

PERSONAL SOCIAL HEALTH ECONOMIC EDUCATION

PERSONAL WELL-BEING – SEX AND RELATIONSHIP EDUCATION

YEAR 7 LESSON 4 TITLE Relationships

KEY CONCEPTS

- ◆ Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised
- ◆ Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important
- ◆ Understanding that relationships can cause strong feelings and emotions

KEY PROCESSES

- ◆ Develop self-awareness by reflecting critically on their behaviour and its impact on others
- ◆ Assess and manage the element of risk in personal choices and situations
- ◆ Use strategies for resisting unhelpful peer influence and pressure
- ◆ Use social skills to build and maintain a range of positive relationships
- ◆ Use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences
- ◆ Use the social skills of communication, negotiation, assertiveness and collaboration

CONTENT

- ◆ The features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement
- ◆ Different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex – including civil partnerships
- ◆ The similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities

LEARNING OUTCOMES

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

- ◆ Understand some of the qualities which are important to friendship
- ◆ Understand how relationships change and vary at different ages
- ◆ Understand possible differences in the ways in which boys and girls view relationships

RESOURCES

- 'Qualities and Behaviour' cards
- 'Relationship Behaviour' cards; 'Age Continuum' cards
- PPT 'Sexual Health Statistics' (on CD-ROM)
- 'Living and Growing' DVD, Unit 3

LESSON PLAN

Activity 1 – Healthy Relationships

Timing

15 mins. approx

Resources

'Qualities and Behaviour' cards

- ❖ Ask students to split into small groups and select which of the 'Qualities and Behaviour' cards they think are important to a good friendship. Consider having some groups mixed and some single gender. Are there significant differences?
- ❖ Repeat again for factors important to a good sexual relationship.
- ❖ Discuss where the two questions overlap and what the significant differences are.

Activity 2 – When Do Relationships Happen?

Timing

15 mins. approx

Resources

'Relationship Behaviour' cards; 'Age Continuum' cards; PPT 'Sexual Health Statistics'

- ❖ Divide the class into small groups and ask them to make an age continuum with the 'Relationship Behaviour' cards. Get them to use the 'Age Continuum' cards to order the previous cards according to when they think people are likely to engage in the behaviour mentioned. Cut out a set of cards for each group and mix them well.
- ❖ Discuss the ordering as a whole class and use the PPT of normative statistics to inform the discussion. Which of the activities are specific to sexual relationships?

Activity 3 – Boy Talk/Girl Talk

Timing

20 mins. approx

Resources

'Living and Growing' DVD, Unit 3

- ❖ Show extracts from the DVD – Unit 3, 'Boy Talk' (Chapter 1) and 'Girl Talk' (Chapter 1) of young people talking about differences between boys and girls.
- ❖ Divide the class into small single gender groups.
- ❖ Ask each group to write down on a piece of paper what they like about girls or boys and what they find difficult or don't understand about them. On a separate piece of paper, ask them to write down any questions they have which could help them understand girls or boys better.
- ❖ Collect the pieces of paper and write a summary of the two lists on the white board. Discuss the lists as a class, and invite girls and boys to answer any of the questions asked of the other gender. You may have to refer to the 'Ground Rules' agreement here!

Good listener

Trustworthy

Sense of humour

Good personal hygiene

Rich

Good looking

‘Fit’ body

Healthy

Same interests as you

Caring

Has time for others

Attentive

Likes children

Assertive

Strong

Independent

Sensitive

Fashionable

Open-minded

Same religion as you

Same culture/race as you

Sexually experienced

Shy

Intelligent

Patient

Honest

Forgiving

Understanding

Younger than me

Older than me

Faithful

Risk taker

Puts others first

**Looks after
'No. 1'**

Unpredictable

Adventurous

Responsible

Thoughtful

Moral

Shows respect

Careful

Loyal

**Knows their
own mind**

Gentle

Passionate

**Shows feelings
openly**

Quiet

Fair

**Sexually
inexperienced**

Strict

Flirty

Romantic

Consistent

Loving

Religious

Cuddling

Holding hands

Kissing

Touching own sexual parts

Being 'in love'

Kissing with tongues

Telling someone you love them

Touching someone else's sexual parts

Sending pictures of yourself by text

Telling friends you are 'going out' with someone

Boys wanting to be friends with girls

Texting someone every day

Girls wanting to be friends with boys

Asking someone out on a 'date'

Having a 'steady' boyfriend or girlfriend

Having sexual intercourse for the first time

Having several sexual partners

Telling your parents you are gay or lesbian

Introducing someone to your parents

Getting married

Having a 'partner'

Living with a partner

Having children

Getting divorced or separated

Under 5

5–10

11

12

13

14

15

16

17

18

18–25

25–30

30+

