





Matrix of activities:

An overview of what to expect







Film	Key issues	Activities
<p>1. “Gone too far”</p> 	<p>Cyberbullying with an LGB&T focus</p> 	<p>Starter * Film * Discussion *</p> <p>Follow up activities: A: Role-play: What happens next? B: Triangle 6 * C: Moral thermometer *</p> <p>Plenary</p> <p> 20 mins</p> <p> 10 mins each</p>

PSHE Association Programme of Study

Core theme 2: Relationships

Pupils should have the opportunity to learn:

- 26. about the unacceptability of sexist, homophobic, transphobic and disablist language and behaviour, the need to challenge it and how to do so
- 27. to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, exploitation and trafficking) and have the skills and strategies to manage being targeted or witnessing others being targeted
- 28. the support services available should they feel or believe others feel they are being abused and how to access them
- 34. the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)

Film	Key issues	Activities
<p>2. “Just send it”</p> 	<p>Sexting, consequences and the law</p> 	<p>Starter Film Discussion</p> <p>Follow up activities: A: How to help Abi: text response B: Quiz about the law C: Moral compass – challenging different viewpoints *</p> <p>Plenary</p> <p> 20 mins</p> <p> 5–15 mins each</p>

PSHE association curriculum links

Core theme 2: Relationships

Pupils should have the opportunity to learn:

- 6. the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships
- 18. that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'; that the seeker of consent is responsible for ensuring that consent has been given and if not given or withdrawn, that decision should always be respected.
- 19. to learn the law in relation to consent
- 29. to recognise peer pressure and have strategies to manage it
- 34. the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)

Film

Key issues

Activities

3. "Back me up"



Peer pressure and resolving conflict with a focus on the role of the bystander



Starter *

Film *

Discussion *

 20 mins

Follow up activities:

A: What is a good friend? *

B: What would you do quiz? *

C: What advice would you give?

Poster campaign *

 10 mins each

Plenary

PSHE association curriculum links

Core theme 1: Health and wellbeing

23: to recognise and manage different influences on their decisions about the use of substances (including clarifying and challenging their own perceptions values and beliefs) including managing peer influence

Core theme 2: Relationships

Pupils should have the opportunity to learn:

1. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)

29. to recognise peer pressure and have strategies to manage it

34. the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)

Film

Key issues

Activities

4. Talking Heads



Self-esteem in relation to the use of social media



Starter *

Film

Discussion

 15 mins

Follow up activities:

A: Can you guess from the profile picture? – is everything what it seems online?

B: How can you help?

C: How to boost self-esteem discussion *

 10-15 mins each

Plenary

PSHE association curriculum links

Core theme 1: Health and wellbeing

1. to recognise their personal strengths and how this affects their self-confidence and self-esteem

2. to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem

16. how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self