



# George Stephenson High School

## **What we are doing in the second half term in Health Education:**

All students learn about all the avenues for help and support both in and out of school. There is a list of apps and websites that are attached and are displayed on the website for both parents and students that may be helpful.

Key Stage 3 students get one lesson of Health Education once every two weeks and Key Stage 4 have the same but carousel with Careers. As well as this there are Dimension's Days, National Anti-Bullying Week, National Diversity Week and National Children's Mental Health Week on top of the Pastoral Bulletin each week which also is focused on Ambition, Respect and Community.

All students are welcome to attend CSI Club (Celebration of Student Individuality) which is on weekly and students can create events, lesson plans and activities for the above themes.

## **Key Stage 3 Health Education Lessons**



### **Year 7:**

#### **What we are going to cover:**

##### **1. Diet and Health**

In this section, we will explore various factors that influence decisions regarding diet and exercise, aiming to give students a deeper understanding of how their choices impact their physical and mental well-being. The key areas we will cover are:

- **Identifying Different Influences on Decisions Regarding Diet and Exercise:**  
We will help students recognise the many factors that shape their choices, including cultural influences, family habits, media, peer pressure, and the role of advertising.

- **Analysing Why Some Influences Are Stronger Than Others:**  
Students will be encouraged to reflect on which influences they feel have the greatest impact on their decisions and why certain pressures can be more difficult to resist.
  - **Evaluating Which Influences Are More or Less Reliable:**  
We will guide students in critically evaluating the sources of information they encounter regarding diet and exercise, helping them differentiate between reliable advice and misleading or potentially harmful information.
  - **Evaluating Strategies to Manage Negative or Less Reliable Influences:**  
We will discuss practical strategies for managing the impact of less reliable or negative influences on health choices. This will include developing critical thinking skills, seeking trustworthy sources of advice, and learning how to communicate assertively in situations where peer pressure or misleading information might arise.
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## **2. Sharing Nudes/Semi-Nudes (Sexting) – The Facts, Emotional, Legal, and Social Consequences**

This is a sensitive yet crucial topic, and we will approach it with care to ensure students understand the risks, responsibilities, and consequences of sharing intimate images. The key areas we will focus on are:

- **Understanding the Emotional, Legal, and Social Consequences:**  
We will explain the emotional and psychological impact of sharing nudes or semi-nudes, discussing issues such as privacy, consent, and self-esteem. Students will also be made aware of the potential legal ramifications, including the laws surrounding sexting and sharing intimate images of minors.
  - **The Facts About Sexting and the Law:**  
We will provide clear information about the legal aspects of sexting, including the potential consequences for both the person sharing the images and the recipient. This section will help students understand that it is illegal to share intimate images of anyone under the age of 18, regardless of consent.
  - **Support and Who to Tell:**  
Students will be informed about who they can turn to for help, should they ever feel uncomfortable or unsafe regarding sexting or the sharing of intimate images. This will include guidance on trusted adults, support services, and school-based resources. We will also encourage open communication between students and their parents or guardians.
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### **Further Avenues for Help and Support**

Both of these topics are important in supporting our students' development, and we understand that as parents, you may wish to continue these discussions at home or seek additional support. Below are some resources that can help:

- **Diet and Health:**
  - **NHS Eat Well:** [www.nhs.uk/live-well/eat-well/](http://www.nhs.uk/live-well/eat-well/)
  - **The British Dietetic Association:** [www.bda.uk.com](http://www.bda.uk.com)

- **Sexting and Sharing Nudes/Semi-Nudes:**
  - **Childline:** 0800 1111 or [www.childline.org.uk](http://www.childline.org.uk)
  - **NSPCC Sexting Advice:** [www.nspcc.org.uk](http://www.nspcc.org.uk)
  - **UK Safer Internet Centre:** [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

## Year 8

### 1. Body Image and Eating Disorders

In this section, we will address body image issues and eating disorders, helping students to understand the negative impact that distorted or unrealistic portrayals of bodies can have on both males and females. The key areas we will cover are:

- **Correctly Identifying Body Image Issues Which Affect Males and Females:**  
We will explore the ways in which body image issues affect both genders, emphasizing that these issues are not exclusive to one sex. Students will learn about the pressures that both boys and girls face, whether related to weight, height, muscle definition, or other aspects of appearance.
- **Why We Shouldn't Worry About How Bodies Are Presented in the Media:**  
We will discuss how media representations of body image often create unrealistic standards of beauty and the negative impact these can have on self-esteem. Students will understand that the images they see in magazines, on TV, and on social media do not reflect real life and are often manipulated or edited.
- **How Media Images Are Often Unattainable and Whether the Situation is Getting Better or Worse:**  
We will help students analyse the concept of "photoshop culture" and how media images are frequently unattainable, especially in relation to the portrayal of celebrity culture and advertising. We will also discuss whether the situation is improving, with a focus on the increasing conversation about diversity and body positivity in recent years, or whether unrealistic standards are still prevalent.
- **Using Precise Source Examples to Explain the Unattainability of Media Images:**  
Students will examine real-life examples of media images (e.g., advertising campaigns, social media influencers, magazine covers) and critically analyse how they often present unrealistic beauty ideals. We will encourage students to consider whether the portrayal of body image in media has improved over time and to reflect on whether there is greater pressure on males or females in the media today.

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### 2. Avenues for Help and Support in the UK

We understand that body image issues and eating disorders are sensitive subjects, and it is important for students to know where they can turn for help and support. Below are some useful resources that can provide support for both students and parents:

- **Childline (for support with body image, eating disorders, and emotional well-being):**  
Website: [www.childline.org.uk](http://www.childline.org.uk)  
Phone: 0800 1111 (Free, confidential helpline)
- **BEAT (The UK's leading charity supporting those affected by eating disorders):**  
Website: [www.beateatingdisorders.org.uk](http://www.beateatingdisorders.org.uk)  
Phone: 0808 801 0677 (Helpline)
- **The NHS (for advice on body image, eating disorders, and general well-being):**  
Website: [www.nhs.uk](http://www.nhs.uk)  
Body Image Resources: [www.nhs.uk/mental-health/children-and-young-adults/advice-for-parents/supporting-your-child](http://www.nhs.uk/mental-health/children-and-young-adults/advice-for-parents/supporting-your-child)
- **The Samaritans (for emotional support and advice):**  
Website: [www.samaritans.org](http://www.samaritans.org)  
Phone: 116 123 (Free, 24/7 helpline)
- **YoungMinds (Mental health support for young people):**  
Website: [www.youngminds.org.uk](http://www.youngminds.org.uk)  
Text: 85258 (Crisis text service)

These organisations offer free, confidential advice, and are available to support both young people and their families. If your child ever needs help or someone to talk to, please encourage them to reach out to one of these trusted services.

## Year 9

### 1. Online Blackmail and Sextortion

During this unit, we will discuss the serious risks associated with online blackmail and sextortion, helping students recognize the signs of these crimes and understand how to protect themselves online. The key areas we will focus on are:

- **Understanding Online Blackmail and Sextortion:**  
We will define online blackmail and sextortion, explaining how individuals may be manipulated or coerced into sharing intimate images or personal information, which is later used against them for blackmail or extortion. Students will learn the difference between blackmail and sextortion, and the potential harm caused by both.
- **How Online Blackmail and Sextortion Happen:**  
Students will be taught about the various ways in which online predators can exploit vulnerabilities. This includes using social media, dating apps, and other online platforms to manipulate young people into sharing compromising images, videos, or information. We will also address how these predators may threaten to share the material with friends, family, or the public if demands are not met.
- **Recognising Warning Signs:**  
We will help students identify signs that they or their peers might be at risk of online blackmail or sextortion. This includes understanding red flags like strangers making

inappropriate demands, threats of sharing personal content, or someone offering “too good to be true” attention or validation online.

- **What to Do If It Happens:**

It’s crucial that students understand what steps to take if they find themselves in a situation involving online blackmail or sextortion. We will stress the importance of reporting the incident to trusted adults, and how they can report such incidents to relevant authorities. We will also discuss the importance of **not engaging with the blackmailer** and **not deleting any messages or evidence** that could help in an investigation.

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## 2. Avenues for Help and Support in the UK

We want to ensure that both students and parents have access to appropriate resources and know where to turn if they or their child face online blackmail or sextortion. Below are some important support services and organizations that offer guidance, help, and intervention:

- **CEOP (Child Exploitation and Online Protection Centre):**

CEOP is a key part of the National Crime Agency, offering support to young people and parents affected by online exploitation and abuse.

Website: [www.ceop.police.uk](http://www.ceop.police.uk)

If you are worried about online abuse, you can report directly to CEOP using their "Report Abuse" button on their website.

- **Childline (for emotional support and advice on online safety):**

Childline offers confidential support to young people, including advice on sexting, online blackmail, and how to handle online exploitation.

Website: [www.childline.org.uk](http://www.childline.org.uk)

Phone: 0800 1111 (Free, confidential helpline)

- **The National Crime Agency (NCA) – Protecting Children Online:**

The NCA provides guidance on keeping children safe from online abuse and exploitation.

Website: [www.nationalcrimeagency.gov.uk](http://www.nationalcrimeagency.gov.uk)

- **Thinkuknow (for education on online safety and how to protect yourself from exploitation):**

Thinkuknow is an online safety education program provided by CEOP. It offers resources for both students and parents to understand how to stay safe online.

Website: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

- **The NSPCC (National Society for the Prevention of Cruelty to Children):**

The NSPCC provides support for children and young people dealing with online abuse, including sextortion.

Website: [www.nspcc.org.uk](http://www.nspcc.org.uk)

Phone: 0808 800 5000 (Helpline for children and parents)

**Internet Matters (for guidance on online safety and digital well-being):**

Website: [www.internetmatters.org](http://www.internetmatters.org)

This site provides advice and tips on how to protect children from online risks, including sexting and online exploitation.

# Year 11

## 1. Nitrous Oxide: Understanding the Risks and Legal Implications

In this unit, students will learn about **nitrous oxide** (often referred to as 'laughing gas')—what it is, how it is used, and its effects on the body. We will explore:

- **What Nitrous Oxide Is:** A medical gas commonly used in dentistry and for pain relief, as well as its illegal recreational use.
- **The Effects of Nitrous Oxide:** Both the short-term effects (such as dizziness, euphoria, and potential for injury) and long-term risks (including brain damage and addiction).
- **The Law:** The legal status of nitrous oxide in the UK, including its sale, possession, and misuse.
- **Emergency Situations:** How to identify and respond in case of an emergency involving nitrous oxide misuse, including what to do if someone experiences a medical emergency related to this substance.

If you have any concerns or would like to discuss this topic further, we encourage you to reach out for additional resources and support.

## 2. Sexual Harassment: Promoting Respect, Understanding, and Support

The second topic will address **sexual harassment**, focusing on raising awareness and fostering a respectful and safe environment. Students will explore:

- **What Constitutes Sexual Harassment:** A clear understanding of what behaviours, comments, or actions can be considered harassment, including physical, verbal, and online forms.
- **The Law:** Students will be educated about their legal rights and responsibilities related to sexual harassment, including the role of the Equality Act 2010 in protecting individuals from harassment.
- **The Impact of Sexual Harassment:** Discussing how harassment can affect individuals emotionally, psychologically, and socially, as well as the harmful effects of self-blame and victim-blaming.
- **The Role of the 'Active Bystander':** How students can support others who may be experiencing harassment, how to safely intervene, and where to seek help.

We aim to create a supportive and safe space where students can ask questions, discuss concerns, and learn strategies to prevent and address harassment.

## Further Support and Resources

We understand that some of these topics may be sensitive or difficult to discuss, and we want to ensure that every student feels supported. If you would like additional resources,

guidance, or if your child has any concerns, please do not hesitate to contact us. Below are some avenues of support available:

**1. Ruth** (our family liaison worker)

**2. North Tyneside Council - Safer Communities**

North Tyneside's Safer Communities team offers support for those experiencing sexual harassment, abuse, or violence. They provide a variety of services, including advocacy, advice, and referrals to appropriate support services.

- Website: [North Tyneside Safer Communities](#)
- Contact Information: For local support or inquiries, you can contact the council directly through their website or reach out to their Safer Communities team for guidance on available services.

**3. The Newcastle and North Tyneside Domestic Violence and Abuse Support Services**

This service provides confidential support for victims of domestic violence and sexual abuse, including sexual harassment. They can offer advocacy, support in making reports to the police, and help accessing emergency accommodation and legal advice.

- Phone Number: 0191 277 1600 (for advice and referrals)
- Website: Newcastle Domestic Violence Support

**4. Barnardo's - North East Sexual Exploitation Team**

Barnardo's offers support for young people who have been victims of sexual exploitation or harassment. They provide one-on-one support and are experienced in working with young people and their families to manage and recover from such experiences.

- Contact: [Barnardo's North East](#)
- Phone: 0800 1111 (Childline) – A free helpline that provides support for young people experiencing abuse or harassment.

**5. The Key (North Tyneside)**

The Key is a youth service that provides confidential support, advice, and advocacy for young people in North Tyneside. They can offer support around issues like sexual harassment, relationships, and staying safe.

- Phone: 0191 200 8699
- Website: [The Key Youth Service](#)

**6. National Helplines and Support:**

There are also several national helplines that provide support and guidance for young people, parents, and educators on issues related to sexual harassment:

- **Childline (Free confidential helpline for young people, available 24/7)**
  - Phone Number: 0800 1111
  - Website: [Childline](#)

- **NSPCC (Support for parents, children, and families dealing with abuse, including sexual harassment)**
  - Phone Number: 0808 800 5000
  - Website: [NSPCC](#)

#### **7. Northumbria Police - Sexual Offences Unit**

For any urgent cases of sexual harassment, the Northumbria Police Sexual Offences Unit can provide immediate advice, support, and intervention. They are dedicated to supporting victims and investigating cases of sexual harassment, abuse, or exploitation.

- Phone: 101 (Non-emergency)
- Emergency: 999 (If the situation is urgent or ongoing)

#### **8. North Tyneside Parents' Support and Resources:**

- Family Lives: A national charity offering advice and support for parents dealing with issues such as sexual harassment or abuse. They provide guidance on how to support children through difficult conversations and situations.
  - **Website:** [Family Lives](#)
- North Tyneside Parent Support: The local authority provides resources for parents on how to support children with various issues, including harassment and mental health.
  - **Website:** [North Tyneside Parent Support](#)