.4	Year 9
Lesson 3.5	Year 9

Lesson outlines

Lesson 3.1 What are the different types of relationships?			
Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> • be able to name different types of relationships • be able to identify some of the qualities needed to maintain good relationships • understand that most relationships go through positive and negative phases, and need to be maintained. 	<ul style="list-style-type: none"> • Student Book pages 18–19 • Teacher Book pages 32–35 • Online resources: <ul style="list-style-type: none"> ○ Additional worksheet for Activity 1 ○ PowerPoint 	<p>This topic explores different types of relationships and focuses on how to maintain good relationships. This topic (and this chapter) is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships • the characteristics of positive and healthy friendships • practical steps they can take in a range of different contexts to improve or support respectful relationships.

Lesson 3.2 What is a healthy relationship?

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> be able to say what makes a healthy relationship be able to identify the warning signs of an unhealthy relationship. 	<ul style="list-style-type: none"> Student Book pages 20–21 Teacher Book pages 36–37 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 2 PowerPoint 	<p>This topic explores what makes a positive and healthy relationship and how to compare a healthy relationship with an unhealthy one. This topic is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship practical steps they can take in a range of different contexts to improve or support respectful relationships how to determine whether a relationship is unsafe (and to recognise this in others' relationships); and how to seek help or advice, including reporting concerns about others, if needed.

Lesson 3.3 Communication skills

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> know how to express themselves clearly, share feelings openly and listen to others be able to explain what 'assertiveness' is. 	<ul style="list-style-type: none"> Student Book pages 22–25 Teacher Book pages 38-40 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 1 PowerPoint 	<p>Good communication is one of the key concepts in a healthy relationship. Students need to learn to express themselves clearly and be able to listen to others. In this topic, students will practise being assertive by looking at ways of saying 'no' and will learn to recognise when consent has been withdrawn. This topic is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) practical steps they can take in a range of different contexts to improve or support respectful relationships that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

Lesson 3.4 Is commitment important in relationships?

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> • know what happens in marriage and other partnership ceremonies, and be able to discuss the significance of commitment vows • be able to explain the legal status of marriage, civil partnerships and other types of long-term relationships • be able to give some reasons why stable relationships may support the bringing up of children. 	<ul style="list-style-type: none"> • Student Book pages 26–29 • Teacher Book pages 41–43 • Online resources: <ul style="list-style-type: none"> ○ Additional worksheet for Activity 3 ○ PowerPoint 	<p>This topic looks at the legal status of different types of long-term relationships and considers the importance of stable relationships in bringing up children. There is an emphasis on making the right choices. This topic is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships • how these relationships might contribute to human happiness and their importance for bringing up children • what marriage is, including the legal status; that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • why marriage is an important relationship choice for many couples and why it must be freely entered into • the characteristics and legal status of other types of long-term relationships • the roles and responsibilities of parents with respect to raising children.

Lesson 3.5 Abuse in relationships

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> • be able to say what 'abuse' is • be able to identify strategies for dealing with potentially dangerous situations. 	<ul style="list-style-type: none"> • Student Book pages 30–31 • Teacher Book pages 44–47 • Online resources: <ul style="list-style-type: none"> ○ Additional worksheet for Activity 1 ○ PowerPoint 	<p>This topic addresses abuse within relationships and how to spot when someone is being abused. It also looks at how to seek advice and how to report abuse. This topic is suitable for any year group. Ensure that young people are signposted to local and national support services.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> • how to: determine whether other children, adults or sources of information are trustworthy; judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and how to seek help or advice, including reporting concerns about others, if needed • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, domestic abuse, and how these can affect current and future relationships.

4 Sex, sexuality and sexual health – Teaching notes

This chapter was kindly reviewed by Brook, a renowned sexual health and wellbeing charity. For more information, you can visit: www.brook.org.uk.

Lesson 4.1 focuses on the reasons why people have sex and pressures that young people may face around sexual activity. This lesson should be delivered with a focus on legislation around sex and also ensuring young people understand that most people wait until they are 16 to have sex. Lesson 4.3 covers sex and the law and you may choose to use these two lessons consecutively or to cover lesson 4.3 first if you feel it is needed.

Lesson 4.2 covers pornography and sexting. A useful video to accompany this lesson and stimulate discussion can be found here: <https://amaze.org/video/porn-fact-fiction/#educators>.

Lesson 4.3 explores consent. There are lots of videos that can be used to reinforce learning around consent such as these: <https://www.youtube.com/watch?v=pZwvrXVavnQ> <https://www.truetube.co.uk/film/screwball>.

Lesson 4.4 – this lesson covers all aspects of conception, pregnancy and birth. Care should be taken to ensure that the different ways that babies can be made are covered, for example sexual intercourse, IVF, sperm donation and surrogacy.

Lesson 4.5 – myths and facts around contraception are explored in this lesson. Teachers should ensure that all students feel the information given is relevant by exploring the range of sexual relationships that exist, including same sex relationships, and the types of contraception that are effective in each context. For further information on contraception check out this link: <https://www.brook.org.uk/your-life/category/contraception>. Brook also offers

free e-learning courses for professionals on various aspects of sexual health. Prior to delivering lessons 4.5 and 4.6 teachers should be made aware of local support services for sexual health that students can be signposted to: <https://www.nhs.uk/service-search/Sexual-health-services-for-young-people/LocationSearch/735>.

Lesson 4.6 – this lesson also ensures that students are signposted to appropriate local services. Statistics around STIs and HIV transmission can be found on the following links: <https://www.tht.org.uk/hiv-and-sexual-health/about-hiv/hiv-statistics> and <https://fingertips.phe.org.uk/profile/sexualhealth/data>. Using the Public Health England data gives students a picture of STI prevalence in their local area so they have a full understanding of the risks of unprotected sex.

Total number of lessons	6
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Suggested Year Groups

Lesson 4.1	Year 8
Lesson 4.2	Year 8/9
Lesson 4.3	Year 8/9
Lesson 4.4	Year 7/8
Lesson 4.5	Year 8/9
Lesson 4.6	Year 8/9

Lesson outlines

Lesson 4.1 Choices around sex			
Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> be able to give reasons why people have sex understand their choices around sex be able to explain some of the issues surrounding 'early sex'. 	<ul style="list-style-type: none"> Student Book pages 32–33 Teacher Book pages 48–50 Online resources: <ul style="list-style-type: none"> PowerPoint 	<p>This lesson introduces Chapter 4 Sex, sexuality and sexual health. The focus of this topic is choices around sex. Activities are designed to be carried out in pairs or independently, rather than larger groups, to enable students to feel comfortable with their own thoughts and opinions. This topic (and this chapter) is suitable for all year groups but when planning, teachers may find this fits better into Year 8 or 9.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> that they have a choice to delay sex or to enjoy intimacy without sex that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.

Lesson 4.2 Pornography and sexting

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> • be able to explain how pornography affects lives • be able to identify the risks and implications of sexting. 	<ul style="list-style-type: none"> • Student Book pages 34–35 • Teacher Book pages 51–53 • Online resources: <ul style="list-style-type: none"> ○ Additional worksheet for Activity 3 ○ PowerPoint 	<p>This topic addresses how pornography can impact upon the lives, and particularly the mental wellbeing, of young people. It also addresses the implications of sexting. This topic could be explored with any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties, including jail • that specifically sexually explicit material, for example, pornography, presents a distorted picture of sexual behaviours can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.

Lesson 4.3 Sex and the law

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> be able to explain 'consent' and why it is so important be able to state some laws around sex. 	<ul style="list-style-type: none"> Student Book pages 36–37 Teacher Book pages 54–55 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 1 PowerPoint 	<p>In this lesson students will learn about laws that have been made to protect people, particularly young people, from any form of sexual abuse. Students will learn what 'consent' means and how to recognise when consent has been given. This topic (and this chapter) is suitable all year groups but when planning, teachers may find that this fits better into Year 8 or 9.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, and domestic abuse, and how these can affect current and future relationships how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

Lesson 4.4 Conception, pregnancy and birth

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> • be able to explain the link between lifestyle and fertility • understand how fertilisation leads to pregnancy and birth • be able to identify choices around pregnancy. 	<ul style="list-style-type: none"> • Student Book pages 38–41 • Teacher Book pages 56–58 • Online resources: <ul style="list-style-type: none"> ○ Additional worksheet for Activity 1 ○ PowerPoint 	<p>The topic of conception, pregnancy and birth should be taught over two lessons. There is information on lifestyle and fertility; human reproduction; when pregnancy goes wrong; choices around pregnancy; and IVF. There is also the opportunity to discuss parenting. This topic could be explored with any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • the facts around pregnancy, including miscarriage • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example, physical, emotional, mental, sexual and reproductive health and wellbeing.

Lesson 4.5 What is contraception?

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> • be able to identify some facts and myths about contraception • be able to name a variety of types of contraception • be able to give advice to young people wanting to learn about contraception. 	<ul style="list-style-type: none"> • Student Book pages 42–43 • Teacher Book pages 11–13 • Online resources: <ul style="list-style-type: none"> ○ Additional worksheet for Activity 2 ○ PowerPoint 	<p>This topic investigates a variety of types of contraception and where to seek help and advice, if there is a mutual agreement for sex (emphasis on being ready for sex and choices). This topic (and this chapter) is suitable for all year groups but when planning, teachers may find that this fits better into Year 8 or 9.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> • the facts about the full range of contraceptive choices, efficacy and options available • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Lesson 4.6 What are STIs?

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> be able to explain facts about key sexually transmitted infections (STIs). 	<ul style="list-style-type: none"> Student Book pages 44–47 Teacher Book pages 64–67 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 1 PowerPoint 	<p>The highest rates of diagnoses of STIs continue to be seen in 16 to 24-year olds. It is important to increase condom use and encourage testing following changes in partners, in order to drive down the transmission of infections. Some STIs can lead to infertility. This topic (and this chapter) is suitable for all year groups but when planning, teachers may find that this lesson fits better into Year 8 or 9.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted; how risk can be reduced through safe sex (including through condom use) and the importance of, and facts about, testing about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

5 Alcohol, tobacco and other drugs – Teaching notes

This chapter was kindly reviewed by Drugs And Me, an educational website providing freely accessible, unbiased, and non-judgemental harm reduction information for alcohol and other drugs resources. For more information, you can visit: www.drugsand.me.

Lesson 5.1 – this is a basic introduction to legal and illegal drugs, why people take them and their categorisation. The Talk to Frank website gives further information on drugs and their effects: <https://www.talktofrank.com>.

Lesson 5.2 explores laws around drugs and their use. More information about drug laws can be found here: <https://www.drugwise.org.uk/what-are-the-uk-drug-laws/>. Teachers delivering this lesson will need to be familiar with the school drugs policy. It would also be useful to check if there are any local by-laws prohibiting alcohol drinking on the streets in your area.

Lesson 5.3 – this video can be used with Year 8 or Year 9 to explore the impact of binge drinking on a young person: https://www.youtube.com/watch?v=X8D3QM_ktqk. To show how alcohol impairs vision you could make use of 'beer goggles': <https://www.fpa.org.uk/product/drunkbuster-impairment-goggles>, which simulate what it is like to be drunk. Students could be asked to carry out various tasks while wearing the goggles to see how alcohol affects day-to-day activities and therefore the related risks of drinking alcohol. Another activity that would complement learning in this lesson would be to ask students to measure out a unit of different types of alcohol, using water or coloured liquids with a variety of plastic glasses. They could also explore the units contained in a variety of types of alcohol using empty bottles/cans.

Lesson 5.4 – this lesson explores the effects of smoking. More information on e-cigarettes and vaping can be found here:

<https://www.nhs.uk/smokefree/help-and-advice/e-cigarettes>.

Lesson 5.5 – the Mind website gives more information on how drug use might affect mental health: https://www.mind.org.uk/information-support/types-of-mental-health-problems/drugs-recreational-drugs-alcohol/effect-on-mental-health/#.XX4NcS_MxsM.

Lesson 5.6 – information on support available for young people around drugs can be found here: <https://youngminds.org.uk/find-help/for-parents/parents-guide-to-support-a-z/parents-guide-to-support-drugs-and-alcohol/>.

Total number of lessons	6
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Suggested Year Groups

Lesson 5.1	Year 7
Lesson 5.2	Year 7
Lesson 5.3	Year 8
Lesson 5.4	Year 8
Lesson 5.5	Year 9
Lesson 5.6	Year 9

Lesson outlines

Lesson 5.1 Drugs – an introduction			
Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> be able to explain the word ‘drug’ be able to name different types of drugs be able to discuss what influences their perception of drug use and how this can differ from reality. 	<ul style="list-style-type: none"> Student Book pages 48–51 Teacher Book pages 68–71 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 2 PowerPoint 	<p>This lesson introduces the topic of ‘drugs’ at KS3. The focus is on the definition of the word ‘drug’ and the different types of drugs, including legal and illegal drugs, medicines, prescribed drugs and controlled drugs. This chapter is suitable for any year group but this lesson, as the introduction, should be taught before any of the others in this chapter.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> The facts about legal and illegal drugs and their associated risks.

Lesson 5.2 Drugs and the law			
Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> be able to give some facts about the Misuse of Drugs Act 1971 (and subsequent amendments) be able to identify situations where people may be breaking the law. 	<ul style="list-style-type: none"> Student Book pages 52–55 Teacher Book pages 72–75 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 3 PowerPoint 	<p>This topic looks at the laws around drugs and alcohol. There is a focus on the Misuse of Drugs Act 1971 (and subsequent amendments). This topic is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> The law relating to the supply and possession of illegal substances.

Lesson 5.3 Alcohol

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> know the recommended health advice regarding alcohol consumption for adults be able to explain the effects of drinking too much alcohol. 	<ul style="list-style-type: none"> Student Book pages 56–57 Teacher Book pages 76–78 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 1 PowerPoint 	<p>This topic focuses on the effects of drinking too much alcohol on an adult body (bearing in mind that the effect would be greater on a young person's body). It also looks at what constitutes relatively 'safe' alcohol consumption for adults. This topic (and this chapter) is suitable for all year groups but when planning, teachers may find that this lesson fits better into Year 8 or 9.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood the physical and psychological consequences of addiction, including alcohol dependency.

Lesson 5.4 Smoking

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> understand the effects of nicotine, tar and carbon monoxide on the body understand how the components of cigarettes lead to disease be able to identify the benefits of quitting and how to access support to do so. 	<ul style="list-style-type: none"> Student Book pages 58–59 Teacher Book pages 79–80 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 1 PowerPoint 	<p>This topic explores the impact smoking has on a person's health; the benefits of giving up smoking; and ways to give up smoking. This lesson is suitable for all year groups.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> the facts about the harm from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

Lesson 5.5 The impact of drug taking

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> • be able to explain the impact drugs have on society • understand how drugs affect an individual's physical, mental and emotional health • be able to say what addiction and dependency are. 	<ul style="list-style-type: none"> • Student Book pages 60–61 • Teacher Book pages 81–83 • Online resources: <ul style="list-style-type: none"> ○ PowerPoint 	<p>This topic concentrates on the impact of drug taking on both an individual and on society as a whole. It looks at 'dependency' and 'addiction'. This topic (and this chapter) is suitable for all year groups but when planning, teachers may find that this lesson fits better into Year 8 or 9.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> • the law relating to the supply and possession of illegal substances • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood • the physical and psychological consequences of addiction, including alcohol dependency.

Lesson 5.6 How do I manage situations involving drugs?

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> be able to identify the impact of 'risk' taking with drugs know how to assess and manage risky situations involving drugs know that there is help and support available for people who have problems with drugs. 	<ul style="list-style-type: none"> Student Book pages 62–65 Teacher Book pages 84–87 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 1 PowerPoint 	<p>This topic addresses the impact of risk-taking involving drugs and how to manage these risks. It also looks at how to cope in an emergency situation and where to go for advice, help and support in situations involving drugs, alcohol and tobacco. (Note: Topic 8.8 has more information on both the recovery position and administering CPR.) This topic (and this chapter) is suitable for all year groups but when planning, teachers may find that this lesson fits better into Year 8 or 9.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> life-saving skills, including how to administer CPR the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health how the use of alcohol and drugs can lead to risky sexual behaviour.

6 Emotional wellbeing and mental health – Teaching notes

This chapter was kindly reviewed by MIND, a renowned mental health charity providing advice and support to empower anyone experiencing a mental health problem. For more information, you can visit: www.mind.org.uk.

Lesson 6.1 – an easy introduction to emotional wellbeing and mental health for all year groups. This lesson encourages students to think about what impacts on emotional wellbeing and mental health and where people can get support. Useful for teacher to know sources of support within school.

Lesson 6.2 focuses on resilience. If you'd like to do more work around resilience this website and film may help: <https://www.samaritans.org/how-we-can-help/schools/deal/deal-resources/coping-strategies/deal-building-resilience/>.

Lesson 6.4 – this film from True Tube explores body image in a light-hearted way and from a male perspective. This can provide an interesting discussion stimulus for young people as an addition to the lesson.

Lesson 6.5 – teachers should be aware of local and national support for those who have experienced bereavement. This lesson could be spread over two sessions to give ample opportunity to explore bereavement and grief. This website www.childbereavementuk.org has some useful content.

Lesson 6.6 – to encourage students in school to access help and support each other these posters from Mind could be displayed in classrooms or on display boards: <https://www.time-to-change.org.uk/resources/create-download-materials/#/~embed/resources/collection/14>
<https://www.bbc.co.uk/teach/ks3-pshe-modern-studies/zdt3jvhv>.

Lesson 6.7 – The Anna Freud website has a whole page of ideas for self-care which may be useful for young people to explore: <https://www.annafreud.org/on-my-mind/self-care/>.

Lesson 6.8 – ensure young people know where and how to get help within school as well as outside.

Total number of lessons	8
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Suggested Year Groups

Lesson 6.1	Year 7
Lesson 6.2	Year 7
Lesson 6.3	Year 8
Lesson 6.4	Year 9
Lesson 6.5	Year 9
Lesson 6.6	Year 9
Lesson 6.7	Year 9
Lesson 6.8	Year 9

Lesson outlines

Lesson 6.1 What are 'emotional wellbeing' and 'mental health'?			
Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> understand what 'emotional wellbeing' and 'mental health' are. 	<ul style="list-style-type: none"> Student Book pages 66–67 Teacher Book pages 88–90 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 1 PowerPoint 	<p>This topic is an introduction to Chapter 6 Emotional wellbeing and mental health. It explores what is meant by 'emotional wellbeing' and 'mental health'. This lesson (and this chapter) is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> that happiness is linked to being connected to others.

Lesson 6.2 What is 'resilience'?			
Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> identify what affects their confidence and self-esteem be able to describe how resilience can help them. 	<ul style="list-style-type: none"> Student Book pages 68–69 Teacher Book pages 91–93 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activities 1 and 4 PowerPoint 	<p>This topic addresses how the way in which students see themselves affects their confidence and self-esteem. It looks at what is meant by 'resilience' and its importance in maintaining emotional wellbeing and good mental health. This lesson (and this chapter) is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> how to talk about their emotions accurately and sensitively, using appropriate vocabulary how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.

6.3 Feelings and how to manage them

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> identify a range of strong emotions that affect how they feel understand how people can overcome negative feelings. 	<ul style="list-style-type: none"> Student Book pages 70–71 Teacher Book pages 94–96 Online resources: <ul style="list-style-type: none"> PowerPoint 	<p>This topic explores the range of emotions we experience and reflects on how we can overcome and manage negative feelings. This lesson (and this chapter) is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> how to talk about their emotions accurately and sensitively, using appropriate vocabulary.

6.4 What impacts on emotional wellbeing?

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> understand the effects of negative relationships on emotional wellbeing understand the impact of 'body image' on emotional wellbeing. 	<ul style="list-style-type: none"> Student Book pages 72–73 Teacher Book pages 97–99 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 4 PowerPoint 	<p>This topic looks at how relationships impact upon our emotional wellbeing, with an emphasis on relationships within the family. It also explores the impact of body image on emotional wellbeing, and the possible negative effects of drugs and alcohol on mental health. This lesson (and this chapter) is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health the similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online how to talk about their emotions accurately and sensitively, using appropriate vocabulary.

Lesson 6.5 How do I cope with loss and bereavement?

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> understand what 'loss' and 'bereavement' mean know about ways that people may cope with loss and bereavement. 	<ul style="list-style-type: none"> Student Book pages 74–75 Teacher Book pages 100–102 Online resources: <ul style="list-style-type: none"> PowerPoint 	<p>This topic addresses the impact of loss and bereavement on emotional wellbeing. It looks at ways people might cope with loss and discusses different ways of dealing with death. This lesson (and this chapter) is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> how to talk about their emotions accurately and sensitively, using appropriate vocabulary.

Lesson 6.6 Recognising the signs of poor mental health

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> be able to share a range of strategies for boosting positive emotional wellbeing. 	<ul style="list-style-type: none"> Student Book pages 76–77 Teacher Book pages 103–104 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 3 PowerPoint 	<p>This topic will enable students to look at how to recognise the signs of mental illness, in particular, anxiety and depression. This lesson (and this chapter) is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> how to recognise the early signs of mental wellbeing concerns how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health the benefits and importance of physical exercise, time outdoors, community participation, and voluntary and service-based activities on mental wellbeing and happiness the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.

Lesson 6.7 Ways to look after emotional wellbeing

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> be able to share a range of strategies for boosting positive emotional wellbeing. 	<ul style="list-style-type: none"> Student Book pages 78–79 Teacher Book pages 105–106 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 3 PowerPoint 	<p>In this topic, students will explore a range of self-care strategies to improve their resilience and maintain emotional wellbeing and good mental health. This lesson (and this chapter) is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> how to recognise the early signs of mental wellbeing concerns how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health the benefits and importance of physical exercise, time outdoors, community participation, and voluntary and service-based activities on mental wellbeing and happiness the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.

Lesson 6.8 Who can help? – Support services

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> be able to advise others on how and when to get help in dealing with emotional wellbeing and mental health concerns. 	<ul style="list-style-type: none"> Student Book pages 80–81 Teacher Book pages 107–108 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 2 PowerPoint 	<p>This topic signposts where to find help and support in dealing with emotional wellbeing and mental health concerns. This lesson (and this chapter) is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> how to recognise the early signs of mental wellbeing concerns how to talk about their emotions accurately and sensitively, using appropriate vocabulary.

7 Healthy Lifestyle

Teaching notes

Lesson 7.1 – this lesson is an introduction to keeping healthy including oral hygiene, healthy eating, physical activity and illness protection. This link gives further information on dental hygiene which could supplement the discussion in Activity 3: <https://www.nhs.uk/live-well/healthy-body/how-to-keep-your-teeth-clean/>. You could also bring in a range of dental hygiene products as a visual representation for students.

Lesson 7.2 – this link shows a nutritionally balanced 7-day meal plan for adults which students could compare to the one they've created: <https://www.nutrition.org.uk/attachments/article/1206/BNF's%207-day%20meal%20plan.pdf>. It is important to stress in this lesson that healthy eating is about variety and moderation, not about eliminating particular food groups. Be mindful of any student who may be experiencing problems with eating and ensure to signpost support both in and outside of school.

Lesson 7.3 – activity guidelines for different age groups can be found on the NHS website: <https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people/>. It's useful to make links for the students to what they are covering in PE sessions and also the range of extra-curricular sports/activity clubs held at school. Having a list of local opportunities for exercise would also support learning.

Lesson 7.4 looks at a range of things that support health. The information provided in this link may be helpful for discussions on sleep: <https://www.nhs.uk/live-well/sleep-and-tiredness/how-much-sleep-do-kids-need/>. It would be useful to explore students' views around the recommended levels of sleep and how these levels compare to their own sleep patterns. Mind has produced some useful information on sleep and mental health which could extend the discussions in this chapter and link

with lessons in chapter 6 around emotional wellbeing: <https://www.mind.org.uk/information-support/types-of-mental-health-problems/sleep-problems/#.XX4wRWIKjIU>. More information on vaccination schedules can be found here: <https://www.nhs.uk/conditions/vaccinations/>.

Lesson 7.5 explores health services and confidentiality for young people accessing them. There is also an activity around organ donation – this video explains the law from 2020: <https://www.youtube.com/watch?v=MP1rgHYyTi0&feature=youtu.be>. For older students you may want to consider expanding thinking through a real-life case study – there are a number on YouTube; here is an example: https://www.youtube.com/watch?v=meQ_xCCYxMY.

Total number of lessons

5

Suggested Year Groups

Lesson 7.1

Year 7

Lesson 7.2

Year 8

Lesson 7.3

Year 8

Lesson 7.4

Year 9

Lesson 7.5

Year 9

Lesson outlines

Lesson 7.1 What do we need to keep healthy?			
Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> be able to say what 'being healthy' means be able to explain the importance of healthy routines in life. 	<ul style="list-style-type: none"> Student Book pages 82–83 Teacher Book pages 109–113 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 4 PowerPoint 	<p>This lesson introduces Chapter 7 Healthy lifestyle. This chapter is suitable for any year group. (There are links between Chapter 7 Healthy lifestyle and Chapter 6 Emotional wellbeing and mental health.)</p>	<p>Students should know:</p> <ul style="list-style-type: none"> the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Lesson 7.2 Healthy eating			
Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> • know what 'healthy eating' is • be able to say what they should eat to keep healthy. 	<ul style="list-style-type: none"> • Student Book pages 84–87 • Teacher Book pages 114–115 • Online resources: <ul style="list-style-type: none"> ○ Additional worksheet for Activity 2 ○ PowerPoint 	<p>This topic looks at the informed choices that young people can make to eat a healthy, balanced diet. This topic (and this chapter) is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health • how to maintain healthy eating, and the links between a poor diet and health risks, including tooth decay and cancer.

Lesson 7.3 Exercise

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> • know the benefits of exercise • identify the choices they can make to keep healthy. 	<ul style="list-style-type: none"> • Student Book pages 88–89 • Teacher Book pages 116–118 • Online resources: <ul style="list-style-type: none"> ○ Additional worksheet for Activity 5 ○ PowerPoint 	<p>This topic looks at a variety of forms of exercise and the wide-ranging benefits of taking exercise (socially, physically, mentally and environmentally). This topic (and this chapter) is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the benefits and importance of physical exercise on mental wellbeing and happiness.

Lesson 7.4 Things that support our health

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> know what's in place to support both world health and personal health (including screening, immunisation, and so on) identify the choices they can make to keep healthy. 	<ul style="list-style-type: none"> Student Book pages 90–93 Teacher Book pages 119–121 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 2 PowerPoint 	<p>This topic addresses how young people can make decisions regarding their own health, emphasising the importance of daily routines and a balanced lifestyle. It also looks at immunisation both on a personal level and a global level. This topic (and this chapter) is suitable for all year groups.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress the facts and science relating to immunisation and vaccination.

Lesson 7.5 When health goes wrong

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> understand their rights to health and treatment know some facts about blood, organ and stem cell donation. 	<ul style="list-style-type: none"> Student Book pages 94–95 Teacher Book pages 122–124 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 1 PowerPoint 	<p>This topic explores young people's rights to health and treatment; and their responsibilities when using the NHS and to their community (learning first aid; blood, organ and stem cell donation). This topic (and this chapter) is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> about the science relating to blood, organ and stem cell donation basic treatment for common injuries the purpose of defibrillators and when one might be needed.

8 Risk Safety – Teaching notes

Lesson 8.7 Female genital mutilation (FGM) was kindly reviewed by FORWARD (Foundation for Women's Health Research and Development), an African women-led organisation working to end violence against women and girls. For more information, you can visit: www.forwarduk.org.uk.

Lesson 8.1 – this lesson introduces students to risk and how to assess different types of risk. Within this lesson students start to consider the risks associated with being online. Supplementary videos to further discussions around online safety can be found on this website: <https://www.thinkuknow.co.uk/professionals/resources/first-to-a-million/>.

Lesson 8.2 – this lesson focuses on assessing risk and how to keep safe both off and online. Online safety is a rich area for discussion and you may choose to extend the work in these first two lessons to ensure students have a full grasp of safety issues. Videos from the ThinkUKnow website as outlined above provide useful stimulus. You can also explore some statistical information with students to explore their views; an example is given here: https://www.ofcom.org.uk/_data/assets/pdf_file/0024/134907/children-and-parents-media-use-and-attitudes-2018.pdf.

Lesson 8.3 – this lesson builds on the activities on assertive communication in lesson 3.3, this time in relation to saying 'no' to peer pressure.

Lesson 8.4 – before delivering this lesson on bullying teachers should familiarise themselves with the school anti-bullying policy and reporting mechanisms for students. There are some top tips and videos for young people around bullying here: <https://anti-bullyingalliance.org.uk/tools-information/if-youre-being-bullied/i-am-being-bullied>. You may also want to explore some more in-depth survivor stories to support students' understanding of the impact of bullying. There are lots available online; here is an example: <https://youngminds.org.uk/blog/rosies-story-bullying-and-autism/>.

Lesson 8.5 – this lesson explores risks around gambling. If gambling is a particular cause for concern amongst your students or community you may want to spend more time looking at this issues. The PSHE Association has produced a useful resource that provides a more in-depth exploration of gambling: <https://www.pshe-association.org.uk/system/files/2018%20-%20Gambling-Education%20Teaching%20Resource-Booklet.pdf>.

Lesson 8.6 – there are some additional films and real-life stories around knife crime along with further information on the website: www.knifefree.co.uk.

Lesson 8.7 – ensure that all staff have received basic training on FGM before delivering this lesson. Staff should be aware of signs and symptoms that may alert them to a safeguarding concern. Free online training is available here: <https://www.virtual-college.co.uk/resources/free-courses/recognising-and-preventing-fgm>. If you feel that students need further work on FGM there are a number of resources listed here: <https://www.amnesty.org.uk/blogs/classroom-community/10-education-resources-fgm>.

Lesson 8.8 explores health and safety, first aid and CPR. These videos explaining how to carry out CPR could be used in a follow-up lesson or as an introduction to Activity 3.

Lesson 8.9 – it is useful for staff to have up-to-date information on in-school, local and national support agencies before delivering this session. This is a generic session about seeking help and support that could be delivered at any point during the PSHE course.

Total number of lessons	9
Suggested Year Groups	
Lesson 8.1	Year 7
Lesson 8.2	Year 8
Lesson 8.3	Year 8
Lesson 8.4	Year 7
Lesson 8.5	Year 8
Lesson 8.6	Year 8
Lesson 8.7	Year 8
Lesson 8.8	Year 9
Lesson 8.9	Year 9

Lesson outlines

8.1 What do we mean by 'risk'?			
Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> understand what 'risk' can mean understand what is meant by 'risking on purpose' be aware of online risks. 	<ul style="list-style-type: none"> Student Book pages 96–97 Teacher Book pages 125–127 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 1 PowerPoint 	<p>This lesson is an introduction to Chapter 8 Risk and safety. Students discuss the meaning of 'risk' and explore positive and negative risks, both on- and offline. This lesson (and this chapter) is suitable for all year groups.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

8.2 How do we manage risky situations?

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> be able to identify some ways to keep themselves safe on- and offline. 	<ul style="list-style-type: none"> Student Book pages 98–99 Teacher Book pages 128–131 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activities 5 and 6 PowerPoint 	<p>This topic looks at how to manage risks, both on- and offline. This lesson is suitable for any year group but should follow Topic 8.1.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health practical steps they can take in a range of different contexts to improve or support respectful relationships.

8.3 Being assertive and dealing with pressure

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> know how to use good communication skills to help reduce risks be able to demonstrate strategies to deal with pressure from others. 	<ul style="list-style-type: none"> Student Book pages 100–101 Teacher Book pages 132–134 Online resources: <ul style="list-style-type: none"> PowerPoint 	<p>This topic further develops communication skills including practical steps on how to use assertiveness skills to deal with pressure from peers. This lesson (and this chapter) is suitable for any year group.</p> <p>Note: Topic 3.3 introduces the topic of good communication skills.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> how to talk about their emotions accurately and sensitively, using appropriate vocabulary practical steps they can take in a range of different contexts to improve or support respectful relationships that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

Lesson 8.4 Bullying			
Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> be able to identify strategies for the prevention of bullying, including cyberbullying understand the importance of speaking out against bullying. 	<ul style="list-style-type: none"> Student Book pages 102–103 Teacher Book pages 135–138 Online resources: <ul style="list-style-type: none"> PowerPoint 	<p>This topic looks at the issue of bullying, including cyberbullying; how to access support and how to report bullying, including reporting when someone else is being bullied. This lesson is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> the characteristics of positive and healthy friendships that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs how stereotypes, in particular stereotypes based on sex, gender, race religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

Lesson 8.5 Gambling

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> understand what 'gambling' means be able to explain the risks attached to gambling. 	<ul style="list-style-type: none"> Student Book pages 104–105 Teacher Book pages 139–141 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 4 PowerPoint 	<p>This topic looks at attitudes towards gambling and gamblers, and the risks attached to gambling, both on- and offline. This topic (and this chapter) is aimed at all year groups but when planning, teachers may find that this fits better into Year 8 or 9.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> the similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, the risks related to online gambling including the accumulation of debt.

Lesson 8.6 Gangs and knife crime

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> know how to carry out research and present their findings on issues which may affect young people of their age understand the impact of knife crime and gangs on society: locally, nationally and globally. 	<ul style="list-style-type: none"> Student Book pages 106–107 Teacher Book pages 142–144 Online resources: <ul style="list-style-type: none"> PowerPoint 	<p>We will be using a 'Community of Enquiry' model to explore the issues of 'gangs' and 'knife crime'. Students would benefit from having access to the internet to carry out research for this. This may take more than one lesson and can be an opportunity for cross-curricular work. This is suitable for any year group but when planning, teachers may find that this fits better into Year 8 or 9.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

Lesson 8.7 Female genital mutilation (FGM)

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> have some understanding of the concepts of, and laws relating to, female genital mutilation (FGM). 	<ul style="list-style-type: none"> Student Book pages 108–111 Teacher Book pages 145–148 Online resources: <ul style="list-style-type: none"> PowerPoint 	<p>This topic addresses the risks and myths, and looks at the laws, relating to female genital mutilation (FGM). This topic (and this chapter) is suitable for any year group but when planning, teachers may find that this fits better into Year 8 or 9. There is reference to Topic 2.2 Activity 1 which may have been covered in Year 7.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> the concepts of, and laws relating to, FGM.

Lesson 8.8 First aid and CPR

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> be able to demonstrate putting someone in the recovery position describe the key steps in administering CPR. 	<ul style="list-style-type: none"> Student Book pages 112–115 Teacher Book pages 122–124 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 3 PowerPoint 	<p>This topic covers basic first aid and CPR (cardiopulmonary resuscitation). Students consider ways to keep themselves safe and learn basic first aid, including the recovery position and how to administer CPR. Topics 5.6 and 7.5 also cover the management of emergency situations (Topic 7.5 includes the use of a defibrillator). This topic (8.8) can be covered at any time.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> life-saving skills, including how to administer CPR basic treatment for common injuries.

Lesson 8.9 Who can help?

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> • be able to identify some sources of help and support • have designed information for young people to use. 	<ul style="list-style-type: none"> • Student Book pages 116–117 • Teacher Book pages 152–154 • Online resources: <ul style="list-style-type: none"> ○ PowerPoint 	<p>This topic signposts some sources of help and advice relating to the issues explored in this chapter. Students also have an opportunity to investigate the clarity and usefulness of some 'help' websites. This lesson (and this chapter) is suitable for any year group. Topic 8.9 is referred to in Topics 8.4, 8.5, 8.6 and 8.7.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> • how to seek help or advice, including reporting concerns about others, if needed.

9 Identity – Teaching notes

Lessons 9.4 and 9.5 were kindly reviewed by Mermaids. Mermaids supports children and young people up to 20 years old who are transgender and/or gender diverse, and their families, and professionals involved in their care. For more information, you can visit: www.mermaidsuk.org.uk.

Lesson 9.2 explores who is in a family and the roles and responsibilities of parents. For Year 7s this video could be used to highlight the diversity of families: <https://amaze.org/video/healthy-relationships-different-kinds-of-families/>.

Lesson 9.3 – this lesson explores roles and responsibilities within the home. Discussion within this lesson could include the role of young carers and the added responsibilities they face. More information about young carers can be found here: <https://carers.org/about-us/about-young-carers>.

Lesson 9.4 – ensure that teachers have received some training on gender identity and transgender and non-binary identities before delivering this session – some free training can be accessed here: <https://www.gires.org.uk/e-learning/caring-for-gender-nonconforming-young-people/>. Further information for both adults and young people can be obtained from <https://mermaidsuk.org.uk>.

Lesson 9.5 – You may want to extend this lesson to explore in more detail how gender stereotypes are perpetuated – the Let Toys Be Toys site has a lesson plan and resources: <http://lettoysbetoys.org.uk/lesson-plan-for-secondary-schools-year-9-ks3/>.

Lesson 9.8 – you can find a detailed version of the Rights of the Child here:

https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary.pdf?_ga=2.222698911.543837210.1568650647-1354857226.1568650647.

Total number of lessons	8
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Suggested Year Groups

Lesson 9.1	Year 7
Lesson 9.2	Year 8
Lesson 9.3	Year 8
Lesson 9.4	Year 8
Lesson 9.5	Year 8
Lesson 9.6	Year 8
Lesson 9.7	Year 9
Lesson 9.8	Year 9

Lesson outlines

9.1 Who am I?			
Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> know what is meant by 'identity' be able to state some things that make up someone's identity. 	<ul style="list-style-type: none"> Student Book pages 118–119 Teacher Book pages 155–157 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 3 PowerPoint 	<p>This lesson introduces Chapter 9 Identity. The focus is on what identity is and what makes up someone's identity. Students will begin to think about their own identity and values. This lesson (and this chapter) is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

9.2 What does 'family' mean?			
Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> be able to identify different types of families understand some of the roles and responsibilities of parents and guardians with respect to raising children describe how family relationships can affect wellbeing. 	<ul style="list-style-type: none"> Student Book pages 120–121 Teacher Book pages 158–160 Online resources: <ul style="list-style-type: none"> PowerPoint 	<p>This topic looks at different types of families and how family relationships affect our wellbeing. It also considers some of the roles and responsibilities of parents and guardians with respect to raising children. This topic (and this chapter) is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> how these relationships might contribute to human happiness and their importance for bringing up children the roles and responsibilities of parents and guardians with respect to raising children, including the characteristics of successful parenting.

9.3 How can I contribute to family life?

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> understand that both adults and children have roles and responsibilities within families have practised the social skill of appreciation. 	<ul style="list-style-type: none"> Student Book pages 122–123 Teacher Book pages 161–163 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activities 1 and 2 PowerPoint 	<p>This topic looks at the roles and responsibilities held by both adults and children within families. There is an emphasis on promoting respectful relationships. This lesson (and this chapter) is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships.

9.4 Gender identity

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> be able to state what 'gender identity' means and give a range of terms to describe gender identity. 	<ul style="list-style-type: none"> Student Book pages 124–125 Teacher Book pages 164–165 Online resources: <ul style="list-style-type: none"> PowerPoint 	<p>This topic looks at what is meant by 'gender identity'. This lesson (and this chapter) is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority, and due tolerance of other people's beliefs how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

9.5 Stereotypes

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> be aware of the negative consequences of stereotypes and prejudice. 	<ul style="list-style-type: none"> Student Book pages 126–127 Teacher Book pages 166–167 Online resources: <ul style="list-style-type: none"> PowerPoint 	<p>This topic looks at stereotypes, particularly those related to gender.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority, and due tolerance of other people's beliefs how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

9.6 Faith and values

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> be able to describe what 'faith' and 'values' are and where they come from be able to say what values they hold. 	<ul style="list-style-type: none"> Student Book pages 28–131 Teacher Book pages 168–172 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 2 PowerPoint 	<p>This topic allows students to understand what 'faith' and 'values' are and where they come from. Students will think about their own values and what has influenced them. This lesson (and this chapter) is suitable for any year group. Allow at least two lessons for this topic.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

9.7 How am I doing?

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> • be able to say what they have accomplished • be able to recognise their own skills, qualities and achievements • have practised the skill of appreciation. 	<ul style="list-style-type: none"> • Student Book pages 132–133 • Teacher Book pages 173–175 • Online resources: <ul style="list-style-type: none"> ○ Additional worksheet for Activities 2 and 3 ○ PowerPoint 	<p>This topic allows students to reflect upon what they have accomplished and encourages them to recognise their own skills, qualities and achievements. This lesson (and this chapter) is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

9.8 What are my rights and responsibilities?

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> understand that people have rights regardless of their different race, religion, culture, ability or disability, gender, age or sexual orientation be able to state some of the rights that apply to them as young people understand that every right comes with its own responsibility. 	<ul style="list-style-type: none"> Student Book pages 134–135 Teacher Book pages 176–178 Online resources: <ul style="list-style-type: none"> PowerPoint 	<p>This topic is about rights and responsibilities. Students learn that people have rights regardless of their different race, religion, culture, ability or disability, gender, age or sexual orientation. This topic (and this chapter) is suitable for any age group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

10 Communities

Teaching notes

Lesson 10.2 reinforces school anti-bullying and behaviour policies and signposts to support.

Lesson 10.6 – The home office publishes statistics around hate crime which may be a useful addition to this lesson:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748598/hate-crime-1718-hosb2018.pdf.

Lesson 10.7 – as a follow-up students could investigate volunteering opportunities in their local area using this website: <https://www.ncvo.org.uk/ncvo-volunteering/i-want-to-volunteer>.

Lesson 10.9 – some real-life stories of disability and discrimination can be found here: <https://www.scope.org.uk/news-and-stories/>. These can supplement the lesson.

Total number of lessons	9
Suggested Year Groups	
Lesson 10.1	Year 7
Lesson 10.2	Year 7
Lesson 10.3	Year 8
Lesson 10.4	Year 8
Lesson 10.5	Year 8
Lesson 10.6	Year 8
Lesson 10.7	Year 9
Lesson 10.8	Year 9
Lesson 10.9	Year 9

Lesson outlines

10.1 Understanding our communities			
Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> understand that there are different groups in their communities identify similarities and differences between themselves, their classmates and others be able to state how they are unique. 	<ul style="list-style-type: none"> Student Book pages 136–137 Teacher Book pages 179–180 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 3 PowerPoint 	<p>This topic introduces Chapter 10 Communities. It allows students to recognise that there is diversity within our communities. This lesson (and this chapter) is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

10.2 How do I feel about 'difference'?

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> be able to reflect on 'difference' and what it means to individual people be able to explain how prejudice might be challenged. 	<ul style="list-style-type: none"> Student Book pages 138–139 Teacher Book pages 181–183 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 2 PowerPoint 	<p>This topic looks at 'difference' and the need for prejudice to be challenged and for human rights to be protected. This lesson (and this chapter) is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

10.3 How can we value each other?

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> • be able to talk about the communities that they belong to • be able to recognise similarities and differences between themselves and others • value the similarities between people. 	<ul style="list-style-type: none"> • Student Book pages 140–141 • Teacher Book pages 184–186 • Online resources: <ul style="list-style-type: none"> ○ PowerPoint 	<p>This topic allows students to consider the similarities and differences between themselves and others. This lesson (and this chapter) is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • practical steps they can take in a range of different contexts to improve or support respectful relationships.

10.4 What makes a successful community?

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> • be able to identify the communities they belong to • be able to suggest some guidelines for successful community life • understand what qualities improve community life. 	<ul style="list-style-type: none"> • Student Book pages 142–145 • Teacher Book pages 187–189 • Online resources: <ul style="list-style-type: none"> ○ Additional worksheet for Activity 2 ○ PowerPoint 	<p>This topic allows students to consider what communities they belong to and what makes a community successful. Following this topic there are two pages of selected articles of the Universal Declaration of Human Rights (UDHR). This lesson (and this chapter) is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

10.5 What can cause problems in communities?

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> be able to consider problems from more than one point of view understand the importance of talking and negotiating in solving problems be able to describe the role of mediation in problem-solving. 	<ul style="list-style-type: none"> Student Book pages 146–147 Teacher Book pages 190–194 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 2 PowerPoint 	<p>This topic emphasises the importance of talking and negotiating in solving problems. It also looks at mediation. There is a large element of role play in this lesson. This lesson (and this chapter) is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

10.6 Hate crime and radicalisation			
Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> • be able to define hate incidents and hate crime • describe the potential consequences for people convicted of hate crime • understand what is meant by 'radicalisation'. 	<ul style="list-style-type: none"> • Student Book pages 148–151 • Teacher Book pages 195–198 • Online resources: <ul style="list-style-type: none"> ○ PowerPoint 	<p>This topic addresses the issues of hate crime and radicalisation. This lesson (and this chapter) is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

10.7 How can I contribute to my community?

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> • have an understanding of community services and who provides them • be able to name ways that volunteers contribute to their communities • be able to identify ways in which they could contribute to their community. 	<ul style="list-style-type: none"> • Student Book pages 152–153 • Teacher Book pages 199–202 • Online resources: <ul style="list-style-type: none"> ○ PowerPoint 	<p>This topic looks at community services and who provides them. Students consider the concept of ‘volunteering’ and how they could contribute to their communities. This topic (and this chapter) is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> • the benefits and importance of community participation and voluntary and service-based activities on mental wellbeing and happiness.

10.8 What do voluntary agencies do?

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> • be able to identify appropriate support services for different needs • be able to describe how these services support young people understand that every right comes with its own responsibility. 	<ul style="list-style-type: none"> • Student Book pages 154–155 • Teacher Book pages 203–205 • Online resources: <ul style="list-style-type: none"> ○ PowerPoint 	<p>This topic allows students to find out about some of the leading agencies that support young people. This topic (and this chapter) is suitable for any year group. This lesson is based around students working in groups and undertaking research and making presentations of their case studies. It will need to be carefully planned and extra curriculum time will be needed.</p>	<p>N/A</p>

10.9 How can we challenge prejudice and discrimination?

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> be able to describe what 'prejudice' and 'discrimination' mean know about different types of prejudice be able to use a range of strategies to challenge prejudice and discrimination assertively. 	<ul style="list-style-type: none"> Student Book pages 156–157 Teacher Book pages 206–209 Online resources: <ul style="list-style-type: none"> Additional worksheet available for Activity 3 PowerPoint 	<p>This topic discusses 'prejudice' and 'discrimination' and the importance of challenging them assertively. This topic (and this chapter) is suitable for any year group.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

11 Planning for the future

Teaching notes

Lesson 11.3 – there are lots of videos on YouTube that explore good listening skills that could supplement the lesson. Here's an example:

<https://www.youtube.com/watch?v=D6-MleRr1e8>.

Lesson 11.4 - as a follow-up activity, students could research different tools for goal setting on the internet or the teacher could print off some examples for students to assess which they prefer.

Lesson 11.8 – links with **11.8 What opportunities are out there for me?** – As an additional resource, this government website has a comprehensive list of career options for young people to explore:

<https://nationalcareers.service.gov.uk/home>

Total number of lessons	10
Suggested Year Groups	
Lesson 11.1	Year 7
Lesson 11.2	Year 7
Lesson 11.3	Year 8
Lesson 11.4	Year 8
Lesson 11.5	Year 8
Lesson 11.6	Year 8
Lesson 11.7	Year 9
Lesson 11.8	Year 9
Lesson 11.9	Year 9
Lesson 11.10	Year 9

Lesson outlines

11.1 What are my aspirations?			
Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> describe what 'aspirations' are be able to discuss their own aspirations. 	<ul style="list-style-type: none"> Student Book pages 158–159 Teacher Book pages 210–211 Online resources: <ul style="list-style-type: none"> PowerPoint 	<p>This topic introduces Chapter 11 Planning for the future. It looks at 'aspirations' and enables students to consider their own aspirations. This chapter is suitable for any year group but when planning, teachers might find it fits better into Year 8 or 9.</p>	N/A

11.2 How do I work best with others?			
Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> understand that people have multiple roles and responsibilities in society understand how different roles help make a group successful be able to describe why positive relationships are helpful when working in groups. 	<ul style="list-style-type: none"> Student Book pages 160–161 Teacher Book pages 212–215 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 1 PowerPoint 	<p>This topic looks at working with others and how positive, respectful relationships are important in making teamwork successful. This lesson is suitable for any year group but when planning, teachers might find it fits better into Year 8 or 9.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships how to talk about their emotions accurately and sensitively, using appropriate vocabulary that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

11.3 Skills for working with others

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> understand what good listening skills are have practised speaking and listening to others be able to identify ways that good communication skills can help them work with others. 	<ul style="list-style-type: none"> Student Book pages 162–163 Teacher Book pages 216–218 Online resources: <ul style="list-style-type: none"> Additional worksheet available for Activity 4 PowerPoint 	<p>This topic looks at the skills needed for successfully working with others. This chapter is suitable for any year group but when planning, teachers might find it fits better into Year 8 or 9.</p>	<p>Students should know:</p> <ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships how to talk about their emotions accurately and sensitively, using appropriate vocabulary that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

11.4 Goal setting

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> be thinking about the positive things they want in the future have created steps to help them achieve their goals know how to turn steps into targets. 	<ul style="list-style-type: none"> Student Book pages 164–165 Teacher Book pages 219–221 Online resources: <ul style="list-style-type: none"> Additional worksheet for Activity 2 PowerPoint 	<p>This topic looks at setting goals and targets for the future. This chapter is suitable for any year group but when planning, teachers might find it fits better into Year 8 or 9.</p>	N/A

11.5 How do I plan for my future?

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> be able to describe the difference between a 'job' and a 'career' know what careers might suit them in the future know how they might begin to plan a career. 	<ul style="list-style-type: none"> Student Book pages 166–167 Teacher Book pages 222–224 Online resources: <ul style="list-style-type: none"> PowerPoint 	<p>This topic allows students to consider what careers might suit them in the future and how they might start planning for a career now. This chapter is suitable for any year group but when planning, teachers might find it fits better into Year 8 or 9.</p>	N/A

11.6 My personal brand

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> understand how they think about their abilities and how others regard their abilities know what is meant by 'personal brand' and created your own. 	<ul style="list-style-type: none"> Student Book pages 168–169 Teacher Book pages 225–227 Online resources: <ul style="list-style-type: none"> Additional worksheet available for Activity 2 PowerPoint 	<p>This topic enables students to think about their 'personal brand'. This chapter is suitable for any year group but when planning, teachers might find it fits better into Year 8 or 9.</p>	N/A

11.7 What do I need to plan for?

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> have analysed their own skills and abilities and how these will support them in their future working life ■ be able to explain the importance of thinking about the future today. 	<ul style="list-style-type: none"> Student Book pages 170–171 Teacher Book pages 228–230 Online resources: <ul style="list-style-type: none"> Additional worksheets available for Activities 2 and 3 PowerPoint 	<p>This topic encourages students to think about what tools and skills are needed for a successful future and how they can start to develop them now. This chapter is suitable for any year group but when planning, teachers might find it fits better into Year 8 or 9.</p>	N/A

11.8 What opportunities are out there for me?

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> consider factors that may motivate their career choices think more widely about their future careers be able to state a range of places to find information about careers. 	<ul style="list-style-type: none"> Student Book pages 172–173 Teacher Book pages 231–233 Online resources: <ul style="list-style-type: none"> PowerPoint 	<p>This topic encourages students to start to consider their career choices. It signposts where to find more information on careers. This chapter is suitable for any year group but when planning, teachers might find it fits better into Year 8 or 9.</p>	N/A

11.9 How do I improve my prospects?

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> know about the types of jobs and careers that are available to them understand what motivates people to work be able to identify what factors will motivate them. 	<ul style="list-style-type: none"> Student Book pages 174–175 Teacher Book pages 234–236 Online resources: <ul style="list-style-type: none"> Additional worksheet available for Activity 2 PowerPoint 	<p>This topic looks at what motivates people to work. Students consider what factors will motivate them and what type of jobs or careers will help them reach the motivation and satisfaction they are looking for. This chapter is suitable for any year group but when planning, teachers might find it fits better into Year 8 or 9.</p>	N/A

11.10 What does the law say about work?

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
By the end of this lesson students will: <ul style="list-style-type: none">• know about some of the jobs which teenagers can do• be able to state some of the rules regarding teenagers and work.	<ul style="list-style-type: none">• Student Book pages 176–177• Teacher Book pages 237–239• Online resources:<ul style="list-style-type: none">○ PowerPoint	This topic explores the rules which affect young people and working. This chapter is suitable for any year group but when planning, teachers might find it fits better into Year 8 or 9.	N/A

12 Money and me

Teaching notes

Lesson 12.1 – as a follow on to activities in this lesson you could ask students to investigate different websites and tools that support people to manage their money effectively. For example: www.moneyadvice.service.org.uk and <https://www.moneysavingexpert.com/>.

Lesson 12.3 – this lesson could potentially be spread over two sessions as it involves students creating a business model, marketing plan and pitch. As an extension idea the best pitches from each class could be presented in year group assembly to some 'dragons' who will judge the winner.

Total number of lessons	3
Suggested Year Groups	
Lesson 11.1	Year 7
Lesson 11.2	Year 7
Lesson 11.3	Year 8

Lesson outlines

12.1 How do I save and how do I budget?			
Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> understand that managing their money can help them save be able to set up a budget to cope with the unexpected. 	<ul style="list-style-type: none"> Student Book pages 178–179 Teacher Book pages 240–244 Online resources: <ul style="list-style-type: none"> PowerPoint 	<p>This topic is about managing income, saving and budgeting for the unexpected. It is the first of three topics on money management. This lesson (and this chapter) are suitable for any year group. This lesson may benefit from extra curriculum time.</p>	N/A

12.2 What influences our spending?			
Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> be able to identify some of the reasons why they spend money be able to explain why they choose to support different kinds of shops understand how price and competition affect their consumer decisions understand how their consumer decisions affect other people. 	<ul style="list-style-type: none"> Student Book pages 180–161 Teacher Book pages 245–249 Online resources: <ul style="list-style-type: none"> PowerPoint 	<p>This topic is about how we choose to spend our money. It explores what affects our consumer decisions and how our consumer decisions affect others locally, nationally and further afield. This lesson (and this chapter) are suitable for any year group.</p>	N/A

12.3 How enterprising am I?

Learning outcomes	Page links and resources	Notes	Links to statutory RSE/Health guidelines
<p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> • have worked with others to practise the skills of creating a new business • be able to identify ideas and methods to promote new business ideas • have used the skills of problem-solving and action-planning. 	<ul style="list-style-type: none"> • Student Book pages 182–185 • Teacher Book pages 250–253 • Online resources: <ul style="list-style-type: none"> ○ Additional worksheet available for Activities 1 and 6 ○ PowerPoint 	<p>This topic explores the concept of enterprise. It enables students to be creative and to practise the skills of problem-solving and action-planning. This lesson (and this chapter) are suitable for any year group but when planning, teachers may find this lesson fits better into Years 8 or 9. Allow more than one lesson for this topic.</p>	N/A