



Title: Introduction to Relationships sexually

DATE:

Ready to Learn Reminders

- Sit in the seating plan.
- Take your coat/hat/scarf off.
- Get equipment out (including green pen).
- Write title, date, subheading and underline – keep your book beautiful!
- Complete DNA in silence.



Do Now Activity

Retrieval

Practice

Starter

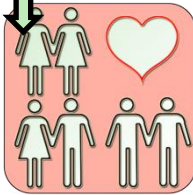


CORE THEME
UNIT & TITLE

RELATIONSHIPS
& SEX EDUCATION

FRIENDSHIPS
RESPECT
& RELATIONSHIPS

Monday, 19 February
2024



Relationships and Sex Education



LEARNING
OUTCOMES

Knowledge, Skills & Actions

To understand the core aims of RSE in secondary schools.

To understand how physical touch may be different in a sexual relationship to any other relationship

To explore what a healthy relationship might look like

New Vocabulary
Consent, Conflict, Unhealthy, Abusive, Relationship, Compulsory, Resilience, Boundaries

Differences	Emotion	Gender	Transphobia
Human Rights	Pregnancy	Ableism	Homophobia
Social Justice	Love	Sexual Violence	Contraception
STD	Respect	Sexuality	Sex
Activism	Biphobia	E-Safety	Cyber-sexual Harassment
Inclusivity	Responsibilities	Relationships	



3 Minutes



STARTER
ACTIVITY

Define three of the words you can see above.
Write down three words you don't know yet.
What is the point of RSE?

EFFECTIVE GROUND RULES

CREATIVE CURRICULUM

PSHE

EFFECTIVE GROUND RULES

CREATIVE CURRICULUM

Show respect

- By listening
- Not interrupting
- Only 1 person talking at a time

Be open and honest but **no personal comments** – Discussions will be about **'general situations'**

Don't make assumptions about people's values, attitudes, behaviours, life experiences or feelings

You don't have to say things about yourself if you don't want to (**You have the right to pass**)

PSHE CLASSROOM RULES DEALING WITH SENSITIVE TOPICS

There are **no stupid questions**. A question box for anonymous Questions

It's OK to get things wrong

SAFEGUARDING YOUR WELFARE & HAVING YOUR INTERESTS AT HEART

Have a **non-judgemental approach**. No put downs and challenge the opinion not the person

Enjoy the lesson, Challenge your perceptions and **understand how to seek further advice and support**

Use the agreed appropriate Language (**Avoid slang terms**)

Don't show the fact you are embarrassed through silliness

Conversations stay in the room unless it is a **safeguarding issue**



Introduction to RSE



ASSESSMENT FOR LEARNING

BASELINE CONFIDENCE CHECKER



BEFORE THE LEARNING	1	2	3	4	5	6	7	8	9	10
	NOT CONFIDENT				CONFIDENT				VERY CONFIDENT	
I know what good Relationships and Sex Education is										
I am able to give good relationship advice to others										
I can identify a range of rights that should be respected in a relationship										



Complete a baseline assessment of where you think you are at for this lesson
(Discussion or complete sheet)

2 Minutes



←

	I'm not confident at all		I'm getting more confidence		Confident		Very confident		Super confident
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PAIR & SHARE

THOUGHTS & FEELINGS

DID?

MIGHT?

COULD?

CAN? / WILL?

IS? DOES?

SECOND

HOW?

WHAT?

WHERE?

WHO?

WHY?

FIRST



Using the grid above come up with three questions about the image

2 Minutes





Discussion topics



Is there a difference between linking and going out?

Does a BF/ GF get in the way with education and keeping up with friends?

Why do a lot of young couples split up?
What makes a relationship last?

What sort of things can young people be pressured into?

Is it OK to date older people?
Why?

Make up a relevant discussion topic

WHAT TO TEACH?

Primary School

YEAR 7

SIXTH FORM

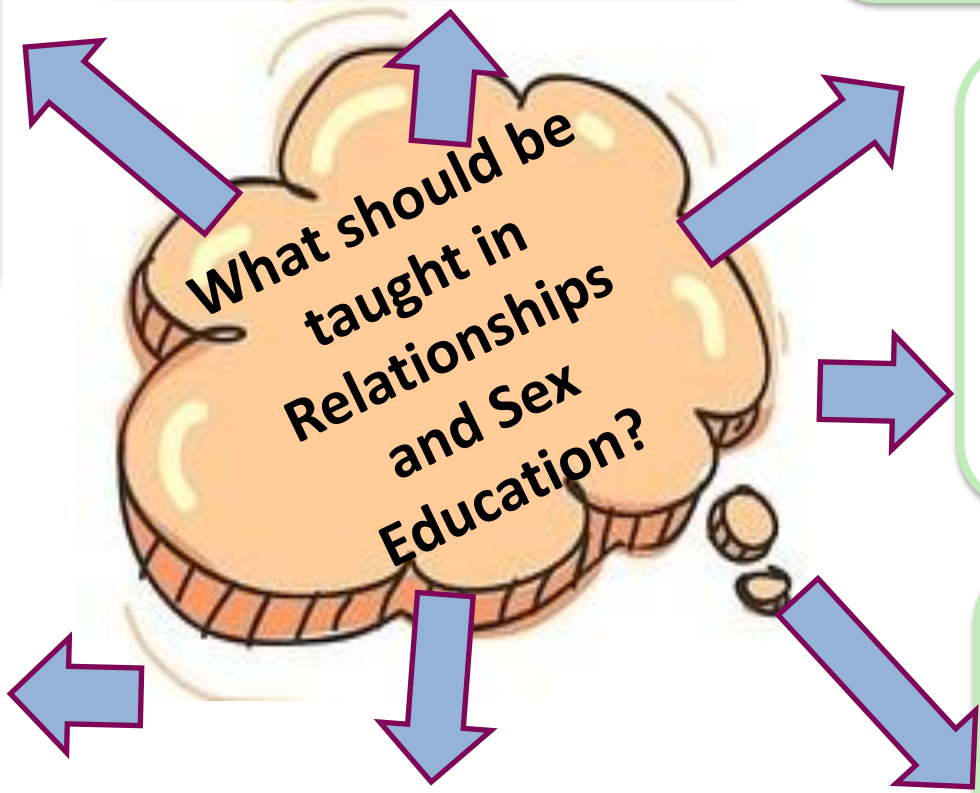
YEAR 8

YEAR 11

What should be taught in Relationships and Sex Education?

YEAR 9

YEAR 10



Core Aims for Young People for Relationships and Sex Education in Secondary Schools

- ✓ Respect and understanding of **consent**
- ✓ **Understanding** of anatomy, physiology, dysfunction, fertility and sexual response
- ✓ Ability to maintain safety (legally, physically and emotionally)
- ✓ Understand how to build, maintain and **negotiate healthy relationships**
- ✓ Openness to exploring sexuality, gaining knowledge and asking for help as part of life-long learning
- ✓ **Celebrate sexuality**, pleasure and the joy of sexual relationships
- ✓ Understand own values/beliefs and how they impact on decision-making and behaviour
- ✓ Ability to comprehend, establish and **respect boundaries**
- ✓ Developing personal skills
- ✓ **Build resilience** to be able to manage any unwanted outcomes
- ✓ Having an awareness of the diversity of sexual behaviour throughout the lifespan
- ✓ Understanding of varying gender roles in cultures and societies
- ✓ Appreciation of the diversity of sexual orientation and gender identities
- ✓ Applying **critical analysis** to media representations
- ✓ Developing a **positive attitude** to own concept of self



“Most children feel comfortable talking about puberty and relationships and or sex with their parents/guardians”

Talking points

- I think that ...
- I don't think... is right because...
- My opinion is...
- I would argue the same because...
- I disagree with... because
- Building on what
- An alternate way of looking at this is...
- I sort of agree, however....
- In my view...
- I would challenge what... said because ...

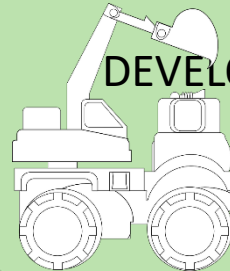
AGREE



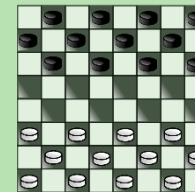
DISAGREE



DEVELOP



CHALLENGE



ALTERNATE
IDEA





There are differences between a sexual relationship and any other type of relationship in the way people touch each other and feel about each other.

Q. How do different people physically show they care for each other?

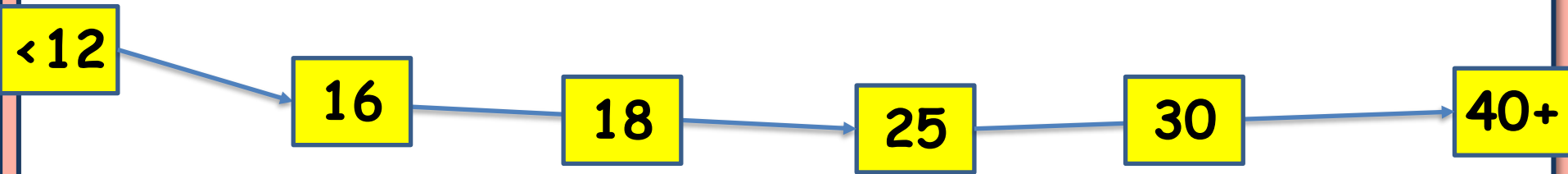
Task 1 - How do these people show they care for each other?

- Two adults who are married
- Two 17 year olds who fancy each other
- A grandparent and their grandchildren
- A young woman and her bestie
- An employer and their employee
- Mother and daughter
- Two 14 year olds who are just good friends – consider two girls and two boys

Task 2: Split into 5 teams and write one of the statements below in the centre of the paper

- ✓ Is there a difference between sexual intimate touching and non-sexual touching?
- ✓ Why is it important to consent to sexual touching and feeling good about being physically close to someone?
- ✓ Do girls/boys, men/women show their feelings in different ways?
- ✓ Are there any differences for same sex couples?
- ✓ Are there any differences for different cultures?

DO WHAT WHEN? (AGE)



Buy a property

Having consensual sex

Have children

First proper relationship

Fall in love

Go on a romantic date

Touching someone else's genitals

Move in with a partner

Get married

First Kiss

First Boyfriend / Girlfriend

What other important events might happen during your life related to your relationships
e.g go on holiday together

Relationships

A GOOD RELATIONSHIP

Draw, write down and create an image of what a successful relationship looks like and feels like.

WHAT IS LOVE

Draw, write down and create an images that represent love and what it feels like to be in love.

A BAD RELATIONSHIP

Draw, write down and create an image of what a bad relationship looks like and feels like. E.g feeling trapped, violence, cheating

TEENAGE LIFE

Draw, write down and create an image of what you might be like as a teenager (interests hobbies, emotional changes)

CONFLICT RESOLUTION

Demonstrate different areas of conflict that might occur within a family (Conflict triggers include - voice, Intent, body language)

CONSENT

Draw, write down and create images of things people associate with consent

Can you give good advice?

Jade

I'm having arguments with my parents all the time because they won't let me stay out late at night. What can I do? (Age 14)

Khobir

I've started having wet dreams but I don't want my mum to know. What should I do? (Age 13)

Jack

All my friends seem to fancy girls but I think I might fancy boys. What can I do? (Age 15)

Natalie

I'd like to go out with a boy in my class but he might not want to go out with me. I don't know what to do? (Age 15)

Mizbah

My breasts are not growing at all and the other girls in my class are all wearing bras now. Am I normal? (Age 13)

Jordan

I don't feel like playing with my friends anymore I just stay in my room at weekends. What's happening to me? (Age 13)

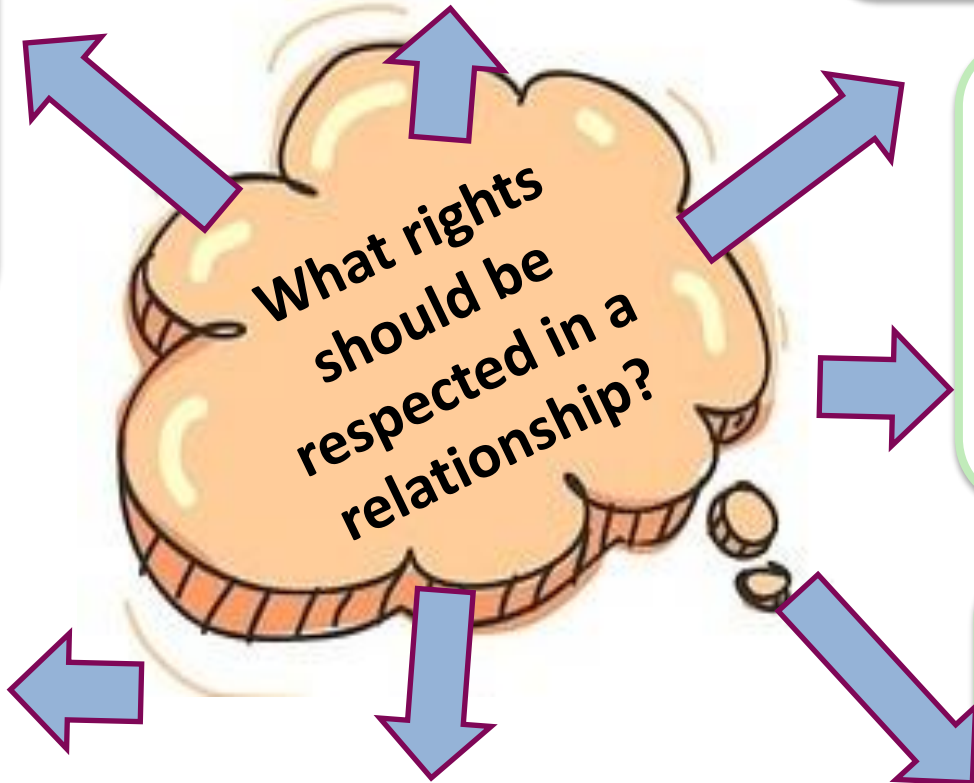
How do they feel? Why? What advice can you give them to help reassure them

Write a reply starting with Dear.....

(Try and do at least 2)

Respect

What rights should be respected in a relationship?





“Sex and Relationships education should be taught by parents and not in school. The government is wrong to make it compulsory”

Talking points

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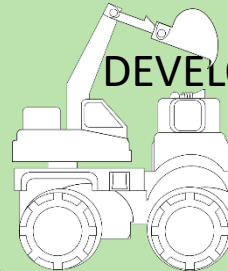
AGREE



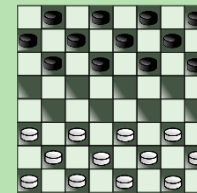
DISAGREE



DEVELOP



CHALLENGE



ALTERNATE
IDEA



LEARNING OUTCOMES



STOP!



Let us review our learning outcomes for this lesson
Knowledge, Skills & Actions

PAIR &
 SHARE

ASSESSMENT
 FOR LEARNING

Confidence Checker



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Complete the confidence checker of where you think you are at for this lesson (Discussion or complete sheet)



3 Minutes



I'm not confident at all



I'm getting more confidence



Confident



Very confident



Super confident

IMPORTANT INFORMATION

SEEKING SUPPORT

Enjoy the lesson, Challenge your perceptions and understand how to seek further advice and support

IMPORTANT INFORMATION



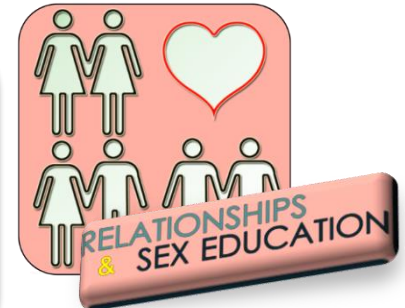
FOR MORE INFORMATION ABOUT THE TOPICS COVERED IN THIS UNIT WE WOULD ADVISE ONE OF THE BELOW:

SPEAK TO YOUR PARENTS/GUARDIANS OR HEAD OF YEAR, TRUSTED ADULT OR FRIEND IF YOU HAVE ANY CONCERNS ABOUT YOURSELF OR SOMEONE YOU KNOW - IT IS ALWAYS IMPORTANT TO TELL SOMEONE!

SUBMIT ANNONYMOUS QUESTION TO <https://riseabove.org.uk/wall/>
VISIT THE BROOKE WEBSITE <https://www.brook.org.uk/> FOR ADDITIONAL SUPPORT ON SEXUAL HEALTH AND WELLBEING FOR UNDER 25s

SPECIFIC FURTHER INFORMATION ON THIS TOPIC CAN BE FOUND HERE:

- ❑ <https://www.nhs.uk/live-well/sexual-health/stages-of-puberty-what-happens-to-boys-and-girls/> NHS
- ❑ <https://www.childline.org.uk> Has support for Puberty - Boys & Girls
- ❑ <https://kidshealth.org/#cattake-care> Information on a variety of topics
- ❑ <https://www.brook.org.uk/your-life/puberty/> Brook Health lives for young people



2 Minutes



SIGNPOSTING
SUPPORT

HELP & SUPPORT
SERVICES

FURTHER
INFORMATION

REFLECTION PLENARY

I know if I need further support or help I could speak to.... or contact...

Before I could/would say and do ... but now I feel I am able to say

Before I only knew ... now I also know ...

I supported others by...

One thing I didn't realise was... now I know that...

The key words for this lesson are...

I always knew ... but now I can see how it connects to...

The most important thing I have learnt today is...

I'm really proud of the way I have...

I used to feel ... but I now feel ..

I would like to learn...

A question I would like to ask is...

Before I thought that ... but now I realise..

One assumption of mine that was challenged was...

Today I have tried to...

Next lesson I would like to..

Before I would have done... Now I will ...

Before I would have said ... but now I will say...

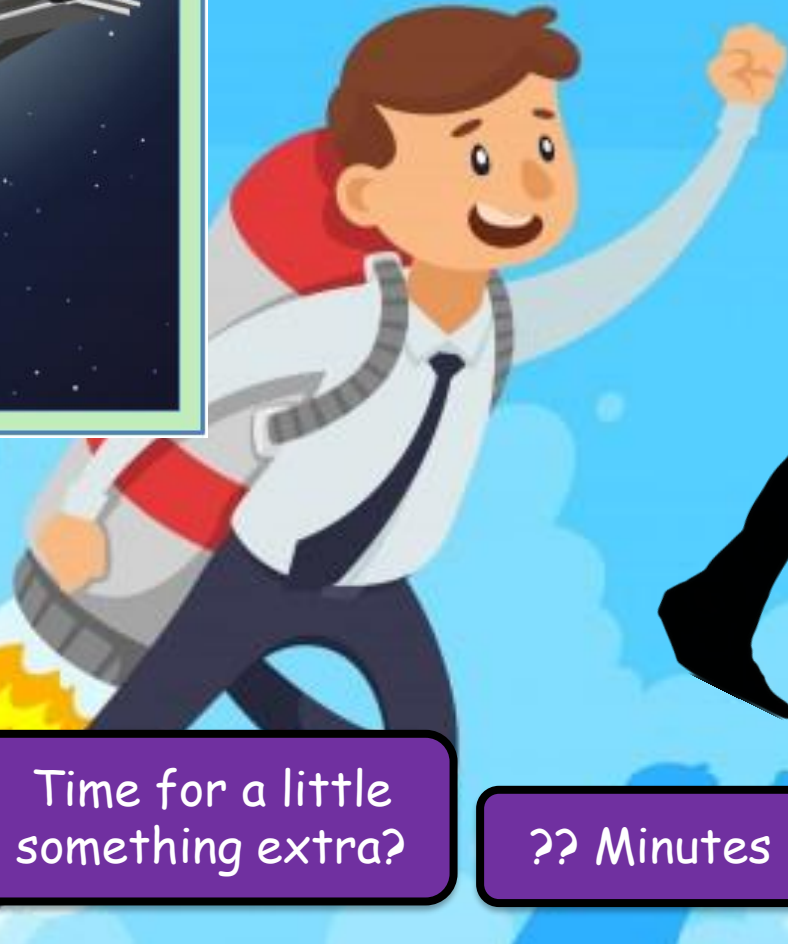
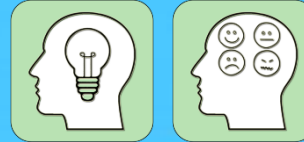
A problem I overcame today was...

2 Minutes



REFER TO MINDFULNESS

➤➤➤ POWERPOINT



Time for a little something extra?

?? Minutes

