



Advent: Health and Wellbeing and Citizenship and future pathways



SPHE

Personal Development



Year 8: 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

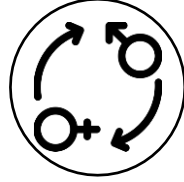
Protected Characteristic	What It Means	SPHE Link
Age	You should not be treated unfairly because of how old you are, whether you're young or old.	Lessons on respect, valuing differences, and inclusion.
Disability	People with physical or mental conditions that affect their daily life should be treated 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



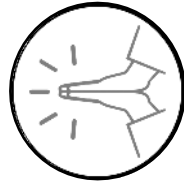
Marriage and Civil Partnership



Pregnancy and Maternity



Race



Religion or Belief

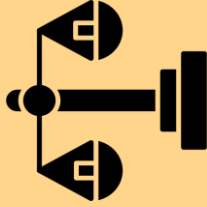
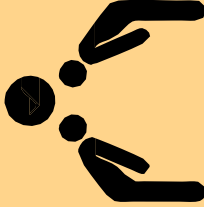


Sex



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	
Equality Act 2010	The law in the UK that protects people from being treated unfairly.
Protected Characteristics	The 9 things the law says you cannot be treated unfairly for.
British Values	The ideas that help people in the UK live and work together in a fair and respectful way.
Recreational drugs	A drug taken for enjoyment or leisure, not for medical reasons.
Medicinal drugs	A drug used to treat illness or pain, prescribed or recommended by a doctor.
Dependence	Relying on a substance to feel normal, either physically or emotionally.
Addiction	When someone cannot stop using a substance or doing something, even if it harms them.
Substance Misuse	Using drugs or alcohol in a harmful or unsafe way.
Peer pressure	Feeling pushed by friends or others to do something you might not want to do.
Gang	A gang can be a group of friends who hang around together. But some gangs are involved in crime.
County Lines	The practice of trafficking drugs into rural areas and smaller towns, away from major cities
Misuse of Drugs Act 1971	The law that makes it illegal to have, sell or make certain drugs in the UK.
Discrimination	Treating someone unfairly because of who they are.
Misogyny	Hatred of, contempt for, or prejudice against women and girls.
Stereotype	A fixed, oversimplified idea or belief about a particular group of people.
Equality of opportunity	Everyone having the same chances to succeed.
Employment	Having a job where you work for someone and get paid.



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KQ	What is a Drug?
	To understand the difference between recreational and medicinal drugs.
	To know what affects drugs and alcohol have on us mentally and physically
	To recognise the signs of drug and alcohol use
RRR 	

Today we are learning about the difference between medicinal and recreational drugs so we can understand how they are used and the risks involved. We will also look at how drugs and alcohol affect the body and mind, and how to spot the signs of drug and alcohol use. This will help us make informed, safe choices and know how to support ourselves and others.

A drug is a substance that when released into the body will cause an effect. Some drugs are legal, some are illegal, and some others are prescribed by doctors.

Medicinal drugs are used to help people who are in pain or suffering from illnesses. They are safe to use when taken properly and as advised by a doctor or medical professional. However, some people misuse medicinal drugs by taking them for non-medical reasons. This is dangerous and can make these drugs illegal.

Recreational drugs are taken because people enjoy the effects they have on their bodies. Some recreational drugs, like alcohol and tobacco, are legal but have age restrictions on who can buy them. Caffeine, found in drinks like coffee and energy drinks, is also a recreational drug. Most other recreational drugs, such as cannabis, cocaine, and heroin, are illegal.

Sort the list of drugs below into the two columns.



Recreational Drugs	Medicinal Drugs



The Misuse of Drugs Act 1971 is a law that helps protect people by making it illegal to have, make, or sell certain dangerous drugs. Drugs are put into three classes (A, B, and C) depending on how harmful they are. This law is there to keep individuals and communities safe from the risks of drug misuse.

This links to **British values** because it teaches us about **the Rule of Law** – everyone has to follow the laws that keep our society safe. It also links to **Individual Liberty**, as we all have the right to make our own choices, but we also need to make safe and responsible decisions.

The physical and emotional effects of drugs

Drugs can have serious effects on both the body and the mind



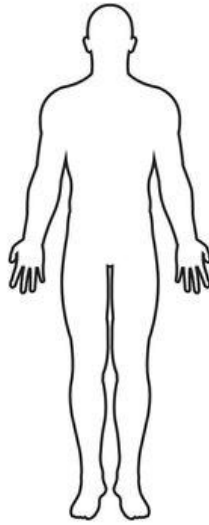
Physically, they can damage important organs like the heart, liver and lungs, and can make people feel sick, tired, or weak. Some drugs can also be addictive, meaning the body starts to depend on them.

Emotionally, drugs can change the way people feel and think. They might cause mood swings, anxiety, depression, or make it harder to control emotions. These effects can harm relationships, decision-making, and overall wellbeing.



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Below is a body outline template. Label **RED** for physical effects. Label **BLUE** for emotional effects



Scenario

Jake started drinking energy drinks to stay awake for football practice. Over time, he became anxious, struggled to sleep, and got headaches when he didn't have energy drinks. He also became disruptive in school.

1. What warning signs do you notice?

2. What advice would you give Jordan?

3. Why is it important to know these signs in ourselves and others?

4. Who can we approach for help?

Reflection

What do you call a drug that someone takes for health reasons? _____

Name two British values. _____

Name 2 legal recreational drugs _____

Which law controls the use of drugs? _____



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KQ	What is addiction?
	To understand what habit and dependence mean.
	To know how a habit can become an addiction.
	To be able to recognise habits and addictions.
RRR 	

Today we are learning about habits, dependence, and addiction. A habit is something we do often, sometimes without thinking. Dependence is when we feel like we need something, like a substance or activity, to feel normal. We will look at how habits can turn into addictions, which is when a person finds it hard to stop even if it causes harm. This lesson will help us understand the signs of habits and addictions so we can make healthy choices and support others.

What is a habit?

Name one healthy habit and one unhealthy habit.

Can caffeine be addictive? Why/why not?

Look at the pictures below and decide whether these are: A **habit** (manageable)
Dependence (relying on it) Or an **addiction** (harmful and hard to stop).





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The NHS says addiction is when you **can't stop doing, taking, or using something**, even if it's harming you. People often think of addiction as being about gambling, drugs, or alcohol, but you can become addicted to many different things.

Here are some examples:

- **Work** – Some people work so much that they become exhausted. If it affects their family, friends, and health, they might be addicted to work.
- **Internet** – Spending hours every day gaming or online, while ignoring other parts of life, can be an addiction.
- **Solvents** – Breathing in substances like glue, aerosols, or petrol to feel “high” is very dangerous and addictive.
- **Shopping** – Buying things you don't really need just to get a “buzz” can turn into an addiction. This often leads to feelings of guilt and regret.

Recall Jake's story: Jake started drinking energy drinks to stay alert for football but now struggles to sleep, gets headaches without them, and feels anxious. **Why is Jake drinking energy drinks?**

Caffeine



Caffeine is a stimulant found in tea, coffee, coke, energy drinks and some medicines. It makes you feel more awake for a short time, but too much can cause anxiety, poor sleep, headaches and restlessness.

Energy drinks often have very high levels of caffeine and sugar. Like other drugs, caffeine can be addictive, and people may feel they need more to avoid feeling tired or getting headaches.

The government have said they are committed to banning the sale of energy drinks to anyone under the age of 16. Many shops have decided to put in place a ban themselves.

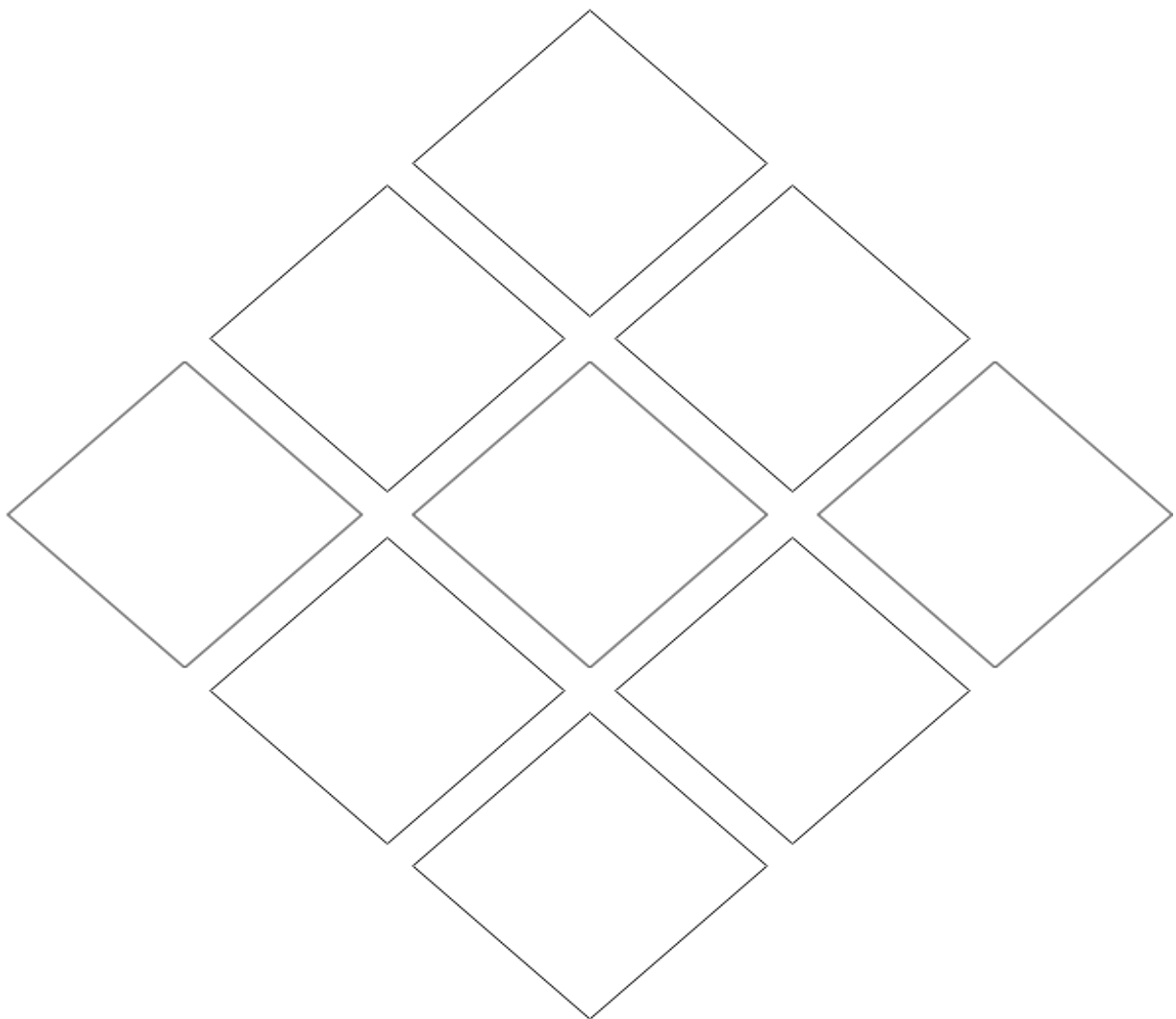




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Sort the statements into a **Diamond 9**. Place the most effective way to cut down on caffeine at the top, then the next two best methods, and work down to the least effective at the bottom.

Speak to a trusted adult who can support you	Slowly cut down on drinks with caffeine a little each day
Swap to decaf or caffeine-free drinks	Get into good sleep routines to feel less tired during the day
Choose healthier energy boosters like fruit or porridge	Eat regular meals to avoid feeling tired and needing a quick fix
Check labels on food and medicine for hidden caffeine	Stay away from places that might tempt you, like the shop before school
Drink plenty of water to keep your energy up naturally	





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“Caffeine is not a dangerous or addictive drug. Do you agree?”

Reflection

What do you call physical need for a substance or behaviour?

Name two things you can be addicted to

1. _____
2. _____

Name 2 effects of caffeine

1. _____
2. _____

Name 2 symptoms of caffeine addiction

3. _____
4. _____



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KQ	What are the risks of tobacco and vapes?
	To understand the difference between smoking and vaping
	To recognise the harmful effects of smoking and vaping
	To know how to say no.
RRR 	

In this lesson, we will learn about the differences between smoking and vaping and why both can be harmful to our health. We will explore how smoking affects the body, including the damage caused by chemicals like tar and carbon monoxide, and how vaping, although often seen as safer, still carries risks, especially for young people. You will find out about the short-term and long-term effects, such as addiction, breathing problems, and impacts on mental health. Finally, we will look at practical ways to resist peer pressure and learn how to confidently say “no” if someone offers you a cigarette or vape.

What is the legal age for buying cigarettes or vapes in the UK?

Name one harmful chemical found in tobacco smoke.

What is “peer pressure”?

What % of 11–13-year-olds have never tried smoking?

What % regularly smoke cigarettes?

What % use vapes?



What percentage of 11–13-year-olds have never tried smoking?

15% have tried smoking at least once

What percentage regularly smoke cigarettes?

Approximately 1% are regular smokers

What percentage use vapes (e-cigarettes)?

Around 4–9% currently vape

4.6% of 11–15-year-olds use e-cigarettes currently.

Overall, 9% of secondary-age pupils currently vape (NHS data)

What is Vaping?



Vaping is when people inhale vapour from an electronic cigarette (e-cigarette). The device heats up a liquid that often contains nicotine, flavourings, and other chemicals. Vaping was designed to help smokers quit tobacco, but it still has health risks. The vapour can contain harmful chemicals, and nicotine is addictive, especially for young people whose brains are still developing. It is illegal to sell vapes to anyone under 18, and there are worries it could lead young people to start smoking cigarettes.

Write down what you have read and discussed about the safety of vapes.



Smoking vs Vaping



Smoking is much more harmful than vaping. Cigarettes contain over 7,000 chemicals, including dangerous ones like carbon monoxide and tar, which can cause serious diseases and even early death. Vaping has fewer harmful chemicals, but it is not completely safe. Some of the vapour still contains toxins, and the long-term health risks are **not fully known**. Short-term effects of vaping can include coughing, headaches, anxiety and sore throats.

Just because vapes don't have tar or carbon monoxide, does that mean they're safe for everyone?



Influence, Choices and British Values

As you grow up, the people and things around you – like friends, family, adverts and social media – can influence your choices. Some influences are positive, but others might lead you to make risky decisions, like trying vapes. Under the British Value of Individual Liberty, you have the right to make your own choices about what is safe and healthy for you. It's important to think about your own values and make decisions that are right for you, even if it means saying no to peer pressure.

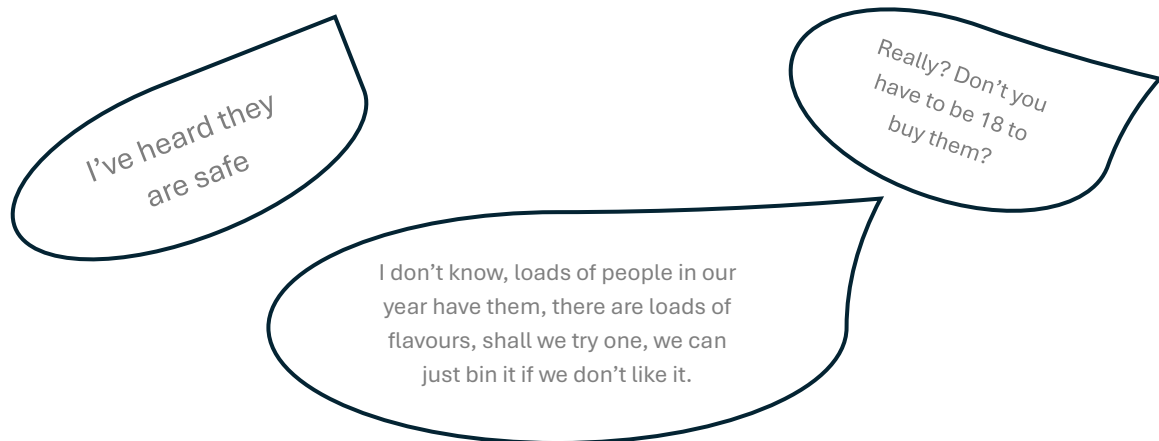
Evie's timeline

- Evie gets ready for breakfast. She sees some leaflets on the table about quitting smoking, and how vaping can help.
- Evie sees her mum using her new vape.
- Evie sees some students laughing and joking. They are passing a vape around. As they walk past, Evie breathes in and thinks it smells nice.
- Evie's friend Ben says his brother will buy them vape. The shop advertises lots of flavours to people their age. Ben says it must be ok to do.
- Evie scrolls through social media feeds after school. There seem to be vapes in a lot of the photos and videos online – nobody is hiding what they are doing, not even influencers.
- Even Evie's mum vapes! Evie decides to buy a vape.



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Who or what is Evie's influence?	What impact might this have on Evie?	What ideas might Evie develop about vaping as a result



Based on what you have learnt in this lesson, write a response, declining to buy a vape



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KQ	What are the harmful effects of alcohol and recreational drug use?
	To understand the laws around alcohol and recreational drugs
	To be able to recognise the effects of drinking alcohol and recreational drugs
	To know what is legal and healthy regarding drinking alcohol
RRR 	

Today we are learning about the harmful effects of alcohol and recreational drugs. Alcohol and drugs can harm both the body and mind, causing problems like poor decision-making, addiction, and long-term health issues. We will also look at the laws about alcohol and drugs, including what is legal and what isn't, and how to make healthy, safe choices. Understanding these risks can help us recognise the effects in ourselves and others and avoid dangerous situations.

What does "peer pressure" mean?

At what age can you legally buy alcohol in the UK?

What is a recreational drug?

Can you name one short-term effect of alcohol?

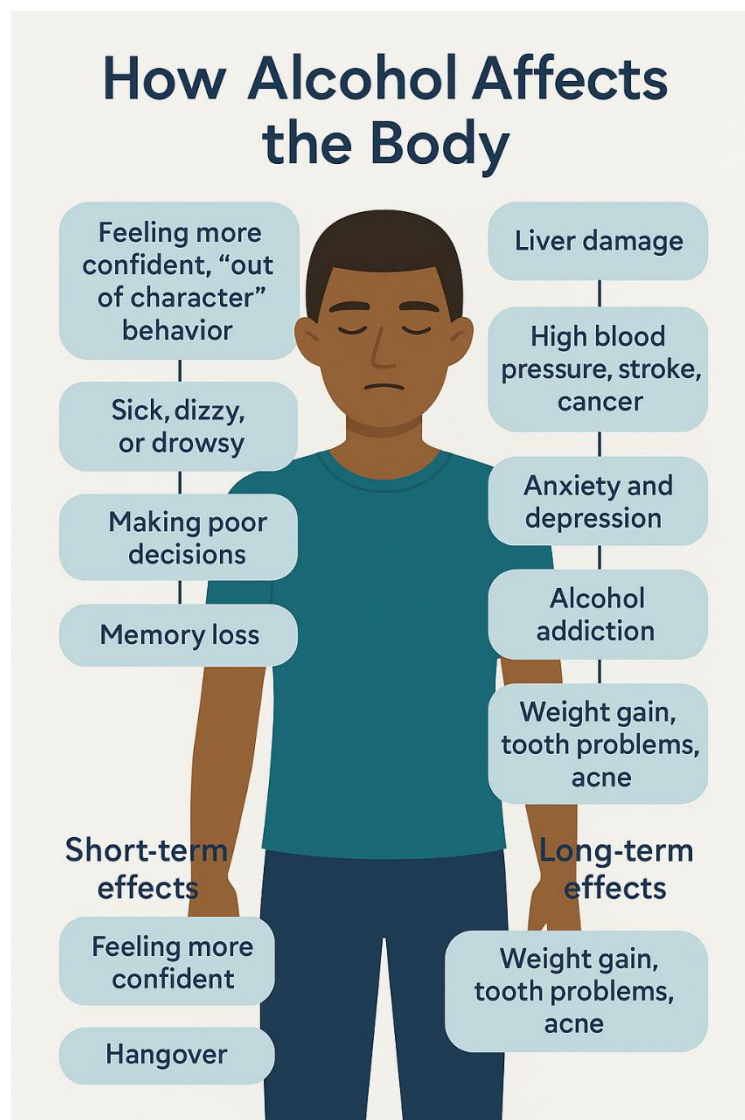
The Licensing Act 2003:

- It is illegal to buy alcohol under 18.
- 16/17-year-olds have if accompanied by an adult can drink certain alcohol with a meal (but not buy it).
- Under 18s can be fined or arrested if caught drinking alcohol in public.



Why do you think these laws exist?

What might happen if these laws didn't exist?





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Which effects do you think would happen quickly after drinking alcohol? Which might take years to develop?



A recreational drug is a substance that people use because they enjoy the effects it has on their body or mind. These drugs are not taken for medical reasons but for relaxation, fun, or to feel different. Some recreational drugs, like alcohol and nicotine, are legal for adults, while others, like cannabis and cocaine, are illegal. They can be harmful and affect how the brain and body work, especially if misused.

Recreational drugs can be split into two main types: **depressants** and **stimulants**, depending on how they affect your body.

- **Depressants** slow down your brain and body. Alcohol is an example of a depressant.
- **Stimulants** speed up your brain and body, making you feel more awake and alert.

Think of “**depressants**” as slowing things down and “**stimulants**” as giving you a boost.

Sort these side effects into the correct type:	
Slurred speech, Poor judgement, Energy boost, Increased heart rate, Alertness, Reduced anxiety, Sedation, Elevated Mood, Reduce Anxiety Slow Heart Rate, Increased Heart Rate, High Blood Pressure	
Depressants	Stimulants



Responding to Peer Pressure

Scenario

"Come on Sasha...everyone's at it! Loads of people drink underage. You're just being boring if you don't. It's harmless, and you'll feel better for it... it'll be a laugh. Here... have a taste."

Task: In pairs, students write down 3 possible responses Sasha could give to say no confidently.

1. _____
2. _____
3. _____

Reflection

Name one short-term and one long-term effect of drinking alcohol.

What does the law say about drinking alcohol under 18?

What would you do if someone offered you alcohol or drugs?



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KQ	What potential negative influences are there related to substance abuse?
	To identify different factors that can influence our choices around drugs and alcohol
	To reflect on how we might feel in situations where others are encouraging risky behavior.
	To practice strategies for resisting peer pressure and making independent decisions.
RRR 	

In this lesson, you will explore the potential negative influences that can lead to substance abuse, such as peer pressure, media messages, family attitudes, and social environments. You will learn how these factors can impact decision-making and increase the risks associated with drugs and alcohol. Through discussion and practical activities, you will reflect on your own values and develop strategies to resist unhealthy influences, helping you to make informed and positive choices in the future.

Imagine a criminal gang selling drugs moved into a small town.

Who might be affected? How?

How could you protect yourself?



What are County Lines?

County lines is a term used when illegal drugs are moved from one area to another, often across cities and towns. Criminal gangs exploit children and young people, sometimes as young as 12, to transport drugs and money. These gangs often use social media to recruit, offering gifts like new clothes, trainers, or headphones to lure young people in. Once involved, they are often forced to travel on trains or coaches to deliver drugs and may be made to sell them locally. Violence and threats, including the use of weapons such as knives, bats, firearms, or acid, are used to control and intimidate those being exploited.

Write down the signs of county lines activity in a town

How do gangs exploit young people and why is it important to stay alert?

Scenario: A teenager is promised new trainers and a phone if they help a new older friend with a “job” out of town.

How might the teenager be feeling?

What are the risks?

What advice would you give?



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“Social media has made peer pressure worse. Do you agree?”

What could you do if you or a friend were worried about gang or drug involvement?



What to do if you have concerns

Trust your instincts is the best advice. Even if someone is not involved in county lines drug dealing, they may be exploited in another way, so it's always worth speaking up.

- You can speak to your local police by dialing 101, or in an emergency 999.
- If you'd prefer to stay anonymous, you can contact the independent charity Crimestoppers on 0800 555 111.

If you're a young person worried about your own involvement, or a friend's involvement, in county lines, a good option is to speak to an adult you trust and talk to them about your concerns. You can also call Childline on 0800 1111. Childline is a private and confidential service where you can talk to a specially trained counsellor about anything that's worrying you.



Checkpoint/Knowledge quiz

1. What is the difference between a medicinal drug and a recreational drug?

2. Name two short-term effects of drinking alcohol.

3. What does the law say about buying alcohol if you are under 18 in the UK?

4. What is meant by the term “addiction”?

5. What are two signs that someone might be using drugs or drinking too much alcohol?

6. How is vaping different from smoking tobacco?

7. Name one harmful chemical found in tobacco smoke and explain why it is dangerous.

8. What is peer pressure and how can it influence someone’s decision to smoke, vape, or drink?

9. What is a healthy way to say no if someone offers you alcohol or drugs?

10. Give one long-term effect of recreational drug use on the body or mind.

11. What are Protected Characteristics?

12. What are British values?



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





KQ	What are the challenges and rewards of working?
	To understand the potential challenges and benefits of having a job.
	To consider how different aspects of work might motivate me.
	To design a 'dream job' poster showing how I would overcome challenges and enjoy rewards.
RRR 	

In this lesson we will be thinking about the challenges and rewards that come with having a job. You will explore some of the difficulties people may face in the workplace, as well as the benefits and positive experiences work can bring. We will also consider what might motivate you personally in a job and what would make work meaningful and enjoyable for you. By the end of the lesson, you will design a 'dream job' poster, showing how you would overcome challenges and make the most of the rewards that working life can offer.

Write down at least three challenges and three rewards of your day-to-day life at school.

When you have written down the challenges and rewards discuss and complete whether they apply to a workplace.

Challenges	Does this challenge apply to a workplace?		Rewards	Does this reward apply to a workplace?	
1.	Yes	No	1.	Yes	No
2.	Yes	No	2.	Yes	No
3.	Yes	No	3.	Yes	No

Now complete the table with the challenges and rewards of working

Challenges of working	Rewards of working
1.	1.
2.	2.
3.	3.



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Youth Employment

Youth employment is when young people, usually under 18, have a part-time job while still in school. Examples include helping in a shop, delivering newspapers, or working in a cafe at weekends or during school holidays. It gives young people a chance to earn money, learn new skills, and gain experience of the working world.

Advantages of Youth Employment

- ✓ **Earn your own money** – You can save up for things you want or help your family.
- ✓ **Learn new skills** – You will develop confidence, communication, and time management skills.
- ✓ **Gain work experience** – It helps you prepare for future jobs and looks good on a CV.
- ✓ **Meet new people** – You will get to work with people of different ages and backgrounds.
- ✓ **Learn responsibility** – Balancing work and school teaches independence and resilience.

Disadvantages of Youth Employment

- ⚠ **Less free time** – It can take away time for homework, hobbies, or seeing friends.
- ⚠ **Tiring** – Juggling school and work might make you feel stressed or tired.
- ⚠ **Limited job choices** – Young people may only be allowed to do certain jobs because of laws about safety and working hours.
- ⚠ **Risk of falling behind in school** – If you work too many hours, it might affect your studies.

For each feature of youth employment, discuss and note down what would be the associated challenges and/or rewards.

Feature	Challenges and/or rewards
1. Balancing work with being a school student	
2. Earning Money	
3. Being entitled to breaks	
4. Limiting the number of hours, you can work	
5. Having to act responsibly	



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Create a poster showing:

- The job you would love to do.
- The challenges you might face in this job.
- The rewards this job could give you.
- How you would overcome any challenges to succeed.

A large, empty rectangular box with a thin black border, intended for students to create a poster based on the prompts provided.



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KQ	What are the different types of employment?
	To know what employment, self-employment and voluntary work are
	To recognise the advantages of each type of employment
	To consider our own attitudes towards the different types of employment and how they could benefit us
RRR 	

In this lesson, you will learn about the different types of employment, including working for an employer, being self-employed, and doing voluntary work. You will explore what each type means and the advantages they offer, such as job security, independence, or helping others. You will also have the chance to think about your own opinions on these types of work and how they could benefit you in the future. By the end of the lesson, you will understand how different kinds of employment can suit different people and lifestyles.

“If you could choose any type of job in the world, what would it be and why?”

Can you match up the type of employment with the correct definition and next to each give examples

Employment	Running your own business or working for yourself rather than an employer.	
Self-Employment	Giving your time and skills to help others without being paid.	
Voluntary Work	Working for someone else or a company and being	



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	paid a wage or salary for your work.	
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EMPLOYMENT Working for an employer who pays you a wage or salary. Usually involves having a regular work schedule.	VOLUNTARY WORK Helping others without being paid. Freely giving your time and skills.	SELF-EMPLOYMENT Working for yourself as your own boss. Responsible for running a business.
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Why might someone choose each type of work?

What are the advantages and disadvantages of each type of employment?

What skills or qualities are useful for each?

Which type of employment do you think would suit you best and why?

Reflection

What is employment?

What is one advantage of self-employment?

Why might someone do voluntary work?



KQ	What is equality of opportunity?
	To understand the different types of discrimination
	To know what is meant by equality of opportunity.
	To be able to recognise when somebody is being discriminated against and understand their rights.
RRR 	

In this lesson we will learn what equality of opportunity means and why it is important for everyone to have a fair chance in life. We will explore the different types of discrimination, such as treating someone unfairly because of their race, gender, religion, or disability. You will also find out about your rights and how the law protects people from discrimination. By the end of the lesson, you will be able to recognise when someone is being discriminated against and think about how to challenge unfair treatment in a positive way.

“Equality of opportunity means everyone should have the same chances in life, no matter their background, gender, race, religion, or ability.”

Write down **two examples** of what equality of opportunity might look like in real life

1. _____
2. _____

Types of Discrimination

Match the **type of discrimination** to the example

Racial Discrimination	A company pays women less than men for doing the same job.
Gender Discrimination	A café refuses to build a ramp for wheelchair users.
Religious Discrimination	A shopkeeper refuses to serve someone because of their skin colour.
Disability Discrimination	A school bans headscarves for no reason.



Spotting Discrimination

Read these short scenarios and underline where discrimination is happening:

1. Jamal is not given a job interview because of his name.
2. Sophie is told she can't join the football team because she is a girl.
3. Luke, who uses a wheelchair, cannot get into a shop because there is no ramp.

How could the people in these situations be supported?

Your Rights



In the UK, it is illegal to discriminate against someone because of their age, gender, race, disability, religion, or sexual orientation. **The Equality Act 2010** protects everyone's rights.

Write down **two ways** the Equality Act protects people.

1. _____
2. _____

Reflection – How can I promote equality?

In the box, draw or write **three actions** you can take to stand up for equality and fairness in your school or community.



KQ	What is Misogyny and how can we challenge it?
	To understand what misogyny is and how it can contribute to sexism, discrimination and harassment.
	To recognise the importance of dignity, equality and respect for all people.
	To challenge sexist attitudes and behaviours appropriately and know how to seek support if needed.
RRR 	

We all have a responsibility to treat other people with dignity, equality and respect. However, people can sometimes experience unfair treatment because of their sex or gender. In this lesson, we will explore what **misogyny** means, how it can appear through language, jokes, stereotypes, behaviour and online content, and the impact this can have on individuals and wider society. We will also consider how social media and influencers can reinforce harmful attitudes and learn how we can safely challenge misogyny and promote respectful relationships.

What is misogyny?

Misogyny means hatred of, contempt for, or prejudice against women and girls.

It can include:

- insulting or degrading comments about women and girls;
- suggesting girls are less capable because they are girls;
- sexualised or disrespectful comments;
- judging girls differently from boys for the same behaviour;
- sharing misogynistic jokes or online content;
- trying to control how girls should dress, behave or look.





Misogyny or not?

Read each statement. Decide whether it shows **misogyny, a gender stereotype or respectful behaviour**.

- “Girls aren't as good at sport as boys.”
- A boy and girl are both encouraged to apply to be team captain.
- Someone repeatedly makes insulting jokes about women
- “Engineering is really a job for men.”
- Someone challenges their friend for making a sexist comment

What's the problem with stereotypes?

A **gender stereotype** is a fixed or oversimplified idea about how someone should behave or what they should be like because of their gender.

Think about the stereotypes below and discuss why they could be harmful

- “Boys shouldn't cry.”
- “Girls aren't strong leaders.”
- “Boys should always be tough.”
- “Girls care more about appearance than achievement.”



Misogyny online

Social media can expose young people to lots of different opinions. Some influencers and online communities may promote positive messages, while others may present sexist or misogynistic attitudes as normal, funny or acceptable.

An influencer says:

“Men should always be in charge in relationships because women are too emotional to make important decisions.”

Discuss

- What message is being communicated?
- What stereotype is being used?
- Why could repeatedly seeing messages like this affect someone's attitudes?



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What would you do?

Your friend shares a video making insulting comments about girls and says:

"It's only a joke. Everyone shares these videos."

What could you say?

Why doesn't something being described as a "joke" automatically make it acceptable?

Challenge it safely

If you see misogynistic behaviour, you could:

- **Call it out** if it is safe to do so.
- **Don't join in**, laugh at or share it.
- **Support** the person being targeted.
- **Report** harmful online content.
- **Tell a trusted adult** if you are concerned.
- **Model respectful behaviour** yourself.

“Empowering
everyone to tackle
misogyny”

Reflection

Reflection

Misogyny means...

One way gender stereotypes can be harmful is...

One way I could safely challenge misogyny is...



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KQ	What are deepfakes and image-based abuse?
	To understand what deepfakes, AI-generated images and image-based abuse are and the risks they can pose to individuals.
	To recognise the emotional and social impact that image-based abuse can have on victims.
	To know how to respond safely, report concerns and seek support if deepfakes or image-based abuse occur
RRR 	

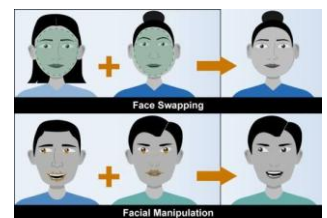
Technology can now be used to create or change photographs, videos and audio so convincingly that it can sometimes be difficult to tell what is real. While these tools can be used creatively and positively, they can also be used to embarrass, deceive, bully or harm others. In this lesson, we will learn about **deepfakes, manipulated images and image-based abuse**, consider why consent and privacy remain important online, and understand what to do if an image is created or shared without someone's permission.

What is a deepfake?

A **deepfake** is an image, video or piece of audio that has been digitally created or manipulated, often using artificial intelligence, to make it appear that somebody said or did something they did not.

For example, technology could be used to:

- place someone's face onto another image;
- make it appear that somebody said something they never said;
- change an existing photograph;
- create a realistic-looking image of something that never happened.



Real, edited or AI-generated?



For each example, decide what questions you would need to ask before believing it.

1. A video appears to show a celebrity saying something shocking.

What would you check?

2. A photograph of someone from school begins circulating in a group chat, but they say it isn't real.



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What should you do?

3. An unusual image appears online with no information about who created it.

What could you check?

What is image-based abuse?

Image-based abuse is when an intimate, private or manipulated image of somebody is created, shared or threatened to be shared without their consent.

The important issue is **consent**.

Someone does not have the right to create, alter or share an inappropriate image of another person simply because they:

- have access to a photograph;
- received an image previously;
- think it is funny;
- used AI to create it;
- did not create the original photograph.



Scenario

A group of pupils use an AI tool to create an embarrassing fake image of another pupil. They share it in a group chat and say:

"It doesn't matter because it isn't a real photograph."

Do you agree?

Yes / No

Discuss

- How might the person in the image feel?
- Who could be affected by it?
- Why doesn't the fact that the image is fake mean that the harm is fake?



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Stop the spread

You receive an embarrassing, manipulated image of another student.

Are these responses into **HELPFUL**- ✓ or **HARMFUL**- X

- Forward it to another group chat
- Don't share it
- Tell the person in the image
- Save it so you can show your friends later
- Report the content/platform account
- Speak to a trusted adult
- Add a funny caption and repost it

What should I do if it happens to me?

If an image of you has been manipulated or shared without your consent:

- ✓ Don't panic and don't retaliate.
- ✓ Don't continue sharing the image.
- ✓ Tell a trusted adult such as a parent/carers, teacher or member of the safeguarding team.
- ✓ Report the account or content using the platform's reporting tools.
- ✓ Keep appropriate evidence of what has happened rather than repeatedly forwarding the image.

Most importantly, ask for help rather than trying to deal with the situation alone.

Reflection

A deepfake is...

Image-based abuse can be harmful because...

If somebody sent me a manipulated or private image of another person, I should...

One important thing I have learned about consent online is..



Checkpoint/Knowledge quiz

1. What is misogyny?

- a) Treating everybody equally
- b) Hatred of, contempt for, or prejudice against women and girls
- c) Disagreeing with another person's opinion
- d) Having different interests from someone else

2. Give ONE example of how misogyny or gender stereotypes might appear in everyday life or online.

3. What is one challenge people might face when starting a new job?

4. What is one reward or benefit people might get from having a job, apart from money?

5. What is a deepfake?

- a) A photograph that has been deleted
- b) An image, video or audio that has been digitally created or manipulated to make something appear real
- c) A private social media account
- d) A type of online advert

6. What should you do if someone sends you a manipulated or private image of another person without their consent?

7. In your own words, explain what self-employment means.

8. What is one advantage of doing voluntary work?

9. What is equality of opportunity, and why is it important?

10. Describe one example of discrimination someone might face and how they could be supported.



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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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