

# PERSONAL SOCIAL HEALTH ECONOMIC EDUCATION

## PERSONAL WELL-BEING – SEX AND RELATIONSHIP EDUCATION

**YEAR 8      LESSON 3      TITLE Diversity**

### KEY CONCEPTS

- ◆ Appreciating that there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation
- ◆ Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives

### KEY PROCESSES

- ◆ Reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour
- ◆ Value differences between people and demonstrate empathy and a willingness to learn about people different from themselves
- ◆ Use knowledge and understanding to make informed choices about safety, health and well-being

### CONTENT

- ◆ 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
- ◆ 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
- ◆ 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:*

- ◆ Understand more about their own values and attitudes to sexual relationships
- ◆ Understand more about gender differences and stereotyping in sexual relationships
- ◆ Understand more about the range of sexual feelings and some of the myths surrounding sexuality

### RESOURCES

- 'Agree/Disagree' cards
- Gender statements
- 'Sexual Feelings – Myth/Reality' Quiz

## LESSON PLAN

### Activity 1 – Sexuality Agree/Disagree

**Timing**

20 mins. approx

**Resources**

'Agree/Disagree' cards

If you can, make a continuum in the classroom, placing 'agree' at one end, 'disagree' at the other and 'don't know' in the middle. Ask students to read a statement from the pile of 'Agree/Disagree' cards, and then discuss and vote on where to place them.

### Activity 2 – Gender Differences

**Timing**

15 mins. approx

**Resources**

Gender statements

Read out the list of 'gender statements' and ask the class which they think are stereotypes and which might be true. Then, in small, single-gender groups, ask students to 'word storm' everything they can to describe 'boys' and 'girls'. What can be put down to 'nature', and what to 'nurture'?

Repeat the exercise for the question 'What do boys want from sex and relationships?' and 'What do girls want from sex and relationships?'. Highlight the overlaps, and ask the class what they think the important differences are.

### Activity 3 – Sexuality and Sexual Feelings

**Timing**

15 mins. approx

**Resources**

'Sexual Feelings – Myth/Reality' Quiz

Ask students to answer the 'Myth/Reality' quiz, and then ask them to discuss their answers in small groups. Finally, open the discussion up to involve the whole class.

This exercise is the same as the one in Lesson 2, and should only be used if that one hasn't yet been employed.

**Sex before marriage is wrong**

**Masturbation is unnatural**

**It's OK for gay men and lesbians to hold hands or kiss in public**

**Men should take the lead in sex**

**If women wear 'sexy' clothes, it means they want sex**

**There's too much sex in the media**

**Love is more important than sex**

**Sex should just be for having babies**

**Only good looking people have good sex**

**Boys put pressure on girls to have sex**

**People watch porn because they can't have sex**

**Men who commit rape should get long prison sentences.**

**Under 16s aren't mature or responsible enough to have sex**

**Love is more important than sex**

**Men and women don't understand how the other feels about sex**

**It's OK to have sex in order to keep your partner happy**

**It's OK to have more than one sexual partner at a time**

**Men should be arrested if they buy sex from prostitutes**

**Sex is much more than just intercourse**

**Sex education should be left up to parents, not schools**



## Gender Statements

- ❖ Big boys don't cry
- ❖ Men are more rational than women
- ❖ Girls do better in exams than boys
- ❖ Girls can't throw
- ❖ Boys can't cook
- ❖ Boys behave worse in school than girls
- ❖ Men are more violent than women
- ❖ Women are better at communicating than men
- ❖ Boys are better at practical skills than girls
- ❖ Women are better at being parents than men
- ❖ Boys and men think about sex more than girls or women
- ❖ Women are more emotional than men
- ❖ Women manage their anger better than men
- ❖ Women are more responsible than men
- ❖ Men are stronger than women
- ❖ Men can endure pain more than women
- ❖ Girls are made of sugar and spice and all things nice
- ❖ Boys are made from slugs and snails and puppy dog tails

