

PERSONAL SOCIAL HEALTH ECONOMIC EDUCATION

PERSONAL WELL-BEING – SEX AND RELATIONSHIP EDUCATION

YEAR 9 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, achievement and employment
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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
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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
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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
 - ◆ Understand some of the elements of being ready or not for a sexual relationship
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RESOURCES

- Large sheets of paper
 - PPTs – 'Ground Rules' and 'Programme Topics'
 - Ready or Not' cards
 - Diamond 9 sheets
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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.
- ❖ Pull together 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

10 mins. approx

Resources

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 9 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 – Ready or Not for Relationships?

Timing	Resources
10 mins. approx	'Ready or Not' cards

Divide the class into pairs or small groups and ask them to put the 'Ready or Not' cards into two piles – Essentials and Desirables – organising for what needs to be in place for two people to count as being in a 'relationship'. When they are done, get them to report back to the class on their decisions. Next, repeat the activity with the whole class, getting them to divide the cards into teenage and adult relationships. How are these different?

Supplementary questions:

- ❖ When does 'going out' become a relationship?
- ❖ Is having a 'relationship' what everyone is aiming at?
- ❖ Is it okay to go through life without having a 'relationship'?
- ❖ Is sex essential to a relationship? Is it the most important thing?

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

Love each other	Sexually attracted to each other	Friends with each other
Go out regularly	Spend time with each other's family	Share same interests
Faithful to each other	Share same religion	See each other every day
See each other now and then	Talk or text every day	Talk or text every now and then
Are having sex regularly	Kiss and touch	Are thinking about having sex
Share personal feelings	Trust each other	Want the same thing from a relationship
Respect each other	Listen to each other	Spend money on each other
Are married	Have children	Live together
Go on holiday together	Share household tasks	Share childcare

**Introduction
to sex and
relationships**

**Ready or not for
relationships?**

**Contraception
and condoms**

**Prejudice and
sexuality**

**What makes
relationships
work?**

**Stages of
relationships**

Sex and the law

Sexual bullying

Getting help

