

# Relationships and Sex Education

Lesson plans and resources for Year 7

## Lesson plans..... 2

Lesson 1: Puberty and emotional changes..... 2

Lesson 2: Menstrual wellbeing Lesson..... 7

Lesson 3: Healthy and Unhealthy Relationships..... 11

Lesson 4: Managing conflict..... 15

Lesson 5: Introduction to consent..... 19

## Resources..... 25

Lesson 1..... 25

Lesson 2..... 28

Lesson 3..... 39

Lesson 4..... 43

Lesson 5..... 49

This is the first of five lessons for year 7 students. This lesson supports students to understand the emotional changes that occur during puberty and how these changes might affect their relationships. It develops a deeper understanding of the process of puberty, building on learning from the Medway primary RSE programme's key stage 2 lessons and key stage 3 science.

As this lesson focuses on emotional aspects of puberty and does not repeat detailed learning about physical changes, it is important to ensure this is covered in science so that all aspects are dealt with appropriately.

<b>Learning objective</b>	We are learning: <input checked="" type="checkbox"/> about how the emotions are affected by puberty, how this may affect relationships and how to manage this.
<b>Learning outcomes</b>	<input checked="" type="checkbox"/> I can describe the main physical and emotional changes experienced during puberty <input checked="" type="checkbox"/> I can evaluate how relationships can be affected during puberty <input checked="" type="checkbox"/> I have strategies for managing the emotional aspects of puberty
<b>Resources required</b>	<input checked="" type="checkbox"/> Box or envelope for anonymous questions <input checked="" type="checkbox"/> Resource 1: Unit baseline scenarios (1 copy each) <input checked="" type="checkbox"/> Resource 2: Changes during puberty (1 copy per pair) <input checked="" type="checkbox"/> Resource 3: Family scenarios (1 copy, divided between 4 groups) <input checked="" type="checkbox"/> Box or envelope for anonymous questions <input checked="" type="checkbox"/> Optional for extension task: A range of products relating to puberty - antiperspirant, deodorant, body spray, tampons, menstrual pads, menstrual cups

Activity	Description	Time
<b>Question box</b>	Prior to the lesson, students write anonymous questions about the topic.	5
<b>Baseline assessment</b>	Baseline assessment focusing on different aspects of the scheme of work. Follow up discussion on how relationships change during puberty.	15
<b>Changes card sort</b>	Students complete a card sort of changes during puberty.	10
<b>Puberty and family life</b>	Students give advice to characters experiencing relationship and puberty challenges.	15
<b>Managing emotions suggestions</b>	Students mind map ways to manage feelings and emotions during puberty.	10
<b>Endpoint assessment and signposting</b>	Return to anonymous questions and recap learning through questioning. Remind students of support available.	5

Climate for learning

Ensure you have read the **Medway Teacher's Guide** to this programme and have considered any sensitivities and prior knowledge about specific students' circumstances.

Be aware that exclusively using 'boys' and 'girls' as labels can marginalise trans young people. This lesson includes references to physical changes at puberty (building on students' learning in science) and it is important that students understand the changes that are happening to them and their peers whatever their biological sex. Language used in this lesson has been chosen to be as inclusive as possible whilst being clear on those changes that specifically affect biologically female or male bodies.

Key words

Puberty, emotions, parents, family, relationships, adolescence, independence

Begin the lesson by agreeing or reinforcing the ground rules, including the right to pass, no personal stories and no names.

**If time allows, the anonymous question box activity will be most effective if completed before this lesson.**

**Anonymous question box**

5 mins

Explain that the focus for this lesson is puberty and that it will mainly focus on how relationships change during puberty. Later lessons will look at menstrual wellbeing, healthy relationships, managing relationship conflict, and introduce the concept of consent.

Ask all students to think of at least one question they have relating to these topics and to write them on a piece of paper. Collect the questions in a box or envelope.

Unless this activity is done prior to the lesson, set the class going on the baseline activity while you read the questions and get a sense of issues you need to address during the unit of work.

**Baseline assessment**

15 mins

Using **Resource 1: Unit baseline scenarios**, students respond to the scenarios demonstrating what they already know about puberty, relationships and how to manage them. This is an individual task, to be completed without further prompting or examples, so you can gauge students' starting points, including their current understanding, misconceptions and gaps in knowledge. Move around the room observing any common responses, particularly those that may be inaccurate, to inform teaching within this and subsequent lessons.

Explain we'll be looking at the full range of topics which these scenarios focus on throughout the scheme of work but support is available on all the issues raised - students do not need to wait if they want to talk to a trusted adult at the school.

Share the following definition of 'Puberty' on the PowerPoint.

*Puberty is the stage in someone's life when they develop from a child into an adult because of changes in their body that make them able to have children. These physical changes are accompanied by changes that can affect emotions as hormones change and people's identities develop.*

Baseline assessment

To prompt discussion around the non-physical aspects of puberty, ask students:

- *How might relationships change during or after puberty?* This question will be covered in more detail later in the lesson, but answers could include:
  - relationships with parents change as boundaries change with increased independence; mood swings can impact on quality of relationship
  - friendships change as someone's identity evolves; interests can change, and people sometimes outgrow old friendships; old friendships can become stronger as people grow together and support each other through changes
  - people can start to feel attraction to others – this is the start of forming more romantic and intimate relationships.

### Changes during puberty

10 mins

To recap some of the physical changes young people experience during puberty, give students **Resource 2: Changes during puberty**. Ask pairs to organise the cards into those changes which are 'biologically male', 'biologically female', and 'can affect anyone'. Identify that a lot of changes, both physical and emotional, happen to anyone, no matter what sex they are, during puberty.

Collate answers to check recall of prior learning.

Next, ask students to identify and group together the changes described on the cards which are likely to affect the relationships young people have with others (this might include friends, family, or romantic relationships). These would include:

- Moods seem to change a lot
- Sexual feelings may begin
- Confusion about maturity
- Feeling intense emotions
- Can feel teary or angry for no reason

### Puberty and family life

15 mins

Explain to students that managing relationships during puberty can take some work. Divide the class into groups and ask them to pick a scenario from **Resource 3: Family scenarios**. Ask them to give advice to the character about what they should do next to resolve the concern. Be sensitive to any students whose home situation may make this activity more challenging.

Invite class feedback. If students do not identify these strategies themselves, draw out key suggestions, such as:

- It's good to talk and be open and honest with family, even if this can feel embarrassing or awkward
- Writing a bullet point list to take into a conversation or writing a letter can help if someone is worried about what to say

- As young people develop more independence, people may need to negotiate new rules with their parents/carers, and stick to them!
- Demonstrating responsible behaviour and helping out where possible builds trust with parents/carers
- Find a good time and place to talk to family about embarrassing or difficult issues; for example, they might find it harder to listen if they are in the middle of cooking dinner or rushing out to the shops
- Remember there are lots of sources of advice and support on puberty including teachers at school and websites like Childline
- It is important to demonstrate the ability to balance time between friends/relationships and school work, for example by making sure to complete homework before asking to go out with friends
- Some parents/carers are more open to these kinds of discussions than others. Speaking to another trusted adult can help.

### Managing emotions suggestions

70 mins

Ask students to suggest ways young people can manage the difficult emotions, mood swings and unpredictable reactions that sometimes occur during puberty.

Ideas could include:

- Strategies to support mental health such as exercise, relaxation techniques
- Prioritising healthy sleep patterns

Being honest about overreactions and taking responsibility for poor behaviour

- Using techniques to find breathing space in conversations e.g. "I just need to get a drink – then can we sit down and talk about this?"
- Checking in with family/friends when feeling calm to get ahead of any worries e.g. "I'm worried I've not been focusing as much in class as I've been struggling to sleep recently – can we talk about it before parents' evening?"

**Support:** Students could be given a set of question prompts – who should the person tell and what might they say?

**Challenge:** Students could provide a written response in the form of an advice column

### Question box feedback and further support

5 mins

Return to the anonymous questions posed prior to, or at the start of the lesson. Recognise those questions which have already been answered by the lesson content by asking students give a thumbs up or thumbs down. Have we answered this question today?































































Year 7 Lesson 2 | Resource 2: Menstrual products record sheet

Product	How it's used	Advantages of using the product	Drawbacks of using the product
Tampons			
Towels/pads			
Menstrual cups			
Reusable pads			
Period pants			

Parent/Carer copy (for personal use, not to be shared).  
 Copyright © PSHE Association 2023

**Year 7 Lesson 2 | Resource 2a: Menstrual products record sheet**

Product	How it's used	Easy to use for people new to having periods?	Easy and cheap to buy?	Environmentally friendly?	Suitable for swimming?
<b>Tampons</b>	These are inserted into the vagina to absorb menstrual blood. Some come with applicators which are put in the bin once the tampon has been inserted. Tampons should be changed and put in a bin every 4-8 hours.				
<b>Towels/pads</b>	These are pads that can be stuck to pants to absorb menstrual blood. They should be changed every 4-6 hours.				
<b>Menstrual cups</b>	The cup is put into the vagina to collect menstrual blood. They should be emptied and washed at least every 10-12 hours.				
<b>Reusable pads</b>	They are worn in the same way as disposable pads/towels so should be changed every 4-6 hours. They need to be rinsed before being washed.				
<b>Period pants</b>	Some pants absorb the blood so can be worn all day before changing. Some are only leak proof so are designed to be worn with another menstrual product.				

Parent/Carer copy (for personal use, not to be shared).  
 Copyright © PSHE Association 2023



1. I can't go to swimming training when I have my period, but I'm too embarrassed to tell my mate or coach.

2. I do get moody on my period and my mates get annoyed with me. One of them is always saying 'she must be on her period' even when I'm not.



3. I just want to stay in bed and eat sugary snacks during my period. I also get really bad cramps.

4. I have to be really careful with how many pads I use as we can't really afford to buy more than one pack a month.



5. I leaked last time during the day and it showed through my clothes. I didn't know what to do, I was so embarrassed. I ended up wearing my big coat around my waist and waiting at school until everyone had gone before going home.

6. I ended up in a loo with no disposal bin, I was fairly sure there was one just outside but I ended up flushing the pad down the loo. I knew I shouldn't but I was too worried someone might see me putting it in the bin.



7. I have only just started my periods a few months ago so they are very irregular. I know that's completely normal but I'm anxious as I'm never quite sure when I'm due to start.

8. I'm so tired during my period and just want to curl up and sleep on the sofa but then at bedtime I'm not tired and feel worse the next day.



## Year 7 Lesson 2 | Resource 4: Teacher notes (Menstrual products record sheet answers)

	How it's used	Advantages of using the product	Drawbacks of using the product
<b>Tampons</b>	Inserted into vagina.	<ul style="list-style-type: none"> <li>Widely available.</li> <li>More discrete than pads.</li> <li>Can be used for swimming.</li> <li>Different absorbencies available.</li> <li>More secure when exercising.</li> <li>They come with or without applicators and reusable applicators are available to reduce waste.</li> </ul>	<ul style="list-style-type: none"> <li>Must be changed regularly to avoid risk of infection (toxic shock syndrome (TSS) – a rare but serious condition where bacteria release toxins into the body. This is very rare now tampons are better manufactured and we know more about the need to change tampons regularly).</li> <li>Cost per pack is small but works out more expensive over time.</li> <li>Lots of paper and plastic waste, particularly for those with applicators.</li> <li>Not always easy for young people to use the first time.</li> <li>Perfumes are sometimes used which can cause irritation for some people. Some people try to avoid buying products with chemicals, yet some are bleached during manufacturing.</li> <li>Some people choose not to use tampons for religious/cultural reasons.</li> </ul>
<b>Towels/pads</b>	Stuck to inside of crotch of pants. Wings folded around if present.	<ul style="list-style-type: none"> <li>Widely available.</li> <li>Come in a variety of sizes, shapes, and absorbencies.</li> <li>Easy to use. – good if just started having periods.</li> <li>No risk of toxic shock syndrome.</li> <li>Good alternative to tampons if prefer not to use them for religious/cultural reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Can be bulky to wear.</li> <li>Lots of plastic and paper waste.</li> <li>Need changing regularly, approx. every 4-6 hours.</li> <li>They can move about so there is a greater risk of leaks.</li> <li>Cost per pack is small but works out more expensive over time.</li> <li>Can't be used when swimming.</li> <li>Perfumes are sometimes used which can cause irritation for some people. Some people try to avoid buying products with chemicals, yet some are bleached during manufacturing.</li> </ul>
<b>Menstrual cups</b>	Inserted into vagina.	<ul style="list-style-type: none"> <li>These cost less over time as are reusable.</li> <li>Can be left in for up to 10-12 hours.</li> <li>Can be used for swimming.</li> <li>Almost no waste to landfill so they are more environmentally friendly.</li> </ul>	<ul style="list-style-type: none"> <li>Can take several attempts to find the right product fit.</li> <li>Technique for use takes practice.</li> <li>Need to be rinsed every time they are changed. (Users may prefer to find a toilet cubicle with a sink to do this when out.)</li> <li>Must not be left in for more than 12 hours to avoid risk of infection (TSS), which is a bigger initial cost than some other products.</li> </ul>
<b>Reusable pads</b>	Wings fold around crotch of pants and popper or velcroed in place.	<ul style="list-style-type: none"> <li>These cost less over time than disposable products.</li> <li>Almost no waste to landfill so they are more environmentally friendly.</li> <li>No bleach or perfumes used in production.</li> </ul>	<ul style="list-style-type: none"> <li>Can be bulky to wear.</li> <li>Need changing regularly, approx. every 4-6 hours.</li> <li>They can move about so there is a greater risk of leaks.</li> <li>More expensive than disposable pads so initial cost is higher.</li> <li>Can't be used when swimming.</li> <li>Need something to keep used ones in when out.</li> <li>Several would be needed so they can be used in rotation.</li> <li>Not as easy to find in shops as some other products.</li> </ul>
<b>Period pants</b>	Worn in place of pants.	<ul style="list-style-type: none"> <li>Almost no waste to landfill so they are more environmentally friendly.</li> <li>These cost less over time than disposable products.</li> <li>Can we worn alongside other period products for additional protection from leaks.</li> </ul>	<ul style="list-style-type: none"> <li>Some are only leak-proof meaning they need to be worn with another product.</li> <li>Initial cost is higher than some other products.</li> <li>Would need at least three, one to be worn in the wash, one ready to wear.</li> <li>Not as easy to find in shops as some other products.</li> </ul>

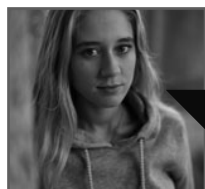
Year 7 Lesson 2 | Resource 4: Teacher notes (Menstrual products record sheet support answers)

Product	How it's used	Easy to use for people new to having periods?	Easy and cheap to buy?	Environmentally friendly?	Suitable for swimming?
<b>Tampons</b>	These are inserted into the vagina to absorb menstrual blood. Some come with applicators which are put in the bin once the tampon has been inserted. Tampons should be changed and put in a bin every 4-8 hours.	✓	✓		✓
<b>Towels/pads</b>	These are pads that can be stuck to pants to absorb menstrual blood. They should be changed every 4-6 hours.	✓	✓		
<b>Menstrual cups</b>	The cup is put into the vagina to collect menstrual blood. They should be emptied and washed at least every 10-12 hours.			✓	✓
<b>Reusable pads</b>	They are worn in the same way as disposable pads/towels so should be changed every 4-6 hours. They need to be rinsed before being washed.	✓	✓	✓	
<b>Period pants</b>	Some pants absorb the blood so can be worn all day before changing. Some are only leak proof so are designed to be worn with another menstrual product.	✓		✓	

Parent/Carer copy (for personal use, not to be shared).  
 Copyright © PSHE Association 2023

## Year 7 Lesson 2 | Resource 4: Teacher notes (Menstruation wellbeing forum responses suggestions)

Period problem post	Suggestions
<p><b>1.</b> I can't go to swimming training when I have my period, but I'm too embarrassed to tell my mate or coach.</p>	<p>It's nothing to be embarrassed about. Talk to your coach, they will likely have encountered this before and will understand. Products such as tampons or menstrual cups can be worn when swimming.</p>
<p><b>2.</b> I do get moody on my period and my mates get annoyed with me. One of them is always saying 'she must be on her period' even when I'm not.</p>	<p>Speak to friends- explain it's upsetting when they make statements like this and ask them to stop. These kinds of comments are sexist and not appropriate, so talk to a trusted adult if they happen again. Try to avoid taking frustrations out on friends where possible, even if periods are affecting mood – but confiding in friends that you are feeling out of sorts can be helpful as others often feel the same. Relaxation techniques and good sleep habits can help to manage mood.</p>
<p><b>3.</b> I just want to stay in bed and eat sugary snacks during my period. I also get really bad cramps.</p>	<p>Sugary food can make people feel bloated and affect mood and energy. Exercise is good for relieving cramps and, together with eating healthily, can help people feel more energised. Warm baths and hot water bottles can also be relaxing for cramps. Some people find painkillers help. If the cramps do not improve, seeing a GP can be helpful.</p>
<p><b>4.</b> I have to be really careful with how many pads I use as we can't really afford to buy more than one pack a month.</p>	<p>Purchasing menstrual products can be more difficult for those on stretched household budgets. There are places to get free products and often the school nurse and/or PSHE teacher has spares. Local food banks and Red Box Project boxes can also help. Reusable products are more expensive to buy initially but work out much cheaper over time so may be worth considering.</p>
<p><b>5.</b> I leaked last time during the day and it showed through my clothes. I didn't know what to do, I was so embarrassed! I ended up wearing my big coat around my waist and waiting at school until everyone had gone before going home.</p>	<p>This is common, especially when periods are just starting and can be quite irregular. People will understand! It can be helpful to carry a spare set of pants, pads, tampons, tissue/wipes until feeling more confident about predicting the menstrual cycle and which products are most suitable. Going to the toilet more regularly during breaks and lunch can help, as can using a higher absorbency product on heavier days (which tend to be at the start of a period).</p>
<p><b>6.</b> I ended up in a loo with no disposal bin, I was fairly sure there was one just outside but I ended up flushing the pad down the loo. I knew I shouldn't but I was too worried someone might see me putting it in the bin.</p>	<p>Most would not notice or worry about someone putting a pad in the bin. Products are not designed to be flushed down the toilet, so they can block the drains. If it happens again, wrap it up in the wrapper of the next pad or in some tissue and put the whole lot in the nearest bin.</p>
<p><b>7.</b> I started my periods a few months ago and they're very irregular. I know that's completely normal but I'm never sure when I'm due to start which is making me anxious.</p>	<p>It is common for periods to be irregular at the start, so it can help to be prepared with a spare set of pants and menstrual products. Some people use pantliners around the time they are due to start their period. There are free phone apps and calendars which can help predict when someone is likely to start their period.</p>
<p><b>8.</b> I'm so tired on my period and just want to curl up and sleep on the sofa but then at bedtime I'm not tired and feel worse the next day.</p>	<p>Puberty affects the sleep cycle – the body naturally shifts feelings of sleepiness to later (10-11pm or even later) yet there is still a need for a full night's sleep. Sleep is beneficial for overall health, so it is important to try to maintain regular sleep routines. Exercise during the day can help a person to feel less lethargic, relieve cramps and sleep better at night.</p>



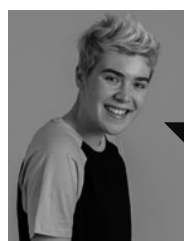
I really liked this guy but girls are supposed to wait for guys to ask us out, right? But I got bored of waiting to know if he liked me so I asked him out anyway. Turns out he was interested but he'd been told I wasn't! I think maybe someone was just jealous so lied...

Films always seem to show men as being in charge when it comes to relationships and getting romantic. But I'm sure if I behaved like a movie character –grabbing someone I've just met for a kiss or insisting they date me even when they've said no lots before – I'd end up being slapped or arrested. It's weird that the media show these unhealthy examples of dating as if they're okay.



My parents say our culture has clear ideas about how men and women should be in relationships and what kind of relationships are acceptable. So it's hard to know how to act – do I show respect for my parents or do I do things differently and expect people to respect my ideas on what's okay and not okay?

I'm gay and thought someone I fancied might be gay too but I wasn't sure – I just had to ask and hope for the best! Turns out he's not gay but he really liked the compliment and promised not to say anything to our friends as I'm not quite ready to tell people about my sexuality yet. Sucks when someone you like isn't interested but things are still good between us and I'm proud I was brave enough to ask someone out. That's pretty cool.



I'm a bit of a geek so I thought people would be put off by that but it turns out there are lots of different people out there who are all into different things. We don't all have to like the same things in relationships either – I don't like sport but I'm going out with a sports captain and we're really into each other.

I really cried when my girlfriend and I split up - it really hurt. One of my mates told me to 'man up' but another was really cool about hanging out with me when I needed a distraction. I think that stuff about boys having to be hard and not show their feelings is just old news and not a good way to be. Being open with friends meant they could help me out and I got over the breakup quicker, I think.





I don't think a girl has to wait for a man to ask them out. I think we should be more equal.

It's weird that films show really unhealthy examples of dating. It's not okay to kiss someone without asking and we shouldn't keep asking someone out if they have said no.



I was worried people wouldn't like me if I had different hobbies to them but it doesn't really matter if you like each other.







1. Jess left it till the last minute to do her homework, so she urgently needs the computer but her brother is using it with his mates. He doesn't let her use it when she asks so she pulls the wires out to stop their game.



2. When a girl Lee likes spends time with him on a school trip, he wonders whether she might want to date him. His mates say he should whistle at her and tell her she looks sexy. He follows their advice but she just looks really shocked and walks away.



3. Georgie wishes she saw more of her girlfriend but Yana is always so busy. That weekend, Georgie sees Yana in the shopping centre with friends so invites her to grab a milkshake together, but Yana tells Georgie she's busy and will message her some time to hang out.



4. Kev's best friend teases him about a selfie he posted online last night. It really hurt his feelings.



5. Pria's messages online to someone she really likes have been ignored. She tries to speak with them in person but they clearly aren't interested. She's upset but keeps her distance from them and tries to get over her crush by spending time with friends.



6. Drizee's girlfriend Shana keeps borrowing money from him. When Drizee says 'no' one day, she humiliates him in front of their friends and threatens to tell everyone Drizee is a really bad kisser if he says no again.

## Year 7 Lesson 3 | Resource 3: Healthy and unhealthy relationship behaviours - teacher notes

- 1.** Jess has created this situation by not planning her time and needs to take responsibility for this.
  - Sometimes people make mistakes with their time planning – her brother should remember how it feels when such situations happen.
  - It can be difficult to hold our temper when something is important to us but pulling out the wires does not show respect to her brother and is likely to inflame the situation.
  - It is common to have small family disagreements like this – consider ways to avoid them and learn how to manage them in ways that ensure each person’s needs are respected.
  
- 2.** This is not acceptable behaviour.
  - His friends also need to be told this is inappropriate – if they intended this as a joke, it is not funny and encourages sexist behaviour.
  - The person Lee whistled at deserves an apology from Lee.
  - The person Lee whistled at may also benefit from support to manage her feelings.
  
- 3.** Georgie and Yana seem to have different relationship needs and boundaries – this is common and needs to be discussed.
  - Relationships require balance between investing in the relationship, and having the space to thrive as an individual. Yana seems to be keeping the relationship entirely on her terms (she is the only person who decides when they next see each other, and her behaviour may seem rude).
  - Georgie could contact Yana and ask to talk about how she is feeling.
  
- 4.** Different people have different things that worry them. It is common for people to feel sensitive about pictures posted online.
  - Kev’s friend is not being respectful, and it is okay to explain how the teasing is making him feel.
  - A good friend will understand and change their behaviour.
  
- 5.** Pria has shown that she recognises that the other person is not interested, which is positive.
  - Pria’s strategy of distracting herself by spending time with friends is appropriate – at least in the short term.
  
- 6.** Shana’s behaviour is manipulative and controlling – it is not appropriate.
  - Drizee could talk about his feelings with Shana, but may need to consider leaving the relationship.
  - Such behaviours may be an early sign that Shana could use more controlling behaviours as the relationship progresses. So if Drizee stays with Shana, he must be vigilant for further controlling behaviours – if this continues, it may not be safe to stay in the relationship.

Year 7 Lesson 4 | Resource 1: Communication Strategies Grid

Communication Strategy	Description	Body language	Example of something said
Attacking	Insulting, judging, threatening, being aggressive		
Evasion	Down-playing, ignoring, putting off the conversation		
Informing	Sharing information, feelings, and views		
Openness	Curiosity, active listening, summarising		
Uniting	Finding agreement/common values, building connection, finding solutions		

Year 7 Lesson 4 | Resource 2: Communication Strategies Grid - Teacher Suggestions

Communication Strategy	Description	Body language	Example of something said
Attacking	Insulting, judging, threatening, being aggressive	Loud and often invades others' personal space pointing and aggressive gestures.	"You idiot!" "No-one agrees with you so just shut up!"
Evasion	Down-playing, ignoring, putting off the conversation	Limited eye contact and often try to make themselves look smaller.	"It's fine." "We'll talk about it later." "It doesn't matter."
Informing	Sharing information, feelings, and views	Has an open posture with arms unfolded.	"I've been feeling pretty upset recently." "It was an accident – I didn't mean to do it. What happened was..."
Openness	Curiosity, active listening, summarising	Maintains eye contact and waits for another to finish speaking before contributing.	"Why do you think this happened?" "It sounds like you've been upset about this for a long time."
Uniting	Finding agreement/common values, building connection, finding solutions	Positive gestures e.g. hug, handshake, nodding.	"I think that solution will work for us both – thank you for discussing it with me" .. "How can we make this work for everyone?"

1. Ollie's been really grouchy lately so when his parents get on his nerves, he snaps at them. Then they get angry with him. The issues are all little things, like they ask him tons of questions about his day and his friends, and they get annoyed if he has a lie-in at weekends. It's making it feel unbearable to be at home right now.

---

---

2. Laura's dad is a single parent who relies on a small income from part time work to pay for expenses while he's looking after Laura's younger brothers. Laura's dad says he can't afford expensive school trips and clothes. But Laura feels left out as her friends' parents can afford those kinds of things. Laura recently got upset about it and snapped at her dad.

---

---

3. Jermain's nan has some views about how he should live his life which he feels are quite out-of-date. Like she won't allow him to have a smart phone and she refuses to buy pizzas and takeaways if friends come over. She insists they sit up to the dinner table to eat a full home-cooked meal, which Jermain finds embarrassing. He wants to get her to change her expectations but doesn't know how.

---

---

4. Tilly has recently been placed with a new foster family and is finding it difficult to learn a new set of rules and expectations, so she gets really angry sometimes and lashes out. She had similar problems at her last foster placement, so she doesn't know what to do.

---

---

5. Tariq's parents have told him that when he's older they will introduce him to suitable girls who meet their expectations as potential wives. They have said he will shame the family if he does not marry someone they approve of from their religious community. Tariq doesn't even know if he will want to get married one day and if he does, he would want to choose his own partner.

---

---

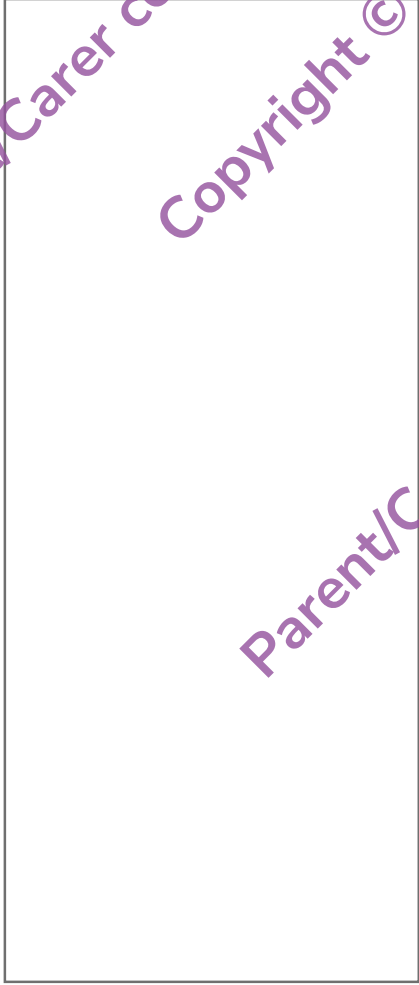
6. Hayden's dad loves to cook and gets offended unless the family eats lots of the food he prepares. Hayden is aware he is overeating to avoid hurting his dad's feelings and he's noticed it's affecting his performance in athletics. He just wants to eat a healthier portion size for his body.

---

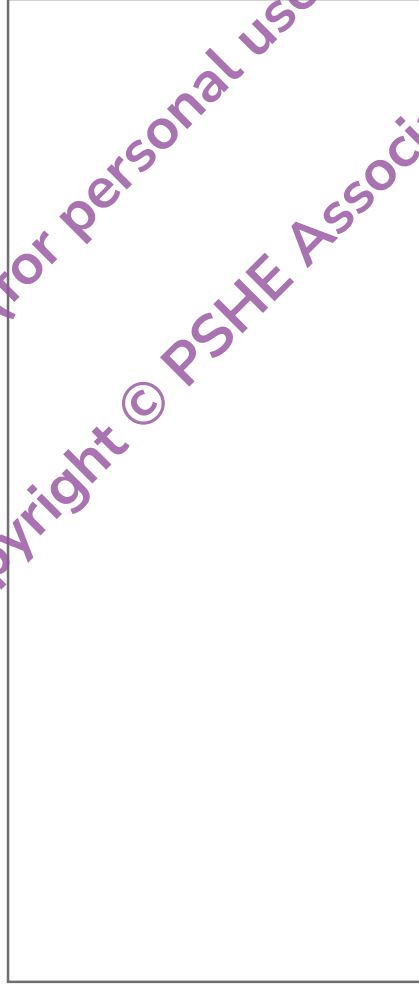
---

7. Tomasz's mum has been drinking a lot since she lost her job and it makes it very difficult to talk to her about important things. He is really worried about what's happening at home and it's affecting his schoolwork which gets him into trouble.

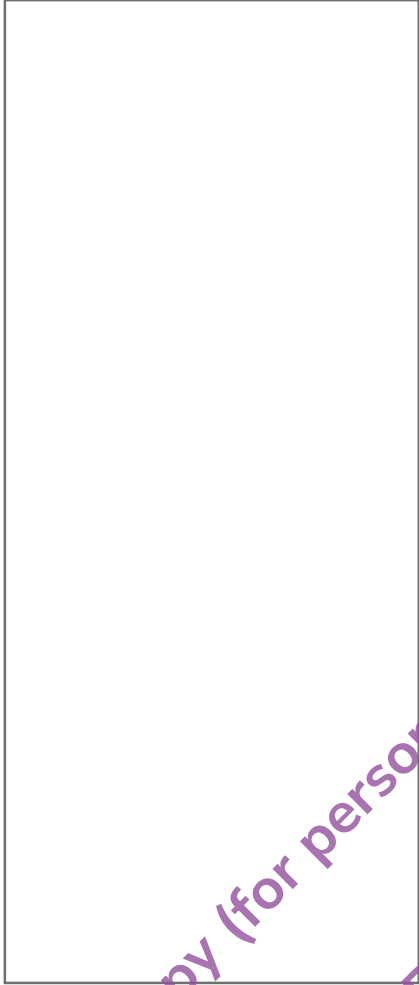
**Year 7 Lesson 4 | Resource 4: Storyboard Scenarios**



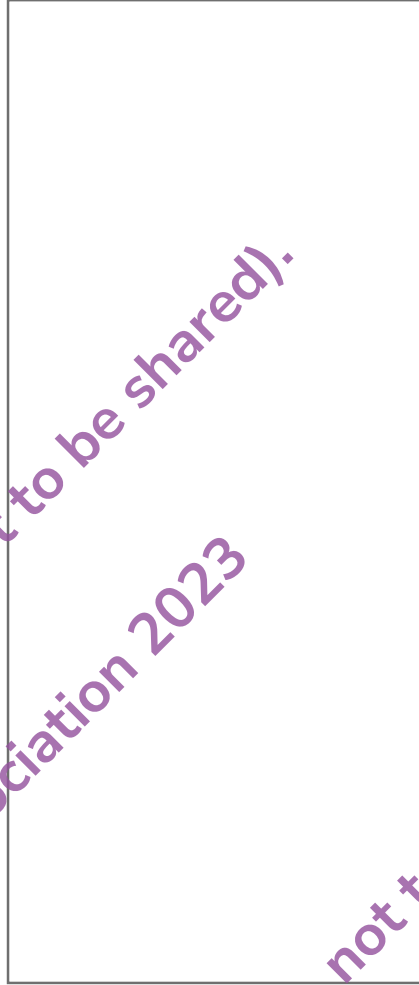
**1.** The bus was full, so Kezia has had to walk home and is really late. As often happens, Kezia's dad shouts at her for being late and grounds her, without asking what happened. So Kezia shouts back and throws her Dad's phone across the room before going up to her room.



**3.** Dan pressured Liam to skip a lesson they both dislike. They got into trouble with their parents and Liam has now had all his devices confiscated so he can't contact Dan. Being cut off from his friends is making him angry and it also means he is struggling to do his homework.



**5.** Joe has interviews arranged for weekend jobs. Dylan asks to try out a new haircut he learnt at college on Joe. Joe doesn't want this but fears saying 'no' as Dylan often shouts to get his way. So Joe wants to find a way to resolve the situation without annoying Dylan.



**4.** Mei's sister wants to borrow her canteen card for the third time that week. It means Mei won't have enough for the rest of the month and her parents don't have money for extras. Her older brother used to bully her for her canteen credit and she doesn't want the same thing to happen again.

Parent/Carer copy (for personal use, not to be shared).  
Copyright © PSHE Association 2023  
Parent/Carer copy (for personal use, not to be shared).  
Copyright © PSHE Association 2023

## Kezia

- Both Kezia and her father have been using an attacking, aggressive communication style. Often if one person behaves in an aggressive way, this is mirrored by the other person.
- Sometimes pausing before responding, and thinking about why the person is angry, can help someone to respond in a less aggressive way. This may be something Kezia could consider next time.
- As this appears to be a long-standing issue, Kezia may benefit from support to manage her feelings and find a way forward – this could be a friend, teacher or other trusted adult in the first instance.
- It is not clear from the scenario – it is common for parents to over-react if they are worried about their child – but if there are signs of controlling, intimidating behaviour, additional support may be needed as this is not acceptable.
- If Kezia thinks it might help the situation, she could apologise later for throwing the phone. This might offer the opportunity to have a longer conversation at a less emotional time to discuss what happened and the impact of the way her father reacted.
- Using 'I feel...' language rather than labelling her father's behaviour is likely to have a better outcome.

## Joe

In healthy friendships, it is normal to need to say 'no' sometimes – it is not okay for Dylan to pressure people into feeling they cannot do what they wish with their own bodies, including their hair.

- If Joe feels uncomfortable about the haircut, he needs to find a way to say it's not for him. Perhaps offering to help find another volunteer would be a positive way forward.
- If it is simply the timing which makes Joe feel uncomfortable, there may be other options such as suggesting they wait to experiment.
- Leaving it until the last minute to back out could create more problems if Dylan intends to use the experiment as part of his training/coursework. So it's important to be up front about this.
- However, it can also be helpful to choose the right moment. If Dylan is on his own, he may be less likely to be embarrassed or use others to back-up his persuasion. Or Joe could choose a time when he's with friends who can help smooth over any negativity and provide moral support.

## Liam

- Liam must take responsibility for his behaviour choices – there are consequences for his actions. While laptops, tablets and phones may seem a requirement for daily life for some, others do not have access to them. They are a privilege not a ‘right’. So it is legitimate for parents to review access to them.
- However, it may be possible to negotiate to find a ‘middle ground’ with his parents to help him study.
- Liam should reflect on why his parents have taken away his devices and try to see the situation from their perspective. Although at first glance, it may seem they are trying to punish him, it is likely to be mostly aimed at encouraging better decisions in the future, and to discourage unhealthy relationships which they might see as contributing to poor decisions. Perhaps Liam could ask his parents to talk this through with him.
- Liam may need to consider alternative ways to complete his studies and connect with friends.
- Liam may choose to rethink his friendship with Dan if he is being pressured into situations like these. Liam either needs to build his resistance to peer pressure, or step away from a friendship that may not be respecting his boundaries and best interests.

## Mei

- In the immediate situation, the school may be able to help with providing some food for Mei’s sister so she doesn’t miss out, or she could agree to pay this time but on the condition her sister pays the rest of the week – with this being followed up at home.
- Mei could remind her sister about the card when at home or Mei’s sister can set reminders on her phone if being forgetful is the issue rather than it being an intentional manipulation.
- If this is more of a worrying family pattern, further discussion with parents and/or another trusted adult may be needed.
- Mei may benefit from practising being more open and uniting, and saying no to pressure. However, it is important to recognise that bullying and manipulative behaviour are unacceptable and should be flagged with school staff (and parents in this instance).





“Yes, let’s do it!”

Nodding.

“No. Stop.”

Pushing someone  
away.

“I want to.”

Making eye contact.

“I don’t want to.”

Avoiding eye  
contact.

“I’m ready.”

Comfortable,  
relaxed body  
language.

“I’m not sure.”

Body is tense, stiff,  
or turned away.

“I’m not ready.”

“I feel good about  
this.”

Smiling / laughing.

“I’ve changed my  
mind.”

Crying or shaking  
head.