

PERSONAL SOCIAL HEALTH ECONOMIC EDUCATION

PERSONAL WELL-BEING – SEX AND RELATIONSHIP EDUCATION

YEAR 8 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
- ◆ Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised

KEY PROCESSES

- ◆ Reflection on their own and others' values
- ◆ Value differences between people and demonstrate empathy and a willingness to learn about people different from themselves
- ◆ Develop self-awareness by reflecting critically on their behaviour and its impact on others
- ◆ Use strategies for resisting unhelpful peer influence and pressure
- ◆ Use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences

CONTENT

- ◆ The features of positive and stable relationships
- ◆ How to deal with a breakdown in a relationship and the effects of loss and bereavement
- ◆ The knowledge and skills needed for setting realistic targets and personal goals
- ◆ Examples of diverse values encountered in society and the clarification of personal values

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
- ◆ Understand some of the influences on relationships and sexual attraction

RESOURCES

- Large sheets of paper
- PPTs – ‘Ground Rules’ and ‘Programme Topics’
- Selection of magazine and newspaper pictures
- ‘Decision’ and ‘Influencer’ cards
- Diamond 9 sheets

LESSON PLAN

Activity 1 – Introducing SRE

Timing	Resources
15 mins. approx	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 – 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 8 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 3 – ‘Good Looking’

Timing	Resources
15 mins. approx	Pictures taken from magazines and newspapers

- ❖ Divide the class into small groups and ask them to make two collages – ‘The good looking man’ and ‘The good looking woman’. They can add words or their own drawings.
- ❖ Review their pictures. Are they similar? How do they compare to people they know? Do boys and girls see ‘good looking’ in the same way? Is there pressure on boys and girls to live up to these images? How might this affect young people? Is it possible for people to be attractive even if they don’t look like these images? How does personality affect whether people are seen to be ‘attractive’ or not?
- ❖ Ask them to describe the ‘attractive man’ and the ‘attractive woman’, and then compare these ideas.

Activity 4 – Who influences?

Timing	Resources
20 mins. approx	‘Decision’ and ‘Influencer’ cards

- ❖ Ask for a volunteer to take one of the Decision cards. Ask for another to take on one of the Influencer cards.
- ❖ In turn, the person with an Influencer card must try and persuade the Decision-maker which way to go (optional - after each person has had a turn, all of them can try to persuade the Decision-maker what to do at the same time. This ramps up the pressure! Only do this if you feel that the Decision-maker can take it!).
- ❖ The Decision-maker has a few minutes to decide what they will do, but they can ask the others in the class (‘phone a friend’) for help in thinking it through.
- ❖ De-role. Ask the decision maker if they felt pressured and what influenced their final decision. Was it hard? What do people need to make tough decisions?

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**

**Who influences
us about sex and
relationships**

Hygiene

**Sexual feelings
and what
happens during
sex**

**Sexual myths,
beliefs and
values**

**Gender
differences**

**Starting
relationships**

**Appropriate
behaviour in
relationships**

**Risk of sex,
drugs and
alcohol**

**Introducing
Brook and school
drugs workers**

**Getting help
E-safety and
relationships**

**Your best
friend**

Your mum

Your dad

**Your older
sister**

**Your older
brother**

**A magazine
agony aunt**

A teacher

**A religious
leader**

