Stepney All Saints School

RSE Resources

Samples from KS3 and KS4 lessons

YEAR 7 LESSON 2:
HEALTHY RELATIONSHIPS

Learning outcomes:

I can…

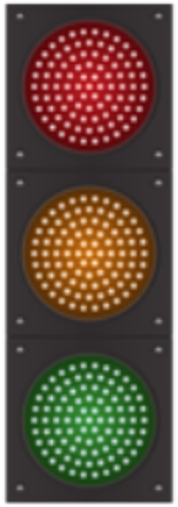
- identify healthy and unhealthy relationship behaviours
- describe the consequences of different relationship
- communication styles
- demonstrate active listening and assertiveness skills

Year 7 - Lesson 2 Medway - Healthy Relationships

RELATIONSHIPS TRAFFIC LIGHTS

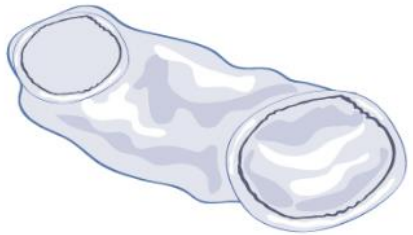
Is this behaviour supportive, it depends, or controlling?

1. Holding their partner's hand and cuddling them all the time
2. Giving them a hug when they're upset
3. Telling them they're loved
4. Phoning them and texting them all the time
5. Smiling at them
6. Expecting them to wait for calls



7. Putting them down, especially in public
8. Taking them out somewhere they really want to go
9. Having to do what their partner wants just to avoid arguments
10. Telling them they look nice
11. Ignoring them when they're out with his/her friends
12. Turning up to surprise them

Year 8 - Lesson 1 Medway — Introduction to Contraception



What are these forms of contraception?

What do you know about them?

Type:	What is it?	Type:	What is it?
	How does it work?	THE FEMALE CONDOM	How does it work?
Type:	**What is it?**	**Type:**	**What is it?**
	How does it work?		**How does it work?**

Year 8 - Lesson 3 Medway — Puberty and Emotional Changes

PUBERTY AND FEELINGS

Which of the changes we have just thought about might have most effect on the relationships people have with others?

- Moods seem to change a lot
- Sexual feelings may begin
- Confusion about maturity
- Feeling intense emotions
- Can feel teary or angry for no reason

Create a short script or cartoon strip to represent how these changes might cause challenges for personal relationships.

QUESTION BOX

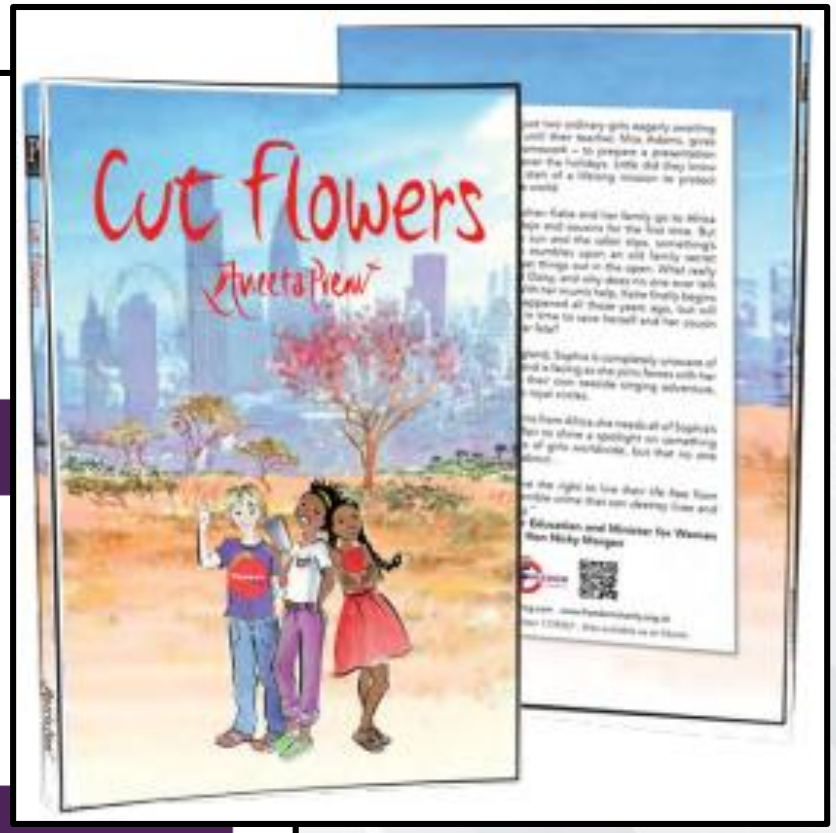
Have we successfully answered this question today?

Questions to be answered in future lessons…

Questions we still need answers to today

Year 8 — Lesson 5 Freedom — FGM

FREEDOM CHARITY



Learning Objectives

We are learning:

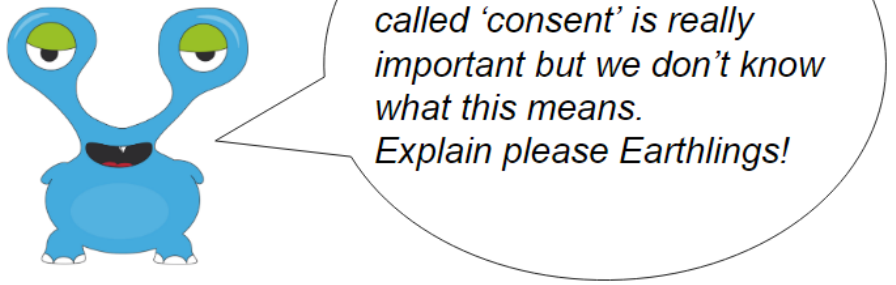
- what FGM is and that it is abuse and a crime
- about the support that is available to anyone at risk of FGM

Intended learning outcomes

- I can explain in simple terms what is meant by FGM
- I understand that it is abuse and a crime
- I can explain my right and others' right to be safe from FGM
- I can explain who is committing a crime and how the law protects me and those I care about
- I can identify sources of support and how to access support

Year 8 - Lesson 4 Medway — Introducing Consent

EXPLAIN TO AN ALIEN



Resource F

Signs of consent

I want to do this	I don't want to do this
I'm sure	I'm not sure
This is the right thing to do	I thought I wanted to, but...
I'm ready	This is the wrong thing to do
I feel good about this	This is the wrong thing to do
Direct eye contact	Avoiding eye contact
Nodding	Avoiding touch
Looking comfortable and relaxed	Looking uncomfortable/tense/frozen
Laughter and/or smiling	Shaking head
Laughter and/or smiling	Not actively taking part

Year 9 — Lesson 3— Capacity to Consent

The legal definition of consent

*'A person consents if he/she agrees by **choice**, and has the **freedom** and **capacity** to make that choice.'*

What is the legal age for consent?

Discuss: Why might someone not have the 'freedom' and 'capacity' to make a choice?

Year 9 — Lesson 3— Capacity to Consent

Verbal signs of consent

Task: Look at the following verbal signs of consent and non-consent. Can you tell which are which? **Circle the signs of consent in green, and the signs of non-consent in red.**

Yes

Stop

I'm not sure

I want to do this

This is the wrong thing to do

Can you please not do that

I want to...

I'm excited

I thought I wanted to, but...

I'm not ready or not sure if I'm ready

I don't want to do this anymore

I'm sure

I don't want to do that

I'm ready

This is the right thing to do

No

I don't want to do this right now

Non-verbal signs of consent

Task: Look at the following non- verbal signs of consent and non-consent. Can you tell which are which? **Circle the signs of consent in green, and the signs of non-consent in red.**

Nodding

Laughter and/or smiling

Avoiding eye contact

Direct eye contact

Looking uncomfortable, tense, sad or fearful

"Open" body language, (e.g. relaxed, loose and open arms and legs, relaxed facial expressions, turning towards someone)

Avoiding touch

Looking comfortable and relaxed

Pushing someone away

Shaking head

Not actively taking part

Actively taking part

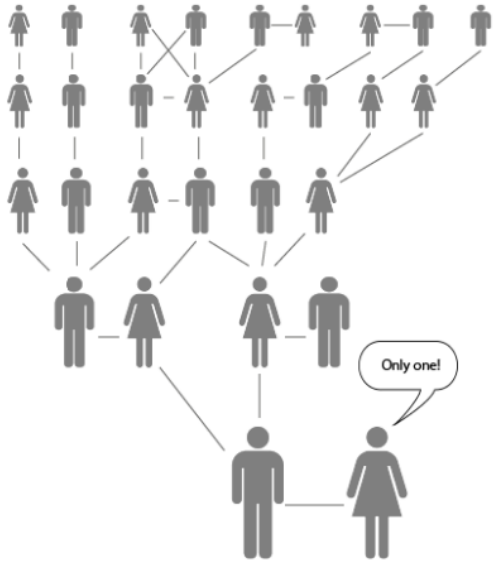
"Closed" body language, like tense, stiff or closed arms and legs, turning away from someone

Extension: Create a freeze frame showing either consent or non-consent. Be ready to show the rest of the class, who will have to guess if you are depicting consent or not.

Year 9 — Lesson 4 Medway — Preventing STIs

STI TRANSMISSION

How easy do you think it is to transmit or catch an STI?



How would you advise a friend on when and how to discuss safer sex with a new sexual partner?

Resource I

STI information sheets

Chlamydia	
• Chlamydia is the most common STI amongst young people in this country and is a bacterial infection that is spread through sexual activity. Left untreated it can damage fertility. • Scarily, 50% of men and 70% of women with chlamydia have no symptoms at all! • If symptoms are present, men and women report:	
Women: • Spotting or heavy periods • Bleeding after sex • Pelvic pain • Vaginal discharge • Pain urinating	**Men:** • A white, cloudy or watery discharge from the penis • Pain urinating • Possible testicular pain
Chlamydia is treated with antibiotics, either in a single dose or daily doses for a week. It is very important to take all doses in the course of antibiotics or the infection may return. The infection usually clears within a week.	

Resource H

Common STI's worksheet

STI	What type of infection is it?	How do you get it?	Symptoms	Treatment	Protection
HIV					
Genital Warts					
nital pes					

Year 9 — Lesson 6— Sexual Orientation and Gender Identity

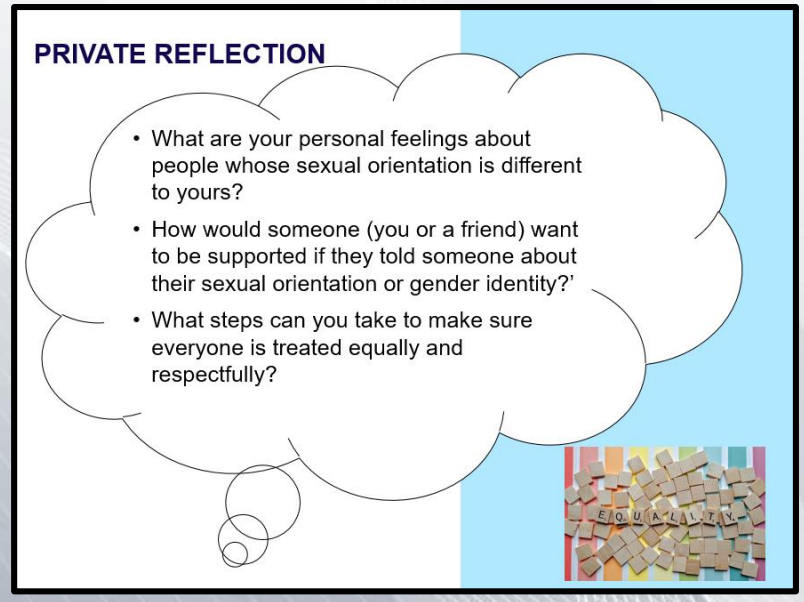
Person A: You should just tell them, sex is part of dating someone and they need to stop leading you on!
Person B: Yeah – either that or maybe add a little something to their drink to get them in the mood!
Person C: That's just creepy. I should wait 'til they're ready. And anyway, neither of us is ready to be a parent; condoms aren't 100% effective are they?!
Person A: Whoa there- you need to chill. Everybody does it. I bet you're just scared 'cos you've not done it yet.
Person B: Hang on – no, it's 'cos you don't really want it – my gay-dar is buzzing right now.

What are your initial views on what the characters have said?

Do you think that sex is always part of dating someone?

Person C talks about the risks of having sex. What risks are here?

How would you respond to person B's comment about a 'gay-dar'?



Year 10 — Lesson 1 Medway — Relationship Expectations

Resource T

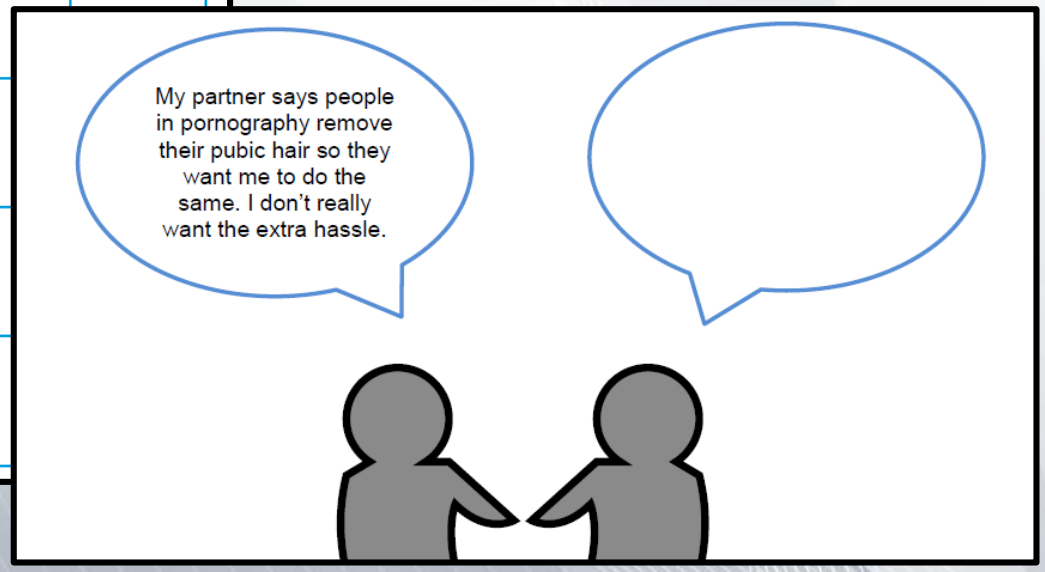
Relationship expectations

	Agree	Depends on...	Disagree
1. It is easy to discuss consent and contraception with a new partner.			
2. Consent only really applies the first time you have sex with someone.			
3. Most people are nervous about their first sexual experiences.			
4. Pornography is a good way of learning how to have sex.			
5. Some people send nudes because they are in a healthy, committed adult relationship and think it's a fun way to express their sexuality.			
6. If someone isn't ready to go all the way, they should give oral sex to satisfy their partner.			

RELATIONSHIP EXPECTATIONS

Learning outcomes:

- I can justify my views around expectations in relationships
- I can explain the issues around the sharing sexual images
- I can explain how pornography can distort relationship expectations and learn strategies to manage those expectations



Year 10 — Lesson 1 Medway — Relationship Expectations

The aim of a conscience alley is to allow students to consider all the thoughts and feelings that might be swirling around in a person's head when faced with a particular dilemma in a scenario. This can help build empathy and understanding. The activity can also be used to offer solutions to the scenario, which can help students to build their resilience and healthy responses if they are ever faced with a similar situation.

Conscience Alley:
An activity where the class line up in two rows facing each other to form an 'alley', through which another student will walk. The students acting as the alley will say aloud what may be on that person's conscience to express their inner thoughts and feelings.

CONSCIENCE ALLEY

Jasmin is 13. She met her boyfriend, who is 15 online, and has been going out with him for 3 weeks. He has told her he'll have to find someone else if she won't send him some naked photos of herself.

Milo is 15. All his friends say they've had sex and their girlfriends send them sexy photos. He is tired of being accused of being gay because he doesn't have much experience with girls, so he is going to get a girl to send him sexy photos so he can prove to his friends he is straight.

Year 11 — Lesson 1 Disrespect NoBody — Relationship Abuse

Understanding healthy and unhealthy behaviours

- What is the difference between abusive behaviour versus having a 'normal' healthy argument?
- A 'normal' healthy disagreement can happen between people who feel able to express their views and opinions, but also respect those of others. A healthy disagreement normally involves negotiation, and no one emerges as the 'winner' or the 'loser'.

Emotional vs. physical abuse

Where do you stand?

- It isn't really abuse if it's not physical
- It is sometimes justified to hit your partner during an argument
- Physical abuse is more serious than emotional abuse

Emotional abuse is just as serious as physical abuse, as the impacts can be just as long-lasting

Understanding controlling behaviour

1. Discuss the controlling behaviours you saw in the film.
2. In your groups, sort the Abuse true or false cards into three piles: *True; False; Not sure*

Year 11 — Lesson 1 Disrespect NoBody — Relationship Abuse

Resource C

Warning signs of abusive behaviours within a relationship, including sexual exploitation

Abusive behaviour can be:

- violent (e.g. hitting, kicking, slapping)
- emotional (e.g. humiliating and putting someone down)
- sexual (e.g. forcing someone into sexual acts without their consent)

Abuse in relationships can start with verbal or emotional abuse, and can happen to anyone (including men, transgender people and those in same-sex relationships). It can often escalate into physical abuse.

Some warning signs of potential abusive and violent behaviour:

- extreme jealousy
- anger when someone wants to spend time with their friends
- isolating someone from friends and family
- trying to control someone's life (e.g. how they dress, who they hang out with, what they say)
- humiliating someone; putting them down
- threatening to harm someone or to self–harm if the other person leaves

Respect Phoneline

If you are abusing your partner, you can get help to change your behaviour. Call to talk to trained advisors who provide help and support to men or women.

Freephone: 0808 802 4040 (Monday to Friday 9am to 5pm, free from landlines and most mobile providers)

Email: info@respectphoneline.org.uk

Website: www.respectphoneline.org.uk

Webchat available

The Men's Advice Line

If you are a boy who is experiencing abuse, or has in the past, you can speak to trained advisors who can offer you emotional support and practical advice. All calls are confidential.

Helpline: 0808 801 0327 (free from landlines and most mobile phones)

Email: info@mensadviceline.org.uk

Website: www.mensadviceline.org.uk

Webchat available

Brook

Brook has clinical services in England, Scotland, Northern Ireland and Jersey. All our services provide free and confidential sexual health advice, contraception, pregnancy testing, and screening and treatment for sexually transmitted infections (STIs).

To find your nearest service visit brook.org.uk/find-a-service

If you have questions about your sexual health or relationships right now, go to brook.org.uk/ask-brook for all the answers.

Website: www.brook.org.uk

CEOP (Thinkuknow programme)

If someone has asked you to do things online that you don't feel comfortable with, you can report this directly to CEOP by clicking on their online CEOP 'report it' button here: www.ceop.police.uk/safety-centre. Following a report to CEOP, you will be contacted by a Child Protection Advisor who will work with you to make a plan to keep you safe. You can also report to CEOP if you are worried about a friend, or someone you know.

Website: www.thinkuknow.co.uk

Year 11 — Lesson 2 NSPCC— Making Sense of Relationships - Pornography

Which of these points do you think is the most important for young people to understand?

When people watch lots of porn it often makes them enjoy real sex less.

People who've been watching porn for a long time can develop an addiction to porn and may have problems enjoying real sex. They're desensitised to what they see and are no longer aroused by things they would once have been turned on by.

Watching lots of porn often makes people feel less happy in their relationship.

People can feel under pressure to do things they or their partner have seen in porn. This will usually lead to them feeling uncomfortable, under-confident, and less sexually satisfied.

Porn almost never shows negotiated condom use, which can make people think unsafe sex and not discussing contraception are the norm.

Porn can lead people to think about sex a lot more of the time. This can make it harder to enjoy things like spending time with friends and having other interests.

Seeing the bodies of people portrayed in porn puts pressure on people, especially girls and women to look a certain way, and can affect how they feel about their body.

Order these statements from 1 – 9

Porn can lead to people seeing others, especially women, as 'objects for sex' and not as people with their own thoughts and feelings. This means they respect them less and that both partners get less from the relationship

There's a lot of aggression and violence in porn, often towards women. This can lead people to believe that women in particular enjoy aggressive sex, when for most people, most of the time, aggression towards them makes them feel bad and can hurt them.

Year 11 — Lesson 2 NSPCC— Making Sense of Relationships - Pornography

GROUNDED!

In pairs or small groups, read the following conversation and discuss your responses to the questions that follow. Be ready to feedback to the whole group, justifying your opinions.

Nah, he won't be there apparently. He's been grounded – told them he was doing homework then got caught watching porn in his room last night!

Ha! That's the sort of homework I'd definitely do on time.

You and me both! Dunno why they're so stressed about it though – everyone watches it and it doesn't do any harm. Everyone knows it's not real – just a bit of fun really.

Are they right?

1. To what extent is pornography 'real'?
2. Is watching porn harmful? If so, how, why and to whom?

MATCH THE SENTENCE HALVES TOGETHER

1 Both partners respect...	1 ...each other and want the same things.
2 The sex isn't about...	...the positions or how long they can last.
3 Both partners want to have...	...sex and are happy with what they are doing.
4 Both partners find each other attractive, ...	...in lots of different ways, not just in appearance.
5 It isn't only about sexual arousal. Both partners...	...feel good about themselves and comfortable with their partner.

Year 11 — Lesson 3 Disrespect NoBody — Sharing Sexual Images

Some implications for the person sending nudes...

- Legal consequences: sending or sharing explicit images could be breaking the law. If you are under 18 and you send, upload or forward indecent images or videos on to your friends or partner, this would be breaking the law, even if they are photos of you.
- Another person could share the photo with other people, or post it online, which means anyone could see it, (e.g. family, friends, teachers, even future employers).
- In extreme cases, it could be used to blackmail the sender into sending more photos or videos.
- If the relationship ends, the images could be shared as a way to humiliate the former partner ('revenge porn').
- It could lead to a range of other consequences, including bullying or unwanted attention from others.

Sharing scenarios II

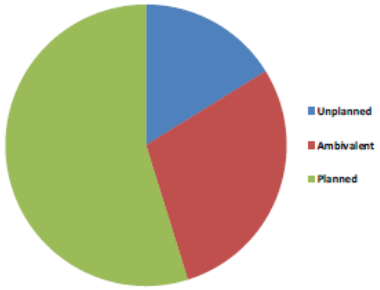
	Is the scenario consensual at any point? If so, when?
Scenario 1	the couple may have sent explicit images to one other consensually during their relationship (although if they are under 18 this may still be a criminal offence).
Scenario 2	not consensual at any point because one of the young people is drunk to the point of passing out.
Scenario 3	someone posting a photo of themselves in their underwear may be a free choice or it may have been done under pressure or manipulation. We do not know whether posting it was a consensual act.

... and some for the person asking for nudes

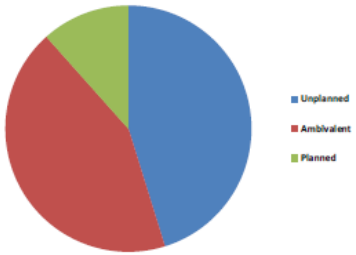
- If someone pressurizes another person to send them sexually explicit or nude pictures, this is abusive and not normal or acceptable..
- If someone has any indecent images or videos of somebody who is under the age of 18 they would technically be in possession of an indecent image of a child, even if they are the same age. This is in an offence under the Protection of Children Act 1978 and the criminal Justice ACT 1988.
- Pressurising someone for nudes can make them feel uncomfortable or manipulated and could lead to them losing confidence in relationships, or experiencing other relationship difficulties in the future.

Year 11 — Lesson 4 Medway — Unplanned Pregnancy and Pregnancy Choices

HOW COMMON IS UNINTENDED PREGNANCY IN 16-19YEAR OLDS COMPARED WITH WOMEN OF ALL AGES?



WOMEN OF ALL AGES



16-19 YEAR OLDS

Unplanned pregnancies are much higher in 16-19 age range than any other.
Teenage pregnancy is not rising, rates are lower nationally than they have been for 20 years. However, in Medway there are a higher proportion of teenage conceptions than both the national and South East average.

CONSIDER THE FACTORS

Task:
Rank the factors which a person could consider when deciding what to do about an unplanned pregnancy.

- Availability of a support network
- Their relationship situation
- Emotions - what feels right or wrong
- Stable financial situation
- Health and wellbeing of the unborn foetus
- Values including religious beliefs
- Risk to a woman's health
- Views of trusted family and friends
- Impact of having a child on future plans

Annotate each statement with ideas, views and beliefs. These can be your own or those someone else might have.

(a) There is always someone to blame for an unplanned pregnancy.

(b) If a woman falls pregnant, the decisions about what happens next are down to her.

(c) A child would have a better life with an adopted family than with a teenage parent.

(d) Abortion is a woman's right.

(e) Using emergency contraception is the same as abortion.

Year 11 — Lesson 4 Medway — Unplanned Pregnancy and Pregnancy Choices

FACTS ABOUT TEENAGE PREGNANCIES

Around 40-50% of the U18's who have an unintended pregnancy will choose to become a parent.

There is a evidence to suggest young parents and their children are more likely to experience a wide range of health and social inequalities such as poverty, lack of educational attainment, economic, poor mental and physical health. However, this is not true in all cases.

In Medway there is support for teenage parents in the form of the Family Nurse partnership, Medway Youth Trust, and Sure Start centres across Medway offer young parents groups.

EMERGENCY CONTRACEPTION

- Emergency contraception pills use medication to block pregnancy. Most use the same hormones that are in regular birth control pills.
- They work mainly by delaying the release of an egg (ovulation). Once implantation has occurred, emergency contraception is no longer effective. If you're already pregnant, these pills will have no effect as a contraception method.

- The emergency contraceptive pill cannot end a
- pregnancy once it has started.
- Alternatively, a copper coil (IUD) can be inserted by a doctor. It works up to 5 days after unprotected sex, and it keeps on preventing pregnancy for up to 12 years. The copper stops the sperm from fertilizing the egg, preventing pregnancy. It may also prevent implantation of a fertilized egg.

FATHERS' RIGHTS

- Legally a man has no rights over a pregnancy should a woman choose not to continue with it.
- Sperm donors through licensed donation sites are legally exempt from being legal parents.
- When a man becomes a father he potentially:
  - Has a moral and legal obligation to any child born
  - Has rights over how the child will be brought up
  - Could be asked to support the child financially
  - Could be named on the birth certificate.

End of Samples

Please note that this sample of resources is not exhaustive and is intended to provide parents with an illustration of materials used in the PSHE Curriculum for RSE.