



MY



Y8

BALFOUR JOURNEY

RELATIONSHIPS AND SEX EDUCATION

CORE THEME: RESPECTFUL RELATIONSHIPS INCLUDING FRIENDSHIPS

SCHOOL VALUE: RESPECT, KINDNESS AND COMPASSION FOR OURSELVES AND OTHERS

NAME: _____

RSE TEACHER NAME: _____

FORM ROOM: _____

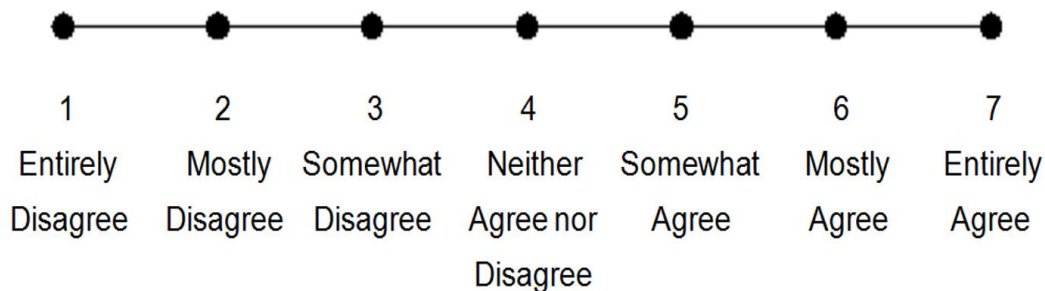
- LEARNING INTENTION: EXPLAIN THAT PEOPLE CAN BE ATTRACTED TO OTHERS OF THE OPPOSITE OR SAME SEX, BOTH OR NEITHER AND THAT IT IS IMPORTANT NOT TO MAKE ASSUMPTIONS ABOUT SOMEONE'S SEXUAL ORIENTATION

SUCCESS CRITERIA:

- I CAN EXPLAIN THE DIFFERENCE BETWEEN SEXUAL ORIENTATION AND GENDER IDENTITY
- I CAN IDENTIFY AND CHALLENGE HOMOPHOBIC, BIPHOBIC AND TRANSPHOBIC BEHAVIOUR

BASE LINE ASSESSMENT:

I AM ABLE TO IDENTIFY THE DIFFERENCES BETWEEN POSITIVE AND NEGATIVE ACTIONS IN ALL TYPES OF RELATIONSHIPS



What are your initial views on what the characters have said?

Do you think that sex is always part of dating someone?

Person A: You should just tell them, sex is part of dating someone and they need to stop leading you on!

Person B: Yeah – either that or maybe add a little something to their drink to get them in the mood!

Person C: That's just creepy. I should wait 'til they're ready. And anyway, neither of us is ready to be a parent; condoms aren't 100% effective are they?!

Person A: Whoa there- you need to chill. Everybody does it. I bet you're just scared 'cos you've not done it yet.


Person B: Hang on – no, it's 'cos you don't really want it – my gay-dar is buzzing right now.

Person C talks about the risks of having sex. What risks are here?

How would you respond to person B's comment about a 'gay-dar'?

Definition dominoes

START!	Male	The sex that has sperm as the sex cells	Female
The sex that has eggs as the sex cells.	Transgender	Umbrella term for people whose gender identity does not line up with the sex they were assigned at birth	Transsexual
An individual who feels their assigned sex is different to their gender identity and may undergo full transition to rectify this.	Cis-gender	Someone whose gender matches that of the sex they were assigned at birth.	Intersex
People born with some combination of male and female genitalia or chromosomes. Surgery/hormonal treatment may be used so they align with one sex.	Heterosexual	Someone who is sexually attracted to someone of the opposite gender to themselves.	Gay
A widely accepted term for anyone attracted to the same sex. Often refers to males.	Lesbian	A female who is sexually attracted to other females.	Bisexual
Someone who is sexually attracted to males and females.	Asexual	Someone who does not experience sexual attraction.	Homophobia
Discrimination and prejudice towards people who are lesbian or gay or thought to be.	Biphobia	Discrimination and prejudice towards people who are bisexual or thought to be.	Transphobia
Discrimination and prejudice towards people who are trans or thought to be.	Non-binary	Someone who does not comfortably identify with 'man' or 'woman'.	THE END!



READ THE FIRST PART OF THE SCRIPT AND DECIDE WHAT EACH CHARACTER IS THINKING AND FEELING.

NEXT, READ THE SECOND PART OF THE SCRIPT AND THINK AGAIN ABOUT WHAT EACH CHARACTER IS THINKING AND FEELING.

WHAT HAS THIS ACTIVITY MADE YOU THINK ABOUT?

Freeze frame script part 1

Person A: I've noticed you've not seemed yourself recently. Everything okay?

Person B: I guess so. It's just...ah never mind.

Person A: Come on – it can't be that bad.

Person B: I don't think it is but some people might have a problem with it.

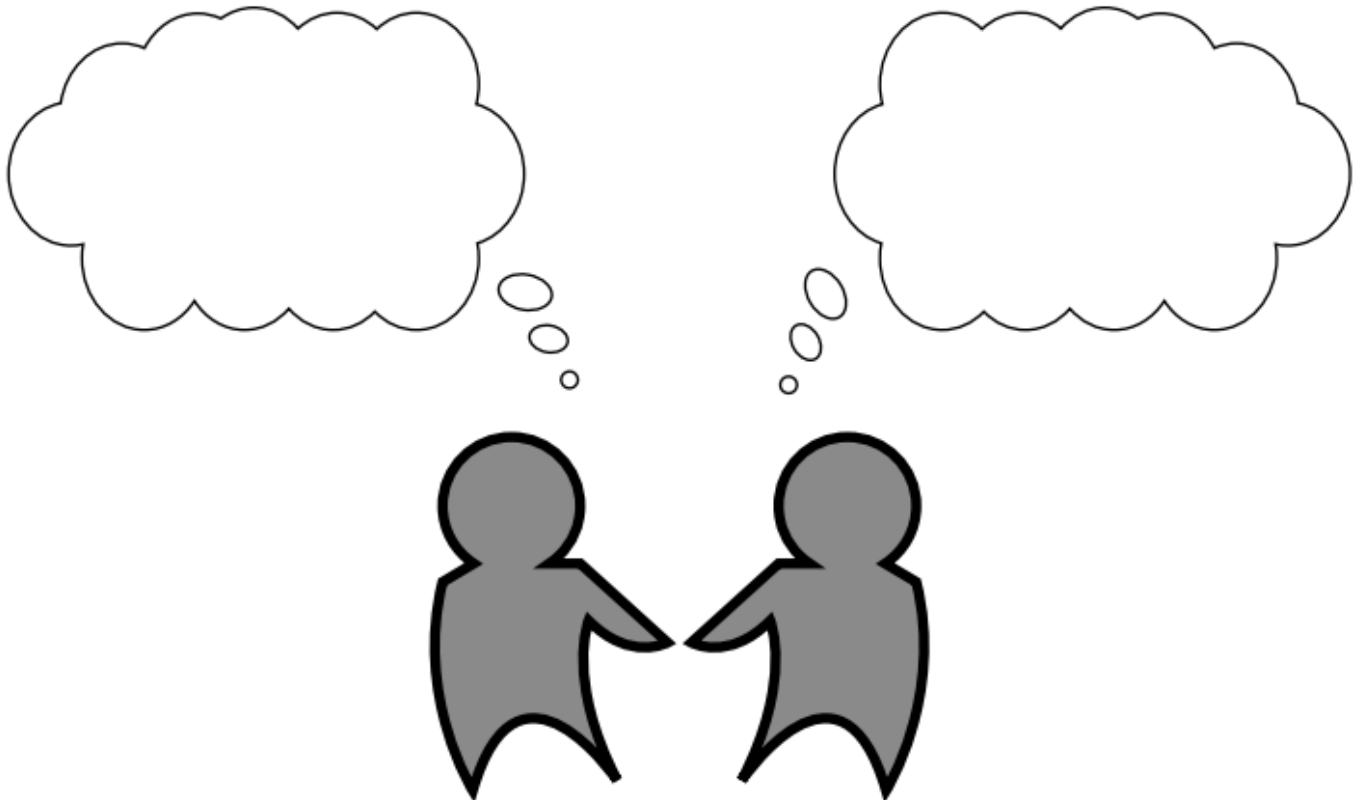
Person A: What do you mean?

Person B: I guess I'll end up telling you sooner or later...I'm gay.

Person A: Oh right, that kinda came out of nowhere... Don't really know what to say..

FREEZE:

What do you think person A and B are thinking and feeling right now?



Freeze frame script part 2

Person B: Forget I said anything. It was just a joke really. Let's go hang with Jamie..

Person A: Hold up! I didn't mean to sound so useless. I was just genuinely surprised.

Person B: I just told you something really important to me and you reacted like it was a problem.

Person A: I know I'm sorry. It's genuinely all good with me. How long ago did you figure it out?

Person B: I guess I'd not really thought about it till last year. We were all talking about relationships and I realised I actually wanted one. Just not with who people expected me to date.

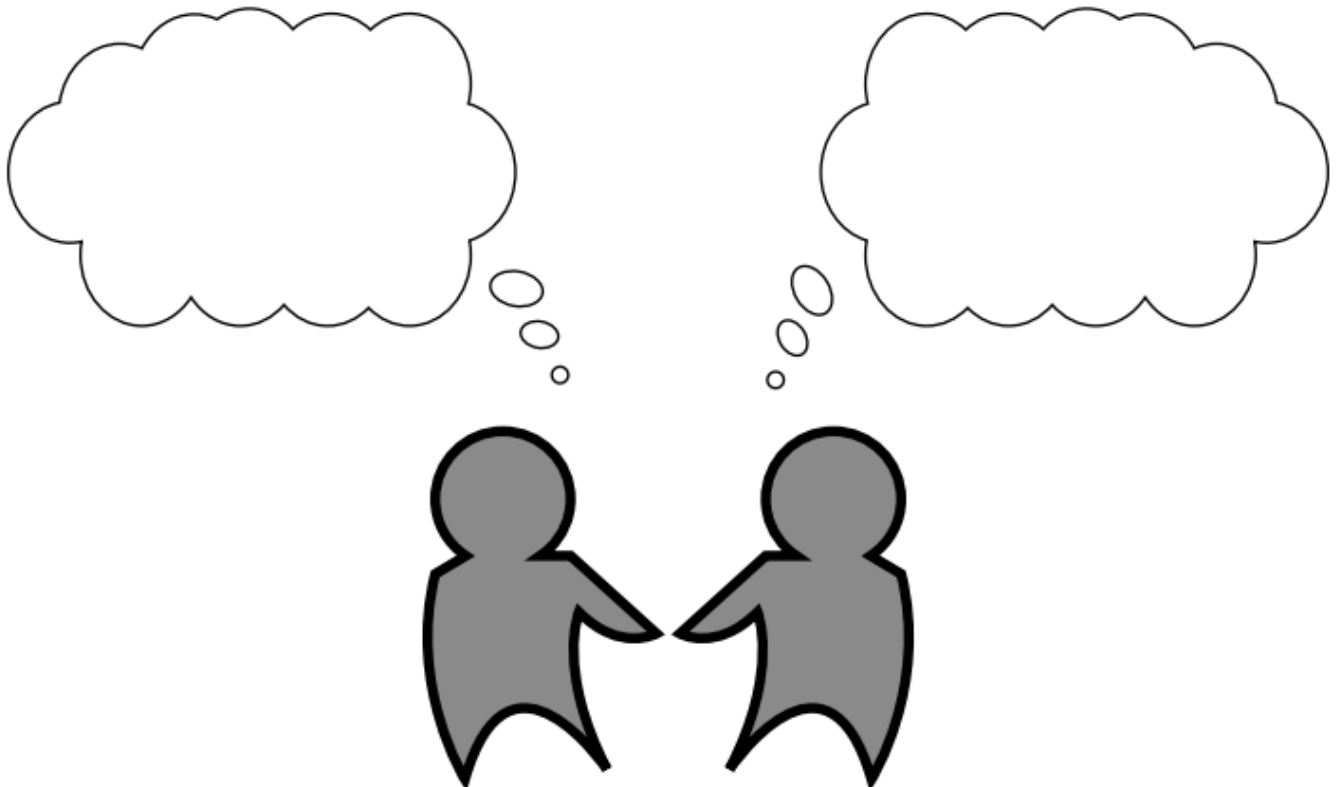
Person A: Is there anyone you're interested in you want me to put a good word in with?!

Person B: You've known for all of 2 minutes and already you're trying to set me up with someone!

Person A: Hey, you're my mate – gotta' make sure you're happy haven't I?

FREEZE:

What do you think person A and B are thinking and feeling right now?



REFLECTION AT THE END OF THE LESSON

- **WHAT ARE YOUR PERSONAL FEELINGS ABOUT PEOPLE WHOSE SEXUAL ORIENTATION IS DIFFERENT TO YOURS?**

- **HOW WOULD SOMEONE (YOU OR A FRIEND) WANT TO BE SUPPORTED IF THEY TOLD SOMEONE ABOUT THEIR SEXUAL ORIENTATION OR GENDER IDENTITY?'**

- **WHAT STEPS CAN YOU TAKE TO MAKE SURE EVERYONE IS TREATED EQUALLY AND RESPECTFULLY?**

LESSON 2

LEARNING INTENTION

TO BE ABLE TO IDENTIFY POSITIVE RELATIONSHIPS

SUCCESS CRITERIA

- **REFLECT ON MY OWN VALUES AROUND INTIMATE RELATIONSHIPS**

- **IDENTIFY WHEN A RELATIONSHIP CAN BE IMPROVED WITH EFFECTIVE COMMUNICATION OR WHEN THE RELATIONSHIP IS NO-LONGER HEALTHY AND SHOULD BE ENDED**

- **SUGGEST SAFE AND CONSTRUCTIVE WAYS OF ENDING RELATIONSHIPS**

WHAT DO WE MEAN BY THE WORD 'VALUES'?

VALUES STATEMENTS – MARK OUT OF 10 WHICH ONES YOU AGREE – 10 BEING THE ONES YOU MOST AGREE WITH

People should get to know each other before they have sex.	Marriage is sacred so we should wait to have sex.
It is important to talk about contraception before you have sex.	It's okay to see other people as long as you are only having sex with one person.
You can call a person your boyfriend or girlfriend as soon as they start going out with you.	It's okay to fight with your partner as long as you don't use violence.
Sometimes you need to lie to your partner to keep the peace.	It is nice to do things just to make your partner happy.
It's OK to be attracted to someone else whilst in a relationship, as long as you don't act on it.	If you really like a person, it is worth waiting to have sex with them.
You should always respect a person's boundaries when they say they don't want to do something – 'no' means 'no'.	If you respect someone, you use a condom when you have sex so you reduce the risk of passing on a sexually transmitted infection.
As sex is legal at 16, you should start having sex with your partner when you get to 16.	In committed relationships, you should try to get a balance between going out with friends on your own, going out with friends and your partner, and going out as a couple.

Relationship red flags

Read the following list of issues someone is having with a partner in a romantic relationship. Discuss whether this is a relationship that can be repaired with effective communication, or whether it should probably end.

	Can be repaired	Should be ended
Their partner doesn't respect their right to their own space so always want to hang out together, message to find out what they are doing etc.		
They overreact to minor things		
They overreact to minor things		
Their partner lies or they can't trust them		
Their partner gets too close too soon		
Their partner treats them or other people disrespectfully		
Their partner makes "suggestions" on how to improve their appearance or life		
Their partner always wants something from them		
Their partner will never accept they're in the wrong – it's never their fault		
Their friends really dislike their partner		
Their partner really dislikes their friends		
Their partner manipulates things when they argue so sometimes they feel like they are going mad		
They have an intuition or 'gut feeling' that this isn't a healthy relationship		

HOW COULD A PERSON END A RELATIONSHIP SAFELY AND CONSTRUCTIVELY?

HOW COULD A PERSON END A RELATIONSHIP SAFELY AND CONSTRUCTIVELY?

IS THE RELATIONSHIP BEHAVIOUR HEALTHY, IT DEPENDS, OR UNHEALTHY?

Scenario 1

Jamil and Amari met at a swimming club recently. They have only recently started dating so they have had some awkward conversations to figure out what each other is happy with – Jamil calls it 'checking in'. At first this felt a bit strange but it helped them both feel respected and they have both said they feel much more relaxed than in previous relationships. At the weekend Jamil went to a party with friends and didn't invite Amari. Amari was upset so he didn't go and support Jamil at a swimming gala he had promised to go to.

Scenario 2

Jenna and Harry have been friends for a while – they are part of a group of year 10's who hang out together all the time – but they have only just started dating. Jenna's parents are away at the weekend so she invites Harry over, suggesting they can 'do whatever they want and no-one will find out'. From her body language and tone, it's clear she wants to do more than just watch a film together. Harry is hesitant as he is not sure it's the right thing yet. Jenna has gone further in previous relationships so tells Harry to hurry up and figure out whether he really likes her or not.

Scenario 3

Ayesha and Amir's parents are good friends and think they would make a good couple. Their families believe in arranged marriages as a way of making good matches that will form lasting, loving relationships. Last month Ayesha and Amir sat together at a family dinner and enjoyed the evening – both complemented the other, laughed a lot at shared experiences, and had plenty to talk about as they had similar interests. They both would like to continue seeing each other as they are attracted to each other and enjoy each other's company. They also agreed that there will be no intimacy before marriage as this is in keeping with their culture and faith. However, when they met at a family event recently, Amir said he wanted to get married quickly and wanted them to have a big family. Ayesha is not sure she wants the same thing. Amir and her parents have started to apply pressure on her to get married quickly and want her to marry Amir at a joint ceremony when they visit their relatives abroad over the summer.

Scenario 4

Taylor and Addison have been seeing each other for some time and seem quite happy together. Addison was slightly worried that Taylor got so upset when Addison went out with friends but cut down on doing so to make Taylor happy. This seemed to have helped. But last week they got into an argument about it again. Taylor was furious, throwing plates and cutlery and even kicking Addison.

END OF LESSON REFLECTION

- 1. WHAT DO YOU THINK IS IMPORTANT IN RELATIONSHIPS?**
- 2. IS THERE ANYTHING THAT IS TOO IMPORTANT IN A RELATIONSHIP TO COMPROMISE ON?**
- 3. HOW CAN YOU IMPROVE YOUR COMMUNICATION SKILLS TO ENSURE YOUR VALUES ARE RESPECTED WHILST RESPECTING OTHERS' AS WELL?**

LESSON 3

LEARNING INTENTION

- explain that no one has the right to intimidate someone into giving their 'consent' (as such an agreement is not consent) and that sexual activity following such a threat is illegal.

SUCCESS CRITERIA

- explain how to ask someone for their consent without putting them under pressure.
- demonstrate understanding of a person's right to say no and to have their decision respected; they do not have to justify it.

'Then and now' self-assessment sheet Using the understanding that you now have after the lesson, please review the following statements about your own perceived knowledge, understanding and skills. Please circle a number to rate your level of knowledge, understanding and skills before, as well as after, these lessons. 1 means lowest level, 5 means highest

My self-assessment against the learning outcomes		Low					High
1. I can explain that no one has the right to intimidate someone into giving their 'consent' (as such an agreement is not consent) and that sexual activity following such a threat is illegal.	Before the session	1	2	3	4	5	
	After the session	1	2	3	4	5	
2. I am able to explain how to ask someone for their consent without putting them under pressure.	Before the session	1	2	3	4	5	
	After the session	1	2	3	4	5	
3. I can demonstrate understanding of a person's the right to say no, to have their decision respected, and that they do not have to justify it.	Before the session	1	2	3	4	5	
	After the session	1	2	3	4	5	

LEGAL DEFINITION OF CONSENT

A person consents if he/she agrees by choice, and has the freedom and capacity to make that choice.

Go on, it'll be okay

I'm not sure...

I am, it'll be great!

Are you sure it's safe?

Of course its safe, everyone knows it's safe, you'll like it

I'm still not sure...

Look, you know I care about you. I'd never suggest doing anything that could hurt you. What's the matter? Don't you trust me?

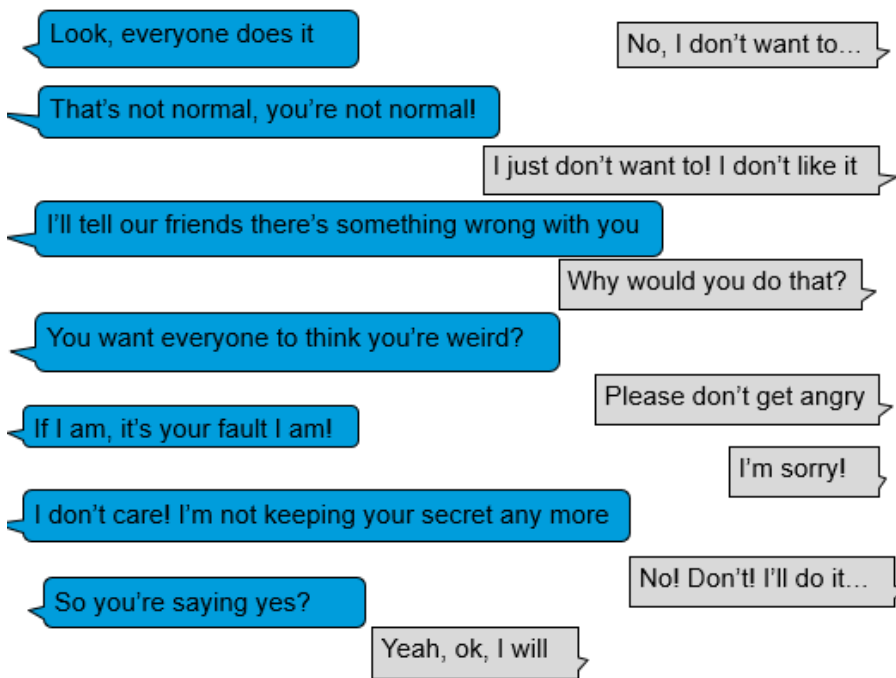
The first person is putting pressure on the second person.	True or False
The second person is feeling uncomfortable.	True or False
When the person asks 'don't you trust me?' this is not a fair question.	True or False
This is a healthy relationship.	True or False
The first person is not being fair.	True or False

OFFERING ADVICE

IMAGINE THAT THE TWO CHARACTERS ASKED FOR YOUR ADVICE. WHAT WOULD YOU SAY TO THEM BOTH?

IF THEY ASK YOU WHY YOU'VE SAID WHAT YOU SAID, COULD YOU EXPLAIN YOUR REASONS?

WHERE ELSE COULD A PERSON GO FOR ADVICE IN THESE KINDS OF SITUATIONS?



AGREE/DISAGREE

1. This is a healthy relationship.
2. The person seeking consent made sure that the other person's consent was freely given.
3. The person under pressure to say 'yes' gave their consent in the end.
4. The person under pressure to say 'yes' could easily have said 'no' if they'd wanted to.
5. The person under pressure to say 'yes' won't be able to get help from the police now or later, if this ends badly, because they said 'yes'.

SUM UP

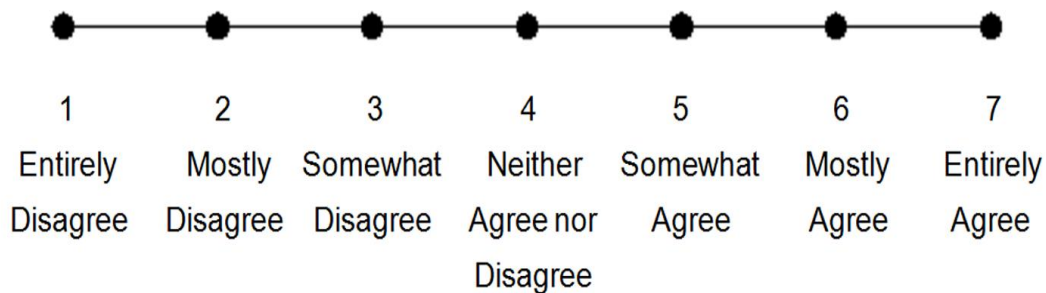
- SEEKING SOMEONE'S CONSENT BY PRESSURISING OR MANIPULATING THEM IS WRONG, AND CONSENT IN ITS TRUE SENSE CANNOT BE OBTAINED THROUGH PRESSURE OR MANIPULATION, WHATEVER SOMEONE ACTUALLY SAYS.
- IF WE ASK FOR ANOTHER'S CONSENT, THEY HAVE THE RIGHT TO SAY NO, TO HAVE THAT DECISION RESPECTED, AND TO NOT HAVE TO JUSTIFY THEMSELVES IF THEY CHOOSE NOT TO.
- IF SITUATIONS DO NOT FEEL RIGHT TO SOMEONE, THEY ALWAYS HAVE THE RIGHT TO NOT GIVE THEIR CONSENT, AND THIS MUST BE RESPECTED.

WHAT WAS OUR SUCCESS CRITERIA AND HOW DO WE KNOW WE HAVE BEEN SUCCESSFUL?

LEARNING INTENTION: TO BE ABLE TO IDENTIFY POSITIVE BEHAVIOURS IN A RELATIONSHIP AND HAVE A COMPLETE UNDERSTANDING ABOUT THE COMPLEXITIES REGARDING CONSENT

END OF UNIT ASSESSMENT:

I UNDERSTAND FULLY THE COMPLEXITIES AROUND CONSENT



STUDENT COMMENT: WHAT IS THE MOST IMPORTANT THING YOU LEARNT DURING THIS TOPIC?

RSE TEACHER ACKNOWLEDGEMENT

1 The student frequently makes a valuable contribution to PSHE lessons and is able to engage with challenging / sensitive topics with maturity, showing respect for the opinions of others	
2 The student is attentive during PSHE lessons and willing to engage with class discussion of challenging / sensitive topics	
3 The student's approach to PSHE lessons is inconsistent, finding it difficult to engage with challenging / sensitive topics with maturity	
4 The student does not engage in PSHE lessons	

RSE TEACHER SIGNATURE: _____

Anything I still don't understand or need help with:

The most important thing I learned this lesson was:

SIGNPOSTING

you want to talk to someone about today's lesson:



- Tutor or Head of Year
- Childline
 - 0800 1111
 - Online chat available at www.childline.org.uk
- Relate Relationships Advice
 - 0300 100 1234
 - Online chat available at www.relate.org.uk
- 24-hour National Domestic Violence Freephone Helpline
 - 0808 2000 247
- Freedom Charity:
 - 0845 607 0133
 - www.freedomcharity.org.uk
- Brook
 - 0808 802 1234
 - Website www.askbrook.org.uk