

Name

Class

Tutor
Group

Year 8 – Personal Development

Health and Wellbeing: Emotional and Physical Health



KEY VOCABULARY LIST

Ground Rules	Boundaries that a class sets at the start of a Personal Development lesson
Mental health	Our mental health is how we're feeling inside, or how we are emotionally
Stigma	A set of negative and often unfair beliefs about a group of people E.g. all people who have mental ill health are dangerous
Unhealthy coping strategies	Behaviours people use to deal with difficult emotions which have negative consequences
Healthy coping strategies	Behaviours people used to deal with difficult emotions which have a positive impact on their mental health
Eating disorder	A serious mental health condition involving extreme, unhealthy eating behaviours
Body Image	How we think and feel about our body. How we believe others see us.
Body Shaming	Abuse of a person due to perceived physical flaws. This can happen online by the sharing of pictures and videos to point out flaws, and/or comments on a post or posts discussing body image.

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EXPECTATIONS

- Always write in black or blue pen.
- Always use a ruler for straight lines.
- If you make a mistake, cross it out with a single line.
- Always draw diagrams, tables and graphs in pencil with a ruler if necessary.
- Always mark and correct your work in red pen.
- Respond to any feedback your teacher gives you in red pen.
- Take pride in your work, make it neat!
- All tasks should be completed in silence and by yourself unless your teacher tells you otherwise.

What is Personal Development?

In Personal Development lessons you will be taught about three key topics. These include:

- **Health and Wellbeing** (E.g. Healthy eating, mental health, puberty and self examination)
- **Relationships** (E.g. Healthy relationships, respect for others, consent and sexual harassment)
- **The Wider World** (E.g. The law, citizenship, anti-discrimination, finance and careers)

Sometimes these lessons are called **PSHE**. This stands for **Personal, Social, Health and Economic Education**.

In Personal Development, you will learn about **British Values**. These are:

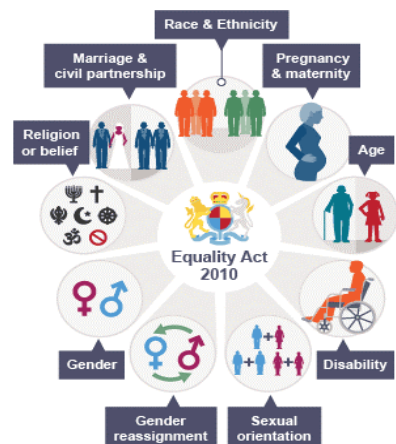


1. Democracy
2. Rule of Law
3. Tolerance of different cultures and religions
4. Mutual respect
5. Individual liberty

In Britain, our **British Values** are protected in the law. In Personal Development, you will learn to recognise **protected characteristics** which are part of the **Equality Act 2010**. This law helps to stop **discrimination** and ensure everyone is treated fairly. There are 9 protected characteristics, these are:



1. Race and ethnicity
2. Pregnancy and maternity
3. Age
4. Disability
5. Sexual orientation
6. Gender reassignment
7. Gender
8. Religion or belief
9. Marriage and civil partnership



Personal Development – Ground Rules

Some topics in Personal Development may be challenging depending on your own experiences. Therefore, it is important that there are clear **ground rules** for every lesson. Every scholar will follow these in lessons so everyone feels comfortable.

Class Task: As a group, agree on your ground rules for Personal Development lessons and write these below. The teacher will refer to these ground rules regularly so that all scholars feel safe and able to share ideas.





Ground Rules

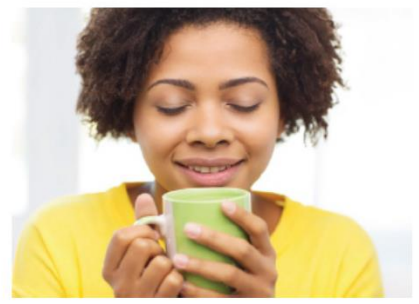
1	
2	
3	
4	
5	

Subtopic 1 – Mental Health and Emotional Wellbeing

Learning Objectives

- Understand what ‘emotional wellbeing’ and ‘mental health’ mean
- Consider how your emotional wellbeing and mental health affect your ability to lead a fulfilling life

	Silent & Solo	Baseline Activity: Imagine an alien has come to earth and wants to know about mental health. Answer each of the alien’s questions, with as much detail as you can.	
What is mental health?		Why do some people find it difficult to talk about mental health concerns?	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
			
How can people look after their mental health?		What support could be given to someone with mental health concerns?	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	



What makes us feel good?

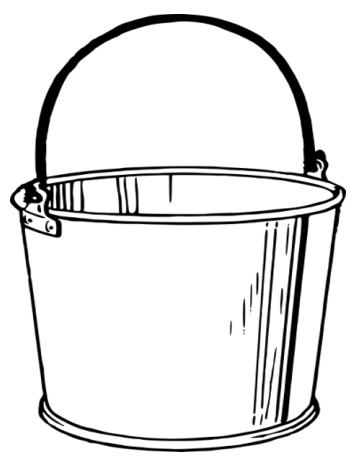
Good mental health is a sense of positive emotional wellbeing, confidence and self-esteem. It helps us to fully enjoy and appreciate other people, day-to-day life and our environment. When we are mentally healthy, we can:

- Form positive relationships
- Use our abilities to reach our potential
- Cope with life’s challenges
- Contribute positively to our communities

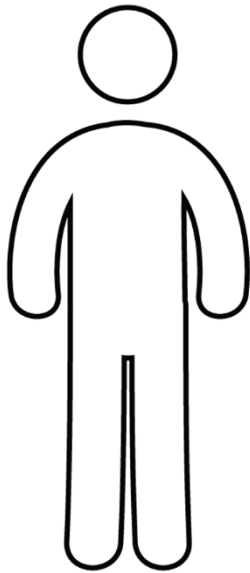
A person’s mental health and emotional wellbeing will change, depending on what is happening in their life. Events can affect everyone in different ways, and it is important to remember that all experiences can have an impact on our mental health.

Mental health Our mental health is how we’re feeling inside, or how we are emotionally.

Our mental health is just as important as our physical health. We must all take time to look after how we are feeling and enjoying some **self-care**, which allows us to relax and feel good about ourselves.

<p>Task 1: This is a ‘stress bucket’. Think about what might affect someone’s emotional wellbeing and mental health. Write as many as you can think of next to the stress bucket. E.g. Family arguments.</p>		
1	7	
2	8	
3	9	
4	10	
5	11	
6	12	

Task 2: How do you know if someone is struggling with their mental health? What outward signs might you see? Draw them onto the outline below and explain your points in the space provided.



A series of horizontal dotted lines for writing, located in the right half of the large rectangular box.

Consider the following: *How might they perform in school? How might they look? How might they feel? What do they do or not do during the day? What might they say?*

Turn and Talk: If someone's social media posts are positive, this means their mental health is good. Do you agree?



Stop and Jot: Write down the main ideas you discussed with your partner

A series of horizontal dotted lines for writing, located in a large rectangular box at the bottom of the page.



Watch me: Watch the clip on mental health. On mini whiteboards, write down 3 key messages about vaping, including what the law says about vapes.

Task 3: After watching the clip, write down the problems each person faces and how they take action.



Why is Sasha concerned about her mental health?

.....

.....

What action does Sasha take?

.....

.....

Why is Andre concerned about his mental health?



.....

.....

What action does Andre take?

.....

.....

Turn and Talk: How can we encourage people to talk about their mental health?



Reflection: Return to your baseline task on p5 and add any extra information you have learnt in this subtopic in a different colour pen.

Subtopic 2 – Challenging mental health stigma

Learning Objectives

- To understand some of the stigmas around mental health
- To suggest ways to break down stigmas and support better mental health for everyone

Do Now:

1. What is mental health?

2. What 3 things might cause mental ill health?

3. What is self-care?

4. What 2 things could you do to improve your mental health?

5. Is a happy social media post proof of good mental health?



Silent &
Solo

Baseline Activity: Andre has spoken about his mental ill health.

What supportive things might people say to him?

What negative things might people say to him?



Show me: What does the word stigma mean?



Stigma – a set of negative and often unfair beliefs about a group of people For example, all people who have mental ill health are dangerous

Task 1: Why might stigma around mental health stop people from getting help?

Stigma around mental health

Not everyone understands mental health problems. Some people may have the wrong idea about what certain mental health issues mean. They may say things which might be dismissive, offensive or hurtful. For example:

'You look ok to me, there's nothing wrong with you'

'It's all in your head, get over it'

'You're crazy! Stay away from me!'



This can be very upsetting for someone with mental ill health – especially if someone who feels this way is a family member, friend or a healthcare professional.

People with mental health problems can also experience **discrimination**. Some people think there is link between mental health problems and being a danger to others. This is often reinforced by stories in the media. However, the most common mental health problems have no link to violent behaviour. There are many reasons why someone might commit a violent crime. Drug and alcohol misuse are more likely to cause violent behaviour than mental health. Many people are worried about talking about how they're feeling, or seeking help, because of the fear and stigma of being seen as dangerous or lying about how they feel.



A mental health condition is considered a **disability** if it has a long-term effect on your normal day-to-day activity. This is defined under the **Equality Act 2010** and is a **protected characteristic**.

Task 2: Finish the conversation. All the statements below are **incorrect**, use what you know about mental health to respond to the misconceptions.

<p>a. I don't think mental health is a very big issue</p>	<p>.....</p> <p>.....</p>
<p>b. I think everyone has the same chance of developing a mental health problem</p>	<p>.....</p> <p>.....</p>
<p>c. I don't think someone with a mental health problem is going to be able to lead a full and happy life</p>	<p>.....</p> <p>.....</p>
<p>d. I think people with mental health problems are dangerous</p>	<p>.....</p> <p>.....</p>
<p>e. I think people with mental health problems have to go to a psychiatric hospital</p>	<p>.....</p> <p>.....</p>
<p>f. I think you can tell if someone has a mental health problem by looking at them</p>	<p>.....</p> <p>.....</p>

Men and mental health

Lots of people struggle to talk about their mental health, but some men don't want to talk about their emotional wellbeing. Although men will talk about their physical health, they often see talking about their feelings as showing weakness. In 2022, the Men's Health Forum reported that for men under 50 the biggest cause of death is suicide (taking your own life).



Turn and Talk: How can we encourage **men** to talk about their mental health?



Task 3: Read through the comments below. Suggest how the comment might make someone feel and what a positive alternative could be.

Comment	How might this make someone feel?	What could positive alternative be?
<i>Really!? You look fine to me?</i>		
<i>Man up!</i>		
<i>Some people have much bigger problems...</i>		
<i>I really think it's time you got over it now...</i>		
<i>They are just after some attention...</i>		

Reflection: What could be done to challenge mental health discrimination?

<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Subtopic 3 – Healthy and unhealthy coping strategies

Learning Objectives

- Understand the difference between healthy and unhealthy coping strategies
- Suggest how someone can access support for self-harming behaviour

Do Now:

1. What is a stigma?

2. Why are stigmas around mental health dangerous?

3. What 2 supportive things might you say to someone who is struggling with their mental health?

4. What is self-care?

5. Give 2 examples of self-care



Silent & Solo

Baseline Activity: People have different ways of managing their mental health and emotional wellbeing. Some of these are **healthy coping strategies** and others are **unhealthy coping strategies**. Using your own knowledge, suggest 5 healthy and 5 unhealthy coping strategies.

1.

2.

3.

4.

5.



Healthy coping strategies



Unhealth coping strategies

1.

2.

3.

4.

5.

Unhealthy coping strategies: Behaviours people use to deal with difficult emotions which have negative consequences

Healthy coping strategies: Behaviours people used to deal with difficult emotions which have a positive impact on their mental health

Eating disorder: A serious mental health condition involving extreme, unhealthy eating behaviours

Self-harming behaviours

Self-harm describes a range of ways in which a person might hurt themselves, put themselves at risk or stop taking care of themselves to manage difficult thoughts or feelings. People self-harm for different reasons such as relationship problems, being bullied, low **self-esteem** or stress from school or work. When someone is finding life difficult, they might use unhealthy coping strategies. For example:

- Taking risks (driving fast, taking drugs or getting involved in arguments)
- Eating too much or eating too little (this may lead to an eating disorder)
- Being overly critical of themselves
- Exercising too much
- Drinking too much alcohol
- Hurting themselves



Turn and Talk: Why might someone engage in self-harming behaviours?



Task 1: a. Read Jai's story and highlight self-harming behaviours that you notice in Jai



Jai has moved into a new house with his mum. His parents have split up and sold the family home. Jai has found it difficult moving out and argues with his dad whose new girlfriend often stays at his new place with her son. Jai has told his dad he wants to spend time with him alone but he says it's just the way life is now and he needs to get used to it. Jai's friends have noticed he is making a joke out of everything, being silly and starting to push boundaries in class with some teachers. He is often sent out and put in detention. Jai spoke to his friend Paisley and said he hates himself. His online stories often say 'what's the point?'. For the past few weeks, Jai has been staying in the gym after school every night using the weights and running on the treadmill. His mum has noticed he has stopped eating lunch at school too and rarely buys anything. When Jai's mum asks if he is ok he gets angry, slams doors and tells her to leave him alone. It often ends in an argument with both of them going to bed upset.

b. Why do you think Jai might be acting in this way?
c. What could Paisley do to support Jai?
d. What could Jai's mum do to support Jai?

Healthy Coping Strategies

It is not unusual to be overwhelmed by big feelings at different times in our lives. Puberty is a particularly difficult time when bodies are changing quickly and emotions can be difficult to manage. Everyone, however, can experience intense anger, sadness, happiness or worry. There are positive ways someone can manage these emotions that will not damage their health.

Talk to someone – finding someone they trust, and be honest about their emotions, challenges and urges they are feeling.



Hobbies – when experiencing difficult emotions, doing things that make a person happy can really help to relieve stress and improve mood, whether this is playing sport, listening to music, exercise, gardening, doing something creative, or playing their favourite game.

Releasing emotions – finding other ways to release emotions, such as screaming into a pillow, going for a long walk, meditating, writing an angry letter and tearing it up can all be successful strategies to manage challenging situations or feelings.



Reduce social media – some social media platforms can add to already challenging emotions or situations. Allowing time to disconnect from technology and avoiding posts which might be damaging to self-esteem or relationships with others can be helpful.

Task 2: What healthy coping strategies do you think would be useful for Jai and why?

Reflection: Suggest some strategies to manage the following emotions:

Worry	
Sadness	
Anger	

Subtopic 4 – Digital Resilience

Learning Objectives

- Understand the impact of social media on mental health and emotional wellbeing
- Suggest strategies to develop digital resilience

Do Now:

1. What is mental health?

2. What is self-care

3. Suggest 3 healthy coping strategies

4. Suggest 3 unhealthy coping strategies

5. Suggest 1 helpful and one unhelpful thing to say to someone with mental ill health



Silent & Solo

Baseline Activity: Answer the questions below using your own knowledge

List 4 benefits to mental health and emotional wellbeing from being online and using social media.

1.

2.

3.

4.

5.

List 4 challenges to mental health and emotional wellbeing from being online and using social media

1.

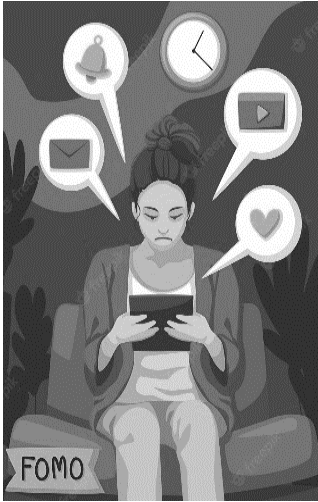
2.

3.

4.

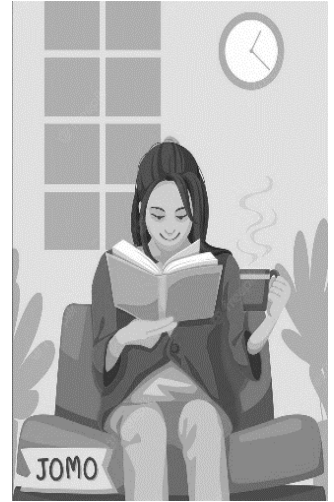
5.

Digital Resilience – the ability to identify negative influences online and use strategies to overcome them to protect your mental health



Being connected is a big part of our lives. But if you're seeing posts online which makes you feel angry, sad, worried, stressed, or annoyed, this can build up and start having a negative impact on your life. For example, you might start worrying more about how you look or what you're missing out on (**FOMO** – Fear of Missing Out).

If you ever feel overwhelmed by the online world, unable to switch off, or find it difficult to cope, you're not alone. We all struggle to keep our online world positive sometimes.



Turn and Talk: Why do people take and post selfies?









Stop and Jot:

Often children are accessing social media sites when they are too young. The age restrictions for different apps are shown below:













British Values – Rule of Law

Age restrictions			
 Facebook	13+	 Snapchat	13+
 Youtube	13+ (must have consent from parent/guardian or is 18)	 Instagram	13+
 Whatsapp	16+	 TikTok	13+

Task 1: Read 'A digital day in the life of Taylor'. Highlight where Taylor's emotional wellbeing changes throughout the day based on their experiences of social media. When was Taylor having good experiences? When did Taylor have challenging or negative experiences?

A digital day in the life of Taylor

	7:30am	Taylor wakes up and gets ready for school. While eating breakfast, Taylor opens a picture sharing app and scrolls pictures of celebrities, friends and cats. Taylor notices a favourite celebrity has posted a picture and thinks "Wow! I could never look that good!".
	8:00am	On the way into school Taylor meets a friend on the bus and they take selfies and videos that they send to everyone in their friendship group. They pull silly faces and tell jokes. Some people send snaps back and laugh together.
	8:30am	Taylor goes to tutor group and some people snigger about the selfies they sent earlier. Two girls seems to be whispering behind Taylor's back. Taylor starts to wonder if they said or did something embarrassing.
	9:00am	In first lesson, Taylor is bored, so posts a new status under the desk with the hashtag #uglyboringteachers. The post gets 100 likes and 30 shares within 5 minutes – Taylor smiles and puts the phone away.
	10.30am	It's break and Taylor is looking at the photo sharing app again. Everyone else seems to be having such an amazing time. Everyone else looks so stunning and has lots of interesting things to post. Taylor takes a range of selfies, chooses the best one, add a filter, crops it, then posts it.
	1:00pm	Taylor checks to see if there are any notifications on new posts. The selfie Taylor posted at break has had a few negative comments and hardly any likes. Taylor deletes the photos and decides to skip lunch.
	3:30pm	Taylor leaves school with a group of friends and they show each other their favourite videos online, including a new one by Taylor's favourite band.
	4:00pm	Taylor goes to an intensive exercise class for 45 minutes. This class has popped up on a social media feed with lots of celebrities doing the same class. One celebrity posted it gave them a '10/10 body' in less than a month – Taylor wants the same results.
	7:00pm	After dinner with her family, Taylor spends a few hours online playing a game with players around the world. Taylor gets the highest score. In the chatroom, the others all start accusing Taylor of using a cheat site. Someone refers to Taylor as a 'The_Chubby_Cheater'. Taylor logs off.
	11:00pm	Taylor spends an hour checking all the social media sites, scrolling through news feeds, leaving comments and liking/sharing friends posts. Taylor eventually falls asleep, with phone in hand, just after midnight.

Task 2: After reading 'A digital day in the life of Taylor', answer the questions which follow:

a. What reasons might Taylor have given for posting on social media?

.....

.....

.....

b. Overall, is Taylor enjoying using social media or not? Why do you think this?

.....

.....

.....

Reflection task: Pick 2 aspects of Taylor's day to rewrite so you can improve it. Consider:

- Is it social media that might need to change, or Taylor's attitude towards it?
- What could everyone do to make the experience of social media more positive for everyone?

1.

.....

.....

.....

2.

.....

.....

.....

Subtopic 5 – Body Image

Learning Objectives

- To identify why some people feel pressure to look a certain way
- Be able to suggest ways to develop a healthy and positive attitude towards body image

Do Now:

1. What is digital resilience?

2. What is FOMO?

3. What is a healthy coping strategy?

4. Who might be more at risk of mental ill health?

5. What are 3 reasons why someone might post a selfie?

Baseline Activity: Write down what the term 'body image' means to you. Write down any words, phrases, hashtags, photo crazes etc which define body image to you.

Body Image

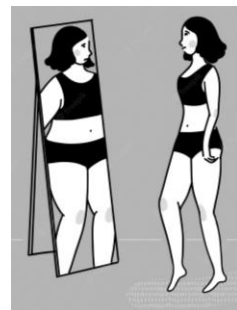


Silent &
Solo

Body Image: how we think and feel about our body, and how we believe others see us

Body image is not just about our weight, it can also be things like:

- Comparing how you look with friends or people you follow on social media
- Struggling to love and accept your body
- Feeling as though your body shape is not represented in the media
- Hiding your body because you feel ashamed by it
- Struggling to find clothes for your body
- Feeling like you are not attractive enough
- Birthmarks, surgery scars or acne affecting how you feel about how you look



Watch me: Watch: Clip on **body image**

Turn and Talk: How influential are images we see online? Who is more influential – celebrities or our peers?



Stop and Jot:

Three horizontal lines with dotted midlines, provided for students to write their responses to the 'Turn and Talk' activity.



Number of selfies young people take before posting online



of young people worry about how attractive they look online



of young people said they have felt sad about their appearance after seeing something online



of young people have used a filter in the last year to make themselves look better

Power of Image report 2017, UK Safer Internet Centre

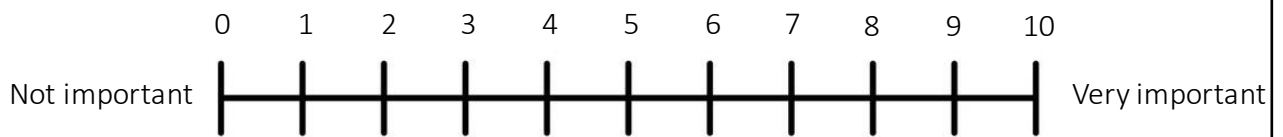
Task 2: Read Ryan’s comments on body image and answer the questions which follow:



Ryan

Girls think there’s more pressure on them to look good in photo’s but there’s just as much pressure on guys to look good as well. It’s a different kind of pressure. For girls it’s all about wearing makeup. Whereas for me it’s all about eating well, working out and looking good. For boys, I think it’s all about looking fit and it’s normal to post topless pics of yourself to show off your body. Because the reality is the fitter, prettier or skinnier you are, the more likes you’re going to get. I really don’t get it when ugly people post pictures of themselves online.

a. On a scale of 1-10 how important is appearance online is to young people??



b. Ryan thinks there’s an equal but different type of pressure for boys to look good online as there is for girls. Explain why you agree or disagree.

c. Ryan says that you get more likes if you’re fitter, skinnier or prettier – Is this realistic? Is it fair?

Thoughts about how we look are often influenced by social media, people on TV or seeing adverts about ‘improving how you look’. All of this can contribute to how we feel about our body. Other influences might be:

- the media promoting one type of body as ‘fit and healthy’ with little to no representation of different bodies
- comments from friends or family about your body
- social media promoting what should be the ‘perfect body’ image
- clothes limited to fit certain body types
- adverts, health campaigns or lessons at school on what is a ' healthy body'



Task 2: Read Sadie's comments and answer the questions which follow:



Sadie

I know so many people who constantly need to be told that they look ok and if they don't get a nice comment in response to a picture they post, they take it down. Then they feel rubbish about themselves. I'd say one of the biggest issues facing young people online is self-confidence and body shaming. People can be really unkind online because they think their identity cannot be found. I overheard a conversation where someone said 'only good looking people should post pictures online'. I mean, what is pretty anyway and what does it actually mean? Why should it be down to other people to make us feel good about ourselves.

a. What has more impact – a positive or a negative comment online? Why do you think this is?

b. What is **body shaming**?

Turn and Talk: How can we reduce the stress and anxiety around body image that social media might cause?



Stop and Jot:

Reflection: After learning about body image, what 3 pieces of advice would you give Beth:



Beth

'It's a fact that slim people are happier and more popular. They get more likes. They get more followers. I have found a strict diet that will help me to get the body I want. I also have a new app that will help me to edit my photos so that I look perfect. I literally take dozens of photos and change my clothes loads of times before I'm happy'

I would advise Beth...

1

2

3

Learning Objectives

- To understand what is meant by the word **tolerance**
- To apply this to what you have learnt throughout this subtopic

Do Now:

1. Can you name the 5 British Values?

--	--	--	--	--

2. What is mental health?

--

3. Give 3 healthy coping strategies for supporting mental health

--	--	--

4. Explain the term body image

--

5. What is resilience?

--

Baseline Activity: Think about the word **tolerance**. What ideas come to mind? Can you give some examples?

Tolerance



Silent & Solo

How might tolerance apply to our subtopic of mental health?

Tolerance

Tolerance means understanding that we all don't share the same beliefs and values. It means respecting the values, ideas and beliefs of others whilst not imposing our own on them.

Tolerance means we respect other people, no matter how they might look and accept that everyone manages life differently. Sometimes people might need extra help at certain times and that requires tolerance, kindness and support.

- Democracy
- Rule of Law
- Tolerance
- Mutual respect
- Individual liberty



Task 1: Why is tolerance for mental health so important? Give an example in your answer.

The power of words and 'banter'

Words can have a great impact on someone. Whether spoken, via text or as a comment on a post, it can affect people in both good and bad ways. Words can affect how someone might feel about themselves or others around them, even if they might not admit it.

Sometimes, young people might suggest the words they use are **banter** but these words can hurt just as much. It can lead to problems with confidence and self-esteem, and someone may overthink something without the other person realising.

"It's just banter" is often simply an excuse for poor behaviour and shows a lack of **tolerance** and understanding. This phrase uses social pressure to suggest that someone can't take a joke and it's very effective at shutting down how someone might feel and making them feel small.

Scared
weirdo
unaware
Cranky
terrible
O.C.D
Not right in the head
insane
cuckoo
Meaning
loner
Psycho
intoxicated
mental
pathetic



Equality Act 2010

Offensive, threatening or violent language and behaviour to do with age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (gender), sexual orientation is never ok and should be reported, even if it's a one-off.

Task 2: a. Explain how might negative words affect someone?

b. How might someone stop others from saying things that upset them?

c. Why should protected characteristics never be targeted as part of 'banter'?

Task 3: Read the scenario and answer the questions which follow:

Sundeep has just joined a new secondary school, he has found it difficult moving house and is missing his friends. Sundeep is a Sikh and chooses to wear a turban. He quickly notices that no one else in school wears a turban like him and starts to worry that other students might not like him.

b. How might someone show tolerance towards Sundeep?

c. If someone decides to not show tolerance towards Sundeep by making fun of his religion, what action should be taken and why?

Reflection: Read the quote below that links to the power of words.

“Be careful with your words, once they are said, they can only be forgiven, not forgotten.”
Carl Sandburg (American Poet)

b. Explain the message of the quote and use the word **tolerance** in your answer.

ASSESSMENT

Define the phrase 'mental health'

1.

What 5 things might impact on someone's mental health?

2.

3.

4.

5.

6.

What might be 3 physical signs of someone struggling with their mental health?

7.

8.

9.

What is self-care?

10.

What are 5 things you can do to look after your mental health?

11.

12.

13.

14.

15.

Give 3 examples of stigmas about mental health?

16.

17.

18.

Write down 3 supportive things someone might say to support someone with mental ill health

19.

20.

21.

Write down 3 unsupportive things someone might say to support someone with mental ill health

22.

23.

24.

What is a healthy coping strategy?

25.

What is an unhealthy coping strategy?

26.

Give 3 examples of an unhealthy coping strategy

27.

28.

29.

Suggest 2 healthy coping strategies for managing anger

30.

31.

How might social media effect someone's mental health?

32.

33.

34.

Explain the phrase 'digital resilience'			
35.			
What can someone do if social media is having a negative impact on their mental health?			
36.			
37.			
38.			
What is body image?			
39.			
What is body shaming?			
40.			
Write down 3 things that might influence the way someone feels about their body?			
41.			
42.			
43.			
Name 3 British Values?			
44.			
45.			
46.			
Which act protects everyone from discrimination?			
47.			
Name 3 protected characteristics			
48.			
49.			
50.			
Total		%	

A large rectangular area with a solid black border and horizontal dotted lines, resembling a writing template or a page for notes. The dotted lines are evenly spaced and run horizontally across the entire width of the page, providing a guide for writing.

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My Stress Bucket

What fills your stress bucket:



What empties your stress bucket:

Where can you find support?

Remember, if you are concerned or have questions, there is always someone you can speak to

- At Longsands Academy, we are a Telling School. If you are experiencing any issues or problems either in or out of school, you can speak to your tutor, head of year or other trusted member of staff, write down the details and drop our note in one of the black postboxes or email: tellus@astrea-Longsands.org
- For accurate, reliable health information, visit www.nhs.uk
- For support around mental health, visit Young Minds at www.youngminds.org.uk For help, text SHOUT to 85258 or call
- For advice on drugs, their effects and the law, visit talktofrank.com
- For advice on a range of issues from bullying, mental health, relationships and more contact Childline www.childline.org.uk 0800 1111
- If you are worried about online abuse or the way someone is communicating, you can contact CEOP: <https://www.ceop.police.uk/Safety-Centre/>
- If you want to report a crime anonymously you can contact Crimestoppers on 0800 555 111
- You can also report concerns directly to the police by calling 101 or 999 in the case of an emergency



ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111



CrimeStoppers.

0800 555 111

100% anonymous. Always.

