



**CRE8TIVE  
RESOURCES**

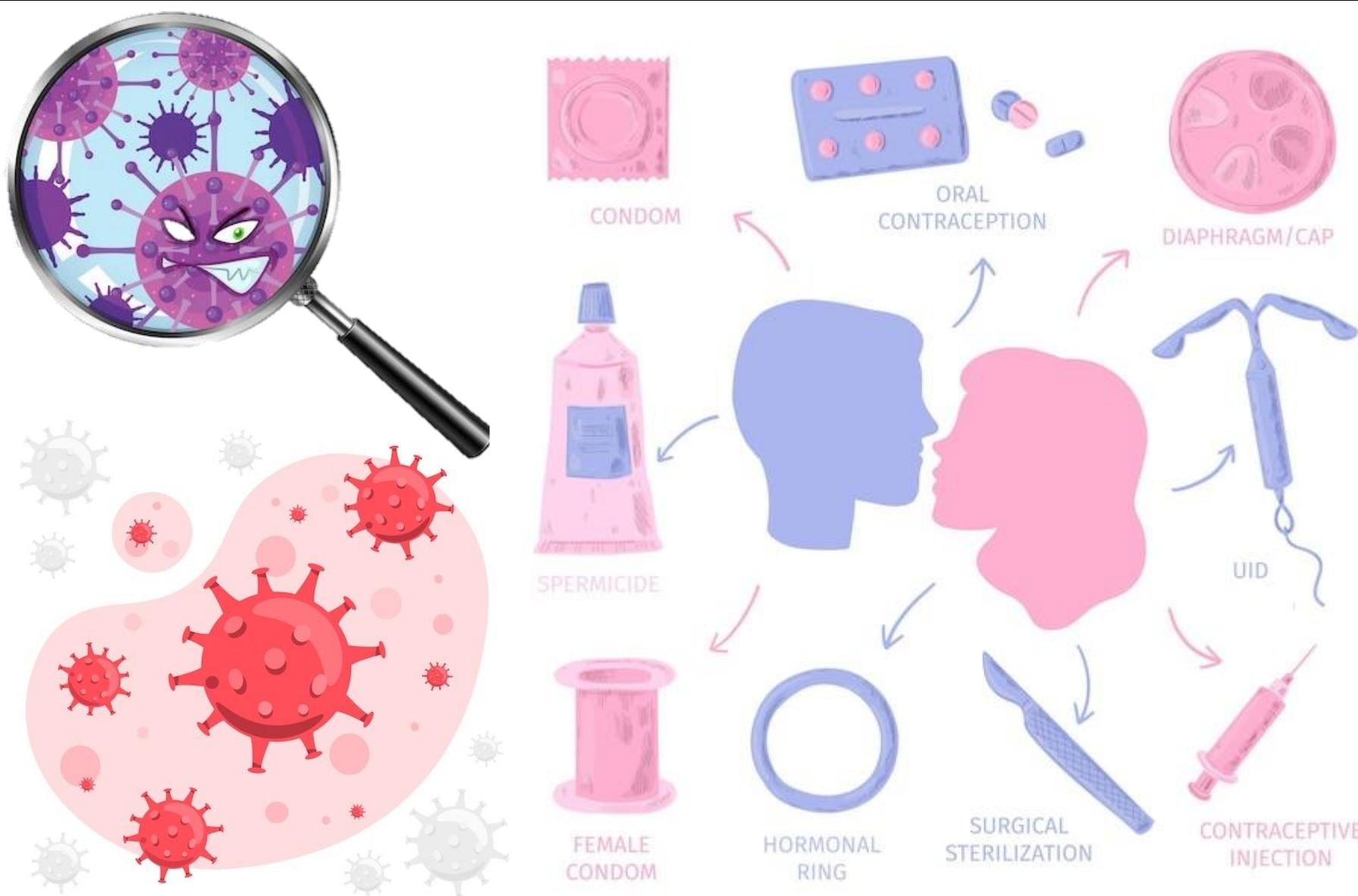
**RELATIONSHIPS AND  
SEX EDUCATION**

# PSHE Work Booklet

Name:

Teacher:

Class:



**CORE  
THEME 3**

## ***Contraception & STIs***




# Contraception & STIs



## CONFIDENCE CHECKER



| LEARNING THE UNIT<br> | 1                | 2 | 3 | 4 | 5         | 6 | 7 | 8 | 9                 | 10 |
|---|------------------|---|---|---|-----------|---|---|---|-------------------|----|
|   | NOT<br>CONFIDENT |   |   |   | CONFIDENT |   |   |   | VERY<br>CONFIDENT |    |
| I can name at least 5 sexually transmitted infections   |                  |   |   |   |           |   |   |   |                   |    |
| I understand the 3 main groups of STIs that exist   |                  |   |   |   |           |   |   |   |                   |    |
| I am able to describe some of the facts and symptoms of different STIs                                |                  |   |   |   |           |   |   |   |                   |    |
| I understand the key symptoms and risks associated with different STIs                                |                  |   |   |   |           |   |   |   |                   |    |
| I know several places where I can go to access help and support                                       |                  |   |   |   |           |   |   |   |                   |    |
| I understand the important role GUM clinics perform & what to expect from one                         |                  |   |   |   |           |   |   |   |                   |    |
| I can name a wide range of contraceptive methods  |                  |   |   |   |           |   |   |   |                   |    |
| I understand how at least 5 different types of contraceptives work                                    |                  |   |   |   |           |   |   |   |                   |    |
| I know where I can access further reliable information on this topic                                  |                  |   |   |   |           |   |   |   |                   |    |
| I understand how to overcome obstacles of condom use  |                  |   |   |   |           |   |   |   |                   |    |
| I am able to explain all the steps of using a male condom   |                  |   |   |   |           |   |   |   |                   |    |
| I can explain the different intended uses for flavoured and non-flavoured condoms                     |                  |   |   |   |           |   |   |   |                   |    |
| I understand the differences between the various methods of contraception                             |                  |   |   |   |           |   |   |   |                   |    |
| I can explain the symptoms and causes of thrush in men and women                                      |                  |   |   |   |           |   |   |   |                   |    |
| I can evaluate the effectiveness of different types of contraception                                  |                  |   |   |   |           |   |   |   |                   |    |
| I know what HIV and AIDS are, and can explain the difference  |                  |   |   |   |           |   |   |   |                   |    |
| I understand the main ways that HIV is transmitted from person to person                              |                  |   |   |   |           |   |   |   |                   |    |
| I can explain the importance of World AIDS Day  |                  |   |   |   |           |   |   |   |                   |    |
| I know the history of HIV and AIDS  |                  |   |   |   |           |   |   |   |                   |    |
| I understand the prejudice and discrimination HIV and AIDS sufferers face                             |                  |   |   |   |           |   |   |   |                   |    |
| I understand the medical advances in HIV treatment and methods of prevention                          |                  |   |   |   |           |   |   |   |                   |    |



Why might someone still go to a doctor even if they have no STI symptoms?

What is an infection?



|                 |             |                 |
|-----------------|-------------|-----------------|
| Bacterial STIs: | Viral STIs: | Parasitic STIs: |
|-----------------|-------------|-----------------|

### Chlamydia and Gonorrhoea

The facts:

Dangers of it:

Symptoms:

### Syphilis

The facts:

Dangers of it:

Symptoms:

### Genital Herpes

The facts:

Dangers of it:

Symptoms:

### HPV and Genital Warts

The facts:

Dangers of it:

Symptoms:

### HIV

The facts:

Dangers of it:

Symptoms:

### All Others

The names:

Symptoms:

Can you recall the names of any STIs?



How can you catch an STI?

How can you reduce the risk of catching an STI?

Why do people go to the doctor?

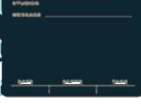




Video Reflection – What did you learn from the video clip? (Information, statistics, advice, risks)



| Sexually transmitted infections                               |                     |                        |                        |
|---|---------------------|------------------------|------------------------|
| Statements  | Agree – It’s a Fact | Unsure – It’s a Rumour | Disagree - It’s a Myth |
| A condom helps to stop STIs                                   |                     |                        |                        |
| You can’t get an STI the first time you have sex              |                     |                        |                        |
| It’s normal for women to have some vaginal discharge          |                     |                        |                        |
| HIV can be present in breast milk and semen                   |                     |                        |                        |
| Many STIs can go away without any treatment                   |                     |                        |                        |
| You may have an STI and have no symptoms                      |                     |                        |                        |
| Having an STI and being pregnant could be harmful to the baby |                     |                        |                        |
| Going on the pill can prevent you from getting an STI         |                     |                        |                        |

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



TOPICAL DEBATE

“Having unprotected sex with someone is one of the most careless things you can do”

| Arguments For | Arguments Against |
|---------------|-------------------|
|               |                   |
|               |                   |

Your personal opinion :



STI INFORMATION

Can be spread through sexual contact, including vaginal sex, anal sex, and oral sex

CHLAMYDIA  
GENITAL HERPES  
HUMAN PAPILLOMAVIRUS (HPV)  
GONORRHEA  
HEPATITIS B HIV/AIDS SCABIES  
PUBIC LICE  
SYPHILIS



STI INFORMATION

Can be cured easily



CHLAMYDIA  
GONORRHEA  
SYPHILIS  
SCABIES  
PUBIC LICE

STI INFORMATION

You are able to be treated but you are not yet curable



GENITAL HERPES (HPV)  
HEPATITIS B  
HIV/AIDS

STI INFORMATION

A condom offers really good protection against it



CHLAMYDIA  
GONORRHEA  
HEPATITIS B  
SYPHILIS  
HIV

STI INFORMATION

The most common STIs amongst adolescents in the UK

CHLAMYDIA  
HUMAN PAPILLOMAVIRUS (HPV)  
GONORRHEA  
GENITAL HERPES



STI INFORMATION

Can be transmitted through oral sex



CHLAMYDIA  
GONORRHEA  
SYPHILIS  
HPV  
GENITAL HERPES  
HIV  
HEPATITIS B  
PUBIC LICE  
SCABIES

STI INFORMATION

These can be transmitted via skin to skin contact



GENITAL HERPES  
HPV  
SYPHILIS  
PUBIC LICE  
SCABIES



STI INFORMATION

It can cause a sore or outbreak of sores within two weeks of catching it



GENITAL HERPES  
SYPHILIS

STI INFORMATION

It is caused by a parasite or bug (Not bacterial)

SCABIES  
PUBIC LICE



STI INFORMATION

These have vaccines



HPV  
HEPATITIS B



STI INFORMATION

These can be detected through a blood test



HERPES  
HEPATITIS B  
HIV/AIDS  
SYPHILIS

Find the sexually transmitted infection

- 1=
- 2=
- 3=
- 4=

What is the most common symptom of an STI?

How can you protect against STIs?

What does the term “contraception” mean?

Which is the odd one out and why?

Whose responsibility is it to organise and choose the right contraception?

|            |           |                 |
|------------|-----------|-----------------|
| IUS        | Diaphragm | Patch           |
| Abstinence | Injection | Femidom         |
| Vasectomy  | Ring      | IUD (Coil)      |
| Implant    | Pill      | Condom          |
| Withdrawal |           | Family Planning |

Abstinence is ...



You can get pregnant when standing up and having sex

Women and girls are more fertile at specific times of the month

Emergency contraception (sometimes referred to as the morning after pill) only works the next day

Wearing two condoms (double bagging) makes sex safer

If a person is silent or doesn't say no, this means they have given consent

You can get many forms of contraception for free

The contraceptive pill is effective at preventing STIs

You can use a small plastic bag or cling film instead of a condom

If a clinic gives you advice about contraception, your parents will know

Quick Quiz

IDENTIFY THE CONTRACEPTION METHOD    Score =    /6

A \_\_\_\_\_

D \_\_\_\_\_

B \_\_\_\_\_

E \_\_\_\_\_

C \_\_\_\_\_

F \_\_\_\_\_

Quick Quiz

TRUE OR FALSE    Score =    /8

A \_\_\_\_\_

E \_\_\_\_\_

B \_\_\_\_\_

F \_\_\_\_\_

C \_\_\_\_\_

G \_\_\_\_\_

D \_\_\_\_\_

H \_\_\_\_\_

Quick Quiz

IDENTIFY THE CONTRACEPTION METHOD    Score =    /6

A \_\_\_\_\_

D \_\_\_\_\_


B \_\_\_\_\_

E \_\_\_\_\_

C \_\_\_\_\_

F \_\_\_\_\_

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





TOPICAL DEBATE

“All contraception should be free of charge for everyone”

|                         |                   |
|-------------------------|-------------------|
| Arguments For           | Arguments Against |
|                         |                   |
| Your personal opinion : |                   |

CONTRACEPTION TYPE:



| Category                     | Score /10 |
|------------------------------|-----------|
| Protection against pregnancy |           |
| Protection against STIs      |           |
| Availability                 |           |
| Ease of use                  |           |
| Cost                         |           |

CONTRACEPTION TYPE:



| Category                     | Score /10 |
|------------------------------|-----------|
| Protection against pregnancy |           |
| Protection against STIs      |           |
| Availability                 |           |
| Ease of use                  |           |
| Cost                         |           |

CONTRACEPTION TYPE:



| Category                     | Score /10 |
|------------------------------|-----------|
| Protection against pregnancy |           |
| Protection against STIs      |           |
| Availability                 |           |
| Ease of use                  |           |
| Cost                         |           |

CONTRACEPTION TYPE:



| Category                     | Score /10 |
|------------------------------|-----------|
| Protection against pregnancy |           |
| Protection against STIs      |           |
| Availability                 |           |
| Ease of use                  |           |
| Cost                         |           |

CONTRACEPTION TYPE:



| Category                     | Score /10 |
|------------------------------|-----------|
| Protection against pregnancy |           |
| Protection against STIs      |           |
| Availability                 |           |
| Ease of use                  |           |
| Cost                         |           |

CONTRACEPTION TYPE:



| Category                     | Score /10 |
|------------------------------|-----------|
| Protection against pregnancy |           |
| Protection against STIs      |           |
| Availability                 |           |
| Ease of use                  |           |
| Cost                         |           |

CONTRACEPTION TYPE:



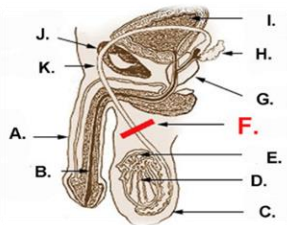
| Category                     | Score /10 |
|------------------------------|-----------|
| Protection against pregnancy |           |
| Protection against STIs      |           |
| Availability                 |           |
| Ease of use                  |           |
| Cost                         |           |

CONTRACEPTION TYPE:



| Category                     | Score /10 |
|------------------------------|-----------|
| Protection against pregnancy |           |
| Protection against STIs      |           |
| Availability                 |           |
| Ease of use                  |           |
| Cost                         |           |

CONTRACEPTION TYPE:



| Category                     | Score /10 |
|------------------------------|-----------|
| Protection against pregnancy |           |
| Protection against STIs      |           |
| Availability                 |           |
| Ease of use                  |           |
| Cost                         |           |

Think about a time when you have seen the symbols.  
What do you think they mean?

Define a condom in one sentence.

Where can you get condoms from?



What are the biggest  
excuses / obstacles  
someone might have for  
not using a condom?

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



1.

2.

3.

4.

5.

6.

7.

8.

9.

10.


11.

12.

STEP BY STEP  
PROCESS OF  
USING A  
CONDOM

Common  
Mistakes When  
Using A Condom

oops!

 TOPICAL DEBATE

“Putting a condom on is easy”

| Arguments For           | Arguments Against |
|-------------------------|-------------------|
|                         |                   |
|                         |                   |
| Your personal opinion : |                   |







Is there a difference between what a product says it will do, and what it actually does?

- A N A G V I A
- B S T E A L I N G
- C M O D C O N
- D C A R T O N O P E C T I N

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



| Contraception        | Method | Positive | Negatives | Score /10 |
|----------------------|--------|----------|-----------|-----------|
| Condoms / Femidoms   |        |          |           |           |
| Diaphragm            |        |          |           |           |
| IUD                  |        |          |           |           |
| Copper IUD           |        |          |           |           |
| Implant              |        |          |           |           |
| Injection            |        |          |           |           |
| Contraceptive Pills  |        |          |           |           |
| Vaginal Ring         |        |          |           |           |
| Calendar Method      |        |          |           |           |
| Withdrawal           |        |          |           |           |
| Abstinence           |        |          |           |           |
| Emergency Pill       |        |          |           |           |
| Surgical (Vasectomy) |        |          |           |           |

TOPICAL DEBATE

“If a girl gets pregnant, it's her own fault for not using contraception properly”

| Arguments For | Arguments Against |
|---------------|-------------------|
|               |                   |
|               |                   |
|               |                   |

Your personal opinion :

When have you heard the term HIV or AIDS?

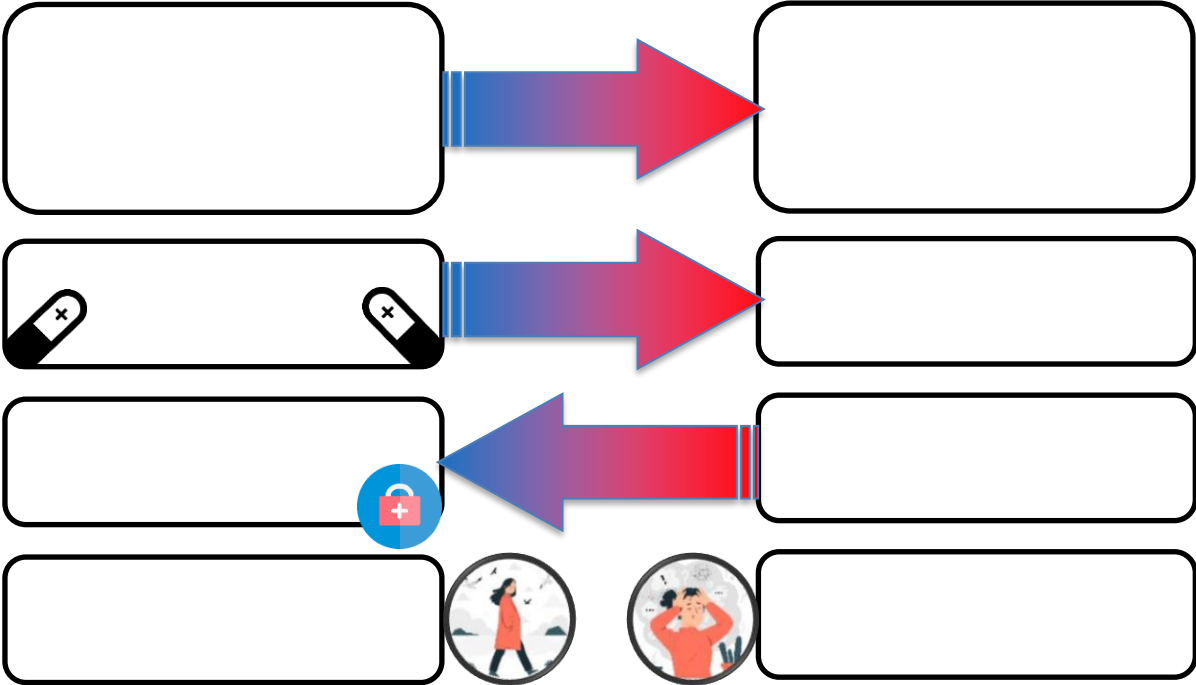
Why do we have an World AIDS Day?

What does HIV stand for?



HIV

AIDS



Quick Quiz

TRUE OR FALSE Score = /8

A \_\_\_\_\_ E \_\_\_\_\_

B \_\_\_\_\_ F \_\_\_\_\_

C \_\_\_\_\_ G \_\_\_\_\_

D \_\_\_\_\_ H \_\_\_\_\_

Why would a country not disclose **it's** figures for HIV/AIDS?

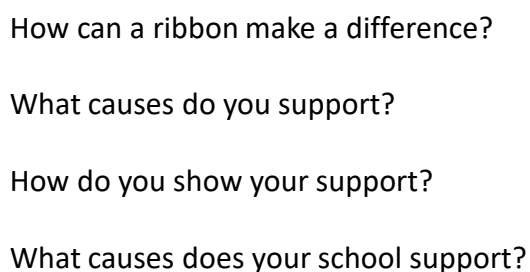
Video Reflection – What did you learn from the video clip? (Information, statistics, advice, risks)



| UNSAFE ACTIVITIES   |   |
|---|---|
| For someone <b>WITHOUT</b> HIV  | For someone <b>WITH</b> HIV   |
| <ul style="list-style-type: none"><li></li><li></li><li></li><li></li><li></li><li></li><li></li><li></li></ul> | <ul style="list-style-type: none"><li></li><li></li><li></li><li></li><li></li><li></li><li></li><li></li></ul> |

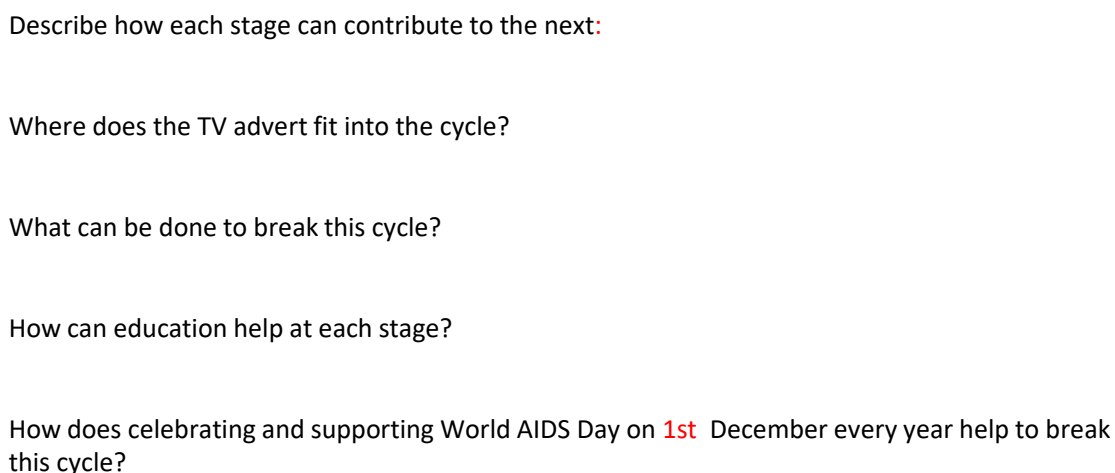
Video Reflection – What did you learn from the video clip? (Information, statistics, advice, risks)





WAYS THE HIV VIRUS CAN SPREAD Score = /6

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



•  
•  
•  
•  
•  
•  
•





### Form of prejudice...

**This can be fairly resolved by...**







## Arguments Against

Your personal opinion :

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

FINAL - PRESENTATION & SPAG FEEDBACK

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