

# Edward Peake C of E VC Middle School

## PSHCE Planning



Subject: PSHCE	Unit: Relationships	Term/Duration: Summer 2 / 7 Weeks	Year Group: 8
<p><b>Healthy Relationships</b></p> <ul style="list-style-type: none"> <li>• About relationship norms and expectations</li> <li>• About forming new partnerships and developing relationships</li> <li>• The impact of stereotypes on expectations of gender roles, behaviour and intimacy</li> <li>• About gender identity and sexual orientation</li> <li>• About the choice to delay sex and the right to enjoy intimacy without sex</li> <li>• Effective communication strategies and consent in intimate situations</li> <li>• The law in relation to relationships, sex, consent (including sharing of sexual images)</li> <li>• About contraception, its role in preventing pregnancy and sexually transmitted infections</li> <li>• How condoms and the pill are used safely</li> </ul> <p>PoS: H19, H22, H35, H36, R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R16, R23, R28, R29, R31, R33, R39, L24, L25, L27</p>		<p><b>Key Vocabulary</b></p> <p>Sexual orientation, gender, gender identity, stereotype, homophobia, transphobia, trans, transgender, gay, lesbian, questioning, heterosexual, cisgender, non-binary</p> <p>Relationship, values, communication, negotiation, body language, moral compass, passive, aggressive, assertive, passive-aggressive</p> <p>Consent, choice, freedom, capacity, manipulation, law, legal, ethical</p> <p>Contraception, conception, condom, pill, ovulation</p> <p>Parent, parenthood, parenting, qualities, contraception, fertility</p> <p>Menstrual, menstruation, periods, wellbeing, menstrual products</p>	
<p><b>By the end of this unit...</b></p>			
<p><b>All pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• explain the difference between sexual orientation and gender identity</li> <li>• reflect on my values around relationships</li> <li>• explain that no one has the right to intimidate someone into giving their 'consent' (as such an agreement is not consent) and that sexual activity following such a threat is illegal</li> <li>• able to explain how to ask someone for their consent without putting them under pressure</li> <li>• demonstrate understanding of a person's right to say no and to have their decision respected; and that they do not have to justify it</li> <li>• understand what consent means, both legally and ethically, and why it is so important</li> <li>• explain what choice, freedom, and capacity mean</li> <li>• explain what is meant by contraception</li> <li>• explain how and why condoms are used</li> <li>• explain how and why the contraceptive pill is used</li> <li>• explain where and how to get contraception and advice on contraceptives</li> <li>• describe some of the consequences of being a parent</li> <li>• describe a range of menstrual products and how they are used</li> </ul>			

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- Most pupils will be able to:**
- identify and challenge homophobic, biphobic and transphobic behaviour
  - identify when a relationship can be improved with effective communication or when the relationship is no longer healthy and should be ended
  - discuss legal and moral issues through scenarios relating to consent
  - understand the legal age of consent and that most young people do not have sex until after they have passed the age of consent
  - evaluate the qualities required to be a good parent
  - evaluate the pros and cons of a range of menstrual products
  - give advice about managing menstrual wellbeing

- Some pupils will be able to:**
- suggest safe and constructive ways of ending a relationship
  - explain the complexities of parental choices
  - confidently discuss menstruation and challenge negative attitudes associated with it

	Learning Objectives	Content	Resources /Health and Safety	Success Criteria
1	LO: To understand and respect the spectrum of gender identities and sexual orientations	<p>Re-visit Ground Rules:</p> <p><b>Openness:</b> 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><b>Keep the conversation in the room:</b> 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><b>Non-judgmental approach:</b> 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><b>Right to pass:</b> 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><b>Make no assumptions:</b> 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><b>Using appropriate language:</b> 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><b>Asking questions:</b> 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><b>Seeking help and advice:</b> 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>MEDWAY Year 8 Lesson 1: Sexual Orientation &amp; Gender Identity</p> <p>Y8 L1 Sexual Orientation and Gender Identity PowerPoint</p> <p>Y8 L1 Resource A: Responding to an overheard conversation (1 per pupil)</p>	<p>I can explain the difference between sexual orientation and gender identity</p> <p>I can identify and challenge homophobic, biphobic and transphobic behaviour</p>

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	<p><b>Starter / Circle Time Games:</b>          Be sure to revisit ground rules at the start of this session, linking in with the school rules on discrimination if this is likely to be a concern in this lesson. Introduce the lesson focus and ask pupils to show respect to all with their choice of language.</p> <p>Display the following scenario on the board and read out as a class:  <i>You should just tell them, sex is part of dating someone and they need to stop leading you on!</i></p> <p><i>Yeah – either that or maybe add a little something to their drink to get them in the mood!</i></p> <p><i>That’s just creepy. I should wait until they’re ready. And anyway, neither of us is ready to be a parent; condoms aren’t 100% effective are they?!</i></p> <p><i>Whoa there- you need to chill. Everybody does it. I bet you’re just scared ‘cos you’ve not done it yet.</i></p> <p><i>Hang on – no, it’s ‘cos you don’t really want it – my gay-dar is buzzing right now!</i></p> <p>Ask the class to note their responses to the questions on Resource A: Responding to an overheard conversation.          This is an individual activity designed to help gauge pupils’ current attitudes, knowledge and confidence to provide a baseline understanding of learning needs and priorities for this and the following lessons.</p> <p><u>Definition Dominoes</u>          Gauge understanding of key terms and concepts using this baseline activity.          Divide the class into pairs or small groups and give each pair/group a pack of definitions domino cards (Resource B).          Tell pupils which domino is the first one and then get them to connect the description with the correct key term on another domino. Repeat.          Once the pairs/groups think they have sorted out the order, ask the first pair/group for the correct key term match, then the next pair/group should match to this until all the terms have been correctly matched.          Keep the dominoes master sheet (Resource B) handy so you can correct any mistakes.          During feedback, ensure pupils are clear on the difference between each of the following terms:          ● <b>Assigned sex:</b> The sex of an individual as assigned at birth, based on their genitals and determined by their reproductive organs and chromosomes.</p>	<p>Y8 L1 Resource B: Definitions dominoes (1 set per pair — cut into 15 cards with a term and the definition for the next term on one card)</p> <p>Y8 L1 Resource C: Coming out script parts 1 and 2 (1 copy per pair)</p>
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- **Gender/gender identity:** How a person feels in regards to being male/female/ neither/both. A cognitive process of recognising one's identity. For example, someone's assigned sex might be male but their gender identity is female.
- **Gender expression:** the ways in which a person expresses their gender identity, typically through appearance, dress and behaviour.
- **Sexual orientation:** attraction to people, straight, gay, bisexual etc. May not be fixed in space or time. The learning outcome from this task should be understanding that sex, gender, gender expression and sexual orientation are all interlinked but also distinct and separate.

This activity also provides the opportunity to hold a discussion to raise understanding of how conflation of these concepts can be problematic.

### **Main:**

#### Activity 1: Gender Expectation Stereotypes

Display 4 sheets around the room with the following titles – sports and leisure time, clothing, job roles, behaviour and traits.

Pupils should draw and write any gender or sexual orientation-based stereotypes or news stories on the board they are familiar with along with an explanation of why such stereotypes or incidents are unacceptable. For example, a person might suggest that jobs in the military should be done by men – outdated as women have worked successfully alongside men in combat situations for some time now.

Encourage pupils to think beyond simply masculine and feminine gender expectations to consider LGBT+ stereotypes.

For example, footballers have tended to encounter homophobia in the past so there are few outwardly gay footballers in the Premier League. This is outdated as other sports have a range of LGBT+ participants; why would football be any different? This culture also perpetuates homophobia.

It is important to ensure that ground rules around offensive/prejudice-based remarks must be respected in this activity.

#### ***For those pupils who may need further support:***

Pupils can add pictures or articles from magazines, advertisements and toy catalogues which show examples of gender stereotypes and explain verbally why they are not a good thing.

#### Activity 2: Coming out script

Provide pairs with copies of the 'coming out' script pages 1 and 2 (Resource C).

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Ask pupils to consider what each character is thinking and feeling at the 2 points in the script.

***For those pupils who may need further challenge:***

Pupils can research [this information flyer](#) produced by Stonewall which can be used to help young people learn more about the anxieties associated with sharing their sexuality and identity. They should then feed back interesting points to the class.

Activity 3: Challenging discrimination

Watch the film [Stand Up!](#) (4 minutes 24 seconds) which shows how people can be the change they want to see in their school by standing up to those who use homo- bi- or transphobic bullying.

Discuss how to safely challenge homophobia, biphobia and transphobia in schools.

You may wish to discuss ideas such as:

- Similarities between HBT bullying and other forms of prejudice such as racism; sexual orientation is not a choice so homophobia is just as unfair and damaging as racism
- Everyone has the right to respect in our community
- Focus on challenging the behaviour rather than the person
- If it is not safe to challenge the person or they are unsure, they can refer to a teacher

**Plenary:**

Private Reflection

Give pupils two minutes in complete silence to think about these questions in their heads.

- What are your personal feelings about people whose sexual orientation is different to yours?
- How would someone (you or a friend) want to be supported if they told someone about their sexual orientation or gender identity?'
- What steps can you take to make sure everyone is treated equally and respectfully?

Signposting further support

**Important:** Ensure everyone is able to access the details for the support agencies below after the lesson privately and anonymously, or ensure everyone has a handout with the details on at the end of the lesson. Do not make this optional as young people may not wish their classmates to see them writing down the details or taking a handout.

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		<p>Ensure pupils are aware of the information and support available on any 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"> <li>● <b>Lesbian and Gay Switchboard:</b> Contact number: 0300 330 0630</li> <li>● <b>Mermaids</b> (support for trans and gender questioning young people): <a href="http://www.mermaidsuk.org.uk/">http://www.mermaidsuk.org.uk/</a></li> <li>● <b>A Better Medway:</b> <a href="http://www.abettermedway.co.uk/">http://www.abettermedway.co.uk/</a></li> <li>● <b>Brook:</b> <a href="http://www.askbrook.org.uk/">http://www.askbrook.org.uk/</a> Contact number: 0808 802 1234</li> <li>● <b>Childline:</b> <a href="http://www.childline.org.uk">www.childline.org.uk</a> Contact number: 0800 1111</li> </ul>		
2	<p>LO: To develop realistic and healthy relationship expectations</p>	<p><b>Re-visit Ground Rules</b></p> <p><b>Starter:</b> Share the intended learning outcomes for the lesson. Ensure ground rules are revisited and reference the opportunity to use the anonymous question box.</p> <p><u>Baseline Activity</u> Ask pupils to think about what we mean by the word 'values'. They should then share it in their pairs before discussing their ideas as a group. Read the introductory scenario on the PowerPoint slide which explores values and communication in relationships. Ask pupils to answer the following discussion questions as a class: 1. What values seem important to each of the characters in this relationship? 2. What advice would you give to the characters? This activity should be used to help gauge pupils' current concept of values and understanding of communication in relationships.</p> <p><b>Main:</b> <u>Activity 1: Own moral compass</u> It is important for young people to have a chance to reflect on their own moral compass regarding relationship values. Ask pupils to place the statements from Resource D: Values statements on a continuum line to indicate those they most agree or disagree with. Teacher should circulate to gain an understanding of the key value statements which it would benefit the class to discuss further as a group. <b>For those pupils who may need further support:</b> Pupils can sort statements into 'agree' or 'disagree'. <b>For those pupils who may need further challenge:</b> Pupils should annotate their continuum with the reasons for their decisions.</p>	<p>Ask It Basket</p> <p>MEDWAY Year 8 Lesson 2: Relationship Values</p> <p>Y8 L2 Relationships PowerPoint</p> <p>Y8 L2 Resource D: Value statements (1 each – these can be cut out by pupils)</p> <p>Y8 L2 Resource E: Relationship red flags sheet (1 per pair or small group)</p> <p>Y8 L2 Resource F: Qualities of relationships</p>	<p>I can reflect on my values around relationships</p> <p>I can identify when a relationship can be improved with effective communication or when the relationship is no longer healthy and should be ended</p> <p>I can suggest safe and constructive ways of ending a relationship</p>

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	<p>Feedback on any key statements which seem to provide the most scope for discussion and debate within your class group.          Explain that it is important to think about what they think would be right or wrong for them in a relationship so that they can communicate it effectively if the need arises in their future relationships.</p> <p><u>Activity 2: Red flags</u>          Give each pair or small group the handout Resource E: Relationship red flags. Ask pupils to read the issues and consider which can be resolved using effective communication and which suggest a relationship should be ended.          Their ideas should be discussed as a class to support development of understanding that controlling behaviour is not appropriate in relationships. They should then consider how to end a relationship safely and constructively. You may wish to pick up on the following ideas:</p> <ul style="list-style-type: none"> <li>• Suggest that planning what to say may be helpful – even practicing with a friend or in front of a mirror may be a good idea.</li> <li>• Talk to a partner somewhere appropriate – like a park or at home rather than a loud club. If a person is worried about their safety, somewhere public might be the best choice.</li> <li>• It is normally best to talk to your partner face to face if breaking up with them – it may seem easier to use messages but this tends to leave things unsaid which can mean the breakup takes longer to manage. But if this does not feel a safe strategy, over the phone or via a message may be the best option.</li> <li>• If it feels safe to do so, it can help a person have better relationships in the future if a partner can be honest about why they are breaking up with them.</li> <li>• It can be difficult to stay firm if a person tries to convince them to stay together and is upset. But being persuaded to stay because of guilt or fear will not resolve underlying problems.</li> <li>• If a person is worried about their safety when breaking up with someone, they should seek advice from a trusted adult or specialist organisation such as via the 24-hour National Domestic Violence</li> <li>• Freephone Helpline 0808 2000 247.</li> </ul> <p><b>Plenary:</b>  <u>Quality of Relationships</u>          Ask pupils to read the relationship scenarios on Resource F: Qualities of relationships. They should highlight in red any behaviours which are concerning, in orange anything which is not quite right, and in green any positive relationship behaviours.          Resource G: Qualities of relationships teacher reference sheet provides guidance on key points to draw out for each scenario.</p>	<p>scenario cards          (1 copy of a scenario per pair/small group)</p> <p>Y8 L2 Resource G: Qualities of relationships scenario teacher reference sheet (1 teacher copy)</p>	
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		<p>In the case of any concerning behaviours, ask pupils what the characters should do to ensure their safety. You may wish to discuss support agencies such as:</p> <ul style="list-style-type: none"> <li>● <b>24-hour National Domestic Violence Freephone Helpline</b> Contact number: 0808 2000 247</li> <li>● <b>Forced Marriage Unit</b> <a href="http://www.fco.gov.uk">www.fco.gov.uk</a> Contact number: 020 7008 0151 (Monday to Friday, 9am to 5pm. Out of hours: 020 7008 1500 (ask for the Global Response Centre)</li> <li>● <b>Freedom Charity:</b> <a href="http://www.freedomcharity.org.uk">www.freedomcharity.org.uk</a> Contact number: 845 607 0133</li> </ul> <p><u>Private Reflection</u> Provide pupils with the following set of private reflection questions. Their answers should not be shared with the class; this is to give them an opportunity to reflect before the lesson finishes. It may be that some pupils may wish to share whether they feel differently about anything as a result of today's lesson, being sure to remind pupils about the ground rules regarding distancing.</p> <ol style="list-style-type: none"> <li>1. What do you think is important in relationships?</li> <li>2. Is there anything that is too important in a relationship to compromise on?</li> <li>3. How could you improve your communication skills to ensure your values are respected whilst respecting others' as well?</li> </ol> <p><u>Signposting further support</u> <b>Important:</b> Ensure everyone is able to access the details for the support agencies below after the lesson privately and anonymously, or ensure everyone has a handout with the details on at the end of the lesson. Do not make this optional as young people may not wish their classmates to see them writing down the details or taking a handout.</p> <p>Ensure pupils are aware of the information and support available on any 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"> <li>● <b>A Better Medway:</b> <a href="http://www.abettermedway.co.uk/">http://www.abettermedway.co.uk/</a></li> <li>● <b>Brook:</b> <a href="http://www.askbrook.org.uk/">http://www.askbrook.org.uk/</a> Contact number: 0808 802 1234</li> <li>● <b>Childline:</b> <a href="http://www.childline.org.uk">www.childline.org.uk</a> Contact number: 0800 1111</li> </ul>		
3	LO: To learn about the impact of persuasion and pressure on consent and	<p><b>This lesson is adapted from the PSHE Association's guidance document Teaching about consent at key stages 3 and 4. This lesson explores how obtaining consent, in the true sense of the word, differs from language and behaviours that put pressure on, or coerce someone to do something they are not comfortable with, and considers the possible consequences. It provides source material where someone is being pressured to do something.</b></p>	Ask It Basket  MEDWAY Year 8 Lesson 3: Persuasion,	I can explain that no one has the right to intimidate someone into giving their 'consent' (as such



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<p>strategies to manage such persuasion</p>	<p>The objective is to understand that persuading or forcing someone to say 'yes' under duress is wrong, and can be a very serious criminal offence, and that saying 'yes' while under duress in any situation is not consent.</p> <p>'Reluctant agreement' is not consent, and this lesson offers a good opportunity to reinforce the definition of consent as a choice made by someone with the freedom and capacity to make that choice. It is important that pupils understand it is the responsibility of the person seeking consent to ensure that their partner has the freedom and capacity to make that choice. The section on 'Key concepts relating to consent' in section 1 of the PSHE Association guidance on teaching about consent contains information relevant to this lesson, especially under the headings 'Vulnerability', 'Exploitation' and 'Manipulation'.</p> <p><b>Re-visit Ground Rules</b></p> <p><b>Starter:</b> Share the intended learning outcomes for the lesson with the group. Ensure ground rules are revisited and reference the opportunity to use the anonymous question box.</p> <p><u>Language of Persuasion</u> Ask if anyone can give 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>). Telling pupils of the legal and ethical responsibility on the seeker of consent, ask pupils in turn to rapidly suggest language that could be used to ask for another's consent. For example, 'Would it be ok if ...?', 'Do you want me to stop?', 'Am I going too far or too quickly?' Explain that we might think of this as a language of 'permission'.</p> <p>Repeat the exercise, this time coming up with a language of 'persuasion'. For example, 'Oh, go on' or 'You would if you loved me'.</p> <p>Ensure pupils understand the difference between the two, then ask how it might feel if people were put under pressure to give their consent. Use these discussions to gauge pupils' existing understanding of the concept of consent and adapt teaching accordingly.</p> <p><b>Main:</b></p>	<p>pressure and coercion</p> <p>Y8 L3 Consent PowerPoint</p> <p>Y8 L3 Resource H: True/False (Optional)</p> <p>Y8 L3 Resource I: 'Then and Now' self-assessment sheet (1 per person)</p> <p>Y8 L2 Resource G: Qualities of relationships scenario teacher reference sheet (1 teacher copy)</p> <p><a href="https://www.youtube.com/watch?v=pZwvrxVavnQ">https://www.youtube.com/watch?v=pZwvrxVavnQ</a> - Consent cup of tea (clean version)</p>	<p>an agreement is not consent) and that sexual activity following such a threat is illegal</p> <p>I am able to explain how to ask someone for their consent without putting them under pressure</p> <p>I can demonstrate understanding of a person's right to say no and to have their decision respected; and that they do not have to justify it</p>
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	<p><u>Activity 1: Recognising persuasive techniques</u>          Show the overheard conversation on the whiteboard and hold a quick 'think, pair, share' discussion:</p> <ul style="list-style-type: none"> <li>• What are all the possible things they could be talking about?</li> <li>• What are the two characters feeling at this moment?</li> <li>• What techniques is the first character using to obtain consent?</li> </ul> <p>Take quick feedback. Remind pupils that consent is a free choice and it would be very difficult for someone to make a free choice given the pressure exerted in the scenario.</p> <p><b><i>What are all the possible things they could be talking about?</i></b>          Most young people would suggest different types of intimate activity, particularly unprotected sex. The phrasing about caring may be less well used in other situations but it could still be about drug-taking, smoking, dares.          Ensure pupils recognise that people use the same kind of language in a range of situations to get people to say yes to something they don't really want to do. This means that any learning they've done before or after on such topics is equally relevant (e.g. many exit strategies discussed about drugs could be used in a sexual situation).</p> <p><b><i>What are the two characters feeling at this moment?</i></b>          Discuss the effects of the coercion and pressure on the respondent in this scenario.          Consider why the seeker of consent is so desperate to get the other to agree. Is it just about their own wants or is it down to others' expectations of them?</p> <p><b><i>What techniques is the first character using to obtain consent?</i></b>          Explore the actions of the seeker of consent: how does this person's language differ from the language of permission explored in the earlier exercise?</p> <p><b><i>Generalisation: 'Everyone knows it is safe'.</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Why do people say things like this?</i></b></li> <li>• <b><i>Even if it is 'safe', is it ok for the other person not to want to do it anyway?</i></b></li> </ul> <p>A generalisation is a technique used in persuasion; it is intended to isolate the other person and make them feel that they must be wrong. Once pupils know this, they can guard against it.</p> <p><b><i>Trap question: 'Look, you know I care about you. I'd never suggest doing anything that could hurt you. What's the matter? Don't you trust me?'</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Is this really a question?</i></b></li> </ul>		
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	<p>Trap questions are intentionally phrased to make a person feel they are in the wrong if they disagree; if you say 'yes' you must be happy with doing what they want; if you say 'no' then you are questioning their integrity.</p> <p><u>Activity 2: Offering advice to someone under pressure</u> Tell pupils to imagine that the two characters were discussing some kind of sexual act and want their advice about consent. What would you say to them both? If they ask you why you've said what you said, could you explain your reasons?</p> <p><b>For those pupils who may need further support:</b> Provide pupils with the true/false handout Resource H.</p> <p><b>For those pupils who may need further challenge:</b> Produce a storyboard or script to show how they would explain what consent means in this context</p> <p>Dependent on the confidence levels of your class, you may wish to ask pupils to work in pairs or groups and to provide further prompts:</p> <ul style="list-style-type: none"> <li>• If you care for someone, is saying something like this fair?</li> <li>• How should the seeker of consent have handled this situation to avoid putting the other person under pressure?</li> <li>• How could a person respond to the 'don't you trust me?' question?</li> </ul> <p>Take feedback from the groups, making sure that the perspectives of both characters are explored.</p> <p>Ask pupils, either in pairs or on their own, to reflect about whom they could go to for advice if they felt they were being pressured into doing something they didn't want to. Remind them that there are different sources of support – for example, people who really care about them may not always have the correct knowledge or skills to help them. This is an opportunity to identify relevant support services, such as ChildLine, and ensure pupils have all the contact details recorded.</p> <p><u>Activity 3: Recognising more persuasive techniques</u> Explain that we're going to 'overhear' another conversation between two different people. Share the script on the PowerPoint (slide 5).</p> <p>Explore the scenario with pupils, paying particular attention to the reference to the 'secret'. Note that threatening to share a secret is one of the most manipulative things which someone can do to someone else,</p>		
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and if it involves 'outing' someone else, can put the person at risk of being 'outed' in a hugely vulnerable position.

Having explored the scenario, then clear a space along one wall of the classroom and either indicate with cards or tell pupils that 'strongly agree' is at one end, and 'strongly disagree' is at the other. As you read each of the statements below, ask pupils to move to where they feel they should stand, depending on the extent to which they agree.

Once pupils have decided where they stand, ask some to justify their decision and ask if anyone wants to move, having heard others' reasons. Read the statements on slide 6.

Video: Consent Cup of Tea  
Watch the video explaining how consent can be thought of as offering someone a cup of tea.  
<https://www.youtube.com/watch?v=fGoWLS4-kU>

**Plenary:**  
Summarise key learning points

- Seeking someone's consent by pressurising or manipulating them is wrong, and consent in its true sense cannot be obtained through pressure or manipulation, whatever someone actually says.
- If we ask for another's consent, they have the right to say no, to have that decision respected, and to not have to justify themselves if they choose not to.
- If situations do not feel right to someone, they always have the right to not give their consent, and this must be respected.

These scenarios lead naturally to how people show us that their consent is genuine and willingly given. Ask pupils to write down in their books (or go around their group again taking turns to suggest) five ways people show they are giving consent, and five things that would indicate that someone is being pressured, persuaded, coerced or manipulated to give consent.

Assessment of Learning  
Ask pupils to complete the 'Then and now' self-assessment sheet (Resource I), thinking back to where they feel they were before the lesson and then where they judge themselves to be now against the intended learning outcomes. Use this assessment to recognise achievement, evaluate the impact of these lessons and inform future learning.

Signposting further support

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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"> <li>• <b>A Better Medway:</b> <a href="http://www.abettermedway.co.uk/">http://www.abettermedway.co.uk/</a></li> <li>• <b>Brook:</b> <a href="http://www.askbrook.org.uk/">http://www.askbrook.org.uk/</a> Contact number: 0808 802 1234</li> <li>• <b>Childline:</b> <a href="http://www.childline.org.uk">www.childline.org.uk</a> Contact number: 0800 1111</li> </ul>		
4	<p>LO: To learn about consent and what it means both ethically and legally</p>	<p><b>Re-visit Ground Rules</b></p> <p><b>Starter:</b>          Share the intended learning outcomes.</p> <p>Ask pupils to think about the definition of consent (refer to lesson 3).          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></p> <p>Ask pupils to compare and contrast their own definitions of consent with the legal definition.          Note any questions pupils have about the law and consent, to be explored during the lesson.</p> <p><b>Main:</b>          Explain to pupils that the law states that the age of consent is 16 but that young people aged 13 to 15 are highly unlikely to be prosecuted for engaging in sexual activity with those of the same or similar age, if the activity is mutually agreed and there is no abuse or exploitation. The law is also clear that it is the person seeking consent who is responsible for ensuring that consent is given.</p> <p><u>Activity 1: Choice, freedom and capacity to consent in law</u>          Write the terms '<i>Choice</i>', '<i>Freedom</i>' and '<i>Capacity</i>' on the board.          As a class, mind map what these terms might mean in relation to consent.          Extend the discussion:</p> <ul style="list-style-type: none"> <li>• Are the choices we make always made completely freely, or are they sometimes governed by other things? (e.g. peer pressure, society, parental expectations)</li> <li>• How do we know when a choice is freely made?</li> <li>• What sort of things can affect our capacity to make decisions/choices? (e.g. mental health, age, maturity and development, drugs or alcohol)</li> </ul> <p><u>Activity 2: Age of consent and the law</u></p>	<p>Ask It Basket</p> <p>PSHE Association Teaching about Consent in PSHE Education at Key Stages 3 and 4 Lesson 2: Consent and the Law</p> <p>Resource: Discussion prompt: Consent and the law'</p> <p>'Then and Now' assessment sheet</p>	<p>I understand what consent means, both legally and ethically, and why it is so important</p> <p>I can explain what choice, freedom, and capacity mean</p> <p>I can discuss legal and moral issues through scenarios relating to consent</p> <p>I understand the legal age of consent and that most young people do not have sex until after they have passed the age of consent</p>



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	<p>In small groups: Give out the sheet 'Discussion prompt: Consent and the law'. Ask the groups to read the scenario, discuss responses to the questions below and note them down on their sheet.</p> <p>Discussion prompt sheet scenario: <i>Imagine two young people aged 15 were talking to a friend. We both really want to start having sex. We've been together for ages! We really love each other. It's no one's business but ours what we do!</i></p> <p>After the groups have discussed the questions under the scenario (on the sheet) and written down their responses, take quick feedback. Explore the following questions:</p> <ul style="list-style-type: none"><li>• If they asked their friend for advice, what do you think the friend should say? Why?</li><li>• What might be the consequences of following or failing to follow that advice? (Explore the social and legal consequences, being clear that while the Crown Prosecution Service might not prosecute two 15-year-olds engaging in sexual activity as long as it is mutual, agreed and there is no abuse or exploitation, it still remains a criminal offence – and while it is not apparent from the quotes, we don't know if there is abuse or exploitation taking place in this scenario. Refer to PSHE Association guidance on consent and the law if necessary).</li><li>• Does the sex, sexual orientation, gender identity or background of the two characters make a difference? Why? Should the principles of what constitutes consent not always be the same?</li></ul> <p>Further whole-group discussion:</p> <ul style="list-style-type: none"><li>• Now imagine that one of the two was aged 21 and the other 15. Does this make a difference? If so, why?</li></ul> <p>Note that again this is a criminal offence, and there is a strong argument that a sexual relationship between a 21-year-old and a 15-year-old would be considered to be exploitative or abusive given the difference in age – and likely difference in maturity and power – between the two.</p> <p>Ask pupils to note down in secret (on a post-it note/back of a sheet/mini-whiteboard) what they think is the percentage of young people having sex under the legal age of consent. By a show of hands, gauge roughly what the group as a whole thinks – e.g. <i>'Most of us think it's between 80 and 100%.'</i> (Young people often think that at least 80-100% of their peers are having underage sex.)</p>		
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		<p>Tell pupils that all the research indicates that in fact it is closer to just 25-30% of young people who have underage sex (NATSAL, 2013), which means that approximately three-quarters of young people are not having underage sex. Reassuring young people about social norms is helpful to reduce the pressure some young people may feel to have sex before they are truly ready.</p> <p><b>Plenary:</b>  <u>Redefining consent following the two introductory lessons</u>          Revisiting pupils' initial definitions of consent and the legal definition of consent, ask the pupils if they want to build on or change their definitions.</p> <p>When developing their new definitions of consent, look for words which suggest that pupils understand that consent should be <i>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.</i></p> <p>At this point it is also important to remind pupils that it is the <i>person seeking</i> consent who is responsible (ethically and legally) for ensuring that the consent given by another is genuine, given willingly and freely without exploitation, threat or fear, and that this person has the capacity to give their consent.</p> <p>Also remind them to see seeking consent as an ongoing process, rather than a one-off, given that people may change their minds, feel differently or consent to one activity but not another.</p> <p><u>Assessment of learning</u>          Ask pupils to complete the 'Then and now' self-assessment sheet, thinking back to where they feel they were before the lesson and then where they judge themselves to be now against the intended learning outcomes. Use this assessment to recognise achievement, evaluate the impact of these lessons and inform future learning.</p>		
5	<p>LO: To learn about how and why different contraceptives are used</p> <p>RSE</p>	<p><b>Re-visit Ground Rules</b></p> <p><b>Starter:</b>          Share the intended learning outcomes for the lesson. Ensure ground rules are revisited and reference the opportunity to use the anonymous question box.</p>	<p>Ask It Basket</p> <p>MEDWAY Year 8 Lesson 4: Introduction to Contraception</p>	<p>I can explain what is meant by contraception</p> <p>I can explain how and why condoms are used</p>

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	<p><u>Image Response</u> Provide pupils with Resource J: Image Response handout and ask them to complete the grid in as much detail as they can, based on their current knowledge and understanding (making clear that it doesn't matter if they don't know).</p> <p>This is an individual task to be completed without further prompting so as to gauge young people's starting points. Circulate to gain an understanding of pupils' current understanding, any misconceptions, and particular gaps in knowledge to inform your teaching.</p> <p><b>Main:</b> <u>Activity 1: Further information matching</u> Hand each pair a set of Resource K: description cards which match the images in the baseline activity. Ask pupils to match them up with the original images and use a new colour pen to annotate their original baseline with the additional information.</p> <p>Develop understanding by asking pupils to respond to the following questions in a think/pair/share discussion:</p> <ul style="list-style-type: none"> <li>● <b>What is contraception and why would a person use it?</b> <i>'The deliberate use of artificial methods or other techniques to prevent pregnancy as a consequence of sexual intercourse'. Contraception is primarily used to prevent pregnancy. Some methods of contraception also protect against contracting an STI (sexually transmitted infection)</i></li> <li>● <b>What do methods 1 and 3 have in common?</b> <i>These are barrier methods – they work by preventing sperm entering the body</i></li> <li>● What do methods 2 and 4 have in common? <i>These are hormonal methods – they work by using hormones to prevent ovulation.</i></li> <li>● <b>Why might a couple decide to use the pill and a condom?</b> <i>As one is a hormonal method and one is a barrier method, this increases the effectiveness against pregnancy. Hormonal methods are also unable to prevent STIs, so a condom is still needed to avoid contracting an infection</i></li> <li>● <b>Are there any other combinations that would be effective?</b> <i>Yes – any hormonal and barrier method combination can be effective, e.g. the contraceptive injection or pill / femidom. However, combining barrier methods (e.g. wearing 2 condoms, using a femidom and condom)</i></li> </ul>	<p>Y8 L3 Contraception PowerPoint</p> <p>Y8 L3 Resource J: Image response (1 copy each)</p> <p>Y8 L3 Resource K: Description cards (1 copy each)</p> <p>Y8 L3 Resource L: Using condoms flowchart (1 copy each)</p> <p>Y8 L4 Resource M: Obtaining contraception table (1 copy each)</p> <p>Y8 L4 Resource M: Differentiated</p>	<p>I can explain how and why the contraceptive pill is used</p> <p>I can explain where and how to get contraception and advice on contraceptives</p>
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	<p><i>reduces their effectiveness so should not be used. Only one hormonal method should be used at any time (i.e. not pill and injection) to avoid health risks.</i></p> <p><u>Activity 2: Condom Demonstration</u> Gather all the pupils round for the teacher demonstration. Explain to pupils that you are going to talk through the correct way to use a condom. Alternatively, show the following clip: <a href="https://www.youtube.com/watch?v=rrW-0wam5QY">https://www.youtube.com/watch?v=rrW-0wam5QY</a> to help pupils understand the correct way to use male condoms. (Although a classroom based demonstration is preferred.)</p> <p><b>Step 1:</b> Tell the pupils to store condoms away from sunlight, in a cool, dry place. Also, check the expiry date on the condom package and never use a condom that has expired as it may split. You should also check for the British and European safety marks on the wrapper as these indicate the condom has been subjected to rigorous safety testing.</p> <p><b>Step 2:</b> Carefully tear open the wrapper and remove the condom. Ensure pupils know that jewellery and teeth can damage the condom so it is best to push the condom to one side and rip from the ridged edge. Show the pupils how the condom should look. You could say the correct way should look a bit like a "Mexican hat" from the top. Drawing a diagram on the board may help clarify what you mean by "inside out"</p> <p><b>Step 3:</b> Pinch the tip of the condom to expel the air then begin to roll it onto the demonstration model (mention that if the male has not been circumcised then the foreskin would need to be gently pulled back as you roll the condom down). The roll should lie on the outside of the condom. Unroll the condom all the way to the base of the model.</p> <p><b>Step 4:</b> Make sure there are minimal air bubbles and tell the pupils this is because these can cause the condom to break during sex.</p> <p><b>Step 5:</b> Tell the pupils that condoms should be removed shortly after sex, before a man has lost his erection. He should hold onto the base of the condom as he pulls out. This will help prevent the semen from leaking out. Point out that failing to do this is one of the main reasons for condom failure.</p> <p><b>Step 6:</b> Removal of the condom. Condom demonstrators are much harder to take condoms off than in real life because of the friction of the plastic. Tie a knot in the condom to prevent leakage and dispose of the used condom in the plastic bag. Wipe hands using wet wipes.</p>	<p>obtaining contraception handout (optional)</p> <p>Blank postcards (optional – this could alternatively be written in pupils' exercise books)</p> <p>Condom Demonstration : <a href="https://www.youtube.com/watch?v=rrW-0wam5QY">https://www.youtube.com/watch?v=rrW-0wam5QY</a></p> <p>Contraception Demonstration Box (available from DH in Z1)</p>
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At this point, decide whether pupils would benefit from completing the practical demonstration themselves (in which case check for latex allergy and explain that some people are allergic to the latex used to manufacture most condoms but that latex-free condoms are available) or whether the demonstration and follow-up activity are sufficient to ensure pupil understanding at this stage. Your decision will be made dependent on time and the maturity level of the pupils in your class.

Hand out *Resource L: Using Condoms Flowchart* and ask pupils to fill in the gaps. This should allow you to check basic understanding and, once answers are checked as a class, provide pupils with a helpful information sheet to confirm the correct condom usage instructions.

### Activity 3: Availability of Contraception

Explain that there are a number of ways to get hold of contraceptives and that everyone is entitled to free contraception (although some e.g. condoms, can also be bought). It is important to explain that hormonal methods are prescribed for the individual so are not available to purchase.

Provide pupils with *Resource M: Obtaining Contraception* – it provides 3 different methods for obtaining contraceptives. For each method, pupils should explain the advantages and disadvantages.

Discuss these as a class, being sure to correct any misconceptions about what happens at a sexual health clinic. Also reassure young people that confidentiality will be given when consulting with health professionals.

### **Scenario 1: Buy condoms**

*Advantages:* Quick, easily available.

*Disadvantages:* Cost, no advice about how to use or best types to use, may feel embarrassed.

### **Scenario 2: GP surgery visit**

*Advantages:* May have a relationship with GP or practice nurse, so it is easier, GP/Practice nurse can assess suitability for different types of contraceptive knowing a person's medical history, contraception is free, can discuss how to use contraception.

*Disadvantages:* May prefer not to see own GP (though can request someone else), may need to be referred to sexual health centre, may require an appointment so can be a delay.

### **Scenario 3: Sexual health centre**

*Advantages:* Free contraception, most run a drop-in service or can book an appointment, may get a better range of types of contraception, may get better service as they see young people more regularly for

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contraceptive services, get good quality advice which can take into account medical history (though they probably will not have medical notes from GP unless you were referred from GP). Explain that people can go to their GP or sexual health centre as individuals or with their partner. Going with partner ensures everyone feels safer knowing how the contraception works. It sets up equal responsibility for STI and pregnancy risk.

*Disadvantages:* May seem intimidating to go when never been before, may need to travel further. If going with partner, need to have a conversation to agree to go together.

### **Scenario 4: Machine dispenser**

*Advantages:* may feel less embarrassed, easy to access, quick and convenient

*Disadvantages:* cost, no advice about what to use, may be less confident about quality, can't rely on this method of obtaining contraception regularly as the machine may be empty/broken.

### ***For those pupils who may need further support:***

Provide pupils with the differentiated handout Resource M to complete.

### ***For those pupils who may need further challenge:***

Ask pupils to suggest another source of contraception and assess its advantages and disadvantages e.g. pharmacist, buy online.

### **Plenary:**

#### Assessing Progress

Ask pupils to complete a postcard giving information to someone who needs advice about using contraception (alternatively can be written in their books). Ask them to focus on their five top tips to ensure contraception is accessed and used appropriately.

They might consider:

- Where is the best place to access contraception?
- What should a person think about before they choose a method of contraception?
- Why is it important to use contraception correctly?
- What are the most important things to remember when using a condom?
- Where can a person find more information and advice?

Whilst pupils are completing this activity, display the PowerPoint slide highlighting local and national support services.

#### Signposting further support

Ensure pupils are aware of the information and support available on sex and

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		<p>relationships issues: a friend, teacher, parent, school nurse, GP.</p> <ul style="list-style-type: none"> <li>• <b>A Better Medway:</b> <a href="http://www.abettermedway.co.uk/">http://www.abettermedway.co.uk/</a></li> <li>• <b>Brook:</b> <a href="http://www.askbrook.org.uk/">http://www.askbrook.org.uk/</a> Contact number: 0808 802 1234</li> <li>• <b>Childline:</b> <a href="http://www.childline.org.uk">www.childline.org.uk</a> Contact number: 0800 1111</li> </ul>		
6	LO: To learn about the nature of parenthood and effective parenting	<p><b>Re-visit Ground Rules</b></p> <p><b>Starter:</b> <u>Baseline Continuum</u> Present the class with different statements and ask them to indicate the extent to which they agree or disagree by standing on a continuum line from strongly agree on one side of the room to strongly disagree on the other side. Alternatively, this activity could be conducted using mini-whiteboards where young people indicate their level of agreement from 1-10.</p> <ol style="list-style-type: none"> <li>1. <i>People should wait to have children.</i></li> <li>2. <i>Parenting comes naturally to new parents.</i></li> <li>3. <i>Parents are a child's most important role model.</i></li> <li>4. <i>Having a baby makes a relationship stronger.</i></li> <li>5. <i>Everyone has the right to be a parent.</i></li> <li>6. <i>There is an age where you become too old to have children.</i></li> </ol> <p>Use the responses to the baseline activity to assess pupils' starting point, adapt your teaching and identify future learning needs.</p> <p>Prioritise feedback from statement 1. Discuss with pupils the ideal situation a person might be in when they become a parent. What would their age be? Relationship status (ensuring no stigmatising of single parents)? Career situation? Living situation? Life experiences/ maturity? Pupils may need help with discussions of possible ages e.g. if a person goes to university they might finish at 21, they could be a teacher at 22, or a doctor by their mid-20s. What if they want to travel? Do an apprenticeship? How long do they want to have a career before starting a family?</p> <p><b>Main:</b> <u>Activity 1: Consequences of being a parent</u> Divide table groups into physical, emotional, financial, social, education/career with a piece of flipchart paper on each table headed with one of these headings.</p>	<p>Ask It Basket</p> <p>MEDWAY Year 8 Lesson 5: Parenting</p> <p>Y8 L5 Parenting PowerPoint</p> <p>Y8 L5 Resource N: Qualities of parents diamond 9 (1 per pair)</p> <p>Y8 L5 Resource N*: Qualities of parents timeline (optional 1 per person or pair)</p> <p>Y8 L5 Resource O: Parental perspectives scenarios (1 per pair or group)</p> <p>Unit baseline work from lesson 1: Sexual Orientation</p>	<p>I can describe some of the consequences of being a parent</p> <p>I can evaluate the qualities required to be a good parent</p> <p>I can explain the complexities of parental choices</p>

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	<p>Ask each group to list some of the consequences of being a parent under that heading, before the flipchart papers are moved to the next group. It is important reasons are not repeated, only new consequences added. Pupils should have 5 minutes on the first heading, 4 minutes on the second heading, 3 on the third heading, 2 on the fourth heading and 1 minute on the last heading. Keep the pace of the activity fast and allow 5 minutes at the end to share the lists overall. Award a small prize for the hardest working team.</p> <p><u>Activity 2: Diamond 9 Qualities for Parenthood</u> In pairs or groups, pupils use Resource N: Qualities of parents diamond 9 to rank the parental qualities parents need to have in order of their importance. When discussing parental qualities, be sure to distance the discussion, reinforce ground rules about no personal stories or names and be sensitive to individual pupils' circumstances where known. Discuss common trends as a class.</p> <p><b><i>For those pupils who may need further support:</i></b> You may choose to ask pupils to simply split the cards into important qualities and less important qualities.</p> <p><b><i>For those pupils who may need further challenge:</i></b> Pupils fill out Resource N*: Qualities of parents timeline handout on parental qualities needed at each stage of a child/young person's development. Recognise that there are some qualities which might be needed at most/all phases and there is space to show that on their continuums. Try to encourage pupils to think about safety and practical considerations as well as personal qualities.</p> <p><u>Activity 3: Parental Perspectives</u> Ask pupils to read the scenarios on Resource O: Parental Perspectives where parents are in a position where they need to make difficult decisions to effectively support their children. They should then respond to the question asking the pupils for their opinions on what the parent should do. It is important to ensure conceptions of parents are inclusive and fully respect the spectrum of pupil backgrounds.</p> <p><b>Plenary:</b> <u>State one thing</u> Go round the class asking each pupil for one thing they have thought about or one view they have changed as a result of this lesson. For example, have they changed their minds about suitable ages for parents, which qualities are important, the lifestyle changes required by parenthood? Have they gained a deeper understanding of the difficulties of parenthood and parental decisions?</p>	<p>Flipchart paper and pens</p>	
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		<p>It is important to include the right to pass given the potentially sensitive nature of today's session.</p> <p><u>Final questions</u> Spend some time going through the remaining anonymous question box questions. Ask pupils to add any additional questions to the box, including repeating any they feel were not sufficiently answered in the lessons.</p> <p><u>Assessing Progress</u> Return to the baseline assessment sheet completed at the start of the unit. Using a different coloured pen/pencil, ask pupils to add or change anything they wish to in the light of their learning. This can be used to demonstrate pupil progress, as well as to inform future planning.</p> <p><u>Signposting further support</u> <b>Important:</b> Ensure everyone is able to access the details for the support agencies below after the lesson privately and anonymously, or ensure everyone has a handout with the details on at the end of the lesson. Do not make this optional as young people may not wish their classmates to see them writing down the details or taking a handout.</p> <p>Ensure pupils are aware of the information and support available on any 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"> <li>• <b>A Better Medway:</b> <a href="http://www.abettermedway.co.uk/">http://www.abettermedway.co.uk/</a></li> <li>• <b>Brook:</b> <a href="http://www.askbrook.org.uk/">http://www.askbrook.org.uk/</a> Contact number: 0808 802 1234</li> <li>• <b>Childline:</b> <a href="http://www.childline.org.uk">www.childline.org.uk</a> Contact number: 0800 1111</li> </ul>		
7	LO: To learn about menstrual (period) wellbeing	<p><b>Re-visit Ground Rules</b></p> <p><b>Starter:</b> Provide pupils with <i>Resource P: Menstruation mind map</i> and ask them to fill in the mind map — using one colour, with detail around the 3 branches shown. Pupils can add more branches if required.</p> <p>This is an individual task to be completed without further prompting, to gauge pupils' starting points, including their current understanding and any misconceptions and/or gaps in their knowledge. It is useful to move around the room observing any common responses — particularly those that may be inaccurate — to inform teaching within the lesson.</p>	<p>Ask It Basket</p> <p>MEDWAY Year 8 Lesson 6: Menstrual Wellbeing</p> <p>Y8 L6 Menstrual Wellbeing PowerPoint</p>	<p>I can describe a range of menstrual products and how they are used</p> <p>I can evaluate the pros and cons of a range of menstrual products</p> <p>I can give advice about managing</p>

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	<p><b>Main:</b>  <u>Activity 1: Menstrual products: Rainbow Groups</u>          Organise pupils into 5 groups of 5.          Each group is titled a different colour: Red, Yellow, Blue, Green or Orange, and given a different menstrual product and the corresponding Resource Q: <i>Menstrual products sheet</i> to investigate. Pupils are also each given Resource R: <i>Menstrual products record sheet</i> to complete during this activity.          If possible, provide examples of each menstrual product and their accompanying product information / leaflet.</p> <p>At this stage, they are becoming 'experts' in their menstrual product. Pupils will need to be able to explain their product to others, including:</p> <ul style="list-style-type: none"> <li>• What the product is</li> <li>• How it is used</li> <li>• Average price</li> <li>• Pros of using the product</li> <li>• Cons of using the product</li> </ul> <p>Encourage pupils to think of pros and cons beyond those mentioned on their sheet.          Circulate around the groups making sure the key points are covered using Resource T: <i>Teacher help sheet</i>.</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div style="background-color: #e91e63; color: white; padding: 5px;">5 students Tampons</div> <div style="background-color: #ffeb3b; color: black; padding: 5px;">5 students disposable pads</div> <div style="background-color: #2196f3; color: white; padding: 5px;">5 students Menstrual cups</div> <div style="background-color: #8bc34a; color: black; padding: 5px;">5 students Reusable pads</div> <div style="background-color: #ffc107; color: black; padding: 5px;">5 students Period pants</div> </div> <p>For the second stage of this activity, ask the pupils to form 'rainbow' groups — with one pupil from each colour representing their original team in a new group. Pupils now share their information so that all individuals learn about all 5 menstrual products, recording the information on Resource R: <i>Menstrual products record sheet</i>.</p> <p>Continue to circulate around the room, ensuring the pupils are delivering the correct points to their new 'rainbow' group.</p>	<p>Y8 L6 Resource P: Menstruation mind map</p> <p>Y8 L6 Resource Q: Menstrual products</p> <p>Y8 L6 Resource R: Menstrual products record sheet</p> <p>Y8 L6 Resource S: Menstrual wellbeing forum: problem page posts</p> <p>Y8 L6 Resource T: Teacher help sheet</p> <p>Menstrual Products &amp; Leaflets:          Tampons          Disposable Pads          Cups          *Reusable Pads          *Period Pants          (will need a picture if actual product unavailable)</p>	<p>menstrual wellbeing</p> <p>I can confidently discuss menstruation and challenge negative attitudes associated with it</p>
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All pupils should now have a complete sheet which can be stuck in their books for reference.

***For those pupils who may need further support:***

If working with a different number of pupils in your class, pupils needing more support could pair up in the rainbow group (for example have 1 red pupil, 1 yellow, 1 blue, 1 green and 2 oranges). If needed, a teacher or additional adult in the room can fill in if a particular group is missing a colour representative.

Activity 2: Menstruation Wellbeing Forum: Period Problem Posts

In pairs, pupils are given Resource S: *Menstrual wellbeing online forum*, with example posts from young people on a menstrual wellbeing online forum. Read and suggest advice about how the person could deal with the problem now or in the future.

Join up with another pair and share answers. As a class, take feedback, with each group of four suggesting a reply to one post. See Resource T: *Teacher help sheet* for suggested responses.

***For those pupils who may need further support:***

Provide pupils with a list of suggestions (for example, these could be adapted from the suggestions on the teacher help sheet) or pictures of a variety of wellbeing strategies to match to each problem page scenario.

***For those pupils who may need further challenge:***

Ask pupils to discuss, or make notes on the following question:

*How can schools ensure menstrual wellbeing for all pupils including trans pupils?*

Advice to school could be:

- School could raise awareness of menstrual wellbeing and inclusion in PSHCE lessons.
- Provide staff training on trans inclusion.
- Consider introducing gender neutral toilets with free products available and menstrual bins.
- Offer pupils toilet passes where appropriate.
- Make period products freely available in school for those who cannot easily access them.

Feedback for this task may be a small discussion with those pupils that completed this activity whilst the next activity is going on.

Alternatively, pupils can record their suggestions on paper or into books which you then respond to at a later point.



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### Activity 3: Managing Menstrual Wellbeing

Staying in fours, create a 5 – 10 bullet point guide to managing menstrual wellbeing.

Include things that people can do to feel better, prepare for their period and positive messages that help challenge negative attitudes around menstruation.

Go round the room and take one top tip from each group.

These might include:

- Menstruation is a natural part of life for many people and will usually continue until the menopause (the point at which the ovaries stop releasing an egg every month).
- It is good to talk openly and factually about periods.
- Menstruation should not cause shame or be hidden.
- Exercise is good for easing menstrual cramps.
- Avoid sugary food and eat healthily, as sugary foods can make someone feel bloated and can dehydrate the body.
- Drink plenty of water as this helps when feeling bloated.
- Try to sleep for longer — a lack of sleep can lower pain threshold, making menstrual cramps seem worse.
- Hot baths can be relaxing and calming.
- Using a hot water bottle can be good for easing menstrual cramps.
- Carry a spare set of pants and pads to help prepare for any menstrual issue.
- Use panty liners around the date their period is due, so that they don't need to worry about possible leaks.
- Keep a track of first and last day of each period (there are apps to make this easier), this will help to 'predict' the first day in the future.
- Know which toilets have bins in to make the disposal of menstrual products easier.
- Use a menstrual product that suits the person and their lifestyle.

### **Plenary:**

#### Assessing Progress

Ask pupils to revisit the baseline activity and, in a different colour pen, add new information from the lesson. (I.e. things they had forgotten, things they have learnt and anything that they think now needs correcting from their initial ideas.)

Finally, ask pupils to reflect on their own learning by completing Resource U: *Then and now*.

#### Signposting Further Support

Ensure pupils are aware of the information and support available: for example, a friend, teacher, parent, school nurse, GP.

Highlight local and national services, such as:

# Edward Peake C of E VC Middle School

## PSHCE Planning



	<ul style="list-style-type: none"><li>• <b>A Better Medway: Medway Contraception and Sexual Health Clinics:</b> <a href="http://www.cloverstreet.nhs.uk/">http://www.cloverstreet.nhs.uk/</a> Contact number: 0300 790 0245</li><li>• <b>Brook:</b> <a href="http://www.askbrook.org.uk/">http://www.askbrook.org.uk/</a> Contact number: 0808 802 1234</li><li>• <b>Childline:</b> <a href="http://www.childline.org.uk">www.childline.org.uk</a> Contact number: 0800 1111</li></ul>		
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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.**