



**CRE8TIVE
RESOURCES**

**RELATIONSHIPS AND
SEX EDUCATION**

PSHE Work Booklet

Name:

Teacher:

Class:



**CORE
THEME 3**

***Identity, Relationships
& Sex Education***



Identity, Relationships & Sex Education



CONFIDENCE CHECKER



LEARNING THE UNIT 	1	2	3	4	5	6	7	8	9	10
	NOT CONFIDENT				CONFIDENT					VERY CONFIDENT
I know what good relationship and sex education is										
I am able understand possible relationship issues and give advice to others										
I can identify a range of rights which should be respected in a relationship										
I know what self-love looks like										
I can explain why self-love is so important and good for us										
I understand how society has evolved to minimise self-love										
I can identify what a healthy relationship looks and feels like										
I am able to identify characteristics of an unhealthy relationship										
I can evaluate how healthy the relationships that I have with others are										
I can explain what love is										
I can explain the characteristics of a positive romantic relationship										
I understand the different types of love, and different ways love can be shown										
I know a range of conflict management strategies										
I understand the different causes of conflict										
I would be confident in diffusing future conflicts I may have in my relationships										
I understand the menstrual cycle and it's role in human reproduction										
I am aware of a range of feminine hygiene products, and their different advantages										
I can explain common menstrual issues for women and how it may affect them										
I understand what contraception is and the importance of using it										
I can explain the three contraceptive methods for reducing the chance of pregnancy										
I know a range of contraceptives that are available, and understand how they work										
I understand and can describe the range of sexual orientations that exist										
I know the difference between sex, sexuality and gender										
I understand what homophobic language is, why it's harmful , what I can do to help stop it										

Word and Definition:

1

2

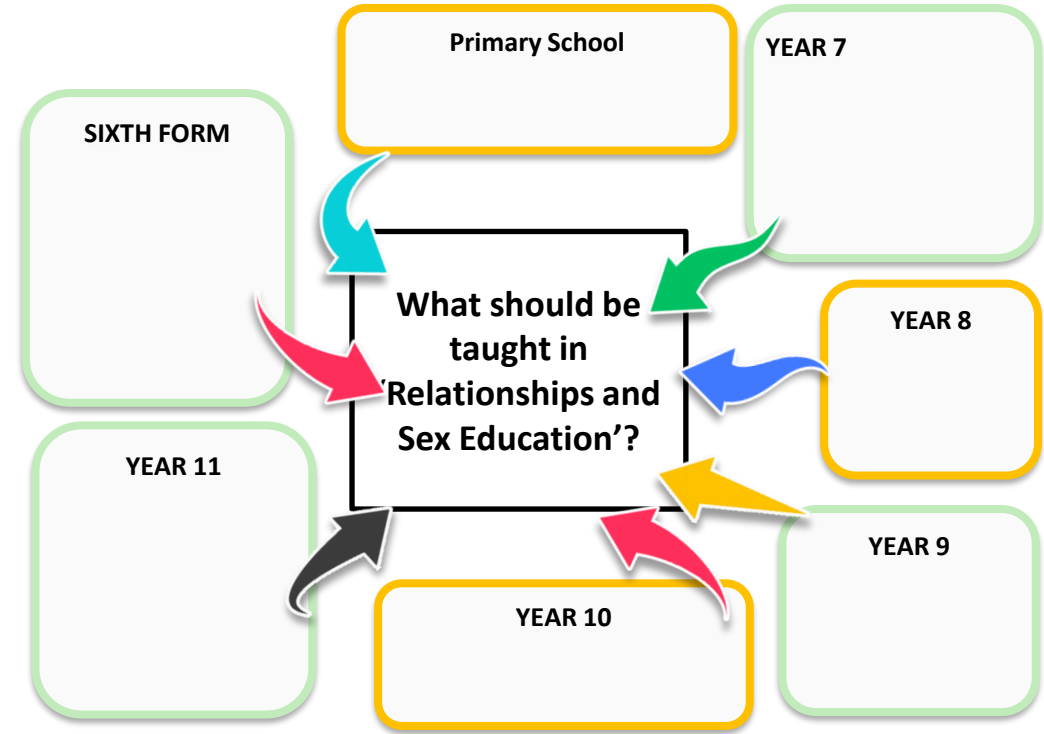
3

Words I don't know:


1

2

3



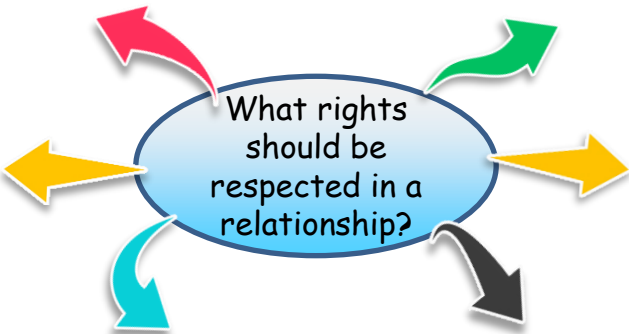
Core Aims for Young People for Relationships and Sex Education in Secondary Schools


TOPICAL DEBATE

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

Arguments For	Arguments Against
Your personal opinion :	

My advice is...



TOPICAL DEBATE

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

Arguments For	Arguments Against
Your personal opinion :	

A GOOD RELATIONSHIP

WHAT IS LOVE?

Draw / write down what a successful relationship looks 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 and feel 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

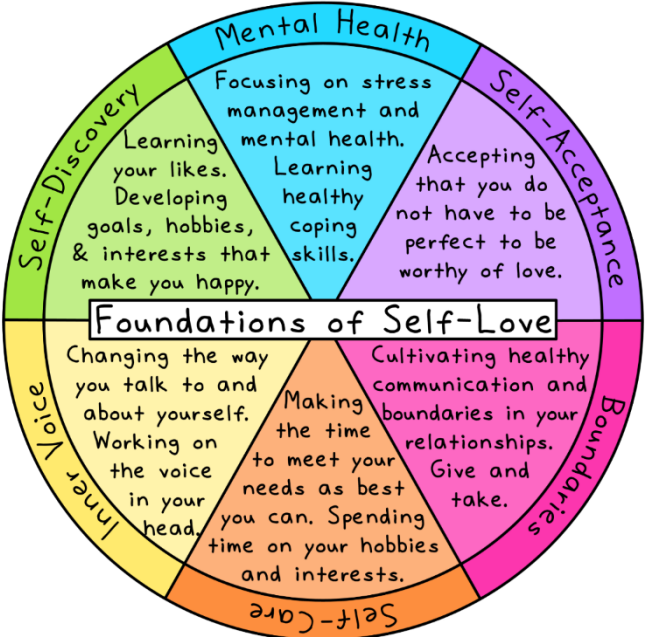
Draw / write down things people associate with consent



What do you think when you hear the term “self-love”?

Do you practice self-care?
If so, what does this look like for you?

If not, why not?



SORTING ACTIVITY

Mental Health

Self-Acceptance

Boundaries

Self-Care

Inner Voice

Matching Activity				
Fully embracing and acknowledging strengths and weaknesses, without seeking approval from others.	Physical, emotional, or mental limits that protect a person's well-being.	The internal dialogue or self-talk that occurs within a person's mind.	A person's overall psychological well-being.	Making time to do things you enjoy and looking after yourself.

Think of a time that you have made a mistake.

What was it?

What did you learn from it?

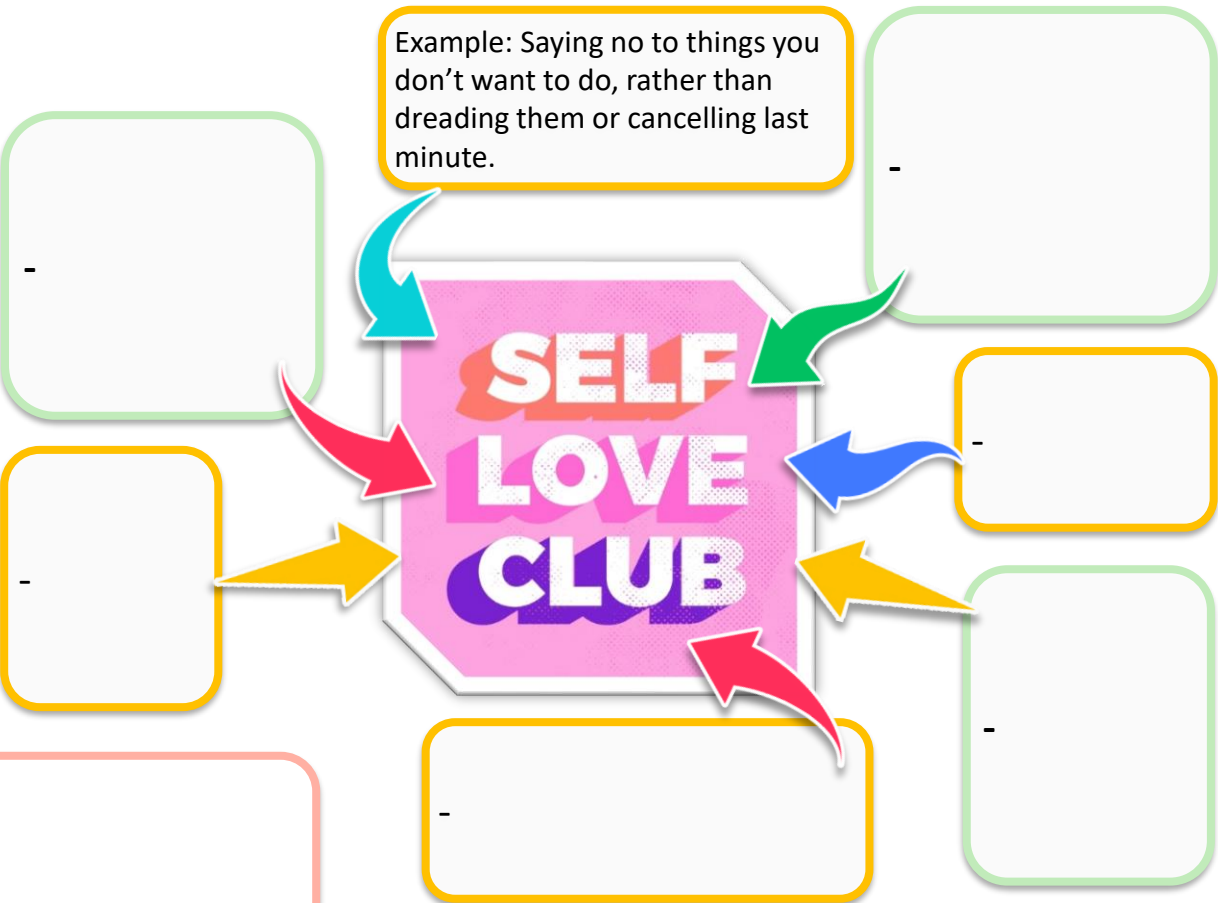
What helped you to move forward positively?

Three things you enjoy doing and why

1

2

3



**Spending lots of
time together**

**One person
constantly paying
for everything**

**Saying
“I love you”
all of the time**

**Making plans for
the future**

**Buying each other
lots of gifts**

**An imbalance
in power**

**Arguments over
small things**

**Going on holiday
together**

**Having enjoyable
sex**

**Constant
communication via
social media apps
and “checking in” all
of the time with you**

**Never spending
time apart**

**Keeping small
secrets from each
other**

**Being able to be
yourself**

**Talking over each
other**

**Wanting to keep
the relationship
private**

**Being a shoulder
to cry on**

**Being open and
honest when
things are
upsetting you**

Compromise

WHAT IS LOVE?
Identify 3 key points of a healthy relationship.

Explain 1 way you could deal with conflict in a relationship.



HOW MUCH DO YOU AGREE....	STRONGLY DISAGREEDISAGREEAGREESTRONGLY AGREE									
	1	2	3	4	5	6	7	8	9	10
Love is ...										
... having someone to rely on										
... getting married										
... having sex with someone										
... acceptance of someone no matter what they do										
... a great interest and pleasure in something										
... an intense feeling of deep affection										
... a force of nature we cannot control, command or demand										
... something that makes you do ridiculous things for others										
... putting someone else’s happiness before your own										

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



Quick Quiz

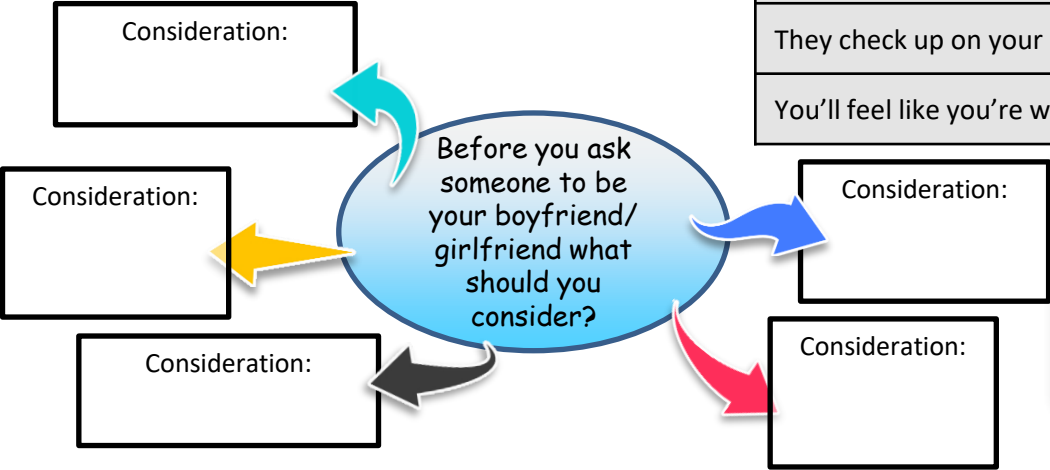
Love Interests. Score = /6

A_____D_____

B_____E_____

C_____F_____

IS IT LOVE?	YES	NO
They are incredibly romantic and lavish you with gifts		
They move really fast in the relationship		
They get jealous easily and want you for themselves		
They dislike your friends, and make sure you know it		
They always worry about you		
They check up on your internet history		
You’ll feel like you’re with two different people		



What is conflict?


When have you experienced conflict in your life?

What happened?

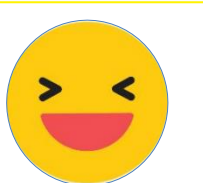
Did it get resolved?

How did you feel afterwards?







1




2



3



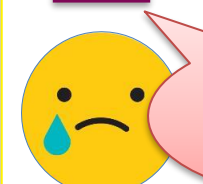
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5



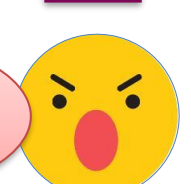
6



7

Your skirt is too long, go and change!

8



9

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

Conflict Generator

UDEAL strategy to being assertive

✓ Use a reasonable voice

✓ Describe the problem

✓ Express how you feel

✓ Ask for a specific change

✓ List the improvements

You promised to see me tonight. Tell your friends you're busy.

Why didn't you Insta me as soon as you woke up?

Why don't you eat more healthily and go to the gym more often?

Tell your parents you're staying at your friend's house and come to a party with me instead.

You opened my snap but didn't reply. Who else are you talking to?

Forget your homework – spend time with me instead!



TOPICAL DEBATE

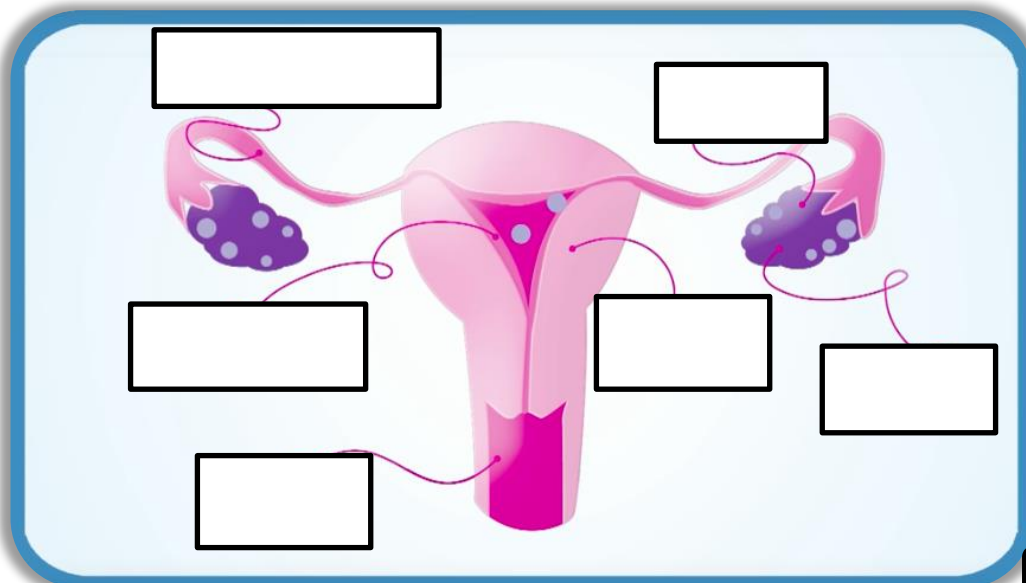
"Young people no longer feel they are part of their communities - because of social media, they feel more isolated from people in real life than ever before "

Arguments For	Arguments Against
Your personal opinion :	

Identify 3 items that can help a girl with her menstrual cycle.

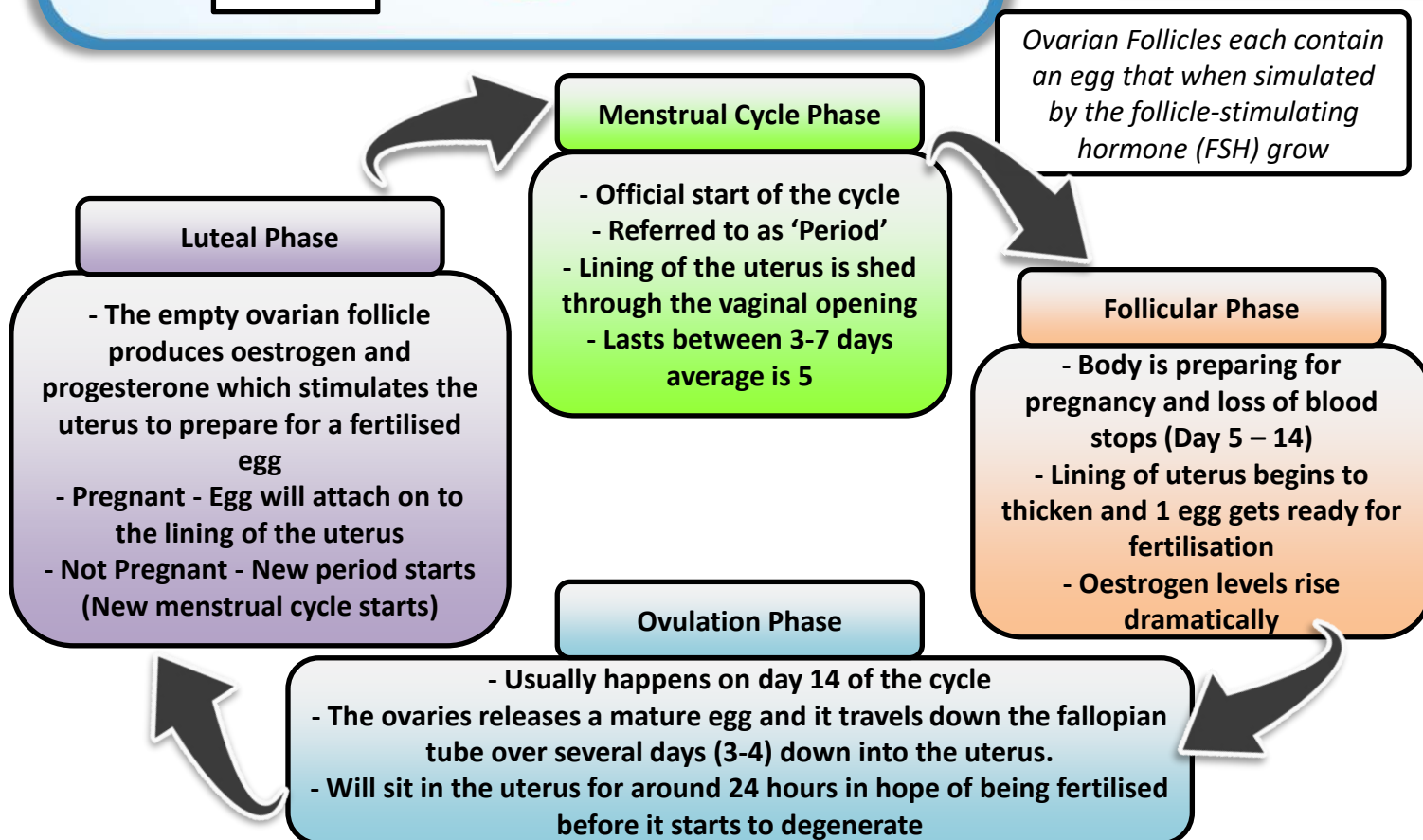
Describe the 28 day menstrual cycle

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



Why is it important that both girls and boys understand the menstrual cycle?

How might a girl be more prepared if she keeps a menstrual calendar?



Pads

Panty Liners

Tampons



Period Pants

Menstrual Cups

Common Menstrual Issues for Women

- **Hormones will be in overdrive** – This can impact your emotions (emotions may change at different times during your menstrual cycle - called PMS)
- **Pre-Menstrual Syndrome (PMS)** – Can make you feel irritable, sad, or feel generally down and can happen up to two weeks before a period
- **Menstrual Cramps** - Not everyone gets them. They are caused by the uterus contracting to discard the menstrual flow. This can be in the form of aches, cramps and sometimes backache.

Ways to deal with cramps include:

- Gentle exercise
- A nice warm bath or hot water bottle
- Using a hot pad
- Seeking advice from other female adults

- **Vaginal Thrush** – A yeast infection caused by a natural fungus in the vagina. Symptoms can include itching, soreness, and vaginal discharge different from normal discharge (thicker or more watery) (See doctor)

- **Cystitis** – Inflammation of the bladder. It makes you feel like you need to pass urine constantly, cause pain in the bladder, and feels uncomfortable to go to the toilet. It is very common and lots of women experience it (See doctor)

Sorting Activity

PADS

PANTY LINERS

TAMPONS

Outside Your Body	Inside Your Body	Anytime
During Your Period	Outside Your Body	During Your Period

Use the information on the infographic to create a leaflet about the symptoms of menstrual pain, and how it can be eased.



Who could you speak to for advice?

What advice would you give to a young girl who is worrying about periods and the menstrual cycle?

Should schools be teaching about abstinence only in sex and relationships education?

What impact would this have?

What do you think should be taught?



Method 1

Block the sperm from reaching the egg (barrier method).
Condoms & Femidoms prevent sperm coming into contact with the vaginal space.

BLOCK

Method 2

Disable sperm before they reach the uterus (This method may be combined with the barrier method).
E.G. Spermicides that demobilise and destroy sperm (cream, gel, foam, film).



DISABLE

Method 3

Suppress ovulation in women using hormonal contraceptives.
E.G. Implants, the pill, patch, vaginal contraceptive ring, injection)



SUPPRESS



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



Quick Quiz

Sex Education. Score = /4

A_____C_____

B_____D_____



TOPICAL DEBATE


"The media teaches young people a lot about sex, but not about the responsibilities of contraception"

Arguments For	Arguments Against
Your personal opinion :	

CONTRACEPTION TYPE:
The Condom

Block	Disable	Suppress	LARC
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Description:




Pros:Cons:

CONTRACEPTION TYPE:

Block	Disable	Suppress	LARC
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Description:




Pros:Cons:

CONTRACEPTION TYPE:

Block	Disable	Suppress	LARC
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Description:

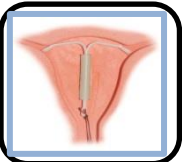


Pros:Cons:

CONTRACEPTION TYPE:

Block	Disable	Suppress	LARC
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Description:




Pros:Cons:

CONTRACEPTION TYPE:

Block	Disable	Suppress	LARC
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Description:




Pros:Cons:

CONTRACEPTION TYPE:

Block	Disable	Suppress	LARC
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Description:




Pros:Cons:

CONTRACEPTION TYPE:

Block	Disable	Suppress	LARC
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Description:




Pros:Cons:

CONTRACEPTION TYPE:

Block	Disable	Suppress	LARC
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Description:




Pros:Cons:

CONTRACEPTION TYPE:

Block	Disable	Suppress	LARC
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Description:



Pros:Cons:


What could be worrying these pupils?

Who could you speak to in school if you were feeling like this?

Why is it good to talk to someone about something that is worrying you?



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



SORTING ACTIVITY

Asexual

Bisexual

Pansexual

Queer

Heterosexual

Homosexual

Matching Activity

A person who is sexually attracted to people of both the same, and opposite genders.

A person who is attracted to people regardless of their gender identity or biological sex.

A person who is sexually attracted to people of the opposite gender.

A person who does not experience sexual attraction to any gender.


A person who is sexually attracted to people of the same gender.

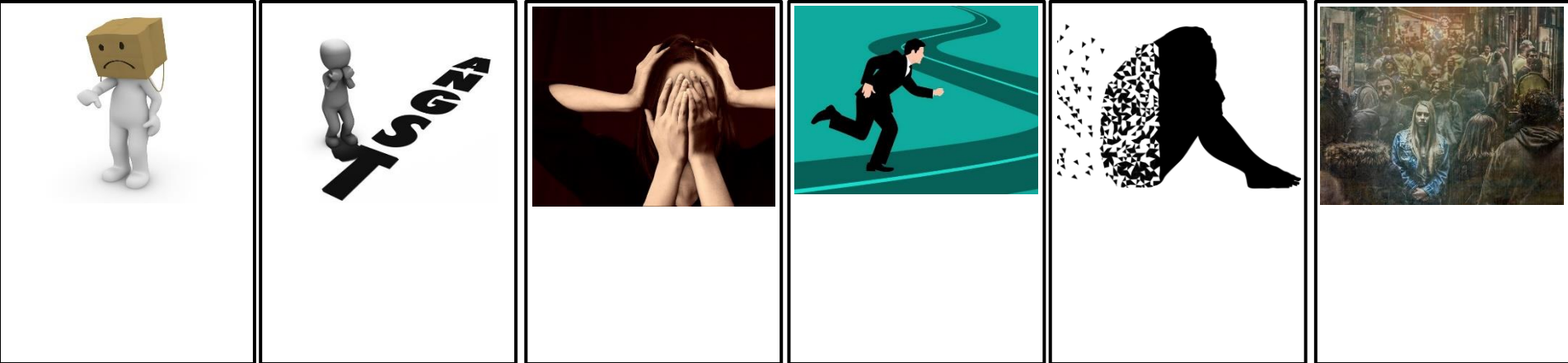
A term used to describe sexual orientations that do not fit into traditional categories or that are outside of societal norms.

SEX	SEXUALITY	GENDER

Why do people get sex, gender, and sexual orientation mixed up?

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





Identify what each letter/symbol stands for, and then explain what it means

L

G

B

T

Q





+

Other names for this population include GSM (Gender and Sexuality Minorities), GSD (Gender and Sexuality Diverse), and the extended acronym LGBTQQIAP2S, which stands for Lesbian, Gay, Bisexual, Trans, Queer, Questioning, Intersex, Asexual, Pansexual, and Two-Spirit.





Draw the international symbol for the LGBTQ+ community and colour it in.
What other terms linked to this topic would you like to know more about?

FEEDBACK

Page: 16

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	Below Threshold 	Threshold 	Intermediate 
Evidence of Next Steps (Complete here or refer to where it can be seen)	Advanced 		

FINAL - PRESENTATION & SPAG FEEDBACK

SPAG Performance	Descriptor	Targets to improve..
Below Threshold 	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 	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 	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 	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