



PSHE / RSE  
Key lesson information

Intervention – Year 9

# Healthy lifestyles: maintaining a balanced diet

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Explain the role of a balanced diet as part of a healthy lifestyle</li><li>• Identify the impact of unhealthy food choices</li><li>• Explain what might influence decisions about eating a balanced diet</li><li>• Describe strategies to manage eating choices</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Describe what a balanced diet might look like</li><li>2. Discuss why balance is important – thinking about the consequences of eating only salad or only junk food</li><li>3. Consider why eating a wide variety of plants is important</li><li>4. Spot bad food advice</li></ol>
<b>Keywords</b>	Diet, healthy eating, healthy lifestyles, food, balanced diet

# Healthy lifestyles: taking responsibility for your physical health

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Explain the importance of taking increased responsibility for their own physical health</li><li>• Explain the importance of personal hygiene, dental health, sun safety, and good quality sleep for good health</li><li>• Identify the strategies which may help them to gain more control over their physical health</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Think about the different people who keep us healthy</li><li>2. Identify how caregivers cared for your physical health as a baby</li><li>3. Identify which of these tasks are now your responsibility</li><li>4. Evaluate how effectively you take responsibility for these tasks</li><li>5. Identify the barriers to not taking more responsibility</li><li>6. Plan methods of overcoming barriers</li><li>7. Explore how to take more responsibility</li></ol>
<b>Keywords</b>	Health, healthy, physical health, personal health, good health.

# Healthy lifestyles: exercising for physical and mental wellbeing

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Explain the benefits of physical activity and exercise for physical and mental health and wellbeing</li><li>• Recognise and manage what influences choices about physical activity</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Explain which three 'wishes' they'd choose and why</li><li>2. Identify the benefits of regular exercise</li><li>3. List three activities they could do that would stimulate serotonin, endorphins and dopamine</li><li>4. Examine worldwide statistics about exercise.</li><li>5. Discuss opinions about exercise.</li><li>6. Use the information they've learned to encourage someone to overcome a barrier to exercise</li></ol>
<b>Keywords</b>	Exercise, wellbeing, hormones, serotonin, endorphins, dopamine

# Health related choices: aesthetic procedures

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Identify types of cosmetic and aesthetic procedures</li><li>• Identify associated risks with types of cosmetic and aesthetic procedures</li><li>• Explain how some cosmetic and aesthetic procedures are riskier than others</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. List a range of cosmetic and aesthetic procedures</li><li>2. Explore a range of cosmetic procedures, their formal names vs. common names, and whether they're considered invasive or non-invasive</li><li>3. Match a range of cosmetic and aesthetic procedures to their associated risk, ranking them from high risk to low risk</li><li>4. Explore the risk associated with general and local anaesthetic</li><li>5. Read example messages and write advice for a friend</li><li>6. Write a message to future-self about the importance of positive health choices</li></ol>
<b>Keywords</b>	Cosmetic procedures, body image, aesthetic procedures.

# Growing up: physical and mental changes

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Identify the physical and mental changes that happen during puberty</li><li>• Explain why puberty can be a challenging time for young people</li><li>• Describe strategies to overcome the mental and physical challenges of puberty</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Identify true and false statements about puberty, correcting any false statements if possible</li><li>2. Discuss why puberty can be a challenging time for young people</li><li>3. Identify strategies to overcome the challenges of puberty</li><li>4. Complete true or false quizzes on genital hygiene and learn how best to stay clean</li><li>5. Use today's learning to give advice to a fictional young person</li></ol>
<b>Keywords</b>	Puberty, hormones, vulva, vagina, penis, menstruation, oestrogen, testosterone

# Understanding menstruation

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Describe the menstrual cycle</li><li>• Evaluate period product options, explaining the pros and cons of each method</li><li>• Identify which period symptoms are “normal” and when to seek help</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Use prior knowledge to explain how images link to menstruation</li><li>2. Fill in the gaps to describe the menstrual cycle</li><li>3. Discuss the pros and cons of period products</li><li>4. Decide upon the suitability of period products for different individuals</li><li>5. Identify which period symptoms require medical advice</li></ol>
<b>Keywords</b>	Menstruation, periods, tampon, menstrual cup, pad, endometriosis

# Addictive substances: alcohol

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"><li>• Identify true and false statements about alcohol consumption</li><li>• Define physical and psychological short-term risks associated with alcohol consumption</li><li>• Define physical and psychological long-term risks associated with alcohol consumption</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Decide if statements about alcohol consumption are true or false</li><li>2. Guess how many units of alcohol are in each drink</li><li>3. Read a Know-how library guide on alcohol use and misuse</li><li>4. Read two scenarios about people's experience with drinking alcohol in excess</li><li>5. Identify the risks associated with people's experience with drinking alcohol in excess</li></ol>
<b>Keywords</b>	Alcohol, drinking, substances, addiction

# Smoking and vaping: risks and consequences

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"><li>• Identify the short- and long-term risks associated with smoking and vaping</li><li>• Evaluate myths, misconceptions, social norms and cultural values relating to smoking and vaping</li><li>• Develop strategies to manage peer pressure</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Write down whether they agree or disagree with five statements about consuming tobacco products</li><li>2. List the risks associated with consuming tobacco products</li><li>3. Evaluate a range of facts and scenarios about vaping</li><li>4. Decide on the most effective method of managing peer pressure</li></ol>
<b>Keywords</b>	Smoking, tobacco, substances, addiction. Vaping, e-cigarettes

# What is mental health?

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Identify myths and misconceptions about mental health</li><li>• List strategies that build resilience and respond to difficulties</li><li>• Evaluate which strategies to manage mental health are most useful to them and others</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. List things that make them feel happy when they're sad</li><li>2. Choose which mental health statements are true and false</li><li>3. Explore five strategies for managing our mental health, and identify which one(s) the student in the scenario should use</li><li>4. Practice one breathing exercise and one grounding exercise. The latter is optional and time dependent</li></ol>
<b>Keywords</b>	Mental health, mental illness, mental wellbeing, health

# Social media and mental health

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Explain how social media can impact how people think about themselves including body image, physical and mental health</li><li>• List the positives and negatives of using social media, and how to use social media in a positive way</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Answer a series of questions on social media use</li><li>2. Evaluate a student's evening as they interact with social media apps and the consequences on her mental health</li><li>3. Debate the pros and cons of posting photos online and the issues of photo editing</li><li>4. Analyse advice about using social media in a more positive way</li><li>5. List reasons why social media can be good and why it can be bad</li></ol>
<b>Keywords</b>	Social media, apps, mental health, doom scrolling, influencers

# Mental health: talking about our emotions

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Identify a range of emotions accurately and sensitively, using appropriate vocabulary</li><li>• Explain how different emotions make us think and feel</li><li>• Recognise the link between language and mental health stigma</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Read four examples of mental health stigma and write one reason for each on why they are unhelpful</li><li>2. Match a range of positive and negative emotions to photos</li><li>3. Write how each emotion can affect our mind and body</li><li>4. Identify what emotion is taking place in a range of scenarios and decide how the person could communicate their feelings</li><li>5. Compare different sources of support for mental health issues</li></ol>
<b>Keywords</b>	Emotions, mental health, mental illness, mental wellbeing, health

# Self-esteem and confidence

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Describe their personal strengths and qualities and explain the benefits of identifying them</li><li>• Identify external factors which might affect our confidence and self esteem in either a positive or a negative way</li><li>• Evaluate thoughts by looking at how closely they match reality and assessing their potential impact on health and wellbeing</li><li>• Explain the impact of making affirmations on confidence levels</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Identify personal strengths and qualities</li><li>2. Explore the benefits of naming our personal strengths</li><li>3. List external factors that might boost or knock confidence</li><li>4. Read a case study and evaluate a character's thoughts and decisions, before coming up with some affirmations the character could use</li><li>5. Differentiate between thoughts and feelings</li><li>6. Select a favourite quote about being yourself and explain why</li></ol>
<b>Keywords</b>	Confidence, self esteem, affirmations, mental health, wellbeing

# Coping with change: bereavement, divorce and separation

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• List examples of emotions associated with the grieving process</li><li>• Recognise the difference between helpful and unhelpful questions if faced with parental separation/divorce</li><li>• Identify some healthy coping strategies to manage the emotions of grief</li><li>• Name sources of support that can help the management of grief</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Reflect on quotes about change by Benjamin Franklin and Greek philosopher, Heraclitus</li><li>2. Match emotions to the five stages of grief (Kübler-Ross model)</li><li>3. Categorise coping strategies as healthy or unhealthy</li><li>4. Explain the usefulness of a method to manage grief</li><li>5. Identify sources of support for managing grief</li><li>6. Design a 'resilience shield' to help cope with change in the future</li><li>7. Offer advice and support to a friend who is experiencing grief</li></ol>
<b>Keywords</b>	Bereavement, divorce, separation, loss, grief, change, symptoms

# What is a healthy relationship?

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Explain the differences between healthy and unhealthy relationships</li><li>• Identify how to have healthy relationships with a variety of people, including families, friendships, or romantic relationships</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. List the types of relationships people have</li><li>2. Order a range of relationship descriptors into healthy, unhealthy and abusive</li><li>3. Read four messages and identify what makes them healthy or unhealthy</li><li>4. Think about a positive relationship from a movie and explain what makes it healthy</li></ol>
<b>Keywords</b>	Relationship, friendship, families, connection

# Recognising and preventing bullying

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Explain why it's important to treat people with respect</li><li>• Recognise the different types of bullying (including cyberbullying)</li><li>• Explain the long-term and short-term impact of bullying</li><li>• Describe the responsibilities of bystanders to report bullying and how and where to get help</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Identify bullying behaviours and explain why bullying is wrong</li><li>2. Decide whether statements about bullying are true or false</li><li>3. Review a case study about cyberbullying</li><li>4. Discuss the differences between banter and bullying and how this term can sometimes be misused to disguise bullying</li><li>5. Explore the long term and short term effects of bullying through a case study</li><li>6. Use the information they've learned to explain how they could help someone who is being bullied</li></ol>
<b>Keywords</b>	Bullying, relationships, healthy relationships, unhealthy relationships

# What is diversity?

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the lesson, students will:</p> <ul style="list-style-type: none"><li>• Define the similarities, differences, and diversity among different people</li><li>• Understand the benefits of diversity and inclusion of people, regardless of their differences</li><li>• Identify the nine protected characteristics in the Equality Act 2010</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Describe themselves in five words and name their favourite things</li><li>2. Create a mind map of different examples of food, celebrations, and dance from a mix of cultures</li><li>3. Make plans for a 'diversity festival' at school</li><li>4. Identify the protected characteristics</li><li>5. Spot examples of discrimination in provided examples</li><li>6. Explain what diversity means</li><li>7. Make a promise about celebrating diversity</li></ol>
<b>Keywords</b>	Diversity, diverse, people, culture, community.

# Recognising and preventing discrimination

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Explain why and how stereotyping leads to discrimination</li><li>• Describe the negative consequences of stereotyping, prejudice, and discrimination</li><li>• Explain how to safely challenge discrimination and promote inclusion</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Identify the benefits of inclusion and diversity</li><li>2. Define stereotyping, prejudice, and discrimination</li><li>3. Outline where stereotypes come from</li><li>4. Recognise stereotypes and describe their consequences</li><li>5. List the short- and long-term effects of discrimination</li><li>6. Suggest how to safely challenge discrimination in different scenarios</li></ol>
<b>Keywords</b>	Prejudice, discrimination, equality, stereotype

# Overcoming conflict and finding forgiveness

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Define what forgiveness means to them</li><li>• Outline some positive consequences of forgiveness</li><li>• Explain the process of forgiveness, including the importance of emotional forgiveness</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Compare definitions of what forgiveness means</li><li>2. Discuss questions about the relevance and value of forgiveness</li><li>3. Compare decisional and emotional forgiveness</li><li>4. Explore the process of forgiveness using a scenario</li><li>5. Reflect on the importance of self-forgiveness and provide someone with advice about how to self-forgive</li></ol>
<b>Keywords</b>	Conflict, forgiveness, perspectives, relationships, communication

# Social influences: tackling peer pressure

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Explain when and why they are likely to be influenced by peers or take risks</li><li>• Describe and evaluate strategies for managing peer pressure minimising risky behaviour</li><li>• Explain the importance of choosing a positive friendship group and accessing appropriate support</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Consider three facts about teenage injuries and deaths and explain why teenagers are more likely than adults to be involved in preventable accidents</li><li>2. Record their own opinions about peer pressure</li><li>3. Explore the science of peer pressure and why it affects teenagers more than adults or children</li><li>4. Describe the qualities of a positive peer group</li><li>5. Evaluate strategies for dealing with peer pressure</li><li>6. Reevaluate their opinions on peer pressure after all they've learned</li></ol>
<b>Keywords</b>	Peer pressure, bullying, peer group, healthy relationships, friendships.

# Relationships and conflict

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Describe the characteristics of positive, healthy friendships.</li><li>• Explain why feelings become stronger in adolescence, and name some strategies for managing these.</li><li>• Describe healthy and unhealthy conflict management behaviours.</li><li>• Identify healthy ways to manage the breakdown of a relationship, including its digital legacy.</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. List behaviours that could be considered 'red flags' or 'green flags' in relationships</li><li>2. Read about changes to the brain in adolescence and explore the impact of this on relationships in the teenage years</li><li>3. Explore unhealthy methods of dealing with conflict</li><li>4. Write a script to show a healthier way of addressing a disagreement</li><li>5. Identify healthy coping mechanisms to deal with a breakup</li></ol>
<b>Keywords</b>	Conflict, relationships, communication

# What is good communication?

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Identify multiple forms of communication</li><li>• Describe effective communication skills</li><li>• Explain how to use active listening skills</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Complete statistics about communication and identify forms of communication</li><li>2. Compare the impact of words, verbal cues, and nonverbal cues</li><li>3. Work as a group to plan a formal email (written communication)</li><li>4. Work in pairs to describe images (verbal communication).</li><li>5. Work in pairs to practice active listening skills</li><li>6. Give advice about how young people can communicate effectively in varied situations</li></ol>
<b>Keywords</b>	Communication, active listening, verbal, nonverbal, written, oral

# Understanding marriage

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Explain the legal, social and emotional commitments people make when they get married</li><li>• Explain why it's important that marriage should be entered into freely, and never forced upon someone through threat or coercion</li><li>• Explain why marriage is an important relationship choice for many couples</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Define marriage and decide if statements about marriage are true or false</li><li>2. Identify and rank the reasons why people marry</li><li>3. Classify your own reasons as legal, social or emotional reasons</li><li>4. Evaluate others' reasons for marrying and classify them as legal, social or emotional reasons</li><li>5. Read about the dangers of forced marriage</li><li>6. Evaluate the features of strong, happy marriages</li></ol>
<b>Keywords</b>	Marriage, relationships, healthy relationships, forced marriage.

# Consent: what is it and why is it essential?

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Define consent as something that is freely given by someone with the capacity to make that decision</li><li>• Recognise scenarios that are consensual and non-consensual, using the legal definition of consent and verbal/non-verbal cues</li><li>• State where a victim of sexual violence could go for support and why there are barriers to this support for some people</li><li>• Respond appropriately to a partner not giving consent for sexual activity</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Identify the signs that someone is giving or not giving consent</li><li>2. Identify whether the scenes provided are consensual or not using the definition of consent</li><li>3. List where victims of sexual violence can find support</li><li>4. Identify appropriate responses to someone not giving consent</li></ol>
<b>Keywords</b>	Consent, sex, sexual violence, sexual pressure

# Sex and consent online

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Explain the risks of sharing nude images/videos with others, including the legal consequences.</li><li>• Outline how to report nude images/videos online and access support for online safety issues.</li><li>• State at least one way to manage any request or pressure to share nude images/videos.</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Explore preconceptions about online safety,</li><li>2. List reasons why young people share nude images/videos and the risks/consequences of doing so.</li><li>3. Decide if scenarios about sharing nude images/videos are illegal.</li><li>4. Analyse statistics about sharing nude images/videos.</li><li>5. Allocate responses to situations about nude images/videos, including the relevant support organisations that could assist.</li><li>6. Give advice to a young person about managing a request for nude images.</li></ol>
<b>Keywords</b>	Sex, consent, online safety, online abuse, nudes

# Sexuality and gender: an introduction

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Explain the difference between sexual orientation, gender identity, and biological sex</li><li>• Explain why coming out to people can be difficult</li><li>• Explain how we can support people who have shared their sexual orientation and/or gender identity</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Read a text conversation about sexuality and gender identity, write down, and share why it might have been challenging</li><li>2. Match definitions of sexuality, gender identity, and biological sex</li><li>3. Generate ideas for how to support others coming out</li><li>4. Write a phone conversation to practise showing support when a friend comes out</li></ol>
<b>Keywords</b>	Sexuality, gender identity, biological sex

# Sex, relationships and the media

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• State examples of how the portrayal of sex in the media can be inaccurate</li><li>• State examples of how the portrayal of relationships in the media can be inaccurate</li><li>• Explain how the inaccurate portrayal of sex and relationships in the media can affect people's expectations and behaviours</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Reflect on sex and relationships in the media, in their own words</li><li>2. Name types of media and consider the way that relationships are portrayed via these media channels</li><li>3. Compare key features of a healthy sexual relationship with portrayal of sex in the media</li><li>4. Explain how pornography can affect people's beliefs and behaviours</li><li>5. Give advice to people who have been comparing their relationships to relationships presented on social media</li></ol>
<b>Keywords</b>	Sex, relationship, media, social media, pornography, consent

# Managing risk: unsafe and emergency situations

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Identify factors which increase or decrease risk</li><li>• Explain the difference between a risk and an emergency</li><li>• Evaluate how to assess situations for risks using the 3 As method</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Identify factors that would either increase or decrease the risk of different situations</li><li>2. Define and explain the differences between a risk and an emergency</li><li>3. Describe examples of emergency situations</li><li>4. Apply the 3 As method to risky situations</li><li>5. Analyse decisions in emergency situations</li><li>6. Discuss techniques for preparing for emergencies</li></ol>
<b>Keywords</b>	Risk, emergency, arrange, assess, act

# Managing risk: looking after your personal safety

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Identify risks to their personal safety</li><li>• Explain ways of reducing risks to their personal safety</li><li>• Describe how to assess risks using the 3 As</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. List risky behaviours</li><li>2. Explain how to minimise risks</li><li>3. Identify risky behaviour in different scenarios</li><li>4. Apply the 3 As to risky scenarios</li><li>5. Practice using the 3 As in an everyday situation</li></ol>
<b>Keywords</b>	Risk, risk taking, personal safety, safety, being safe, managing risk

# Media literacy: interpreting information online

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Explain how the online world is similar to or different from the physical world</li><li>• Describe the dangers of overuse of social media</li><li>• Use strategies to assess the reliability and accuracy of online information</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Compare the online world with the physical world, describing similarities and differences</li><li>2. Explore the power of anonymity online</li><li>3. Discuss facts and opinions about social media</li><li>4. Examine how online content can alter our views and how sources can be assessed for accuracy and reliability</li></ol>
<b>Keywords</b>	Online safety, internet, social media, FOMO, wellbeing, mental health, reliability, accuracy, posts.

# Media literacy: staying safe online

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Identify risks and benefits of using the internet</li><li>• Assess the potential risks of posting personal information on social media platforms</li><li>• Suggest ways that young people can protect their safety whilst using the internet</li><li>• Name sources of support suitable for online safety concerns</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Decide who they would share personal information with and identify the risks of doing so</li><li>2. Discuss the risks and benefits of using the internet</li><li>3. Assess the risks of different social media posts/messages and suggest ways to make the young people in the scenarios safer</li><li>4. Create a checklist of dos and don'ts for posting online.</li><li>5. Match relevant sources of support to varied online safety issues</li></ol>
<b>Keywords</b>	Online safety, internet, social media, personal information

# Gambling: the facts

## Key lesson information

<b>Location</b>	Classroom with no student access to internet
<b>Recommended time</b>	60 minutes
<b>Objectives</b>	<p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Describe what influences people to gamble</li><li>• Explain strategies to manage the pressure of gambling</li><li>• Explain strategies to gamble in a safer way</li><li>• Recognise the negative consequences of problem gambling</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Decide if they agree or disagree with statements about gambling</li><li>2. Create a mind-map to explore the different types of gambling</li><li>3. Answer quiz questions about gambling</li><li>4. Identify influences and explain how to manage these influences within a series of gambling scenarios</li><li>5. Categorise examples of negative consequences of gambling and name some warning signs of problem gambling</li><li>6. Offer advice to friends in scenarios about getting help</li></ol>
<b>Keywords</b>	Gambling, problem gambling, addiction, chance-based transaction