



**Year 10 PSHE 2026-2027**

**Key lesson information**

# Unifrog's PSHE curriculum

Unifrog's PSHE lesson pack has been designed to meet the following:

- [Department for Education's statutory guidance for Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)
- [PSHE Association's Key Stage 3, Key Stage 4, and Key Stage 5 learning objectives](#)

# Challenging prejudice and discrimination

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Recommended time</b>   | 60 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Objectives</b>         | By the end of the session, students should be able to: <ul style="list-style-type: none"><li>• Explain how stereotypes lead to prejudice and discrimination</li><li>• Explain how to recognise discrimination and describe what forms of discrimination are illegal under the Equality Act 2010</li><li>• Outline strategies to challenge and prevent discrimination</li></ul>                                                                                                                            |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Identify protected characteristics and related workplace discrimination</li><li>2. State reasons why stereotypes exist and outline the negative consequences</li><li>3. Suggest ways people could be treated unfairly if everyone believed stereotypes were true</li><li>4. Judge workplace scenarios as harassment or discrimination (using the Equality Act 2010)</li><li>5. Apply tactics to three scenarios to challenge or prevent discrimination</li></ol> |
| <b>Keywords</b>           | Prejudice, discrimination, Equality Act                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Recommended time</b>   | 15 minutes                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Objectives</b>         | By the end of the session, students should be able to: <ul style="list-style-type: none"><li>• Explain how stereotypes lead to prejudice and discrimination</li><li>• Explain how to recognise discrimination and describe what forms of discrimination are illegal under the Equality Act 2010</li><li>• Outline strategies to challenge and prevent discrimination</li></ul>                                         |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. State reasons why stereotypes exist and outline the negative consequences</li><li>2. Suggest ways people could be treated unfairly if everyone believed stereotypes were true</li><li>3. Judge workplace scenarios as harassment or discrimination (using the Equality Act 2010)</li><li>4. Apply tactics to three scenarios to challenge or prevent discrimination</li></ol> |
| <b>Keywords</b>           | Prejudice, discrimination, Equality Act                                                                                                                                                                                                                                                                                                                                                                                |

# Sexuality and attraction: coming out

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Recommended time</b>   | 60 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Objectives</b>         | By the end of the session, students should be able to: <ul style="list-style-type: none"><li>• Explain why coming out can be difficult for some people</li><li>• Analyse the different factors involved in coming out</li><li>• Demonstrate an understanding of the diversity of attraction</li></ul>                                                                                                                                                                                                                                                                                                                                |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Decide if statements about romantic and sexual attraction are true or false.</li><li>2. Compare the concepts 'tolerance' and 'allyship'.</li><li>3. Recap what is meant by 'coming out' and mind map reasons for different decisions made around coming out.</li><li>4. Explore reasons that coming out might be difficult.</li><li>5. Consider the positive power of learning about different labels for a more inclusive society.</li><li>6. Identify places someone might want to seek support from with coming out if they're not ready to speak to close friends and family.</li></ol> |
| <b>Keywords</b>           | Sexuality, sexual orientation, sexual attraction, ally, allyship                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Recommended time</b>   | 15 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Objectives</b>         | By the end of the session, students should be able to: <ul style="list-style-type: none"><li>• Explain why coming out can be difficult for some people</li><li>• Analyse the different factors involved in coming out</li><li>• Demonstrate an understanding of the diversity of attraction</li></ul>                                                                                                                                                         |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Decide if statements about romantic and sexual attraction are true or false.</li><li>2. Compare the concepts 'tolerance' and 'allyship'.</li><li>3. Recap what is meant by 'coming out' and mind map reasons for different decisions made around coming out.</li><li>4. Identify places someone might want to seek support from with coming out if they're not ready to speak to close friends and family.</li></ol> |
| <b>Keywords</b>           | Sexuality, sexual orientation, sexual attraction, ally, allyship                                                                                                                                                                                                                                                                                                                                                                                              |

# Understanding pregnancy: your choices

## 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 lifestyle choices can affect fertility and pregnancy.</li><li>• Explain how common miscarriage is.</li><li>• Describe the reasons why many people decide to delay becoming parents until later in life.</li><li>• Assess the choices in relation to an unplanned pregnancy and identify where to find accurate and impartial advice.</li></ul>         |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Identify true and false statements about pregnancy, correcting any false statements if possible.</li><li>2. Discuss why many people delay having children until they're older.</li><li>3. Answer questions about an unplanned pregnancy scenario.</li><li>4. Evaluate the pros and cons of the options available for unplanned pregnancy.</li><li>5. Use today's learning to give advice to a fictional young person.</li></ol> |
| <b>Keywords</b>           | Pregnancy, adoption, abortion                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                                                        |
| <b>Recommended time</b>   | 15 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 lifestyle choices can affect fertility and pregnancy</li><li>• Explain how common miscarriage is</li><li>• Assess the choices in relation to an unplanned pregnancy and identify where to find impartial advice which is medically and legally accurate</li></ul> |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Identify true and false statements about pregnancy, correcting any false statements if possible.</li><li>2. Evaluate the pros and cons of the options available for unplanned pregnancy</li><li>3. Use today's learning to give advice to a fictional young person.</li></ol>                                                              |
| <b>Keywords</b>           | Pregnancy, adoption, abortion                                                                                                                                                                                                                                                                                                                                                       |

# Sexual health: choosing and accessing contraception

## 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 birth control and emergency contraception</li><li>• Describe different forms of contraception and the factors that impact contraception method choices</li><li>• Apply newly acquired knowledge of contraception to give advice about the selection of contraception methods</li></ul>                                            |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Decide whether statements about contraception are true or false</li><li>2. Match descriptors to two forms of emergency contraception</li><li>3. Apply preferences to suggest suitable birth control for provided scenarios</li><li>4. Identify advice regarding external condom use</li><li>5. Evaluate ways to assert the use of contraception</li><li>6. Test newly acquired knowledge of contraception in a quiz</li></ol> |
| <b>Keywords</b>           | Sex, contraception, birth control, emergency contraception                                                                                                                                                                                                                                                                                                                                                                                                             |

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Recommended time</b>   | 15 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 birth control and emergency contraception</li><li>• Describe different forms of contraception and the factors that impact contraception method choices</li><li>• Apply newly acquired knowledge of contraception to give advice about the selection of contraception methods</li></ul>           |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Decide whether statements about contraception are true or false</li><li>2. Identify which methods of contraception are forms of emergency contraception</li><li>3. Apply preferences to suggest suitable birth control for provided scenarios</li><li>4. Evaluate ways to assert the use of contraception, and consider where to find medically accurate contraception information</li></ol> |
| <b>Keywords</b>           | Sex, contraception, birth control, emergency contraception                                                                                                                                                                                                                                                                                                                                                                            |

# Understanding menstrual health: conditions and self-advocacy

## 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 characteristics of a regular menstrual cycle and recognise that cycles vary between individuals and across a lifetime</li><li>• Recognise symptoms associated with menstrual health conditions like PCOS and endometriosis</li><li>• Apply the SOAP framework to build confidence and self-advocacy skills with healthcare professionals</li><li>• Evaluate why menstrual health literacy matters to everyone, regardless of whether they menstruate</li></ul> |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Discuss what counts as a regular menstrual cycle using seven icon prompts</li><li>2. Work through eight scenarios to decide whether each one is normal, worth monitoring, or requires a GP conversation</li><li>3. Apply the SOAP framework to real-world scenarios to practise self-advocacy with a healthcare professional</li><li>4. Identify which life stages (puberty, reproductive years, perimenopause, menopause) symptoms belongs to</li></ol>                                                                             |
| <b>Keywords</b>           | Menstrual health, PCOS, endometriosis, healthcare, menorrhagia, advocacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Recommended time</b>   | 15 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 characteristics of a regular menstrual cycle and recognise that cycles vary between individuals and across a lifetime</li><li>• Recognise symptoms associated with menstrual health conditions like PCOS and endometriosis</li><li>• Apply the SOAP framework to build confidence and self-advocacy skills with healthcare professionals</li><li>• Evaluate why menstrual health literacy matters to everyone, regardless of whether they menstruate</li></ul> |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Discuss what counts as a regular menstrual cycle using seven icon prompts</li><li>2. Apply the SOAP framework to a real-world scenario to practise self-advocacy with a healthcare professional</li><li>3. Identify which life stages (puberty, reproductive years, perimenopause, menopause) symptoms belongs to</li></ol>                                                                                                                                                                                                          |
| <b>Keywords</b>           | Menstrual health, PCOS, endometriosis, healthcare, menorrhagia, advocacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

# Stalking, sexual violence, and reporting

## 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 sexual harassment, assault, and rape, and identify the sentences and misconceptions attached to them</li><li>• Recognise unwanted, fixated, or obsessive behaviour online, and manage the risks technology poses</li><li>• Explain how sexual assault, harassment, and stalking are reported, and identify sources of support</li><li>• Evaluate victim-blaming attitudes and how to challenge them</li></ul>          |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Match key terms to their definitions, and decide whether statements about sexual harassment and assault are true or false.</li><li>2. Sort online behaviours into 'healthy', 'it depends', or 'a warning sign', then apply this to scenarios on stalking and online fixation.</li><li>3. Sequence the stages of reporting sexual assault to the police, and identify sources of support.</li><li>4. Rewrite a victim-blaming headline so it doesn't shift blame onto the victim.</li></ol> |
| <b>Keywords</b>           | Sexual violence, harassment, rape, abuse, stalking, reporting, victim blaming, coercive control, coercion, online safety                                                                                                                                                                                                                                                                                                                                                                                                            |

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Recommended time</b>   | 15 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 sexual harassment, assault, and rape, and identify the sentences and misconceptions attached to them</li><li>• Recognise unwanted, fixated, or obsessive behaviour online, and manage the risks technology poses</li><li>• Explain how sexual assault, harassment, and stalking are reported, and identify sources of support</li><li>• Evaluate victim-blaming attitudes and how to challenge them</li></ul> |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Decide whether statements about sexual harassment and assault are true or false</li><li>2. Identify the four features of stalking and apply this to a real-world scenario, considering where to get support</li><li>3. Identify which stages of the reporting process for sexual assault can happen without involvement of the police</li><li>4. Rewrite a news headline so it doesn't shift blame onto the victim.</li></ol>                                                     |
| <b>Keywords</b>           | Sexual violence, harassment, rape, abuse, stalking, reporting, victim blaming, coercive control, coercion, online safety                                                                                                                                                                                                                                                                                                                                                                                                   |

# An introduction to body image

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Recommended time</b>   | 60 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Objectives</b>         | By the end of the session, students should be able to: <ul style="list-style-type: none"><li>• Identify ways in which the media presents idealised and artificial body shapes</li><li>• Explain how the media can impact body image</li><li>• Explain how body image can impact mental health</li><li>• Identify strategies for managing negative influences on self-esteem and building a resilient body image</li></ul>                                                                                                                |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Create a mind-map to represent bodies portrayed in the media</li><li>2. Reflect on the diversity and realism of bodies portrayed in the media</li><li>3. Analyse statistics about the media, body image, and mental health</li><li>4. Review case studies of the impact of a negative body image</li><li>5. Reflect on the concept of body positivity and what this means</li><li>6. Suggest ways that someone could manage pressures from the media and build a resilient body image</li></ol> |
| <b>Keywords</b>           | Body image, media, diversity, mental health, social media                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Recommended time</b>   | 15 minutes                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Objectives</b>         | By the end of the session, students should be able to: <ul style="list-style-type: none"><li>• Identify ways in which the media presents idealised and artificial body shapes</li><li>• Explain how the media can impact body image</li><li>• Explain how body image can impact mental health</li><li>• Identify strategies for managing negative influences on self-esteem and building a resilient body image</li></ul> |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Create a mind-map to represent bodies portrayed in the media</li><li>2. Reflect on the diversity and realism of bodies portrayed in the media</li><li>3. Analyse statistics about the media, body image, and mental health</li><li>4. Suggest ways that someone could manage pressures from the media and build a resilient body image</li></ol>                                 |
| <b>Keywords</b>           | Body image, media, diversity, mental health, social media                                                                                                                                                                                                                                                                                                                                                                 |

# Recognising strengths in ourselves and others

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Recommended time</b>   | 60 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Objectives</b>         | By the end of the session, students should be able to: <ul style="list-style-type: none"><li>• Recognise strengths in themselves and how to develop them</li><li>• Identify strengths in others</li><li>• Develop self-awareness of their own strengths</li></ul>                                                                                                                                                                                                                                                                  |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. List three strengths they possess</li><li>2. Read four scenarios and answer questions in relation to identifying and developing strengths</li><li>3. Choose one person from three categories (family, school and community) and identify the strengths these people have</li><li>4. Rank how hard or easy they found identifying strengths in themselves and others</li><li>5. Summarise what they've learned as if they were explaining it to students in a younger year group</li></ol> |
| <b>Keywords</b>           | Strengths, skills, assets, motivation, personality, growth mindset                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Recommended time</b>   | 15 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Objectives</b>         | By the end of the session, students should be able to: <ul style="list-style-type: none"><li>• Recognise strengths in themselves and how to develop them</li><li>• Identify strengths in others</li><li>• Develop self-awareness of their own strengths</li></ul>                                                                                                                                                                                             |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. List at least one strengths they possess</li><li>2. Read two scenarios and answer questions in relation to identifying and developing strengths</li><li>3. Choose at least one person from one of three categories (family, school and community) and identify the strengths these people have</li><li>4. Summarise what they've learned as if they were explaining it to students in a younger year group</li></ol> |
| <b>Keywords</b>           | Strengths, skills, assets, motivation,, personality, growth mindset                                                                                                                                                                                                                                                                                                                                                                                           |

# What is a healthy lifestyle?

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                                                  |
| <b>Recommended time</b>   | 60 minutes                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Objectives</b>         | By the end of the session, students should be able to: <ul style="list-style-type: none"><li>• Describe the features of a healthy lifestyle and evaluate how healthy their lifestyle is at the moment</li><li>• Describe the risks of an inactive lifestyle</li><li>• Set sustainable, realistic goals to improve lifestyle choices about sleep, diet, and exercise</li></ul> |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. List the features of a healthy lifestyle</li><li>2. Evaluate how healthy your lifestyle is at the moment</li><li>3. Explore the consequences of living an unhealthy lifestyle</li><li>4. Turn unrealistic goals into achievable, sustainable goals</li><li>5. Recap the benefits of a healthy lifestyle</li></ol>                    |
| <b>Keywords</b>           | Lifestyle, health, goals, motivation, sleep, diet, exercise                                                                                                                                                                                                                                                                                                                   |

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                                                  |
| <b>Recommended time</b>   | 15 minutes                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Objectives</b>         | By the end of the session, students should be able to: <ul style="list-style-type: none"><li>• Describe the features of a healthy lifestyle and evaluate how healthy their lifestyle is at the moment</li><li>• Describe the risks of an inactive lifestyle</li><li>• Set sustainable, realistic goals to improve lifestyle choices about sleep, diet, and exercise</li></ul> |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. List the features of a healthy lifestyle that contribute to healthy weight</li><li>2. Explore the consequences of living an unhealthy lifestyle</li><li>3. Evaluate how healthy your lifestyle is at the moment</li><li>4. Turn unrealistic goals into achievable, sustainable goals</li></ol>                                       |
| <b>Keywords</b>           | Lifestyle, health, goals, motivation, sleep, diet, exercise                                                                                                                                                                                                                                                                                                                   |

# Health-related choices: blood, organ, and stem cell donation

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Recommended time</b>   | 60 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Objectives</b>         | By the end of the session, students should be able to: <ul style="list-style-type: none"><li>• Identify scientific facts about donating blood and explain the purpose of doing so.</li><li>• Identify scientific facts about donating organs and explain the purpose of doing so.</li><li>• Identify scientific facts about donating stem cells and explain the purpose of doing so.</li></ul>                                                                                                                                                                                                                                                                                            |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Think, pair, share ideas about types of donations, reasons for donations, and potential benefit to society</li><li>2. Myth-bust statements and then complete a multiple-choice quiz about blood organ, and stem cell donations</li><li>3. Put the stages of a live kidney donation into chronological order</li><li>4. Sort the advantages and disadvantages of kidney transplant and dialysis</li><li>5. Match donation types with the recipients who could benefit</li><li>6. Discuss the views and feelings of all people involved in donations</li><li>7. Respond to a message about someone debating whether or not to give blood</li></ol> |
| <b>Keywords</b>           | Blood donation, organ donation, stem cell donation, transplant, blood transfusion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                                                                   |
| <b>Recommended time</b>   | 15 minutes                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Objectives</b>         | By the end of the session, students should be able to: <ul style="list-style-type: none"><li>• Identify scientific facts about donating blood and explain the purpose of doing so.</li><li>• Identify scientific facts about donating organs and explain the purpose of doing so.</li><li>• Identify scientific facts about donating stem cells and explain the purpose of doing so.</li></ul> |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Answer quiz questions about blood, organ, and stem cell donations.</li><li>2. Put the stages of a live kidney donation into chronological order.</li><li>3. Match donation types with the recipients who could benefit.</li><li>4. Respond to a message about someone debating whether or not to give blood.</li></ol>                                |
| <b>Keywords</b>           | Blood donation, organ donation, stem cell donation, transplant, blood transfusion                                                                                                                                                                                                                                                                                                              |

# 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>         | By the end of the session, students should be able to: <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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                       |
| <b>Recommended time</b>   | 15 minutes                                                                                                                                                                                                                                                                                                                                         |
| <b>Objectives</b>         | By the end of the session, students should be able to: <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. Match a range of cosmetic and aesthetic procedures to their associated risk</li><li>3. Rank a range of cosmetic and aesthetic procedures from high risk to low risk</li><li>4. Read example messages and write advice for a friend</li></ol> |
| <b>Keywords</b>           | Cosmetic procedures, body image, aesthetic procedures.                                                                                                                                                                                                                                                                                             |

# Alcohol: risks, consequences, and safety

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Recommended time</b>   | 60 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Objectives</b>         | By the end of the session, students should be able to: <ul style="list-style-type: none"><li>• Identify the short- and long-term effects of alcohol</li><li>• State a variety of risks associated with alcohol misuse</li><li>• Explain what constitutes low risk alcohol consumption in adulthood</li><li>• Explain what drink spiking is, identify signs and symptoms, and describe how to seek help safe.</li></ul>                                                     |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Categorise the short- and long-term effects of alcohol</li><li>2. Match related key terms with their definitions</li><li>3. Discuss the consequences of alcohol misuse on the self and the community, in reference to provided scenarios</li><li>4. Analyse statistics about alcohol misuse</li><li>5. Identify helpful advice for reducing the risks of alcohol, and assisting someone who has had their drink spiked.</li></ol> |
| <b>Keywords</b>           | Alcohol, addiction, binge drinking, alcohol dependency                                                                                                                                                                                                                                                                                                                                                                                                                     |

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Recommended time</b>   | 15 minutes                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Objectives</b>         | By the end of the session, students should be able to: <ul style="list-style-type: none"><li>• Identify the short- and long-term effects of alcohol</li><li>• State a variety of risks associated with alcohol misuse</li><li>• Explain what constitutes low risk alcohol consumption in adulthood</li><li>• Explain what drink spiking is, identify signs and symptoms, and describe how to seek help safe.</li></ul>                |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Categorise the short- and long-term effects of alcohol</li><li>2. Match related key terms with their definitions</li><li>3. Discuss the consequences of alcohol misuse on the self and the community, in reference to a provided scenario</li><li>4. Identify helpful advice for reducing the risks of alcohol</li><li>5. Evaluate how best to support someone who has been spiked</li></ol> |
| <b>Keywords</b>           | Alcohol, addiction, binge drinking, alcohol dependency                                                                                                                                                                                                                                                                                                                                                                                |

# 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>         | By the end of the session, students should be able to: <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                                                                                                                                                                                                                                                                                                                                                                                                                |

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                     |
| <b>Recommended time</b>   | 15 minutes                                                                                                                                                                                                                                                                                                                                       |
| <b>Objectives</b>         | By the end of the session, students should be able to: <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. Identifying factors that would either increase or decrease the risk of different situations</li><li>2. Defining and explaining the differences between a risk and an emergency</li><li>3. Describing examples of emergency situations</li><li>4. Applying the 3 As method to risky situations</li></ol> |
| <b>Keywords</b>           | Risk, emergency, arrange, assess, act                                                                                                                                                                                                                                                                                                            |

# Planning and organising: revising effectively

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Recommended time</b>   | 60 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Objectives</b>         | By the end of the session, students should be able to: <ul style="list-style-type: none"><li>• Name examples of effective revision techniques.</li><li>• Explain what makes an effective revision plan.</li><li>• Set realistic, achievable, and measurable revision goals.</li></ul>                                                                                                                                                                                                                                                                                   |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Identify effective and ineffective revision techniques.</li><li>2. Analyse effective and ineffective elements of example revision plans.</li><li>3. Assess revision goals using 'RAM' criteria.</li><li>4. Analyse factors that need to be considered when creating a revision plan, including when, what, and how to revise.</li><li>5. Debate different ways to optimise revision time.</li><li>6. Debate different ways to respond to goal adjustment.</li><li>7. State how they will improve their own revision.</li></ol> |
| <b>Keywords</b>           | Revising, revision techniques, goal-setting, learning, goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Recommended time</b>   | 15 minutes                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Objectives</b>         | By the end of the session, students should be able to: <ul style="list-style-type: none"><li>• Name examples of effective revision techniques.</li><li>• Explain what makes an effective revision plan.</li><li>• Set realistic, achievable, and measurable revision goals.</li></ul>                                                                                                                                  |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Identify effective and ineffective revision techniques.</li><li>2. Assess revision goals using 'RAM' criteria.</li><li>3. Analyse factors that need to be considered when creating a revision plan, including when, what, and how to revise.</li><li>4. Debate different ways to optimise revision time.</li><li>5. State how they will improve their own revision.</li></ol> |
| <b>Keywords</b>           | Revising, revision techniques, goal-setting, learning, goals                                                                                                                                                                                                                                                                                                                                                           |

# Navigating social influence and pressure

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Recommended time</b>   | 60 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Objectives</b>         | By the end of the session, students should be able to: <ul style="list-style-type: none"><li>• Evaluate the impact of positive and negative influences</li><li>• Describe and explain reasons why young people engage in criminal activity</li><li>• Recognise when they may be being adversely influenced</li><li>• Describe and explain ways they can be a positive influence to peers</li></ul>                                                                                                                                                                                  |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Consider how certain people can influence us</li><li>2. Consider how behaviours of others could be a bad influence</li><li>3. Consider facts to do with teenage deaths, injury, and criminal activity and give reasons why they take risks and engage in this behaviour</li><li>4. Explore scenarios about bad influences, legal consequences, and what can be done to prevent further danger or harm</li><li>5. Evaluate strategies for being a positive influence for their peers, and draft a message to help discourage harm</li></ol> |
| <b>Keywords</b>           | Pressure, peer pressure, social influence, gangs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Recommended time</b>   | 15 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Objectives</b>         | By the end of the session, students should be able to: <ul style="list-style-type: none"><li>• Evaluate the impact of positive and negative influences</li><li>• Describe and explain reasons why young people engage in criminal activity</li><li>• Recognise when they may be being adversely influenced</li><li>• Describe and explain ways they can be a positive influence to peers</li></ul>                                                                                                                               |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Consider how certain behaviours from friends or peers could be a bad influence</li><li>2. Consider facts to do with teenage deaths, injury, and criminal activity and give reasons why they engage in this behaviour</li><li>3. Explore scenarios about bad influences, legal consequences, and what can be done to prevent further danger or harm</li><li>4. Evaluate strategies for being a positive influence for their peers, and draft a message to help discourage harm</li></ol> |
| <b>Keywords</b>           | Pressure, peer pressure, social influence, gangs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

# The impact of relationships

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Recommended time</b>   | 60 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Objectives</b>         | By the end of the session, students should be able to: <ul style="list-style-type: none"><li>• Identify the characteristics of a healthy relationship.</li><li>• Explain the impact of positive aspects of relationships.</li><li>• Explain the impact of negative aspects of relationships.</li><li>• Describe how to access support for a relationship and justify why this is important.</li></ul>                                                                                                                                                                                                                                                                                   |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Decide upon important characteristics within healthy relationships.</li><li>2. Assess the impact of healthy/unhealthy relationships.</li><li>3. Debate what it means to belong and analyse case studies to suggest ways to promote feelings of belonging.</li><li>4. Identify positive characteristics in relationship case studies and assess the impact of these characteristics.</li><li>5. Identify negative characteristics in relationship case studies and assess the impact of these characteristics.</li><li>6. Give advice to a young person about how and why to seek support when they are in an unhealthy relationship.</li></ol> |
| <b>Keywords</b>           | Relationship, characteristic, physical, emotional, mental, sexual                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Recommended time</b>   | 15 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Objectives</b>         | By the end of the session, students should be able to: <ul style="list-style-type: none"><li>• Identify the characteristics of a healthy relationship.</li><li>• Explain the impact of positive aspects of relationships.</li><li>• Explain the impact of negative aspects of relationships.</li><li>• Describe how to access support for a relationship and justify why this is important.</li></ul>                                                                                             |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Decide upon important characteristics within healthy relationships.</li><li>2. Identify positive characteristics in relationship case studies and assess the impact of these characteristics.</li><li>3. Identify negative characteristics in relationship case studies and assess the impact of these characteristics.</li><li>4. Give advice to a young person about how and why to seek support when they are in an unhealthy relationship.</li></ol> |
| <b>Keywords</b>           | Relationship, characteristic, physical, emotional, mental, sexual                                                                                                                                                                                                                                                                                                                                                                                                                                 |

# Changing relationships: managing your feelings

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Recommended time</b>   | 60 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Objectives</b>         | By the end of the session, students should be able to: <ul style="list-style-type: none"><li>• Describe how grief might feel, using the Kübler-Ross (1969) theory of five stages of grief.</li><li>• Suggest healthy ways to manage the feelings associated with grief.</li><li>• Identify multiple sources of support available if someone needs help managing their grief.</li></ul>                                                                                                                            |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Identify words associated with grief.</li><li>2. Name emotions that might occur within each of the five stages of grief (Kübler-Ross, 1969.)</li><li>3. Review the 'growing around grief' theory.</li><li>4. Identify healthy and unhealthy coping strategies for managing grief and suggest sources of support within varied scenarios.</li><li>5. Rank the effectiveness of different ways of managing grief.</li><li>6. Create a grief 'self-care' toolkit.</li></ol> |
| <b>Keywords</b>           | Bereavement, divorce, separation, loss, grief                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Recommended time</b>   | 15 minutes                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Objectives</b>         | By the end of the session, students should be able to: <ul style="list-style-type: none"><li>• Describe how grief might feel, using the Kübler-Ross (1969) theory of five stages of grief.</li><li>• Suggest healthy ways to manage the feelings associated with grief.</li><li>• Identify multiple sources of support available if someone needs help managing their grief.</li></ul>                            |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Name emotions that might occur within each of the five stages of grief (Kübler-Ross, 1969.)</li><li>2. Review the 'growing around grief' theory.</li><li>3. Identify healthy and unhealthy coping strategies for managing grief and suggest sources of support within varied scenarios.</li><li>4. Rank the effectiveness of different ways of managing grief.</li></ol> |
| <b>Keywords</b>           | Bereavement, divorce, separation, loss, grief                                                                                                                                                                                                                                                                                                                                                                     |

# Recognising and challenging misogyny

**Coming soon**

# Understanding marriage and civil partnerships

## 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 or enter a civil partnership</li><li>• Explain why it's important that marriage and civil partnership should be entered into freely, and never forced upon someone through threat or coercion</li><li>• Explain why marriage or civil partnership is an important relationship choice for many couples</li></ul>                                          |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Define the terms marriage and civil partnership – decide if statements about these are true or false</li><li>2. Identify and rank the reasons why people choose to enter legal partnerships</li><li>3. Classify your own reasons as legal, social, or emotional reasons</li><li>4. Evaluate others' reasons for 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 legal partnerships</li></ol> |
| <b>Keywords</b>           | Marriage, relationships, healthy relationships, forced marriage, legal partnership, civil partnership                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Recommended time</b>   | 15 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 or enter a civil partnership</li><li>• Explain why it's important that marriage and civil partnership should be entered into freely, and never forced upon someone through threat or coercion</li><li>• Explain why marriage or civil partnership is an important relationship choice for many couples</li></ul> |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Identify and rank the reasons why people enter legal partnerships</li><li>2. Classify your own reasons as legal, social, or emotional reasons</li><li>3. Evaluate others' reasons and classify them as legal, social or emotional reasons</li><li>4. Read about the dangers of forced marriage</li><li>5. Evaluate the features of strong, happy partnerships</li></ol>                                                                                             |
| <b>Keywords</b>           | Marriage, relationships, healthy relationships, forced marriage, legal partnership, civil partnership                                                                                                                                                                                                                                                                                                                                                                                                        |

# Staying safe online: protecting your personal data

## 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>• Give useful advice about posting content online safely</li><li>• Explain how personalisation works, including cookies, big data, and algorithms</li><li>• Evaluate the impact of personalisation on opinions, decisions, and behaviours</li><li>• Suggest strategies to protect personal data and manage personalisation</li></ul> |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Identify data people share online, and its benefits and risks</li><li>2. Suggest strategies for sharing content safely</li><li>3. Match data protection terms to their definitions</li><li>4. Explore how personalisation works</li><li>5. Debate and manage the impact of personalisation</li><li>6. Summarise advice for other students</li></ol>                                             |
| <b>Keywords</b>           | Online safety, personal data, social media, targeted advertising, ads, algorithms, personalisation                                                                                                                                                                                                                                                                                                                                       |

## Key lesson information

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location</b>           | Classroom with no student access to internet                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Recommended time</b>   | 15 minutes                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Objectives</b>         | <p>By the end of the session, students should be able to:</p> <ul style="list-style-type: none"><li>• Give useful advice about posting content online safely</li><li>• Explain how personalisation works, including cookies, big data, and algorithms</li><li>• Evaluate the impact of personalisation on opinions, decisions, and behaviours</li><li>• Suggest strategies to protect personal data and manage personalisation</li></ul> |
| <b>Main student tasks</b> | <ol style="list-style-type: none"><li>1. Identify data people share online, and its benefits and risks</li><li>2. Suggest strategies for sharing content safely</li><li>3. Match data protection terms to their definitions</li><li>4. Explore how personalisation works</li><li>5. Debate and manage the impact of personalisation</li><li>6. Match advice for managing personalisation</li></ol>                                       |
| <b>Keywords</b>           | Online safety, personal data, social media, targeted advertising, ads, personalisation, algorithms                                                                                                                                                                                                                                                                                                                                       |

# **Staying safe online: AI, risks, and critical thinking**

**Coming soon**

# unifrog

Sign in at:

**[unifrog.org/sign-in](https://unifrog.org/sign-in)**