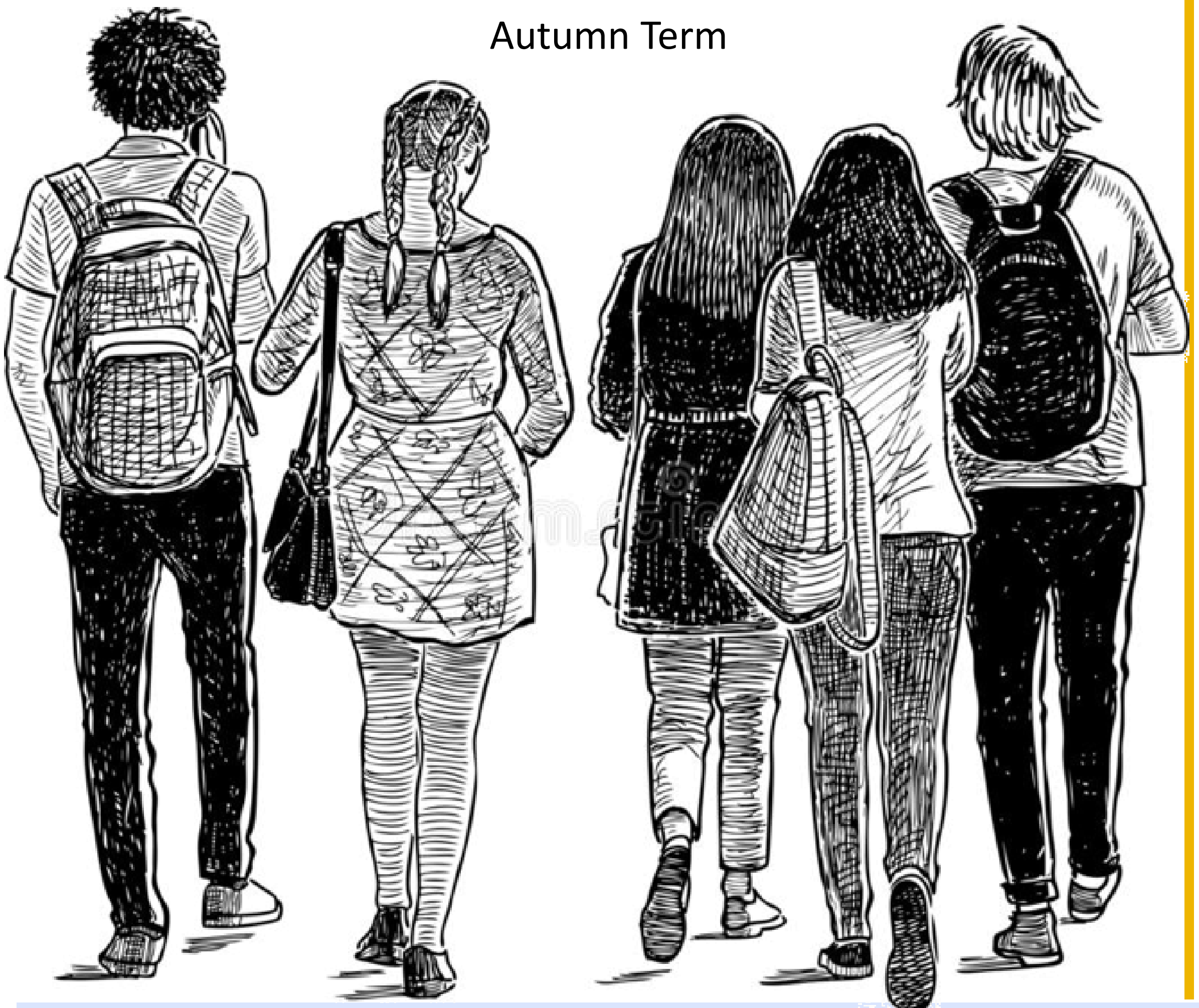


LYMM HIGH SCHOOL YEAR 8

Pastoral Curriculum
Autumn Term



1. With a partner make a list of how these two words are different

Mental Health

Mental illness

2. Complete the definitions below:
Mental health:

Mental illness:

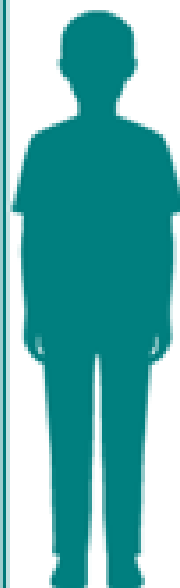
Children & young people

Mental health problems often develop early

TIF: Do these statistics shock you?

Why do you think this happens?

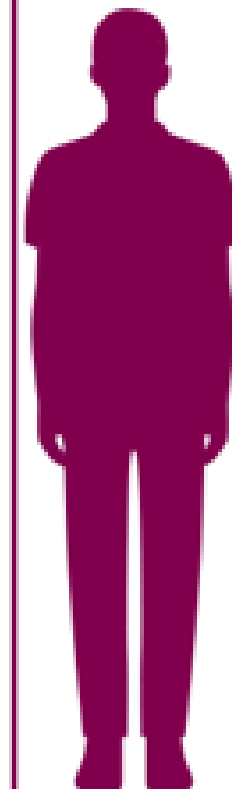
1/10
children aged 5-16 have a diagnosable condition



1/2
of all mental health problems are established by the age of 14



3/4
of all mental health problems are established by the age of 24



Statement	True/ False	Comment
1. One in four people experience a mental health problem each year		
2. When someone is diagnosed with a mental health condition, they are usually locked up in a psychiatric hospital		
3. Having OCD means liking to keep things clean, organised and tidy		
4. Most people with mental health concerns are able to treat their condition and lead full, happy lives		
5. When someone has a mental health condition seeking early treatment can improve chances of good mental health recovery.		
6. LGBT+ people are statistically at greater risk of developing a mental health issue		
7. It is possible to tell if someone has a mental health problem just by looking at them		
8. People with mental health concerns are violent and dangerous		
9. There are things everyone can do to promote their own mental health		

4. Conclusion tasks: Answer these questions as a paragraph.

Focus on paragraphs, full sentences and linking phrases.

- What could be done by individuals/friends to challenge discrimination against mental health issues?
- What could be done in schools to challenge discrimination?
- What could be done in wider society to challenge discrimination?

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5. Complete the table opposite. If you have circled 1s and 2s you may find it helpful to spend some more time talking about how you feel with an adult in school. There are lots of staff who would like to help you - talk to student services, your form tutor or other teachers that you trust. Don't forget you can also use the 'Tell us' messaging service to write a message.

Statements	None of the time	Rarely	Some of the time	Often	All of the time
I feel optimistic about the future	1	2	3	4	5
I've a clear idea of how the next few weeks will look for me	1	2	3	4	5
I have people in my life who I can talk to honestly	1	2	3	4	5
I am able to respond to problems well	1	2	3	4	5
I am calm and in control	1	2	3	4	5
I am able to balance my time and workload	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5

What are healthy and unhealthy relationship behaviours and values?

Task 1: Place the numbered statements on the continuum line to show the extent to which you agree or disagree. Go for at least 5 statements. Compare with your partner



Strongly agree

Strongly disagree

<p>People should get to know each other before they have sex. 1</p>	<p>Marriage is sacred so we should wait to have sex. 2</p>
<p>It is important to talk about contraception before having sex. 3</p>	<p>It's okay to see other people as long as someone only has sex with one person. 4</p>
<p>It's good to have a bit of time to yourself sometimes. 5</p>	<p>It's okay to fight with a partner as long as there's no violence. 6</p>
<p>Sometimes someone might need to lie to their partner to keep the peace. 7</p>	<p>It is nice to do things just to make a partner happy. 8</p>
<p>It's OK to be attracted to someone else while in a relationship, as long as a person doesn't act on it. 9</p>	<p>It's fine to call a person a boyfriend or girlfriend as soon as they say yes to dating. 10</p>
<p>Always respect a person's boundaries when they say they don't want to do something – 'no' means 'no'. 11</p>	<p>Respecting someone means using a condom when having sex to reduce the risk of passing on a sexually transmitted infection. 12</p>
<p>As sex is legal at 16, a person should start having sex with their partner when they get to 16. 13</p>	<p>In committed relationships, people should try to get a balance between going out with friends on their own, going out with friends and their partner, and going out as a couple. 14</p>
<p>It's important people message their partner regularly so they know where they are. 15</p>	<p>If you really like a person, it is worth waiting to have sex with them. 16</p>

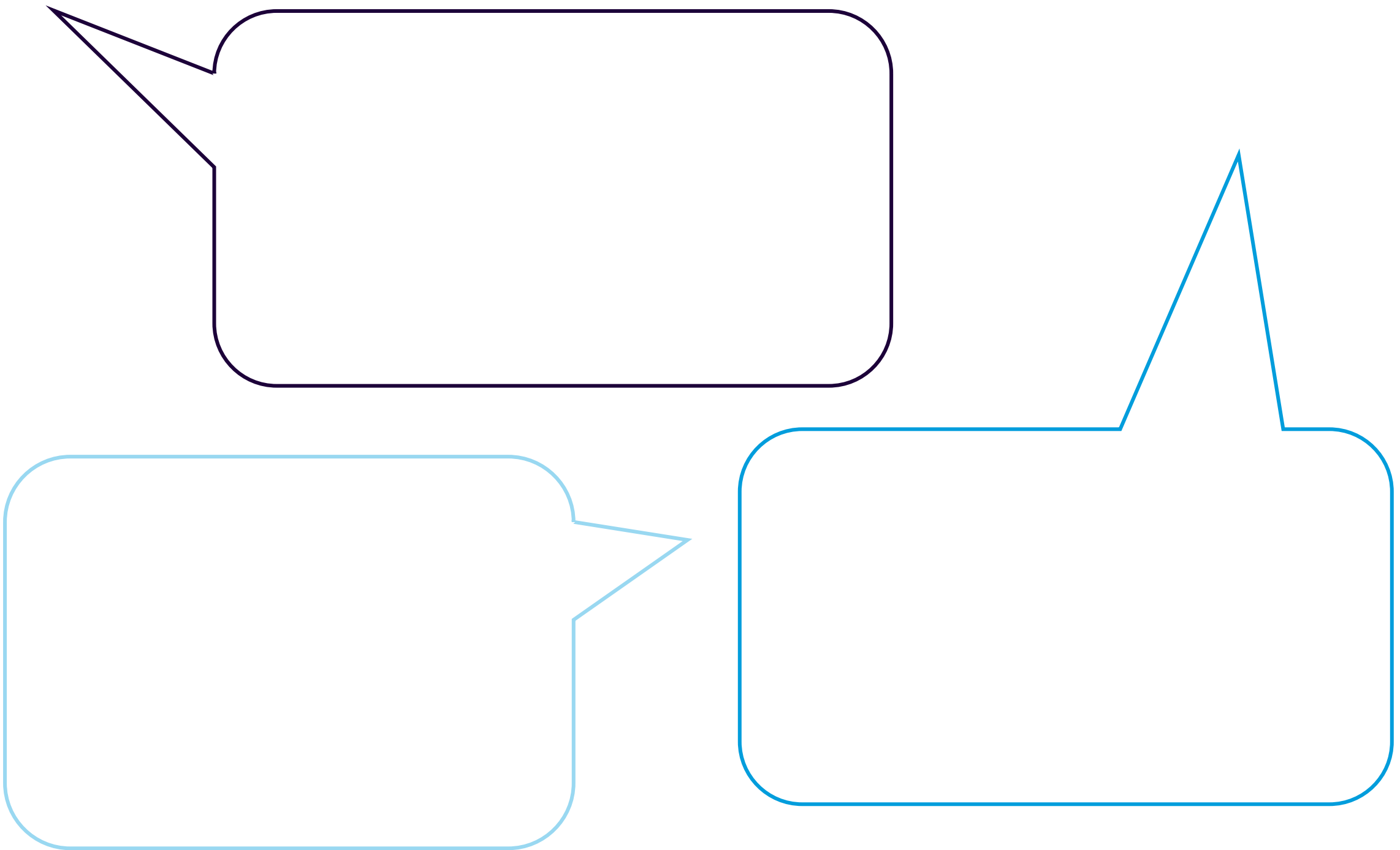
2. Tick the box you feel is correct. Are there any 'red flags' you feel are missing from the list?

3. Consider which could be solved using effective communication and which are indicators of a coercive relationship. Remember that abuse is never ok.

Read the following list of issues someone is having with a partner in a romantic relationship. Discuss whether each is an issue which could be negotiated with effective communication, or whether it is contributing to a set of coercive controlling behaviours.

	Can be resolved with effective communication	Controlling behaviour
Their partner always wants to hang out together and messages to find out what they are doing when they aren't with them.		
Their partner overreacts to minor things.		
Their partner blocks important subjects they don't want to talk about.		
Their partner lies and can't be trusted.		
Their partner gets too close too soon.		
Their partner treats them or other people disrespectfully.		
Their partner makes regular "suggestions" on how to improve their appearance or life.		
Their partner always wants something from them.		
Their partner will never accept they're in the wrong – it's never their fault.		
Their partner is rude about their friends.		
Their partner manipulates things when they argue so sometimes they feel like they are going mad.		
They have an intuition or 'gut feeling' that this isn't a healthy relationship.		
Their partner sends them messages that make them feel uncomfortable.		
Their partner regularly demands to see their phone to 'prove they have nothing to hide'.		

4. Draw three speech bubbles with examples for how a person might start a conversation to appropriately end a relationship.



Discuss the following ideas:

Suggest that planning what to say may be helpful - even practicing with a friend or in front of a mirror may be a good idea.

Think about where to talk to a partner and choose somewhere appropriate - like a park or at home rather than in the canteen in front of friends.

It is often better to talk to a partner face to face if breaking up with them. It may seem easier to use messages but there may be barriers to communication and the lack of body language/nonverbal cues could lead to misunderstandings or unanswered questions.

However, if this does not feel a safe strategy, over the phone or via messages can be an appropriate option.

It can be difficult to stay firm if a person tries to convince someone to stay together and is upset. But being persuaded to stay because of guilt or fear will not resolve underlying problems.

If a person is ever worried about their safety when breaking up with someone, they should seek advice from a trusted adult, the Police or ChildLine via live chat on their website or 0800 1111

What are healthy and unhealthy relationship behaviours and values?

5. For at least one scenario, read the relationship scenarios and highlight (or code) behaviours in the following colours:
- **red** - behaviours which are concerning
 - **orange** - anything that is not quite right
 - **green** - positive relationship behaviours
- TIF what should the characters do to make sure they're safe?

Scenario 1

Jamil and Amari met at a swimming club recently and have just started dating. They have had some awkward conversations about what each other is happy with – Jamil calls it 'checking in'. At first this felt a bit strange, but it helped them both feel respected and they both feel much more relaxed than in previous relationships. At the weekend Jamil went to a party with friends and didn't invite Amari. Amari was upset so he didn't go and support Jamil at a swimming gala he had promised to go to.

Scenario 2

Jenna and Harry have been friends for a while – they are part of a group of year 9s who hang out together all the time – but they have only just started dating. Jenna's parents are away at the weekend, so she invites Harry over, suggesting they can 'do whatever they want and no-one will find out'. She sends suggestive messages and pictures, and it's clear she wants to do more than just watch a film together. Harry is hesitant as he is not sure it's the right thing yet. Jenna has gone further in previous relationships so tells Harry to hurry up and decide whether he really likes her or not.

Scenario 3

Veeda's and Edris's families believe arranged marriages make lasting, loving relationships. Their parents are good friends and think they would make a good couple. Last month Veeda and Edris sat together at a family dinner and got on well. They are attracted to each other but agreed there would be no intimacy before marriage, as this is in keeping with their culture and faith. However, when they met at a family event recently, Edris said he wanted to get married quickly and have a big family. Veeda is not sure she wants the same thing. Edris and her parents have started to pressurise her to get married quickly when they visit their relatives abroad over the summer.

Scenario 4

Taylor and Addison have been seeing each other for some time and seem quite happy together. Addison was slightly worried that Taylor got so upset when Addison messaged or went out with friends but cut down on doing so to make Taylor happy. This initially seemed to help but last week they got into an argument about it again. Taylor was furious - taking Addison's phone and throwing plates around and even kicking Addison.



If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted member of staff in the school

Visit:

A Better Medway: www.abettermedway.co.uk

Brook: www.brook.org.uk/help-advice

Childline: www.childline.org.uk 0800 1111

Freedom Charity www.freedomcharity.org.uk 0845 607 0133

or text 4freedom to 8802

Task 1: We will discuss healthy and unhealthy relationships behaviours today. If you are worried about anything please talk to an adult you trust. Read the statement and decide if you agree or disagree with it. We will go into more detail about romantic relationship in Year 9/10/11.

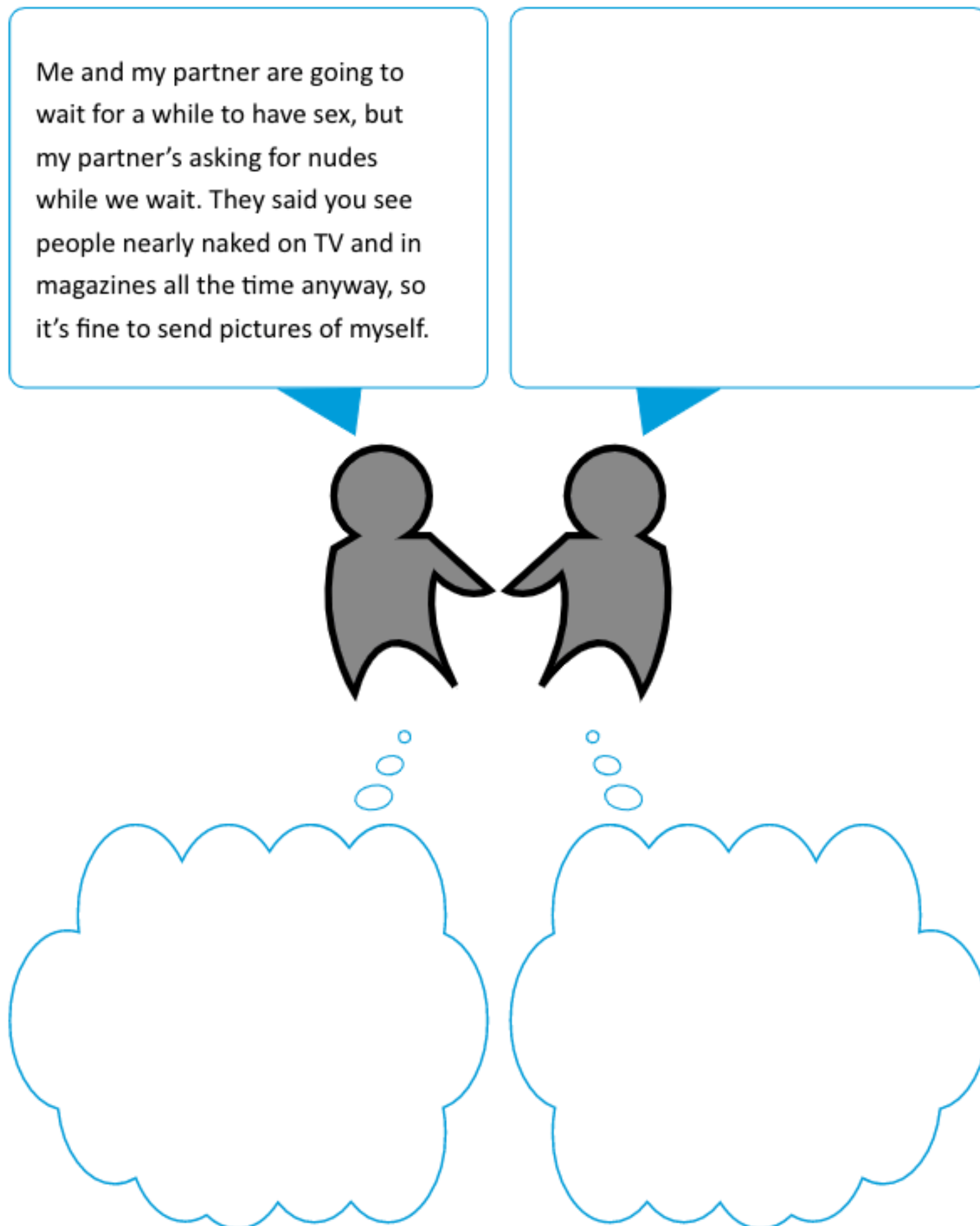
Read the statements and decide if you agree/disagree. If you think it depends, write what you think it would depend on in the middle column on your sheet.

Read the statement and decide if you agree or disagree with it. If you think it depends, write what it would depend on in the middle column.

	Agree	Depends on...	Disagree
1. It is easy to discuss consent with a new partner			
2. Most people will be nervous about their first sexual experiences.			
3. The media tends to represent different genders equally and respectfully			
4. Representations of sex in the media are a good way to learn how to have 'good' sex.			
5. Some people send nudes because they are in a healthy, committed adult relationship and think it's a fun way to express their sexuality.			
6. Sending nudes can cause anxiety for the person who has sent the message even if there are no obvious negative consequences.			

Task 2 (form time if don't have time in class): Using the diagram below, offer advice and support to a friend

Fill in what the person on the left might be thinking and feeling in the think bubble. Then add in the friend's advice and what the friend's thinking and feeling.



If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted member of staff in the school

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Brook: www.brook.org.uk/help-advice

Childline: www.childline.org.uk 0800 1111

What is sexual identity and gender?

Task 1: Read the scenarios and reflect on your answers to the questions. Write suggested answers under the boxes

I was thinking of telling some of our other mates that I'm gay. I'm not sure what to say though really. I don't want them to get all weird about it, or think I like them that way just because I tell them.

Hey, I know it's kind of out of the blue, but do you think you could use "he" and "him" when you talk about me rather than "she" and "her"?

So I know I've had a boyfriend before, but I think I kind of like Disha. So I guess what I'm saying is that I think I'm bi.

Look, I know you and the other guys have girlfriends and all of that, but I'm just not ready. I know you get it, but Toby keeps giving me a hard time about it and now he's saying I'm gay. I'm not, and it's starting to get on my nerves. Can you help me out?

1. What might the person be thinking and feeling as they say this to their friend?

2. What might a friend who hears this be thinking and feeling?

3. What might a friend be able to do or say to make the other person feel comfortable and supported?

What is sexual identity and gender?

Task 2: Private reflection, in silence, think about these questions:

1. How would someone (you or a friend) want to be supported if they told someone about their sexual orientation or gender identity?
2. What steps can you take to make sure everyone is treated equally and respectfully?
3. What further steps could our school take to ensure everyone is equally valued and supported?

Signposting support

If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted member of staff in the school

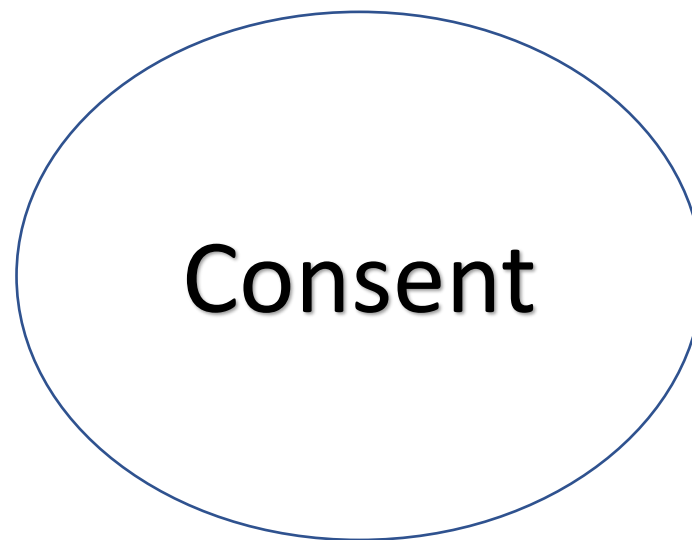
Visit:

- LGBT+ helpline: 0300 330 0630
- Mermaids: <https://mermaidsuk.org.uk>
- Brook: www.brook.org.uk/help-advice
- Childline: www.childline.org.uk 0800 1111



Do I understand some of the common assumptions made around consent?

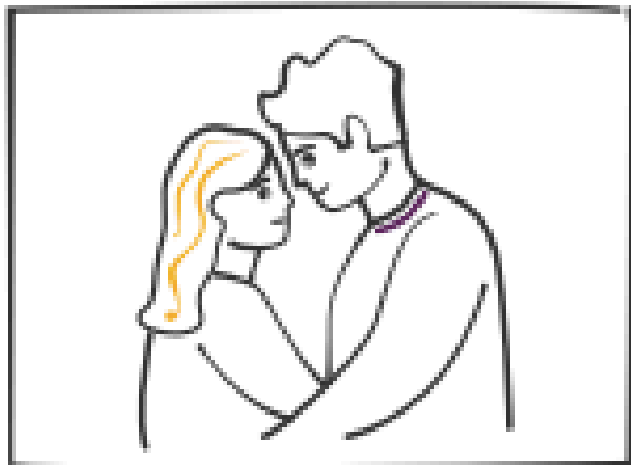
Task: Write down everything you know about the topic 'consent' around the mind map below.



Do I understand some of the common assumptions made around consent?

1. Read part 1. List as many assumptions as you can that Mikey and Miranda might be making.
2. Read part 2. How might these assumptions make Miranda and Mikey behave differently when they get together?

Part 1



Miranda and Mikey are 17 and have been dating a while. They are thinking about having sex for the first time.

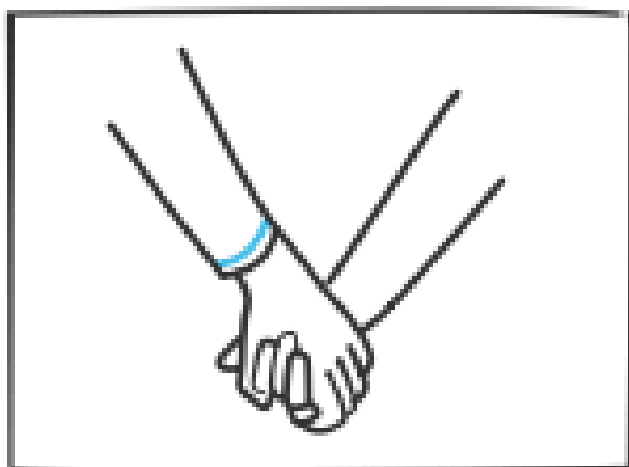


Miranda has some assumptions about what boys want or don't want from sex / a sexual partner.



Mikey has some assumptions about what girls want or don't want from sex / a sexual partner.

Part 2



Mikey and Miranda meet up, feeling excited but nervous about their date and having sex together for the first time.

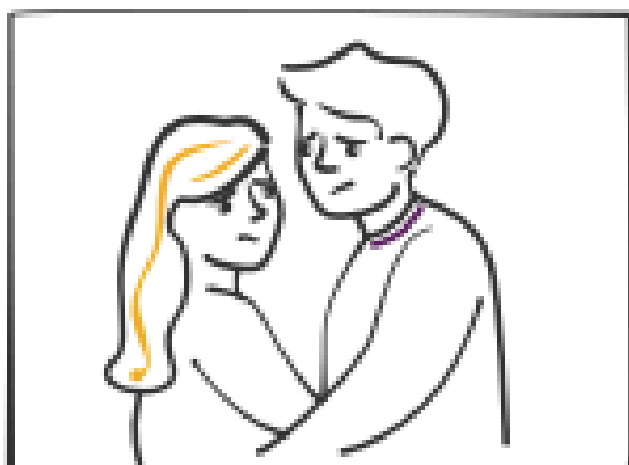


Miranda's assumptions about what boys want, mean that she behaves differently to how she normally would with Mikey.



Mikey's assumptions about what girls want, mean that he behaves differently to how he normally would with Miranda.

Part 3



Both Miranda and Mikey start to feel a bit uncomfortable and awkward about what is happening / about to happen.



Miranda doesn't want to carry on but isn't sure what to say or do without upsetting Mikey's feelings.



Mikey doesn't want to carry on but isn't sure what to say or do without upsetting Miranda's feelings.

Advising Miranda and Mikey

Read part 3. Can you write some advice to either Miranda or Mikey, explaining all the different ways they could withdraw their consent?

1. What could they say to withdraw their consent?

2. What could they do to show they are no longer consenting?

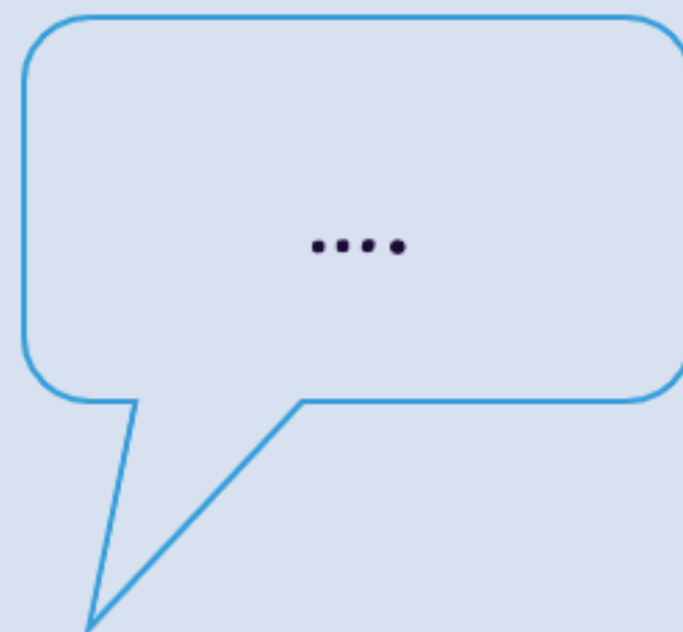
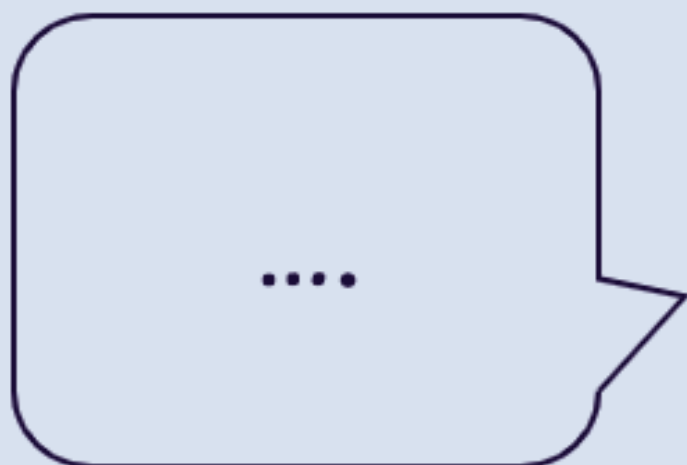
3. How do you think a loving partner is likely to respond?

4. What might they do / say if their partner accused them of 'leading them on'?







Reflect and Review

Look back over the session, especially your opening assumptions. In one speech bubble note down something you have learned or have a better understanding of. In the second note down something someone could say if they did not want to consent to something.



Task 1: Fill in the worksheet with what you know then add to it using the information on the board.

	<p>Type:</p>	<p>How does it work?</p>	<p>What is it?</p>
	<p>Type:</p>	<p>How does it work?</p>	<p>What is it?</p>
	<p>Type:</p>	<p>How does it work?</p>	<p>What is it?</p>
	<p>Type:</p>	<p>How does it work?</p>	<p>What is it?</p>

LIFE
PROGRAMME

RELATIONSHIPS
(IDENTITY AND
RELATIONSHIPS)-
Gender identity,
sexual orientation,
consent, 'sexting',
and an introduction
to contraception

Signposting support



If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted member of staff in the school
- GP or a sexual health clinic

Visit:

- A Better Medway: www.abettermedway.co.uk
- Medway Contraception and Sexual Health Clinics: www.cloverstreet.nhs.uk 0300 790 0245
- Brook: www.brook.org.uk/help-advice
- Childline: www.childline.org.uk 0800 1111
- Get It: www.getit.org.uk