

PERSONAL SOCIAL HEALTH ECONOMIC EDUCATION

PERSONAL WELL-BEING – SEX AND RELATIONSHIP EDUCATION

YEAR 7 LESSON 1 TITLE Personal Identity

KEY CONCEPTS

- ◆ Understanding that identity is affected by a range of factors, including a positive sense of self
 - ◆ Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem
 - ◆ Understanding that self-esteem can change with personal circumstances – such as those associated with family and friendships, achievements and employment
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KEY PROCESSES

- ◆ Reflect on their own and others' values
 - ◆ Use knowledge and understanding to make informed choices about safety, health and well-being
 - ◆ Value differences between people and demonstrate empathy and a willingness to learn about people different from themselves
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CONTENT

- ◆ Examples of conflicting values encountered in society and the clarification of personal values
 - ◆ The knowledge and skills needed for setting realistic targets and personal goals
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LEARNING OUTCOMES

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

- ◆ Set ground rules to enhance safety and promote learning
 - ◆ Consider what they already know about sex and relationships
 - ◆ Consider what their priorities are for this programme
 - ◆ Reflect on what part relationships play in a person's overall identity
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RESOURCES

- Large sheets of paper
- PPT – 'Ground Rules'
- Pens
- Question box
- Diamond 9 sheets

LESSON PLAN

Activity 1 – Introducing SRE

Timing

15 mins. approx

Resources

Large paper sheets, PPT ('Ground Rules')

This activity is repeated at the beginning of every year so that pupils are consulted about the way they want SRE to be delivered and can review how well the 'ground rules' have worked. Describe to pupils the aims of the school's SRE programme – explaining that different topics will be covered each year, building towards a comprehensive preparation for healthy, respectful sexual relationships. Explain the main themes of the year's programme. Emphasise the need for everyone to feel safe enough to learn and enjoy the lessons.

- ❖ Divide the class into small groups and ask them to think about any discussions they have ever had about sex and relationships e.g. with parents or friends. What was good about these discussions and what was not? Ask them to consider what makes them feel comfortable or uncomfortable when talking about sex and relationship education.
- ❖ Explain that in order to learn well about sex and relationships, everyone needs to feel as comfortable as possible. Ask them to write down suggestions under the following headings on a piece of paper:
'In SRE lessons, we want people to...'
'In SRE lessons, we don't want people to...'
- ❖ Have some suggestions already written out on the white board to help prompt discussion if they get stuck.
- ❖ Ask each small group to stick their 'ground rules' sheet on the wall (if a small group fails to come up with any suggestions, tell them that you will come back to them at the end to try again). Try to ensure that everyone makes a contribution.
- ❖ Once this is done, issue everyone with small coloured stickers and ask them to vote for their top three choices.
- ❖ Add up the votes and get agreement on the top 5/6 basic 'golden rules' for the whole programme. Suggest that these can be added to or changed if and when the class sees fit. Explain any (low-level) sanctions for breaking the rules, e.g. missing a turn.

Activity 2 – Word Storm

Timing

15 mins. approx

Resources

White board

- ❖ Write 'Relationships' on the whiteboard and ask the class to suggest anything that this could apply to.
- ❖ Write 'Sex' on the white board and ask the class to suggest anything that this could apply to. Lots of 'street' terms are likely to be used. This offers an opportunity for the class to get the need to shock out of their system and to underline the need for a more universally understood and non-offensive language. Anyone using a 'street language' term must also be able to offer a 'translation' into more universal language.
- ❖ Discuss which words may be offensive in different contexts and why. If you wish, you can refer to the ground rules to cover anything that is said which people may find offensive. Otherwise, use this exercise to highlight the scope of SRE. Underline the need to use language within lessons that is both inoffensive and understandable by all.
- ❖ Ask the class to suggest other important parts of people's lives – e.g. work, children, health, sport, money, religion and community, and place where sex comes in order of overall importance against these.

Activity 3 – Assessment

Timing	Resources
10 mins. approx	Diamond 9 sheets; PPT ('Programme Topics')

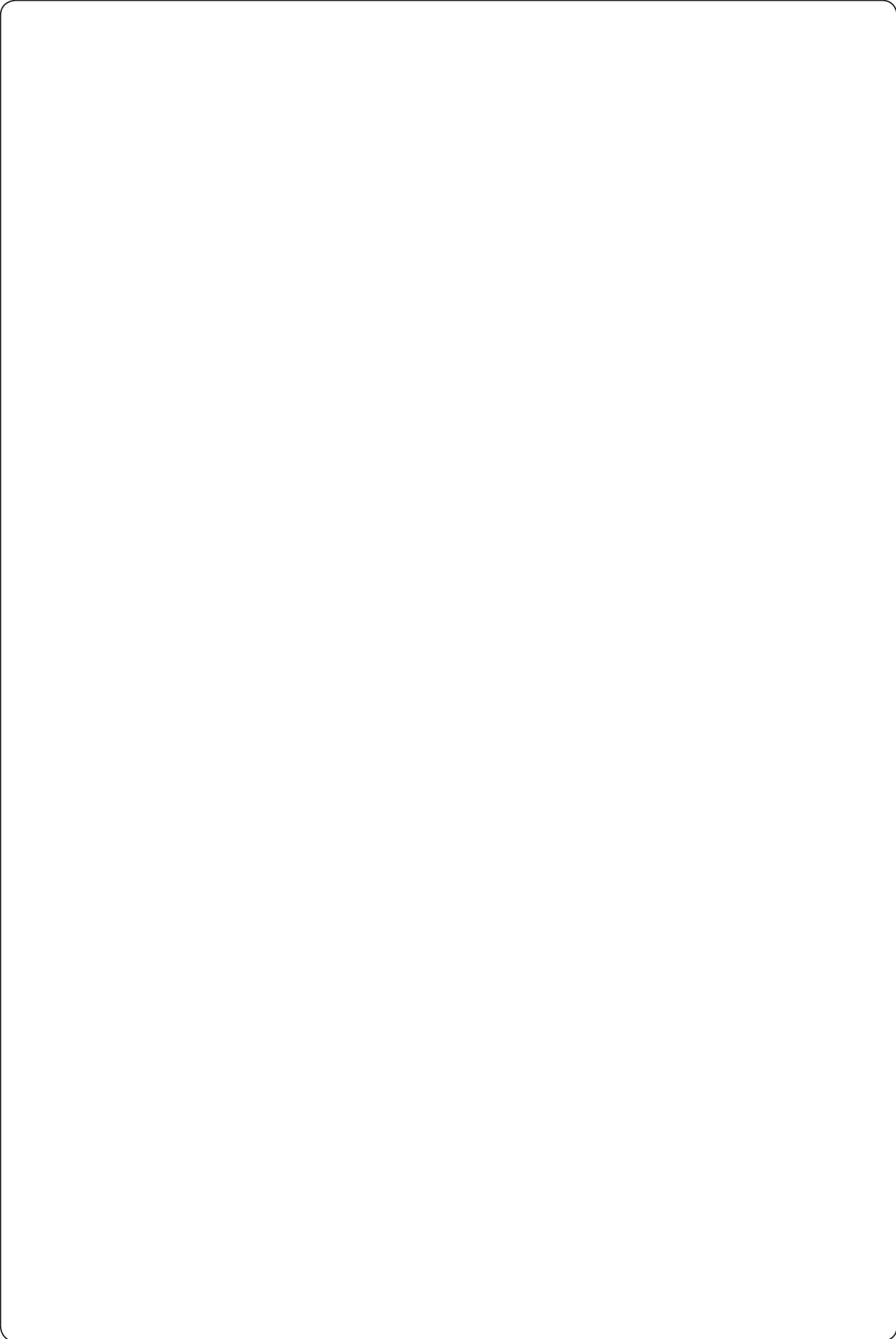
Explain that this activity will help the teacher to plan the programme, and answer any questions which pupils may have. On the white board, show the range of topics which is planned to be covered over the year. If questions come up about other topics, let them see the range of topics which will be covered over all the year groups.

- ❖ Make and cut up copies of the 'Year 7 Topics'
- ❖ Ask pupils to individually rank the topics Diamond 9 (with the most important coming at the top)
- ❖ Ask the group to add any additional topics they would like to cover

Activity 4 – Anonymous Questions

Timing	Resources
5 mins. approx	Pens; Question box

Have a question box in the classroom by the door. Ask everyone to write down any questions they have (you might refer to the ground rules here on 'respectful' questions) or alternatively write down 'I have no questions'. They should then put their pieces of paper into the box as they leave. Allow time in the following SRE lesson to answer these issues. Underline that these questions will be covered as part of the teaching and that individuals will not be put on the spot.



Ground Rules

- ❖ Respect each other
- ❖ Listen to each other
- ❖ Don't demand personal information
- ❖ Don't laugh at each other
- ❖ Don't put each other down
- ❖ Don't put each other on the spot
- ❖ It's okay not to know things
- ❖ It's okay not to join in
- ❖ No racism, sexism, homophobia etc.
- ❖ Understand confidentiality

**Introduction
to sex and
relationships**

**Naming
body parts**

**Body
changes**

**Puberty
problems**

**Periods/
Menstruation**

Reproduction

**Recognising
and managing
feelings**

**Differences
– boys and girls**

**Differences
– sexualities**

**Language
for sex**

**Healthy
relationships**

**Getting
help**

