

PERSONAL SOCIAL HEALTH ECONOMIC EDUCATION

PERSONAL WELL-BEING – SEX AND RELATIONSHIP EDUCATION

YEAR 11 LESSON 6 TITLE Assessment and Evaluation

KEY CONCEPTS

- ◆ Understanding that identity is affected by a range of factors, including a positive sense of self
- ◆ Dealing with growth and change as normal parts of growing up
- ◆ Understanding risk in both positive and negative terms, and understanding that individuals need to manage risk to themselves and others in a range of personal and social situations
- ◆ Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised
- ◆ Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation

KEY PROCESSES

- ◆ Reflect critically on their own and others' values and change their behaviour accordingly
- ◆ Develop self-awareness by reflecting critically on their behaviour and its impact on others
- ◆ Use knowledge and understanding to make informed choices about safety, health and well-being – evaluating personal choices and making changes if necessary
- ◆ Find and evaluate information, advice and support from a variety of sources and be able to support others in doing so
- ◆ Use the social skill of *negotiation* within relationships, recognising their rights and responsibilities and that their actions have consequences
- ◆ Demonstrate respect for and acceptance of the differences between people and challenge offensive behaviour, prejudice and discrimination assertively and safely

CONTENT

- ◆ The effect of diverse and conflicting values on individuals, families and communities and ways of responding to them
- ◆ Characteristics of positive and exploitative relationships and awareness of statutory and voluntary organisations that support relationships in crisis
- ◆ The benefits and risks of health and lifestyle choices – including choices relating to sexual activity and substance use and misuse and their short and long-term consequences for the physical and mental well-being of individuals, families and communities
- ◆ Parenting skills and qualities and their central importance to family life
- ◆ The diversity of ethnic and cultural groups; the power of prejudice, bullying, discrimination and racism; the need to take the initiative in challenging these and other offensive behaviours and in giving support to the victims of abuse

LEARNING OUTCOMES

by the end of the lesson, pupils will be able to:

- ◆ Record aspects of their learning throughout this year's programme
- ◆ Reflect on, discuss and evaluate this year's programme

RESOURCES

- Copies of the 'Ten Questions' sheet
- Pens and paper for posters

LESSON PLAN

Activity 1 – Responsibility Charter

Timing	Resources
25 mins. approx	Pens and paper for posters

Ask students to think back over the topics covered in this programme:

- ❖ Sex and love
- ❖ Sex and its consequences
- ❖ Pregnancy options
- ❖ Young parents
- ❖ Emergency contraception
- ❖ Abortion
- ❖ Safer sex/Good sex?
- ❖ Sexual identity
- ❖ Sexual problems
- ❖ Different kinds of relationships – marriage, civil partnerships and arranged marriages
- ❖ When relationships go wrong
- ❖ Violence in relationships
- ❖ Porn vs. sex education
- ❖ Getting help

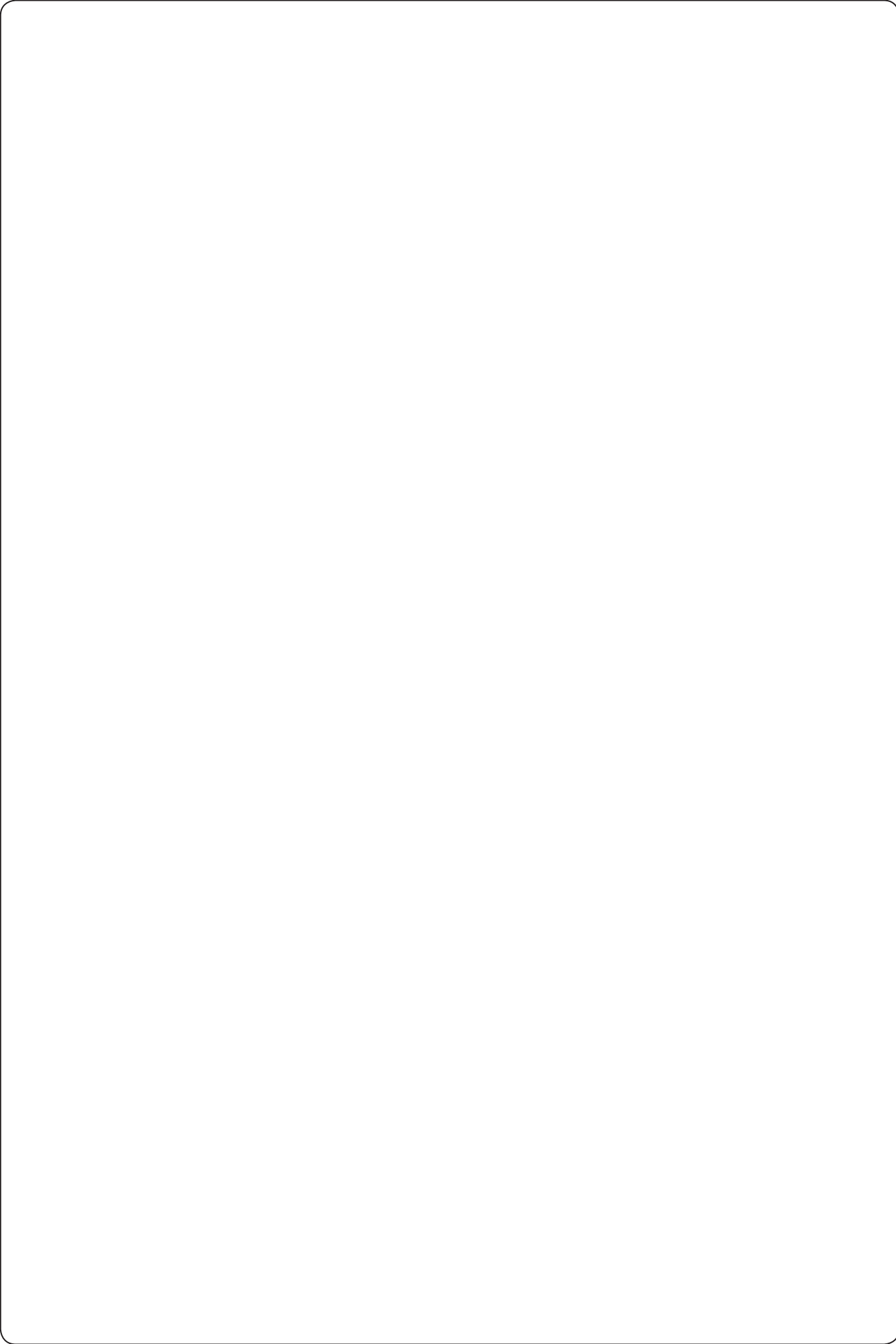
Using all you they learned in the programme, get them to write up a 'Responsibility Charter' which outlines all the responsibilities that people have when they are in relationships. The charters should contain at least eight main points that people should commit to when they begin a relationship.

Put the charter together in the form of a poster to be included in a class display at the end of the lesson. Ask the students to be prepared to discuss and explain to others the points they have chosen to include in their charters.

Activity 2 – Evaluation

Timing	Resources
20 mins. approx	'Ten Questions' sheet

Ask each pupil to fill in the 'Ten Questions' evaluation sheet. If there is time, discuss the main points in class as a whole.



Date

You can draw or write in the boxes below. Provide as much detail as you can.

1. What did you think was the most interesting part of the course?	2. What was the least interesting part?
3. Was the information which you learnt relevant and useful?	4. Do you feel that you now have a better understanding of what was discussed? In what way?
5. Which skills have you developed?	6. What other areas would you like to cover?
7. Have you enjoyed the work?	8. What would you like to learn about next? How can you find out about other issues?
9. How could the work have been done better?	10. Any other comments?

