



**CRE8TIVE
RESOURCES**

***RELATIONSHIPS AND
SEX EDUCATION***

PSHE Work Booklet

Name:

Teacher:

Class:



**CORE
THEME 3**

Friends, Respect & Relationships



Friends, Respect & Relationships



CONFIDENCE CHECKER



LEARNING THE UNIT 	1	2	3	4	5	6	7	8	9	10
	NOT CONFIDENT				CONFIDENT				VERY CONFIDENT	
I understand what consent is, and when it is given										
I can explain why boundaries, including personal space, are important										
I can respond to people and situations in an assertive manner										
To identify a wide arrange of different relationships										
I understand the differences between a friendship and a relationship										
I know how to respect the rights of people and can help others to do the same										
I know the benefits of having friends, and the stages of friendship										
I understand what I'm looking for in a friend and how to make new friends										
I understand how to identify toxic friendships and the risks of them										
I can recognise if I have unhealthy friendships										
I understand the importance of not giving too much information to online friends										
I can give good advice to others on what a friendship should and shouldn't be										
I regularly give other people compliments and try to be kind to others										
I can explain my strengths and why it is important to be aware of my emotions										
I can turn a problem into an opportunity										
I know what peer pressure is and can explain how it impacts people										
I understand the best way to deal with peer pressure										
I understand how I'm influenced and how my actions influence others										
I understand unhealthy male stereotypes and what it really means to be a man										
I know the difference between a 'real man' and a 'good man'										
I am confident in showing my emotions										

Think about a time when you were asked to do something that you didn't want to.
How did you feel?
What do you say when you don't want to do something?



Context

In what situations have you heard the word consent used?

Synonyms

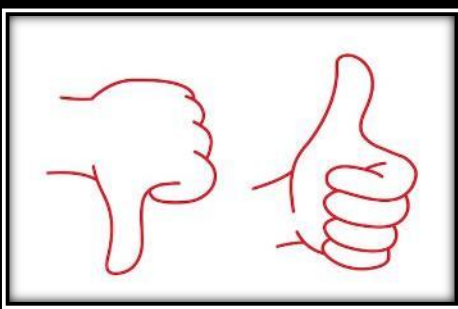
What other words could you use instead of consent?

Examples

When do you have to ask for consent?

Behaviours

How do you know if consent has been given?



Video Reflection – What did you learn from the video clip? (Information, statistics, advice, risks)



Individual choice

Freely

Values

Capacity to Consent

Identity

Mix and Match

A choice made without manipulation, exploitation or duress.

A moral standard of behaviour accepted by society.

Characteristics that determine what or who a person is. (e.g. Social class, heritage or gender)

A deliberate and active decision made by an individual. The individual has ownership and agency all the time.

Is the individual capable of understanding what is happening?

Video Reflection – What did you learn from the video clip? (Information, statistics, advice, risks)



UDEAL strategy to being assertive

- ✓ Use a reasonable voice
- ✓ Describe the problem
- ✓ Express how you feel
- ✓ Ask for a specific change
- ✓ List the improvements



TOPICAL DEBATE

“Most parents always respect their children’s personal space and only intervene when needed”

Arguments For

Arguments Against

Your personal opinion :

A GOOD RELATIONSHIP

WHAT IS LOVE?

Draw, what a successful relationship looks and feels like.

Write down words that represent love, and what it feels like to be in love.

A BAD RELATIONSHIP

TEENAGERS

Create an image of what a bad relationship looks and feels like. E.g. feeling trapped, violence, cheating

Draw what you might be like as a teenager (interests hobbies, emotional changes)

CONFLICT RESOLUTION

MARRIAGE

Create an image showing different areas of conflict which might occur within a family (also show how to resolve conflict)

Write down things people associate with marriage.

What do good friends need to do?

How might a friend do this?

Why is it important to have friends?



A friend must share your interests



**A friend is someone you
can trust**



A friend should have a similar personality to you



**A friend should always
stick up for you**



**A friend should always
cover for you**



**A friend is someone who
won't tease you**



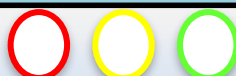
A friend must be approved by your parents



**A friend is someone who
will forgive you**



A friend is someone who won't disagree with you



When has a best friend been there for you?

Video Reflection – What did you learn from the video clip?
(Information, statistics, advice, risks)

[illegible]

Create your own saying about friendship and decorate it



Why do friends fall out?

- 1.
- 2
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

How will I know if I'm in a toxic relationship?

[illegible]

What does it mean to be a good friend?

What support can an offline friend give you that an online friend can't?

How do you manage all of your friendships?

Which do you prefer?

- a) Chatting to friends online**
- b) Hanging out with your friends in real life**

What should you try to avoid in conversations?

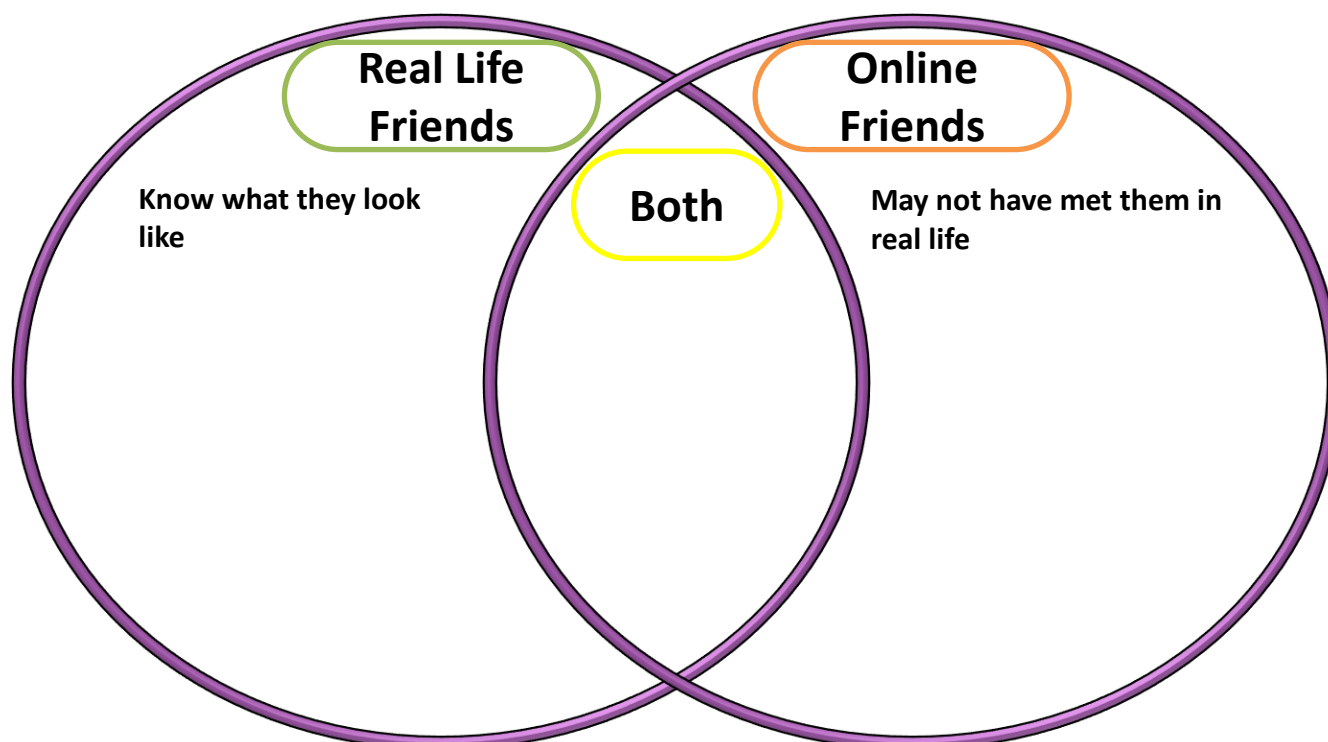
1.

2.

3.

4.

5.



Why do young people place so much value in online relationships?


Can online relationships really make us happy?

Is everyone online who says they are your friend really your friend?

being
online

Video Reflection – What did you learn from the video clip?

(Information, statistics, advice, risks)



Scenario

My advice is...

TOPICAL DEBATE

“You can never really trust someone who you have only met online”

Arguments For	Arguments Against
Your personal opinion :	

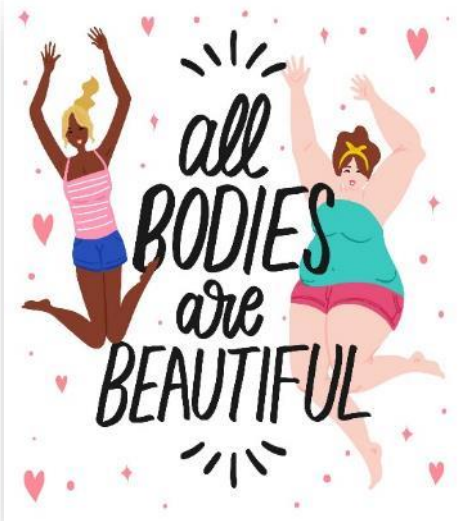


What causes someone to be positive about a situation?

Why is it important to understand that some people do not respond in the same way to similar situations?



Create your own positive saying and decorate it



Video Reflection – What did you learn from the powerful speech? (useful sayings, tips , advice, risks)



Compliment 1	Compliment 2	Compliment

Problem	Opportunity

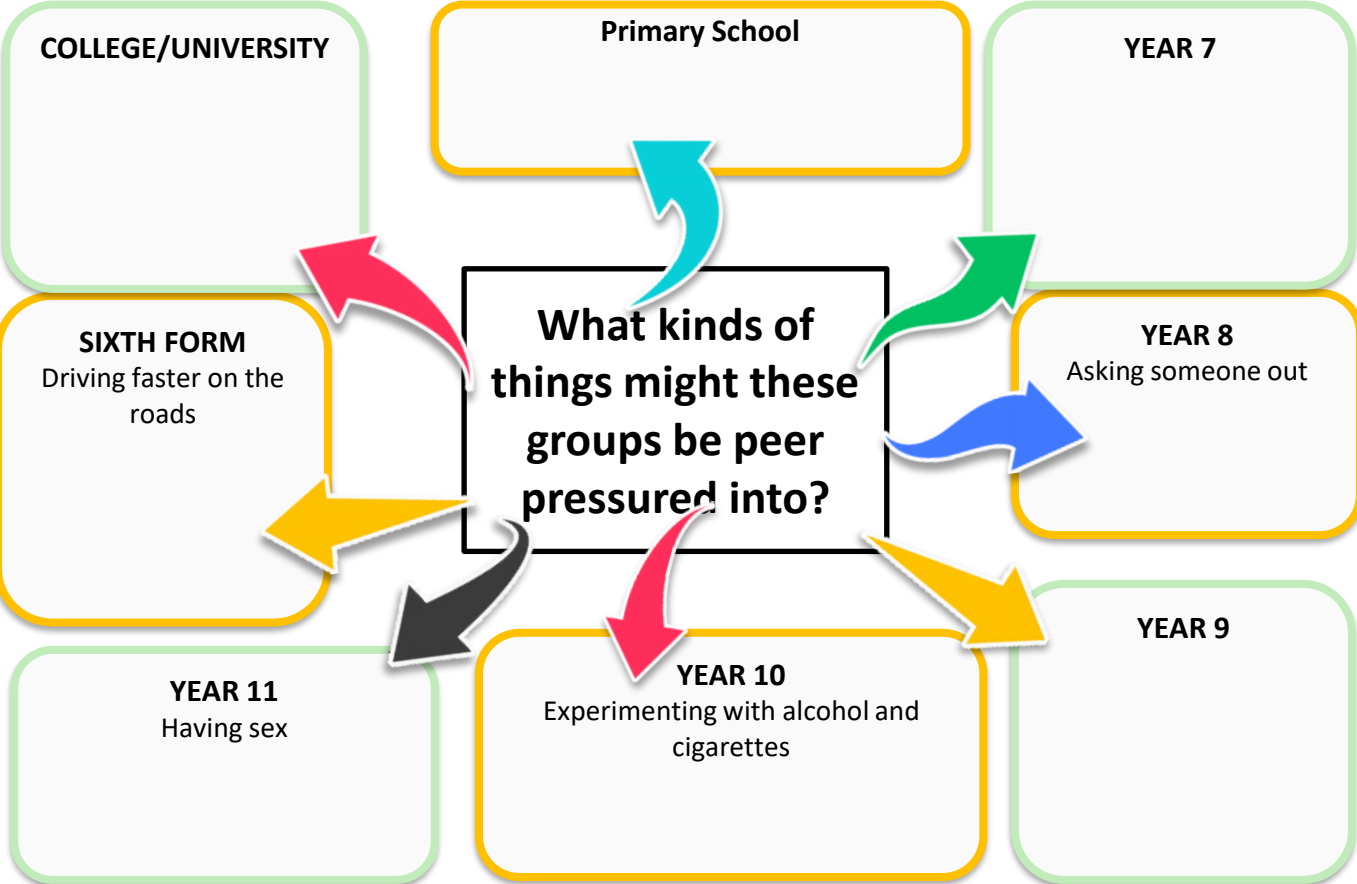
Problem	Opportunity

TOPICAL DEBATE

“The news is full of hate, sadness, corruption and war. I just don’t see kindness around anymore”

Arguments For	Arguments Against
Your personal opinion :	

Describe someone who behaves confidently and is not frightened to say what they want or believe.



Explain why it is important not to give in to peer pressure.

STOP

and START

STOP

and START

STOP

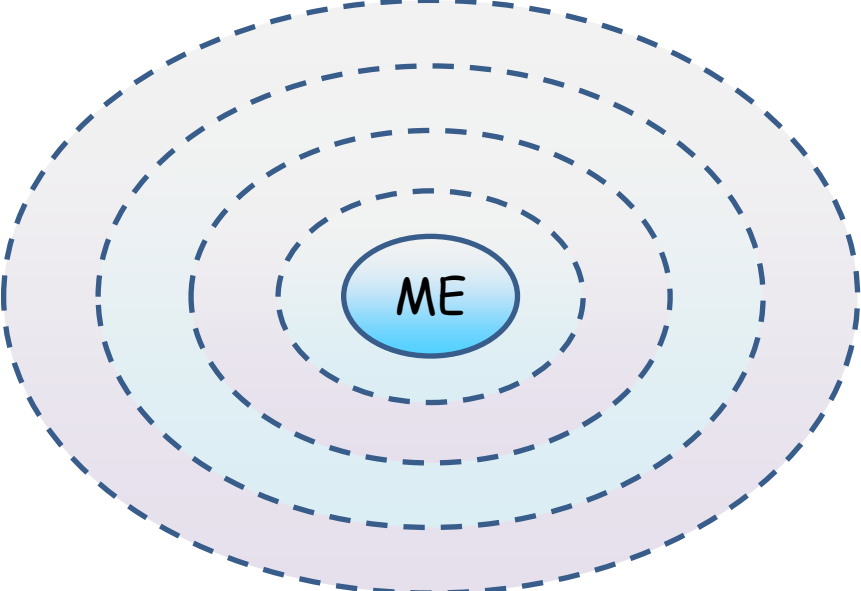
and START

STOP

and START

STOP

and START



❌ PASSIVE ❌

✅ ASSERTIVE ✅

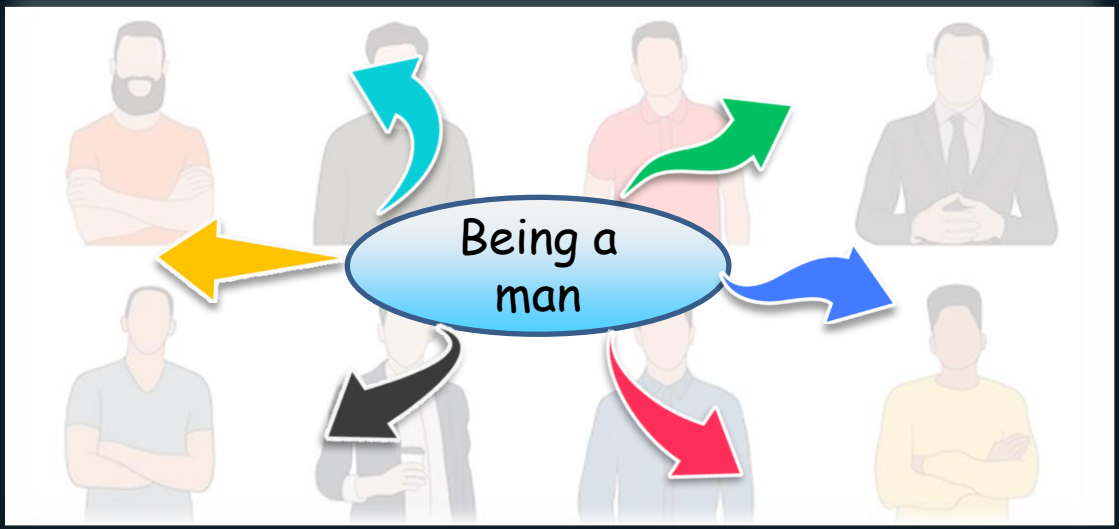
❌ AGGRESSIVE ❌

Too nice	Manipulative	Explosive	Well-defined clear boundaries	Firm with what you want	Letting others talk over you	Deliver messages clearly
Arrogant and oblivious	Weak boundaries	Powerless	Ignore what has happened	Threatening behaviour	Denial of what's happening	Self-aware and self-confident

TOPICAL DEBATE

"Your influence is like a pebble dropped into a pond. Just as it's ripples affect the entire surface of the water, your influence has the power to touch many people"

Arguments For	Arguments Against
Your personal opinion :	



TOPICAL DEBATE




“Girls today are outperforming boys in school at every level and this should be celebrated”

Arguments For	Arguments Against
Your personal opinion :	

<div>Men should be tough</div> <div><div></div><div></div><div></div></div>	<div>A man should be the main provider in the family</div> <div><div></div><div></div><div></div></div>	<div>Men don't talk about their feelings</div> <div><div></div><div></div><div></div></div>
<div>Men should be into sport</div> <div><div></div><div></div><div></div></div>	<div>Men should be able to fix things</div> <div><div></div><div></div><div></div></div>	<div>Men should pay for the meal on a first date</div> <div><div></div><div></div><div></div></div>
<div>Men should allow women to do things first</div> <div><div></div><div></div><div></div></div>	<div>A man should always propose to a woman</div> <div><div></div><div></div><div></div></div>	<div>Men should never cry</div> <div><div></div><div></div><div></div></div>

The 'Man Box'






Bad Role Models:

Good Role Models:




A “GOOD MAN”	A “REAL MAN”
1.	1.
2.	2.
3.	3.
4.	4.
What qualities do they have that you admire and respect?	What do the sayings ‘man up’ and ‘that’s not very manly’ actually mean?
What values do they live by?	Are these phrases damaging to society?
Do they have any sayings?	What qualities is a “real man” meant to demonstrate to the world?
What positive things do they do?	What does society expect from a real man as he grows up?

TOPICAL DEBATE

"Being a man is about power, wealth, and athletic prowess. That is what the media shows us"

Arguments For	Arguments Against
Your personal opinion :	



Video Reflection – What did you learn from the powerful speech? (useful sayings, tips , advice, risks)



MEN

WOMEN


Good grades in school	Rich	Talk about their problems	Disorganised	Fighting
Anger	Crying	Emotional	Powerful	Caring
Strong and tough	Messing about	Mental health	Fighting	Neat hand writing



TOPICAL DEBATE

"Most parents always respect their children's personal space and only intervene when needed???"

Arguments For	Arguments Against
Your personal opinion :	



"It's easy being a man in today compared to being a woman"

Arguments For	Arguments Against
Your personal opinion :	

FEEDBACK

Page: 12

PROJECT & WORK BOOKLET	Grade	Target Grade	Effort
What Went Well	<input type="checkbox"/> All tasks in this work booklet have been completed <input type="checkbox"/> You participated fully in the lessons / responded to questions <input type="checkbox"/> Fantastic evidence seen on project work <input type="checkbox"/> You consistently displayed the positive behaviours <input type="checkbox"/> Your work booklet has good attention to detail <input type="checkbox"/>	<input type="checkbox"/> You have a positive attitude towards your learning <input type="checkbox"/> Your behaviour is exemplary <input type="checkbox"/> You show great team work / leadership skills <input type="checkbox"/> You are a critical and thoughtful learner <input type="checkbox"/> You are a reflective student inside and outside the classroom <input type="checkbox"/>	
Next Steps	<input type="checkbox"/> Ensure all tasks are completed in work booklet <input type="checkbox"/> Participate more in lessons <input type="checkbox"/> Explain how you will improve your project work <input type="checkbox"/> Which behaviours could you focus on? <input type="checkbox"/> Add further detail to your responses in the work booklet <input type="checkbox"/>	<input type="checkbox"/> Explain how you can improve your attitude to LSW <input type="checkbox"/> Explain how you can improve your behaviour <input type="checkbox"/> How can you show better leadership and teamwork skills? <input type="checkbox"/> Improve SPAG (refer to SPAG targets) <input type="checkbox"/> Set yourself two SMART targets for self improvement. <input type="checkbox"/>	
SPAG	<div>Below Threshold</div> <div>★</div>	<div>Threshold</div> <div>★ ★</div>	<div>Intermediate</div> <div>★ ★ ★</div> <div>Advanced</div> <div>★ ★ ★ ★</div>
Evidence of Next Steps (Complete here or refer to where it can be seen)			

FINAL - PRESENTATION & SPAG FEEDBACK

SPAG Performance	Descriptor	Targets to improve..
Below Threshold <div>★</div> <div></div>	Common errors in spelling, punctuation and grammar hinder written communication. Response does not relate to questions asked or no response to tasks in booklet. Work booklet is untidy.	<input type="checkbox"/> Complete unfinished tasks <input type="checkbox"/> Copy out misspelled vocabulary 3 times <input type="checkbox"/> Neatly colour code tasks <input type="checkbox"/> Complete Progress Tracker <input type="checkbox"/> Add punctuation (capital letters, full stops, etc)
Threshold <div>★ ★</div> <div></div>	Able to spell and punctuate with reasonable accuracy. Some grammatical errors but they don't significantly hinder the work booklet. Limited range of specialist key terms used. Work booklet is untidy and incomplete in places.	<input type="checkbox"/> Complete unfinished tasks <input type="checkbox"/> Replace slang terms with more formal English <input type="checkbox"/> Fully develop your points of view in your responses <input type="checkbox"/> Proof read work and check for SPAG errors <input type="checkbox"/> Use a wider range of specialist vocab
Intermediate <div>★ ★ ★</div> <div></div>	Able to spell and punctuate with considerable accuracy . Use rules of grammar with greater control of meaning . Good range of specialist key terms. Pride and care is taken in completion of the work booklet.	<input type="checkbox"/> Add to completed tasks <input type="checkbox"/> Develop a wider range of more complex ideas <input type="checkbox"/> Fully develop your points of view in your responses <input type="checkbox"/> Ensure every activity is complete in you Work Booklet <input type="checkbox"/> Use a wider range of punctuation including colons and semi colons <input type="checkbox"/> Ensure your points made are supported by evidence and examples
Advanced <div>★ ★ ★ ★</div> <div></div>	Perfectly accurate spelling and grammar throughout . Grammar is effectively used at all points of the work booklet. A wide and accurate range of specialist key terms are used. Work booklet is fully completed to the best of your ability. Professional presentation at all times.	<input type="checkbox"/> Add to completed tasks <input type="checkbox"/> Ensure your points made are supported by evidence and specific examples <input type="checkbox"/> Use complex and varied techniques in your writing <input type="checkbox"/> Ensure every extended written response balances viewpoints in order to fully come to a conclusion <input type="checkbox"/> Help support another student in improving their SPAG