



What should I already know?

- Risks and effects of legal drugs (cigarettes, e-cigarettes/vaping, alcohol, medicines)
- The impact on health
- Laws around use of legal drugs
- About why people choose to use or not use substances
- About the mixed messages in the media about substances
- How to seek help and support organisations
- Strategies for managing personal safety in the local environment
- Predict, assess and manage risk in different situations
- Online safety including sharing images, mobile phone safety

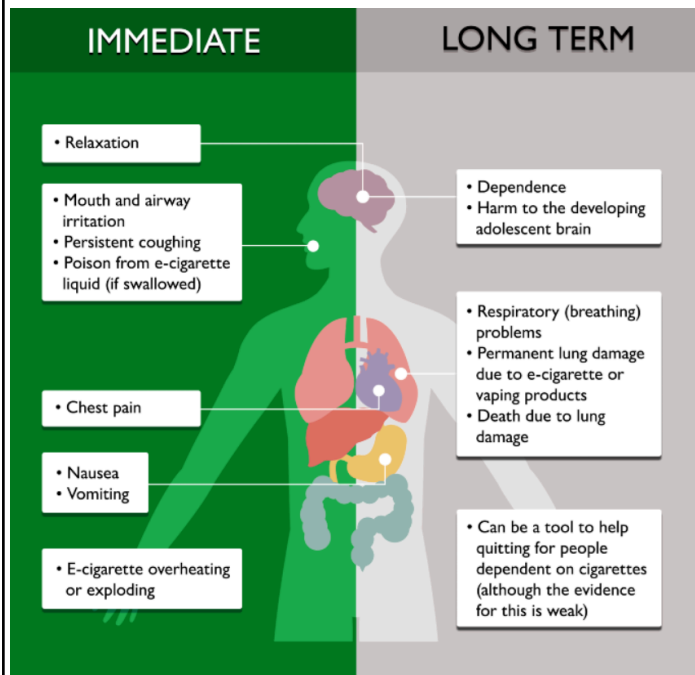
What will I know by the end of the unit?

- Identify and explain ways to reduce risks to my personal safety.
- To know the physical and psychological short-term risks associated with alcohol consumption.
- Identify the short- and long-term risks associated with smoking and vaping.
- Evaluate myths, misconceptions, social norms and cultural values relating to smoking and vaping.
- Develop strategies to manage peer pressure.
- To learn about substance use and the risks and effects of caffeine consumption.
- To understand and manage influences relating to tobacco and nicotine product use.
- To learn about the risks and consequences of alcohol use
- Explain the benefits of physical activity and exercise for physical and mental health and wellbeing
- Recognise and manage what influences choices about physical activity

Vocabulary

Peer Pressure	Being influenced by people of the same or similar age
Illegal drug	Substances that a person can be charged for if they possess it or supply it to someone else. These are not subject to quality controls so it is hard to know what is in each batch of a drug, which can increase risk.
Possession	A person can be charged with possession if they have an illegal drug, even if it's not theirs.
Supply	A person can be charged with supply if they sell, share or give away illegal drugs.
Dependency	When a person relies upon a substance to feel or function as normal.
Cannabis	An illegal drug that can be smoked, eaten or vaped that makes people feel 'chilled out' or giggly. Can be different strengths. Against the law to possess, grow or sell.
Nicotine or tobacco	Nicotine is a drug found in tobacco and other products such as e-cigarettes/vapes. Nicotine and tobacco can make a person ill. Adults can get help from their doctor to stop smoking. It is illegal to sell tobacco to under 18s.

Electronic cigarettes/vaping effects

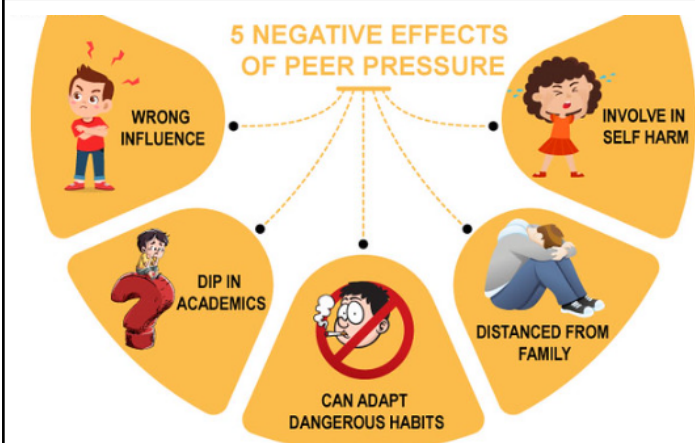


Caffeine side effects

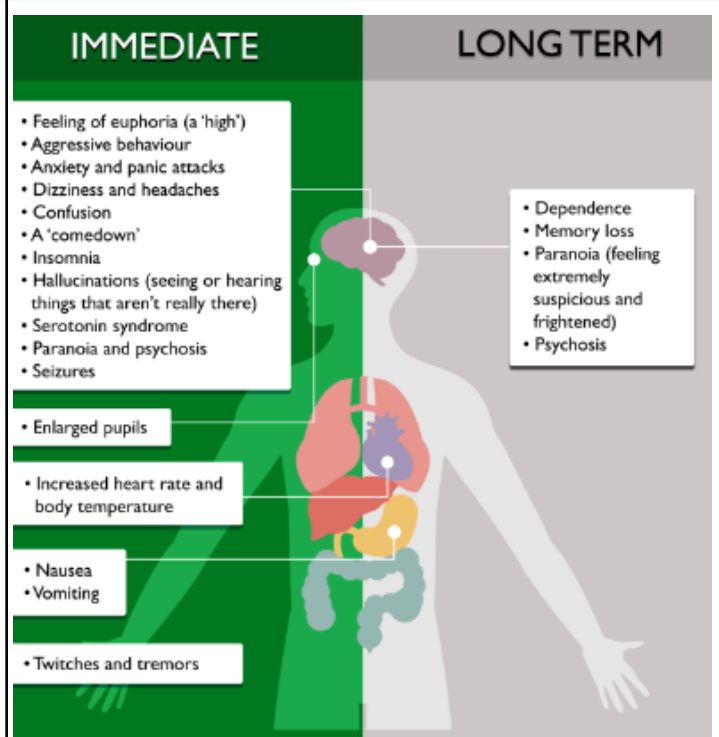
Caffeine Side Effects



Negative effects of peer pressure



Illegal drug effects





Topic: Discrimination

Year: 8

NC Strand: Relationships

What should I already know?

- To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.
- About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.
- To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.
- How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.

What will I know by the end of the unit?

- Recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied.
- The impact of stereotyping, prejudice and discrimination on individuals and relationships.
- About the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice.
- The need to promote inclusion and challenge discrimination, and how to do so safely, including online.

How it makes you feel

The language and behaviours that others demonstrate can make you feel:

- Scared
- Anxious
- Lonely
- Worthless
- Sad
- Isolated
- Unsafe

Where to get more help

NSPCC



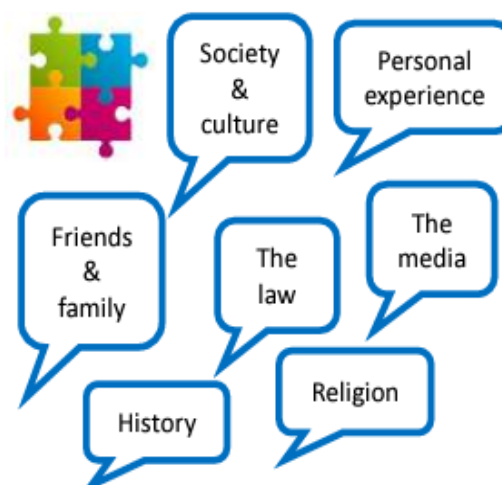
YOUNGMINDS



Key Terms

Stereotype	A generalised belief about a particular group of people
Prejudice	judging someone without knowing them
Discrimination	Treating a person unfairly because of who they are
Homophobia	Dislike of or prejudice against homosexual people
Biphobia	Dislike of or prejudice against bisexual people
Transphobia	Dislike of or prejudice against transsexual or transgender people
Sexism	Prejudice or discrimination based on the sex of a person
Racism	Prejudice or discrimination based on the race or ethnicity of a person
Ableism	Discrimination in favour of able-bodied people
Religious discrimination	Discrimination against someone because of their religion or beliefs

How our views are shaped



Discrimination and the law

It is against the law to discriminate against someone because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

There are called protected characteristics.



What should I already know?

- That mental health is just as important as physical health and that both need looking after
- To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support
- How negative experiences such as being bullied or feeling lonely can affect mental wellbeing
- Positive strategies for managing feelings
- That there are situations when someone may experience mixed or conflicting feelings
- How feelings can often be helpful, whilst recognising that they sometimes need to be overcome
- To recognise that if someone experiences feelings that are not so good (most or all of the time) - help and support is available
- Identify where they and others can ask for help and support with mental wellbeing in and outside school - the importance of asking for support from a trusted adult
- About the changes that may occur in life including death, and how these can cause conflicting feelings
- That changes can mean people experience feelings of loss or grief
- About the process of grieving and how grief can be expressed
- About strategies that can help someone cope with the feelings associated with change or loss
- To identify how to ask for help and support with loss, grief or other aspects of change
- How balancing time online with other activities helps to maintain their health and wellbeing
- Strategies to manage time spent online and foster positive habits e.g. switching phone off at night
- What to do and whom to tell if they are frightened or worried about something they have seen online

What will I know by the end of the unit?

- About attitudes towards mental health
- How to challenge misconceptions stigma
- About daily wellbeing
- How to manage emotions
- How to develop digital resilience
- About unhealthy coping strategies (e.g. self harm and eating disorders)
- About healthy coping strategies

Key vocabulary

Mental wellbeing	Describes your mental state - how you are feeling and how well you can cope with day-to-day life.
Mental illness	Mental illnesses consist of a broad range of problems, with different symptoms. However, they are generally characterized by some combination of abnormal thoughts, emotions, behaviour and relationships with others.
Emotional literacy	The ability to understand and express feelings.
Stress	A state of mental or emotional strain or tension resulting from adverse or demanding circumstances.
Depression	People experience low mood, loss of interest or pleasure, feelings of guilt or low self-worth, disturbed sleep or appetite, low energy, and poor concentration.



Everyone experiences stress and anxiety at points in their lives.

- Only a Doctor or Mental Health Professional can diagnose Chronic Stress or an Anxiety Disorder.
- There are treatments available and coping mechanisms.
- Having a stress or anxiety disorder is not a sign of weakness and is more common than people think.

At times people may feel guilty for spending time on themselves. But it's essential for mental wellbeing and can help people to be more resilient. Some self care techniques include:

- Mindfulness • Doing something you enjoy • Relaxation techniques • Get outdoors and fresh air • Exercise



Further sources of information and advice.

[Home - Mind](#)

We provide [advice and support](#) to empower anyone experiencing a mental health problem.

[YoungMinds | Mental Health Charity For Children And Young People | YoungMinds](#)

The UK's leading charity fighting for children and young people's mental health.

<https://www.childline.org.uk/>

The Childline website provides young people with lots of ways to access support- either via phone call, web chat or email.

[stem4 - supporting teenage mental health](#)

A charity that promotes positive mental health in teenagers.



Key words:

E-safety	Strategies and systems to help people stay safe online.
Digital citizenship	Accepted ways on behaving whilst engaging in online activity.
Cyber bullying	The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
Digital footprint	The information about a particular person that exists on the internet as a result of their online activity. It can not be deleted.
Grooming	When someone uses the internet to trick, force or pressure a young person into doing something they wouldn't normally do, this could be sexual behavior or radical beliefs.

10 strategies for staying safe online

1. Don't post any personal information online – like your address, email address or mobile number.
2. Think carefully before posting pictures or videos of yourself. Once you've put a picture of yourself online most people can see it and may be able to download it, it's not just yours anymore.
3. Keep your privacy settings as high as possible.
4. Never give out your passwords.
5. Don't befriend people you don't know.
6. Don't meet up with people you've met online. Speak to your parent or carer about people suggesting you do.
7. Remember that not everyone online is who they say they are
8. Think carefully about what you say before you post something online.
9. Respect other people's views, even if you don't agree with someone else's views doesn't mean you need to be rude.
10. If you see something online that makes you feel uncomfortable, unsafe or worried: leave the website, turn off your computer if you want to and tell a trusted adult immediately.

Further sources of information and advice.

[NSPCC | The UK children's charity | NSPCC](#)

The NSPCC website has lots of information for your parents and carers to support them in keeping you safe.

<https://www.ceop.police.uk/safety-centre/>

The Child Exploitation and Online Protection Centre (CEOP) work with safeguarding and child protection partners across the UK and overseas.

<https://www.childline.org.uk/>

The Childline website provides young people with lots of ways to access support- either via phone call, web chat or email.



Topic: Digital literacy

Year: 8

NC Strand: Living in the wider world



Key Terms

Gender identity	A person's sense of being a man or a woman or anything in between
Gender expression	What others see. The way they dress, act and refer to themselves
Biological sex	Your genitalia – the body parts that you were born with
Sexual orientation	Who you are sexually and romantically attracted to
LGBTQ+	An acronym for lesbian, gay, bisexual, transgender and queer or questioning.
Pansexual	Someone who is attracted to people based on personality, not gender
Ally	Someone who is not LGBTQ+ but stands up for the LGBTQ+ community
Sexting	sending, receiving, or forwarding sexually explicit messages or images using electronic devices
Consent	Giving permission for something to happen
Contraception	A way of preventing pregnancy. eg. Condom, contraceptive pill

Who are you?



Healthy V's unhealthy relationships

HEALTHY RELATIONSHIPS	UNHEALTHY RELATIONSHIPS
Compliment	Criticize
Forgive	Hold grudges
Appreciate partner	Resent partner
Respect	Disrespect
Compromise	Demand
Encourage	Insult
Trust	Distrust
Support	Compete
Communicate	Hide secrets
Validate	Blame

Where to get more help

NSPCC



YOUNGmINDS



Consent

CONSENT



Freely Given
Reversible
Informed
Enthusiastic
Specific

Support in school

Form tutor
 Head of Year
 Mrs Corby
 Mr Scoot
 Mrs Waddington
 The Hive



Topic: Identity and relationships

Year: 8

NC Strand: Relationships