

Edward Peake C of E VC Middle School

PSHCE Planning



Subject: PSHCE	Unit: Relationships / Health & Wellbeing	Term/Duration: Summer 2 / 7 Weeks	Year Group: 7
<p>Healthy Relationships</p> <ul style="list-style-type: none"> About different types of relationships and the qualities and behaviours associated with positive relationships About media stereotypes and their effect on relationship expectations How to manage expectations for romantic relationships How to manage strong feelings in relationships How to identify unhealthy relationships and seek support when necessary About the concept of consent How to seek and give/not give consent in a variety of contexts <p>Growing & Changing – Puberty, Conception & Reproduction</p> <ul style="list-style-type: none"> Consolidation and reinforcement of KS2 puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence Explore how puberty enables reproduction (RSE) <p>PoS: R1, R2, R5, R9, R10, R11, R14, R16, R18, R26, R27, R37, R39, L21, L25, H5, H7, H9, H19</p>		<p>Key Vocabulary Relationship, romantic relationship, intimate relationship, healthy, unhealthy, assertive, controlling, compliant, submissive, passive, aggressive</p> <p>Consent, choice, freedom, capacity, age of consent</p> <p>Positive, negative, emotions, feelings, recognising, gaming, appropriate</p> <p>BBFC, media, expectations, healthy relationships, realistic, influence</p> <p>Puberty, hormones, desire, emotional, angry, insecurity, pain, acne, body conscious, pituitary gland, prefrontal cortex</p>	
<p>By the end of this unit...</p> <p>All pupils should be able to:</p> <ul style="list-style-type: none"> identify healthy and unhealthy relationship behaviours explain what consent means, both legally and ethically, and why it is so important identify signs of when someone is consenting and when they are not identify what a positive emotion is identify what negative emotions are and how to cope with them identify differences between off-screen and on-screen relationships describe the physical and emotional changes that occur during puberty describe at least two myths and two facts related to puberty and sexuality 			

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Most pupils will be able to:

- describe the consequences of different relationship communication styles
- demonstrate active listening and assertiveness skills
- describe how consent is sought, given and not given in a healthy relationship
- recognise potential risks when gaming online
- explain possible influences on relationship expectations
- identify ways of managing the changes that occur during puberty
- explain where to seek advice and support about the changes that occur during puberty
- identify at least one thing I am excited about and one thing I am anxious about when it comes to puberty and growing up

Some pupils will be able to:

- give reasons why most young people do not have sex until after they have passed the age of consent
- evaluate reasons why and how representation of relationships on-screen are different to off-screen ones

	Learning Objectives	Content	Resources /Health and Safety	Success Criteria
1	LO: To learn to express our opinions to inform curriculum planning	<p>Re-visit Ground Rules:</p> <p>Openness: We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.</p> <p>Keep the conversation in the room: We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.</p> <p>Non-judgmental approach: It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.</p> <p>Right to pass: Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.</p> <p>Make no assumptions: We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.</p> <p>Using appropriate language: We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.</p> <p>Asking questions: We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone.</p> <p>Seeking help and advice: If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.</p>	<p>Ask It Basket</p> <p>PSHE Association: Gathering students' views on RSHE</p> <p>Flip chart paper</p> <p>Resource 1: top ten card sort</p> <p>Resource 2: class tally chart</p> <p>Student questionnaire</p>	<p>I can explain the purpose of PSHCE education, including Relationships and Sex education (RSE) and Health education</p> <p>I can make thoughtful and meaningful suggestions about the ways in which PSHCE education could be improved in our school</p> <p>I can prioritise the RSE and Health education content and other topics within PSHCE education that I</p>

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	<p>Starter: Establish or reinforce existing ground rules. Add or emphasise any ground rules that are especially relevant to this lesson, such as listening respectfully to each other and commenting on what was said, not the person who said it.</p> <p>Introduce the lesson, sharing the learning objective and outcomes. Explain that most of PSHE education is now compulsory (namely Relationships and Sex education (RSE) and Health education) but that the rest of PSHCE education (such as careers education and economic wellbeing) is not. This lesson gives pupils the opportunity to share their ideas and opinions on PSHE education generally to ensure that the programme meets their needs and priorities and also specifically on Relationships, Sex and Health education, to support your implementation of the statutory requirements.</p> <p><u>Baseline Assessment activity</u> Ask pupils to work in small groups to respond to the three sentence starters: 1. PSHE education is the school subject that teaches young people about.... 2. PSHE education is the school subject that teaches young people how to... 3. PSHE education is the school subject which teaches young people to be...</p> <p>These questions could be written on the centre of flipchart paper stuck up around the room as graffiti walls, or pupils could write their ideas down in small groups, or it could form part of a whole class discussion, recording pupils' ideas on the board.</p> <p>It may be helpful to highlight the three core themes of PSHE education as set out in the PSHE Association Programme of Study: Health and Wellbeing, Relationships and Living in the Wider World.</p> <p>Main: <u>Activity 1: Our priorities</u> Hand pupils Resource 1: Top ten card sort which lists ten broad topic areas within PSHE education. Ask them to work in small groups of three or four to order these based on which they think are most important to learn about in PSHE education.</p>	<p>consider to be most important</p>
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*During this activity, circulate between the groups, or select a class representative to do so, and complete **Resource 2: Class tally chart** to record the order that each group has decided for their priorities. This will inform your future planning.*

Challenge:

Ask pupils to note down in their groups if there are other challenges and opportunities that young people face now and in the future that they would benefit from being taught about.

Collect these in and summarise on page 2 of the tally sheet.

Activity 2: Shout it out (optional)

If time allows, ask each group to select a pupil to be their spokesperson, who will speak for 60 seconds to explain which topic they have chosen as their top priority for PSHE education, and why they chose this.

Give each spokesperson their 60 seconds to convince the rest of the class about their chosen 'top' priority.

Activity 3: Relationships, Sex and Health Education

Ask pupils in pairs or small groups to create a mind map focusing on the questions:

- What do you think young people need to learn in order to have healthy and happy relationships, including intimate/sexual relationships in the future?
- What do you think young people need to learn in order to stay physically and mentally healthy and safe, now and in the future?

Take feedback from the class and create a group mind map on the board.

You could take a photo of the class mind map to inform your own planning of relationships and sex education topics.

Activity 4: In charge for a year

Ask pupils to imagine that they could be in charge of PSHE education in their school for a year, and that they have unlimited money and time to do whatever they wanted to improve the subject in the school.

Pupils should create a list or mind map in pairs of all the things that they would change.

Activity 5: Creativity activity (optional)

Once pupils have discussed their ideas, ask them to create a poster, or write a letter to the Head teacher explaining what they would change and why.

Plenary:

Exit card

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		<p>Ask pupils to consider one wish they have for PSHCE education for the future; thinking about something they hope the next generation of pupils can be taught. They should write their wish on a post-it note or blank postcard using one of the sentence starters: "One wish I have for the future of PSHE education is..." "If I could improve one thing about PSHE education, it would be..."</p> <p><u>KS3 Pupil Survey</u> Ask pupils to complete the survey Hand in completed ones to DH</p>		
2	<p>LO: To learn about the qualities of healthy and unhealthy relationships</p>	<p>Re-visit Ground Rules:</p> <p>Starter: <u>Diamond 9</u> Ask pupils to consider which of the rights in relationships are most important to them. Hand out Resource D: Diamond 9 to small groups of 2 or 3, and ask pupils to prioritise the cards focusing on which rights they think are the most to the least important. The most important reason should be at the top of the diamond and the least important reason at the bottom of the diamond shape.</p> <p>Remind pupils that although these lessons focus on romantic and intimate relationships, all relationships have to be worked at and all relationships should be healthy and positive.</p> <p>For those pupils who may need further support: Pupils could organise a Diamond 5 card sort.</p> <p>For those pupils who may need further challenge: Hand pupils a set of blank cards and ask them to create and prioritise their own set of rights. During feedback, compare the ideas they have suggested with the existing cards; how similar / different are they?</p> <p>Once complete, ask pupils to annotate their diamond or discuss the related responsibilities which go with each right. For example, the right to say no means that you have the responsibility to stop/not do something if a person is not consenting.</p> <p>Main: <u>Activity 1: Communications Styles</u></p>	<p>Ask It Basket</p> <p>MEDWAY Year 7 Lesson 2: Healthy and Unhealthy Relationships</p> <p>Y7 L2 Healthy Relationships PowerPoint</p> <p>Y7 L2 Resource D - Diamond 9 (1 set between 2-3 students)</p> <p>Y7 L2 Resource E – Scenario Quiz (1 per pair)</p> <p>Traffic light cards (either an oblong piece of black card</p>	<p>I can identify healthy and unhealthy relationship behaviours</p> <p>I can describe the consequences of different relationship communication styles</p> <p>I can demonstrate active listening and assertiveness skills</p>

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	<p>Share the magazine-style quiz handout (Resource E) which asks young people to give advice in different situations as a way to outline the differences between different styles of communication, and the resultant consequences of using each style.</p> <p>Take time to unpick the different response styles and reassure pupils that there is no one right way to manage conflict but there are usually unhelpful consequences attached to the use of aggression, in particular.</p> <p>Hold a class discussion to answer the additional questions provided.</p> <p>Clarify that there are times when it would not be safe to be assertive e.g. if a person is under the influence of drugs or alcohol or they are in a physically vulnerable situation.</p> <p>Activity 2: Traffic Lights</p> <p>Give each person a set of traffic light cards (see resources).</p> <p>Explain that green represents supportive behaviour, red is for a less healthy, perhaps controlling behaviour and orange is for 'it depends'.</p> <p>Using the PowerPoint, read the behaviour and ask the class to vote using the traffic light cards.</p> <p>Discuss the answers that emerge. Tease out that, in some cases, it is sometimes difficult to be precise on what level of behaviour is not okay as everyone has a different 'line' on what is okay for them.</p> <p>For example, it is difficult to find the line between messaging in an attentive way versus being overly 'clingy'. However, there are some behaviours which are controlling and are not okay e.g. putting a person down in public.</p> <p>Plenary:</p> <p><u>Demonstrate Learning</u></p> <p>Ask pupils to work in pairs (or 3's) to demonstrate the different communication styles considered earlier in the lesson.</p> <p>They should select a scenario (or create their own) and provide different possible responses to each, based on the different communication styles.</p> <p>Their partner should demonstrate active listening skills by listening carefully to each response and should then identify which is the best and why.</p> <p>Circulate to monitor pupil progress.</p> <p><u>Signposting further support</u></p> <p>Ensure pupils are aware of the information and support available on sex and relationships issues: a friend, teacher, parent, school nurse, GP.</p> <p>Highlight local and national services, such as:</p>	<p>folded into three, with a red, orange and green circle on each section so it appears like a "traffic light" and is foldable so students can hold up one colour at a time.</p> <p>Or give each pupil 3 squares of card (one green, one orange and one red)</p>	
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		<ul style="list-style-type: none"> • A Better Medway: http://www.abettermedway.co.uk/ • Brook: http://www.askbrook.org.uk/ Contact number: 0808 802 1234 • Childline: www.childline.org.uk Contact number: 0800 1111 <p><u>Ask It Basket</u> Ensure all questions from the Ask It Basket are dealt with or factored into future planning.</p>		
3	<p>LO: To learn about consent, what it means and what it should look like in practise</p>	<p>Re-visit ground rules</p> <p>Starter: Explain to the class that an alien being has landed and wants to understand what consent is. In pairs or small groups explore the following question: <i>'How would you explain "consent" to the alien who knows absolutely nothing about it?'</i></p> <p>Ask pairs/groups to come up with their own definition of consent and write it down on post-it notes or in their books (these definitions will be revisited later, so keep them safe).</p> <p>For those pupils who may need further support: <i>Consider working with pupils 1:1 and asking them how they know someone is saying yes to something. How do we know they mean it? Why might they say 'yes' but not really mean it?</i></p> <p>Gather feedback on the board (pupils may use terms like 'permission', 'aged 16', 'saying yes', 'age of consent', 'sex', 'rape', 'assault', 'consent for medical treatment' or 'going on school trips'). Build on the feedback to give a basic definition of consent: agreement by choice made by someone with the freedom and capacity to consent.</p> <p>Share with the class the legal definition of consent: <i>'A person consents if he/she agrees by choice, and has the freedom and capacity to make that choice.'</i> When considering the feedback (and when looking at any anonymous questions after the lesson), consider:</p> <ul style="list-style-type: none"> • What prior understanding do pupils already have that is correct and which you can build on? Is anything missing? Are there misunderstandings? • Is there anything you need to challenge (for example, myths or disrespectful/negative attitudes towards others)? • Are there any differences in the responses of different genders? What do these suggest about their attitudes? 	<p>Ask It Basket</p> <p>MEDWAY Year 7 Lesson 3: Introducing consent</p> <p>Post-it notes (optional)</p> <p>Y7 L3 Consent PowerPoint</p> <p>Y7 L3 Resource F: Signs of consent. (1 set of cards (pre-cut) per pair or small group)</p>	<p>I can explain what consent means, both legally and ethically, and why it is so important</p> <p>I can identify signs of when someone is consenting and when they are not</p> <p>I can describe how consent is sought, given and not given in a healthy relationship</p> <p>I can give reasons why most young people do not have sex until after they have passed the age of consent</p>

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	<ul style="list-style-type: none"> • Is their focus on the need to 'get consent' or on 'giving/not giving consent', or is there an appropriate balance between the two (remembering that ethically and legally the responsibility is on the person who is seeking consent)? • What do their responses and questions suggest about their understanding of healthy relationships in the context of seeking and giving/not giving consent? <p>Use the pupils' responses from this activity to adapt your session to suit their learning needs.</p> <p>Main: <u>Activity 1: Parallel lines and Personal boundaries</u> Line the class up in two lines facing each other about three metres apart. Tell them they are going to begin to consider consent in practice. Say that:</p> <p><i>When I say "go", the people in one of the lines [indicate which] will slowly take small steps forward, asking their partner "can I take another step?" before each step. The facing person should say "stop" once they feel uncomfortable with the proximity of the person opposite them. The person opposite must stop when requested and remain in that position.</i></p> <p>Continue until everyone on the opposite line has said 'stop'. It is likely that pupils will have asked each other to stop at different points.</p> <p>Keep the pupils in their lines for a discussion of the following questions:</p> <ul style="list-style-type: none"> • Where does the responsibility for stopping lie between the two people? (emphasise that in the law in relation to sexual consent, it is the person seeking consent who is responsible). • Why do you think people asked the other person to stop at different distances away? (answers might include 'because everyone has different personal space requirements', 'depends on the relationship between the pairs', 'friends may get closer than people who don't know each other so well'). • How did it feel to be able to say 'stop' and have that respected? How does it feel when people don't respect your boundaries? • How would it have felt if the opposite person had kept taking a step forward even when you asked them to stop? <p>Going down each line quickly, ask pupils to show how someone might have communicated non-verbally (with body language/facial expressions) that they wanted the other person to stop walking towards them.</p> <ul style="list-style-type: none"> • Would we all have understood that non-verbal communication? 		
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Explain that consent is not just about saying yes or no and that it is always the responsibility of the seeker of consent to be sure of whether consent is being freely given or not given. This shouldn't be considered as a one-off since people can change their minds or consent to one activity but not another. This makes continued checking very important.

Activity 2: Signs of Consent

In pairs or small groups, give out Resource F: Signs of consent cards. Ask pupils to discuss and sort them into signs of consent or non-consent.

For those pupils who may need further challenge:

Pupils could also categorise whether they are a visual or a verbal clue.

Take feedback particularly picking up on the importance of reading visual cues, not just relying on words. For example, someone might say yes because they feel pressurised but their body language will show that they are not actually giving consent (stress that saying yes under pressure does not constitute consent).

Ask pupils:

- If someone wasn't sure whether the other person was giving their consent, how could they check? Think of two or three questions we could ask.

Suggest that they should always remember to ask 'Are you happy with this?' and 'Are you sure?', and to stop immediately if the answer is not 'yes' (the absence of a 'no' is not the same as a 'yes'). Saying 'If you don't want to, that's ok' is also very important. They should also remember that sometimes people change their minds or feel differently in different circumstances or may consent to one thing but not something else; this means that seeking consent should not be seen as a 'one-off' process but rather a continuing process.

Extend the discussion:

- Are the choices we make always made completely freely, or are they sometimes governed by other things? (e.g. peer pressure, society, parental expectations)
- How do we know when a choice is freely made?
- What sort of things can affect our capacity to make decisions/choices? (e.g. mental health, age, maturity and development, drugs or alcohol)

Plenary:

Revisit Definition

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	<p>Revisit pupils' initial definitions of consent on their post-its/in their books. Ask the pupils if they want to build on or change their definitions. When developing their new definitions of consent, look for words which suggest that pupils understand that consent should be an active choice, freely given, informed, and a decision made by someone who has the capacity to make that choice, understands the consequences of the choice and wants to go ahead. Use this assessment to recognise achievement, evaluate the impact of the lesson and inform future learning.</p> <p>Ask pupils:</p> <ul style="list-style-type: none">• What would your top three key messages be from today's lesson? <p><u>Self-Assessment</u> Reinforce that the key signs of consent are that the person clearly wants to engage in the activity and actively demonstrates this. There should be no ambiguity or confusion over whether consent is given: 'not saying no' is not giving consent. Responsibility for ensuring that consent has been given lies with the person seeking consent, both ethically and in law. This means being sure that a partner is actively consenting, that the partner has the capacity to consent (i.e. that they are old enough, that their judgement is not impaired and so on) and that none of the conditions which prevent free, informed consent (such as manipulation or exploitation) are present (these will be explored further in subsequent lessons).</p> <p>Show the following numbered statements. Ask pupils to indicate with fingers or on a mini-whiteboard the number that corresponds to the statement that best describes how they feel. Discuss with the class the reasons for their answers.</p> <ol style="list-style-type: none">1. I know whether someone is consenting or not.2. I think I know whether someone is consenting or not.3. I think I know some signs of whether someone is consenting or not.4. I think it's really hard to know whether someone is consenting or not.5. I am really confused about how to tell whether someone is consenting or not <p>Remind pupils that if they are in any doubt, they should assume that consent has not been given. Remember to ask 'Are you happy with this?' and 'Are you sure?', and to stop immediately if the answer is not 'yes' (the absence of a 'no' is not the same as a 'yes'). Saying 'If you don't want to, that's ok' is also very important.</p> <p><u>Signposting further support</u></p>		
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		<p>Ensure pupils are aware of the information and support available on sex and relationships issues: a friend, teacher, parent, school nurse, GP. Highlight local and national services, such as:</p> <ul style="list-style-type: none"> • A Better Medway: http://www.abettermedway.co.uk/ • Brook: http://www.askbrook.org.uk/ Contact number: 0808 802 1234 • Childline: www.childline.org.uk Contact number: 0800 1111 <p><u>Ask It Basket</u> Ask pupils to prepare for a discussion about the age of consent and whether it should be raised or lowered. They could research the age of consent in other countries and look into reasons why the age of consent is set at 16 in the UK. They could also explore the history relating to the age of consent in this country. Note that this should be a discussion rather than a formal debate, and pupils should not be pushed to argue from a position they don't agree with.</p>		
4	<p>LO: To identify what a positive and a negative emotion is and how to cope with them</p>	<p>Re-visit ground rules</p> <p>Starter: <u>Introduction: friendships</u> Ask pupils if they have friends who are older than them. Do they spend lot of time with them? Do they feel that there is anything wrong with a year 7 pupil hanging around with a group of year 11s? If so, why?</p> <p>Main: <u>Video: Mikey's story</u> Before watching the video ask pupils to look out for any risks and concerns for each of the characters when viewing the films. Whilst watching the video, pupils to make a note of any points they notice about Mikey's relationships and his behaviour. What do pupils notice about his relationship with his mum's new boyfriend Kevin? What do they notice about the relationships that he is forming with other online gamers? Feedback to the rest of the group. Allow/facilitate discussion to explore the topics raised. Sexting should be addressed at this point, if not raised by the pupils. Can pupils identify when Mikey describes sexting in the video? Is sexting wrong? Why?</p> <p><u>Activity: Body emotions</u> Pupil should think about Mikey's situation, and the emotions that he is currently feeling.</p>	<p>Ask It Basket</p> <p>NSPCC Positive relationships: It's not OK: Mikey's story</p> <p>Mikey's story video: https://www.youtube.com/watch?v=7UfTdv2ukQI&feature=emb_logo</p> <p>Body templates – A3: one between 2 pupils</p> <p>Coloured pens</p>	<p>I can identify what a positive emotion is</p> <p>I can identify what negative emotions are and how to cope with them</p> <p>I can recognise potential risks when gaming online</p>

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		<p>On the body, they should write these emotions onto the relevant part of the body e.g. on the hands – anger – as demonstrated in the video where he punches his bed. They should use two different coloured pens – one for the positive emotions and a different colour for the negative emotions. Next to the negative emotions they should write ideas/advice on what could be done to help deal with the emotions (again thinking about Mickey’s situation and what is making him feel these emotions).</p> <p>Plenary: Pupils to share their work with the rest of the group. Encourage discussion to points raised that may need challenging.</p> <p><u>Sources of support</u> Some of the topics discussed during the lesson may have been difficult for some pupils to deal with. It is important that before pupils leave the lesson they are directed to where they could go to get further information and support. Along with highlighting the relevant in-school people such as the designated safeguarding lead or pastoral teams, please ensure pupils are made aware of: Childline, which can be contacted on 0800 1111 or through www.childline.org.uk</p>		
5	<p>LO: To learn about how relationships are portrayed in television, film and online and how this can affect relationship expectations, behaviours and values</p>	<p>Re-visit ground rules</p> <p>Starter: <u>Introduction</u> Revisit ground rules and remind pupils of the availability of the anonymous question box. Explain to the class that this lesson will explore how relationships are portrayed in the media, and evaluate the influence this has on people’s expectations of relationships.</p> <p><u>Baseline Assessment</u> Using Resource 1: Attitude Continuum, ask pupils to reflect on their experiences of viewing media and their attitudes towards relationships. Pupils should mark on the scale between 1= strongly disagree and 5 = strongly agree to measure where they are at the start of the lesson. This is an individual reflection, so pupils should work quietly and should not be encouraged to share their answers with the class. Circulate as pupils are working on their answers and have one-to-one discussions to gauge pupil’s views at the start of the lesson. Use this information to tailor teaching and questioning throughout the lesson.</p>	<p>Ask It Basket</p> <p>BBFC Making Choices: Sex, Relationships and BBFC Age Ratings: Lesson 2</p> <p>BBFC Lesson 2 PowerPoint</p> <p>Resource 1: Attitude continuum</p>	<p>I can explain possible influences on relationship expectations</p> <p>I can identify differences between off-screen and on-screen relationships</p> <p>I can evaluate reasons why and how representation of relationships on-screen are</p>

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	<p>Main: <u>Activity 1: Graffiti wall</u> Design two graffiti walls using flipchart paper and marker pens (or post it notes). Ask half of the class to add ideas to one graffiti wall using the question “What makes a healthy relationship?” The other half of the class should add ideas to another graffiti wall with the question: “Where can people learn about healthy relationships?”</p> <p>After a few moments, ask the groups to swap over and add ideas to the other graffiti wall. It would be helpful if each half of the class used a different coloured pen/post it note so that both groups’ answers can be seen. If time allows, take some feedback, drawing out key ideas arising from each graffiti wall, e.g. Healthy relationships - trust, happiness, safety, respect, understanding, listening, sharing hobbies and interests, affectionate (e.g. cuddling, kissing, holding hands), supporting each other, compliments, laughing, smiling, love etc.</p> <p>Learning about relationships – films, TV, adverts, celebrity culture, magazines, fiction, biographies, family, friends, online (e.g. social media), PSHCE lessons, etc.</p> <p>Support: The second graffiti wall is potentially more challenging, so those who require support may benefit from working on this graffiti wall after some ideas have already been contributed. Diagrams and pictures could be encouraged as well as words.</p> <p><u>Activity 2: Analysing relationships in the media</u> Using Resource 2: How realistic? How healthy? Ask pupils to work in groups to assess each type of on-screen relationship by placing the cards on the grid; how healthy and unhealthy are they? How realistic or unrealistic are they? NB: Examples have been provided for each category at the bottom of Resource 2. You may choose to share these with pupils, use for your own knowledge or update accordingly in line with current popular TV programmes.</p> <p style="text-align: center;">DO NOT include the ‘pornography’ card</p>	<p>Resource 2: How realistic? How healthy? (card sort and grid) DO NOT include the ‘pornography’ card</p> <p>Resource 3a: Challenging myths</p> <p>Resource 3b: Challenging myths teacher’s sheet</p>	<p>different to off-screen ones</p>
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	<p>Support: You could choose to limit the number of cards to organise (e.g. 6 or 9 rather than 12) and some examples could be modelled with the whole class first.</p> <p>Challenge: Provide some blank cards for pupils to add their own ideas of types of relationships shown in the media. Pupils could be encouraged to think of wider media e.g. books, social media, magazines, adverts etc.</p> <p>Develop this activity using the following reflection/discussion questions:</p> <ol style="list-style-type: none"> 1. Why aren't there many examples of healthy and realistic relationships in TV, film and online? 2. What impact might this have on how young people think about their own relationships? 3. Who are these representations of relationships appropriate for? 4. Where could we go to find realistic and healthy representations of relationships? <p>Take feedback, ensuring the key learning is highlighted:</p> <ol style="list-style-type: none"> 1. Romantic relationships in the media tend to be over-dramatised to make them interesting and exciting to watch; often a relationship has to be portrayed in a very short amount of time so things move very quickly; people on reality TV possibly have other motives (e.g. being famous) and will act differently because they know they are being watched; casting can often be limited; there are limits to what can be shown in TV/film; they are usually designed for entertainment rather than to provide a public health message or education. 2. Young people may have inaccurate expectations about how quickly relationships should develop; accepting arguments/break-ups as a typical part of relationships; possibly become desensitised to issues such as cheating; lowering self-esteem and concerns about body image compared to celebrity culture; believing only worthwhile if in a relationship (e.g. as endorsed by Love island); very few models of what healthy relationships look like. 3. Remind pupils that film, DVD and online classifications can help them identify what viewing is appropriate for their age range. Some films, TV programmes shown after 9pm, or online content aimed at older viewers are more likely to have more graphic representations of relationships and may focus on 'grittier' storylines which represent unhealthier relationships. 4. This question may highlight that there are very few places to get realistic, healthy representations of relationships. However, pupils may suggest their own ideas of 		
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	<p>particular TV programmes/films they consider to be more representative; they may also suggest role models (e.g. celebrities or friends and family); other media such as fiction books which develop characters and relationships more fully; some may identify PSHCE lessons as a source of positive representation.</p> <p><u>Activity 3: Challenging myths</u> The previous activity may have already introduced discussions about the types of relationship behaviours often portrayed in the media. Ask pupils to work in pairs or small groups to challenge some of the common myths and expectations about relationships with are perpetuated by the media.</p> <p>Resource 3a: Challenging the myths provides pupils with several examples, and asks them to challenge them by considering how these might be different in real life. It is important to remind pupils at this stage not to use personal stories or refer to specific people; their responses should be kept general.</p> <p>Take feedback, challenging each myth with positive, real life examples, using Resource 3b: Challenging myths teacher sheet</p> <p>Plenary: <u>Endpoint Assessment</u> Ask pupils to revisit Resource 1: Attitude continuum and to reflect on whether their opinions have changed during the lesson and mark any changes using a different colour pen. Ask pupils to choose one statement they would like to reflect on further, and explain why their view has either changed, or why they feel more strongly about their view as a result of the lesson. This should be written in their exercise books or on Resource 1. You may need to provide additional copies of Resource 1 for this stage of the lesson.</p> <p><u>Reflecting on today's learning and signposting support</u> Remind pupils that if they have watched any content that has concerned them, they should speak to a trusted adult, such as a parent/carer or member of school staff, such as their tutor, PSHCE teacher or head of year.</p> <p>Explain that they can also access further information about films, including new releases and films appropriate for their age range, as well as the role of the BBFC on their website.</p>		
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		<p>Recommend the BBFC's main website www.bbfc.co.uk/education</p> <p>If conversations have included discussions about online content, it is also important to remind pupils that they can report content they consider inappropriate. A range of ways to do this on social media sites is available here: www.thinkuknow.co.uk/11_13/help/contact-social-sites</p>		
6	<p>LO: To learn about the physical and emotional changes that occur in young people during puberty and the impact this can have</p>	<p>Re-visit ground rules</p> <p>Starter: <u>What is puberty and when does this happen to a person?</u> You can communicate whether this is carried out in silence upon entering the class, as a thinking activity and baseline assessment, discussed in pairs, or shared as a whole class.</p> <p>NOTE: The outcome of the lesson stimuli should be a clear message from the teacher that puberty can occur within a very large age range, any time from 8-19, and sometimes earlier or later than this. The variety in these ages is perfectly normal and there is no 'right' age to start puberty.</p> <p><u>Baseline Assessment How do you feel?</u> You can choose how to conduct this activity. Pupils can complete individually on paper, or verbally in pairs/groups. You could also use 'traffic lights' (red/amber/green) or self-assessment statements e.g. "I understand where to get help and advice about puberty", depending on preference.</p> <p>Pupils should answer the four baseline questions on a confidence scale (0 = not confident, 10 = extremely confident) for each of the following questions: A) How confident are you about knowing the physical changes that occur during puberty? B) How confident are you about knowing the emotional changes that can occur during puberty? C) How confident are you in knowing how to manage the changes that occur during puberty? D) How confident are you in knowing where to look for guidance and support about puberty?</p> <p>Main: <u>Activity 1: My body</u> <u>The body</u> 1. Pupils to get into groups of no more than four people and are provided with two gender neutral outlines of a body, or pupils can draw their own outlines.</p>	<p>Ask It Basket</p> <p>Every Mind Matters puberty lesson</p> <p>Video on puberty from a girl's perspective - https://players.brightcove.net/4934638104001/default_default/index.html?videoId=5837586372001</p> <p>Video on puberty from a boy's perspective - https://players.brightcove.net/4934638104001/default_default/index.html?videoId=5837590170001</p>	<p>I can describe the physical and emotional changes that occur during puberty</p> <p>I can identify ways of managing the changes that occur during puberty</p> <p>I can explain where to seek advice and support about the changes that occur during puberty</p>

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	<p>2. Pupils watch the first video on the physical changes in girls and mark where the physical changes take place and label a description of what may happen. This is repeated with the second video for the physical changes in boys. Girls Video on puberty from a girl's perspective (4 minutes 30 seconds) Boys Video on puberty from a boy's perspective (5 minutes)</p> <p><u>The mind:</u></p> <p>3. Pupils watch the following video and using a different coloured pen add on the emotional changes that take place (can be done on either outline): Can puberty affect your head as well as your body? (6 minutes 30 seconds)</p> <p>4. Pupils discuss the following questions:</p> <p>All</p> <ul style="list-style-type: none"> • What are the similarities and differences in the physical and emotional changes that occur in males and females? • What challenges do young people face when changing during puberty? • How can young people support each other during puberty? <p>Further challenge</p> <ul style="list-style-type: none"> • What could be challenging about feelings of attraction or arousal during puberty? • What are the challenges for boys and girls developing at slightly different times? • Young people can start to be more aware of their bodies and what other people think during puberty. What could be the impact of this? • Are there any challenges associated with puberty that would differ depending on someone's sexual orientation or gender identity? <p><u>Activity 2: Every Mind Matters independent exploration activity: Can you help....?</u> Watch this video as a stimulus: Video on the weird and wonderful experiences of growing up (2 minutes 30 seconds)</p> <p>Pupils are given or choose one of the four scenarios from the Puberty Scenario worksheet. They will then write a reply from the Every Mind Matters response team to the young person to be published in a 'concerns page' for a local teen magazine. The response must:</p> <ul style="list-style-type: none"> • identify the challenges faced by the young person • promote a healthy body image 	<p>Video on whether puberty can affect your head as well as your body - https://www.youtube.com/watch?v=Edd3wurzgU&t=8s%20</p> <p>Video on the weird and wonderful experiences of growing up - https://www.youtube.com/watch?v=B_G-36tvcn8</p> <p>Blank A4 paper</p> <p>Pens</p> <p>Every Mind Matters puberty scenario worksheet</p>
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	<ul style="list-style-type: none"> • present a range of possible solutions • advise on where to get support. <p>Plenary: <u>Top Tip</u> Pupils should choose one area that they've covered during the lesson and draft a top tip of no more than 15 words to offer advice, support or guidance in that area. Review the top tips as a whole class and signpost pupils to the Brook website https://www.brook.org.uk/your-life/puberty for additional support, as well as reminding them to speak to a teacher, head of year, school nurse, trusted adult or friend if they have any concerns about themselves or someone they know.</p> <p><u>How do you feel?</u> Pupils think back to the confidence line that they shared at the start of the session and consider: A) How confident are you about knowing the physical changes that occur during puberty? B) How confident are you about knowing the emotional changes that can occur during puberty? C) How confident are you in knowing how to manage the changes that occur during puberty? D) How confident are you in knowing where to look for guidance and support about puberty?</p> <p>Ask pupils to consider if their scores have changed and why, and give an example of something new they have learnt or thought about. This can be discussed in pairs or written on paper.</p>		
7	<p>LO: To describe the facts that are related to puberty and sexuality</p> <p>Re-visit ground rules</p> <p>Starter: <u>How do you feel?</u> A) How confident are you about knowing the physical changes that occur during puberty? B) How confident are you about knowing the emotional changes that can occur during puberty? C) How confident are you in knowing how to manage the changes that occur during puberty? D) How confident are you in knowing where to look for guidance and support about puberty?</p> <p>Main: Next introduce the myth vs. fact game by stating the following, "Often when young people start to go through puberty, they find a lot of the information about sexuality embarrassing to talk about."</p>	<p>Ask It Basket</p> <p>Advocates for Youth Lesson 2: The changes of puberty part II</p> <p>Myths vs Facts game – teacher guide</p>	<p>I can describe at least two myths and two facts related to puberty and sexuality</p> <p>I can identify at least one thing I am excited about and one thing I am anxious about when it comes to puberty and growing up</p>

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Your parents might also be embarrassed to talk about these topics and as a result, young people might hear or read things that aren't actually true. Without an adult to ask, it can be difficult to know what information is just a myth versus a fact."

Explain that during the next activity, the pupils need to decide whether the statements are a myth, meaning they are not accurate, or whether they are true.

[Teacher's Note: If it would better suit your class, you can designate one side of your room as the Myth Side and the other as the Fact Side and have pupils move to represent their belief about the statement.

Alternatively, you can give pupils cards with "myth" printed on one side and "fact" printed on the other and then pupils can raise the side of the card that represents their belief about each statement.]

Once the pupils have responded, make sure to share the answer and take time using the points listed under each statement to explain why the statement is a myth or fact. Use as many statements as time allows.

Next, ask pupils the following questions:

- What was it like to play this game?
- What statement(s) that you thought was a fact was actually a myth or a myth actually a fact?
- How might knowing these facts affect your decisions?
 - What could someone do who was not sure if something was a myth or a fact regarding puberty and sexuality?

Plenary:

Conclude the lesson by telling pupils that puberty and growing up is an exciting time that can also be confusing.

Explain that every single adult they know has survived puberty and they will too.

Finish the lesson by asking for three pupils to share one thing they are excited about and three pupils to share one thing they are anxious about when it comes to puberty.

Explain that while there is much to be excited about, sometimes puberty can be difficult and there are ways to help yourself get through those tough times. List any common supports or ways to manage that anxiety as appropriate. Use any from this list below:

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	<ul style="list-style-type: none">• Eating a healthy diet• Exercising regularly• Getting plenty of sleep• Keeping a diary to share feelings• Talking with someone you trust about how you're feeling• Realising you are not alone, everyone goes through puberty <p><u>Key Messages of Lesson</u></p> <ol style="list-style-type: none">1) Everyone goes through puberty and it can be stressful at times.2) There is lots of misinformation about puberty and it's important to figure out what is a myth or fact.3) There are many adults who can help young people with questions they may have about puberty. <p><u>Assessment of learning</u></p> <p>Ask pupils to write down one fact that they learned during the lesson.</p>		
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Find time in your lesson once this half term for circle time - subject: to discuss what is going well, what needs to improve within the class. Pupils should come up with possible solutions too. Use a pencil case or cuddly toy for talking stick - can only speak if holding this. Please feedback to tutor (if you are not them) outcomes for them to address.