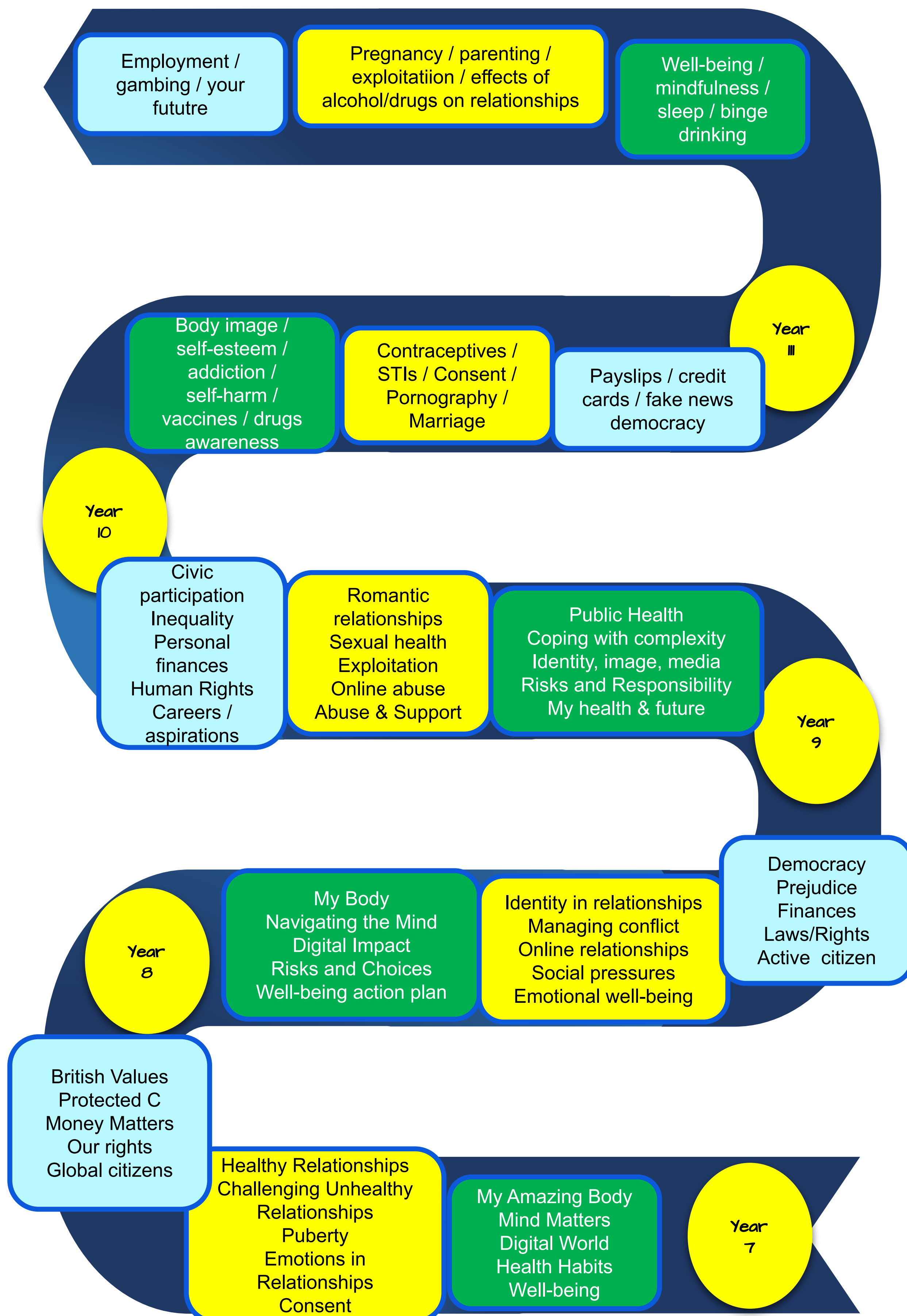


PSHE Learning Journey

The Department for Education and the PSHE Association have established a widely adopted framework based on **three core themes**.

Health and Well-being, **Relationships / Sex Education** and **Living in the Wider World**



Key Concept:

Why We Have PSHE & Use a Spiral Curriculum

Welcome!

Why do we study PSHE?

PSHE (Personal, Social, Health and Economic) education equips students with the **knowledge, skills, and attributes** to thrive in life. It promotes their **holistic development**, teaches them how to **stay safe and healthy**, builds vital **life skills** (like communication and critical thinking), empowers them to make **informed choices**, and prepares them to be **responsible citizens** in a diverse and ever-changing world. It's about nurturing well-rounded, resilient individuals.

Why a Spiral Curriculum?

A spiral curriculum revisits key topics repeatedly over time, **increasing complexity and depth** with each encounter. For PSHE, this approach:

Reinforces Learning: Ensures knowledge is retained long-term, not just forgotten.

Matches Development: Introduces sensitive or complex topics when students are developmentally ready.

Builds Strong Foundations: Connects new learning to prior knowledge, creating a robust understanding.

Develops Skills Gradually: Allows for repeated practice and refinement of essential life skills.

What Students Get: Students gain a **deeper, more resilient, and age-appropriate understanding** of critical life concepts. They develop **confidence and practical skills** to navigate real-world challenges, leading to **empowerment** in making safe, healthy, and informed decisions.

Ultimately, it provides them with a **strong foundation for lifelong well-being and responsible citizenship**.

We hope you find the following five lessons interesting and useful. Let's begin!

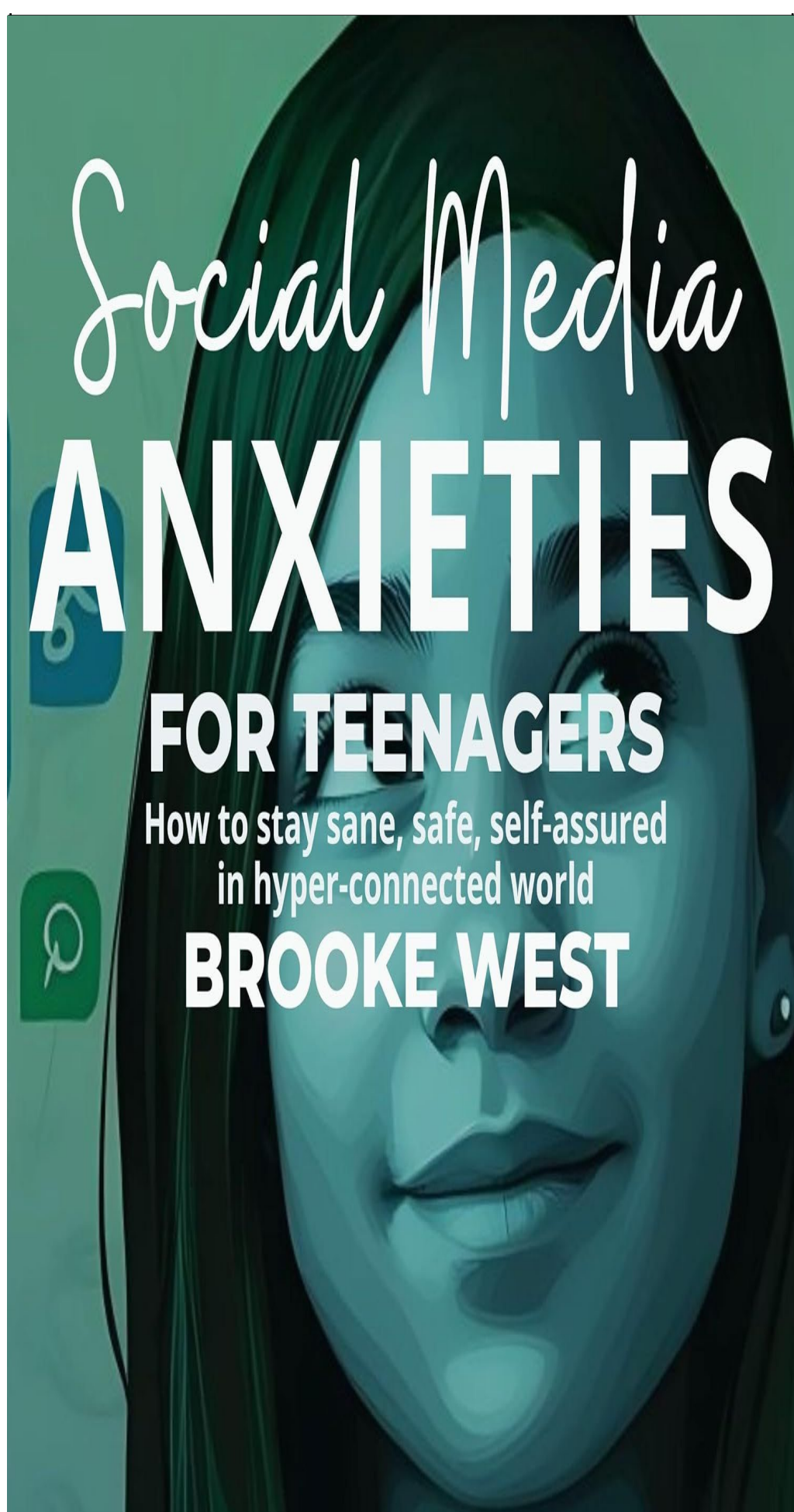


| Personal Development Ground Rules | |
|--|--|
| Openness | We will be open and honest but not directly discuss our own or others personal or private lives. We will explore the content through scenarios and not put anyone on the spot. |
| Keep the conversation in the room | Nothing discussed in class is repeated outside of the room unless a concern is raised, then the school's safeguarding policy will be followed. |
| Non judgemental approach | It is ok to disagree with another persons opinion, but we will not judge, make fun of or be unkind to anyone. |
| Right to pass | Participation is important, however we have a right to pass on answering a question or discussion if appropriate. |
| Make no assumptions | We will not make assumptions about peoples values, beliefs, attitudes or behaviours. |
| Listen to others | We will listen to each others opinions, demonstrating respect. |
| Use of language | We will use the correct terminology, rather than using slang terms that people might find offensive. If we are unsure of the correct term, we will ask out teacher/ |
| Asking questions | No question is a stupid question. Ask lots in order to learn! |
| Seeking advice and help | If we need further help or advice, we know how where to seek it confidently, both in school and out in the community. |

| School Services at Treviglas Academy | | |
|---|--|---|
| Student Support | General support, including sanitary products | Student Support Office |
| School Nurse Drop In | Information, advice and guidance on any health concern | Once a month, ask Student Support for information |
| Intercom Trust | For individual LGBTQ+ questions | Please see Mrs Whitchurch / every Thursday during EB1 |
| | | |
| Your tutor, Wellbeing and Learning Leader are also there to support you alongside teaching staff. | | |
| Sources of support | | |
| Childline: www.childline.org.uk | Anna Freud: www.annafreud.org/on-my-mind | |
| Kidscape: www.kidscape.org.uk | Equality Advisory Support Service: Equality Advisory Support Service (EASS) - GOV.UK (www.gov.uk) | |

Baseline Confidence Checker

| BEFORE LEARNING THE UNIT | 1 (low) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 (high) |
|---|------------|---|---|---|---|---|---|---|---|--------------|
| L1 – I understand the differences between public health and personal health. | | | | | | | | | | |
| L1 – I understand the importance of avoiding, where possible, a sedentary lifestyle. | | | | | | | | | | |
| L2 – I can confidently articulate my self-care routine. | | | | | | | | | | |
| L2 – I am able to name a number of sources where professional support can be obtained to support my physical and mental health. | | | | | | | | | | |
| L3 – I understand what is meant by the ‘digital ideal’. | | | | | | | | | | |
| L3 – I understand what is meant by the ‘unseen reality’. | | | | | | | | | | |
| L4 – I can confidently identify and explain the effects of alcohol, vaping and cannabis. | | | | | | | | | | |
| L4 – I know how to navigate pressures on my choices. | | | | | | | | | | |
| L5 – I understand what is meant by ‘cumulative effect’. | | | | | | | | | | |
| L5 – I have a clear idea of who I want my ‘future me’ to be. | | | | | | | | | | |



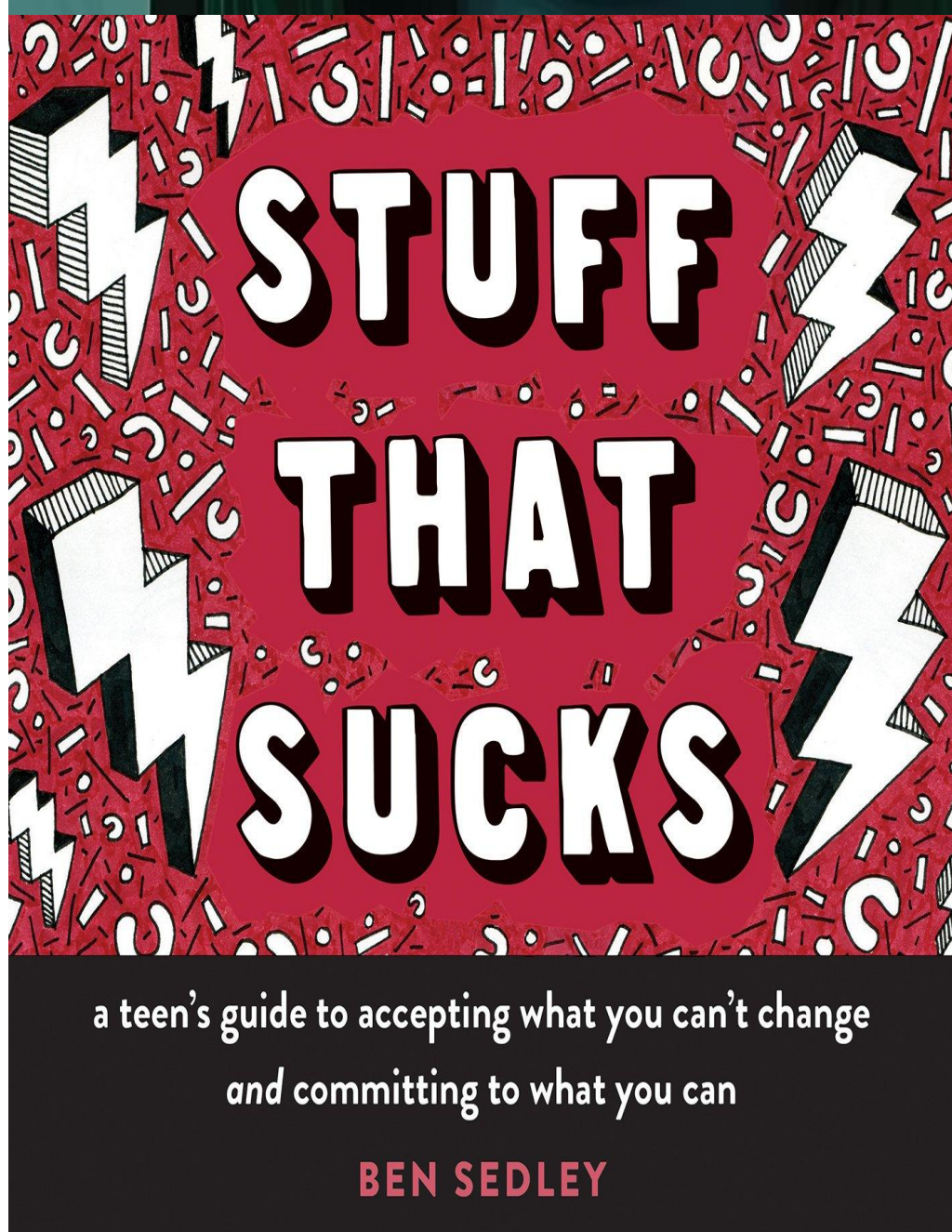
Social Media Anxieties for Teenagers: How to Stay Sane, Safe, and Self-Assured in a Hyper-Connected World by Brooke West

Social media is where today's teenagers laugh, learn, connect—and quietly crumble under the weight of filters, likes, and comparison traps.

Social Media Anxieties for Teenagers is your no-nonsense, compassionate guide to navigating the online world without losing yourself. Whether you're overwhelmed by likes, stressed by silence, stuck in comparison mode, or just want a healthier relationship with your phone, this book shows you how to scroll smarter, post with purpose, and build real confidence.

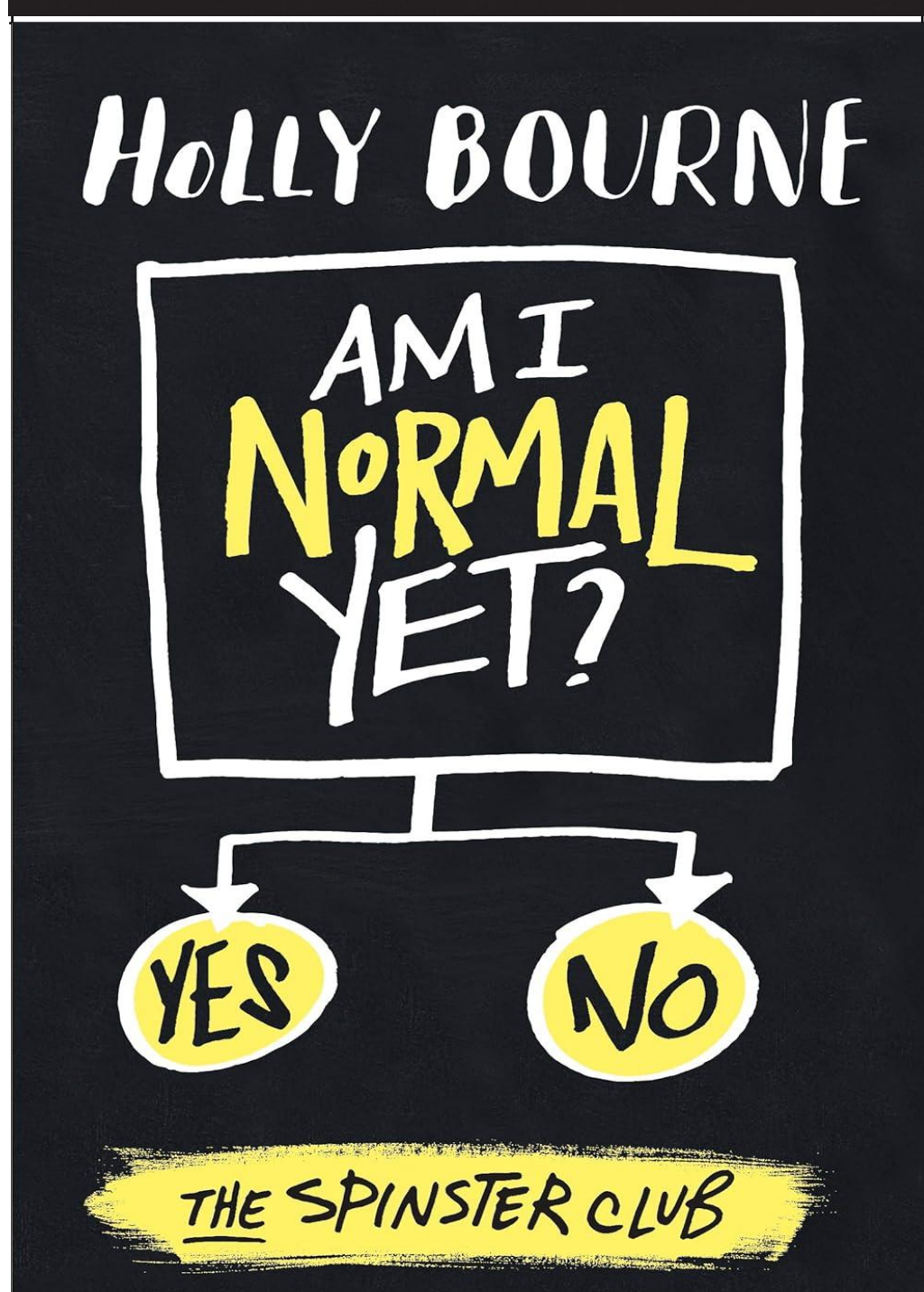
Inside you'll discover:

- Why social media triggers anxiety, overthinking, and low self-esteem
- How to break free from the dopamine addiction of likes, streaks, and shares
- Tools to set digital boundaries, detox without guilt, and protect your mental health
- Ways to spot cyberbullying and reclaim your peace
- How to curate your feed to nourish—not drain—you



Stuff That Sucks: A Teen's Guide to Accepting What You Can't Change and Committing to What You Can" by Ben Sedley

Sometimes *everything* sucks. This unique, illustrated guide will help you move past negative thoughts and feelings and discover what truly matters to you. If you struggle with negative thoughts and emotions, you should know that your pain is real. No one should try to diminish it. Sometimes stuff really *does* suck and we have to acknowledge it. Worry, sadness, loneliness, anger, and shame are big and important, but they can also get in the way of what really matters. What if, instead of *fighting* your pain, you realized what really matters to you—and put those things first in life? If you did that, maybe your pain wouldn't feel so big anymore. Isn't it worth a try?



Am I Normal Yet? by Holly Bourne

The ground-breaking and bestselling first Spinster Club novel from YA star Holly Bourne - "A brutal and brilliant takedown of how we talk about mental illness, feminism, and friendship." *The Guardian*

All Evie wants is to be normal. And now that she's almost off her meds and at a new college where no one knows her as the-girl-who-went-nuts, there's only one thing left to tick off her list...

But relationships can mess with anyone's head - something Evie's new friends Amber and Lottie know only too well. The trouble is, if Evie won't tell them her secrets, how can they stop her making a huge mistake?

Relevant sentence stems/scaffolding

? ? ? **Open-Ended Questions** ? ? ?

| | | | |
|-----------------------------|---|--|------------------------------|
| Show Interest | <p>Show me....</p> <p>Tell me about.....</p> <p>What are you doing...?</p> <p>What else can you do?</p> | <p>How did you do that?</p> <p>Why did you...?</p> <p>How did this happen?</p> <p>Tell me why...?</p> | Extend on Thinking |
| Solve Problems | <p>Can you find...?</p> <p>Can you do it another way?</p> <p>What else do we need...?</p> <p>What is your plan?</p> | <p>I wonder if / when...</p> <p>What will happen next?</p> <p>What do you think will work?</p> <p>When will...?</p> | Make Predictions |
| Compare and Contrast | <p>How are these the same?</p> <p>How are these different?</p> <p>What does it remind you of?</p> | <p>What might happen if...?</p> <p>How might you feel if...?</p> <p>What do you suppose...?</p> | Consider Consequences |
| Assess Feelings | <p>How do you feel about...?</p> <p>How would you feel if...?</p> <p>How do you think ... feels?</p> | <p>Why do you think...?</p> <p>How do you know...?</p> <p>What made you decide...?</p> <p>What happened when...?</p> | Evaluate Thinking |

How? What? Where? Why? When?

www.mindingkids.co.uk
Open-Ended Questions Poster
Copyright © Minding Kids 2021

Key vocabulary

| Vocabulary | Definition |
|--|--|
| Public Health: | The science and art of preventing disease, prolonging life, and promoting health through organised community efforts. |
| Health Inequality: | Differences in health status or in the distribution of health determinants between different population groups. |
| Campaign: | An organised course of action to achieve a particular goal, often related to public awareness or behaviour change. |
| Socio-economic | Socio-economic background relates to a combination of an individual's income, occupation and social background. |
| | |
| Professional Support: Help provided by trained individuals (e.g., GP, therapist, CAMHS). | Help provided by trained individuals (e.g., GP, |
| Stigma: | A mark of disgrace associated with a particular circumstance, quality, or person. |
| Mental Health Condition: | A diagnosable illness that affects a person's thinking, feeling, mood, or behaviour (e.g., anxiety disorder, |
| Self-Care: | Activities and practices that help to maintain overall wellbeing, especially mental and emotional health. |
| Body Image | How someone perceives their own physical appearance. |
| Media Literacy | The ability to access, analyse, evaluate, and create media in a variety of forms. |
| Influencer Culture | The phenomenon of individuals with large social media followings promoting products, lifestyles, or ideas. |
| Preventative Health | Taking actions <i>now</i> to stop health problems from happening or getting worse in the future, rather than waiting until you're ill. |
| Future self | The person you will become in the future, influenced by the choices and habits you develop today. |
| Lifestyle Choices | The everyday decisions we make about how we live, eat, move, and spend our time, which affect our health and well-being. |

What rules or services does the government put in place to keep us healthy?
(Government/Policy)

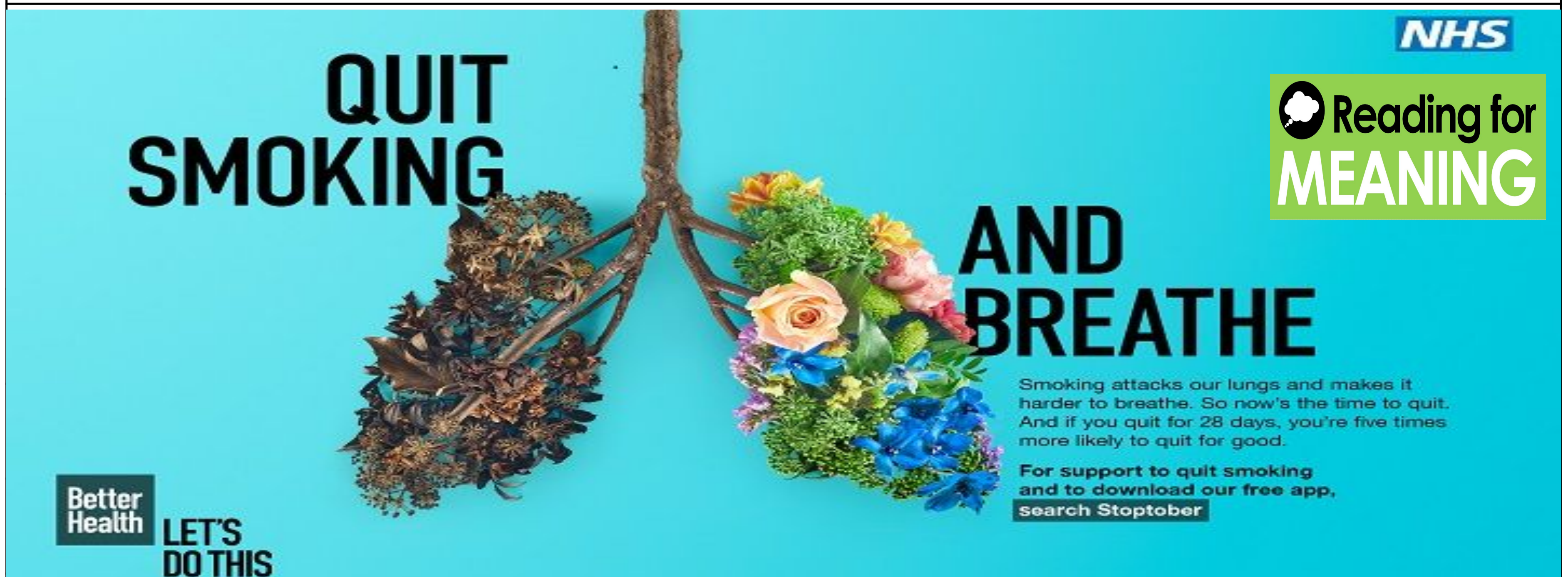
In summary, **personal health** focuses on individual well-being through lifestyle choices and medical care, while **public health** addresses the health of communities and populations through collective action and preventive measures. Public health aims to improve community health through initiatives like ensuring clean water, preventing infectious diseases, and promoting healthy environments, while personal health involves individual actions like diet, exercise, and routine check-ups.

Task 3: Summarise this information into four bullet points, using as many of your own words as you can.

- 1
- 2
- 3
- 4

Task 4: Case Study: Public Health Campaigns

Governments and health organisations use campaigns to influence public health. You are going to see a number of health campaigns. In your groups or pairs, look at each campaign and discuss and answer the following questions.



Stoptober is an annual campaign in the UK that encourages smokers to quit for the month of October. It's based on the idea that if a smoker can stay smoke-free for 28 days, they are five times more likely to quit for good. The campaign provides various resources and support to help smokers quit.

1- What health issue is this campaign trying to address?

2- Who is the target audience for this campaign?

3-How is the campaign trying to *influence* people's choices or behaviours? (e.g., by providing information, scaring them, making it seem normal, offering support).

4- What wider factors might contribute to the health issue this campaign is tackling? (e.g., if it's "5 A Day," maybe it's about access to affordable fruit/veg, or food advertising for unhealthy options. For smoking, consider the move to plain packaging, the Government's plan for us to be smoke-free by 20230, smoking bans in most public places...)

How about this campaign?



What counts as one portion?



1 medium apple



3 whole dried apricots



1 medium banana



2 broccoli florets

The "5 A Day" campaign encourages people to eat at least five portions of fruits and vegetables daily to improve health and reduce the risk of chronic diseases. This campaign is based on recommendations from the World Health Organization and the UK government, and is promoted by various health organizations.

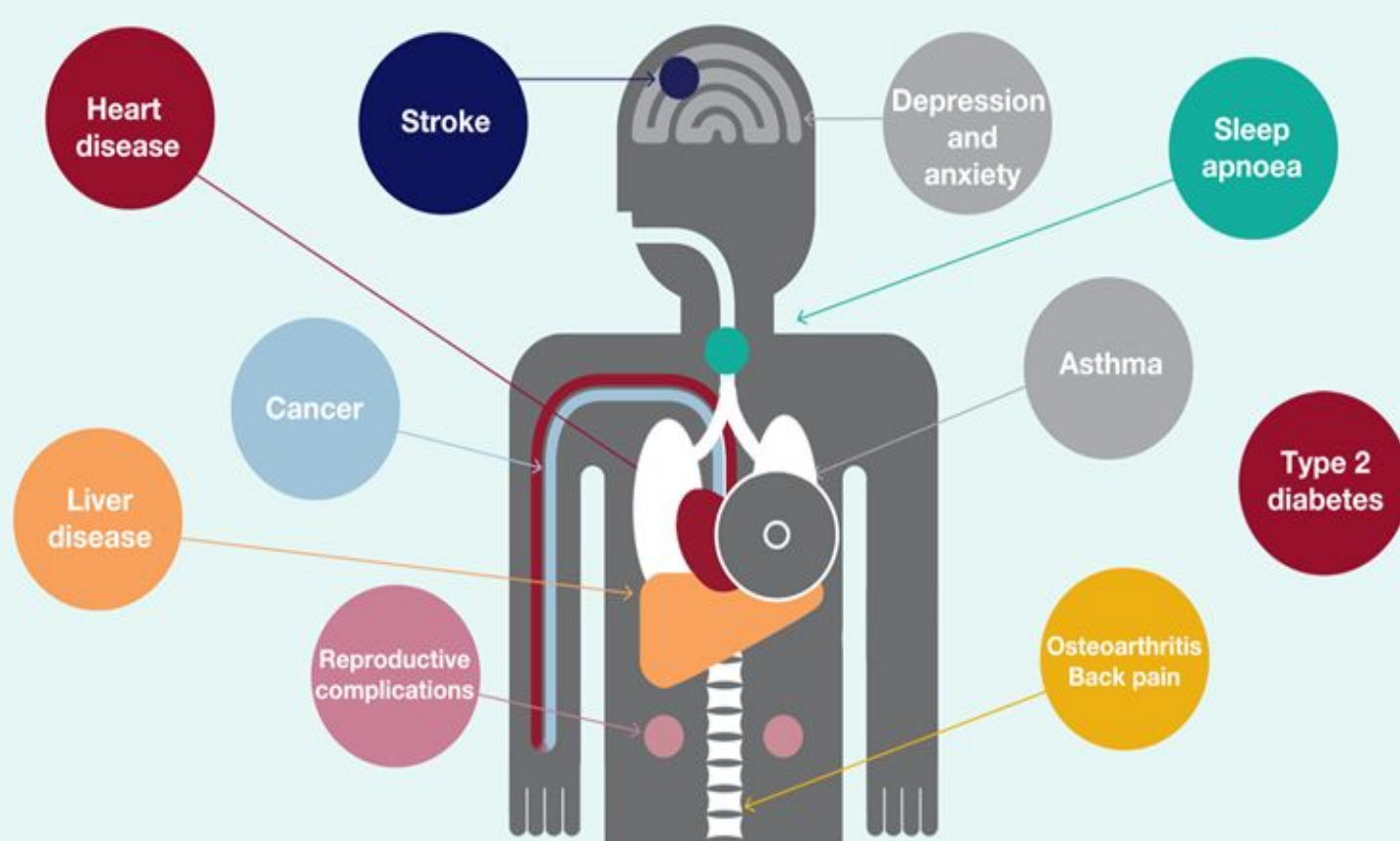
1- What health issue is this campaign trying to address?

2- Who is the target audience for this campaign?

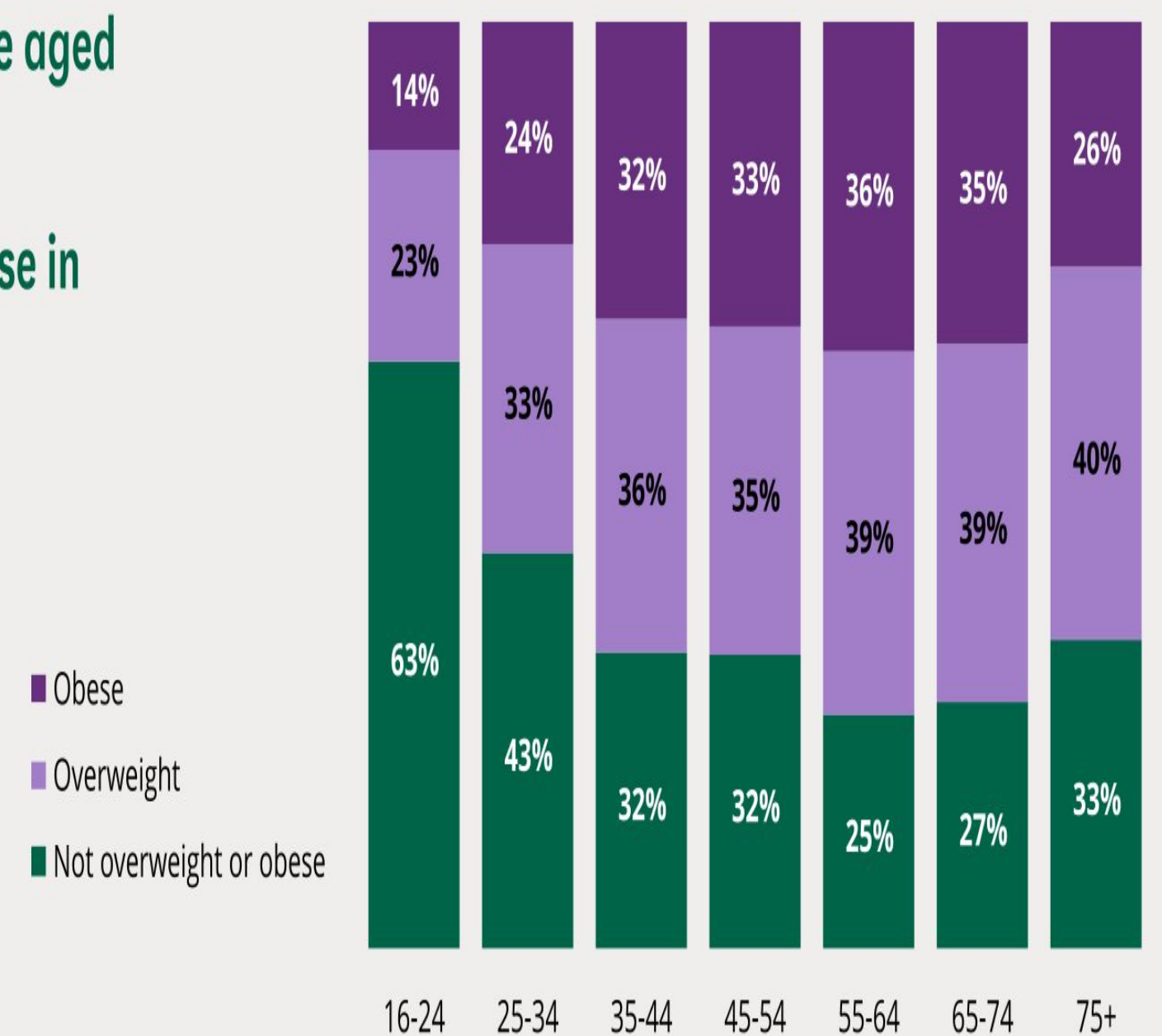
3-How is the campaign trying to *influence* people's choices or behaviours? (e.g., by providing information, scaring them, making it seem normal, offering support).

4- What wider factors might contribute to the health issue this campaign is tackling? (e.g., if it's "5 A Day," maybe it's about access to affordable fruit/veg, or food advertising for unhealthy options. For smoking, consider the move to plain packaging, the Government's plan for us to be smoke-free by 20230, smoking bans in most public places...)

Obesity harms health



Two thirds of those aged 35 and over were overweight or obese in England in 2022



Data: NHS Digital
Chart: House of Commons Library

Task 5: Here's a case study about someone who improved their health through a weight loss campaign called 'Better Health', highlighting the interplay of personal choice and wider factors.

David, 52, had gradually put on weight over many years. His job involved long hours at a desk, and his commute meant he often grabbed quick, processed meals on the go (environmental and socio-economic factors – lack of time, easy access to unhealthy options). He also found comfort in snacking late at night after stressful days (emotional wellbeing). He knew he needed to make changes after his GP told him his blood pressure was creeping up, and he felt constantly tired. Previous attempts at "going on a diet" had failed because they were too restrictive and hard to stick to.

The "Wider Influences" at Play Before Better Health:

- **Food Environment:** Easy availability and aggressive marketing of highly processed, high-calorie, low-nutrient foods (media/advertising, environmental factors).
- **Sedentary Lifestyle:** A job requiring minimal physical activity and reliance on cars for transport contributed to inactivity (environmental/societal norms).
- **Stress & Emotional Eating:** Using food as a coping mechanism for daily stress, a common societal challenge.
- **Lack of Knowledge/Support:** While he understood general healthy eating, he lacked structured, practical advice and a supportive framework tailored to his busy life.

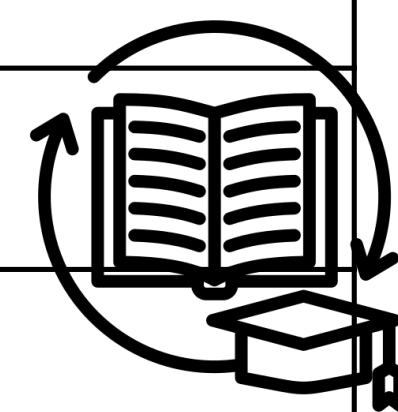
In January 2024, David saw an advertisement for the **NHS Better Health** campaign on TV. It resonated with him because it focused on small, achievable steps and offered practical tools, rather than just telling him to "eat less, move more."

- **Mass Media & Accessible Information:** consistent messaging from the NHS
- **Digital Tools & Self-Management:** David downloaded the NHS Weight Loss Plan app
- **Food Labelling (Legislation/Policy):** David encouraged to follow traffic light system on food packaging
- **Promoting Physical Activity:** Campaigns such as 'couch to 5k'
- **Partnerships & Wider Support:** Teaming up with groups such as 'Slimming World'

What impact do you think the Better Health Campaign had on David?

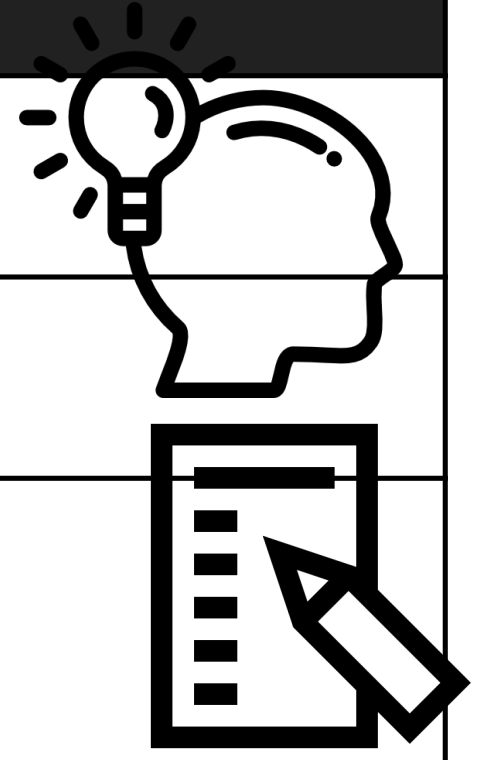
Let's revisit the essential question and quietly reflect and answer this for ten minutes.

How do factors beyond our individual choices and immediate surroundings impact the health and wellbeing of communities and ourselves? *Consider...* Health isn't just up to us; things like where we live, how much money our family has, what's advertised, and what the government does all play a huge role.



Lesson 2: Coping with Complexity: Mental Health Conditions & Support

EQ: How can understanding mental health conditions help us to challenge stigma, support ourselves, and support others effectively?



Date:

Do now: How balanced has your diet been in the past two weeks? How have you felt?

Key word:

Professional Support: Help provided by trained individuals (e.g., GP, therapist, CAMHS).

Stigma: A mark of disgrace associated with a particular circumstance, quality, or person.

Mental Health Condition: A diagnosable illness that affects a person's thinking, feeling, mood, or behaviour (e.g., anxiety disorder, depression, eating disorder).

Self-Care: Activities and practices that help to maintain overall wellbeing, especially mental and emotional health.

Learning Objectives:

By the end of this lesson, students will be able to:

Know: Identify that mental health conditions are illnesses and recognise common signs and symptoms of a few prevalent conditions (e.g., anxiety, depression).

Understand: That mental health conditions are not a sign of weakness and that seeking help is a sign of strength.

Be able to: Identify a range of professional support pathways for mental health and understand their role in supporting friends.

Task 1: What are some ways we look after our physical health? (e.g., eat well, exercise, sleep, hygiene). What are some ways we look after our *mental* wellbeing?)

| Physical health | Mental health |
|-----------------|---------------|
| | |
| | |
| | |
| | |

Just like our physical health, our mental health can sometimes become unwell. Sometimes, feelings of stress or sadness can become so intense or last so long that they become a 'mental health condition'. Today, we're going to explore what these conditions are, challenge common myths, and learn where to get help

7 self care tips for improving mental health

Get creative, write down some aspirations & create a vision board

Listen to your favourite music, audio book or podcast

Take a long relaxing soak with some bath salts

Breath work and present moment meditation for calming the mind

Have a pamper evening, face & hair masque

Make some fruit infused water & aim for 2-4 litres a day

Make a nice herbal tea or treat yourself to a tasty hot chocolate



I wish people knew that my mental health is so physical too:



Task 2: Challenging Stigma: Myth vs. Fact

Unfortunately, there's often a lot of **stigma** around mental health conditions. This means people might be treated differently or unfairly, or might feel ashamed to talk about it. Our aim today is to challenge that stigma.

Your teacher will read out several statements about mental health. For each statement, vote with your show-me boards (e.g. thumbs up for fact, thumbs down for myth). The answers are on page 19.

- Mental health conditions are a sign of weakness.
- Only adults get mental health conditions
- If someone says they're depressed, they just need to 'cheer up'.
- Talking about your feelings can help improve your mental health.
- People with mental health conditions can recover and live full, happy lives.

Task 3: Understanding Common Conditions & Supporting Friends

There are many types of mental health conditions, just like physical illnesses.

Anxiety: Feeling worried, fearful, or nervous a lot of the time, often leading to physical symptoms like a racing heart or difficulty breathing.

Depression: Persistent low mood, loss of interest in activities, changes in sleep/appetite, feelings of hopelessness.

Eating disorders: Unhealthy eating patterns due to body image/control), OCD (repetitive thoughts/actions).

These are more than just everyday feelings; they are persistent and impact daily life.

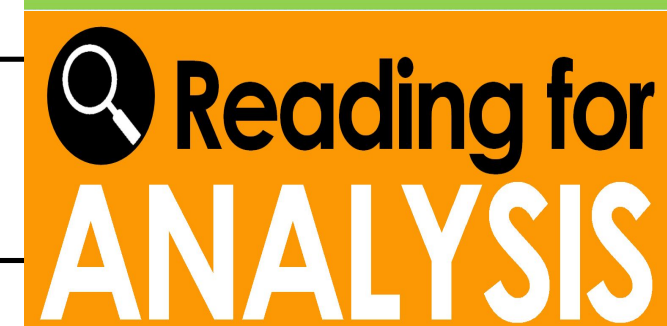
In small groups you are going to explore two case studies and then discuss/answer the following questions.

Case Study 1: Sam's Struggle

Sam is 14 years old and used to be a really outgoing and active person. He was a keen football player, always eager to meet up with friends, and generally did well in school, even if he found some subjects challenging.

Lately, though, his behaviour has changed a lot over the past few months. He's stopped turning up for football practice and often makes excuses to avoid seeing his friends, preferring to stay in his room playing games or just lying in bed. When his parents or teachers ask if he's okay, he often just shrugs and says "fine," but he seems irritable and easily frustrated. He's sleeping a lot more than usual, sometimes not getting out of bed until midday on weekends, but still looks tired. His schoolwork has suffered, and he struggles to concentrate in lessons, often staring out the window or just doodling. He's also lost interest in his favourite TV shows and hobbies. His parents have noticed he's eating less at dinner and seems to have lost some weight, but he sometimes has sugary snacks in his room late at night. He rarely smiles or laughs now, and his friends have started to notice too, asking them if they know what's wrong with Sam.

1- What signs might indicate this person is struggling with their mental health?



2- How might you feel if you were experiencing something similar? (Practice empathy).

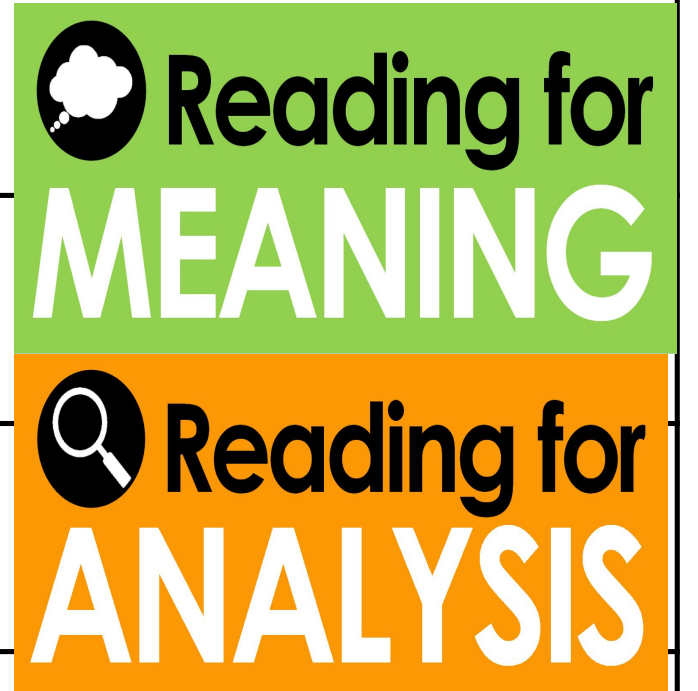
3- What is one helpful, kind, and respectful thing you could say or do for them? (Focus on listening, encouraging them to talk to a trusted adult, being there).

Case Study 2: Chloe's Worries

Chloe is 13 years old and generally a good student, but lately, she's been finding school incredibly stressful. She worries constantly about her grades, even when she's performing well. Before any test or presentation, she gets a knot in her stomach, her heart races, and she feels nauseous. She'll spend hours over-revising, even when she understands the material, and often stays up very late, which leaves her exhausted for school.

Her worries aren't just about school. She avoids social gatherings, especially large ones, because she's convinced she'll say or do something embarrassing. She checks her phone constantly for messages from friends, then worries about how to reply. She often asks her friends if they're mad at her, even when they seem perfectly normal. Chloe often has trouble falling asleep because her mind races with "what-if" thoughts, replaying conversations or worrying about things that haven't even happened. She often feels a general sense of unease or dread that she can't quite explain, even when there's nothing specific to worry about. Her parents have noticed she's become more withdrawn and irritable at home and sometimes cries for no apparent reason.

1- What signs might indicate this person is struggling with their mental health?



2- How might you feel if you were experiencing something similar? (Practice empathy).

3- What is one helpful, kind, and respectful thing you could say or do for them?

Answers for task 2: myths and facts

Myth: Mental health conditions are a sign of weakness. (Fact: They are illnesses, not weaknesses.)

Myth: Only adults get mental health conditions. (Fact: Anyone can experience them, including children and young people.)

Myth: If someone says they're depressed, they just need to 'cheer up'. (Fact: Depression is a complex illness and requires support, not just a change of mood.)

Fact: Talking about your feelings can help improve your mental health.

Fact: People with mental health conditions can recover and live full, happy lives.

Answers for task 3 / possible responses:

- Focus on Behaviours/Feelings: Describe *what you see* or *how the person feels*, rather than immediately jumping to a diagnosis. The goal is to recognise signs, not to diagnose.
- Emphasise Actionable Help: For the "what to do" part, consider practical, safe, and helpful actions:
- Listen without judgment.
- Spend time with them.
- Suggest talking to a trusted adult {parent, teacher, school counsellor, head of year}.
- Remind them they're not alone.
- Avoid: Telling them to "cheer up," dismissing their feelings, gossiping, or trying to be their sole "therapist."

These case studies are fictional scenarios, but that similar situations happen in real life. Remember the importance of confidentiality and kindness. However, if another student expresses personal concerns about themselves or a friend, remember to tell a trusted adult immediately.

Task 4: Professional Support & Self-Care

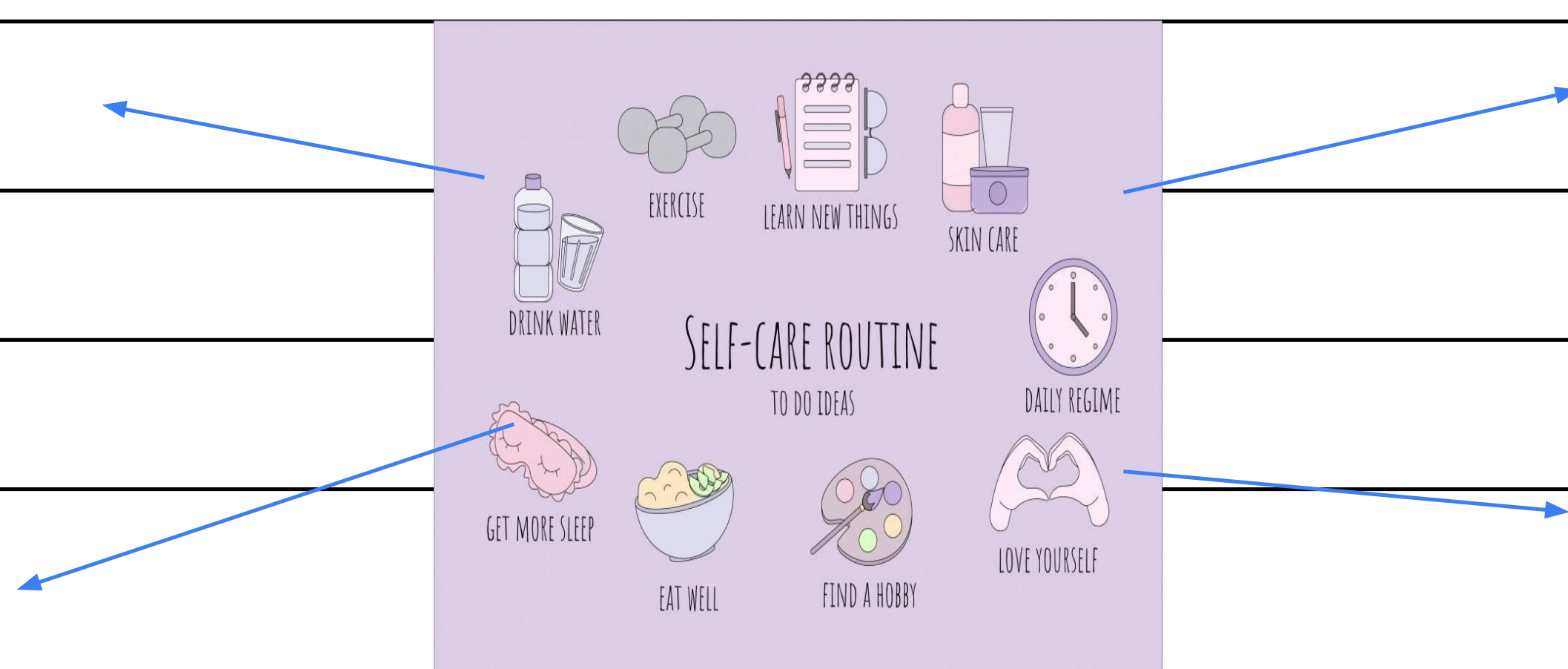
There are many places to go when professional support might be useful.

- **GP (General Practitioner):** Often the first point of contact, can offer advice, prescribe medication, or refer to specialists.
- **CAMHS (Child and Adolescent Mental Health Services):** Specialist NHS services for young people with more severe mental health conditions (often requires a GP or school referral).
- **Therapists/Counsellors:** Professionals who talk through feelings and help develop coping strategies (e.g., school counsellor, private therapists).
- **Helplines/Online Support:** (e.g., Childline, YoungMinds, Kooth - free, anonymous, and often available 24/7 or extended hours).

Self-Care Reminder:

Even with professional support, **self-care** is still important.

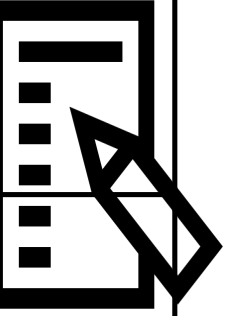
Do you remember some healthy coping strategies from Year 8? (exercise, healthy eating, sleep, hobbies, connecting with others). These practices help *everyone* with their mental wellbeing, whether they have a condition or not. They are like keeping your mental health 'fit'. **What is your self-care routine?**



Lesson 3: Identity, Body Image & Media: Challenging Ideals

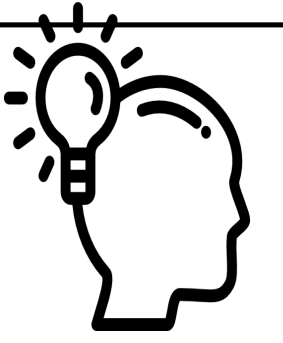
EQ: How do media and online platforms shape our understanding of identity and body image, and how can we critically challenge these influences to foster a positive sense of self?

Date:



Do now: Show me: write down one way you have supported your physical/mental health since last time.

Key word:



Body Image: How someone perceives their own physical appearance.

Media Literacy: The ability to access, analyse, evaluate, and create media in a variety of forms.

Influencer Culture: The phenomenon of individuals with large social media followings promoting products, lifestyles, or ideas.

Learning Objectives:

By the end of this lesson, students will be able to:

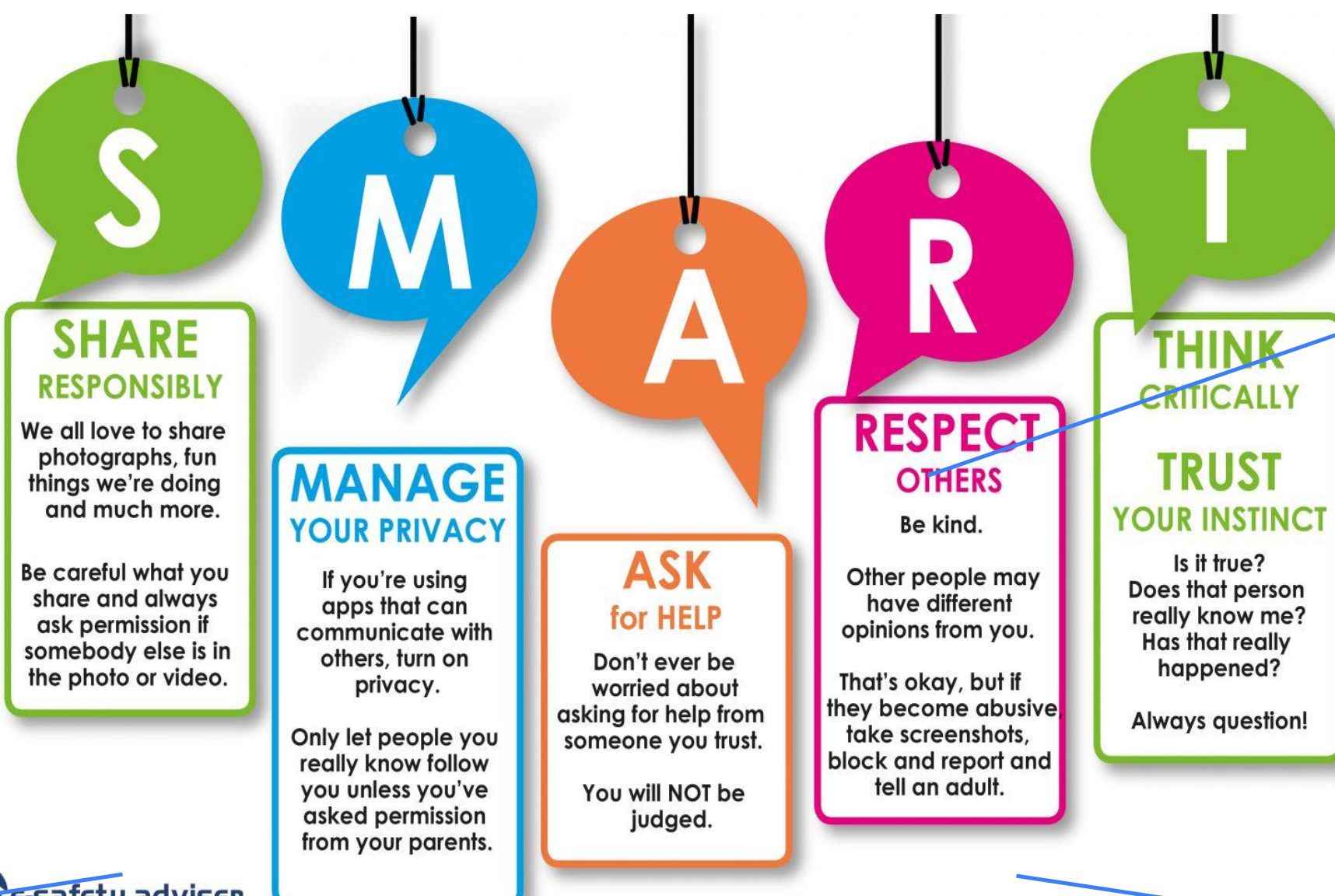
Identify common media portrayals of "ideal" identity and body image across various platforms.

Understand the techniques (e.g., editing, filters, strategic posing, AI generation) used to create and disseminate these often unrealistic portrayals.

Analyse the potential psychological and emotional impact of constantly comparing oneself to unrealistic media ideals on self-esteem and mental well-being.

Articulate the importance of embracing their authentic selves and celebrating diversity in all its forms.

Activity 1: Recall what you learned in Year 7 about online safety and in Year 8 about navigating fake news and setting boundaries online. How might these ideas connect to how we see ourselves and others online?



Stay safe online



Activity 2 : Thinking about 'influencers' and how their presentation can distort our sense of reality

This is Charli D'Amelio, a well known 'influencer'. She became well known through the social media platform Tik Tok. Which image do you see more often online? What feelings do these images evoke (raise) in you?

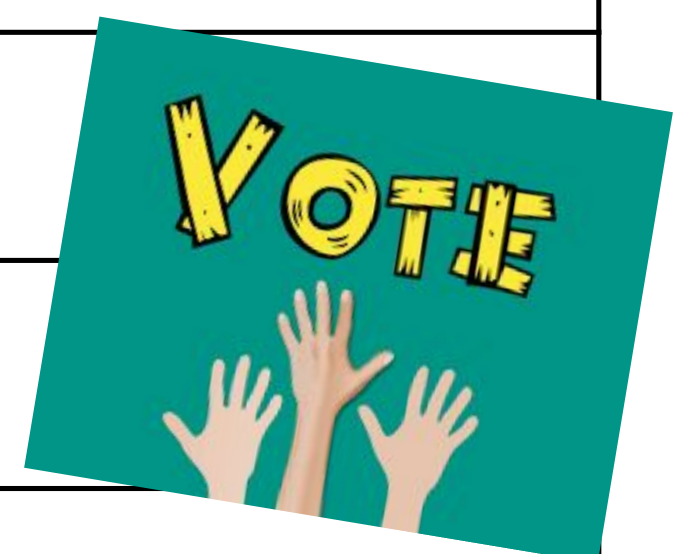


Filtered / fantasy



Unfiltered / reality

Based on your notes, offer some reflections below to the questions above.



Quick poll (e.g., show of hands) How many of you have ever felt pressure to look a certain way because of something you saw online? You are not alone!

The pressure to look a certain way stems from societal ideals (what is seen as the ideal standard), often amplified by media and social media, leading to negative impacts on body image and self-esteem, particularly among young people, and can manifest in body dissatisfaction, unrealistic expectations of ourselves, disordered eating, and mental health issues. The good news is that we can do something about it!

Activity 3: Deconstructing the Digital 'Ideal'

You are going to be given a variety of pictures. In your pairs/groups, discuss them and then answer the following questions.



What message is this media sending about what is "ideal" in terms of identity or body image?

What specific techniques have been used to create this image (e.g., lighting, angles, makeup, filters, digital editing, professional photography, AI generation)?

Who is the intended audience for this media?

What could be the potential impact on someone viewing this image, especially if they compare themselves to it?

Picture 2



What message is this media sending about what is "ideal" in terms of identity or body image?

What specific techniques have been used to create this image (e.g., lighting, angles, makeup, filters, digital editing, professional photography, AI generation)?

Who is the intended audience for this media?

What could be the potential impact on someone viewing this image, especially if they compare themselves to it?

What observations did you make during that activity? Let's hear them as a class.



Activity 4: The Impact & The Reality Check

What are some of the feelings or thoughts you might have if you constantly saw images like these and felt you didn't measure up?" (Low self-esteem, anxiety, body dissatisfaction, feeling inadequate...).

There is a concept called **Social Comparison Theory**: Leon Festinger in 1954 suggested that individuals determine their own social and personal worth based on how they stack up against others.

It's natural for humans to compare themselves to others. But when we're constantly comparing ourselves to highly curated, often fake, online versions of reality, it can be really damaging.

The Unseen Reality:

- What we see online is rarely the full picture.
- The amount of effort, money, and professional help (stylists, photographers, editors) that goes into creating these images is significant!
- The people in the photos don't look like that 24/7.
- There is a huge rise of AI-generated content that creates entirely fictional "perfect" people.
- We need to understand that "likes" and "followers" don't equate to self-worth or happiness.

Summarise the 'social comparison theory' and the 'unseen reality' points into your own words using the SUM method: shorter, use your own words and main points only.

• 1

• 2

• 3

• 4

Let's go NUTS!



Something you learned that is NEW =

Something you learned that is USEFUL =

Something you learned that made you THINK =

Activity 5: Challenging Ideals & Embracing Authenticity (our genuine/real selves)

Media Literacy in Action: What questions should we ask ourselves when we see a 'perfect' image online? (e.g., "Is this real?", "Who benefits from me feeling this way?", "What's missing from this picture?").

Curating Your Digital Space: How can you make your social media feed a more positive place? (e.g., unfollowing accounts that make them feel bad, following diverse accounts, seeking out body positivity influencers).

Focusing Inward: What are some things you value about yourself that have nothing to do with how you look?

Celebrating Diversity: How can we actively appreciate and celebrate the wide range of human bodies and identities?

Self-Compassion: What does it mean to be kind to yourself, especially when you're feeling down about your appearance?



Activity 6: My Authentic Self

Take 2 minutes to write down or draw one **positive affirmation** (a short, positive statement that someone repeats to themselves to challenge negative thoughts) you could use when feeling pressured by media ideals.

Also write down three non-appearance-related qualities you value about yourself or others.

Why not finish the lesson with sharing one strategy you will try to implement.

My affirmation =

My non appearance related qualities are:

1

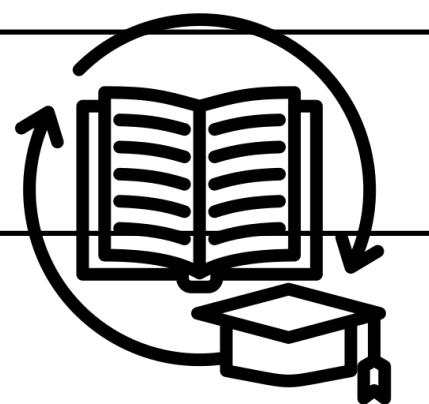
2

3



Please remember, our worth is not determined by likes, filters, or impossible ideals, but by who we are as unique, authentic individuals. Seeking support for mental health or body image concerns is a sign of strength, and refer back to the "Where to Get Help" topic from Year 7.

Now let's finish with a quiet reflection on today's EQ



Activity 2. Key Concepts & Substance Spotlight

What are some pressures young people face regarding choices? (e.g., peer, internal, social).



Substance Fast Facts

Let's get clear on some key substance types and their general risks.

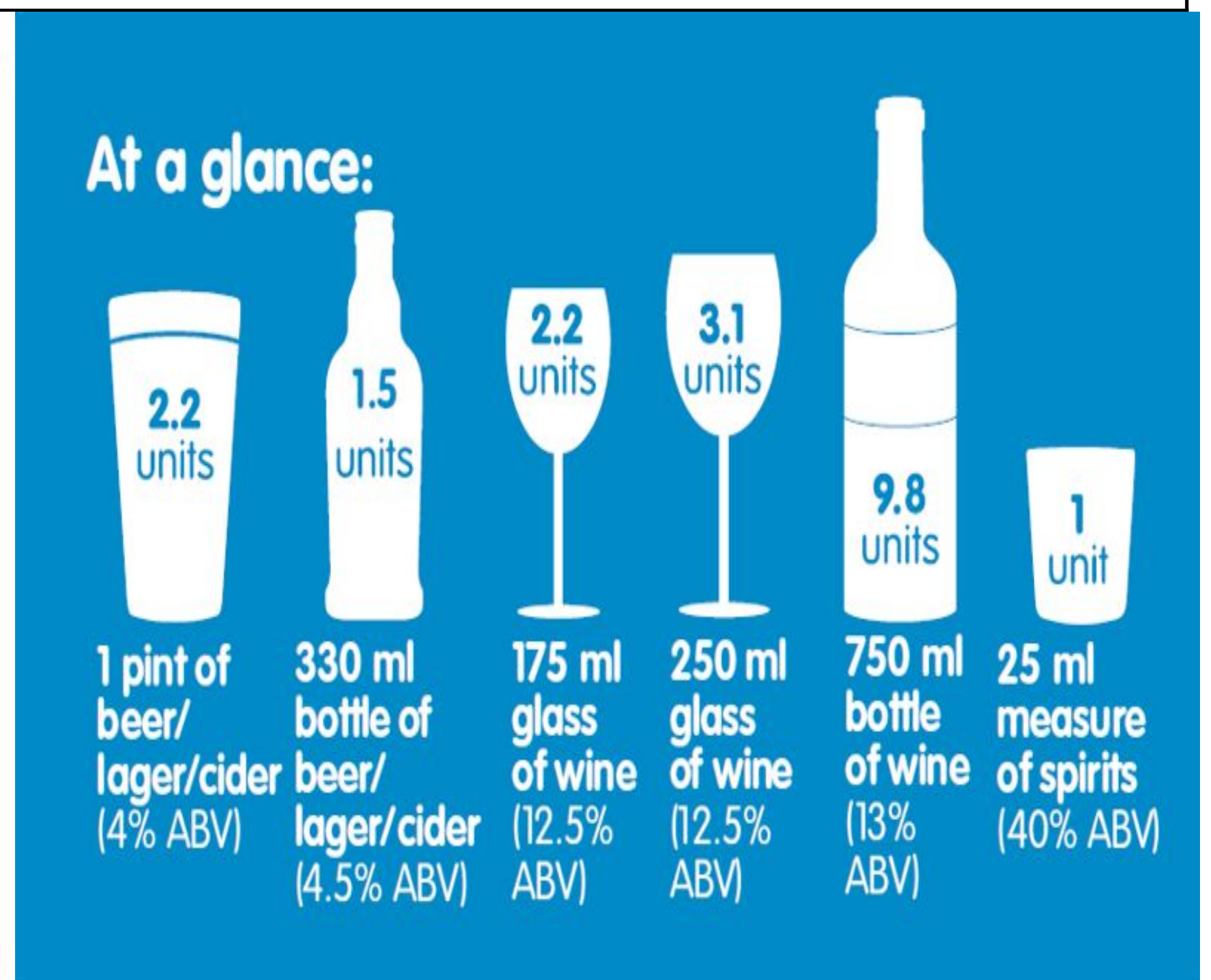
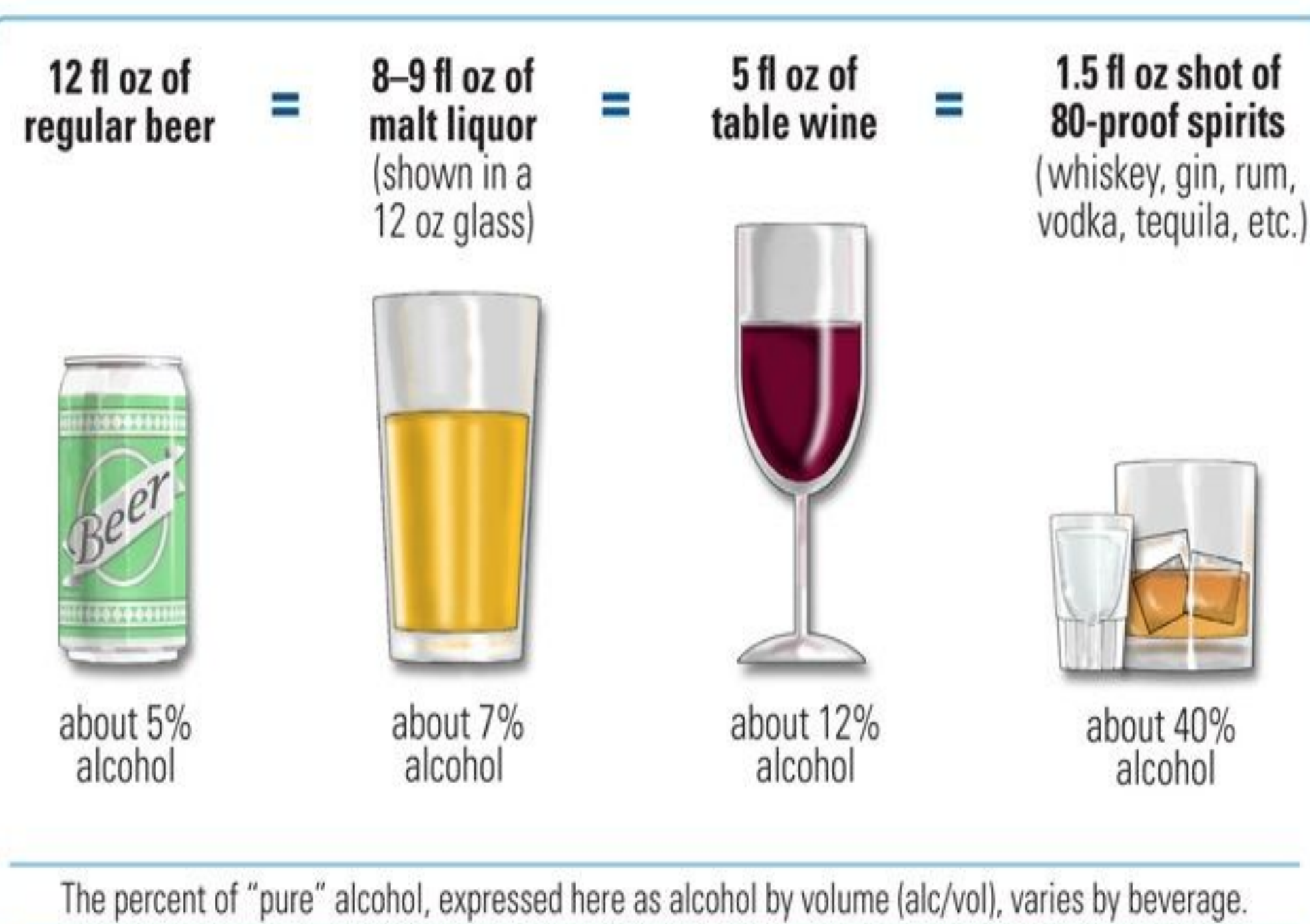
Alcohol: (e.g. Age 18+ legal, affects judgment/coordination, liver damage).

Tobacco/Vaping: (e.g. Age 18+ legal for purchase, highly addictive (nicotine), damages lungs/heart).

Cannabis: (e.g. Illegal, affects mental health/memory, legal consequences).

Prescription Meds (Misuse): (e.g. Illegal if not prescribed for *you*, dangerous overdose risk, unknown interactions).

Illicit Drugs: (e.g. Always illegal, unknown purity/ingredients, very high/fatal risks).



ABV stands for **Alcohol by Volume**. It's always shown as a percentage (%). It tells you what percentage of the total drink is **pure alcohol**. The higher the ABV, the more pure alcohol is in the drink, and the faster it will affect someone. Therefore, a sip of vodka is likely to have a much stronger effect on you than a sip of beer.

A unit of alcohol is a way to measure the amount of pure alcohol in a drink, and it represents 10ml or 8g of pure alcohol. This is roughly the amount of alcohol an average adult can process in an hour.

The Short and Long Term Effects of Vaping and Smoking



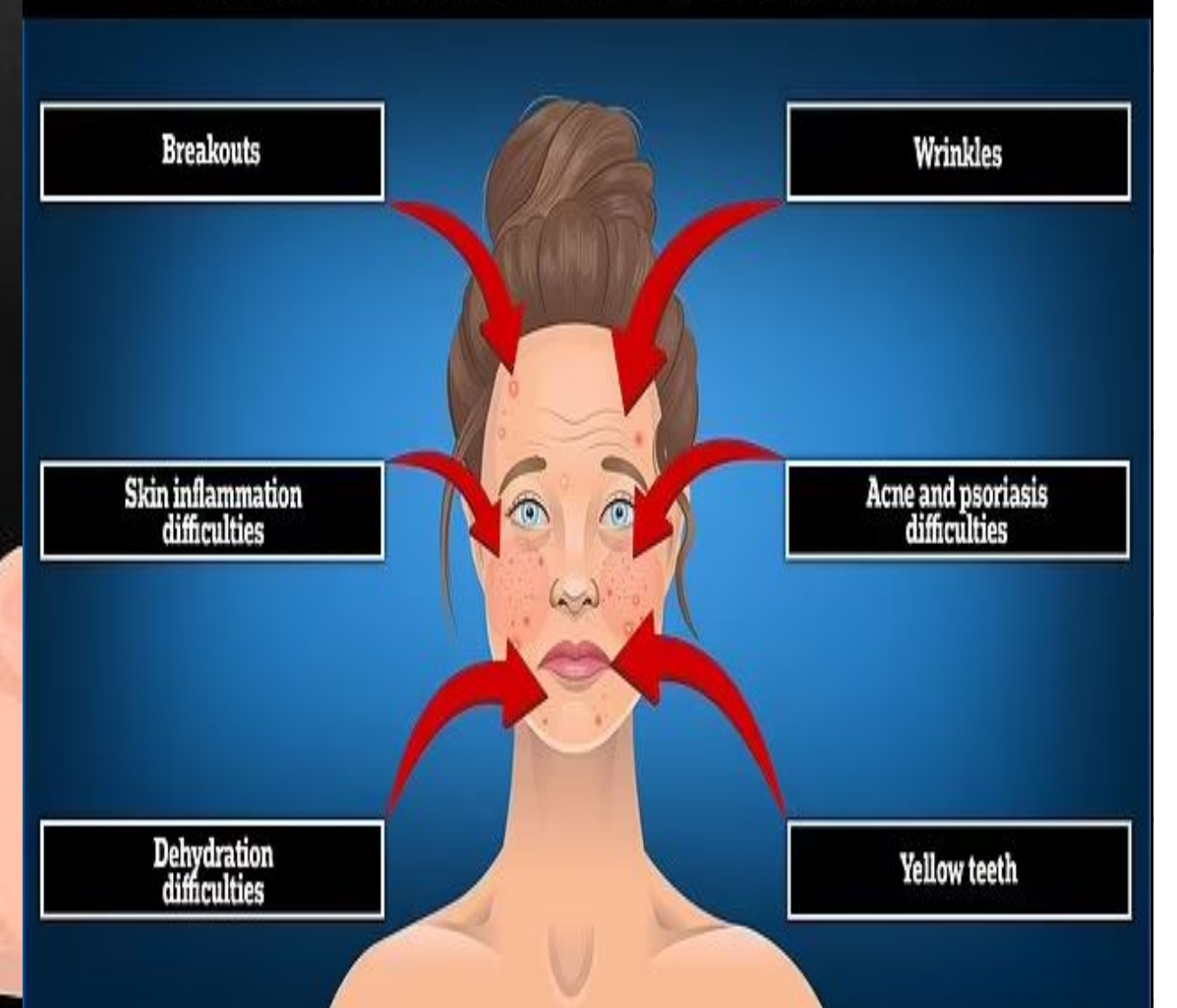
Vaping



Smoking

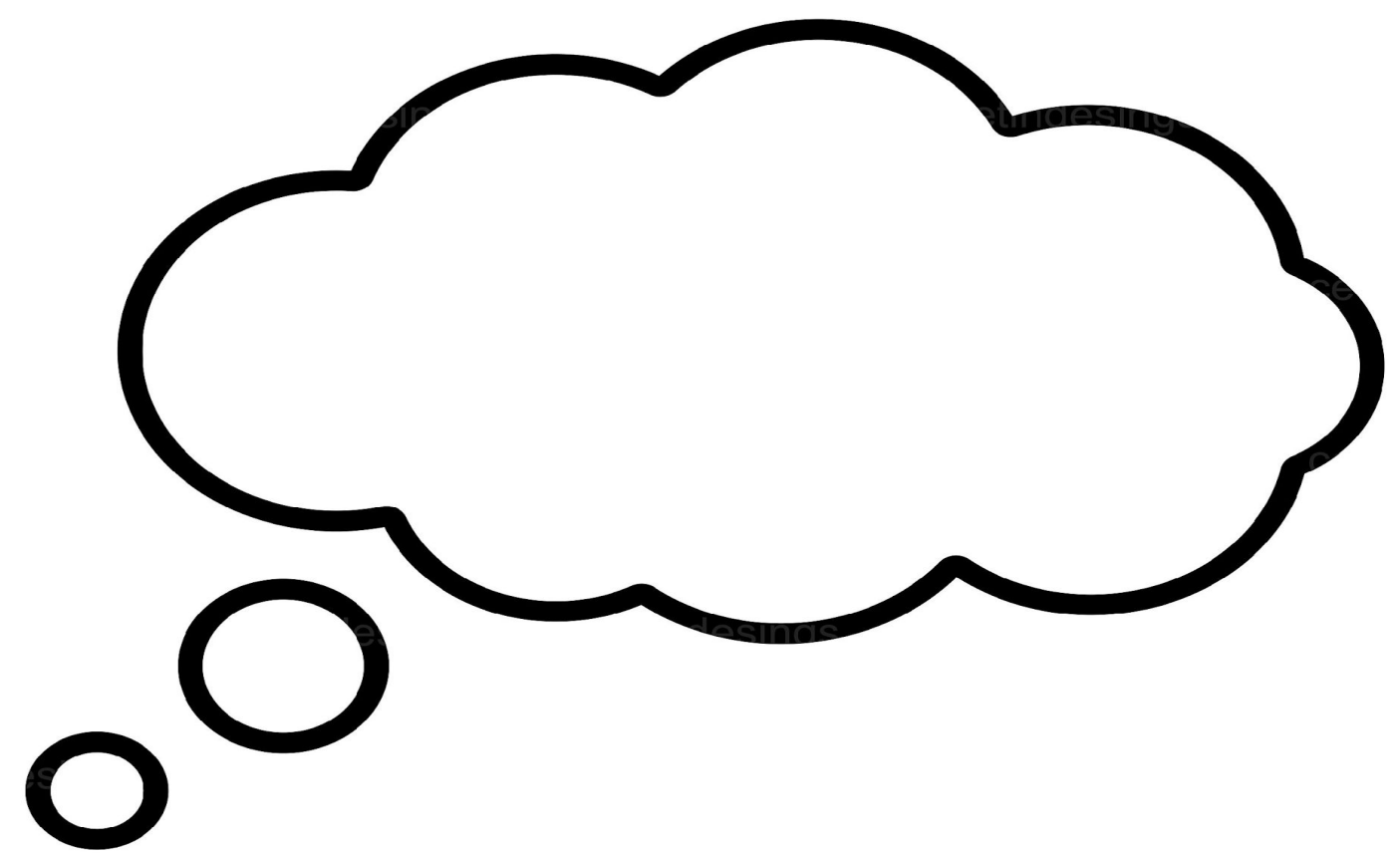
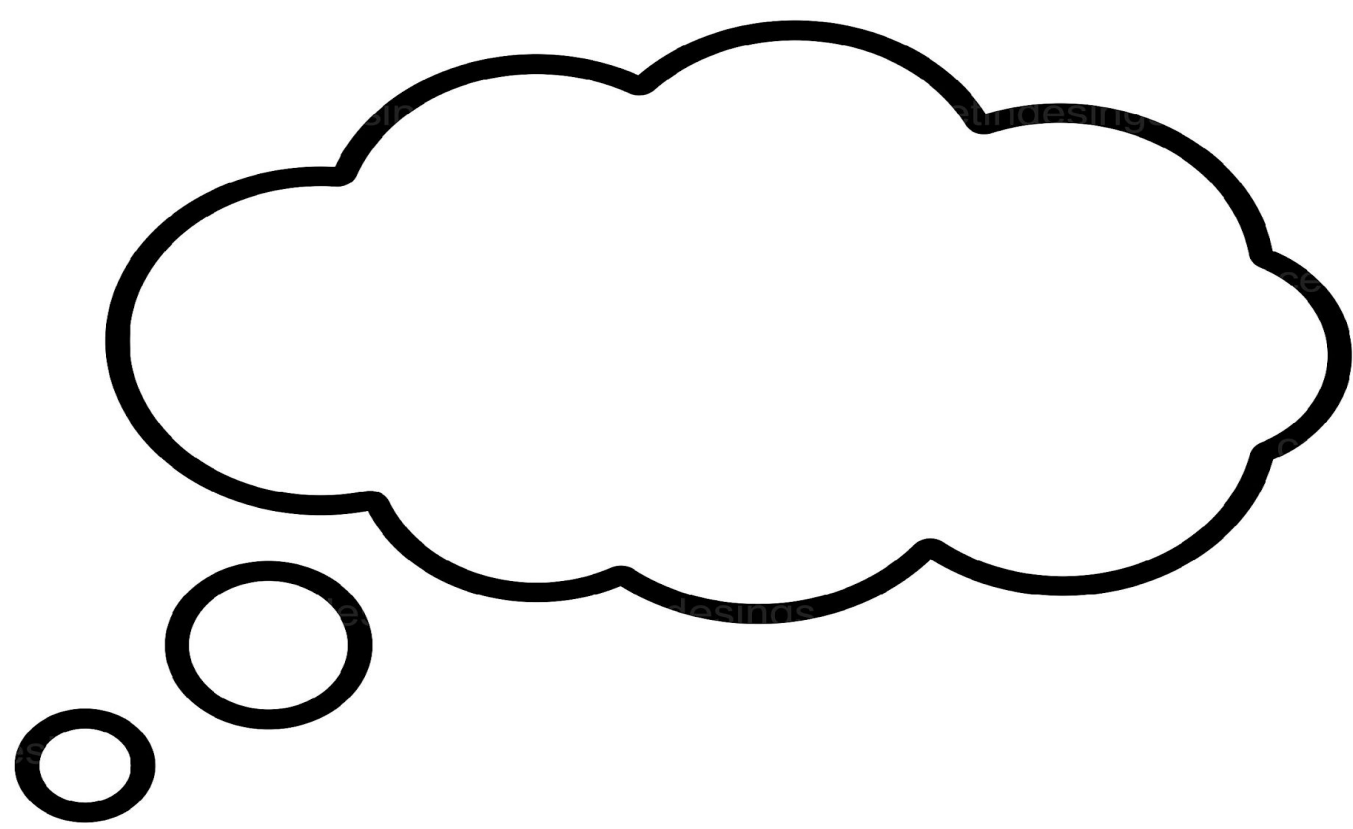


HOW VAPING DAMAGES SKIN



© DailyMail.com

Ok, let's quickly reflect: what are the key take away points about the risks of **vaping/ smoking** and **drinking alcohol**? Add your thoughts to the bubbles below.



10 Negative Weed Side Effects of Marijuana Use



1. Teenage Brain Development Issues
2. Higher Likelihood of Depression
3. Possibility of Increased Anxiety
4. Risk of Psychiatric Disorders
5. Problems With Memory Function
6. Damage to the Lungs
7. Cannabinoid Hyperemesis Syndrome
8. Cardiovascular & Heart Damage
9. Decrease in Testosterone
10. Marijuana Use Addiction

© Talk to FRANK

Activity 3: Part of today's lesson is about how to navigate pressure. Here is a list of strategies for resisting pressure.

Plan Your "No": Think about what you'll say beforehand. A simple, firm "No thanks" or "I'm good" is often enough.

Give a Brief Reason: You don't owe a long explanation, but a quick "I'm doing something else tonight," "My parents would kill me," or "I'm not into that" can work.

Suggest an Alternative: Change the subject or suggest doing something else fun, like "Let's just get some food or go to the beach instead."

Team Up with Friends: Stick with people who share your values. It's easier to say no when you're not alone.

Leave the Situation: If the pressure is too much or you feel unsafe, it's always okay to remove yourself.

Use Humour: A light-hearted joke can sometimes defuse the situation without confrontation.

Remember Your Goals: Think about your health, future plans, or what's important to you.

Talk to a Trusted Adult: If you're struggling, talk to a parent, teacher, school nurse, or counsellor. Asking for help is a sign of strength.

FRANK

Friendly, confidential drugs advice

<https://www.talktofrank.com/>

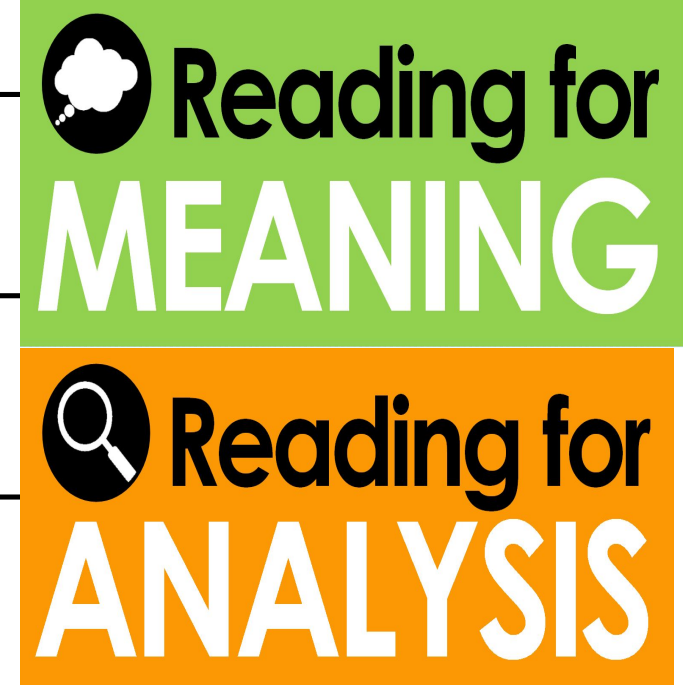


Activity 4: Substance Stories: Case Studies & Creative Solutions

Now we'll apply this knowledge to some 'Substance Stories.' In your groups or pairs, you'll read either case study 1 or 2 and analyse it, and then creatively develop a helpful response.

Case Study 1: Leo's Loneliness

Leo (14) has recently moved to a new town and is really struggling to make friends. He feels isolated and misses his old life, spending a lot of time online. One evening, he joins a new gaming group, and during a late-night session, some older teens start talking about 'vaping to chill out' and 'it makes you feel part of something.' They offer to send him a link to buy a cheap vape online, saying "everyone does it, it helps with stress." Leo is curious and desperate to fit in, but he's also heard whispers about the health risks of vaping for young people, especially lung damage and addiction.



Who is the main character in your story, and what is their current situation or challenge?

| |
|--|
| |
| |

What specific substance(s) are mentioned or implied in this case study?

| |
|--|
| |
| |
| |

What types of pressures (internal, external, peer, social) is the character facing that might influence their decision about substances?

| |
|--|
| |
| |
| |

Based on what you know, what are the potential short-term and long-term risks or consequences of the character's choices if they *do* use the substance(s)? (Think about health, legal, social, academic impacts)

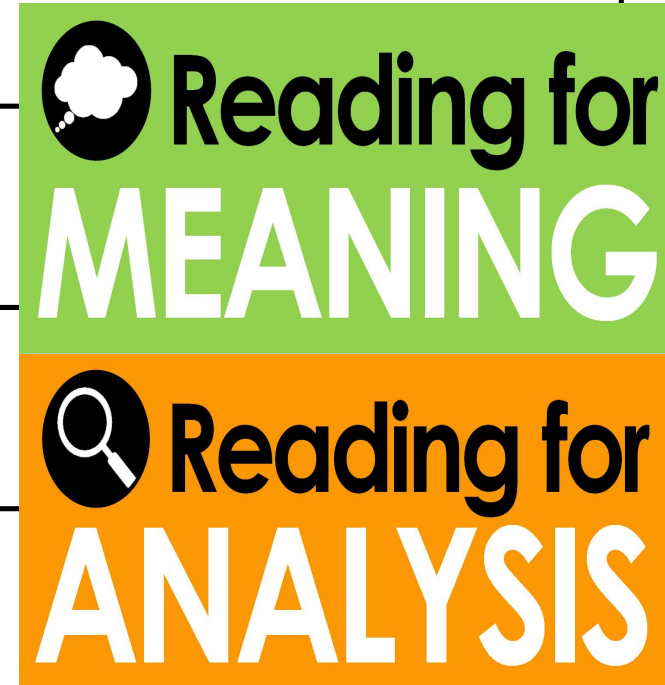
| |
|--|
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| |

Who else might be affected by the character's choices?

| |
|--|
| |
| |

Case Study 2: Maya's Party Pressure

Maya (15) is at her first big party, which is mostly people a bit older than her. The music is loud, and she sees some kids she knows drinking alcohol and laughing loudly. Her friend Chloe comes over and offers her a drink, saying, "Just try a sip, it's just a bit of cider, everyone's having fun! Don't be boring!" Maya doesn't really want to drink. She feels awkward standing there with nothing in her hand, and she definitely doesn't want to seem uncool. On top of that, she's worried her parents would be really disappointed if they found out, and she knows it's illegal for her to drink alcohol.



Who is the main character in your story, and what is their current situation or challenge?

What specific substance(s) are mentioned or implied in this case study?

What types of pressures (internal, external, peer, social) is the character facing that might influence their decision about substances?

Based on what you know, what are the potential short-term and long-term risks or consequences of the character's choices if they *do* use the substance(s)? *(Think about health, legal, social, academic impacts)*

Who else might be affected by the character's choices?

Activity 5: Creative Solution & Support

Now demonstrate your understanding and propose a helpful solution for your case study character.

The "Friendly Advice" Column

First, write a short, anonymous letter (from the character's perspective) to an advice column (e.g., 'Dear Agony Aunt/Uncle') explaining their situation and dilemma.

Then, as the advice columnist, write a compassionate and practical response. Your advice should include strategies for resisting pressure, making **responsible** choices, and clearly state where the character could go to seek **support**.

Here are some tips for how to complete this creative task.

To: Dear (Advice Columnist's Name, e.g. "Dear Wise Owl" or "Dear Listener")

I'm writing because I'm in a tricky situation and don't know what to do.

My problem is: *(Describe the character's situation from your case study here. Explain the pressure they're feeling, the substance involved, and why they're struggling to decide.)*

I'm feeling: *(Describe the character's emotions: e.g., confused, stressed, pressured, lonely, curious, worried.)*
What should I do? Any advice would be really helpful.

Sincerely,

[Character's Fictional Name / Anonymous]

Part 2: The Advice Columnist's Reply

From: (Your Chosen Advice Columnist's Name, e.g., "Wise Owl" or "The Listener")

Dear [Character's Fictional Name / Anonymous],

Thank you for reaching out. It sounds like you're in a tough spot, and it takes a lot of courage to ask for help. Here's my advice: *(Write your advice here. Make sure to include practical strategies for:)*

Resisting pressure: (e.g., how to say no, how to change the situation).

Making responsible choices: (e.g., thinking about risks and consequences, prioritizing well-being).

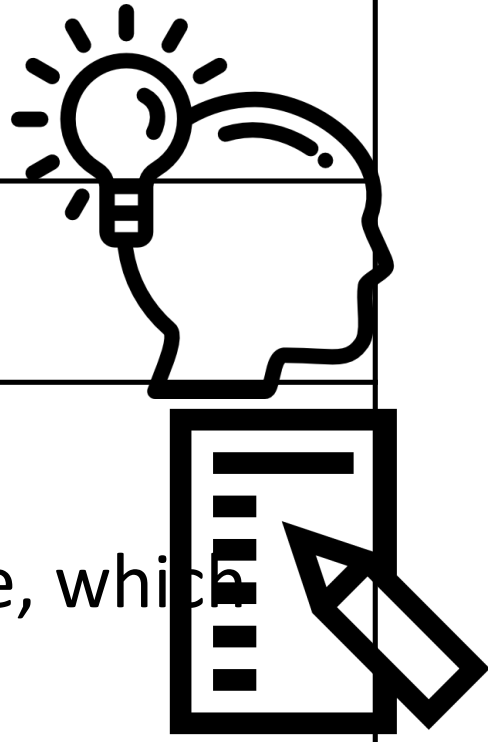
Where to seek support: (e.g., mention specific trusted adults or support organisations you discussed in class, and why it's good to talk).



Lesson 5: My Health & Future: Lifestyle Choices & Long-Term Wellbeing
EQ: How do the choices we make today shape our long-term health and overall well-being, and how can we actively plan for a healthy future?

Date:

Do now: What social pressures have you faced since your last PSHE lesson? How did you navigate this.



Key word:

Lifestyle Choices = The everyday decisions we make about how we live, eat, move, and spend our time, which affect our health and well-being.

Cumulative Effect = The way small actions or choices, when repeated over time, build up and have a much bigger impact (either good or bad) in the long run.

Preventative Health = Taking actions *now* to stop health problems from happening or getting worse in the future, rather than waiting until you're ill.

Future self = The person you will become in the future, influenced by the choices and habits you develop today.

Learning Objectives:

By the end of this lesson, students will be able to:

Identify key **lifestyle choices** that impact **long-term physical and mental well-being**.

Explain the **cumulative effect** of daily choices on future health.

Recognise the importance of **proactive health management** and **preventative measures**.

Develop a personal "Well-being Vision" and identify initial steps towards achieving it.

Articulate where to access ongoing **support** for health and well-being as they transition to adulthood.

Activity 1: **Activity: "Future Me" Word Cloud.**

"My Future Health Looks Like..."

In one word or a very short phrase, what do you **hope** your health and well-being will be like when you're 25, 35, or even 50?

25 =

35 =

50 =



In a sentence or two, how will you try and ensure you achieve this 'future

Today, we're going to explore how the small choices we make now can have a big impact on that 'Future Me' you just imagined. This builds on all the ideas we've covered in Year 7 and 8 about caring for your body, making choices, and understanding pressures.

Activity 2: The Cumulative Effect: Small Choices, Big Impact

Activity: Domino Effect

Let's think about everyday **lifestyle choices**. What are some things we do (or don't do) daily that, if repeated over years, could have a significant impact on our **long-term well-being**?"

| Daily Choices (Today) | Long-Term Impact (Future) |
|--|--|
| Eating pizza everyday | High calorie, saturated fat, and sodium content, as well as the potential for added sugars and refined carbohydrates in some types. Regular consumption can lead to weight gain, increased risk of heart disease, and potential nutritional deficiencies |
| Hours spent on social media | |
| Being sedentary (rarely moving or exercising) | |
| Constantly arguing with others | |
| Regularly drinking alcohol/smoking/taking substances | |
| | |
| | |



This shows the **cumulative effect** – it's not just one choice, but many small ones adding up over time. This is where **preventative health** comes in – taking steps now to prevent problems later. This links directly to our Year 7 'Healthy Habits' and Year 8 'Lifestyle Choices' lessons, showing how those early understandings grow in importance.

Activity 3: Visualising & Planning Your Well-being Future

Activity: My Future Me: A Well-being Vision

Now, let's get personal. You're going to create a brief 'Well-being Vision' for your **Future Self**.

Part 1: The Vision

Briefly describe your ideal physical, mental, and social well-being in 10-15 years. Think positively.

Part 2: Current Habits & Future Impact

Identify 1-2 current habits that are good for your **long-term well-being** and 1-2 that might be a risk. Reflect on the **cumulative effect** of these.

Part 3: Proactive Steps

Think of 2-3 **proactive** steps you can start taking *now* or in the near future to move towards your vision. This will help empower you with personal **responsibility** and the tools for **resilience**

Future Me Activity Worksheet Template

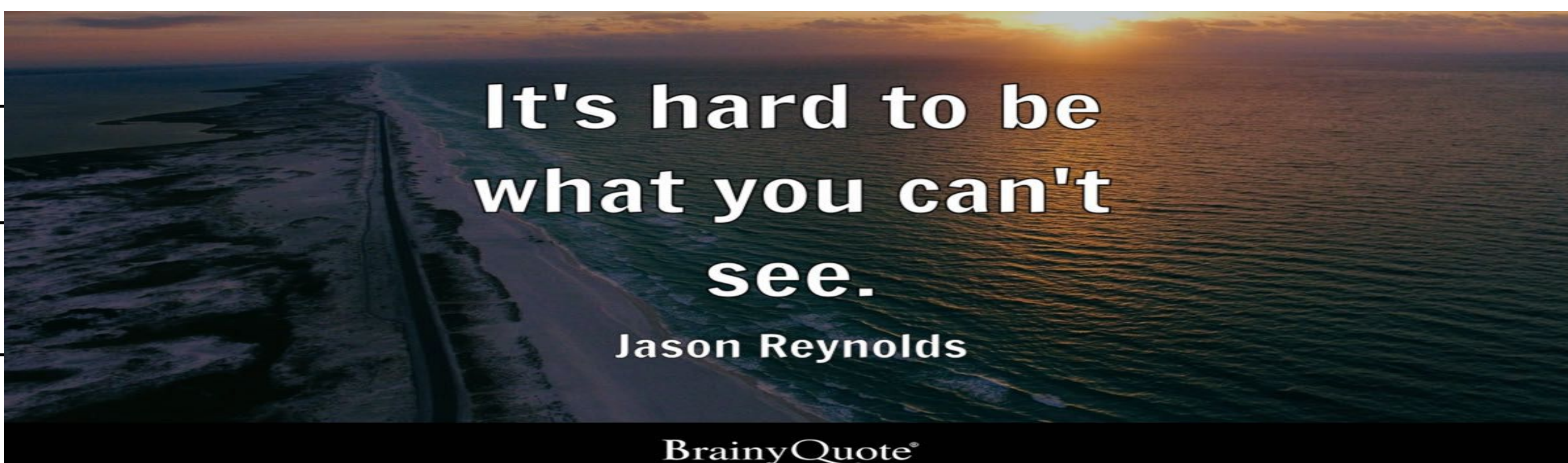
Name: _____ Date: _____

Part 1: My Future Well-being Vision

Physically, I will be... *(e.g., active, strong, energetic, healthy weight, rarely ill)*

Mentally & Emotionally, I will be... *(e.g., resilient, calm, able to manage stress, positive outlook, confident)*

Socially, my well-being will involve... *(e.g., strong friendships, supportive relationships, connected to community, good work-life balance)*



Part 2: Current Habits & Future Impact

*Now, let's think about your current **lifestyle choices**.*

Identify 1-2 current habits you have that you think are GREAT for your long-term well-being: *(e.g., eating breakfast, playing a sport, talking about feelings with a friend, getting enough sleep).* **Explain the "cumulative effect":** **How do these daily habits (both good and potentially risky) add up over time to shape your future health?**

1

2

Part 3: Proactive Steps for My Future Self

*Based on your vision, what 2-3 **proactive** steps can you start taking now (or very soon) to help you achieve that healthy "Future Me"? These are things you can actively choose to do.*

Step 1: *(Why is this important?)*

Step 2: *(Why is this important?)*

Step 3: *(Why is this important?)*

Activity 4: Sustaining Well-being: Ongoing Support & Networks

Discussion: Who's in Your Corner?

As you look to your future, it's important to remember you won't be navigating it alone. Who are the people or **support networks** that can help you maintain your well-being beyond school?

Brainstorm a range of ideas (e.g., family, friends, mentors, sports coaches, community groups, online support communities, future employers, GPs, therapists). Think about how this is different from the immediate support systems we discussed in Year 7 and 8 – these are longer-term, more adult-focused resources.



Ongoing Health & Well-being Support.

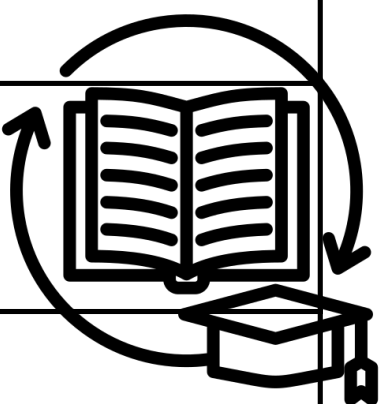
Remember, taking care of your health is a lifelong journey. Knowing where to get help and building your **resilience** and strong **support networks** is crucial.

Plenary & Reflection on Essential Question

How do the choices we make today shape our long-term health and overall well-being, and how can we actively plan for a healthy future?

Activity: One Action, One Feeling.

What's one small **action** you can take *this week* that supports your **long-term well-being**, and how does it make you **feel** to think about proactively planning for your health?



Your health is your greatest asset. By thinking ahead and making thoughtful choices, you're investing in a healthy, happy 'Future Me.' You have the power to shape your **long-term well-being**.

Baseline Confidence Checker

| AFTER LEARNING THE UNIT | 1 (low) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 (high) |
|---|------------|---|---|---|---|---|---|---|---|--------------|
| L1 – I understand the differences between public health and personal health. | | | | | | | | | | |
| L1 – I understand the importance of avoiding, where possible, a sedentary lifestyle. | | | | | | | | | | |
| L2 – I can confidently articulate my self-care routine. | | | | | | | | | | |
| L2 – I am able to name a number of sources where professional support can be obtained to support my physical and mental health. | | | | | | | | | | |
| L3 – I understand what is meant by the ‘digital ideal’. | | | | | | | | | | |
| L3 – I understand what is meant by the ‘unseen reality’. | | | | | | | | | | |
| L4 – I can confidently identify and explain the effects of alcohol, vaping and cannabis. | | | | | | | | | | |
| L4 – I know how to navigate pressures on my choices. | | | | | | | | | | |
| L5 – I understand what is meant by ‘cumulative effect’. | | | | | | | | | | |
| L5 – I have a clear idea of who I want my ‘future me’ to be. | | | | | | | | | | |