

RSHE QUESTION POSTBOX

As we have now moved on to Relationship, sex and health education (RSHE) we will have a POSTBOX in our classroom.

There will be a stack of post-it notes next to it. If at any point you have a question or something you wanted to know about linking to RSHE then please take a post-it note write your question and pop it in. You don't have to put your name on them if you don't want to.

THE TOPICS WE WILL COVER OVER THE NEXT TERM ARE:

- Hormones and puberty
- Personal and oral hygiene
- Testicular torsion
- Sanitary products and menstruation
- Laws in place to protect people
- Features of a healthy relationship
- Signs of unhealthy relationships
- Assertiveness and consent
- Online relationships – keeping safe and AI

Classroom Rules

Openness



Keep it in the room



Non-judgemental



Right to pass



SAFE LEARNING ENVIRONMENT

Make no assumptions



Use appropriate language



Ask questions



Seek help or advice



Are there any others you would like to add??

TITLE – RELATIONSHIP AND SEX EDUCATION

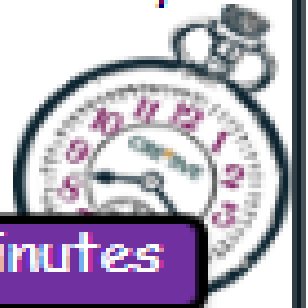
DATE:



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 FGM Contraception
STD Respect Biphobia Sex E-Safety
Activism Responsibilities Cyber-sexual Harassment
Inclusivity Rights Relationships



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 4 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

- **Different types of relationships involve different boundaries**, and physical touch in a sexual relationship must always be consensual, respectful and appropriate.
- **Healthy relationships are based on respect, trust, equality, communication and feeling safe**, while unhealthy relationships may involve pressure, control, fear or imbalance of power.
- **Factors such as age, status or power can affect relationships**, and unequal power can make it harder for someone to say no or feel safe.
- **Conflict can happen in any relationship**, and it can be resolved respectfully through calm communication, listening, compromise and assertiveness.
- **Everyone has individual rights**, including the right to bodily autonomy, safety, consent and to have their boundaries respected.
- **Consent means freely agreeing**, and it applies to everyday situations such as touch, sharing information, images and respecting personal boundaries.
- **Menstruation can affect wellbeing**, including mood, energy and concentration, and periods should be treated without stigma; medical support should be sought if symptoms are concerning.
- **Female Genital Mutilation (FGM) is a harmful practice**, often linked to cultural beliefs, and it is illegal in the UK and a serious safeguarding issue.
- **Contraception helps prevent pregnancy and reduce the risk of STIs**, includes different methods (such as condoms and hormonal options), is never 100% effective, and is a shared responsibility.
- **Media, online content and role models influence expectations and identity**, so it is important to challenge stereotypes, understand differences between sex, gender identity and sexual orientation, and choose positive role models who show respectful values.

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 5 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?

1. • Two adults who are married
2. • Two 17 year olds who fancy each other
3. • A grandparent and their grandchildren
4. A young woman and her bestie
5. An employer and their employee
6. Father and Son
7. • 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 5



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)

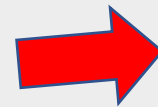
Mizbah

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)

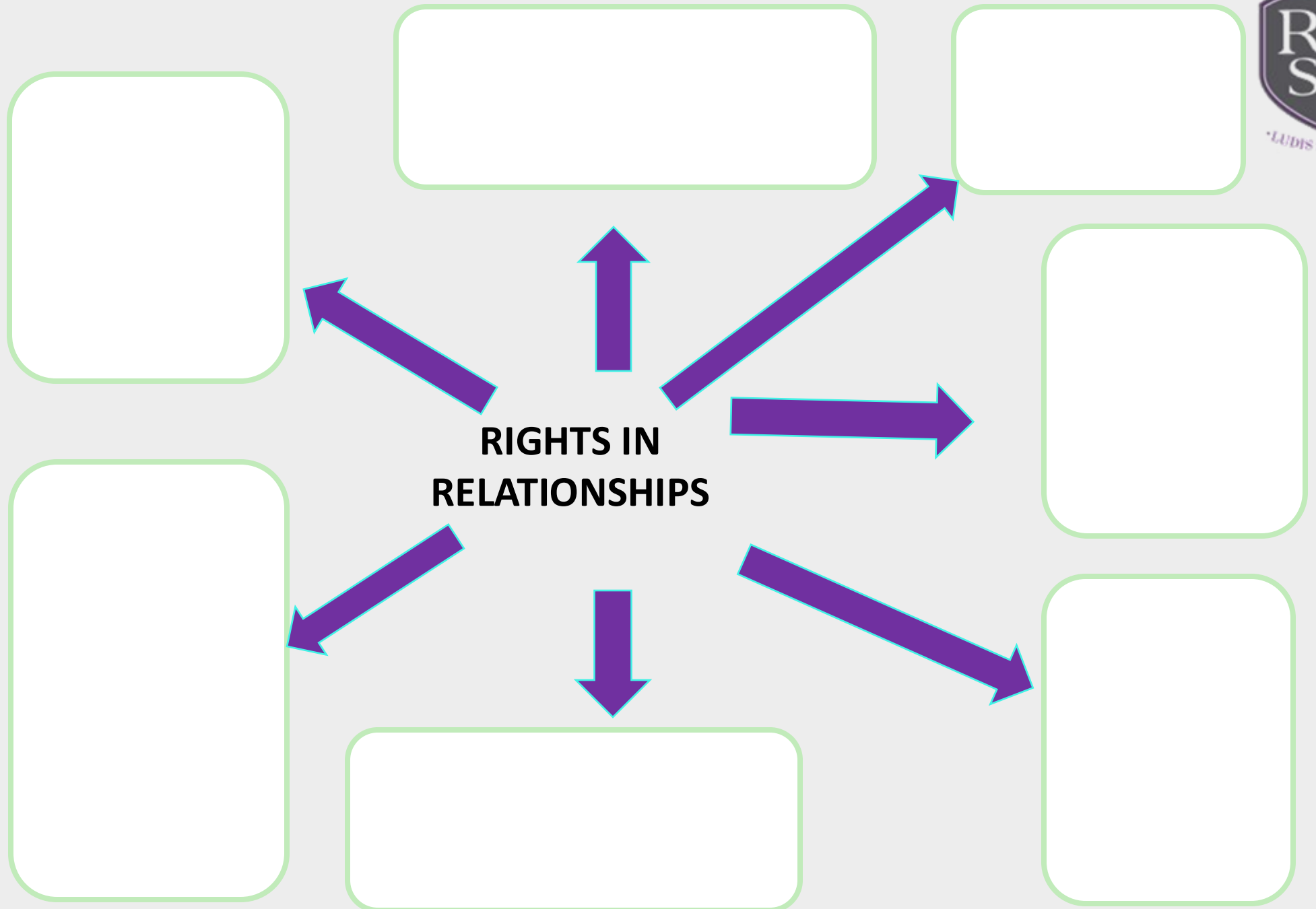
The next task there are 2 options

Teacher to look through and choose which is best for their class

**OPTION 1 -
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**



OPTION 1 – GET CREATIVE:

CREATE
POSTERS/
LEAFLETS FOR
YEAR 7
STUDENTS ON
RELATIONSHIP
RIGHTS

WHAT ARE THE
MOST
IMPORTANT
RIGHTS TO
REMEMBER?

The right to feel safe

You have the right to feel safe
**physically, emotionally and
online.**

No one has the right to hurt you,
scare you or threaten you.

The right to be respected

You have the right to be treated with
kindness, dignity and fairness.
Your feelings, opinions and boundaries
matter.

The right to consent

Nothing should happen without your
clear, willing agreement.

Consent can be **withdrawn at any time.**

The right to be listened to

Your thoughts and feelings
deserve to be heard and
taken seriously.
Being ignored or dismissed is
not respectful.

The right to change your mind

It is okay to change your
mind — even if you
previously agreed.

Healthy relationships
respect this.

The right to be yourself

You have the right to your own identity, interests
and friendships.
No one should control what you wear, who you
see or how you act.

The right to get help

You have the right
to seek help and
support.

Telling a trusted
adult is the **right
thing**, not
“snitching”.

The right to say no

You can say **no** to anything that
makes you uncomfortable.

You do not need to explain or
justify your decision.

RIGHTS IN RELATIONSHIPS



Complete your EXIT
TICKET questions on
page

These link to the key
knowledge you need
to know for this block
of work