

# Health Matters - Year 9



## Theme Assembly

**THEME:** Health Matters

**ASSEMBLY TITLE**

Addicted - Kaspar

**INTENDED OUTCOMES**

For students to consider the consequences of addictive behaviours and potential risks to their health

**RESOURCES**

Recommended resource for this assembly:

Secondary assemblies for SEAL - 40 ready to deliver assemblies on inspirational people

Brian Radcliffe - Optimus Education 2008

Pages 121-124

**ASSEMBLY PRESENTATION**

The assembly describes the consequences of addiction to computer games and is presented as a dramatised interview based on an article from The telegraph magazine (October 2007).

The assembly describes what can happen and also then looks at solutions or alternatives and enables students to reflect on their own experiences.

**REFLECTION**

What is addiction?

How can addiction affect us?

How in control are we of our own lives?

# Addicted

## Kaspar



### Key Stage 4 and 5

**SEAL Key Aspect:** Managing feelings

#### Summary:

In this assembly students are encouraged to consider the addictive effect of computer gaming. Strategies to tackle such addiction are explored.

#### Resources:

- Two readers.

**Taken by:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Given to:** \_\_\_\_\_

**Comments:**

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## Engagement

### Leader

I'd like you to meet Kaspar. This dramatised interview is based on an article from the *Telegraph magazine* (20 October 2007).

### Reader 1

I was about 10 when I first became interested in computers. I just thought they were really fun.

### Reader 2

Were you good at gaming from the start?

### Reader 1

Yes, that's one reason why I got so involved. I became very popular because of my skill. That was important to me.

### Reader 2

So gaming was something you did with other people?

### Reader 1

Most of the time no. I learned alone in my bedroom at home. By the age of 13 I was spending four hours a day on my own on the computer. I was able to impress others in school because of what I'd discovered.

### Reader 2

Did your school work suffer?

### Reader 1

Not noticeably. I could get by quite easily but I doubt if I was reaching my potential.

### Reader 2

When did the addiction really take hold?

### Reader 1

By the time I was 16 I was spending every penny on new games and the latest software. I must admit that, when I ran out of my own money, I stole from my parents' wallets. I stopped reading and playing sport. My schoolwork did begin to

## Addicted

suffer then. By the age of 17 I'd lost touch with most of my real friends and spent all of my time in online gaming groups. I gained quite a reputation and people looked up to me.

### Reader 2

What kind of games were you playing?

### Reader 1

They were either war games or violent urban games like Carmageddon. I was shooting people's heads off or running them down in my car.

### Reader 2

What was your parents' reaction to your gaming?

### Reader 1

My parents could see early on how involved I was but they didn't try to intervene. They were very patient with me and I love them to bits for that. Eventually we clashed and I ended up having a real physical fight with my dad.

### Reader 2

Do you admit that you were an addict?

### Reader 1

No doubt about it.

## Reflection

### Leader

Addiction is a powerful force. You may think you have it under control but it changes your life.

First, it stops you doing the things you really need to do. For some people this means that they forget to eat, drink and sleep or go for long periods

without these essentials. For most people it interferes with the necessary routines of school and work. Absences become more common and there's little energy to devote to learning. Creativity and enquiry are replaced by drop-down menu options.

Second, an addiction breaks down what is a fundamental part of being human, that is the ability to make real relationships with real people. It becomes essentially a solo, private activity. This means it's impossible to become a fully developed human being with normal mental, emotional and social understanding. Virtual experience replaces real encounters.

Third, life is lived in order to get the adrenaline rush. Real life seems dull and ordinary by comparison. Gratification is harder and harder to attain.

All of this applies to computer gaming.

(Pause)

And I think there are some of you here today who have to admit that you're an addict.

(Pause)

Computer gaming is a very real issue for today's society, and we don't fully know what sort of effect it has on our lives. It appears to affect boys more than girls and the younger you get involved the more chance there is that it will prevent normal brain development. Most worrying is the possibility that gaming, by encouraging a focus on what's going on here and now, the buzz of the moment, leads to the underproduction of chemicals that help the brain to process the consequences of what we do. There's a fear that killing and maiming in a computer game can spill

## Addicted

over into real violence against real people. It's just that the gaming addict has lost the ability to tell the difference.

### Response

This is serious stuff but, as with any addiction, there are steps that we can take to tackle the issues. These are just a few of them.

#### Reader 1

Accept you have a problem. This has to be the first step. It was with Kaspar.

#### Reader 2

Discover other ways to get the blood pumping and adrenaline rushing. Sport can give a real high, as can travel. Developing a close relationship can be mind blowing. Kaspar is now involved in both tennis and swimming.

#### Reader 1

Eat and drink properly.

#### Reader 2

Structure your day so there is variety and you're able to meet essential deadlines.

#### Reader 1

Be with people. Enjoy their company. Contribute something to their lives. Tell both your parents and friends that they are to tell you if they sense you're again showing signs of your addiction.

### Meditation/prayer

Think about the words of this response. Make it your own prayer if you wish.

*Do I have control over how I spend my time or do my addictions have control over me?*

*(Pause)*

*Am I exploring new relationships or am I tempted to retreat into isolation?*

*(Pause)*

*What sort of a brain am I allowing to develop?*

*(Pause)*

*May I take steps to retain my freedom.*

*(Pause)*

*May I have the courage to protect the freedom of my friends.*

*Amen*

### Leading questions

1. Are all computer games bad?
2. What might be some of the beneficial effects?
3. Which games are potentially the most dangerous and why?

### Something to do

Ask students to collect reviews of the current most popular computer games.

In groups write an alternative review for a game, warning users of the potentially dangerous effects the game may have.

Create a simple warning strapline to be placed on the game.

# Health Matters

Thought for the week

Artificial vs.  
reality - where is  
true beauty?

A photograph of two young women with dark hair, smiling and hugging each other. The woman on the left is wearing a dark top, and the woman on the right is wearing a light-colored top. The image is overlaid with a semi-transparent pink filter.

# Health Matters

Thought for the week

How much is  
my image of  
beauty  
influenced by  
the world  
around me?

A background image of two young women with dark hair, smiling and hugging each other. The image is semi-transparent, allowing the text to be overlaid. The woman on the left is wearing a dark top, and the woman on the right is wearing a light-colored top. They are both looking towards the camera with joyful expressions.

# Health Matters

Thought for the week

If I don't  
respect myself,  
who else will?


A photograph of two young women with dark hair, smiling and hugging each other. They are wearing dark-colored tops. The image is overlaid with a semi-transparent pink filter.



# Health Matters

Thought for the week

How can I  
recognise  
prejudice and  
take steps to  
avoid it?



# Health Matters

Thought for the week

Is it hard to  
avoid peer  
pressure? Why?

A photograph of two young women with dark hair, smiling and hugging each other. They are wearing dark-colored tops. The image is overlaid with a semi-transparent pink filter.

# Health Matters

Thought for the week

Fear can lead  
to prejudice...

A photograph of two young women with dark hair, smiling and hugging each other. They are wearing dark-colored tops. The image is overlaid with a semi-transparent pink filter. The text 'Fear can lead to prejudice...' is centered over the image.

## Health Matters Year 9

### Resources to source prior to teaching theme

Lesson Number	Description (eg. book/dvd)	Title	Author/Publisher
Lesson 1,2,3,4,6	DVD Website downloads	Website Clips - The sex education Vs. Pornography show - Anna Richardson <a href="http://www.channel4.com">www.channel4.com</a> <a href="http://www.sexperienceuk.channel4.com/sex-education">www.sexperienceuk.channel4.com/sex-education</a> - season two	Channel 4
Lesson 4	Contraception demonstration kit	Contraception demonstration clip	Family Planning association <a href="http://www.fpa.org.uk">www.fpa.org.uk</a>  Available from school nurse
Lesson 5	Condom demonstrators and condoms	As description	Family Planning association <a href="http://www.fpa.org.uk">www.fpa.org.uk</a>  Available from school nurse

## Kaleidoscope - Related Aspects - Health Matters Year 9 - Summer Term

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes for Year 9	Rights Respecting Schools
<p>P1.2.b Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened.</p> <p>P2.2.a use knowledge and understanding to make informed choices about safety, health and wellbeing.</p> <p>P2.2.e know when and how to get help</p> <p>P3.d sexual activity, contraception review, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities (Amended)</p> <p>P3.e facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others.</p> <p>P3.f how a balanced diet and making choices for being healthy contribute to personal wellbeing, and the importance of balance between work, leisure and exercise.</p> <p>P3.h a knowledge of basic first aid.</p>		<p><b>Be Healthy</b></p> <p>Physically healthy.</p> <p>Mentally and emotionally healthy.</p> <p>Sexually healthy.</p> <p>Healthy lifestyles</p> <p>.Choose not to take illegal drugs</p>	<p><b>1 PSHE</b></p> <p>1. uses the PSHE framework to deliver a planned programme of PSHE, inline with DCSF/QCA guidance</p> <p><b>2 Healthy Eating</b></p> <p>9. ensures that CYP have opportunities to learn about different types of food in the context of a balanced diet (using the Eatwell plate) and how to plan, budget, prepare and cook meal, understanding the need to avoid the consumption of foods high in salt, sugar and fat and increase the consumption of fruit and vegetables.</p>	<p>Self awareness</p> <p>Managing Feelings</p> <p>Empathy</p>	<p>5 I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (eg. Friends, family, school staff) have of me.</p> <p>12 I can use my knowledge and experience of how I think, feel and respond to choose my own behaviour, plan my learning and build positive relationships with others.</p> <p>13 I can express my emotions clearly and openly to others and in ways appropriate to situations.</p> <p>33 I can see the world from other people's points of view, taking into account their intentions, preferences and beliefs and can feel with and for them.</p>	<p>I can recognise when peoples expectations of me are inaccurate and challenge them.</p> <p>I can evaluate the impact of my actions and identify how I would like to change things.</p> <p>I can use this understanding to help me learn and get on well with others.</p> <p>I can identify situations that lead to conflicting emotions.</p> <p>I can take account of the thoughts and feelings of others even when different from my own.</p>	<p>Article 6 - All children have the right to life. Governments should ensure that children survive and develop healthily.</p> <p>Article 13 - Children have the right to get and to share information, as long as the information is not damaging to them or to others.</p> <p>Article 24 - Children have the right to good quality health care, to clean water , nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.</p> <p>Article 33 - The government should provide ways of protecting children from dangerous drugs.</p> <p>Article 34 - The government should protect children from sexual abuse.</p>

# Overview of Lessons

Theme: Health Matters-Your life, Your Choice

Year: 9

Lesson Title	Intended Learning Outcomes
1. Female Beauty	<ul style="list-style-type: none"> <li>• I understand how the media can affect my body image and related self- esteem.</li> <li>• I can discuss and challenge my own perceptions of physical beauty and attractiveness, understanding that all bodies are different and there is no such thing as the perfect body.</li> <li>• I respect and value my own body</li> </ul>
2. Male Beauty	<ul style="list-style-type: none"> <li>• I understand how the media can affect my body image and related self- esteem.</li> <li>• I can discuss and challenge my own perceptions of physical beauty and attractiveness, understanding that all bodies are different and there is no such thing as the perfect body.</li> <li>• I respect and value my own body</li> </ul>
3. The What and Why of Sex	<ul style="list-style-type: none"> <li>• I understand how sexual arousal affects male and female bodies and emotions</li> <li>• I understand about the changes that happen to a female body in pregnancy</li> <li>• I respect myself and can make my own decisions about my relationships</li> </ul>
4. Safer Sex - Contraception	<ul style="list-style-type: none"> <li>• I know about the most appropriate forms of contraception for young people</li> <li>• I know where to get help and advice</li> <li>• I respect myself and can make my own decisions about my relationships</li> </ul>
5. Safer Sex - The Male Condom	<ul style="list-style-type: none"> <li>• I know how to use the male condom correctly</li> <li>• I know where to get help and advice</li> <li>• I respect myself and can make my own decisions about my relationships</li> </ul>
6. Safer Sex - STIs (Sexually Transmitted Diseases)	<ul style="list-style-type: none"> <li>• I know how sexually transmitted infections are caught</li> <li>• I know how to protect myself from STIs by using condoms</li> <li>• I know that sexually transmitted infections are treatable but that some are not curable.</li> <li>• I know where to get advice, support and treatment</li> </ul>

## End of Theme Product/ Project Outcome:

A leaflet or display suitable for a sexual health clinic which can be organised in advance by the teacher with a sexual health centre.

The diamond 9 activity in lesson 6 provides the opportunity for assessment.

**THEME:** Health Matters: Female Beauty

**LEARNING INTENTION/’I’**

I understand how the media can affect my body image and related self- esteem.  
 I can discuss and challenge my own perceptions of physical beauty and attractiveness, understanding that all bodies are different and there is no such thing as the perfect body.  
 I respect and value my own body.



**VOCABULARY**

Breast, nipple, areola, breast tissue, vagina, vulva, clitoris, pubic hair, body image, self esteem, media pressure, pornography.

**RESOURCES**

- Website Clips - The Sex Education Vs. Pornography Show - Anna Richardson [www.channel4.com](http://www.channel4.com)
- [www.sexexperienceuk.channel4.com/sex-education](http://www.sexexperienceuk.channel4.com/sex-education) - Season Two Programme One

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Establish group contract to build group safety and empathy. -(Ground rules)  
 In single gender groups, brainstorm - What is female beauty?  
 Feedback top three points. Notice similarities and differences between boy and girl group thinking.  
 Pose the question - where have we got these ideas from? Are they real? How do we match up?

**Core Activity**

Show edited clips of Season two Programme one The Sex Education Show vs. Pornography from DVD or website as above. **NB. IT IS ESSENTIAL THAT THE TEACHER HAS VIEWED THE WHOLE PROGRAMME AND HAS SELECTED THE RELEVANT CLIPS. BE AWARE OF THE SUBLIMINAL MESSAGES AND ENSURE KEY SAFETY MESSAGES ARE PREVALENT.**  
 The main focus of this lesson is on the female body and challenges young people’s perceptions of what ‘normal’ bodies look like and their expectations of beauty and what is attractive. Therefore the sections on pornography may need to be limited but do give the opportunity to explore how the internet and the media influences young people’s perceptions.  
 Use the DVD/Internet clips to stimulate discussion and to challenge students’ stereotypical ideas. It is important to keep the key messages as the focus of the discussion.  
 Share with the students that at the end of this unit they will be designing a leaflet/display that could be launched at a local sexual health centre so they need to identify the key elements in their discussion and note them down.  
 The key messages for this lesson are:  
 Students understand that all bodies are different and that this is normal and reality!  
 The internet and media portray ‘the perfect body’ and we are influenced by this which in turn can affect our self-esteem, confidence in our own body image and what we expect in a partner.

**Plenary**

Each group (still single gender groups) discusses what the key messages are for them.  
 Feedback  
 Teacher records the key messages that are fed back to use in lesson 6.  
 Were there any surprises or any information that is challenging your thinking and making you think differently?  
 Are there any differences in boys’ and girls’ thinking?  
 What can we learn from this?  
 Question box - Each student is given a piece of card to write any questions they have and to put these into the box. All students place their card in the box even if there is no question on it so that this is done anonymously. (Read these and be prepared to answer next time).

**KEY QUESTIONS**

As above

**AFL**

Through group discussion, hearing other view points and reflecting on their original perceptions and their new learning.

**DIFFERENTIATION**

By groupings - single gender and opportunity to share within discussion groups.

**CROSS CURRICULAR OPPORTUNITIES**

Science

Literacy

**NOTES**

**NB. IT IS ESSENTIAL THAT THE TEACHER HAS VIEWED THE WHOLE PROGRAMME AND HAS SELECTED THE RELEVANT CLIPS PRIOR TO DELIVERING THE LESSON.**

Ensure governors have ratified the Sex and Relationship Education Policy and are therefore aware of the content of the Year 9 lessons.

Ensure parents are aware of the content of the Year 9 SRE scheme of work and are reminded that they have the right to withdraw their young people from these lessons. It is recommended that parents are invited to share and discuss the material and to have opportunities to raise questions. Eg. Through a parents evening. This may be in conjunction with input on e-safety.



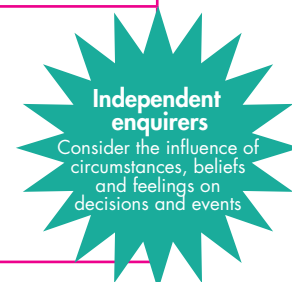
**THEME:** Health Matters: Male Beauty

**LEARNING INTENTION/’I’**

I understand how the media can affect my body image and related self-esteem.

I can discuss and challenge my own perceptions of physical beauty and attractiveness, understanding that all bodies are different and there is no such thing as the perfect body.

I respect and value my own body.



**VOCABULARY**

Penis, testicles, semen, sperm, smegma, hygiene, circumcision, pornography, body image, self-esteem, media pressure.

**RESOURCES**

- Website Clips - The Sex Education Vs. Pornography Show - Anna Richardson [www.channel4.com](http://www.channel4.com)
- [www.sexexperienceuk.channel4.com/sex-education](http://www.sexexperienceuk.channel4.com/sex-education) - Season Two, Programme Two

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Re-visit group contract (Ground Rules)

Question box - answer questions from previous session as appropriate.

In single gender groups, brainstorm - What is male beauty?

Feedback top three points. Notice similarities and differences between boy and girl group thinking.

Pose the question - where have we got these ideas from? Are they real? How do we match up?

**Core Activity**

Show edited clips of Programme two The Sex Education Show vs. Pornography from DVD or website as above. **NB. IT IS ESSENTIAL THAT THE TEACHER HAS VIEWED THE WHOLE PROGRAMME AND HAS SELECTED THE RELEVANT CLIPS. BE AWARE OF THE SUBLIMINAL MESSAGES AND ENSURE KEY SAFETY MESSAGES ARE PREVALENT.** The main focus of this lesson is on the male body and challenges young people’s perceptions of what ‘normal’ bodies look like and their expectations of beauty and what is attractive. Therefore the sections on pornography may need to be limited but do give the opportunity to explore how the internet and the media influences young people’s perceptions.

Use the DVD/Internet clips to stimulate discussion and to challenge students’ stereotypical ideas. Ask the students to identify five key messages that they could represent in a leaflet or display for a sexual health centre. Feed them back.

The key messages for this lesson are:

Students understand that all bodies are different and that this is normal and reality!

The internet and media portray ‘the perfect body’ and we are influenced by this which in turn can affect our self-esteem, confidence in our own body image and what we expect in a partner.

**Plenary**

Each group (still single gender groups) discusses what the key messages are for them.

Feedback

Teacher records the key messages that are fed back to use in lesson 6.

Were there any surprises or any information that is challenging your thinking and making you think differently?

Are there any differences in boys’ and girls’ thinking?

What can we learn from this?

Question box - Each student is given a piece of card to write any questions they have and to put these into the box. All students place their card in the box even if there is no question on it so that this is done anonymously. (Read these and be prepared to answer next time).

**KEY QUESTIONS**

As above

**AFL**

Through group discussion, hearing other view points and reflecting on their original perceptions and their new learning.

**DIFFERENTIATION**

By groupings - single gender and opportunity to share within discussion groups.

**CROSS CURRICULAR OPPORTUNITIES**

Science

Literacy

**NOTES**

**NB. IT IS ESSENTIAL THAT THE TEACHER HAS VIEWED THE WHOLE PRORAMME AND HAS SELECTED THE RELEVANT CLIPS PRIOR TO DELIVERING THE LESSON.**

Ensure governors have ratified the Sex and Relationship Education Policy and are therefore aware of the content of the Year 9 lessons.

Ensure parents are aware of the content of the Year 9 SRE scheme of work and are reminded that they have the right to withdraw their young people from these lessons. It is recommended that parents are invited to share and discuss the material and to have opportunities to raise questions. Eg. Through a parents evening. This may be in conjunction with input on e-safety.

**THEME:** Health Matters: The What and Why of Sex

**LEARNING INTENTION/’I’**

- I understand how sexual arousal affects male and female bodies and emotions.
- I understand about the changes that happen to a female body in pregnancy.
- I respect myself and can make my own decisions about my relationships.

**VOCABULARY**

Arousal, penis, vagina, erection, ejaculation, semen, clitoris, vulva, womb, uterus, placenta, pregnancy, nipples, testicles, making love, relationship, sexual intercourse.

**RESOURCES**

- Website Clips - The Sex Education Vs. Pornography Show - Anna Richardson [www.channel4.com](http://www.channel4.com)
- [www.sexexperienceuk.channel4.com/sex-education](http://www.sexexperienceuk.channel4.com/sex-education) - Season Two Programme Three

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

- Revisit group contract - (ground rules)
- Question box - answer questions from previous session as appropriate.
- Brainstorm reasons why people choose to have sex or not?
- Explain the three R’s - reproduction, relational, recreational sex.

**Core Activity**

Show edited clips of Programme three The Sex Education Show vs. Pornography from DVD or website as above. **NB. IT IS ESSENTIAL THAT THE TEACHER HAS VIEWED THE WHOLE PROGRAMME AND HAS SELECTED THE RELEVANT CLIPS. BE AWARE OF THE SUBLIMINAL MESSAGES AND ENSURE KEY SAFETY MESSAGES ARE PREVALENT.** The main focus of this lesson is on physical attraction, physical arousal in both males and females and how the body changes with pregnancy. The programme also covers contraception, in particular condom usage but this section of the film will be shown in lesson 4.

A further section of this programme focuses on body image, cosmetic surgery and explores how pornography has influenced this. If you use this section of the programme please ensure that students gain the appropriate messages and understand the negative implications. This section is not covered in the lesson plans.

Use the DVD/Internet clips to stimulate discussion, share their thoughts and ideas and to question. The Question box can be used throughout this unit.

The key messages for this lesson are:

- Sexual intercourse is not just physical
- Physical attraction and arousal are accompanied by emotions
- Respect of yourself and your partner
- Only have sex when you are emotionally ready and not under pressure.

**Plenary**

- Each group discusses what the key messages are for them.
- Feedback
- Teacher records the key messages that are fed back to use in lesson 6.
- Were there any surprises or any information that is challenging your thinking and making you think differently?
- Are there any differences in boys’ and girls’ thinking?
- What can we learn from this?
- Question box - Each student is given a piece of card to write any questions they have and to put these into the box. All students place their card in the box even if there is no question on it so that this is done anonymously. (Read these and be prepared to answer next time).

**KEY QUESTIONS**

As key messages above.

**AFL**

Through group discussion, hearing other view points and reflecting on their original perceptions and their new learning.

**DIFFERENTIATION**

By groupings and through discussion.



## CROSS CURRICULAR OPPORTUNITIES

Science

Literacy

### NOTES

**NB. IT IS ESSENTIAL THAT THE TEACHER HAS VIEWED THE WHOLE PROGRAMME AND HAS SELECTED THE RELEVANT CLIPS PRIOR TO DELIVERING THE LESSON.**

Ensure governors have ratified the Sex and Relationship Education Policy and are therefore aware of the content of the Year 9 lessons.

Ensure parents are aware of the content of the Year 9 SRE scheme of work and are reminded that they have the right to withdraw their young people from these lessons. It is recommended that parents are invited to share and discuss the material and to have opportunities to raise questions. Eg. Through a parents evening. This may be in conjunction with input on e-safety.

**THEME:** Health Matters: Safer Sex - Contraception

**LEARNING INTENTION/'I'**

I know about the most appropriate forms of contraception for young people.  
I know where to get help and advice.  
I respect myself and can make my own decisions about my relationships.

**VOCABULARY**

Contraception, male condom, femidom, the pill, safer sex, choice, contraceptive implant, injection, emergency contraception.

**RESOURCES**

- Website Clips - The Sex Education Vs. Pornography Show - Anna Richardson [www.channel4.com](http://www.channel4.com)
- [www.sexperienceuk.channel4.com/sex-education](http://www.sexperienceuk.channel4.com/sex-education) - Season Two Programme Three
- Contraception PowerPoint.
- Contraception demonstration kit- available from family planning association. [www.fpa.org.uk](http://www.fpa.org.uk)  
School nurse/ Sexual health professional

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Revisit group contract - (ground rules)  
Question box - answer questions from previous session as appropriate.  
Quick recap on reasons why people choose to have sex or not. (Ensure this brings out that sex can be a positive choice and can feel good, but there are also risks attached to it.)  
In groups make a list of as many types of contraception they can in one minute. Share list.

**Core Activity**

Show the contraception power point up to and including 'The male condom slide'.  
Show the specific edited clips of Programme three The Sex Education Show vs. Pornography from DVD or website as above that relate directly to use of condoms. **NB. IT IS ESSENTIAL THAT THE TEACHER HAS VIEWED THE WHOLE PROGRAMME AND HAS SELECTED THE RELEVANT CLIPS. BE AWARE OF THE SUBLIMINAL MESSAGES AND ENSURE KEY SAFETY MESSAGES ARE PREVALENT.**

Use the DVD/Internet clips to show an initial demonstration of how to put a condom on. (The next lesson will focus on safer sex and condom use and students will have the opportunity to learn and practise how to put condoms on demonstrators).

Return to power point and using contraceptives from the family planning pack as visual aids, teach students about the different contraceptive choices available for young people.

Key messages:

Emphasise the 'Your life, your choice' message and that it is important to recognise that many young people experience high levels of regret about having sex too early or before they were really ready. So it is important to highlight delaying having sex.

The double dutch method of condoms plus a female contraception is the best protection from pregnancy and STI's.

Where to go for help and advice.

**Plenary**

Each group discusses what the key messages are for them.

Feedback

Teacher records the key messages that are fed back to use in lesson 6.

Were there any surprises or any information that is challenging your thinking and making you think differently?

Are there any differences in boys and girls thinking?

What can we learn from this?

Question box - Each student is given a piece of card to write any questions they have and to put these into the box. All students place their card in the box even if there is no question on it so that this is done anonymously. (Read these and be prepared to answer next time).

**Independent enquirers**

Analyse and evaluate information, judging its relevance and value

**KEY QUESTIONS**

How do I protect myself from STI's and unplanned pregnancy?  
How do I keep myself safe in a sexual relationship?  
How do I negotiate the use of contraception?  
What is the legal age of consent?  
Where do I go for help and advice?

**AFL**

Through group discussion, hearing other view points and reflecting on their original perceptions and their new learning.

**DIFFERENTIATION**

By groupings and through discussion.

**CROSS CURRICULAR OPPORTUNITIES**

Science  
Literacy

**NOTES**

**NB. IT IS ESSENTIAL THAT THE TEACHER HAS VIEWED THE WHOLE PROGRAMME AND HAS SELECTED THE RELEVANT CLIPS PRIOR TO DELIVERING THE LESSON.**

Ensure governors have ratified the Sex and Relationship Education Policy and are therefore aware of the content of the Year 9 lessons.

Ensure parents are aware of the content of the Year 9 SRE scheme of work and are reminded that they have the right to withdraw their young people from these lessons. It is recommended that parents are invited to share and discuss the material and to have opportunities to raise questions. Eg. Through a parents evening. This may be in conjunction with input on e-safety.

NB. The school nurse or sexual health professional may be invited to deliver/support this lesson.

# Health Matters - Safer Sex - Lesson 4

## Health Matters

### Lesson 4



## Contraception

What's that?



It's what we do.....  
keeping safer.....  
and not getting  
pregnant

## Ground Rules

- Confidentiality
- Don't be afraid to ask (no question is too silly)
- Respect and listen to each other
- Can you think of any other ground rules that we could set?

## Learning Outcomes

By the end of this session you will know:

- that you have a choice whether to become sexually active or not
- about methods of contraception suitable for young people
- how to use a condom effectively
- where to get emergency contraception
- how to protect yourself from sexually transmitted infections (S.T.I.s) and pregnancy
- where to get confidential advice and support

What is the legal age of consent for:

Heterosexual Boys?

Heterosexual Girls?

Homosexuals (Gay Men)?

Lesbians (Gay Women)?



So the legal age of consent is **16**

- But that doesn't mean you **have** to do it !!!
- It's OK to say **No** !!!
- Consent means '**you agree**' !!!

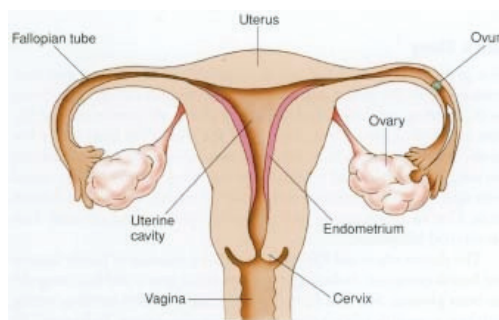


# Health Matters - Safer Sex - Lesson 4

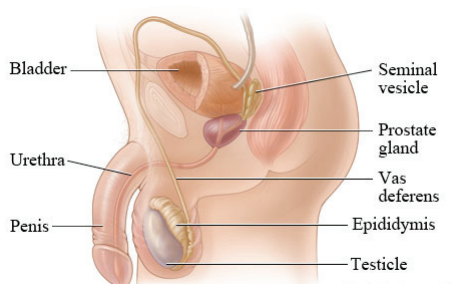
## REVISION

- What does your body look like?
- How does it work?

## Recap – The Female Body



## Recap - The Male Body



## Relationships.....

Your choice.....

However.....

If you choose to become sexually active...



So how can you **AVOID** getting pregnant?

- **Don't have sex**
- **Or use contraception**

## Contraception.....your choices





# Health Matters - Safer Sex - Lesson 4

## Barriers

Put a barrier between the sperm and the egg (ovum)...

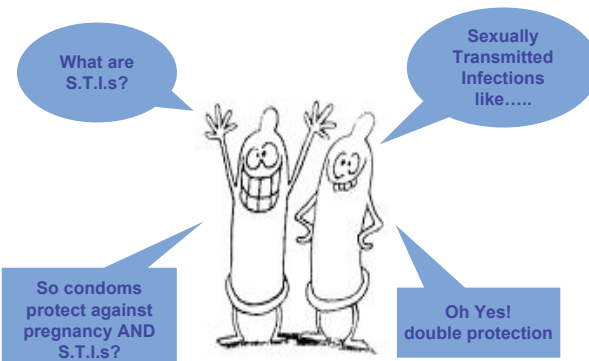


## The Male Condom

- 98% effective if used properly
- Free from young people's advice centres and through the C-Card Scheme.



So condoms are barriers against pregnancy AND.....



## Contraceptive Advice

You can also get information, advice and free contraception from Advice Centres and Youth Advisory Clinics



Or you can buy condoms from:

- Chemists/Supermarkets
- Pubs/Clubs/Shops

They cost about £2.50 for a packet of 3

Whoops!!!

But, **what do you do** if you have unprotected sex or the condom splits?



# Health Matters - Safer Sex - Lesson 4

## Emergency Contraception

Levonelle 1500 is a single tablet containing the hormone progesterone

It needs to be taken within 3 days (72 hours) of unprotected sex; the sooner the better!



## Where to get Emergency Contraception

- Named Pharmacies
- Youth Advisory Clinics
- Family Planning Clinics
- General Practitioners
- Accident & Emergency Department / Out of Hours Service



Some chemists in Poole issue free emergency contraception to under 18s e.g. Boots The Chemist in the Dolphin Centre, and Asda, West Quay Road Poole, have a qualified Chemist who is able to issue Emergency contraception to 18 year olds and under, free of charge



## What other contraceptive choices do you have?

- For girls?
- For boys?



## Other choices for girls.....

- The Contraceptive Pill
- The Implant (Implanon)
- The Contraceptive Injection
- The Femidom (Female Condom)

## The Contraceptive Pill

- 2 types – combined and progesterone only pill
- 99% effective if taken correctly
- Can only be obtained by prescription from a health professional



## The implant (Implanon)

- A small plastic white rod which is inserted into the upper arm, by a health professional
- Provides a steady stream of the hormone progesterone
- Lasts up to 3 years; fertility returns to normal quickly



# Health Matters - Safer Sex - Lesson 4

## The contraceptive Injection

- Depo-provera injection contains the hormone progesterone
- Effective from day 1
- Needs to be given by a health professional every 12 weeks

## The Female Condom (Femidom)

- 95% effective
- Can be bought from chemists e.g. Boots - about £5 for a packet of 3
- These are not available free and are single use only



## Safer Sex

The Double Dutch Method of using Condoms and another form of contraception is the best way of protecting everyone.



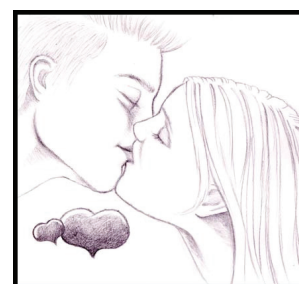
## Relationships..... Your choices

**Who decides?**

**Him?**

**Her?**

**Joint decisions?**



## Where to go for confidential help and advice

- Young People's Advisory Clinics e.g. The Quay Advice Centre, Poole
- Contraceptive Health Service Clinics
- F-risky website, text and phone 07770 266 366
- Doctors (GPs)
- Pharmacies (Chemists e.g. Boots & Asda)
- School Nurse
- Parents/Carers/Someone You Trust

## Quay Advice Centre

Hill Street  
Poole

Tel: 01202 262291

Tuesday and Wednesday  
3.30 - 6.00pm  
(Doctor & Nurse)

Saturday 11.00 - 1.00pm  
(Nurse only)



# Health Matters - Safer Sex - Lesson 4

## The Junction

235 Holdenhurst Road  
Bournemouth

Tel: 01202 396009

Monday to Friday 3.30 - 6.00pm  
(Doctor Monday and Thursday only)  
Saturday 11.00am - 1.00 pm  
(12.00 - 1.00pm - Doctor)



## Remember

**Abstinence is the only 100% effective way of not getting pregnant and avoiding sexually transmitted infections.**

**Condoms are the only type of contraception to prevent pregnancy AND protect against Sexually Transmitted Infections.**



## Your life, your choice



Remember that it is your choice about when to have sex and you need to feel completely ready emotionally.

It is important that many young people experience high levels of regret associated with having sex at an early age and before the person was really ready.

It is important to delay having sex until you are ready

## Learning Outcomes

You should now know:

- that you have a choice whether to become sexually active or not
- about methods of contraception suitable for young people
- how to use a condom effectively
- where to get emergency contraception
- how to protect yourself from sexually transmitted infections and pregnancy
- where to get confidential support and advice

Any questions?



**THEME:** Health Matters: Safer Sex - The Male Condom

**LEARNING INTENTION/'I'**

I know how to use the male condom correctly.

I know where to get help and advice.

I respect myself and can make my own decisions about my relationships.

**VOCABULARY**

Male condom, penis, lubrication.

**RESOURCES**

- Condom demonstrators and condoms
- PowerPoint slides
- School nurse/ Sexual health professional

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Question box - answer questions from previous session as appropriate.

In groups brainstorm reasons why people choose to use or not use condoms? Share ideas.

**Core Activity**

Recap on contraception using the power point slides.

Pause the power point on condom demonstrator 'Demo.....' slide. Teacher uses the prompts to demonstrate how to use a condom correctly by talking through the process using the demonstrator. Teacher could give instructions whilst student does the demonstration.

In small groups each student has the opportunity to put a condom on a demonstrator using the instructions shown on the screen. (Ensure you count the condoms out and back in so that students DO NOT take these away. Also provide wet wipes and kitchen roll to clean hands.)

De brief ensuring all students understand the process and implications.

Complete power point ensuring students know where to get condoms and where to get help and advice.

To reinforce learning you could make the instructions into a card game asking students to put the cards in the right sequence. ('Safe and Sound' Resource pack -Healthwise has such a card game and could be used for this activity).

If time the students could also in groups begin to brainstorm ideas for a leaflet/display for a sexual health centre and there will be more time for this in the next lesson.

The key messages for this lesson are:

Students understand how to put on a condom

They understand that condoms may help to protect them from pregnancy and STI's.

Both people in the relationship need to take responsibility for using contraception and keeping safe.

Emphasise the 'Your life, your choice' message and that it is important to recognise that many young people experience high levels of regret about having sex too early or before they were really ready. So it is important to highlight delaying having sex.

**Plenary**

Review their initial ideas about why choose to use or not use condoms and reflect on this in the light of what they have learnt.

Each group discusses what the key messages are for them.

Feedback

Teacher records the key messages that are fed back to use in lesson 6.

Were there any surprises or any information that is challenging your thinking and making thinking differently?

Are there any differences in boys and girls thinking?

What can we learn from this?

Question box - Each student is given a piece of card to write any questions they have and to put these into the box. All students place their card in the box even if there is no question on it so that this is done anonymously. (Read these and be prepared to answer next time).

**Independent enquirers**

Analyse and evaluate information, judging its relevance and value

**KEY QUESTIONS**

How do I put a condom on?  
How do I negotiate the use of condoms?  
Where do I get condoms from?  
What should I do if a condom splits?  
How do I dispose of condoms?

**AFL**

Through group discussion, hearing other view points and reflecting on their original perceptions and their new learning.

**DIFFERENTIATION**

By groupings - single gender and opportunity to share within discussion groups.

**CROSS CURRICULAR OPPORTUNITIES**

Science  
Literacy

**NOTES**

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NB. The school nurse or sexual health professional may be invited to deliver/support this lesson.

# Health Matters - Safer Sex - Lesson 5

## Health Matters

### Lesson 5



## Contraception

What's that?



It's what we do.....  
keeping safer.....  
and not getting  
pregnant

## Ground Rules

- Confidentiality
- Don't be afraid to ask (no question is too silly)
- Respect and listen to each other
- Can you think of any other ground rules that we could set?

## Learning Outcomes

By the end of this session you will know:

- that you have a choice whether to become sexually active or not
- how to use a condom effectively
- how to protect yourself from sexually transmitted infections (S.T.I.s) and pregnancy
- where to get confidential advice and support

What is the legal age of consent for:

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So the legal age of consent is **16**

- But that doesn't mean you **have** to do it !!!
- It's OK to say **No** !!!
- Consent means '**you agree**' !!!



# Health Matters - Safer Sex - Lesson 5



## Your life, your choice



Remember that it is your choice about when to have sex and you need to feel completely ready emotionally.

It is important to recognise that many young people experience high levels of regret associated with having sex at an early age and before the person was really ready.

It is important to delay having sex until you are ready

## Regret

- Regret is a major issue for young people
  - 67% young men
  - 84% young womenwho had sex aged before they were 16 wished they had waited.

2002 National Survey of Sexual Health attitudes and Lifestyles (NATSAL) Johnson, Wellings et al.

**“I should have, like, saved it.**

**I would like to be able to say that I was 16 and that it was nice.”**

Young Woman quoted in the Social Exclusion Unit's Teenage Pregnancy Report – 1999

**“If you have sex, everyone thinks you're a whore. You thought you'd get respect and you don't”** Girl, 16

**“Men do regret, but they don't tell, so it's not heard of”** Boy, 16

Taken from “Are You Really Ready Yet?” -Centre for HIV & Sexual Health, 2006

**You think that everyone else is doing it and they aren't. It's only afterwards that you think**

**“What do you mean, you haven't? I wish I hadn't. I thought you had.”**

Young Woman quoted in the Social Exclusion Unit's Teenage Pregnancy Report - 1999

**46% young people mistakenly believe that most young people have sex before they are 16.**

From a sample of more than 750 young people aged 13-21 in England June 2003

*Evaluation of the TP Strategy Tracking Survey. Report of results of nine waves of research. October 2003. London; BMRB International.*

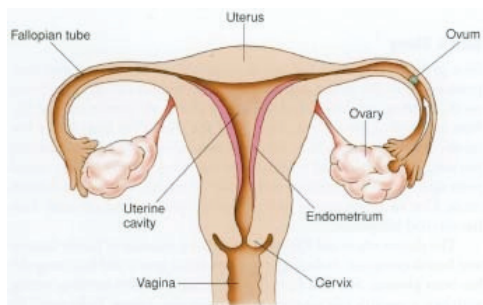
## REVISION

- What does your body look like?
- How does it work?

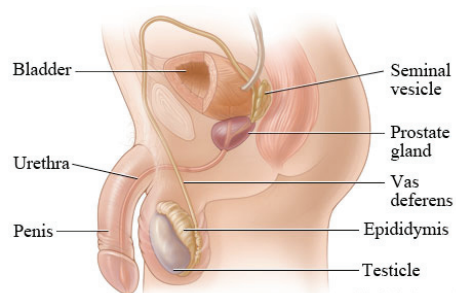


# Health Matters - Safer Sex - Lesson 5

## Recap – The Female Body



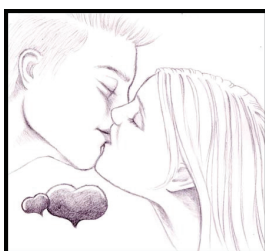
## Recap - The Male Body



## Relationships.....

Your choice.....

However.....  
If you choose to  
become sexually active...



So how can you **AVOID**  
getting pregnant?

- **Don't have sex**
- **Or use contraception**

## Contraception.....your choices



## Barriers

Put a barrier between the sperm  
and the egg (ovum)...



# Health Matters - Safer Sex - Lesson 5

## The Male Condom

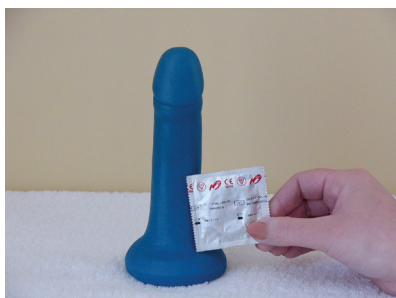
- 98% effective if used properly
- Free from young people's advice centres and through the C-Card Scheme.



## How To Use A Male Condom Properly



## Demo.....



## Recap

- Check packet for splits or tears
- Check for either a CE and/or kite mark
- Check expiry date/use by date
- Push ring of condom to edge of packet and remove
- Squeeze the air out of the tip of the condom
- Roll the condom to the base of the penis
- Only water based products should be used for lubrication
- Make sure condom doesn't slip off during sex
- After ejaculation, remove while penis still hard and hold the end of the condom in place. Check condom for splits.
- Wrap condom in tissue. Dispose of in bin as these are single use only.

## Where can you get 'FREE' condoms?

### The C - Card Scheme

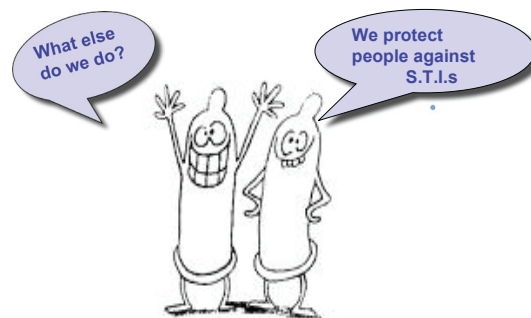
**C - Card Scheme condoms are available from.....**



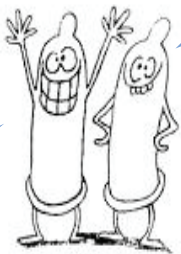
The Quay Advice Centre,  
Connexions Office and  
Designated Youth Clubs



## So condoms are barriers against pregnancy AND.....



# Health Matters - Safer Sex - Lesson 5



What are S.T.I.s?

Sexually Transmitted Infections like.....

So condoms protect against pregnancy AND S.T.I.s?

Oh Yes! double protection

## Contraceptive Advice

There are local places to get help and free advice.  
The local places in our area are.....



## Contraceptive Advice

You can also get information, advice and free contraception from The Quay Advice Centre and Youth Advisory Clinics



Or you can buy condoms from:

- Chemists/Supermarkets
- Pubs/Clubs/Shops

They cost about £2.50 for a packet of 3


## Whoops!!!

But, **what do you do** if you have unprotected sex or the condom splits?



## Emergency Contraception



Levonelle 1500 is a single tablet containing the hormone progesterone




It needs to be taken within 3 days (72 hours) of unprotected sex; the sooner the better!

## Where to get Emergency Contraception

- Named Pharmacies
- Youth Advisory Clinics
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Some chemists in Poole issue free emergency contraception to under 18s e.g. Boots The Chemist in the Dolphin Centre, and Asda, West Quay Road Poole, have a qualified Chemist who is able to issue Emergency contraception to 18 year olds and under, free of charge



# Health Matters - Safer Sex - Lesson 5

What other  
contraceptive choices  
do you have?

- For girls?
- For boys?



Other choices for girls.....

- The Contraceptive Pill
- The Implant (Implanon)
- The Contraceptive Injection
- The Femidom (Female Condom)

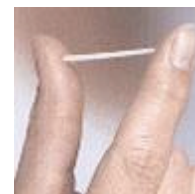
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The implant (Implanon)

- A small plastic white rod which is inserted into the upper arm, by a health professional
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- Lasts up to 3 years; fertility returns to normal quickly



The contraceptive Injection

- Depo-provera injection contains the hormone progesterone
- Effective from day 1
- Needs to be given by a health professional every 12 weeks

The Female Condom (Femidom)

- 95% effective
- Can be bought from chemists e.g. Boots - about £5 for a packet of 3
- These are not available free and are single use only



# Health Matters - Safer Sex - Lesson 5

## Safer Sex

The Double Dutch Method of using Condoms and another form of contraception is the best way of protecting everyone.



## Relationships..... Your choices

Who decides?

Him?

Her?

Joint decisions?



## Where to go for confidential help and advice

- Local clinics
- Young People's Advisory Clinics e.g. The Quay Advice Centre, Poole
- Contraceptive Health Service Clinics
- F-risky website, text and phone 07770 266 366
- Doctors (GPs)
- Pharmacies (Chemists e.g. Boots & Asda)
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Saturday 11.00am - 1.00 pm  
(12.00 - 1.00pm - Doctor)



## Remember

**Abstinence is the only 100% effective way of not getting pregnant and avoiding sexually transmitted infections.**

**Condoms are the only type of contraception to prevent pregnancy AND protect against Sexually Transmitted Infections.**

**It is ok to say no, it is your life and your decision.**



# Health Matters - Safer Sex - Lesson 5

## Learning Outcomes

You should now know:

- that you have a choice whether to become sexually active or not
- about methods of contraception suitable for young people
- how to use a condom effectively
- where to get emergency contraception
- how to protect yourself from sexually transmitted infections and pregnancy
- where to get confidential support and advice

Any questions?



**THEME:** Health Matters: Safer Sex STIs (Sexually Transmitted Diseases)

**LEARNING INTENTION/’I’**

I know how sexually transmitted infections are caught.

I know how to protect myself from STIs by using condoms.

I know that sexually transmitted infections are treatable but that some are not curable.

I know where to get advice, support and treatment.

**Independent enquirers**

Analyse and evaluate information, judging its relevance and value

**VOCABULARY**

Sexually transmitted infection (STI), Syphilis, chlamydia, Gonorrhoea, HIV, Genital herpes, genital warts.

**RESOURCES**

- Website Clips - The Sex Education Vs. Pornography Show - Anna Richardson [www.channel4.com](http://www.channel4.com)
- [www.sexexperienceuk.channel4.com/sex-education](http://www.sexexperienceuk.channel4.com/sex-education) - Season Two Programme Four
- It is recommended that the School nurse/ Sexual health professional is invited to this lesson specifically to provide medical information about the ways STIs can be/are treated. It would be useful for this professional to also give information regarding HIV/AIDS as this is not specifically covered in the DVD although it is taught as part of the Year 9 Risk theme.

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Revisit group contract - (ground rules)

Question box - answer questions from previous session as appropriate.

Circle game - On cards have names of STIs written one per card; Syphilis, chlamydia, Gonorrhoea, HIV, Genital herpes, genital warts. Give one card to each student. Teacher calls out a STI and all students with that card change places. Can play game with one chair short so person left in the middle calls out the next STI.

**Core Activity**

Show the specific edited clips of Programme four The Sex education show vs. pornography from DVD or website as above that relate directly to Sexually transmitted infections. **NB. IT IS ESSENTIAL THAT THE TEACHER HAS VIEWED THE WHOLE PROGRAMME AND HAS SELECTED THE RELEVANT CLIPS. BE AWARE OF THE SUBLIMINAL MESSAGES AND ENSURE KEY SAFETY MESSAGES ARE PREVALENT.**

Use the DVD/Internet clips to stimulate discussion on how watching the DVD made you feel and how you can protect yourself from STIs. Share their thoughts and ideas and enable questions throughout.

At this point it is recommended that the health professional provides further medical information on the treatment of STIs and ensures students know where their nearest Youth advisory or GUM (Genito-urinary medicine) clinic is and opening hours. Ideally students will be given a handout with this information to take away with them.

Key messages

Choosing a sexual relationship has risks attached.

STIs are avoidable by using condoms and treatable (although some are not curable).

Emphasise the ‘Your life, your choice’ message and that it is important to recognise that many young people experience high levels of regret about having sex too early or before they were really ready. So it is important to highlight delaying having sex.

Students in groups could then put together an information leaflet that could be displayed at a sexual health clinic and can draw on information covered throughout the unit of work.

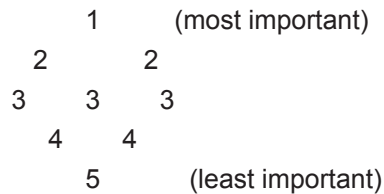
## Plenary

Each group discusses what the key messages are for them.

Feedback

Teacher returns to the key messages that have been fed back in all of the previous lessons including this lesson. These key messages need to be written on cards for groups to then rank in a diamond 9 activity to highlight the messages most important to them.

Diamond 9:



Each group shares the leaflet they have designed and other groups provide comment on how well the messages are portrayed and the presentation of the information.

## KEY QUESTIONS

How do I protect myself from STIs?

How do I keep myself safe in a sexual relationship?

How do I negotiate the use of contraception particularly condoms?

Where do I go for help and advice?

## AFL

Through group discussion, hearing other view points and reflecting on their original perceptions and their new learning.

## DIFFERENTIATION

By groupings and through discussion.

## CROSS CURRICULAR OPPORTUNITIES

Science

Literacy

## NOTES

**NB. IT IS ESSENTIAL THAT THE TEACHER HAS VIEWED THE WHOLE PROGRAMME AND HAS SELECTED THE RELEVANT CLIPS PRIOR TO DELIVERING THE LESSON.**

Ensure governors have ratified the Sex and Relationship Education Policy and are therefore aware of the content of the Year 9 lessons.

Ensure parents are aware of the content of the Year 9 SRE scheme of work and are reminded that they have the right to withdraw their young people from these lessons. It is recommended that parents are invited to share and discuss the material and to have opportunities to raise questions. Eg. Through a parents evening. This may be in conjunction with input on e-safety.

NB. It is strongly recommended that the school nurse or sexual health professional is invited to deliver/support this lesson.



# KALEIDOSCOPE

## SS3

**Certificate of Achievement**

**Health Matters  
Year 9**

---

**has successfully completed the  
programme of study on Health Matters**

signed \_\_\_\_\_

date \_\_\_\_\_



**Integrating PSHEE and SEAL A Scheme of Work for Key Stage 3 for all students**

Photocopy/print, then cut here



## Health Matters Resources

Body Image; Puberty; Healthy Eating; Eating Disorders; Drugs; Tobacco; Sex; Contraception; First Aid; STI's; HIV; First Aid

Organisation	Contact Details	Resource
<b>A Chance 2 talk</b>	<a href="http://www.achance2talk.com">www.achance2talk.com</a>	Childline website covering Bullying; Neglect; Alcohol; Family Relationships; School Gangs; Racism; School; Puberty; Relationships; Sex; Drugs; Pregnancy.
<b>Alcohol Concern</b>	<a href="http://www.alcoholconcern.org.uk">www.alcoholconcern.org.uk</a> 020 7928 7377 <a href="mailto:contact@alcoholconcern.org.uk">contact@alcoholconcern.org.uk</a>	The national agency on alcohol misuse for England and Wales. Provides general information about alcohol, and can help put you in touch with your nearest alcohol advice centre.
<b>AVERT</b>	<a href="http://www.avert.org">www.avert.org</a>	An international HIV and AIDS charity based in the UK.
<b>BBC</b>	<a href="http://www.bbc.co.uk/one/one/one">www.bbc.co.uk/one/one/one</a>	Information for teenagers about personal issues such as relationships, puberty and health, careers. The site is focused for a teenage audience aged 13 - 17 years
<b>British Red Cross Life. Live it</b>	<a href="http://www.redcross.org.uk">www.redcross.org.uk</a>	Resources to help teach first aid. No experience necessary, Include: free sample PowerPoint presentations, video clips, activity cards, homework sheet, interactive quiz. Introduction to the topics: staying safe, treating an unconscious casualty, making an emergency call, performing CPR, treating bleeds, treating shock.
<b>Brook</b>	<a href="http://www.brook.org.uk">www.brook.org.uk</a> helpline 0800 0185 023	Brook provides free and confidential sexual health services and advice for young people under 25 and has a range of publications.
<b>Centre for HIV and Sexual Health</b>	<a href="http://www.sexualhealthsheffield.nhs.uk">www.sexualhealthsheffield.nhs.uk</a> 0114 226 1900	Sheffield based service that operates nationally offering training and publications around sexual health, self esteem.
<b>Channel 4 PHSE resources</b>	<a href="http://www.channel4.com/learning">www.channel4.com/learning</a> <a href="http://www.4learningshop.co.uk/C4Shop">www.4learningshop.co.uk/C4Shop</a>	Educational DVDs and CD-Roms
<b>Children with Aids Charity</b>	<a href="http://www.cwac.org">www.cwac.org</a>	
<b>Children First - Great Ormond Street Website</b>	<a href="http://www.childrenfirst.nhs.uk/teens">www.childrenfirst.nhs.uk/teens</a>	Teen section covers health matters including healthy eating, first aid, puberty, mental health.
<b>Comic Company</b>	<a href="http://www.comiccompany.co.uk">www.comiccompany.co.uk</a> 0208 5 168 168	Range of resources for sale to promote good food, fitness, health and activity.
<b>Drink Aware</b>	<a href="http://www.drinkaware.co.uk">www.drinkaware.co.uk</a> <a href="http://www.drinkawaretrust.org.uk">www.drinkawaretrust.org.uk</a>	Resources and information about alcohol consumption . * Under 18s website - for teenagers

Organisation	Contact Details	Resource
<b>Drug Education Forum</b>	www.drugeducationforum.com	Brings together national organisations from health, education, police and voluntary sectors that deliver or support the delivery of drug education for children and young people.
<b>Drug Scope</b>	www.drugscope.org.uk	Independent organisation providing information about drugs, influencing policy.
<b>Eatwell</b>	www.eatwell.gov.uk	Healthy eating tips for all ages from the Food Standards Agency.
<b>Family Planning Association</b>	www.fpa.org.uk	SRE Publications and teaching packs
<b>Food Standards Agency</b>	www.food.gov.uk	
<b>Frank</b>	www.talktofrank.com Free Helpline 0800 776600	Confidential drugs information and advice. Advice on giving up smoking. A-Z of drugs on website
<b>Gasp</b>	www.gasp.org.uk 0117 955 0101	A wide range of stop smoking educational leaflets, books, activity packs, training materials, displays, DVDs, posters, models, carbon monoxide monitors, testing equipment and promotional items.
<b>Go Smoke Free</b>	www.gosmokefree.nhs.uk	NHS website to support people to stop smoking. Information about second hand smoke and leaflets.
<b>Hastings and Rother health promotion resources</b>	www.harhealthpromotion.co.uk 01424 735678	Healthy lifestyles leaflets for sale produced by NHS Primary Care Trust
<b>Health Promotion Resources and Information - Milton Keynes PCT</b>	www.hp-publications.nhs.uk 01908 217121	Health promotion and health education leaflets and posters for sale
<b>Know Your Units- NHS Choices</b>	www.units.nhs.uk	This site provides advice and information on alcohol units, and how alcohol affects the body. It is the home of the Drink Check unit calculator tool which enables you to assess your drinking.
<b>Like it is</b>	www.likeitis.org.uk	Website for 11-15 year olds, providing advice on issues such as contraception, periods, teenage pregnancy, sex and sexuality.
<b>Need 2 Know</b>	www.need2know.co.uk	Information portal for teenagers with an online magazine and signposting to other useful websites. Sections include health, relationships, money, travel and the law.
<b>NHS Choices Homepage</b>	www.nhs.uk	

Organisation	Contact Details	Resource
<b>No Smoking Day</b>	<a href="http://www.nosmokingday.org">www.nosmokingday.org</a>	Information and downloadable resources
<b>ROSPA</b>	<a href="http://www.rospace.com">www.rospace.com</a>	Promotion of safety in all areas of life - downloadable and purchasable material.
<b>Sex Education Forum</b>	<a href="http://www.ncb.org.uk/sef">www.ncb.org.uk/sef</a>	A collaboration of more than 50 organisations. Its website has access to a range of publications and free factsheets, as well as details of helplines for young people and events for professionals.
<b>Sexwise - Ruthinking</b>	<a href="http://www.ruthinking.co.uk">www.ruthinking.co.uk</a> Helpline: 0800 28 29 30. Open from 7am -12.00am every day	For young people aged 12-18. The website gives information on contraception, sex and relationships.
<b>St John's Ambulance</b>	<a href="http://www.sja.org.uk">www.sja.org.uk</a>	Resources and online first aid advice.
<b>Tacade</b>	<a href="http://www.tacade.com">www.tacade.com</a> 0161 836 6850	Publisher of PSHE resources including drug, alcohol, tobacco and sexual health issues, risk taking, gambling.
<b>Teachers TV</b>	<a href="http://www.teachers.tv">www.teachers.tv</a> on the following TV channels: Sky Guide 880 Virgin TV 240 Freeview 88 (4-5pm) Tiscali TV 845	Teachers TV is a free-to-air channel available on digital satellite and digital cable television 24 hours a day, seven days a week and on Freeview from 4-5pm daily. 1500 video 15-minute CPD offerings packed with useful information, exciting pupil programmes for use in class, and a daily education news summary. Over 1500 videos available online and download great resources including lesson plans, worksheets etc.
<b>Teenage health website</b>	<a href="http://www.teenagehealthfreak.org">www.teenagehealthfreak.org</a> <a href="http://www.doctorann.org">www.doctorann.org</a>	
<b>Teen Weightwise (British Dietetic Association)</b>	<a href="http://www.teenweightwise.com">www.teenweightwise.com</a>	
<b>Terrence Higgins Trust</b>	<a href="http://www.tht.org.uk">www.tht.org.uk</a> Helpline: 0845 12 21 200 Open 10am-10pm Mon-Fri	Offers information, advice and support through the helpline to anyone living with HIV or concerned about any sexual health issues.
<b>Viewtech</b>	<a href="http://www.viewtech.co.uk">www.viewtech.co.uk</a>	Distributor of educational and training programme material on videocassette, DVD and CD-ROM
<b>YoungMinds</b>	<a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>	National charity committed to improving the mental health of children and young people, the site provides access to downloadable booklets aimed at young people. The subjects include bullying, depression, mental illness in the family, self-injury, and sexual abuse.

## Local Organisations

Organisation	Contact Details	Resource
<b>Bournemouth Theatre in Education</b>	<p>www.bournemouth.gov.uk/ Education/TIE/ Bournemouth Theatre in Education Oakmead College of Technology Duck Lane, Bournemouth BH11 9JJ Phone: 01202 774660 tie@oakmead.bournemouth.sch.uk</p> <p>East Dorset www.eddaas.org.uk 01202 311600 Parentline: 01202 311600</p>	<p>Programmes of live performance and participatory drama, storytelling, forum theatre, community plays, publications, courses, workshops and training courses for pupils, students and teachers. Wide range of topics such as child protection, drugs awareness, tackling racism, homophobia and bullying. Promoting positive attitudes and behaviour; enabling understanding and awareness of sensitive citizenship issues such as anti-racism and multi-cultural understanding;</p> <p>Advice and information for adults around drugs and alcohol for people in East Dorset.</p>
<b>Drug &amp; Alcohol Advisory Service</b>	<p>www.F-risky.co.uk 07770 266366</p>	<p>NHS Bournemouth and Poole website for information on all aspects of sexual health. Text or phone for confidential advice and information on sexual health, or email from website.</p>
<b>F risky</b>	<p>45 Bargates, Christchurch, BH23 1QD 01202 477354</p>	<p>Young People's Advice Centre</p>
<b>Ladders</b>	<p>www.lifeeducationdorset.org.uk 01305 871050 info@lifeeducationdorset.org.uk</p>	<p>Provides drug prevention and health education mainly to primary school children</p>
<b>Life Education Wessex</b>	<p>01202 720910 07763101440 listeningear@fsmail.net Kings Park Annexe, Station Approach, Boscombe BH1 4NB</p>	<p>Counselling Service-individual and group, for young people, families and adults working with young people. Parenting courses. Training courses on anger management; grief and loss; self harm; eating disorders</p>
<b>Listening Ear</b>	<p>Bournemouth 01202 443035 Poole 01202 711538 Salisbury Area: 01722 425154 Kennet, West Wiltshire and North Wiltshire Areas: 01249 812821</p>	
<b>NHS School Nursing Teams</b>	<p>Bournemouth and Poole: The Junction, 266 Holdenhurst Road, Bournemouth BH8 8DD. 01202 729219 Dorset: Jimmy Dean, Public Health Promoter (Sexual Health) 01305 361362</p>	<p>Support and advice for teachers around SRE</p>
<b>NHS Sexual Health Team</b>		

Organisation	Contact Details	Resource
<b>Safe Schools and Communities Team Dorset</b>	Dorset 01202 222844 ssct@dorset.pnn.police.uk	Pan Dorset partnership between Dorset Police and the three local authorities with the aim of preventing/reducing anti-social behaviour, crime and wrong doing. It provides advice, support and interventions in the areas of alcohol and drug misuse, anti social behaviour, offensive weapons, personal safety, internet safety and bullying.
<b>Safer Schools Wiltshire</b>	saferschools@wiltshire.gov.uk	
<b>ShADOWS Dorset</b>	01258 488486 shadows.admin@eddaas.org.uk	Drugs and Alcohol Outreach Service for under 18s.
<b>Solomon Associates</b>	www.solomonassociates.co.uk 01725 518760 forest@solomonassociates.co.uk	Theatre in education.
<b>Stop Smoking Service</b>	Bournemouth and Poole www.quitwithus.nhs.uk 01202 541507 Dorset www.dorsetsmokestop.co.uk* 0800 00 76653 Wiltshire 01380 733891 www.wiltshirepct.nhs.uk	* information for schools
<b>Sussed - Advice and Information for Young People. Bournemouth</b>	01202 574308 (advice/info) 01202 575096 (health)	For young people 11- 25. Information and advice centre providing counselling and support in the following areas: Health, relationships, contraception, sexual health, alcohol/drugs, housing, employment, benefits, and family.
<b>The Junction</b>	235, Holdenhurst Road, Bournemouth 01202 396009	Young People's Advice Centre
<b>Treads</b>	30A Salisbury Street, Blandford DT11 7AR Tel/Fax: (01258) 455448	Blandford Youth Advice and Information Centre
<b>Waves</b>	Waves Project, 52 St Mary Street, Weymouth, Dorset DT4 8BJ 01305 768 768	Information, Advice and Guidance for under 20's on relationship difficulties, problems at home, bullying, drug and alcohol issues, applying for benefits, finding safe accommodation.
<b>Yadas</b>	Bournemouth 01202 319191 Poole 01202 741414 www.eddaas.fsnet.co.uk	Young persons drug and alcohol advice for Bournemouth and Poole.