

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

PSHE KNOWLEDGE CHECKER, NOW SET

On Classcharts you will now find there is a new KNOWLEDGE CHECKER for this block of work – from January till now.

You will have until Tuesday 14th April to complete this to ensure you have enough time to look through it and complete.

You will have reminders sent to you over the holidays, but we do suggest you complete it before, to ensure you remember.

PSHE Key Knowledge
Your HOMEWORK quiz will now
be set on CLASS CHARTS.

You have until Tuesday 14th April
to complete the MULTIPLE
CHOICE QUIZ online

The 10 KEY KNOWLEDGE POINTS we want you to take away from this block of work AND store in your LONG TERM MEMORY tool box for 'Relationship, sex and health education - All about me' is that you can:

LONG TERM



1. I can describe the changes that happen during puberty.
2. I can explain how hormones affect my body and feelings.
3. I can identify how boys' and girls' bodies develop during puberty.
4. I can look after my body through hygiene, diet, sleep and exercise.
5. I can understand menstruation and testicular health and know when to get help.
6. I can recognise what makes a healthy relationship.
7. I can explain what consent is and why it is important.
8. I can set and respect personal boundaries.
9. I can spot signs of unhealthy or unsafe relationships and know who to tell.
10. I can stay safe online and use digital and AI technology responsibly.



TITLE – ONLINE RELATIONSHIPS (page 41)

DATE:



In today's lesson we will:

- Describe how online communication and social media can influence friendships, relationships and self-esteem.
- Explain how to stay safe, protect personal data, and recognise online risks

TODAY'S
BIG
QUESTION



How is talking to someone online different from talking to them face-to-face?



STARTER
DISCUSSION

Online messages don't
always mean what we think
they mean.

Do you agree or disagree?



Pair Talk (2 minutes)

STARTER DISCUSSION

Online messages
don't always mean
what we think they
mean.

Students discuss with a partner:

- Why can messages online be misunderstood?
- How might someone feel if a message is ignored, misread, or shared?



STARTER DISCUSSION

Online messages
don't always mean
what we think they
mean.

Whole-Class Discussion (2–3 minutes)

Ask 2–3 pairs to share general ideas (not personal stories).

- How is this different from face-to-face talking?
- How could this effect friendships?
- How might this affect confidence or self-esteem?

How Online Communication Affects Friendships & Self-Esteem (page 42)

Online communication can:

- Help people stay connected
- Make friendships stronger
- BUT can also cause misunderstandings, pressure, or hurt feelings

What do you think?

- How might likes and followers affect how someone feels about themselves?
- How could comparing yourself to others online affect confidence?

Self-esteem is how you feel about yourself and how much you value who you are.

If someone has good self-esteem, they believe they are good enough and don't feel defined by likes or comments online.

What every kid needs to know about smartphones



THIS ACTUALLY WORKS



How do we stay safe online?

Write some ideas down on a mini white board

What Does “Staying Safe Online” Mean?

Page 42

- Being careful about what you **share**
- Knowing who you are **talking to**
- Protecting your **personal information**
- Knowing what to do if something feels **wrong or unsafe**

If it wouldn't be safe in real life,
it's probably not safe online.

What do you
understand
**PERSONAL
INFORMATION** to
be?



Personal data is information about YOU

What Is Personal Data?

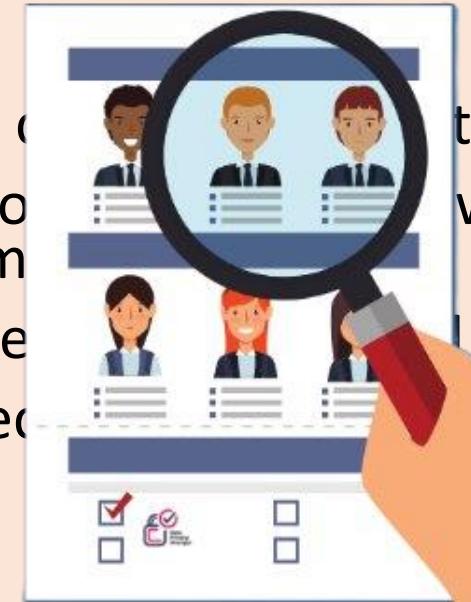
Examples:

- Full name
- School name
- Address or location
- Phone number or email
- Passwords
- Photos or videos of yourself

Once personal data is shared online, it can be **hard to take back**.

Why Protecting Personal Data Matters

- Strangers can contact you without your permission
- It could be used to be you
- It can affect your privacy



Think: “Do they really need to know this?”

Why do you think the following are common risks for young people?

- **Oversharing** – posting too much personal information
- **Fake accounts** – people not being who they say they are
- **Pressure** – being pushed to send messages or images
- **Scams** – messages that try to trick you
- **Mean or hurtful messages** – including jokes that go too far

Pair task:
You have some scenarios in your booklet on the next page.



LOW MEDIUM HIGH

What you need to do is:
For each scenario:

- What is the risk?
- How might the person feel?
- What is the safest response?

RISK?

REFLECTION POINT PAGE

In your booklets, please reflect on what you have covered today and complete the sentences with your thoughts/ understanding.

1. “One way social media can affect friendships is...”
2. “One way I can stay safe online is...”

Optional challenge: Add *why* it matters.





Complete your EXIT
TICKET questions on
page

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