

PERSONAL SOCIAL HEALTH ECONOMIC EDUCATION

PERSONAL WELL-BEING – SEX AND RELATIONSHIP EDUCATION

YEAR 10 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

- ◆ Reflect critically on their own and others' values and change their behaviour accordingly
 - ◆ Work individually, together and in teams for specific purposes, making use of the social skills of communication, negotiation, assertiveness and collaboration
 - ◆ Develop self-awareness by reflecting critically on their behaviour and its impact on others
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CONTENT

- ◆ The effect of diverse and conflicting values on individuals, families and communities and ways of responding to them
 - ◆ How the media portrays young people, body image and health issues
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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 more about the impact of the media on sex and relationships
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RESOURCES

- Large paper sheets
- PPT – 'Ground Rules'
- Diamond 9 sheets
- PPT – 'Programme topics'
- Headlines! sheet

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 10 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 – Headlines!

Timing

15 mins. approx

Resources

Headlines! sheet

- ❖ Divide the class into small groups or pairs
- ❖ Ask them to look at the Headlines! sheet and get them to summarise what the statements saying about teenagers and sex. Are they accurate? Are they fair?
- ❖ Ask them to write the headlines which they would like to see in the newspapers about teens and sex. Could they write some 'positive' headlines about teenagers and sex?

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**

Media influences

STIs and HIV

**Checking your
health**

Body language

**Respect in
relationships**

**Assertiveness in
relationships**

Ready for sex?

Peer pressure

Feelings and sex

**Getting help and
accessing clinics**

E-safety

Teenage fatherhood and underage sex glamorised in Government guidance, according to the Conservatives

The Big Question:
Why are teenage pregnancy rates so high, and what can be done about it?

ALFIE BECOMES DAD AT 13!

Teaching assistant who had sex with teenage pupils he 'flattered' on Facebook gets LESS than three years in jail

'Foster parents' chained teenage girl up and used her as sex slave

Television encourages teen sex and violence

Computers and TV blamed for teenage violence and casual sex

Study: Religion helps reduce teen sex and pregnancy

Survey: Teen sex, marijuana, alcohol use all linked

"What sex education?" say British teens as STIs continue to rise

Alfie, Chantelle and the sheer madness of sex education that teaches nothing about morality

Seaside towns 'increase teen sex' - Teenagers in English seaside resorts are more likely to get pregnant than those elsewhere due to a hedonistic party culture, a report says

Parents in dark over teenage sex and drugs

Teens want to talk more about sex – Parents are missing out on vital conversations with their children about sex because of embarrassment, a report for the government says

