



Advent: Citizenship and future pathways and Health and Wellbeing



SPHE

Personal Development



Year 10: Advent

Name: _____

Form: _____



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Where can I get support in school?



My Form Tutor: _____

My HOY: _____

Pastoral Managers: _____

Family Support Team: _____

Designated Safeguarding leads: _____

Where can I get support outside of school?



If you can, always try and talk to your Parents and close family members first.

Compass: Compass Changing Lives provides prevention and early intervention, emotional wellbeing and mental health support to Children, Young People and Families

Kooth: Free, safe and anonymous online counselling and mental health support.

Childline: 24/7 support from trained counsellors – online or by calling **0800 1111**. Covers everything from bullying to family issues and self-esteem.

NSPCC: Help and advice if you're being hurt or worried about someone else.

Stonewall Youth: Advice for LGBTQ+ young people on coming out, safety, and identity.

Samaritans: 24/7 free helpline: **116 123** – for anyone who needs someone to talk to, any time

Frank: Honest information and support around drugs and alcohol.

Runaway helpline: Support for young people who are thinking of running away or have already done so.

Nine protected characteristics and how we live these out at SPH

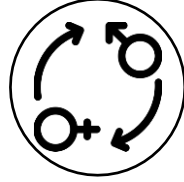
Protected Characteristic	What It Means	SPHE Link
Age	You should not be treated unfairly because of how old you are, whether you're young or old.	Lessons on respect, valuing differences, and inclusion.
Disability	People with physical or mental conditions that affect their daily life should be treated with respect and given the support they need.	Learning about empathy, accessibility, and inclusion.
Gender Reassignment	If someone is changing or has changed the gender they were given at birth, they must be treated fairly and with kindness.	Understanding identity, respect, and preventing bullying.
Marriage and Civil Partnership	Adults who are married or in a civil partnership have the right to be treated equally, whether they are with someone of the same or opposite sex.	Discussing different types of relationships and family diversity.
Pregnancy and Maternity	People who are pregnant or have recently had a baby must not be treated unfairly	Learning about rights, responsibilities and support for others.
Race	Everyone should be treated equally no matter their skin colour nationality, or where they are from.	Anti-racism, celebrating diversity, and respecting different cultures.
Religion or Belief	Everyone has the right to follow a religion or belief or to have no religion at all.	Learning about worldviews, tolerance, and respectful discussion.
Sex	Boys, girls, men and women should be treated fairly, with equal opportunities and respect.	Challenging gender stereotypes and promoting equality.
Sexual Orientation	Whether someone is attracted to the opposite sex, the same sex or both they should always be treated with respect and kindness.	Celebrating difference, supporting LGBTQ+ inclusion and promoting kindness and understanding.



Age



Disability



Gender Reassignment



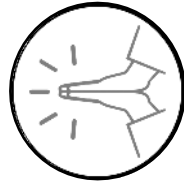
Marriage and Civil Partnership



Pregnancy and Maternity



Race



Religion or Belief

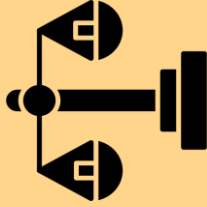
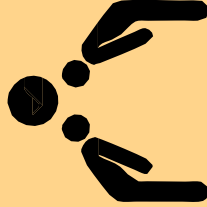


Sex



Sexual Orientation

British values and how we live these out at SPH

British Value	What it Means	SPHE Link
Democracy 	Everyone has a voice and can take part in decisions.	Student voice, respectful debate learning to express opinions and listening to others.
Rule of Law 	Rules and laws help keep us safe and protect everyone equally.	Learning about safety, laws (e.g. railway safety) consent and understanding consequences.
Individual Liberty 	We all have the freedom to make our own choices.	Lessons on managing emotions friendships, ambitions and taking responsibility for choices.
Mutual Respect 	We show kindness and respect to everyone, even if they are different from us.	Respect in relationships, inclusion tackling bullying and prejudice.
Tolerance of Different Faiths and Beliefs 	Everyone is allowed to believe different things, and that should be respected.	Celebrating diversity, learning about protected characteristics and promoting understanding.



Key Vocabulary	
Mental Wellbeing	How we feel and cope emotionally and psychologically with everyday life and challenges.
Stigma	A negative label or stereotype attached to a person or condition.
Grief	The emotional response someone may experience following a loss.
Bereavement	The experience of losing someone through death.
Suicidal Thoughts	Thoughts about ending your own life, which should always be taken seriously and shared with a trusted adult or professional.
Depression	A mental health condition involving long-lasting low mood and loss of interest.
Support Network	The people and services someone can turn to when they need help, advice or emotional support.
Strengths	Things you are naturally good at or enjoy doing.
Career Path	The journey someone takes through work and education.
Skills	Abilities or expertise you learn through experience or training.
Employability	The qualities and skills that make you more likely to get a job.
Work Experience	A short-term placement to help you learn about a real job.
Loan	Money borrowed that must be paid back, often with interest.
Interest	Extra money paid back on top of a loan amount.
Debt	Money owed to someone else that must be repaid.
Budgeting	Planning how to spend and save your money.
Credit Card	A way to borrow money up to a limit and repay it later, usually with interest.
Payday Lender	A company that lends small amounts of money at very high interest rates.
Loan Shark	An illegal money lender who charges extremely high interest and may use threats.
Gambling	Risking money or valuables for a chance to win more
Addiction	A condition where someone is unable to stop doing something



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KQ	How can understanding your strengths and interests help you explore suitable career paths?
	To identify your personal strengths, skills, and interests and understand how these relate to different careers.
	To reflect on what motivates and inspires you, and consider how your passions can shape your future career choices
	To research and match potential careers with your individual strengths and interests, creating a personal career profile or action plan.
RRR 	

In this lesson, we will explore the importance of understanding our own strengths, skills, and interests when thinking about future careers. You will reflect on what you enjoy, what you are good at, and what motivates you, and learn how these personal qualities can help guide career choices. We will look at a range of career options and how they align with different personality types and skill sets.

Why is it helpful to complete a self-assessment when thinking about careers?

- a) To find out which jobs pay the most
- b) To understand your strengths, interests, and how they relate to different career paths
- c) To discover the day-to-day duties of specific jobs
- d) To compare employee benefits

What should you focus on most when choosing a career that suits you?

- a) The job title
- b) How well-known the company is
- c) Your personal skills, strengths, and interests
- d) How close the job is to your home

If you enjoy talking to people and supporting others, which career might be a good match for you?

- a) Computer programmer
- b) Social worker
- c) Financial analyst
- d) Graphic designer

If you notice a gap in your skills while exploring career options, what should you do?

- a) Focus only on what you are already good at



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- b) Research how to improve that skill and make a plan
- c) Pick a completely different career
- d) Wait until you get a job to learn the skill

Which tool is most useful for helping you match your skills and interests to possible careers?

- a) Labour market data
- b) Your CV
- c) A career self-assessment quiz
- d) A job application form

Complete the table by rating your top strengths (1–10) and listing at least one career that matches each skill or interest. Use your own knowledge or career websites like BBC Bitesize Careers, Prospects, or National Careers Service for inspiration.

Strength/interest	Rating	Career
Working with children		
Solving problems		
Being creative		
Helping others		
Talking and presenting		
Organising and planning		
Enjoying science		
Enjoying computers		
Interested in fashion		
Enjoying animals		

My Career Investigation

Choose **one career** from your table above that stands out to you.

- Why does this career appeal to you?

- What skills do you already have that match this job?

- What is one step you could take this year to learn more about this career?



KQ	Why is Work Experience important and how do I find a placement?
	To understand why work experience is important for career development and gaining employability skills.
	To recognise how volunteering or work experience can build confidence and help you discover what you enjoy.
	To identify and research local work experience or volunteering opportunities that match your interests and career goals
RRR 	

In this lesson we, we will learn about the value of work experience and how it can help us develop important skills for future careers. We will explore how gaining experience in a real workplace or through volunteering can boost our confidence, improve our employability, and help us make informed decisions about our career paths. We will also look at practical ways to find and apply for work experience opportunities that match our interests and goals.

What do you think “work experience” is?

Why might it be helpful for your future career?

Where have you seen someone doing a job that interests you?

Work experience is a short-term placement in a real workplace. It helps you learn about careers and gain transferable skills like communication, timekeeping, and teamwork. Many industries—like teaching, healthcare, and engineering—value this experience when you apply for jobs or courses.

Even if you can’t get a placement in your dream job, you can still build relevant skills in similar workplaces. For example, if you want to work in medicine, volunteering at a care home or dental practice is still valuable.



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Match **your favourite school subject** to a possible **career sector**. Use the table below to guide you and write down 2 possible ideas.

Subject	Related workplaces
Art and Design	Design studios, galleries, branding companies
English	Newspapers, radio, publishing, libraries
Drama	Theatres, events teams, talent agencies
Science	Pharmacies, research labs, hospitals
History	Museums, archives, National Trust
PE	Sports clubs, fitness centres, physiotherapy
Maths	Accountancy firms, banks, insurance companies
Computing	IT support teams, coding start-ups, app developers

1. _____
2. _____

Write **3** reasons why work experience is important.

Use sentence starters such as:

- Work experience helps me to...

- It shows employers that I...

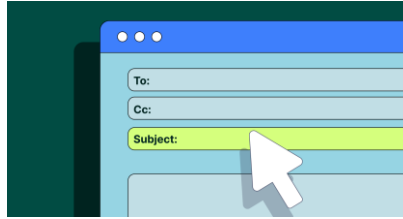
- It helps me decide...

Discuss and write down:

1. A job sector you're interested in _____
2. A local business, shop, or service in that sector _____
3. How you could contact them (e.g. email, phone, visit in person) _____
4. What skills you hope to gain _____



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Email Etiquette

Look at this example email and improve it.

To: hello@localbusiness.com

Subject: Work experience

Hi,

Can I do work experience with you? Let me know.

Cheers,

Jayden

Now rewrite it professionally. Use this structure:

- Greeting
- Who you are
- Why you're interested in them
- What dates you're available
- Thank them and sign off politely

To:

CC:

Subject



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KQ	Why do people borrow money?
	To understand different reasons why people may need to borrow money/take out a loan
	To be aware of what you need to consider before taking out a loan
	To know the implications of borrowing money
RRR 	

In this lesson, we will explore the different reasons why people might choose to borrow money or take out a loan. We will look at everyday situations such as paying for education, buying a car, or covering emergency expenses, and discuss when borrowing might be necessary or helpful. You will also learn what factors should be considered before taking out a loan, including interest rates, repayment terms, and affordability. By the end of the lesson, You will understand the potential risks and responsibilities involved in borrowing money and how to make informed financial decisions in the future.

Buy Now or Save Up? Which would you choose?





Why Do People Borrow Money?

People borrow money for many different reasons. Sometimes it is to pay for important things like a house, a car, or university tuition. Others may borrow money in an emergency, such as when something breaks at home and needs fixing straight away. Some people borrow to help manage their monthly spending or to buy something they need before they have saved enough money.

There are different ways to borrow money, such as through banks, credit cards, or payday lenders. Banks usually offer loans with lower interest rates, while credit cards allow you to borrow smaller amounts for everyday spending. Payday lenders often give out quick loans, but they usually charge very high interest, which can make them expensive.

When you borrow money, you must pay back more than you borrowed — this extra amount is called **interest**. The longer it takes to repay, the more interest you might end up paying. If you don't repay a loan on time, it can lead to serious problems like extra charges, damage to your credit score, or even legal action. That's why it is important to think carefully before borrowing and only take out loans you can afford to repay.

Jade (17) wants to go to college but needs to pay for travel and books.	Tariq (22) just got a job and needs a car to commute.	Sarah (45) had an emergency boiler repair but doesn't have savings.
Why does this person need to borrow money?		
What kind of loan would be best?		
What should they consider before borrowing?		



The Loan Lab: Borrowing Options Comparison

You have been given 3 borrowing options. Read each profile carefully, then work together to answer the questions underneath each one.

Loan Option 1 – Low-Interest Bank Loan

- Amount borrowed: £2,000
- Interest rate: 3% per year
- Repayment term: 2 years
- Late payment consequences: Small monthly fee added and may affect your credit score

What are the **advantages** of this type of loan?

What are the **risks or disadvantages**?

Would you choose this option? Why or why not?

Loan Option 2 – Credit Card

- Amount borrowed: Up to £1,000
- Interest rate: 20% per year if not repaid monthly
- Repayment term: Flexible (you pay what you can each month)
- Late payment consequences: High interest added, late fees, damage to credit score

What are the **advantages** of using a credit card?

What are the **risks or disadvantages**?

Would you choose this option? Why or why not?



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Loan Option 3 – Payday Lender

- Amount borrowed: £500
- Interest rate: 100% or more
- Repayment term: 1 month
- Late payment consequences: Very high charges added quickly, serious debt risk

What are the **advantages** of this loan (if any)?

What are the **major risks or concerns**?

Would you choose this option? Why or why not?

Reflection

Why is it important to understand borrowing before making financial decisions?

What advice would you give someone thinking about taking out a loan?

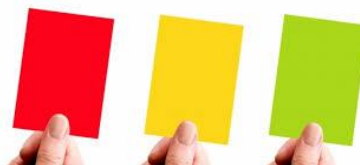


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KQ	What are the effects of being in debt?
	To know the difference between high risk and low risk loans
	To consider the social, emotional and physical effects of being in debt
	To be aware of how we can avoid debt
RRR 	

In this lesson, we will explore the different effects that being in debt can have on a person's life. We will learn how to tell the difference between high-risk and low-risk types of borrowing, and why some loans can lead to more serious financial problems than others. You will also consider how being in debt can affect someone socially, emotionally, and even physically — including feelings of stress, anxiety, and isolation. Finally, we will look at practical ways to avoid getting into debt, such as budgeting, saving, and borrowing responsibly.

Debt or Dilemma?



High Risk Unsure/it depends Low Risk

- Taking out a credit card at 18 _____
- Borrowing £5 from a friend for lunch _____
- Getting a payday loan for £500 _____
- Student loan for university _____

Understanding Debt

Debt is when you owe money to someone else — usually a person, bank, or company — and you must pay it back, often with extra money called *interest*. People borrow money for



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different reasons, like paying for a car, going to university, covering emergency costs, or buying something they can't afford right away.

Not all debt is bad. Some borrowing, like a student loan or mortgage, is considered *low-risk* if it's affordable and paid back over time. But some types of borrowing, like payday loans or borrowing from loan sharks, are *high-risk* because they charge very high interest and can quickly lead to bigger problems.

If debt gets out of control, it can affect your mental health, relationships, and ability to afford everyday essentials. That's why it is important to understand how borrowing works, know the risks, and avoid taking on debt you can't afford to repay.

Scenarios:

Lee has taken out three payday loans to cover bills but can't keep up repayments.	Amira borrowed from a friend but is avoiding them because she can't pay it back	Jason is scared to tell his parents he owes £200 and is skipping school to avoid being asked.
What are the emotional or social effects in this situation?		
What could this person do differently?		
How can they seek help or avoid further debt?		



The Debt Spiral



Positive Money Pathway

Can you flip the spiral! Create steps that people can take instead of falling into debt.

Things to think about: Budgeting, saving for emergencies, asking for help, Using credit responsibly





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KQ	What are the dangers of gambling?
	To understand the different types of gambling
	To be aware of the social, moral and emotional effects of gambling
	To know how to get help if we care concerned about the effects of gambling
RRR 	

In this lesson, we will learn about the different types of gambling, from traditional forms like betting shops and casinos to online gambling and gaming-related gambling such as loot boxes. We will explore the social, moral, and emotional effects gambling can have on individuals, families, and communities — including the risks of addiction, financial difficulties, and damaged relationships. You will also discuss why gambling can be especially harmful to young people and how it can sometimes start in small or hidden ways.

Gambling or not?

Buying a lottery ticket	Y/N
Playing bingo with friends	Y/N
Buying loot boxes in a game	Y/N
Entering a raffle at school	Y/N
Betting on sports online	Y/N

What is gambling?

Gambling is when you risk money (or something of value) on an event with an uncertain outcome, hoping to win something. This includes betting, lotteries, scratch cards, casino games, and even loot boxes in video games. While it may seem fun or harmless, gambling can lead to serious problems for some people.



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Match each gambling type to its example in the chart below

Gambling type	Example
Online betting	Buying a loot box in FIFA
Casino gambling	Placing a bet using an app
Gambling in gaming	Placing money on a football team to win
Sports betting	Playing roulette or blackjack

Discuss

How can gambling affect someone emotionally?

What impact could it have on their friendships or family?

Why might people keep gambling even when it becomes a problem?

Read the following fictional situation in and respond.

Alex has started spending lots of time on betting apps and has lost £300 in the last month. He is borrowing money from friends and hiding his phone when asked what he is doing. He says he “just needs to win big once.”

Discuss:

- What signs show Alex’s gambling is becoming harmful?
- How might his behaviour affect his mental health or friendships?
- What advice would you give him?
- Where could Alex go for help?

Reflection

One thing I’ve learned today is that gambling can affect people by

If I or someone I know ever needed support, I would go to



Checkpoint/Knowledge quiz

1. List **two** of your personal strengths or interests. How might each one link to a possible future career?

2. Why is it important to think about what motivates and inspires you when choosing a career path?

3. Name **two** places you could contact to get work experience or volunteering opportunities in your area.

4. How can doing work experience help you develop employability skills? Give **two** examples.

5. Give **two** different reasons why someone might need to borrow money.

6. What is one thing you should consider before taking out a loan, and why is it important?

7. Explain the difference between a high-risk loan and a low-risk loan, giving one example of each.

8. Describe **two** possible effects of being in serious debt on someone's life.

9. List three types of gambling and explain why each one might be harmful.



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10. If someone you know was worried about their gambling habits, what advice or support could you offer them?



Reflect on what you've learned in this unit: how has your thinking developed, and what would you still like to explore further?





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KQ	How can we protect our mental health and challenge stigma?
	To understand how thoughts, emotions and behaviours can affect mental wellbeing and recognise common stigma and misconceptions about mental health.
	To reflect on how stigma and stereotypes can affect people and prevent them from seeking support.
	To apply strategies for managing unhelpful thoughts, protecting mental wellbeing, and challenging stigma appropriately.
RRR 	

Everyone experiences different thoughts and emotions, and these can influence how we feel and behave. Sometimes difficult emotions or unhelpful thought patterns can affect our wellbeing, but there are strategies that can help us manage them. Unfortunately, stigma and misconceptions about mental health can make people feel embarrassed or worried about asking for support. In this lesson, we will explore the connection between our thoughts, emotions and behaviours, challenge common misconceptions about mental health, and consider positive ways to protect our own and others' wellbeing.

Do Now – What is mental wellbeing?

Which of these do you think can influence our mental wellbeing?

Sleep – Friendships – Exercise – Social media – School pressure – Diet – Family – Thoughts – Hobbies

Mental wellbeing is how we are feeling and functioning emotionally and psychologically, including how we cope with everyday life and challenges.

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

Examples of mental-health stigma could include:

- Calling someone "attention seeking" because they ask for help.
- Making jokes about mental health difficulties.
- Assuming someone experiencing difficulties is weak.



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- Using mental-health terminology as an insult.
- Telling someone to "just get over it".
- Treating someone differently because they have received support.

Scenario

Sam has been feeling overwhelmed and struggling to cope with school and things happening at home. Sam considers speaking to a teacher but hears some friends making jokes about people who receive mental-health support. Sam decides not to tell anyone because they are worried about being judged.

Discuss:

1. What stigma is present in this situation?
2. How could the comments affect Sam?
3. Why might stigma prevent people from seeking help?
4. What could Sam's friends have done differently?
5. What could Sam do next?

Key message

Stigma → Fear of judgement → Silence → Delayed support

Challenging stigma can make it easier for people to **talk and seek appropriate support**.

Managing Unhelpful Thoughts

CATCH – CHECK – CHANGE strategy.

CATCH

Notice the thought.

"Everyone thinks I'm useless."

CHECK

Question it.

- What evidence do I actually have?
- Am I assuming I know what other people think?





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- Am I focusing only on the negative?
- What would I say to a friend who thought this?

CHANGE

Replace it with something more balanced.

Instead of:

✗ "Everyone thinks I'm useless."

Try:

✓ "Something went wrong today, but that doesn't mean I'm useless. I can learn from it and ask for help."

My Wellbeing Toolkit

1. CONNECT

Who could I speak to?

2. RESET

What helps me relax or regulate my emotions?

3. MOVE

What physical activity could help my wellbeing?

4. SWITCH OFF

How could I take a healthy break from schoolwork, social media or other pressures?

5. SEEK SUPPORT

Who could I approach if things became difficult to manage?



Let's Talk About Mental Health Stigma

THESE HARMFUL STATEMENTS ARE NOT TRUE:

- ✗ **People with mental health problems are weak.**
Mental health challenges can affect anyone – and it takes strength to ask for help.
- ✗ **You can't trust someone with mental illness.**
Mental illness doesn't define a person's character. People with mental health conditions deserve respect and support.
- ✗ **They're just attention seeking.**
Reaching out is a sign someone is struggling – not seeking attention. They need care, not judgement.

WHY THIS MATTERS:

Stigma makes it harder for people to speak up, get help, and recover. We all have mental health – and we all have a role in challenging stigma.

BE THE REASON SOMEONE FEELS SAFE TO TALK

- Use kind words
- Challenge stereotypes
- Be a good listener
- Ask: "How can I help?"



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KQ	How can we cope with grief, bereavement, and loss?
	To understand grief and bereavement and recognise that people can respond to loss in different ways.
	To develop empathy and compassion for people experiencing loss and recognise the importance of treating individual responses with dignity and sensitivity.
	To identify healthy coping strategies, ways to support someone who is grieving and when additional help may be needed.
RRR 	

Loss is something that most people experience at different points in their lives, but there is no single "correct" way to respond to it. Bereavement can bring many different emotions, and these feelings may change over time or appear unexpectedly. Some people want to talk, while others need space or express their feelings differently. This lesson is not about asking anyone to share personal experiences. Instead, we will explore what grief can look like, how we can respond compassionately to someone experiencing loss, and where support can be found.

Ground Rules

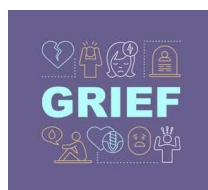
- You do not need to share personal experiences.
- We discuss situations, not people in this room.
- We don't judge how somebody responds to loss.
- You can speak privately to an adult if anything in the lesson affects you.

Do Now – What can loss mean?

When we hear the word "loss", what different types of loss might someone experience?

Bereavement – the experience of losing someone through death.

Grief – the emotional response someone may experience following loss.



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Is there a "right" way to grieve?

Sadness – Anger – Numbness – Confusion – Relief – Guilt – Loneliness – Anxiety –
Acceptance – Happiness when remembering someone

Discuss the following questions together:

1. Which of these emotions might someone experience after a loss?
2. Could someone experience several of these emotions at the same time? Why?
3. Could a person's feelings change from one day to the next?
4. Could someone appear happy or "normal" at school while still grieving?
5. Why might two people react very differently to a similar loss?
6. Why could it be unhelpful to tell someone how they "should" be feeling?

Grief is individual. There is no timetable and no single correct way to feel or behave after a loss. People may experience different emotions at different times, and these do not follow a fixed order.

Different people, different responses

Four friends have all experienced the death of someone important to them.

A: wants to talk about the person frequently.

B: doesn't want to talk about it at all.

C: appears fine at school but becomes upset unexpectedly.

D: wants to continue with normal activities and spend time with friends.

Which person is grieving "correctly"? Potentially all of them.

Discuss

- Why might responses differ?
- Why shouldn't we judge someone's reaction?
- Why might somebody's needs change over time?



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What would you say?

What might Alex need from their friends?

- ✗ *"You need to move on."*
- ✗ *"I know exactly how you feel."*
- ✗ *"At least they lived a long life."*

versus

- ✓ *"I'm really sorry."*
- ✓ *"I'm here if you want to talk."*
- ✓ *"Would you like to talk about it or would you rather do something else?"*

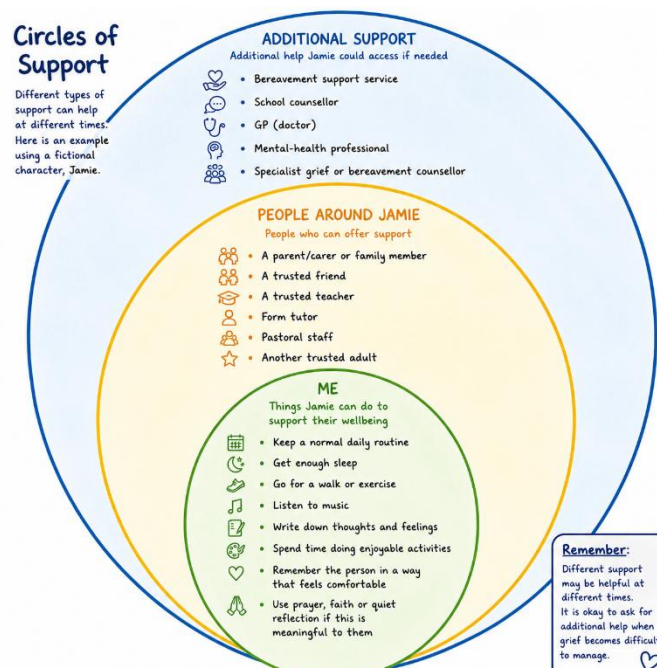
Listening can sometimes be more helpful than trying to find the perfect words.

Circles of Support

When someone is experiencing grief or loss, different types of support can help at different times. Support might come from things a person can do themselves, people around them, or additional professional help.

Scenario

Jamie has recently experienced the death of someone important to them. Some days Jamie wants to talk about what has happened, while on other days they would rather focus on normal routines and spend time with friends. Recently, Jamie has been finding things more difficult and is wondering where they could get some extra support.





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KQ	Why can some people find it harder to talk about their mental health?
	To understand how stigma, stereotypes, peer pressure and expectations around masculinity can create barriers to seeking help.
	To reflect on the pressures faced by others and recognise the importance of creating a culture in which people feel safe to speak.
	To challenge harmful stereotypes, start supportive conversations appropriately and encourage help-seeking.
RRR 	

Anyone can experience difficulties with their mental health, yet asking for help does not always feel easy. People may worry about being judged, appearing weak, burdening other people or being treated differently. Social expectations and stereotypes can also create pressure to hide emotions. In this lesson, we will consider why some people find it difficult to speak openly, particularly when ideas about masculinity encourage boys and men to "stay strong" or hide vulnerability, and explore how we can create a culture where seeking help is treated as a strength.

Do Now – What messages do we hear?

Where might young people hear messages like these?

- *"Man up."*
- *"Don't be so dramatic."*
- *"Just deal with it."*
- *"Boys don't cry."*
- *"Other people have it worse."*
- *"You're just looking for attention."*

The Pressure Box

In the box on the next page write down the following:

"What does society sometimes tell boys and young men they SHOULD be?"



Outside the box write down

"What might happen when someone doesn't feel able to meet these expectations?"

Why might somebody stay silent?

Owen has been struggling for several weeks. He is sleeping badly, has stopped enjoying football and feels overwhelmed by school. His friend asks if he is okay. Owen nearly tells him but thinks:

- *"He'll think I'm weak."*
- *"Other people have bigger problems."*
- *"I should be able to deal with this myself."*
- *"What if everyone finds out?"*

Discuss:

What barriers are stopping Owen talking?

Challenging the language

Rewrite these sentences.

✗ **"Man up."**

E.G → "You don't have to deal with everything alone."



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✗ "He's just looking for attention."

→ _____

✗ "Talking won't change anything."

→ _____

Starting a conversation

You notice a friend hasn't seemed themselves recently. What could you say?

NOTICE + ASK + LISTEN

NOTICE:

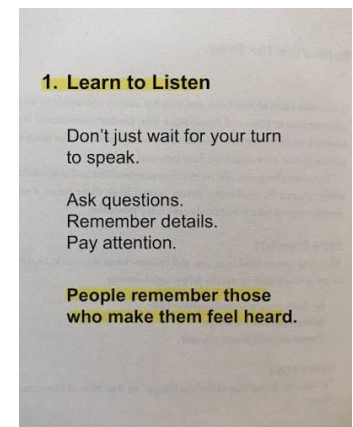
"You haven't seemed yourself recently."

ASK:

"How are things?"

LISTEN:

Give them time rather than immediately trying to fix the problem.



Reflection

How could we make our school/community somewhere that people feel safer asking for help?

Need Support?

- Speak to a **parent/carer, tutor, Head of Year, family support team or a trusted adult**

Contact **Childline**

 0800 1111 |  www.childline.org.uk





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KQ	How can we recognise when someone needs urgent mental health support?
	To recognise signs of severe emotional distress and understand that thoughts of suicide require immediate support from a trusted adult or professional.
	To recognise the importance of listening without judgement, taking concerns seriously and responding with compassion.
	To respond safely by listening, not promising secrecy, involving a trusted adult and knowing how urgent support can be accessed.
RRR 	

Sometimes somebody who is struggling may need more than everyday support from friends or family. Changes in what a person says, how they behave or their mood can sometimes indicate severe emotional distress. Talking about suicide can feel frightening or uncomfortable, but concerns must always be taken seriously. This lesson will not ask anyone to share personal experiences. Instead, we will learn how to recognise possible warning signs and, most importantly, what to do if we are worried about ourselves or somebody else.

Safety introduction

- You will never be expected to manage somebody else's mental health alone.
- You are not responsible for another person's actions.
- Your responsibility is to notice, listen and get adult help.

Spotting changes: MOOD – TALK – BEHAVIOUR

MOOD

Changes such as:

- Very low mood
- Anger/irritability
- Hopelessness
- Withdrawal
- Significant anxiety





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TALK

Statements suggesting:

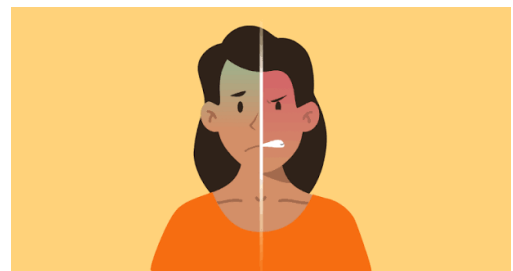
- They feel hopeless.
- They feel like a burden.
- They can't cope anymore.
- They don't want to be here.



BEHAVIOUR

Changes such as:

- Withdrawing from friends
- Stopping activities previously enjoyed
- Significant changes in routine
- Reckless behaviour
- Giving away possessions
- Saying goodbye unexpectedly



Important!

One sign does not automatically mean somebody is suicidal. We are looking for changes, combinations of signs and reasons to check in.

Myth or Fact?

"Talking about suicide is attention seeking."

✗ MYTH

Any mention of suicide should be taken seriously.

"Asking someone directly about suicide will put the idea into their head."

✗ MYTH

It is safer to ask and that asking can be protective.

"You should promise to keep suicidal thoughts secret."

✗ MYTH



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Safety takes priority.

"A young person should deal with this themselves if their friend asks them not to tell."

✗ MYTH

A trusted adult must be involved.

What would you notice?

Jamie has gradually stopped attending football practice. They are spending more time alone and seem unusually withdrawn. They tell a friend:

"I can't cope with everything anymore. I don't see the point."

MOOD | TALK | BEHAVIOUR

- What would make you concerned?
- What shouldn't you assume?
- What should you do?

The safe response

LISTEN – TAKE IT SERIOUSLY – TELL

1. LISTEN

Stay calm.

Don't judge.

Don't immediately try to solve everything.

2. TAKE IT SERIOUSLY

If someone talks about suicide, believe that they need support.

3. TELL

Tell a trusted adult **immediately**.

Do not promise secrecy.

Stay with the person where appropriate until adult help is involved.



The one thing to remember

If someone tells me they are thinking about suicide, I should...

Need Support?

- Speak to a **parent/carer, tutor, Head of Year, family support team or a trusted adult**

Contact Childline

 0800 1111 |  www.childline.org.uk

HELP IS ALWAYS AVAILABLE



It's okay to not be okay. You are not alone.
Talking to someone can help.



SAMARITANS
116 123
samaritans.org

Free 24/7 support for anyone who is struggling to cope. You don't have to be suicidal to contact Samaritans.



PAPYRUS
0800 068 41 41
papyrus-uk.org
Text: 07860 039967

Confidential support and advice for young people under 35 who are thinking about suicide.



SHOUT 85258
Text: 85258
giveusashout.org

Free 24/7 text service. Text SHOUT to 85258 to chat with a trained volunteer about how you're feeling.



CHILDLINE
0800 1111
childline.org.uk
Online chat available

Confidential support for children and young people under 19 on any issue. Call or chat online.



THE MIX
0808 808 4994
themix.org.uk
Text: THEMIX to 85258

Support for young people about any issue – from mental health to money, relationships and more.



KOOTH
kooth.com
Free online support

Free, safe and anonymous online support for young people. Chat with counsellors or join discussion boards.



IN AN EMERGENCY

If you or someone else is in immediate danger, call **999** or go to A&E.

Your safety matters.
Please reach out. 

SPEAKING UP IS A STRENGTH, NOT A WEAKNESS. 



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KQ	How and when should we seek support for mental health?
	To understand different levels of mental health support, including trusted adults, school support, professional services and emergency help.
	To recognise that seeking help for ourselves or another person is a responsible and caring action
	To identify and access the most appropriate support for different situations and create a personal support network.
RRR 	

We all need support at different times, but the type of support we need depends on what is happening and how serious or urgent the situation is. Sometimes talking to a friend or trusted adult may help; at other times professional or emergency support is needed. Seeking help is not wasting someone's time or betraying a friend — it is a responsible action. In this lesson, we will explore different levels of support and practise deciding what to do in a range of situations.

Do Now – Who could help?

Friends | Family | Trusted adult | School | GP | Mental-health services | Emergency support

Support Continuum

EVERYDAY SUPPORT

- Everyday stress or difficult emotions.
- Possible support:
- Friends – family – routines – wellbeing strategies.

TALK TO SOMEONE

- Problems are continuing or affecting everyday life.
- Trusted adult – teacher – pastoral staff – family.

PROFESSIONAL SUPPORT

- Difficulties are significant, persistent or getting worse.
- School safeguarding/pastoral support – GP – counselling/mental-health services.



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URGENT HELP

- Someone may be in immediate danger or is talking about suicide.
- Trusted adult immediately + emergency/urgent professional support.

Where would you go?

A: Charlie feels nervous about an upcoming exam.

B: Amira has felt low for several weeks and has stopped doing things she normally enjoys.

C: Ben tells his friend that he doesn't feel safe being alone because he is worried about what he might do.

D: Sofia's friendship group has broken down and she feels lonely.

Discuss

- What level of support?
- Who could help?
- Why?

The friendship dilemma

Should you tell an adult if your friend asks you not to?

WHY SOMEONE MIGHT HESITATE

- They'll be angry.
- They'll think I betrayed them.
- I'll lose their trust.
- Maybe I'm overreacting.

WHY TELLING MATTERS

- Their safety matters.
- I don't have to manage this alone.
- Adults can access appropriate support.
- Getting help is more important than keeping a dangerous secret.





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My Support Network

Complete privately:

If I needed support...

Someone at home I could approach: _____

Someone in school I could approach: _____

Another trusted adult: _____

A professional/service I could access: _____

If I or someone else were in immediate danger, I would: _____

Final Reflection – Breaking the Silence

- Seeking help is a sign of weakness. **X**
- I should keep a friend's suicidal thoughts secret if they ask me to. **X**
- I need to solve someone's problems before I can help them. **X**
- Telling a trusted adult can be an act of friendship.

Need Support?

- Speak to a **parent/carers, tutor, Head of Year, family support team or a trusted adult**
- Contact **Childline**

 0800 1111 |  www.childline.org.uk

HELP IS ALWAYS AVAILABLE

It's okay to not be okay. You are not alone.
Talking to someone can help.

 SAMARITANS 116 123 samaritans.org	Free 24/7 support for anyone who is struggling to cope. You don't have to be suicidal to contact Samaritans.
 PAPYRUS 0800 068 41 41 papyrus-uk.org Text: 07860 039967	Confidential support and advice for young people under 35 who are thinking about suicide.
 SHOUT 85258 Text: 85258 giveushout.org	Free 24/7 text service. Text SHOUT to 85258 to chat with a trained volunteer about how you're feeling.
 CHILDLINE 0800 1111 childline.org.uk Online chat available	Confidential support for children and young people under 19 on any issue. Call or chat online.
 THE MIX 0808 808 4994 themix.org.uk Text: THEMIX to 85258	Support for young people about any issue – from mental health to money, relationships and more.
 KOOTH kooth.com Free online support	Free, safe and anonymous online support for young people. Chat with counsellors or join discussion boards.
 IN AN EMERGENCY If you or someone else is in immediate danger, call 999 or go to A&E.	Your safety matters. Please reach out.

SPEAKING UP IS A STRENGTH, NOT A WEAKNESS.



Checkpoint/Knowledge quiz

1. Which statement about grief is TRUE?

- A. Everyone experiences grief in the same way
- B. People should feel better after a set amount of time
- C. People can experience grief in different ways and emotions may change over time
- D. Someone who appears happy cannot be grieving

2. What does mental health stigma mean?

- A. Negative attitudes, stereotypes or judgements about mental health
- B. Asking somebody how they are feeling
- C. Getting professional support
- D. Talking openly about emotions

3. Which of the following could make it harder for someone to talk about their mental health?

- A. Knowing they will be listened to
- B. Having supportive friends
- C. Fear of being judged or appearing weak
- D. Knowing where to find support

4. What should you do if someone tells you they are thinking about suicide?

- A. Promise to keep it a secret
- B. Tell them to try not to think about it
- C. Take them seriously and involve a trusted adult immediately
- D. Try to solve the problem yourself

5. Which of the following could be a sign that someone may need additional mental health support?

- A. A significant change in their mood, behaviour or what they are saying
- B. Having an occasional bad day
- C. Feeling nervous before an important test
- D. Wanting some time alone after a busy day



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6. Give one way you could sensitively support someone who is experiencing grief or bereavement.

7. Give one example of a stereotype or stigma that might prevent someone from seeking help with their mental health.

8. Name one change in a person's mood, talk or behaviour that might make you concerned about their mental health.

9. Explain why you should not promise to keep it secret if a friend tells you they are thinking about suicide.

10. Name one person or service a young person could go to for mental health support.



Reflect on what you've learned in this unit: how has your thinking developed, and what would you still like to explore further?

