



PSHE Work Booklet

RELATIONSHIPS AND SEX EDUCATION

Name:

Teacher:

Class:



CORE
THEME 3

Sexual Health



Sexual Health

ASSESSMENT
FOR LEARNING



CONFIDENCE CHECKER



LEARNING THE UNIT	1	2	3	4	5	6	7	8	9	10
	NOT CONFIDENT				CONFIDENT				VERY CONFIDENT	
I can describe what abuse is										
I understand the different forms that peer abuse can come in										
I know where to seek support and help for someone suffering abuse										
I can explain what impacts fertility for men and women										
I understand how certain lifestyle changes can improve fertility										
I can describe the process of IVF treatment										
I know the risks associated with house parties										
I can explain how drinking alcohol impacts sensible decision making										
I always make good decisions in relation to my own health and safety										
I can define sexual health and reflect on my own										
I can explain the consequences of neglecting my sexual health										
I know what to do if I make a mistake or something happens accidentally										
I understand what happens at a sexual health clinic										
I can explain some differences between bacterial, viral, parasitic and fungal STIs										
I understand the risk of catching an STI with regards to various activities couples might engage in										
I understand the difference between methods of contraception										
I can explain the common mistakes when using a condom										
I can evaluate the effectiveness of different methods of contraception										
I can describe what love is and what love is not										
I can identify unhealthy features of a relationship										
I understand the wide range of risks associated with online relationships										

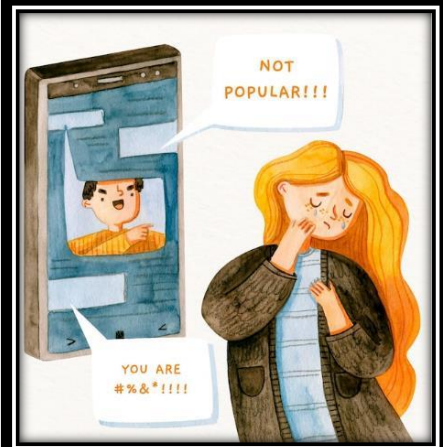


What could be happening in each scenario?

How is each young person feeling?

What could each young person do to get support?

What could you do as a bystander if you saw these?



Society

- 1
- 2
- 3
- 4
- 5

Social Media

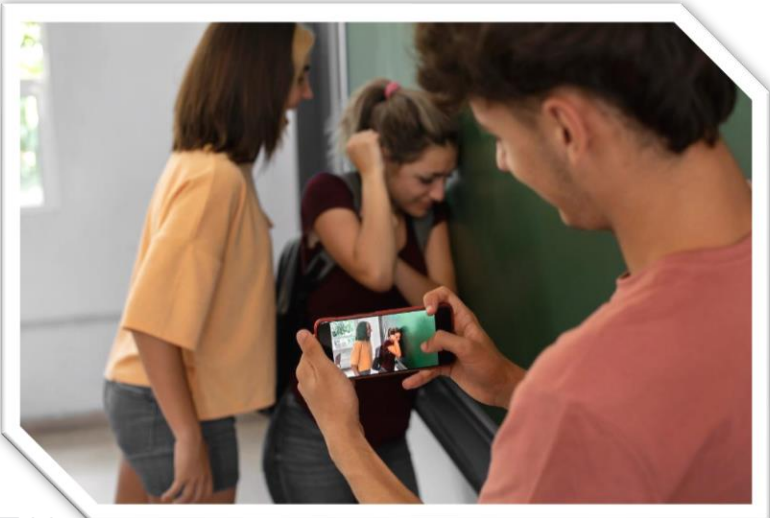
- 1
- 2
- 3
- 4
- 5

Peer-on-peer abuse is ...

Respect:

Equality:

Honour:



SORTING ACTIVITY

Cyberbullying and Bullying

Harmful Sexual Behaviours

Gangs and Serious Youth Crime

Domestic Abuse

CSE (Child Sexual Exploitation)

Mix and Match

Inappropriate sexual language, inappropriate role play, sexually touching another or sexual assault / abuse. Sexting or forcing / manipulating someone into sexting.

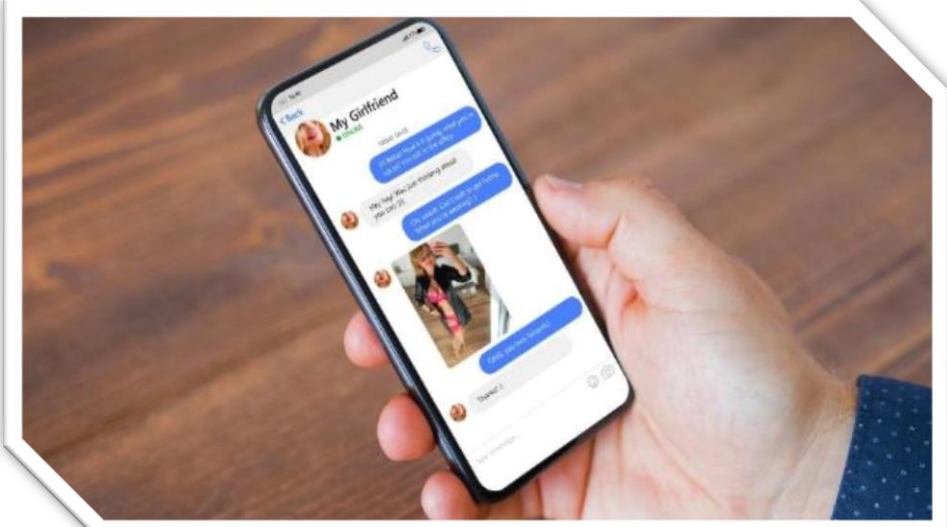
Being exploited by a gang or group to take part in criminal activities. These activities may cause harm to the individual or others.

Occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity.

Behaviour by an individual or group in person or online usually repeated over time, which intentionally hurts another individual or group either physically or emotionally.

Incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour. Experiencing physical, emotional, sexual or financial abuse within a relationship.

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



Video Review Questions - Crossing the Line PSHE Toolkit: Peer Pressure - Back me up

1

2

3

4

5

6

In this school, we pride ourselves on having respect for all people. We recognise that all people are equal. We honour each other's life choices and individual liberty.
To really respect and honour each other, we have to ensure we don't put peer pressure on each other.

Have you ever pressured someone into doing something they didn't want to do?

Have you ever been peer pressured into doing something you didn't want to do?

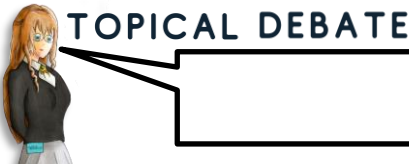
Does the statement above align with your values?

'This is abuse' campaign



Explain how to successfully grow vegetables. What is needed?

How does the concept of ‘fertility’ link to humans? What is needed?



TOPICAL DEBATE

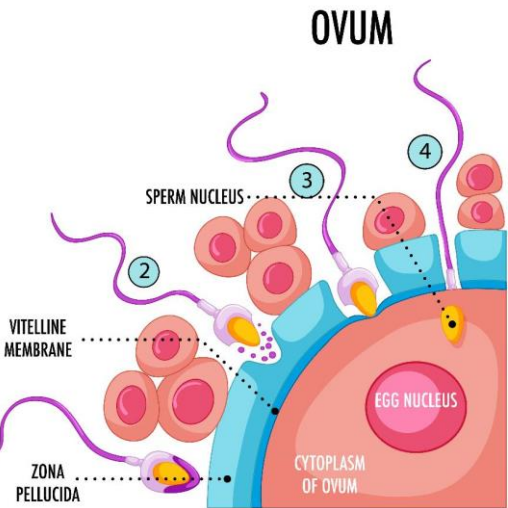
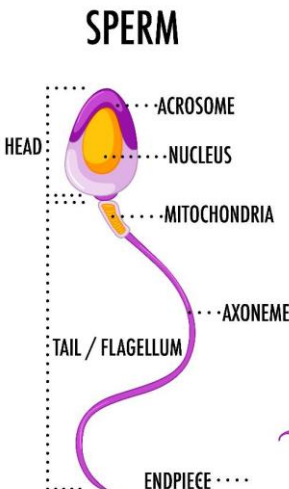
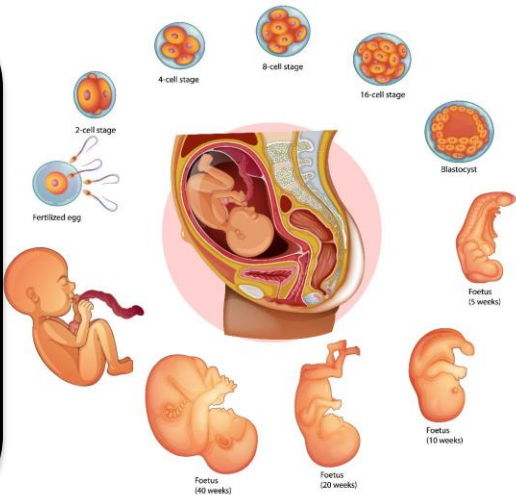
“Getting pregnant is easy”

Arguments For	Arguments Against
Your personal opinion :	

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



Fertility is impacted by:



Fertility:

Gut Flora:

Artificial Insemination:

Surrogacy:



E.G. Managing stress levels. This can improve hormone balance in women and improve sperm production in men

What is IVF?

How does this process help with fertilisation?

Your fertility is mostly determined by genetics, which influences how many eggs you are born with.

Doctors believe that the number of eggs you have at birth determines the length of time you will remain fertile

You will release 400 mature eggs within your fertility window.

Two eggs can be released at the same time.

You are fertile for only 6 days of your cycle.

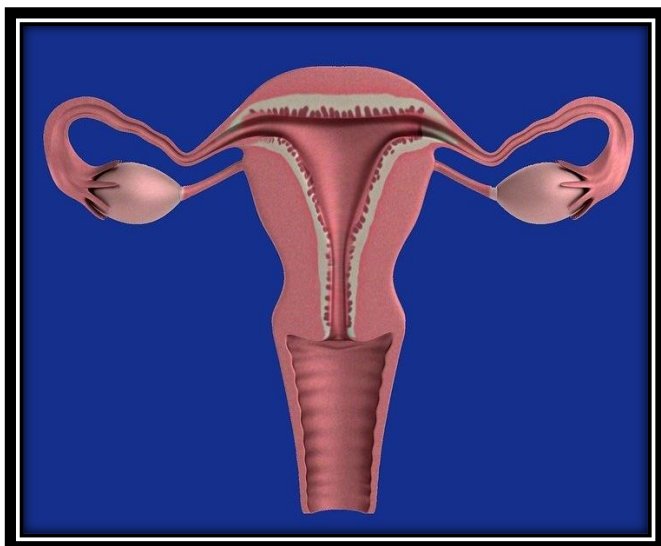
Knowing when you ovulate is important because it will tell you your personal 6 fertile days. It's not the same for everyone, so you can have sex with your partner on *those* days. This is the key to getting pregnant: having sex on your fertile days. Your fertile days are the five days before ovulation, and the day of ovulation itself.

Eggs can only be fertilised for around 24 hours (one day) after being released from the ovary.

12-24 hours after ovulation, a woman is no longer able to get pregnant during that menstrual cycle because the egg is no longer in the fallopian tube.

Ovulation largely happens in the morning during Spring/Summer and in the evening during Autumn and Winter. 50% of women ovulate between 12am-11am in the spring and 90% of women ovulate between 4pm-7pm in the colder months.

Younger women lean to ovulating from alternating ovaries, whilst women over the age of 30 can be found to ovulate from the same ovary.



Sperm lives for around five days when inside the uterus.

Ovulation doesn't always happen on day 14 - that's why you should track your cycle.

A study from 2006 followed 141 healthy, regularly cycling women for up to a year so that researchers could better understand the average menstrual cycle. But, that's not what the researchers found. They found that on average, the follicular phase was about 16.5 days, putting the average day of ovulation on CD 16, two days later than classically predicted. They also found that while the average cycle length was 28 days, about 43 percent of the women had at least seven days of variability from cycle to cycle.

Get to know your cycle! Tracking your cycle with a cycle tracker app, cycle tracker pdf, taking your temperature daily and becoming aware of your cervical fluid basal body temperature will help you understand when you are ovulating.

Your cervical fluid will become thicker, slippery and more like an egg white consistency in the fertile stage of your cycle.

Your temperature increases 0.2 degrees after ovulation. You are normally 36-36.5C. The heating effect is due to rising levels of Progesterone.

Men also have a biological clock (quality of sperm can decrease with age)

Older men can have fertility issues due to lower testosterone levels

Both prescription and recreational drugs affect fertility

Some antidepressants (like SSRIs) can raise a woman's serum prolactin level, which can then interfere with normal ovulation.

Even certain antiemetic (anti-nausea) medications can alter prolactin levels. Using any drugs, even cannabis, can affect the menstrual cycle.

Heavier drugs like opiates have been shown to suppress the reproductive cycle by affecting the centers of the brain that control the release of female hormones.

Smoking cigarettes and even second hand smoke has also been shown to reduce fertility time and time again.



Your weight affects your ability to conceive.

A minimum of 22 percent body fat is necessary for normal ovulation and reproductive competence.

Sexual positions don't affect your chances of conception.



You can conceive after 35

A study of women from a more recent century (the 1990s) found that for women between 27–29 years old, the probability of conception was about 80 percent within a year of trying to conceive, and for women between 35–39 years old, the probability was about 77 percent. Only a 3% drop in fertility odds!

Sex on one, two, or three days before ovulation = 20–30% chance of getting pregnant

Sex four days before ovulation = 10–12% chance of getting pregnant

Sex five or six days before ovulation = 0–5% chance of getting pregnant.

One in six couples have trouble having a baby.

In 40 percent of these cases the difficulty is in fact associated with the man. However, having equal responsibility is about sharing knowledge and creating an open line of communication



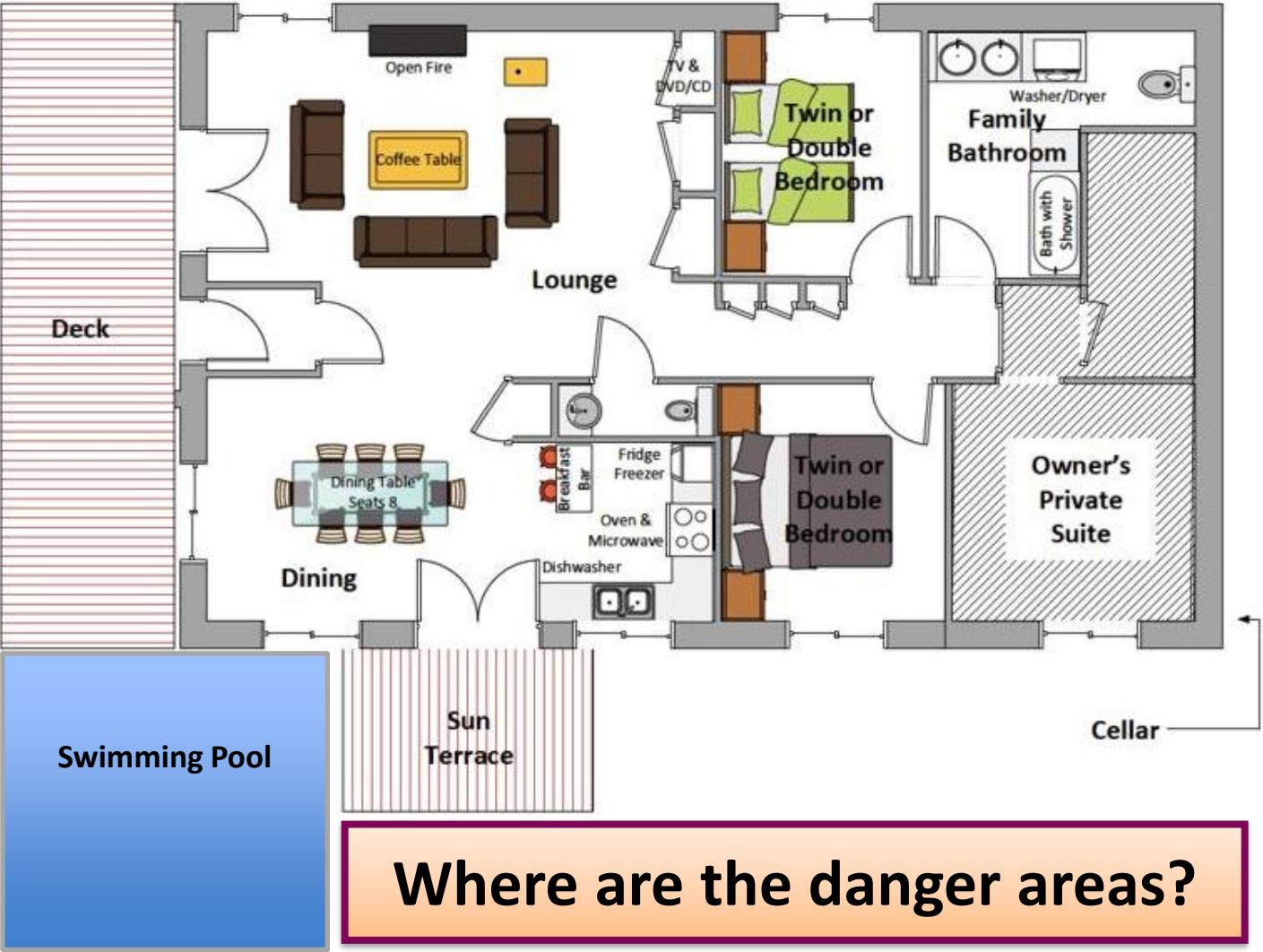
When and how are we exposed to alcohol?

What things can make a situation risky?

What message is the picture above trying to portray?

Why? (Why do people drink alcohol?)	When and where? (What age, occasions and events do people drink at?)
Consequences of drinking (Positive and negative)	Why Not? (Why do people choose not to drink?)
Immediate effects (Drinking a little / drinking a lot)	Long-term effects (Drinking a little / drinking a lot)

Drinking Alcohol



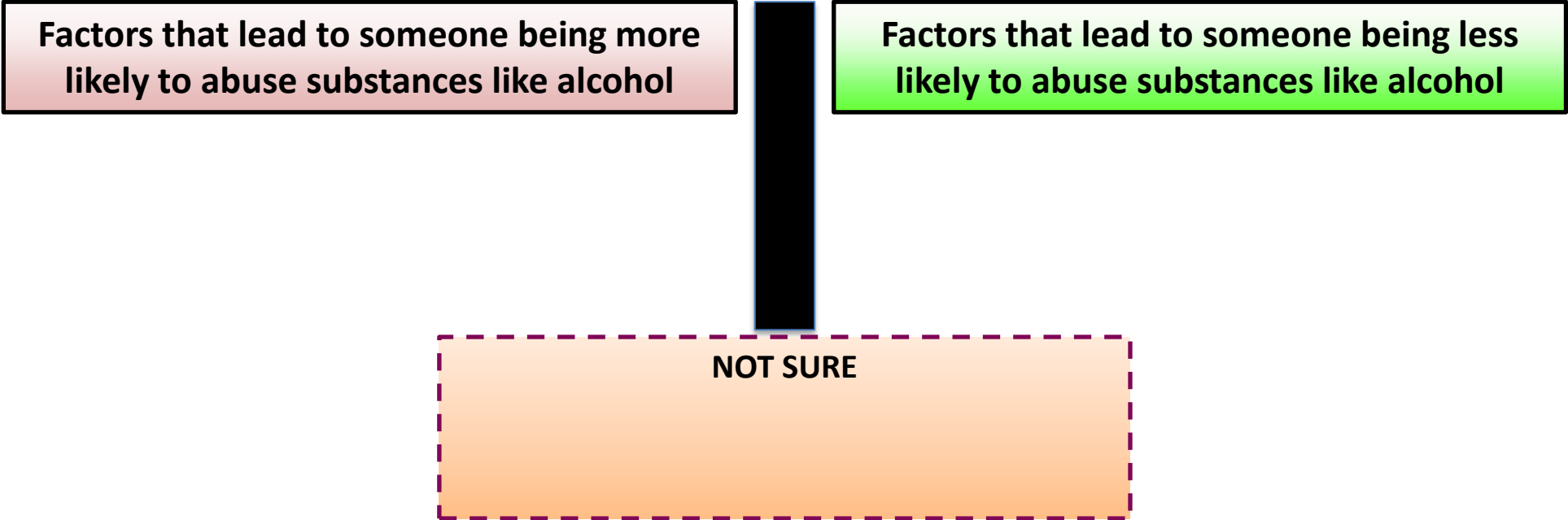
Situation 1

Situation 2

Situation 3

Situation 4

Where are the danger areas?



Serious anti-social behaviour	Life traumas not dealt with	Being unsensitive and unkind to people	A caring relationship with at least one adult	Involved in the local community
Strong parental monitoring	Belonging to few or no groups	Family involvement in the lives of the children	Strong family bonds	Lack of support and positive role models
Being in trouble at school (truanting and exclusions)	Clear family rules	Smoking from a young age	Being a member of a gang	Strong support and enjoyment at school

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



Drink Spiking Awareness Tips:

TOPICAL DEBATE

“Our friends have the biggest impact on the decisions we make around our health”

Arguments For	Arguments Against

Your personal opinion :

With a partner, create a list of people you can talk to about sex.

Now put the people on your list under the headings: 'Most likely to approach' & 'Least likely to approach'



Sexual Health:

Contraception:

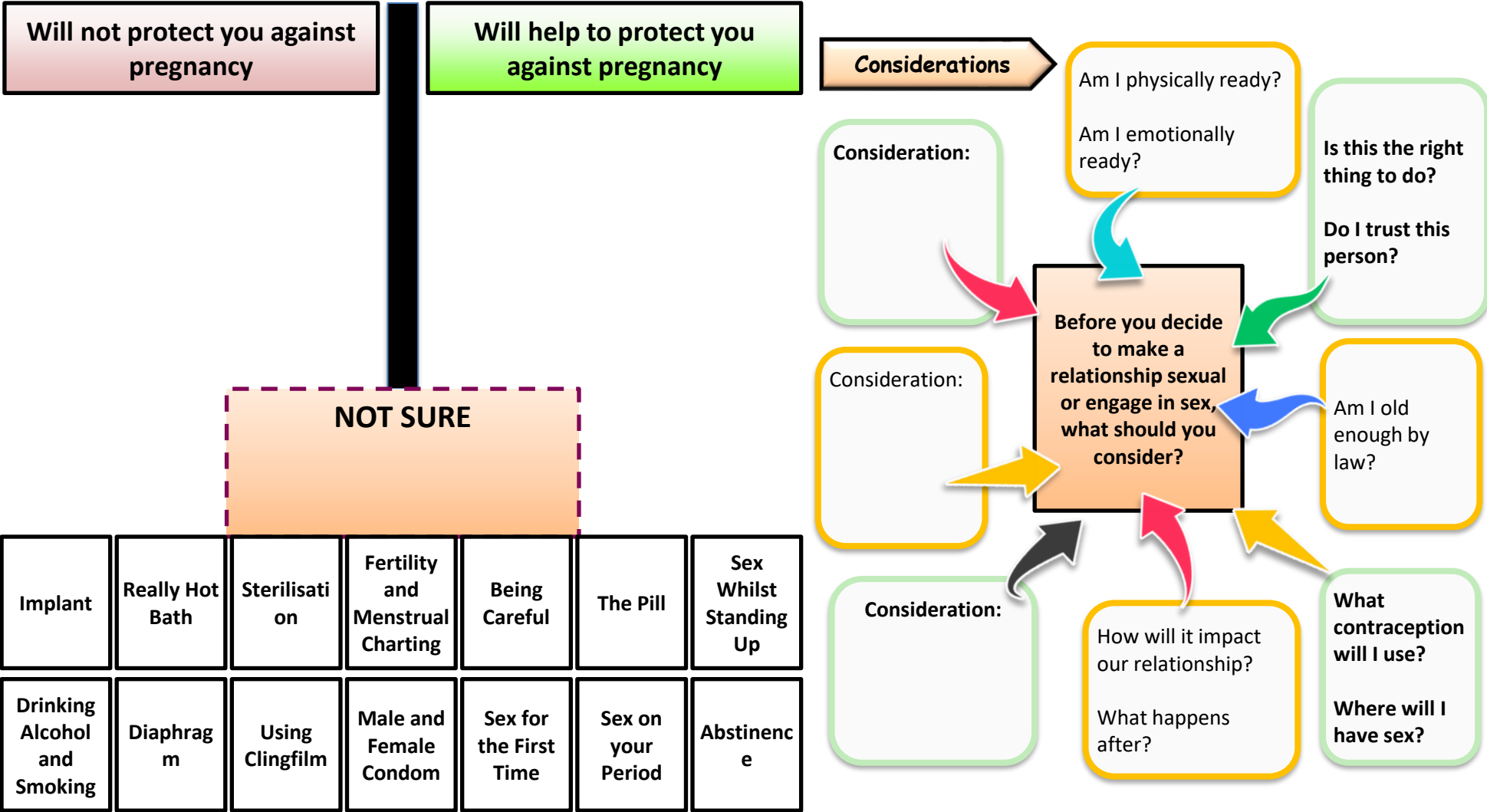
Explain why sexual health is important?

When is sexual healthy especially important?

What could be the short term effects of neglecting your sexual health?

What could be the long term effects of neglecting your sexual health?

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





Two things I would talk about with a partner before having sex would be.....

Safe sex is

An STI is.....

If I needed more advice about STIs, I would...



	Bacterial	Viral	Parasitic	Fungal
Examples				
Structure	Single-celled microorganisms that have a distinct cell structure	Infectious particles consisting of genetic material (DNA or RNA)	Multicellular organisms that can attach, feed, and reproduce	Eukaryotic organisms with complex cellular structures
Effects	Can cause infections in the reproductive organs, urinary tract, and other areas of the body	Infection of various parts of the body, including the genitals, mouth, and bloodstream	Parasites infest the body	Primarily affect the skin and mucous membranes
Possible Symptoms				
Curable?				

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



Which method is the best for pregnancy prevention?

Which method is the best for STI prevention?

Which method of contraception would you recommend to a friend? Why?

Which method can be used in combination with another method?

Which methods do not require a doctor's visit or prescription?



Ways to test

- Confidentiality
- Professionalism
- Qualified Advice
- Support
- Treatments
- Diagnosis

- **Testing & Treatment**
- **Advice & Information**
- **Free Condoms**
- **Pregnancy Testing**
- **Other forms of Contraception (EC & Pill)**
- **HIV Testing & PEP Medication**
- **Hepatitis B Vaccinations**
- **Abortion Advice**
- **Referrals to specialists**
- **Help & Support for sexual assault victims**

- When did you last have sex?
- Was the sex unprotected?
- Do you have any symptoms?
- Why do you think you might be at risk?


- Blood test
- Urine Sample
- Swab of the vagina, throat, rectum, cervix or urethra
- Examination of genitals, mouth, anus or skin

LOW TO NO RISK

MEDIUM RISK

HIGH RISK

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

A decorative footer at the bottom right of the page featuring two teal film reels and a black clapperboard with white text and a striped pattern.

**Going on a
bicycle ride with
someone**

Sharing towels and underwear

**Anal sex
without a
condom (or any
barrier method)**

Mutual masturbation

Kissing and snogging with tongues

Anal sex with a condom

**Vaginal sex
without a
condom (or any
barrier method)**

Vaginal sex with a condom

**Oral sex without
a condom (or
any barrier
method)**

Kissing on the lips

Having a bath with someone

Holding hands

Abstinence

Oral sex using a latex barrier

Solo masturbation



TOPICAL DEBATE



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

Arguments For

Arguments Against

Your personal opinion :

What are the two main things contraception can help to reduce the risk of?

Are there any other reasons people may be using contraception?



Quick Quiz

Multiple Choice. Score = /4

A_____C_____

B_____D_____

Pick 3 contraceptions and describe how they work

1

2

3

Which can men use?

Which involve hormones?

Which protect against STIs as well as pregnancy?



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



Explain the advantages and disadvantages of each method to Sian

Will the method Sian might choose depend on any factors?

What factors can you think of?



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



TOPICAL DEBATE

“Providing free contraception and emergency contraception leads to a culture of sexual promiscuity and irresponsibility”

Arguments For	Arguments Against
Your personal opinion :	



When is someone ready to have sex in a relationship?

What kind of relationship would people hope to be in before having sex?

Why is respect so important in a relationship?



Matching Activity

Hobbies

Gender & Sexuality

Religion

Friends & Family

School

Disabilities

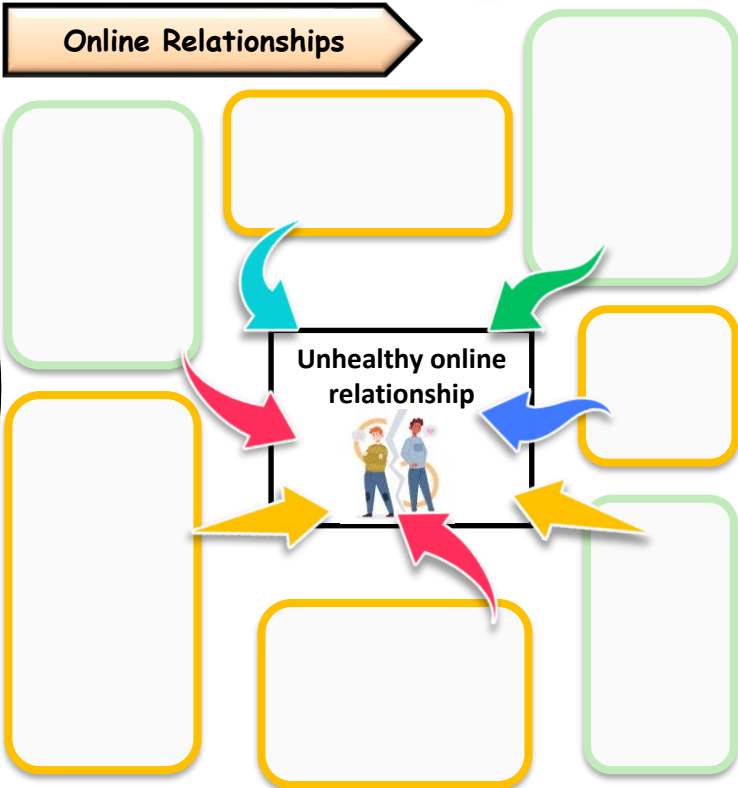
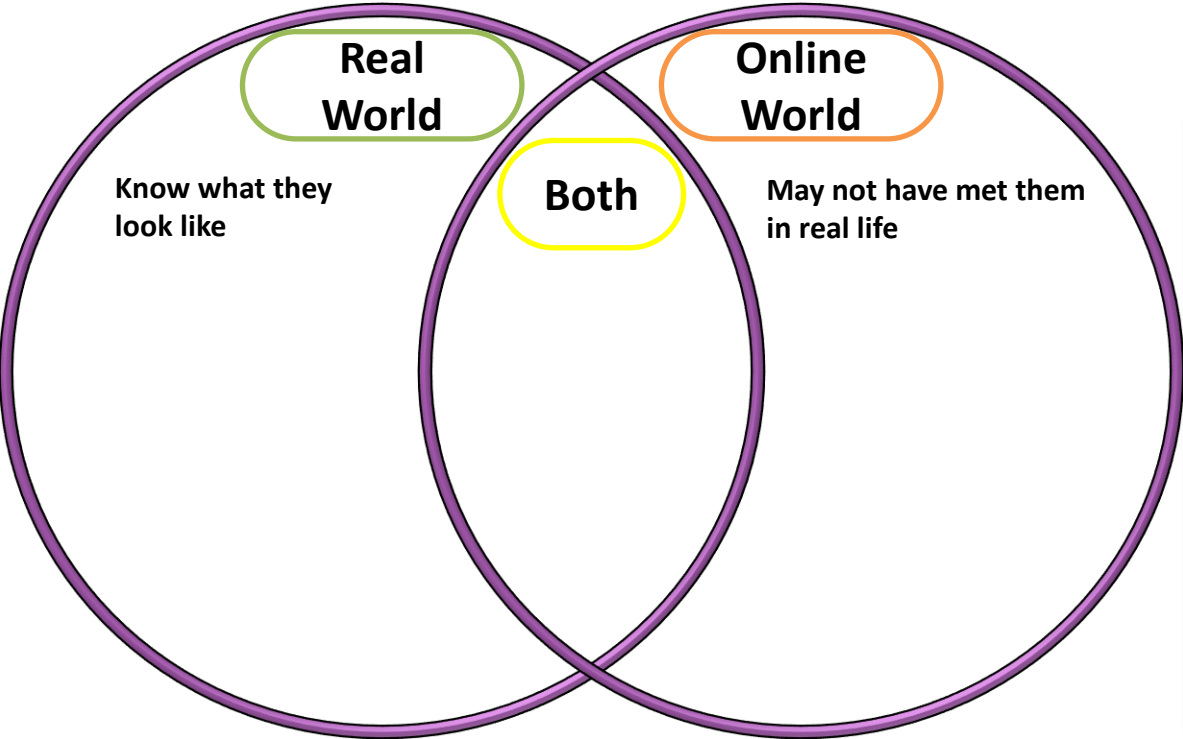
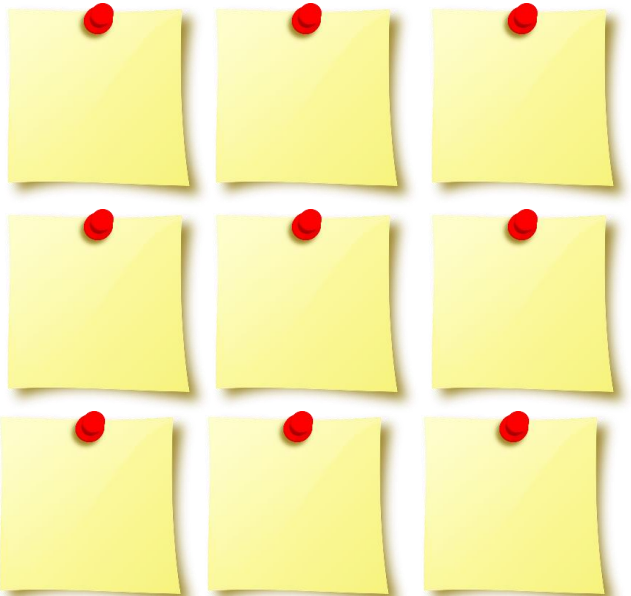
HEALTHY

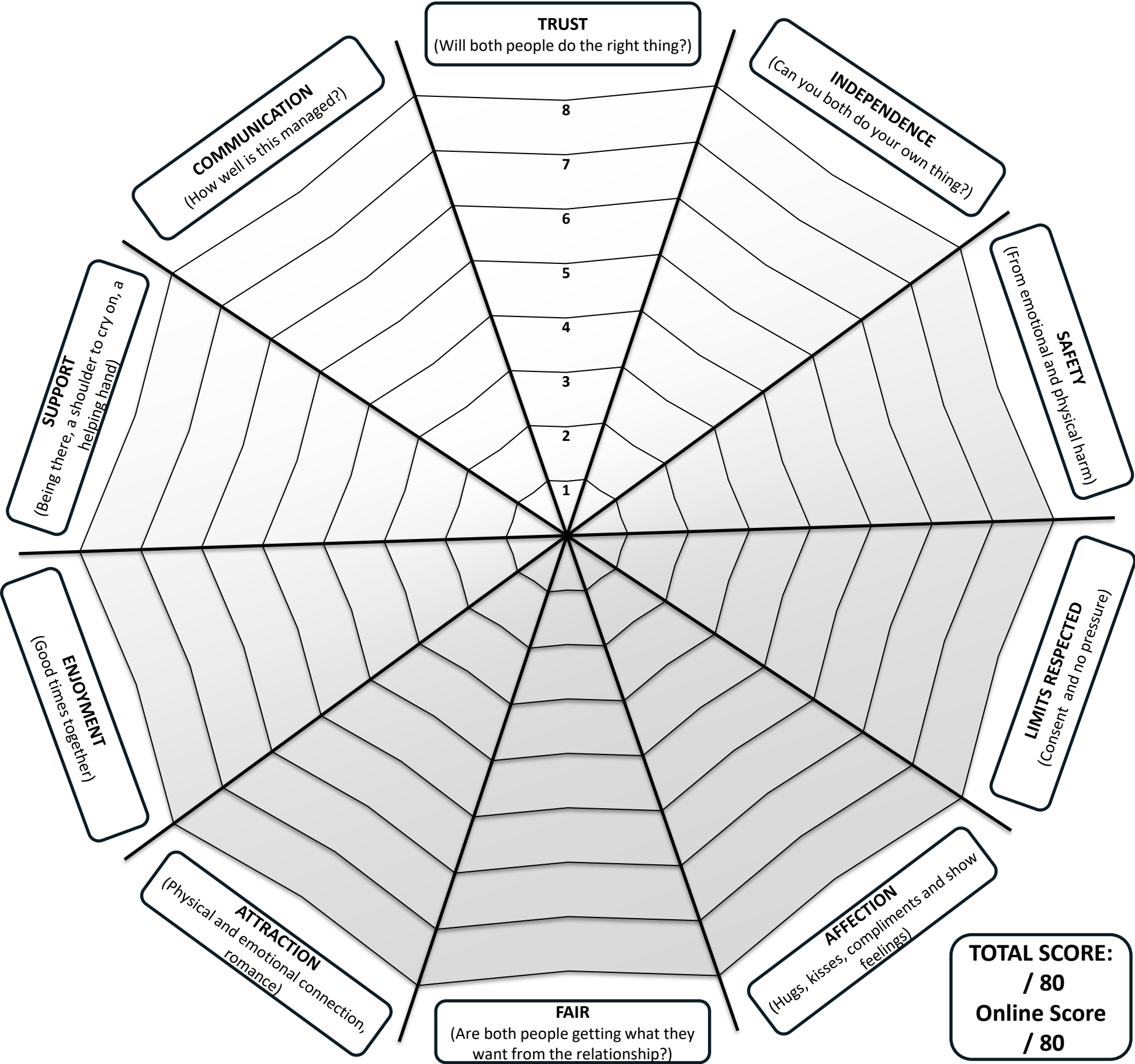
UNHEALTHY

NOT SURE / IT DEPENDS

Love is:

Lack of trust	Bullying and belittling	Respect and understanding	Imbalance of power between partners	May cost you lots of money and friends
Desire to please	Open relaxed body language	Fear	Consent	Good communication
Gifts and treats	Anxiety	Abuse	Trust and Freedom	Control









Three strengths of the relationships







What areas of the relationships need to be worked on? How can they be improved?

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