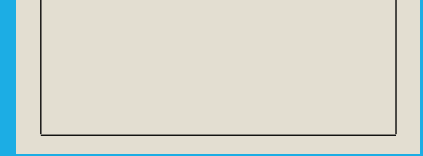




RELATIONSHIPS L1

LO:

- **Identify baseline understanding of what a healthy and unhealthy relationship may look like.**
- **To examine our attitudes towards relationships.**



PSHE GROUND RULES

Openness

Keep the
conversation
in the room

Non-
judgmental
approach

Right to pass

Make no
assumptions

Listen to
others

Use of
language

Ask questions

Seeking help
and advice

Baseline assessment

Complete the
relationship
attitudes sheet
on page 2: how
far do you
agree with
each
statement?

Relationship attitudes

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1. There shouldn't be any secrets in a committed relationship					
2. It's best to keep things casual or it can complicate things					
3. A loving partner will always say where they are going so their partner knows they can trust them					
4. There shouldn't be arguments in a healthy relationship					
5. It is okay to threaten to hit someone if their behaviour deserves it					
6. It is important to have shared values in a relationship					
7. It's normal to expect sex in a relationship					
8. It would feel easy to leave an abusive relationship as their abuser is clearly not a nice person					

- On page 4, write down the behaviours and attitudes where you think they belong on the line from a healthy to an unhealthy relationship.

Attitude continuum

Online posts

You are going to get an online post from someone to discuss in your group. Look at the problem and then what their friend has told them to do about it:

- Are the behaviours shared healthy or unhealthy?
- Is the advice provided appropriate or not?
- Finally, in the blank space, agree on your own post to give high quality advice



PLENARY

Reflection on this
lesson!



RELATIONSHIPS L2

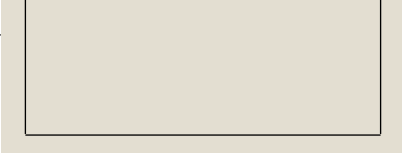
LO:

- **Identify factors that affect readiness to take part in different kinds of intimacy.**
- **Explain that there are different ways to express intimacy and how people can communicate about their comfort and preferences.**
- **Describe strategies to manage pressurised situations and seek support**

Video 1: How does this story show the importance of gaining clear consent?

Video 2: The Rubiales scandal: Spanish football's
#MeToo moment explained - YouTube





WHAT SHOULD CONSENT
LOOK LIKE, SOUND LIKE
AND FEEL LIKE?

Rights in relationships

.....

Use the prompt words below to generate a list of rights in relationships.

Respect

Equality

Consent

Safety

Expression

Privacy

Boundaries

Freedom

Friends

Family

Comfortable

Identity

Expressing intimacy

.....

Read the opinions on expressing intimacy on your sheet.

Pick three that you think are likely to be the most effective ways to express intimacy, and one that you think isn't very likely to be effective.



Baseline assessment

.....

On your own, write your advice for the character below:

My partner's been hinting at having sex recently.
I don't know if I'm ready, or even how I'm supposed to know that?
I want to show I love them, but is having sex the only way?
I'm not sure what I should say to them.

What do I do?

How might a person know they're ready to be sexually intimate with someone?

What different ways are there for people to express intimacy?

How can partners communicate about intimacy and readiness?

How might someone manage pressure from a partner?

CLASS DISCUSSION

Let's think about each of these questions....

What is most important when deciding whether to be intimate?

1. Work in pairs or groups
2. Look at the statements in your workbook about readiness for intimacy.
3. Number them from 1-9 in order of the most important to least important in your opinion.
4. Remember - there are no right or wrong answers



RELATIONSHIPS L3

LO:

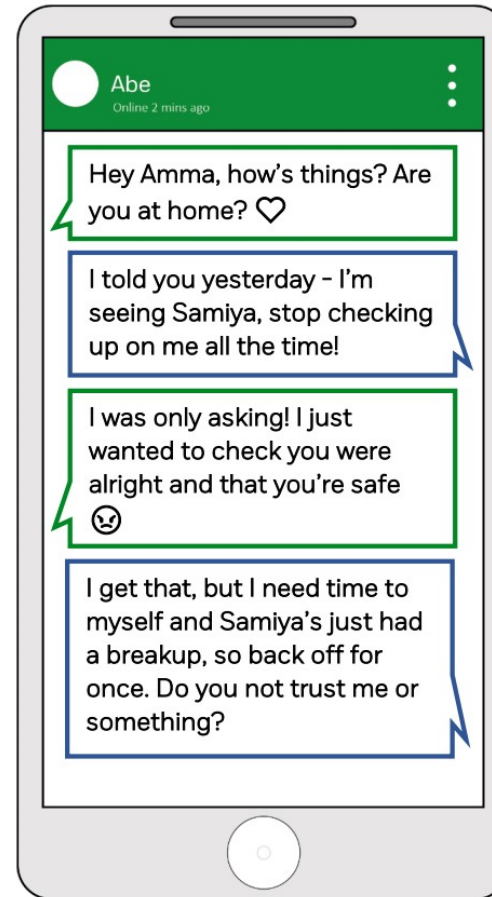
- **Describe strategies to manage pressurised situations and seek support**

Look at this exchange between Abe and Amma

In pairs, one person be Abe and the other be Amma.

Rewrite the messages so they are respectful but still get the message across about what they want.

What might Abe and Amma say to each other to communicate respectfully how they're feeling?



Abe might say...

Amma might say...

Values suggestions:

Showing care	Being independent	Fairness	Time with friends and family	Having time to themselves
Connecting with each other	Shared experiences	Being able to trust someone	Privacy	Being honest

Communicating about values

Answer the questions below about the conversations between the characters on your sheet.

1

What values do you think each of the characters holds about relationships? What's important to them in a relationship?

2

Are any of the characters acting towards their partner in a way that's concerning, or that infringes on their rights?

3

Do you think any of the characters have different perspectives on trust to their partner, or to any other character?

4

Are any of the characters trying to establish boundaries in their relationship with their partner? Why might these be important?

Helping Bayley

Read how Bayley and Blaise's scenario has developed:

I told Blaise he couldn't look at my phone, but he keeps asking and making me feel really guilty about it. He said all the other couples he knows are fine with it. I've tried to reassure him that there's nothing going on with anyone else, but he just won't believe me. He said if he can't trust me, then he shouldn't stay with me – but it feels like he doesn't trust me at all if he has to check.

I've got some really private messages from friends on there that I don't think they'd be happy for him to see. They weren't sent to him and I don't get how he can't see that's an issue? It's bad enough that he doesn't respect my privacy, but it would really break my friends' trust if he saw their messages too.

1

What might Bayley say to Blaise to manage the conversation if he asked to see their phone again?

2

If a friend of Blaise's heard that he was acting this way, what could they say to help Bayley and Blaise?

3

What advice might a trusted adult like a teacher, parent or carer give Bayley or Blaise?

4

What other support is available to Bayley or Blaise?

Reflection and endpoint assessment

.....

Choose one of the words below.

Write down as many ways as you can that someone could demonstrate this in a relationship or friendship.

Respect

Equality

Consent

Safety

Expression

Privacy

Boundaries

Freedom

Friends

Family

Comfortable

Identity

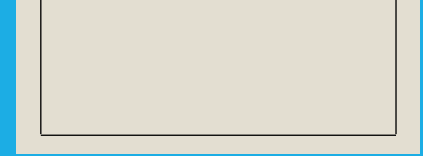


RELATIONSHIPS L4

LO:

**Is gender-based violence and abuse
always physical?**

Is it always male to female?



PSHE GROUND RULES

Openness

Keep the
conversation
in the room

Non-
judgmental
approach

Right to pass

Make no
assumptions

Listen to
others

Use of
language

Ask questions

Seeking help
and advice



- [Stand Up to Domestic Violence – TrueTube](#)

Silent debate

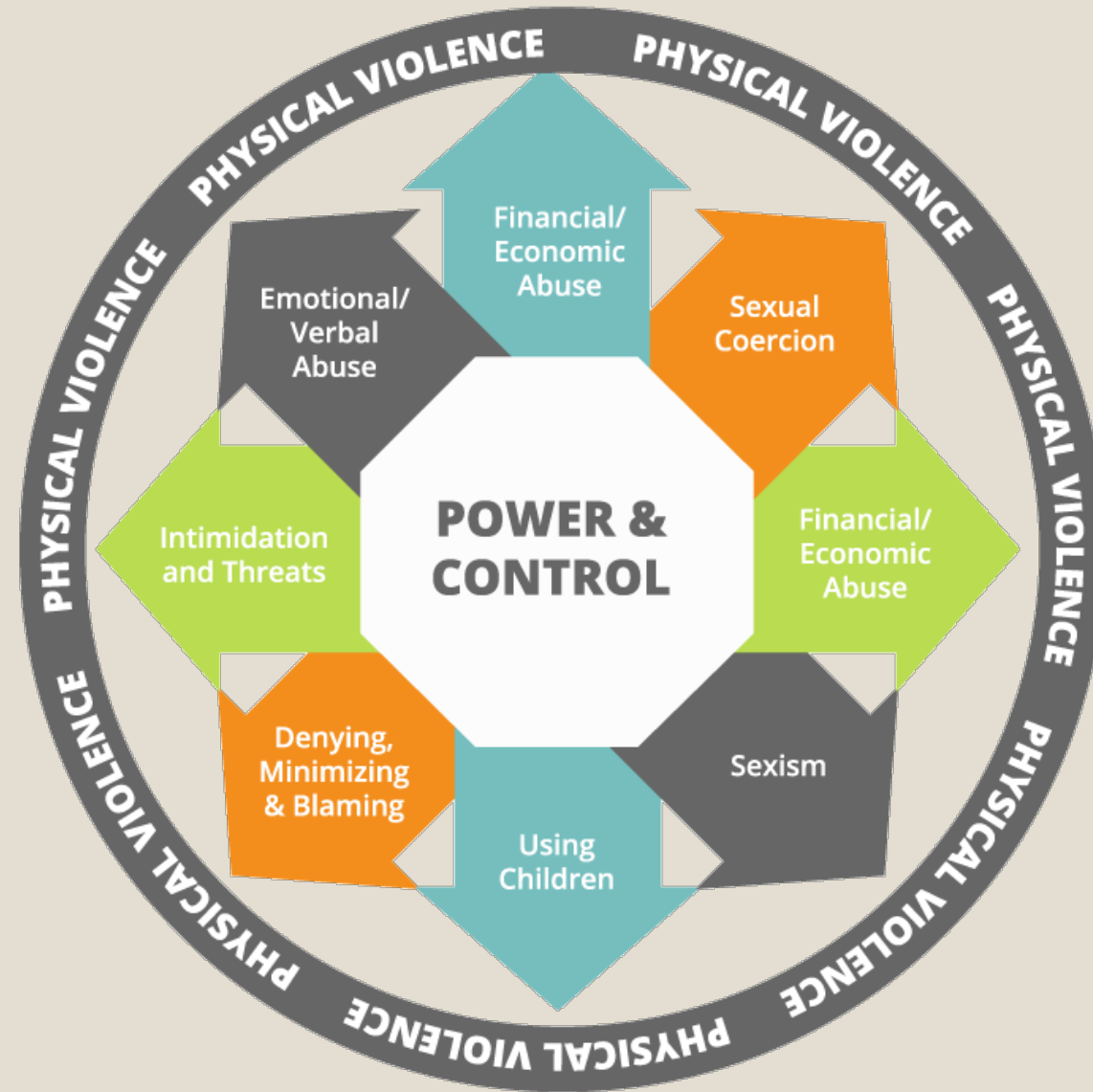
Silently, respond to the questions around the room by writing your ideas around them. You can:

Respond to the question and explain your answer.

Respond to someone else's idea or viewpoint.

Ask a question or respond to someone else's question.





Script writing

Answer the questions below about the conversation between Sam and Joe.

1

How might Sam be feeling?

2

How might Joe be feeling?

3

How is Joe acting towards Sam?

4


Is either character clear about how the other is feeling?

5

Is anything happening in this situation against the law?

Joe

Sam

So last night was fun! I can't believe you finally let me... 

Yeah, yeah I guess it was.

Do you want to come over again tonight? I've got some new ideas we could try out.

Ummm... I dunno. I think my mum wants me to look after my little sister.

Don't you like me anymore? Just make an excuse, like, say you're revising at my house. Come on... I got hold of some flavoured condoms this morning!

But yesterday you said you didn't like using condoms?!

Diary entries

.....

Answer the questions below about the diary entries you have been given.
Keep your answers safe, you will need them later in the lesson.

1

What do you think happened?
How can you tell?

3

How is Alina feeling about her
relationship?

5

How is Bradley feeling about his
relationship?

7

Should either person be feeling this way
if this were a healthy relationship?

9

What do you think might happen when
the characters see each other tomorrow?

2

What types of abuse have been
referred to?

4

Why is she feeling this way?

6

Why is he feeling this way?

8

How is Jamie feeling?

10

Does abuse always look like this?

Circles of support

Label each circle with the following groups:

Friends

Family

School

Other

How might they know the character needs help?

What might they do to help?



Challenging perceptions

.....

Answer the questions below about the two sets of diary entries:

1

How did Group A feel about Alina's situation?

2

How did Group B feel about Bradley's situation?

3

Was there a difference in the levels of concern between groups?

4

Which sex is more likely to experience abuse in relationships?

5

Why might Bradley find it challenging to seek help?

6

What more could be done to support men who experience abuse in relationships?

7

Is this scenario and the points discussed only applicable to mixed sex couples?

Reflection and endpoint assessment

.....

Focusing on Jamie:

Are the statements about Jamie below true, false or are you unsure?

1

Jamie thinks Alina and Bradley's relationship is going really well.

2

Jamie is worried about losing their friendship.

3

Jamie wants to help their friend.

4

Jamie doesn't think it's their place to get involved.

5

Jamie is scared of Bradley or Alina.

6

Jamie doesn't know where or how to seek help.

7

Jamie is not a good friend.

8

Jamie has a responsibility to help even if it will upset someone.

Conflict statements



RELATIONSHIPS L5

LO:

To look at the challenges LGBTQI people face as they grow up.

To think about how we can help school become a more inclusive environment.

Sexuality

1. feelings (who I'm attracted to)
2. behaviour (who I am sexually and romantically involved with)
3. identity (how I see myself)

Young people often realise they are lesbian, gay or bisexual between the ages of 11 and 14.

The average age for coming out is 16 years old.

Many young people may be reluctant to talk about their same sex attraction due to social pressures and homophobia.



Gay, Lesbian, Bisexual, Same-sex attracted

People who experience feelings of sexual and/or emotional attraction to others of the same sex.

Transgender

(also trans or trans*)

An umbrella term used to describe people whose gender identity is different from the sex assigned to them at birth.

Intersex

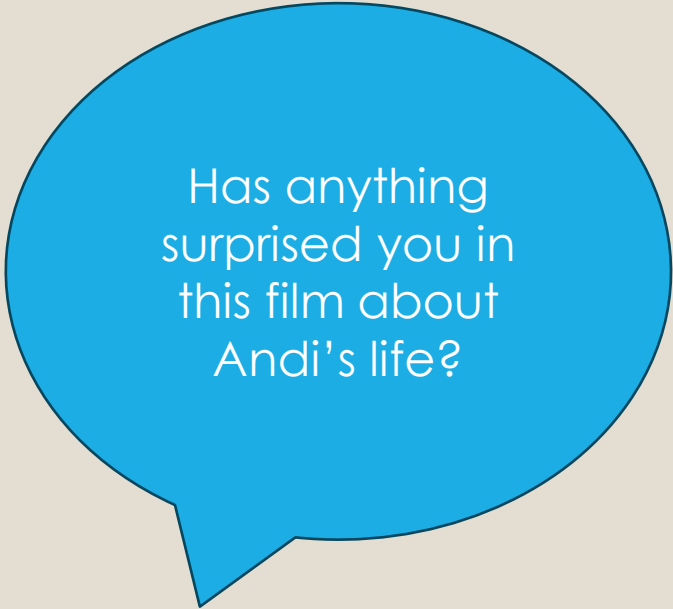
People who are born with natural variations in genital, chromosomal or other physical characteristics that differ from usual ideas about what it means to be female or male.

Intersex people have the same range of sexual orientations and gender identities as non-intersex people.

‘Gender is
fluid in my
culture’

BBC NEWS | WORLD SERVICE



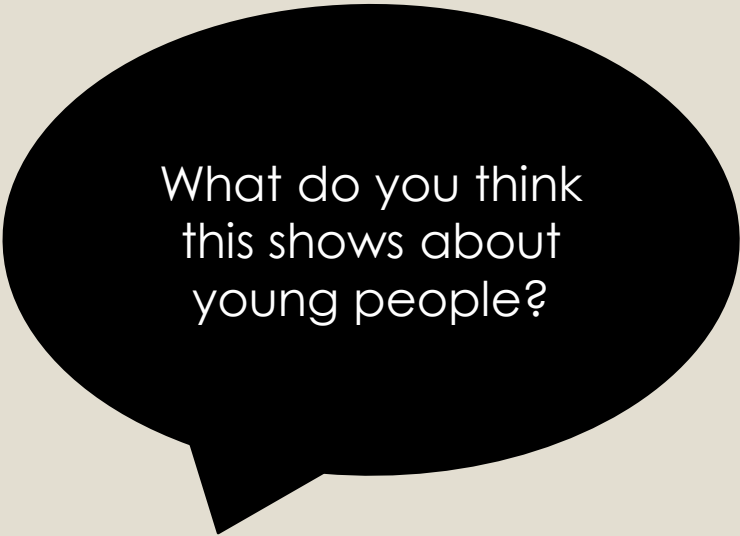


Has anything surprised you in this film about Andi's life?



What needs to change in our society?

'I can finally be who I've always been' - BBC Reel



What do you think this shows about young people?


Stand Up! - watch this video



What are the
messages
behind this
video?



What are the
challenges today
for LGBTQ+
people?

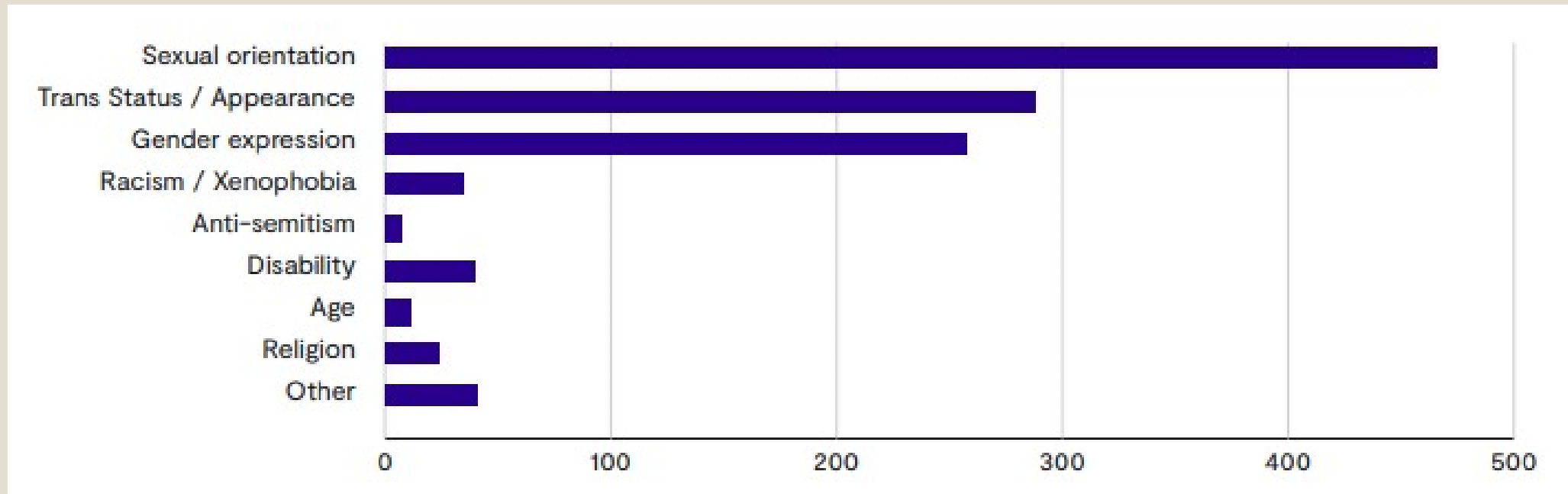


Do we still need
a video like this
today?



LET'S LOOK AT ONE
OF THE CHALLENGES

2024 Stonewall hate crime statistics
(as reported to their survey – 688
hate crimes were reported in total
between Dec 2022-April 2024)





'I AM A WOMAN': IMANE KHELIF SPEAKS OUT ABOUT GENDER ROW AFTER WINNING GOLD

Now let's fact check some of the preconceptions
about this story – read the article in pairs



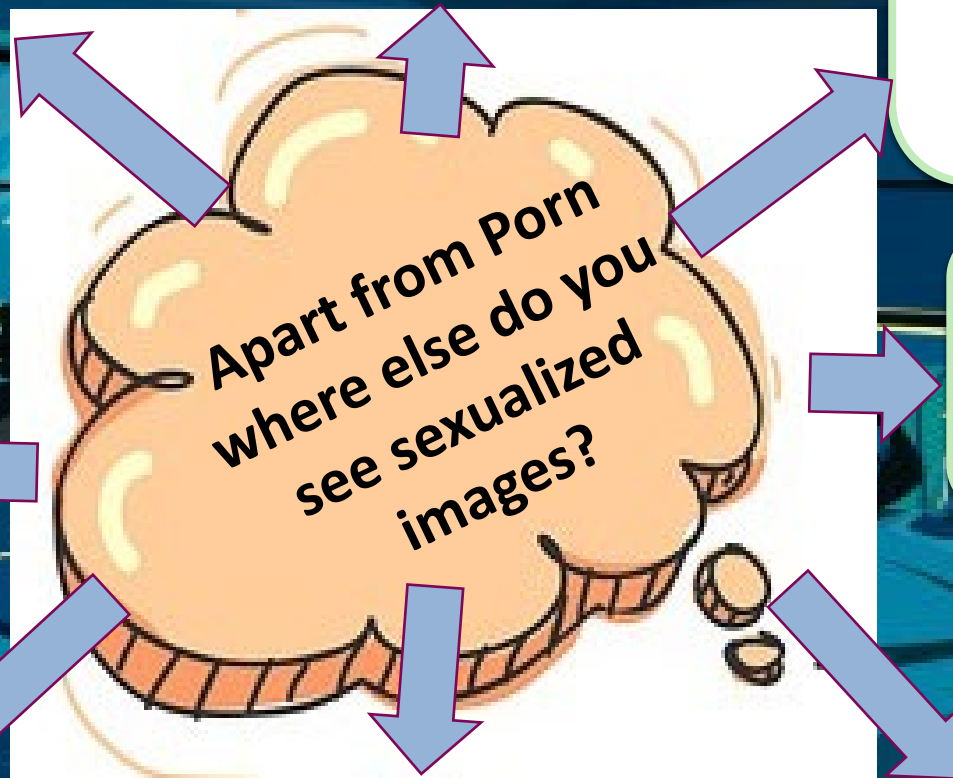
RELATIONSHIPS L6

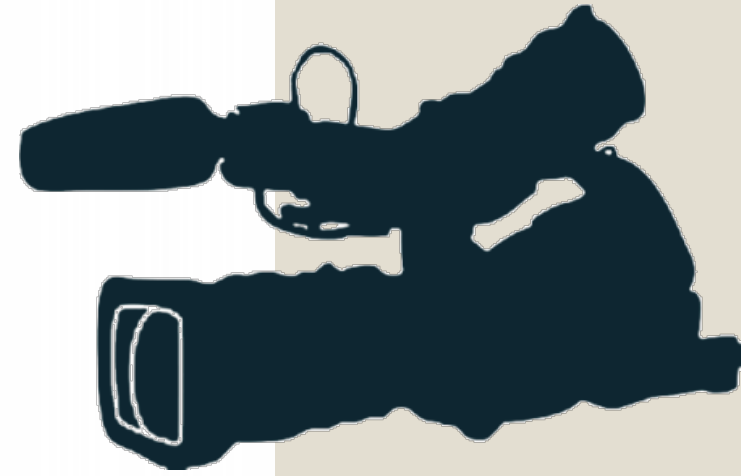
- To outline what is and is not legal in terms of pornography.
- To identify the differences between what is seen in porn and what happens in real life.
- To look at the impact of porn on society and relationships

Think pair share

- Are there different types of pornography?
- What is sexting?
- Are porn and sex two different things?
- How might porn be damaging for society?

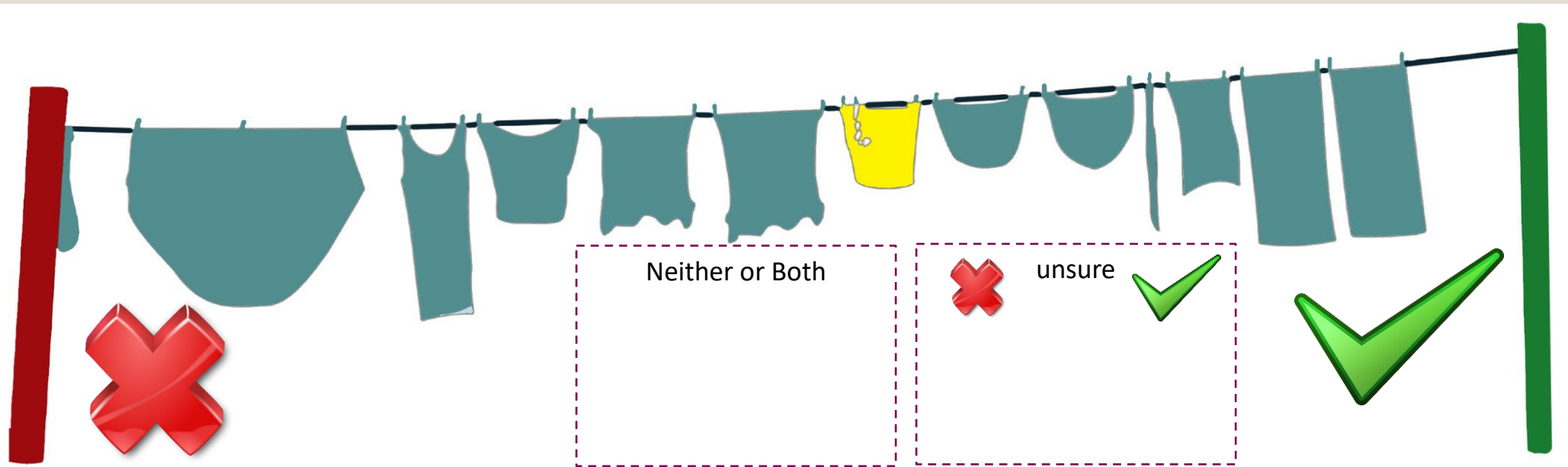
Sexualisation





**Differences between Porn life
and Real life Sex – Using food
to explain**

Porn Life Sex Vs. Real Life Sex



Unrealistic Porn Life Sex

Real life sex in a healthy relationship

Task

Label the statements on page 17/18 of your workbook:

1. Porn sex (P)
2. Real life sex (R)
3. Neither or both (N/B)
4. Unsure. (U)

- Label the statements on page 17/18 of your workbook:
1. Porn sex (P)
 2. Real life sex (R)
 3. Neither or both (N/B)
 4. Unsure. (U)



How much influence does Porn have on perceptions of sex and relationships?

Did you know?

Porn stimulates the pleasure and reward parts of the brain and this quickly increases the production of dopamine (a chemical in our brains associated with both sexual arousal and drug highs). Because of this it can make watching porn a very addictive thing for people

Did you know?

Although the performers actually have sex it is also acted and it is adult entertainment so it is not really the way real sex is in actual relationships. They are paid to look like they are enjoying it.

❑ REVENGE PORN

Known as Image Based Sexual Abuse

The criminal offence broadly has three elements which need to be proven:

1. Disclosure of a private sexual photograph or film;
2. Without the consent of the person depicted; and
3. With the intention of causing that individual distress

It is punishable by up to 2 years in prison

❑ CHILD PORN

It is illegal to take, make, distribute, show, or possess for the intent of showing or distributing an indecent photograph

❑ EXTREME PORN

It is a criminal offence to possess extreme pornographic images or videos

**HOW FAR DO YOU AGREE WITH THE FINDINGS OF RESEARCH STUDIES ABOUT
PORN AND ITS IMPACT ON SOCIETY?**

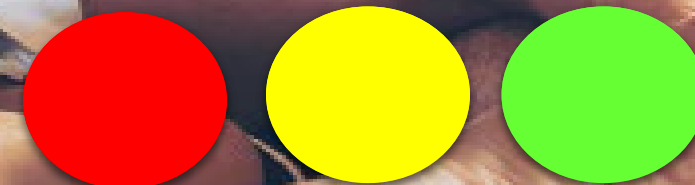
Pornography leads men to have low expectations of women and other men



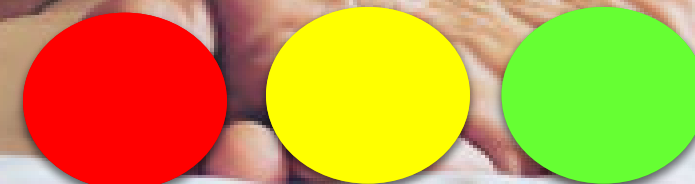
Watching porn contributes to being unhappy about your own body image and the unrealistic expectations of your partner's body



Watching porn leads to the objectification of women in real life by men



Watching porn can lead to poorer sexual experiences as real life sex doesn't match up to the fantasy porn online





“All porn should be made illegal because boys are more likely to watch porn and then expect the girls to do things that just aren't real or enjoyable ”

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
 An alternate way of looking at this is...
 I sort of agree, however....
 In my view...
 I would challenge what... said because ...

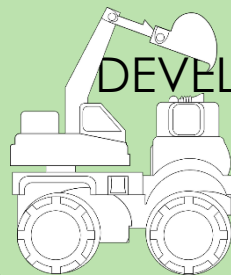
AGREE



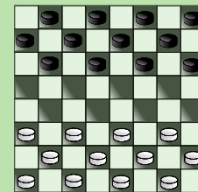
DISAGREE



DEVELOP



CHALLENGE



ALTERNATE IDEA



WHO TO TALK TO?

1. TEACHER
2. PARENT
3. BROOK
4. COUNSELLOR
5. CHILDLINE

RELATIONSHIPS L7

TREATING STI'S AND

BROOK

LO:

To describe the key symptoms and risks associated with a variety of different STI's

To understand the importance of sexual Health Clinics (GUM) and why young people after unprotected sex should always get themselves checked out

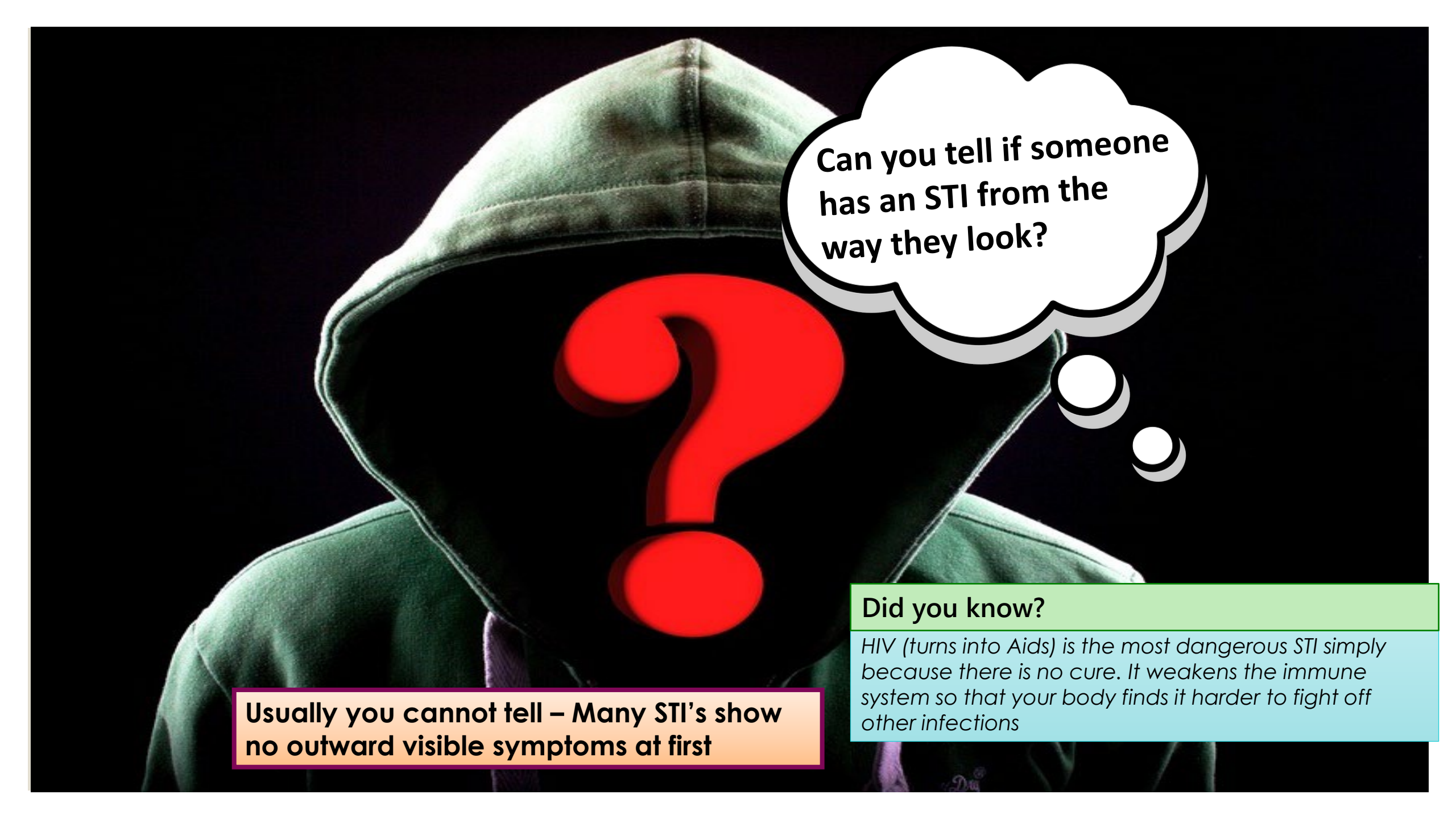
Myth, Rumour or Fact

HOW CONFIDENT ARE YOU?

[illegible]

Starter... Think pair share

- **Can you recall the names of any STI's?**
- **How can you catch an STI?**
- **How can you reduce the risk of catching an STI?**
- **Why do people go to the doctors?**




Can you tell if someone
has an STI from the
way they look?

**Usually you cannot tell – Many STI's show
no outward visible symptoms at first**

Did you know?

HIV (turns into Aids) is the most dangerous STI simply because there is no cure. It weakens the immune system so that your body finds it harder to fight off other infections



Are there any groups in society who are more likely to catch an STI than others?

Those that have many sexual partners (Promiscuous)

Drug users who share needles (HIV and Hepatitis)

Women
(Due to their reproductive organs)

Young people between the ages of 16-25
(High risk lifestyles – lack of contraceptive use & more partners)

Did you know?

The increase in new people being diagnosed with an STI (particularly Chlamydia, syphilis) has increased dramatically over the past fifteen years

A sexually transmitted infection means an infection a person can get from another person when they do something sexual with that person.

You can only get an STI from someone who has one. You may hear 'STD' or 'STI' used out in the world; the 'D' refers to 'disease,' and the 'I' to infection. There are only small differences between them and we will call them STI's

Did you know?

Unprotected sex (no barrier method being used) increases greatly your chances of catching an STI's (Chlamydia, syphilis, gonorrhea and HIV)

SEXUALLY TRANSMITTED INFECTIONS



What barriers stop young people accessing help from sexual health clinics?
How can we overcome these?

Did you know?

Your local G.U.M. clinic (Genito-Urinary Medicine) is at the hospital but Brook clinic provides confidential advice for all aspects of sexual health for people under 25. We are going to take a visit soon!





A trusted adult or family member or Local pharmacist

**Sexual Health Clinic
(GUM Clinic)**

**Your local GP
(Doctor)**

**A trusted adult at
school**

The NHS Website

**[https://www.nhs.uk
/live-well/sexual-
health/](https://www.nhs.uk/live-well/sexual-health/)**

School counsellor

**A contraception
Clinic like Brook**

**Young people's
services
national
helpline
0300 123 7123**



Fill in the fact sheets in your booklet for the following STIs:

- Chlamydia
- Gonorrhoea
- Genital Herpes
- HIV/AIDS
- Syphilis
- Pubic Lice
- Genital Warts

ON THE HUNT– [\[Click to Reveal\]](#)

No. 1



ON THE HUNT– [\[Click to Reveal\]](#)

No. 1



ON THE HUNT– [\[Click to Reveal\]](#)

No. 1



ON THE HUNT– [\[Click to Reveal\]](#)

No. 1



1

SYPHILIS

2

Pubic Lice

3

AIDS / HIV

4

Chlamydia

L/O: To explore Sexually Transmitted Infections

STIs

1. Using the booklet write down 3 examples of STIs

extra point if you include the risks and effects of this STI. (1 point)

Draw a picture of 4 different STIs and write down the effects.
(6 points)

2. Explain what sexually transmitted infections are.

Describe a STI in detail. (4 points)

extra point if you have considered the views of others and reached a clear conclusion. (1 point)

Describe Chlamydia? 2 points

3. Choose the activities you would like to do. Each question is worth points. You need to get to 26 points.

Create an activity which would help someone learn about STIs. (8 points)

Liliana should have sex with her boyfriend without a condom. She won't get a STI because he has only had sex with one other person. Do you agree? (8 points)

What are common STI symptoms? (2 points)

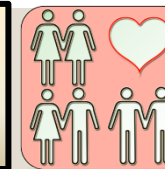
extra point if you discuss why this is a serious issue.

The number of people being tested for STIs has risen considerably over the past 5 years. Explain why this is. (6 points)

How can you tell if you have a STI? (4 points)

4. Write down 2 pieces of advice you would give someone who feels pressurised into having sex without a condom.

Total number of points.....



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

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
 An alternate way of looking at this is...
 I sort of agree, however....
 In my view...
 I would challenge what... said because ...

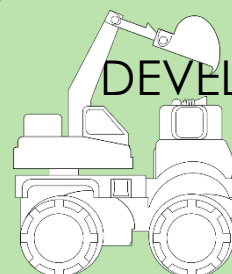
AGREE



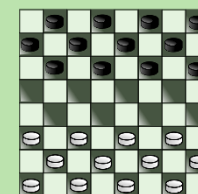
DISAGREE



DEVELOP



CHALLENGE



ALTERNATE IDEA



WHO TO TALK TO?

1. TEACHER
2. PARENT
3. BROOK
4. COUNSELLOR
5. CHILDLINE