

PERSONAL SOCIAL HEALTH ECONOMIC EDUCATION

PERSONAL WELL-BEING – SEX AND RELATIONSHIP EDUCATION

YEAR 8 LESSON 5 TITLE Risk/Getting Help

KEY CONCEPTS

- ◆ Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations
- ◆ Appreciating that pressure can be used positively or negatively to influence others in situations involving risk
- ◆ Developing the confidence to try new ideas and face challenges safely, individually and in groups

KEY PROCESSES

- ◆ Use knowledge and understanding to make informed choices about safety, health and well-being
- ◆ Know when and how to get help
- ◆ Use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences

CONTENT

- ◆ Facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others
- ◆ Sexual activity; human reproduction; contraception; pregnancy; sexually transmitted infections and HIV; how high-risk behaviours affect the health and well-being of individuals, families and communities
- ◆ Ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations

LEARNING OUTCOMES

by the end of the lesson, pupils will be able to:

- ◆ Understand the effects of alcohol and drugs on relationships and assess the risks involved
- ◆ Know where and how to access support and help on sex and relationships
- ◆ Know who to approach in the school for help on sexual health, relationship and alcohol/drugs issues

RESOURCES

- 'Sex, Drugs and Alcohol' pack
- Internet access
- Brook/4YP drop-in worker and Schools Drug Intervention worker
- Questions box

LESSON PLAN

Activity 1 – Sex, Drugs and Alcohol

Timing

30 mins. approx

Resources

Sex, Drugs and Alcohol' pack, Exercise 6 (p.26-27)

Use this exercise to help young people understand the effects of alcohol/drugs on relationships, the risks involved and the impact of gender stereotyping on alcohol/drug use.

Alternatively, use Exercise 3, 'Tricky Situations' (p20-21) from the same pack to help young people discuss the impact of 'spiking' drinks.

Activity 2 – Local Help

Timing

5 mins. approx

Resources

Below

Remind the class of sources of help – including specialist drug/alcohol workers. To do this, show the following information on the white board:

ruthinking.co.uk – national website with advice and information on sex and relationships

likeitis.co.uk – national website with advice and information on sex and relationships

stonewall.org.uk – national website offering advice to lesbians and gay men

eachaction.org.uk – for young people affected by homophobia, offering help and support

4ypbristol.co.uk – local website with advice and information on sex and relationships

Brook Bristol 1 Unity Street, Bristol, BS1 5HH 0117 929 0090 – running drop-in services in schools on sexual health

Opening Doors – Bristol young people's substance misuse service with workers in Bristol secondary schools offering advice and support

Activity 3 – Local Help – Visitors

Timing

10 mins. each approx

Resources

Brook/4YP drop-in worker and Schools Drug Intervention worker

Arrange for the Brook/4YP drop-in worker and Schools Drug Intervention worker to attend the lesson and do a short introduction to their services.

Activity 4 – Question Box

Timing

5-10 mins. approx

Resources

Question box

If you have gathered anonymous questions in your box over the SRE programme, take the time now to answer these. Invite pupils to add their views, too. Add a few sensible sample questions of your own if necessary!

Emphasise that everyone has questions like these (add a few of your own if you like to ensure a range of topics are covered!), and also stress that young people's questions and concerns about sex and relationship need to be answered.

Extension Activity – E-Safety

Timing	Resources
45 mins. approx	'Jenny's Story' DVD, available from Childnet International

