

GRAFFITI WALL

USING THE SPACE YOU HAVE BEEN GIVEN ON PAGE 4. CAN YOU ADD AS MUCH KNOWLEDGE AS YOU HAVE ON THE TOPICS YOU WILL BE COVERING THIS HALF TERM.

WE WILL THEN ADD MORE AT THE END, TO SEE WHAT YOU KNOW NOW VS IN 5 WEEKS TIME.

THE TOPICS YOU WILL COVER ARE:

1. RELATIONSHIP AND SEX EDUCATION
2. HEALTHY RELATIONSHIPS AND DEALING WITH CONFLICT
3. SEXUAL ORIENTATION AND GENDER IDENTITY
4. MENSTRUAL CYCLE
5. CONTRACEPTION

TITLE – RELATIONSHIP AND SEX EDUCATION

DATE:



In today's lesson we will:

- To understand how physical touch may be different in a sexual relationship to any other relationship
- To explore what a healthy relationship might look like

Differences Emotion Gender Transphobia
Human Rights Pregnancy Ableism Homophobia
Social Justice Love Sexual Violence
STD Respect Biphobia FGM Contraception
Activism Responsibilities Sex E-Safety
Inclusivity Rights Relationships Cyber-sexual Harassment



TODAY'S
BIG
QUESTION

Choose 3 words from the box above
that you can define.
Write down 3 words you don't know



DISCUSSION
QUESTIONS FOR
TODAY

USE THE SPACE AT
THE BOTTOM
OF PAGE 5 TO WRITE
DOWN YOUR IDEAS

Choose a topic from the list below
to discuss with a partner:

- Does a bf/ gf get in the way with education and keeping up to date with friends?
- Why do a lot of young couples split up?
- What makes a relationship last?
- Is it okay to date people older than you?



STUDENT VOICE - WHAT SHOULD BE COVERED?

- Write down on a post-it note what you think should be covered within relationship and sex education in schools
- What year do you think it should be covered in?
- Write down your ideas, then your teacher should collect them in and feedback to Mrs Clancy



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

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.

Do this activity on page 6 of your booklet

How do different people physically show they care for each other?

Task 1 - How do these people show they care for each other?

- Two adults who are married
- Two 17 year olds who fancy each other
- A grandparent and their grandchildren
- A young woman and her bestie
- An employer and their employee
- Father and Son
- Two 14 year olds who are just good friends – consider two girls and two boys

How do different people physically show they care for each other?

Task 2: Split into 5 teams and write one of the statements below in the centre of the paper – write down your ideas as a group before swapping the piece of paper with another group – swap 3 times getting the final group to feedback what is on the piece of paper they have.

- ✓ Is there a difference between sexual intimate touching and non-sexual touching?
- ✓ Why is it important to consent to sexual touching and feeling good about being physically close to someone?
- ✓ Do girls/boys, men/women show their feelings in different ways?
- ✓ Are there any differences for same sex couples?
- ✓ Are there any differences for different cultures?

What advice would you give? - bottom of page 6



Jacob

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)

Kuba

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

Joanna

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

Ashlie

I really fancy someone in my class and we kissed at a party recently, but now they are ignoring me. I don't know what to do?
(Age 14)

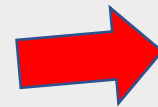
Mizbah

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

Jordan

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)

**How do they feel?
Why? What advice can
you give them to help
reassure them**



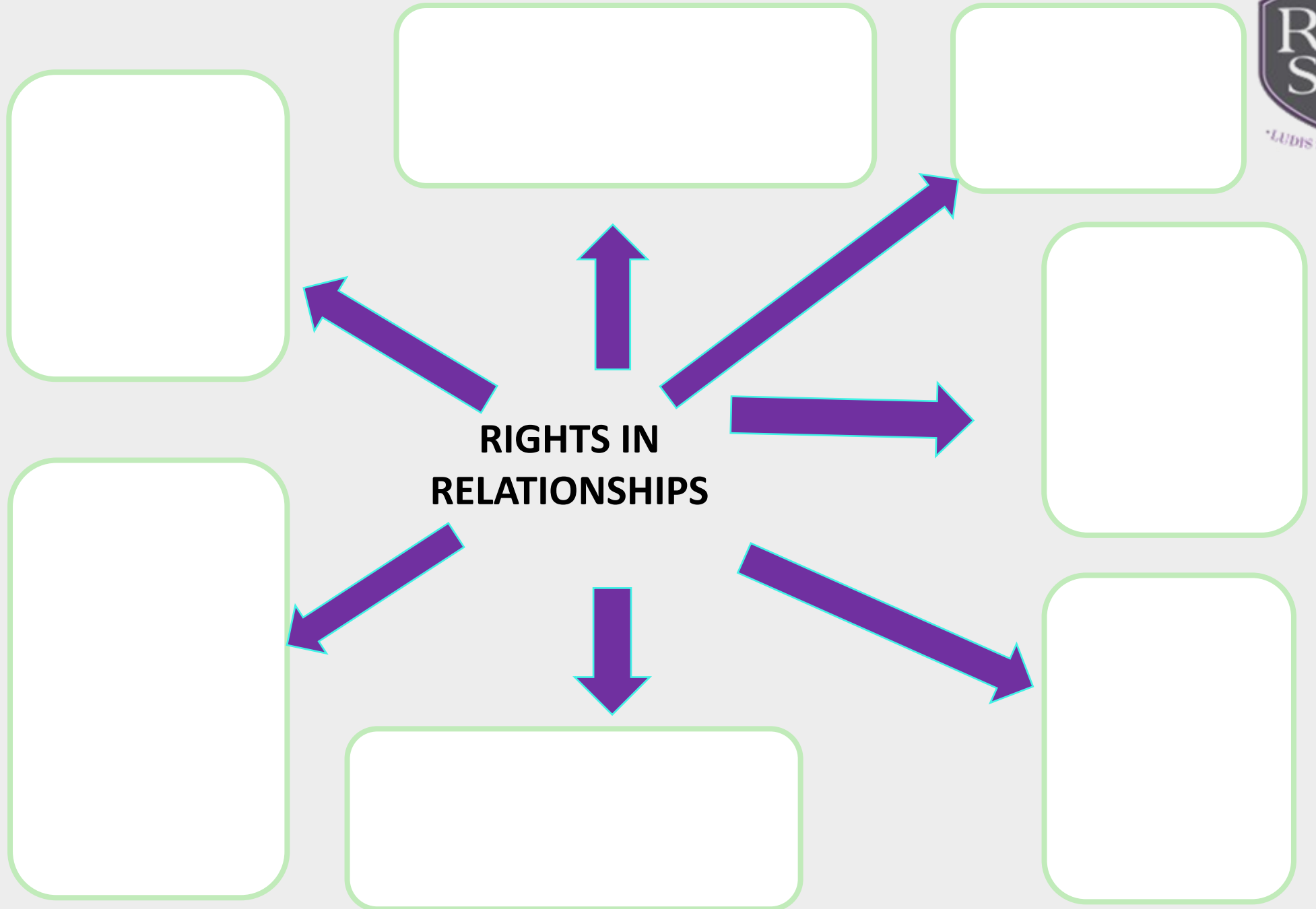
**Write a reply starting with
Dear.....**

(Try and do at least 2)

**DISCUSS AS A
CLASS:**

**WHAT ARE
DIFFERENT
RIGHTS THAT
SHOULD BE
RESPECTED
WHEN IN A
RELATIONSHIP
WITH ANOTHER
PERSON**

**Once you have
come up with
ideas as a class,
copy the best
down in your
booklet – page 7**



REFLECTION POINT

PAGE 7

REFLECTING ON THINGS YOU HAVE TALKED ABOUT IN THIS SESSION, WRITE DOWN A LIST OF THINGS THAT YOU WILL LOOK FOR WITHIN YOUR RELATIONSHIPS MOVING FORWARDS.

THINK ABOUT HOW YOU WANT TO BE TREATED AND HOW YOU WANT TO TREAT OTHER PEOPLE.

WHAT WILL YOU LOOK FOR?