

Relationships and Sex Education

LEARNING OUTCOMES

Knowledge, Skills
& Actions



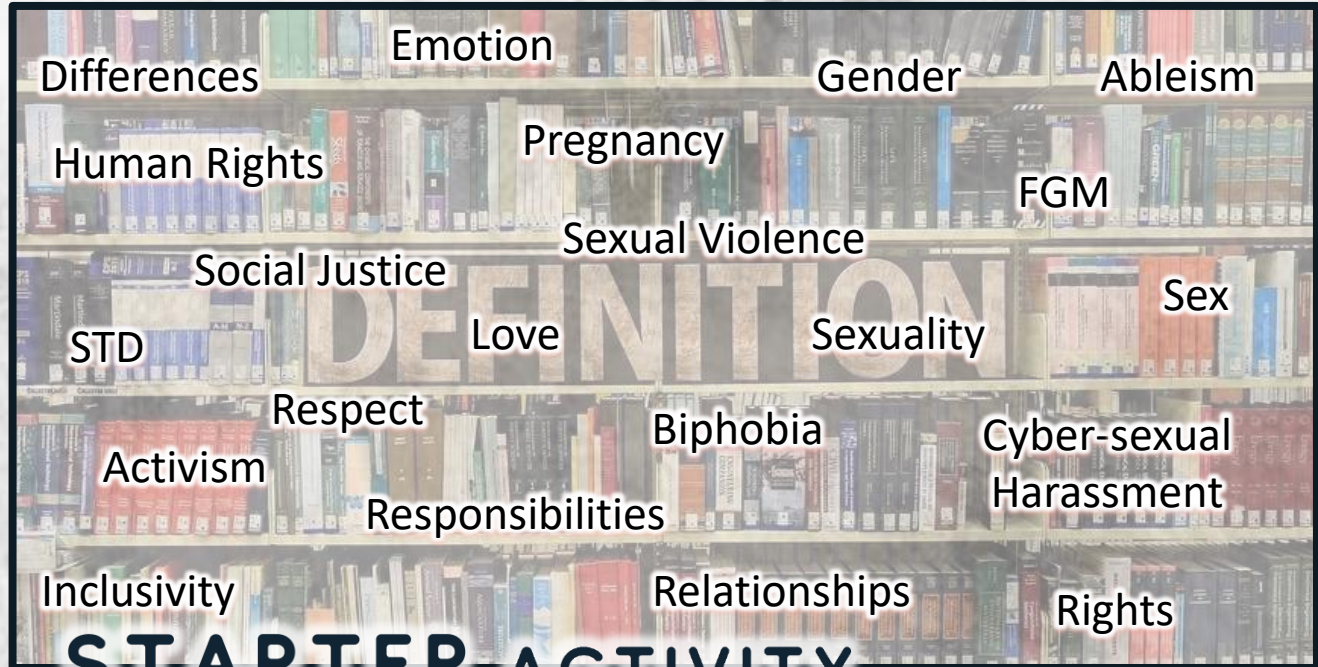
To understand the core
aims of RSE in secondary
schools

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

To explore what rights in
relationships look like

NEW VOCABULARY

Consent, Respect, Conflict
Resolution, Inclusivity,
Puberty



STARTER ACTIVITY

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



3 Minutes

GROUND RULES



Be open and honest
No Personal Comments
Discussions must be about
'general situations'



You don't have to say
things about yourself if
you don't want to

It's OK to be embarrassed
by a topic but don't show
that you are embarrassed
through silliness



Be Respectful

Listen & don't interrupt others
Only 1 person talking at a time
Use the agreed appropriate
Language (Avoid slang terms)



Don't Make Assumptions
about people's values,
attitudes, behaviours, life
experiences or feelings

PSHE CLASSROOM RULES

DEALING WITH SENSITIVE TOPICS

SAFEGUARDING YOUR WELFARE & HAVING YOUR INTERESTS AT HEART

There are **no stupid questions**
It's OK to get things wrong

Be Non-Judgemental

No put-downs. Challenge
the opinion, not the
person



Conversations on sensitive
topics stay in the
classroom unless it is a
safeguarding issue

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



Relationships and Sex Education

ASSESSMENT
FOR LEARNING

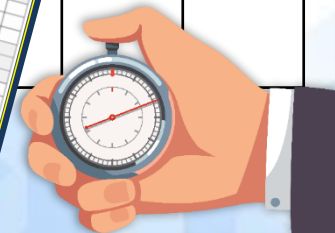
BASELINE CONFIDENCE CHECKER



BEFORE THE LESSON	NOT CONFIDENT				CONFIDENT				VERY CONFIDENT	
Knowledge, Skills & Actions	1	2	3	4	5	6	7	8	9	10
I know what good relationships are, and what sex education is										
I am able understand possible relationship issues and give advice to others										
I can identify a range of rights that should be respected in a relationship										



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



2 Minutes




I'm not
confident at all
on this topic

A little
confident

Confident

Very
confident

I am super
confident on
this topic

HOW?						
WHAT?						
WHERE?						
WHO?						
WHY?						
<div> <div>PAIR & SHARE</div> <div>THOUGHTS & FEELINGS</div> </div>		<div> <div>SECOND</div>  </div>				
		DID?	MIGHT?	COULD?	CAN? / WILL?	IS? DOES?



Use the grid above to help you come up with three questions about the image

2 Minutes



Discussion topics

Is there a difference between linking and going out?

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

What makes a relationship last?

What sort of things can young people be pressured into?

What makes a relationship last?

Is it okay to date older people?
Why?

Make up a discussion topic

WHAT TO TEACH?

Primary School

YEAR 7

SIXTH FORM

**What should be
taught in
'Relationships and
Sex Education'?**

YEAR 8

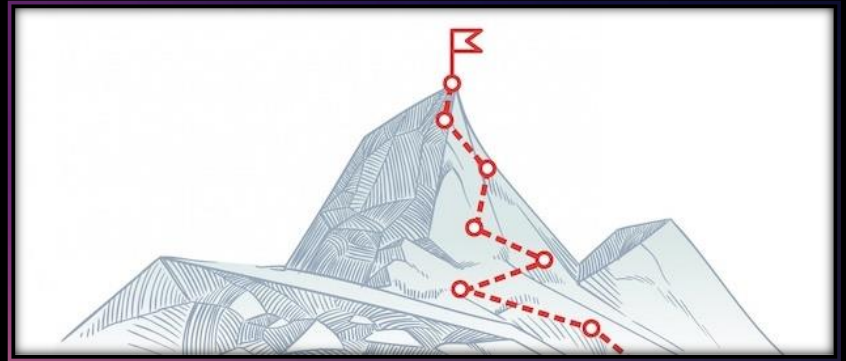
YEAR 11

YEAR 9

YEAR 10

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

- Respect and understanding of consent
- Understanding of anatomy, physiology, dysfunction, fertility and sexual response
- Ability to maintain safety (legally, physically and emotionally)
- Understand how to build, maintain and negotiate healthy relationships
- Openness to exploring sexuality, gaining knowledge and asking for help as part of life-long learning
- Celebrate sexuality, pleasure and the joy of sexual relationships
- Understand own values/beliefs and how they impact on decision-making and behaviour
- Ability to comprehend, establish and respect boundaries
- Developing personal skills



- Build resilience to be able to manage any unwanted outcomes
- Having an awareness of the diversity of sexual behaviour throughout the lifespan
- Understanding of varying gender roles in cultures and societies
- Appreciation of the diversity of sexual orientation and gender identities
- Applying critical analysis to media representations
- Developing a positive attitude to own concept of self

What Do You Think?

"Most children feel comfortable talking about puberty, relationships, and sex with their parents/guardians"

Talking Points



I think that ...

I don't think... is right because...

My opinion is...

I would argue the same because...

I disagree with... because...

Building on what... said. I think...

An alternate way of looking at this is...

I sort of agree, however...

I would challenge what.. said because ...

Do you agree or disagree? Why?

Can you add to the statement?

Do you have a question about the statement?

Would you like to challenge what is being said?

Do you have an alternative idea?



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

Task

As a class, discuss how these different pairs might show they care for each other?

Two 14 year olds who are just good friends

Two 17 year olds who fancy each other

A grandparent and their grandchildren

A young woman and her bestie

An employer and their employee

Two adults who are married

Mother and daughter

EXTENSION

Split the class into 5 teams, and pick a different discussion topic for each team.
Then, bring the class back together to discuss each team's findings.

Do girls/boys, men/women show their feelings in different ways?

Are feelings / intimacy shown differently for same sex couples?

Are feelings / intimacy shown differently in different cultures?

Is there a difference between sexual, intimate touching and non-sexual touching?

Why is it important to consent to sexual touching, and feel good about being physically close to someone?

DO WHAT WHEN?

<12

16

18

25

30

40+

Buy a property

Have consensual sex

Have children

First proper
relationship

Fall in love

Go on a romantic
date

Touch someone
else's genitals

Move in with a
partner

Get married

First Kiss

First Boyfriend /
Girlfriend

ADD ANY MORE YOU
CAN THINK OF

ACTIVITY

Drawing Relationships

Task

Complete the worksheet, or on a sheet of paper make six boxes with the titles shown.

A GOOD RELATIONSHIP

Draw / write down what a successful relationship looks and feels like.

WHAT IS LOVE?

Draw / write down words that represent love, and what it feels like to be in love.

A BAD RELATIONSHIP

Draw / write down what a bad relationship might look and feel like. E.g. feeling trapped, violence, cheating

TEENAGER LIFE

Draw / write down what life might be like as a teenager (interests, hobbies, emotional changes)

CONFLICT RESOLUTION

Draw / write down different areas of conflict that can occur within a family, including triggers e.g. tone of voice

CONSENT

Draw / write down things that people associate with consent

Respect and Relationships



A GOOD RELATIONSHIP

WHAT IS LOVE?

Draw / write down, what a successful relationship looks like and feels like.

Draw / write down words that represent love and what it feels like to be in love.

A BAD RELATIONSHIP

TEENAGER LIFE

Draw / write down, what a bad relationship might look like and feels like. E.g feeling trapped, violence, cheating

Draw / write down, what life might be like as a teenager (interests hobbies, emotional changes)

CONFLICT RESOLUTION

CONSENT

Draw / write down, different areas of conflict that can occur within a family including triggers e.g tone of voice

Draw / write down things people associate with consent

Agony Aunt

Jade

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

Soren

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

Sebastian

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

Poppy

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

Mizbah

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

Rohan

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

Task

How do they feel? Why? What advice can you give them to help reassure them.
Write a reply starting with Dear..... (Try and do at least 2)



Respect

Task

Complete the mind map



What rights should be respected in a relationship?

-

-

-

-

-

-



What Do You Think?



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

Talking Points



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REVIEW YOUR LEARNING OUTCOMES

ASSESSMENT
FOR LEARNING

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(Discussion or complete sheet)



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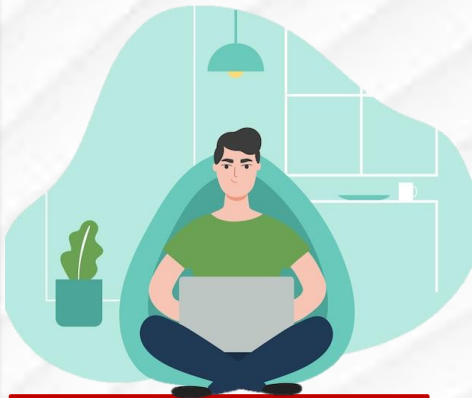
A little
confident

Confident

Very
confident

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this topic

HOMEWORK SUGGESTION



DUE DATE

It must be submitted by..

Hand / Google
Classroom



Homework Explained

Create a word cloud with all the words you can think of that relate to a good relationship. Then, explain in a paragraph the reasons you have for some of the words you have thought of.





IMPORTANT INFORMATION



2 Minutes



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

SPEAK TO YOUR PARENTS/GUARDIANS, HEAD OF YEAR,
A TRUSTED ADULT OR FRIEND.

IF YOU HAVE ANY CONCERNS ABOUT YOURSELF OR SOMEONE YOU KNOW.
IT IS IMPORTANT TO SPEAK UP AND TELL SOMEONE!

SPECIFIC FURTHER INFORMATION ON THIS TOPIC CAN BE FOUND HERE:

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

RELATIONSHIPS
& SEX EDUCATION



SEEKING SUPPORT

REFLECTION PLENARY



A problem I overcame today was...

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

The key words for this lesson
were...

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

Today I have tried to...

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

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

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

Next lesson I would like to...

A question I would like to ask
is...

I would like to learn more
about...

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

I now know I can supported
others by...

One thing I didn't realise was...
this will help me to...

2 Minutes





REFER TO MINDFULNESS POWERPOINT

