unifrog

Year 8 PSHE 2026-2027
Key lesson information

Unifrog's PSHE curriculum

Unifrog's PSHE lesson pack has been designed to meet the following:

- Department for Education's statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education

- PSHE Association's Key Stage 3, Key Stage 4, and Key Stage 5 learning objectives

Challenging gender stereotypes

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Describe what gender stereotypes/gender roles are • Explain the impact of gender stereotypes on behaviours and aspirations • Outline ways to challenge gender stereotypes and support people who do not conform to them
Main student tasks	1. Distinguish between facts and stereotypes 2. Identify and reflect on society's gender norms and stereotypes 3. Analyse the impact of gender stereotypes on aspirations, relationships, and abuse 4. Suggest practical ways to challenge gender stereotypes in relation to a scenario
Keywords	Sex, gender stereotype, gender role, prejudice, discrimination

Sexuality and attraction: an introduction

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Explain that sexuality is diverse • Explain why coming out to people can be difficult • Explain how we can support people who have shared their sexual orientation and be a good ally
Main student tasks	1. Decide whether statements about allyship are true or false 2. Define sexuality key terms and discuss their use 3. Read a conversation about sexuality and sexual orientation and reflect on why it might have been challenging 4. Generate ideas for how to support others coming out 5. Write a phone conversation to practise showing support when a friend comes out
Keywords	Sexuality, sexual orientation, sexual attraction, ally, allyship

Consent: what is it and why is it essential?

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Define consent as something that is freely given by someone with the capacity to make that decision • Recognise scenarios that are consensual and non-consensual, using the legal definition of consent and verbal/non-verbal cues • State where a victim of sexual violence could go for support and why there are barriers to this support for some people • Respond appropriately to a partner not giving consent for sexual activity
Main student tasks	1. Identify the signs that someone is giving or not giving consent 2. Identify whether the scenes provided are consensual or not using the definition of consent 3. List where victims of sexual violence can find support 4. Identify appropriate responses to someone not giving consent
Keywords	Consent, sex, sexual violence, sexual pressure

Mental health: talking about our emotions

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Identify a range of emotions accurately and sensitively, using appropriate vocabulary • Explain how different emotions make us think and feel • Recognise the link between language and mental health stigma
Main student tasks	1. Read four examples of mental health stigma, explain why they're unhelpful, and identify how to challenge stigma 2. Match a range of positive and negative emotions to photos 3. Write how each emotion can affect our mind and body 4. Identify what emotion is taking place in a range of scenarios and decide how the person could communicate their feelings 5. Compare different sources of support for mental health issues
Keywords	Emotions, mental health, mental illness, mental wellbeing, health.

Self-esteem and confidence

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Describe their personal strengths and qualities and explain the benefits of identifying them • Identify external factors which might affect our confidence and self esteem in either a positive or a negative way • Evaluate thoughts by looking at how closely they match reality and assessing their potential impact on health and wellbeing • Explain the impact of making affirmations on confidence levels
Main student tasks	1. Identify personal strengths and qualities 2. Explore the benefits of naming our personal strengths 3. List external factors that might boost or knock confidence 4. Read a case study and evaluate a character's thoughts and decisions, before coming up with some affirmations the character could use 5. Differentiate between thoughts and feelings 6. Select a favourite quote about being yourself and explain why
Keywords	Confidence, self esteem, affirmations, mental health, wellbeing

Addictive substances: alcohol

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of this lesson, students should be able to: • Explain the physical and psychological long-term risks of alcohol use. • Identify different types of peer pressure. • Apply strategies to manage peer pressure safely and confidently.
Main student tasks	1. Decide if statements about alcohol consumption are true or false 2. Guess how many units of alcohol are in each drink 3. Read scenarios about people's experience with drinking alcohol in excess 4. Identify the risks associated with people's experience with drinking alcohol in excess 5. Identify different types of peer pressure
Keywords	Alcohol, drinking, substances, addiction.

Healthy lifestyles: exercising for physical and mental wellbeing

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Explain the benefits of physical activity and exercise for physical and mental health and wellbeing • Recognise and manage what influences choices about physical activity
Main student tasks	1. Explain which three 'wishes' they'd choose and why 2. Identify the benefits of regular exercise 3. List three activities they could do that would stimulate serotonin, endorphins and dopamine 4. Examine worldwide statistics about exercise. 5. Discuss opinions about exercise. 6. Use the information they've learned to encourage someone to overcome a barrier to exercise
Keywords	Exercise, wellbeing, hormones, serotonin, endorphins, dopamine

Healthy lifestyles: taking responsibility for your physical health

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Explain the importance of taking increased responsibility for their own physical health • Explain the importance of personal hygiene, dental health, sun safety, and good quality sleep for good health • Identify the strategies which may help them to gain more control over their physical health
Main student tasks	1. Think about the different people who keep us healthy 2. Identify how caregivers cared for your physical health as a baby 3. Identify which of these tasks are now your responsibility 4. Evaluate how effectively you take responsibility for these tasks 5. Analyse changes in sleep patterns over time 6. Identify the barriers to not taking more responsibility 7. Plan methods of overcoming barriers 8. Explore how to take more responsibility
Keywords	Health, healthy, physical health, personal health, good health.

Managing risk: looking after your personal safety

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Identify risks to their personal safety • Explain ways of reducing risks to their personal safety • Describe how to assess risks using the 3 A's
Main student tasks	1. List risky behaviours 2. Explain how to minimise risks 3. Identify risky behaviour in different scenarios 4. Apply the 3 As to risky scenarios 5. Practice using the 3 As in an everyday situation
Keywords	Risk, risk taking, personal safety, safety, being safe, managing risk.

Gambling: the facts

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Describe what influences people to gamble • Explain strategies to manage the pressure of gambling • Explain strategies to gamble in a safer way • Recognise the negative consequences of problem gambling
Main student tasks	1. Discuss a scenario about gambling 2. Create a mind-map to explore the different types of gambling 3. Answer quiz questions about gambling 4. Identify influences and explain how to manage these influences within a series of gambling scenarios 5. Categorise examples of negative consequences of gambling and name some warning signs of problem gambling 6. Design a campaign about risks of gambling and advice 7. Offer advice to friends in scenarios about getting help
Keywords	Gambling, problem gambling, addiction, chance-based transaction

Overcoming conflict and finding forgiveness

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Define what forgiveness means to them • Outline some positive consequences of forgiveness • Explain the process of forgiveness, including the importance of emotional forgiveness
Main student tasks	1. Compare definitions of what forgiveness means 2. Discuss questions about the relevance and value of forgiveness 3. Compare decisional and emotional forgiveness 4. Explore the process of forgiveness using a scenario 5. Reflect on the importance of self-forgiveness and provide someone with advice about how to self-forgive
Keywords	Conflict, forgiveness, perspectives, relationships, communication

Spotting unhealthy and abusive relationships

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Define different types of abuse • Identify the warning signs in unhealthy or abusive relationships • Explain how to approach a friend who is demonstrating warning signs of abuse
Main student tasks	1. List healthy and unhealthy characteristics of relationships 2. Match examples of abuse with their definition 3. Identify warning signs of abuse 4. Evaluate scenarios to identify how to respond to a friend experiencing abuse
Keywords	Abuse, abusive relationships, relationships.

Harmful relationship behaviours: recognising the signs

Coming soon

Media literacy: interpreting information online

Key lesson information	
Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Explain how the online world is similar to or different from the physical world • Describe the dangers of overuse of social media • Use strategies to assess the reliability and accuracy of online information
Main student tasks	1. Compare the online world with the physical world, describing similarities and differences 2. Explore the power of anonymity online 3. Discuss facts and opinions about social media 4. Examine how online content can alter our views and how sources can be assessed for accuracy and reliability
Keywords	Online safety, internet, social media, FOMO, wellbeing, mental health, reliability, accuracy, posts.

Media literacy: data, advertising, and persuasive design

Coming soon