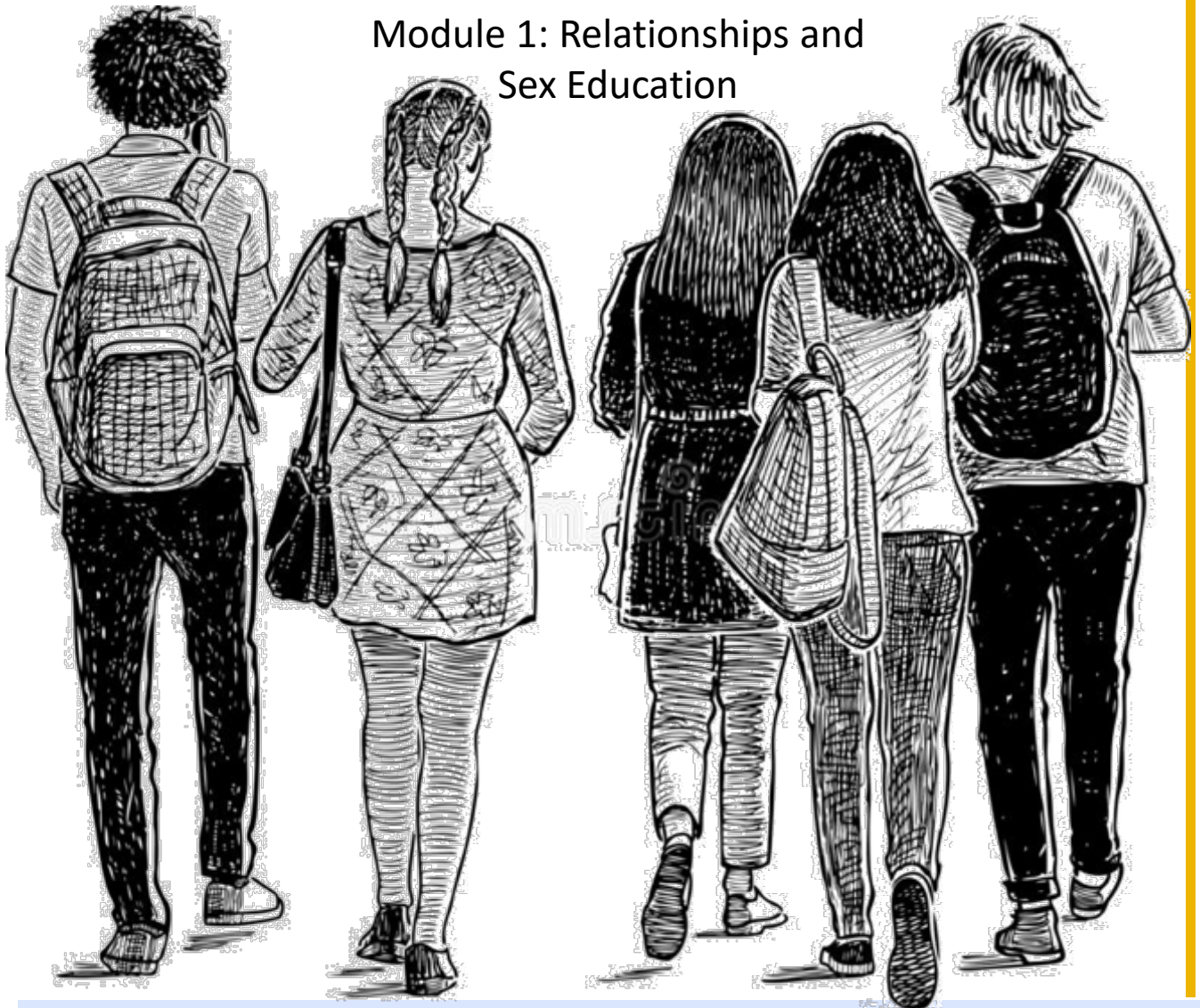


LYMM HIGH SCHOOL YEAR 8

Pastoral Curriculum Module 1: Relationships and Sex Education



What are healthy and unhealthy relationship behaviours and values?

Task 1: Place the numbered statements on the continuum line to show the extent to which you agree or disagree. Compare with your partner



Strongly agree

Strongly disagree

<p>People should get to know each other before they have sex. 1</p>	<p>Marriage is sacred so we should wait to have sex. 2</p>
<p>It is important to talk about contraception before having sex. 3</p>	<p>It's okay to see other people as long as someone only has sex with one person. 4</p>
<p>It's good to have a bit of time to yourself sometimes. 5</p>	<p>It's okay to fight with a partner as long as there's no violence. 6</p>
<p>Sometimes someone might need to lie to their partner to keep the peace. 7</p>	<p>It is nice to do things just to make a partner happy. 8</p>
<p>It's OK to be attracted to someone else while in a relationship, as long as a person doesn't act on it. 9</p>	<p>It's fine to call a person a boyfriend or girlfriend as soon as they say yes to dating. 10</p>
<p>Always respect a person's boundaries when they say they don't want to do something – 'no' means 'no'. 11</p>	<p>Respecting someone means using a condom when having sex to reduce the risk of passing on a sexually transmitted infection. 12</p>
<p>As sex is legal at 16, a person should start having sex with their partner when they get to 16. 13</p>	<p>In committed relationships, people should try to get a balance between going out with friends on their own, going out with friends and their partner, and going out as a couple. 14</p>
<p>It's important people message their partner regularly so they know where they are. 15</p>	<p>If you really like a person, it is worth waiting to have sex with them. 16</p>

What are healthy and unhealthy relationship behaviours and values?

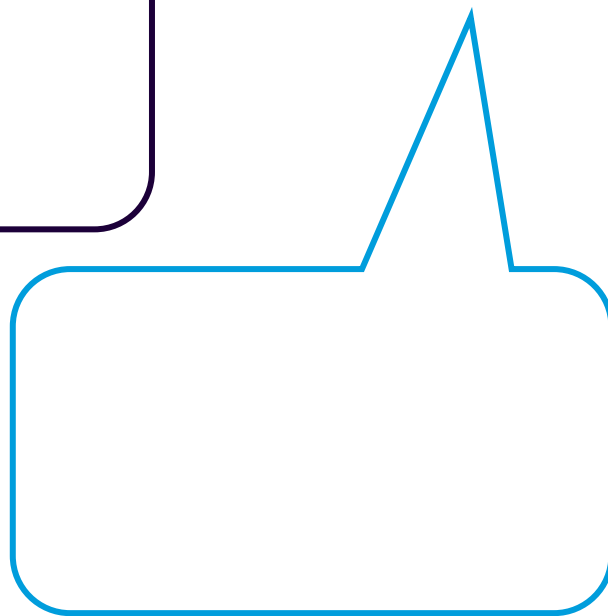
2. Tick the box you feel is correct.
Are there any 'red flags' you feel are missing from the list?

3. Consider which could be solved using effective communication and which are indicators of a coercive relationship.

Read the following list of issues someone is having with a partner in a romantic relationship. Discuss whether each is an issue which could be negotiated with effective communication, or whether it is contributing to a set of coercive controlling behaviours.

	Can be resolved with effective communication	Controlling behaviour
Their partner always wants to hang out together and messages to find out what they are doing when they aren't with them.		
Their partner overreacts to minor things.		
Their partner blocks important subjects they don't want to talk about.		
Their partner lies and can't be trusted.		
Their partner gets too close too soon.		
Their partner treats them or other people disrespectfully.		
Their partner makes regular "suggestions" on how to improve their appearance or life.		
Their partner always wants something from them.		
Their partner will never accept they're in the wrong – it's never their fault.		
Their partner is rude about their friends.		
Their partner manipulates things when they argue so sometimes they feel like they are going mad.		
They have an intuition or 'gut feeling' that this isn't a healthy relationship.		
Their partner sends them messages that make them feel uncomfortable.		
Their partner regularly demands to see their phone to 'prove they have nothing to hide'.		

4. Draw three speech bubbles with examples for how a person might start a conversation to appropriately end a relationship.



Discuss the following ideas:

Suggest that planning what to say may be helpful - even practicing with a friend or in front of a mirror may be a good idea.

Think about where to talk to a partner and choose somewhere appropriate - like a park or at home rather than in the canteen in front of friends.

It is often better to talk to a partner face to face if breaking up with them. It may seem easier to use messages but there may be barriers to communication and the lack of body language/nonverbal cues could lead to misunderstandings or unanswered questions. But if this does not feel a safe strategy, over the phone or via messages can be an appropriate option.

It can be difficult to stay firm if a person tries to convince someone to stay together and is upset. But being persuaded to stay because of guilt or fear will not resolve underlying problems.

If a person is ever worried about their safety when breaking up with someone, they should seek advice from a trusted adult or ChildLine via live chat on their website or 0800 1111

What are healthy and unhealthy relationship behaviours and values?

5. Read the relationship scenarios and highlight (or code) behaviours in the following colours:

- **red** - behaviours which are concerning
 - **orange** - anything that is not quite right
 - **green** - positive relationship behaviours
- TIF what should the characters do to make sure they're safe?

Scenario 1

Jamil and Amari met at a swimming club recently and have just started dating. They have had some awkward conversations about what each other is happy with – Jamil calls it ‘checking in’. At first this felt a bit strange, but it helped them both feel respected and they both feel much more relaxed than in previous relationships. At the weekend Jamil went to a party with friends and didn’t invite Amari. Amari was upset so he didn’t go and support Jamil at a swimming gala he had promised to go to.

Scenario 2

Jenna and Harry have been friends for a while – they are part of a group of year 9s who hang out together all the time – but they have only just started dating. Jenna’s parents are away at the weekend, so she invites Harry over, suggesting they can ‘do whatever they want and no-one will find out’. She sends suggestive messages and pictures, and it’s clear she wants to do more than just watch a film together. Harry is hesitant as he is not sure it’s the right thing yet. Jenna has gone further in previous relationships so tells Harry to hurry up and decide whether he really likes her or not.

Scenario 3

Veeda’s and Edris’s families believe arranged marriages make lasting, loving relationships. Their parents are good friends and think they would make a good couple. Last month Veeda and Edris sat together at a family dinner and got on well. They are attracted to each other but agreed there would be no intimacy before marriage, as this is in keeping with their culture and faith. However, when they met at a family event recently, Edris said he wanted to get married quickly and have a big family. Veeda is not sure she wants the same thing. Edris and her parents have started to pressurise her to get married quickly when they visit their relatives abroad over the summer.

Scenario 4

Taylor and Addison have been seeing each other for some time and seem quite happy together. Addison was slightly worried that Taylor got so upset when Addison messaged or went out with friends but cut down on doing so to make Taylor happy. This initially seemed to help but last week they got into an argument about it again. Taylor was furious - taking Addison’s phone and throwing plates around and even kicking Addison.

What are healthy and unhealthy relationship behaviours and values?



If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted member of staff in the school

Visit:

A Better Medway: www.abettermedway.co.uk

Brook: www.brook.org.uk/help-advice

Childline: www.childline.org.uk 0800 1111

Freedom Charity www.freedomcharity.org.uk 0845 607 0133

or text 4freedom to 8802

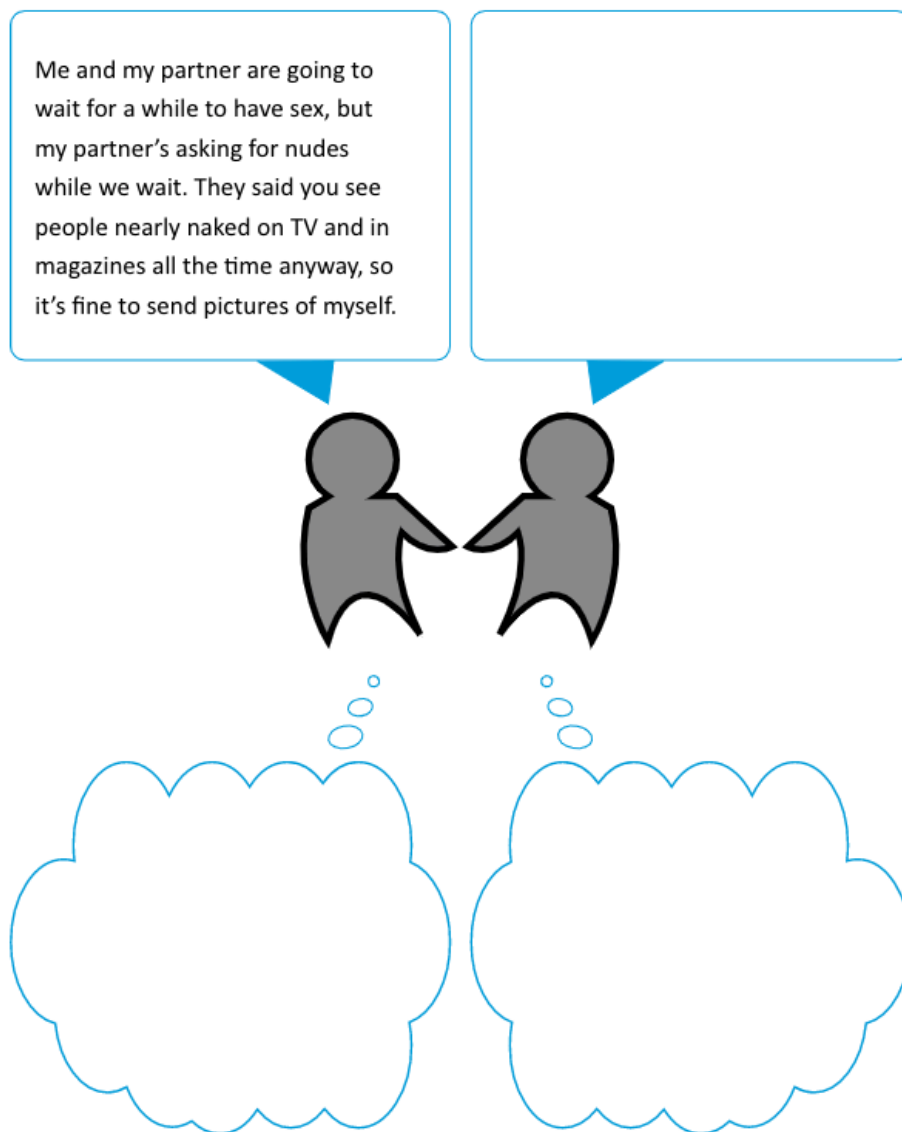
Task 1: Read the statement and decide if you agree or disagree with it. If you think it depends, write what you think it would depend on in the middle column on your sheet.

Read the statement and decide if you agree or disagree with it. If you think it depends, write what it would depend on in the middle column.

	Agree	Depends on...	Disagree
1. It is easy to discuss consent with a new partner			
2. Most people will be nervous about their first sexual experiences.			
3. The media tends to represent different genders equally and respectfully			
4. Representations of sex in the media are a good way to learn how to have 'good' sex.			
5. Some people send nudes because they are in a healthy, committed adult relationship and think it's a fun way to express their sexuality.			
6. Sending nudes can cause anxiety for the person who has sent the message even if there are no obvious negative consequences.			

Task 2 (form time if don't have time in class): Using the diagram below, offer advice and support to a friend

Fill in what the person on the left might be thinking and feeling in the think bubble. Then add in the friend's advice and what the friend's thinking and feeling.



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Do I understand some of the common assumptions made around consent?

Task: Write down everything you know about the topic 'consent' around the mind map below.



Consent

Do I understand some of the common assumptions made around consent?

1. Read part 1. List as many assumptions as you can that Mikey and Miranda might be making.
2. Read part 2. How might these assumptions make Miranda and Mikey behave differently when they get together?

Part 1



Miranda and Mikey are 17 and have been dating a while. They are thinking about having sex for the first time.

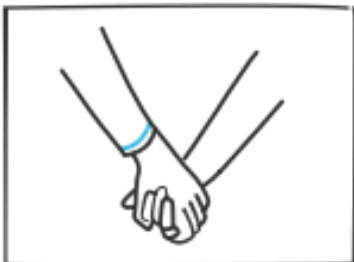


Miranda has some assumptions about what boys want or don't want from sex / a sexual partner.



Mikey has some assumptions about what girls want or don't want from sex / a sexual partner.

Part 2



Mikey and Miranda meet up, feeling excited but nervous about their date and having sex together for the first time.



Miranda's assumptions about what boys want, mean that she behaves differently to how she normally would with Mikey.



Mikey's assumptions about what girls want, mean that he behaves differently to how he normally would with Miranda.

Part 3



Both Miranda and Mikey start to feel a bit uncomfortable and awkward about what is happening / about to happen.



Miranda doesn't want to carry on but isn't sure what to say or do without upsetting Mikey's feelings.



Mikey doesn't want to carry on but isn't sure what to say or do without upsetting Miranda's feelings.

Do I understand some of the common assumptions made around consent?

Advising Miranda and Mikey

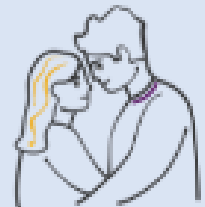
Read part 3. Can you write some advice to either Miranda or Mikey, explaining all the different ways they could withdraw their consent?

1. What could they say to withdraw their consent?

2. What could they do to show they are no longer consenting?

3. How do you think a loving partner is likely to respond?

4. What might they do / say if their partner accused them of 'leading them on'?

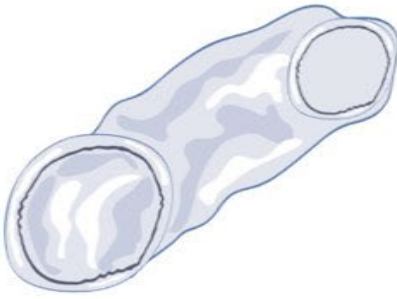


Reflect and Review

Look back over the session, especially your opening assumptions. In one speech bubble note down something you have learned or have a better understanding of. In the second note down something someone could say if they did not want to consent to something.



Task 1: Fill in the worksheet with what you know then add to it using the information on the board.

	Type:
How does it work?	What is it?
	Type:
How does it work?	What is it?
	Type:
How does it work?	What is it?
	Type:
How does it work?	What is it?

7

Condoms

Made of very thin latex and used to cover the penis during sexual intercourse.

It stops pregnancy by catching the sperm and stopping it from meeting the egg.

Contraceptive pill

A small tablet taken once a day by a female to prevent pregnancy. It works by stopping the body from releasing an egg each month. It can also reduce heavy periods.

Contraceptive injection

This is given to a female by a doctor or nurse once every 3 months. It stops an egg being produced each month. It also makes it harder for sperm to enter the uterus.

Female condoms (Femidom):

Made from soft, thin polyurethane. They are worn inside the vagina. A thin, rubbery band at the end is squeezed and inserted into the vagina. It prevents pregnancy by stopping the sperm from entering the uterus.

What is contraception? (age appropriate lesson)

My girlfriend and I are ready to have sex. I went to the local sexual health clinic and called them ahead of time, so they had some dental dams that they gave me for free. They said they'll reduce our chance of catching an STI.

We're waiting to have sex for now, we know that no contraception is 100% effective so there's still a chance of getting pregnant. We don't feel ready for that.

I'd bought condoms from the shop before, but then I found out it was so easy to get condoms for free with the C-card scheme.

I wanted to talk through my options for contraception with someone before I had sex, so I booked an appointment at the local sexual health clinic. We had a chat and they reminded me how to use a condom properly.

I got the pill from my local sexual health clinic but they were giving me headaches - so I booked an appointment with my GP and now that I'm using a different type of contraceptive pill I feel much better.

Discuss: Read the quotes and make a list of:

- 3 things that you have learnt
- 2 things that you want to know more about
- 1 thing you already knew

Signposting support



If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted member of staff in the school
- GP or a sexual health clinic

Visit:

- A Better Medway: www.abettermedway.co.uk
- Medway Contraception and Sexual Health Clinics: www.cloverstreet.nhs.uk 0300 790 0245
- Brook: www.brook.org.uk/help-advice
- Childline: www.childline.org.uk 0800 1111
- Get It: www.getit.org.uk

The Laws around Consent

LO: Do I understand the laws regarding consent and their implications for me?

Use the mind map below to gather your thoughts and ideas about what consent is, what it links to and how you know you have it.

A light green oval with a black outline, centered on the page. Inside the oval, the text "What is consent?" is written in a black, sans-serif font.

What is consent?



LIFE PROGRAMME

RELATIONSHIPS (IDENTITY AND RELATIONSHIPS): Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception

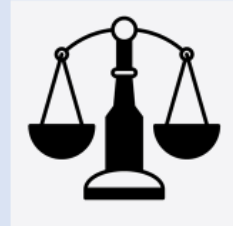


Let's start with the laws in the UK

The law states that a person has consented *'if she or he agrees by choice, and has the freedom and capacity to make that choice'*.

There are other really important laws you must be aware.

1. The legal age for consent to sexual activity is 16. This would involve more intimate sexual contact. Under the law the person seeking consent is responsible for making sure the right conditions are met
2. Anyone under the age of 13 cannot give any form of consent regarding sex
3. It is illegal to create and share sexual imagery of anyone under the age of 18.
4. Young people aged between 13-16 can access sexual and reproductive health services for support and advice. Anyone under 13 is advised to involve parents and/or social workers



1. What do you understand about the laws in the UK?
2. Why do you think the laws are written this way?

1. _____

2. _____



LIFE PROGRAMME

RELATIONSHIPS (IDENTITY AND RELATIONSHIPS): Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception



But what does consent mean or look like?

- ✓ Consent is giving permission
- ✓ It is agreeing to do something
- ✓ It is saying yes
- ✓ Consent is really important in all relationships and is needed every time, before, any intimate contact
- ✓ Consent is all about respect



And you can change your mind...

- ✓ You always have a choice and it is ok to say "no" to something
- ✓ You should not feel forced into something or guilted into it
- ✓ Saying yes once does not mean that you have to say yes all the time

Notes

Scenarios:

Look at the scenarios below and think carefully about the following:

1. What advice would you give regarding consent to the people involved?
2. How could both people involved be certain that they are both happy with the situation?

1 Kojo

Kojo met Sandi at the club. They've been together for over a month. The two of them get on really well and Kojo's mates have accepted Sandi as a good friend too. When they've spent time alone there's been a lot of kissing but that's as far as things have gone. Recently Sandi has been suggesting they take things further – but Kojo doesn't feel ready to do this ...

2 Rach

Rach is 13 and her parents are letting her have her fourteenth birthday party at home. They are going out for the evening and leaving Rach's older brothers, Nick and Dan, in charge. During the party, Nick and Dan are upstairs watching a DVD. Downstairs, Michael, who really fancies Rach, suggests they go up to her room – no one will notice. Rach fancies him too but this isn't what she wants.

3 Bailey

Bailey and Gabe have been going out for six months now, since the start of Year 9. Bailey really likes Gabe and enjoys every minute that they are together. They share many of the same interests and kiss and cuddle when they are alone together. Gabe isn't pushy but Bailey feels that Gabe would like to take things further. However, Bailey is worried about not having any sexual feelings for Gabe. Bailey is concerned that this is not normal.

4 Sam

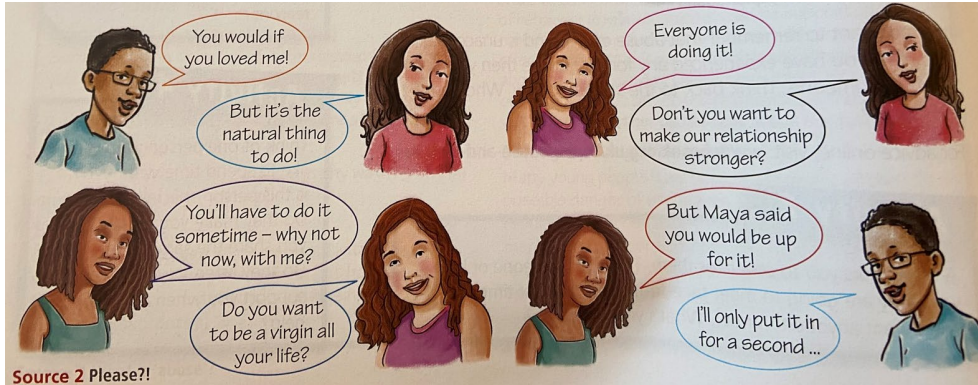
Sam is in the same English class as Reese. Reese is very good looking and is a popular member of the class. Sam has had a crush on Reese since they found themselves sitting next to each other: the teacher had a seating plan! However, Sam knows that Reese has had a few partners in the past and is worried that there might be an expectation to have sex if they get together.

Source 4 Choices

1. _____

2. _____

Why are these comments unhelpful when we discuss consent?



Source 2 Please?!



LIFE PROGRAMME

RELATIONSHIPS (IDENTITY AND RELATIONSHIPS): Gender identity, sexual orientation, consent, sexting, and an introduction to contraception

Today we are looking at some challenging topics. Please feel free to access any support you need.



If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted member of staff in the school
- report a crime by calling 999 in emergencies, or 101 to make a non-urgent report

Visit:

A Better Medway: www.abettermedway.co.uk

Brook: www.brook.org.uk 0808 802 1234

Childline: www.childline.org.uk 0800 1111

Task 1: Read the scenarios and reflect on your answers to the questions. Write suggested answers under the boxes

I was thinking of telling some of our other mates that I'm gay. I'm not sure what to say though really. I don't want them to get all weird about it, or think I like them that way just because I tell them.

Hey, I know it's kind of out of the blue, but do you think you could use "he" and "him" when you talk about me rather than "she" and "her"?

So I know I've had a boyfriend before, but I think I kind of like Disha. So I guess what I'm saying is that I think I'm bi.

Look, I know you and the other guys have girlfriends and all of that, but I'm just not ready. I know you get it, but Toby keeps giving me a hard time about it and now he's saying I'm gay. I'm not, and it's starting to get on my nerves. Can you help me out?

1. What might the person be thinking and feeling as they say this to their friend?

2. What might a friend who hears this be thinking and feeling?

3. What might a friend be able to do or say to make the other person feel comfortable and supported?

What is sexual identity and gender?

Task 2: In silence, think about these questions:

1. How would someone (you or a friend) want to be supported if they told someone about their sexual orientation or gender identity?
2. What steps can you take to make sure everyone is treated equally and respectfully?
3. What further steps could our school take to ensure everyone is equally valued and supported?

Signposting support

If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted member of staff in the school

Visit:

- LGBT+ helpline: 0300 330 0630
- Mermaids: <https://mermaidsuk.org.uk>
- Brook: www.brook.org.uk/help-advice
- Childline: www.childline.org.uk 0800 1111



Attitudes to Puberty

Read the following statistics and discuss your thoughts about them with another student.

36% of males feel too embarrassed to talk to **anyone** about the changes they went through during puberty.

48% of females feel embarrassed by their **period**, with a high of 56% among 14-year-olds.

- Why do you think many young people feel this way?
- What do you think needs to change in order for people to feel differently about periods and puberty?

Attitudes to Puberty

3 Things Quiz:

- 1.
- 2.
- 3.
- 4.

Overall score:

PERIOD PROTECTION –
WHAT AND WHEN



Attitudes to Puberty

PERIOD ADVICE

Look at the two scenarios below. What would your advice be to the young people shown?

Discuss with a partner and be ready to share your answers with the class.

SCENARIO 1:

LAYLA is 13 and started her period six months ago. It's still quite irregular so she doesn't know when it will happen. She is in her local swimming club and trains three times a week, but she feels she has to stop going when she's on her period. She doesn't want to miss out on training. Is there anything she could do?

SCENARIO 2:

INDRA is 11 and lives with her dad and two younger brothers. Her dad has recently lost his job, and they are struggling to afford basic necessities. She started her period last month but there was no money for period products, so she used tissue instead. Her period is due again soon. What could she do?

Signposting support



If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted member of staff in the school
- GP or a sexual health clinic

Visit:

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- Medway Contraception and Sexual Health Clinics: www.cloverstreet.nhs.uk 0300 790 0245
- Brook: www.brook.org.uk/help-advice
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