

Year 8 LfL Lessons - overview

1 Introduction to Y8 Learning for Life

- An overview of the topics we are covering this year is given out – pupils stick this in
- Students then complete a survey with 2 questions – what have they already been taught about at KS1 and KS2 in RSE and what topics do they think are important for schools to cover. This is done completely confidentially. This will then be used to inform future teaching
- Recap the REAL expectations from Year 7
- Students write down meanings and examples of behaviour that meet them

2 Health – Introduction to Mental Health

- As a class students do some reading about mental health then complete a quiz to develop their understanding around mental health and misconceptions
- Students work in pairs to extract key points about an area of mental health
- All students then feedback their findings and the class complete a sheet with this information
- Students finish with some true or false statements to summarize the learning from the lesson

3 Health – Self Harm

- Students watch a video from BBC 3 about someone called Rebecca who has previously self-harmed and answer questions related to the video
- Students then complete a sheet with their thoughts around why people self-harm
- Students have a look at the different things that could be classed as self-harm
- Student then look at and write down alternative strategies to self-harm and what to do to get help for themselves or a friend

4 Health – Eating Disorders

- Students are asked to define 3 of the main eating disorders (obesity, anorexia and bulimia) – these are then defined on the board for students to amend own answers
- Visual clues are given and students asked to identify why they think people develop eating disorders
- Students are given signs to look out for to identify disorders and discuss positive and negative self-perception
- Students watch 2 video clips where people talk about overcoming their eating disorders
- Students write from a list what they think are the 5 biggest effects eating disorders can have and compare to partners and then see if they can change their minds
- Students write down 5 – causes, symptoms and effects of eating disorders

5 Health – Smoking and Vaping

- Students match up key words to definitions and try and use them in a sentence
- Students annotate an outline of a person with the effects of smoking – both physical and mental
- Students answer some questions about what they have learnt so far
- Look at whether vaping is better than smoking and the risks associated with this
- Discussion around marketing vaping and young people
- If time students design a poster to be displayed around school with warnings against vaping

6 Health – Drugs

- The teacher talks students through the 4 categories of drugs (hallucinogenic, pain killers, stimulants and depressants) – students complete a fill in the blanks sheet as they are discussed
- Students look at how drugs are classified in law and complete the remainder of the sheet
- Students work in groups to complete the table on some of the most common drugs – looking at appearance, effects, law and risks
- Students read Leah’s story and write about the effects drugs had on her and her family.

7 **Health – Assertiveness and Resilience**

- Card sort into 3 types of behaviour – Passive, assertive and aggressive
- Students look at examples of people being resilient and use these to write a definition of resilience
- Students draw a box and inside it draw/write things that are in their “comfort zone”
- Students look at ways of being resilient and then use these to draw some things they are going to try outside their comfort zone

8 **Health and Relationships – Loss**

- Students think of TV shows / films where they deal with a loss and think about how the show deals with it – positive/negative etc.
- Students look at different types of loss and how they may feel (stages of grief)
- Students watch 20 minutes of a BBC documentary on loss: ‘George Shelley - Learning to Grieve’
- Advice is given on dealing with loss
- Students write a piece of advice they would give to someone dealing with loss and these are linked up to form a chain

9 **Relationships – Gaming**

- Students define what is meant by grooming
- Look at how someone might groom a person online
- What are the signs that someone is being groomed online?
- Students look at why games carry ratings
- Students come up with 5 top tips to stay safe

10 **Relationships – Healthy Relationships**

- Students write down things that they think makes a relationship with someone easy and difficult
- Students think about romantic relationships and what they would look for – they write 10 down then complete a diamond 9 on this
- Discuss what different people have put. Look at some reasons and the pros and cons of these
- Discussion about what makes a relationship unhealthy
- Write down 5 things they have learnt this lesson

11 **Relationships – Let’s Talk About Sex**

- Look at some of the key words that will be used in the lesson and check students understand them
- Students guess at what age they think celebrities lost their virginity and then the reasons they gave (all but 1 are over the age of consent and this one is used to highlight that they regret having sex at a younger age)
- Pupils complete a card sort on what reasons they think people have for having sex for the first time
- Pupils are given information about the possible consequences of having sex and on safe sex

12 **Relationships – Child on Child Abuse**

- Students write down a definition of child on child abuse
- Students stick in the school's policy on child-on-child abuse and highlight some key words and define them
- Students look at some scenarios and decide whether they are child-on-child abuse
- Students then write down what they think child-on-child abuse might look like – examples
- Students read 3 letters about child on child abuse and suggest some things the child could do to seek help

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Relationships – Gangs

- Students design a character (teenage boy or girl) and say who they are, where they live, who is in their family
- They draw a cartoon strip of 8 boxes. Over the next 8 slides they follow their character on a journey as they join a gang, filling in their cartoon strip.
- As they go through each slide, students discuss what is happening to their character and the risks they are taking
- At the end they answer some questions about what happened to their character and how they would be feeling
- Students look at what is defined as a gang
- In the second lesson students look at a fact and myth sheet about gangs and knife crime. Teacher gives them the correct information regarding the law
- Students watch a clip from the BBC documentary Britain's toughest girl gangs
- Students look at county lines and write down what it is and how it links to gangs and knife crime

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Relationships – Stigmas and Stereotypes

Relationships – Disability Awareness

- Students look at a list of 12 statements and decide if they always/sometimes/never apply in relation to disability
- Students watch the first 3.30 minutes of the Newsround special 'My Autism and Me'
- Students are given information to look at regarding how someone who is autistic may view things
- Students read about 2 young people and think about how they can help them overcome barriers to do with starting a new school
- Final discussion on how we can make this school more inclusive

RSE Follow-up

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- This session will be used to follow up any topic highlighted in the RSE survey that is not already covered somewhere else in the curriculum

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