

# Relationships and Sex Education

## Lesson plans and resources for Year 8

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This is the first in a series of five lessons for Year 8 students. This lesson allows students to explore their relationship values and enables them to practise managing difficulties in relationships.

<b>Learning objective</b>	<p>We are learning:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> to develop realistic and healthy relationship values and expectations.</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> I can reflect on, and articulate, relationship values.</li> <li><input checked="" type="checkbox"/> I can identify healthy and unhealthy relationship behaviours and suggest ways to respond.</li> </ul>
<b>Resources required</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Box or envelope for anonymous questions</li> <li><input checked="" type="checkbox"/> <b>Resource 1: Value statements</b> (1 copy each – can be cut out by students or in advance)</li> <li><input checked="" type="checkbox"/> <b>Resource 2: Relationship red flags</b> (1 per 2-3 students)</li> <li><input checked="" type="checkbox"/> <b>Resource 3: Relationship scenarios cards</b> (1 copy of a scenario per pair/small group)</li> </ul>

Activity	Description	Time
<b>Baseline assessment</b>	Introduce the lesson. Students work individually to respond to a relationship quandary.	10
<b>Continuum line</b>	Students place statements about values on a continuum line to indicate those they most agree or disagree with.	10
<b>Red flags</b>	Students assess whether situations can be resolved with effective communication or whether the relationship should end.	15
<b>Exiting a relationship</b>	Students devise ways of starting conversations to end relationships respectfully.	5
<b>Endpoint assessment and signposting</b>	Students RAG rate different relationship behaviours and suggest ways to manage concerning issues before reflecting individually on the questions provided.	15
	Remind students of support available.	5

<b>Climate for learning</b>	<p>Ensure you have read the <b>Medway Teacher’s Guide</b> to this programme and have considered any sensitivities and prior knowledge about specific students’ circumstances.</p> <p>Remind students to use the question box if there is anything they wish to ask anonymously.</p>
<b>Key words</b>	Relationship, values, communication, negotiation, body language

Share the intended learning outcomes for the lesson with the group. Ensure ground rules are in place and remind students to use the anonymous question box if they wish.

### Values think/pair/share

10 mins

Ask students to think about what we mean by the word 'values'. They should then share it in their pairs before discussing their ideas as a group.

Read the introductory scenario on **PowerPoint slide 4** which explores values and communication in relationships.

Discuss the following questions as a class, or ask students to answer them in their books, then take feedback:

1. What values seem important to each of the characters in this relationship?
2. What advice would you give to the characters?

Use this activity to gauge students' current concept of values and understanding of communication in relationships. This can help you adapt the content of this series of lessons if necessary.

### Values continuum

10 mins

Ask students to place the statements from **Resource 1: Values statements** on a continuum line to indicate the extent to which they agree or disagree with them. Circulate to understand the key value statements which it would be most beneficial to discuss further.

**Support:** Students sort statements into 'agree' or 'disagree'.

**Challenge:** Students should annotate their continuum with the reasons for their decisions.

Feedback on any key statements which provide most scope for discussion within your class group.

Explain that it is important to think about what they believe would be right or wrong in a relationship so that they can communicate it effectively if necessary in their future relationships. Discussion should recognise that everyone has different relationship values, may prioritise values slightly differently, and has different boundaries about what they view as appropriate behaviour. However, some relationship behaviours are always unhealthy and unacceptable, which will be explored in the next activity.

### Red flags

15 mins

Ask students to watch **Childline: Am I in a Good Relationship?**<sup>1</sup> Then ask them to think, pair and share the relationship 'red flags' and warning signs discussed in the film, and make a class list.

Give each pair or small group the handout **Resource 2: Relationship red flags**. Are there any that students feel are missing from the list? Ask them to read the issues and consider which could be resolved using effective communication and which are indicators of a coercive relationship.

Take feedback and discuss as a class, drawing out that controlling behaviour is not appropriate in relationships. All the statements are potentially signs that the relationship is unsafe. Occasionally someone being quite intense at the start of a relationship is just because they are excited or new to relationships but it's important that they slow down if asked and that someone stays alert to any other things that don't feel right.

<sup>1</sup> <https://www.youtube.com/watch?v=trcq9I0gtG8&list=PLT09K6WFBVGMUHe2i1oXr6YdpVFvJOWOI&index=8>

**Exiting a relationship**

5 mins

Ask students to draw three speech bubbles and write examples for how a person might start a conversation to appropriately end a relationship. Suggestions could include:

- I've had a great time with you but...
- I don't want to hurt your feelings but...
- I feel like things have changed between us and...

Discuss the following ideas:

- Suggest that planning what to say may be helpful – even practising with a friend or in front of a mirror may be a good idea.
- Think about where to talk to a partner and choose somewhere appropriate – like a park or at home rather than in the canteen in front of friends.
- It is often better to talk to a partner face to face if breaking up with them. It may seem easier to use messages but there may be barriers to communication and the lack of body language/non-verbal cues could lead to misunderstandings or unanswered questions. But if this does not feel a safe strategy, over the phone or via messages can be an appropriate option.
- It can be difficult to stay firm if a person tries to convince someone to stay together and is upset. But being persuaded to stay because of guilt or fear will not resolve underlying problems.
- If a person is ever worried about their safety when breaking up with someone, they should seek advice from a trusted adult or ChildLine via live chat on their website or 0800 1111

**Relationship scenarios**

7.5 mins

Ask students to read the relationship scenarios on **Resource 3: Relationship scenarios**. They should highlight in red any behaviours which are concerning, in orange anything which is not quite right, and in green any positive relationship behaviours. **Powerpoint slides 10-12** provide key points to draw out for each scenario.

In the case of any concerning behaviours, ask students what the characters should do to ensure their safety.

**Private reflection**

7.5 mins

Give students the following private reflection questions. Their answers should not be shared with the class - this is to give them an opportunity to reflect. Some students may wish to share whether they feel differently about anything, as a result of today's lesson, (remind students about the ground rules regarding distancing).

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 could you develop your communication skills to ensure your values are respected, whilst respecting others' as well?

### Signposting further support

5 mins

Ensure students are aware of the information and support available on relationships and sex issues: a teacher, parent, school nurse, GP.

Highlight local and national services, such as those above and:

- A Better Medway: [www.abettermedway.co.uk/](http://www.abettermedway.co.uk/)
- Brook: [www.brook.org.uk/help-advice](http://www.brook.org.uk/help-advice)
- Childline: [www.childline.org.uk](http://www.childline.org.uk) Contact number: 0800 1111
- Freedom Charity: [www.freedomcharity.org.uk](http://www.freedomcharity.org.uk) Helpline for forced marriage: 0845 607 0133, or text the words 4freedom to 8802.

### Advice flyer

Students could investigate the different sources of help with relationship difficulties and create a flyer which explains what support each organisation can provide.

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- **Sexual orientation** - attraction to people, straight, gay, bisexual etc. This may not be fixed and for some people can evolve over time.

The learning outcome from this activity should be understanding that sex, gender identity, and sexual orientation are all facets of a person's identity but are distinct and separate. This activity promotes discussion of how conflation of these concepts can be problematic.

**Support:** Hand pairs of students **Resource 1a: Rainbow dominoes**. These cards are colour-coded, so each term will match with one of two definitions of the same colour. Ask students to decide which of the two definitions best fits each term to complete the dominoes with the same solution as **Resource 1: Definition dominoes**.

### Video discussion

10 mins

As a class watch **this video\*** from Childline (The Issues that Face the LGBT+ Community).

Discuss how people can be made to feel supported when they talk to friends about their sexual orientation or gender identity. You may wish to discuss ideas such as:

- How friends can make each other feel accepted and supported in general, so someone might feel more comfortable to come out about their sexual orientation or gender identity
- That everyone has a right to respect in our community
- How friends might respond to make someone feel supported when they share about their sexual orientation or gender identity

\* <https://www.youtube.com/watch?v=RHymPvtLlCA>

### Friend scenarios

15 mins

Give pairs of students **Resource 2: Friend scenarios** and ask them to consider the following for each speech bubble:

1. What might the person be thinking and feeling as they say this to a friend?
2. What might a friend who hears this be thinking and feeling?
3. What might a friend be able to do or say to make the other person feel comfortable and supported?

Take feedback. Students might discuss that:

1. A young person discussing their sexual orientation or gender identity for the first time may feel nervous and wonder how their friend will react. They might be concerned that they won't be believed or taken seriously, or that their friend might react negatively or treat them differently. If a person is experiencing bullying related to sexual orientation or gender identity, they might be hoping that their friend can help them to find help to stop the bullying.
2. Friends hearing about a person's sexual orientation or gender identity may or may not feel surprised and may be worried about saying the right thing. They might have a lot of questions, and might not know how to ask them sensitively. In bullying situations, they might be upset or annoyed that someone is treating their friend badly and want to support them to get help or intervene themselves.

3. It could help for a friend to offer reassurance that their friendship isn't conditional based on sexual orientation or gender identity. They could let their friend know that there isn't any pressure to come out to anyone else until they're ready to, but that they're there for them. Regarding bullying situations, friends might want to help someone to seek support from a trusted adult, such as a teacher or parent/carer.

Remind students of school expectations around bullying and discriminatory behaviour, and highlight where students can get support. For example, talking to friends, form tutors and any other relevant members of the school community.

**Challenge:** Ask students to consider what wider communities could do to make people feel comfortable discussing sexual orientation and gender identity.

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### Private Reflection

5 mins

Give students two minutes in complete silence to privately think about these questions.

- 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?
- What further steps could our school take to ensure everyone is equally valued and supported?

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### Endpoint assessment

5 mins

Ask students to return to their baseline assessment. Is there anything they would like to add or change? Students should add any additional information or make any changes in a different colour pen.

If students have any unanswered questions, invite them to add them to the anonymous question box.

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### Signposting further support

**Important:** Ensure everyone is able to access the details for the support agencies below after the lesson privately and anonymously, or ensure everyone has a handout with the details on at the end of the lesson. **Do not make this optional** as young people may not wish their classmates to see them writing down the details or taking a handout.

Ensure students are aware of the information and support available on any relationships and sex issues: a teacher, parent, school nurse, GP.

Highlight local and national services, such as:

- LGBT+ helpline: Contact number: 0300 330 0630
- A Better Medway: [www.abettermedway.co.uk/](http://www.abettermedway.co.uk/)
- Brook: [www.brook.org.uk/help-advice](http://www.brook.org.uk/help-advice); Contact number: 0808 802 1234
- Childline: [www.childline.org.uk](http://www.childline.org.uk); Contact number: 0800 1111

**The law on 'homosexuality'** -

Ask students to research the laws relating to 'homosexuality' and create a timeline to display this.

**Gendered colours** -

Ask students to research the history of the use of the colours pink and blue to designate babies' sex in Western culture. They could focus on the origins of the practice, whether the colour designations have always been the same, and the impacts of this practice.

**Celebrate LGBT History Month** -

How would you involve your class in planning celebrations for Lesbian, Gay, Bisexual, Transgender (LGBT) History month held in February each year?

**International day against homophobia, biphobia and transphobia**

Ask students to plan and prepare an assembly to celebrate the International Day Against Homophobia, Biphobia and Transphobia on the 17th May.

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This is the fourth of five lessons for Year 8 students. This lesson looks specifically at assumptions that can be made in relation to consent, particularly in new relationships, and how these can be challenged or avoided.

<b>Learning objective</b>	<p>We are learning:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> about common assumptions related to consent and how to challenge these.</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> I can identify common assumptions related to consent and explain why these are wrong</li> <li><input checked="" type="checkbox"/> I can explain the right to not give, or withdraw consent at any time and why this must be respected</li> <li><input checked="" type="checkbox"/> I can describe or demonstrate ways to avoid making assumptions related to consent, and strategies someone could use to not give or withdraw consent</li> </ul>
<b>Resources required</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Box or envelope for anonymous questions</li> <li><input checked="" type="checkbox"/> Flipchart paper and pens</li> <li><input checked="" type="checkbox"/> Resource 1: Assumption statements (1 copy - 1 statement per group)</li> <li><input checked="" type="checkbox"/> Resource 2: Assumptions storyboard (1 copy per pair)</li> <li><input checked="" type="checkbox"/> Resource 2a: Possible assumptions and behaviours (optional support)</li> </ul>

Activity	Description	Time
<b>Baseline assessment</b>	Students summarise their understanding of consent using a rap, poem, or short news bulletin.	10
<b>Assumption statements</b>	Working in groups, students respond to statements which include an assumption about consent.	15
<b>Assumptions and their consequences</b>	Students respond to a storyboard focused on gendered assumptions and the consequences of these on behaviours and sexual encounters.	15
<b>Advising Miranda and Mikey</b>	Students write advice to Miranda and Mikey, explaining how to withdraw consent.	10
<b>Endpoint assessment and signposting</b>	Students practise statements to withdraw or not give their consent. Revisit signposting.	10

<b>Climate for learning</b>	<p>Ensure you have read the <b>Medway Teacher's Guide</b> to this programme and have considered any sensitivities and prior knowledge about specific students' circumstances.</p> <p>Remind students to use the question box if there is anything they wish to ask anonymously.</p>
<b>Key words</b>	Consent, assumptions, myths, expectations

<sup>1</sup> This lesson is adapted from KS3 lesson 2 of the PSHE Association lesson plans on teaching about consent

**Introduction**

5 mins

Introduce the learning objectives and outcomes and negotiate or reinforce ground rules, highlighting any that are particularly pertinent for this lesson, such as not making assumptions about anyone else or asking personal questions.

Explain that this lesson will be looking at the concept of consent and what this means in intimate, sexual relationships.

**Recall activity**

5 mins

Working in pairs, ask students to summarise everything they know about the concept of consent. They could do this in a short rap, 60 second news bulletin or acrostic poem using the word 'CONSENT' as a starting point.

Invite pairs to read out their poem, rap or news bulletin to summarise what they've learnt so far. Make a note of any misconceptions or gaps in understanding that will need to be addressed throughout the lesson.

**Assumption statements**

15 mins

Organise students into six groups and hand each group one of the statements from **Resource 1: Assumption statements**. Ask the groups to discuss and make notes on the following questions:

- Do you agree with the statement? Why / why not?
- If the first part of the statement is true, does that mean the second part must be true? Why / why not?
- How do you think each person in the situation is feeling right now?
- What do you think might happen next?

When groups have worked on the first statements for a while, ask them to pass their sheet to the next group, so that they all get a new statement with the previous group's comments on. Give students another two minutes to add or respond to the comments there.

Continue to pass the sheets to new groups, ideally until all groups have seen all statements and had a chance to discuss and add comments (after the first statement, this can be reasonably short).

**Support:** Students can write a tick or cross next to the statement to show if they agree – and next to other students' comments.

**Challenge:** Ask students to chair the discussion in each group and synthesise views before they are recorded on the sheet.

Bring the class back together and ask them to identify what assumptions they think were being made in the statements.

Students should identify:

- Consenting to one thing (a kiss, going upstairs, sending a video) does not mean consenting to something else (sex, other sexual activity)



- Consenting at one time (earlier in the evening, another day) does not mean consenting at all times – people can change their mind and can feel differently about whether or not they want to do something on different days, so consent must always be checked and is not a ‘one off’.
- Someone’s behaviour may sometimes seem to give non-verbal cues. However, the way someone dresses, looks, or behaves should never be taken to imply consent and it is vital that consent is explicitly sought in all circumstances.
- Consenting with one person does not mean consenting with someone else.
- Assumptions about what might happen or what someone wants, can lead to feelings of confusion or rejection on the part of the person who has made the assumption. For the other person, the situation can quickly feel pressured and uncomfortable.

### Assumptions and their consequences

15 mins

Ask students to work in small groups and hand them **Resource 2: Assumptions storyboard**. Explain that they are now going to think about how assumptions can affect relationships and intimate/sexual encounters, and the consequences of this.

Ask groups to read the first row of **Resource 2: Assumptions storyboard (part 1)** and to now list as many assumptions as they can, that Miranda and Mikey might be making. These could be recorded on the white board as a whole class list.

Next, ask groups to read the second row (part 2) and ask them to think of how these assumptions might make Miranda and Mikey behave differently when they get together. Encourage feedback and add their ideas to the previous class list.

Pause here and ask students the following discussion questions:

1. Where might Mikey’s and Miranda’s assumptions about sex have come from?
2. Are the assumptions likely to help Mikey and Miranda have a positive, healthy sexual experience? Why / why not?
3. What might help Mikey and Miranda to manage their assumptions and make for a better experience for both of them?
4. How might these assumptions be similar or different in a same sex relationship?

**Support:** For classes, or individual groups, who find the ‘assumptions’ difficult to generate themselves, use **Resource 2a Possible Assumptions and behaviours**. Encourage students to choose those they think are most likely for both Miranda and Mikey, and match them to the possible corresponding behaviours.

**Challenge:** Ask students to identify which assumption they think is the most problematic (this could be from their own generated list, or using the suggestions on **Resource 2a**) and explain why.

Take some feedback, highlighting the following key learning:

1. Students might suggest – the media (e.g. TV, film), social media, pornography, friends/peers, wider societal norms or expectations, stereotypes.

2. Students should recognise that such assumptions can lead to less positive sexual experiences; they lead to misunderstanding, inaccurate expectations and poor communication. Sometimes people feel pressure on themselves, or exert pressure on others, to think, feel and behave in certain ways even if that's not what they really want.
3. Communication is key – getting to know each other, and being able to talk openly about sex and contraception choices are essential before a couple are intimate with one another.
4. Assumptions about sex and expectations of sexual activity are common and can impact on all relationships, including same sex relationships. Good communication around expectations and consent is equally essential in all relationships.

### Advising Miranda and Mikey

10 mins

As a class, now read Part 3 of the storyboard. Explain and emphasise that everyone has the right to withdraw their consent at any point during a sexual encounter. Consent is not something that is only given as a 'one off' or before sex occurs. As someone can consent to one thing, and not another, or change their mind about what they want, consent requires a continual process of communication and 'checking in' with a partner that they are happy and feel comfortable. Although it can sometimes feel awkward or we might worry about hurting someone's feelings, everyone has a right to say if something doesn't feel right or they want to stop.

Ask students to write some advice to either Miranda or Mikey, explaining all the different ways they could withdraw their consent. Prompt with:

- What could they say to withdraw their consent?
- What could they do to show they are no longer consenting?
- How do they think a loving partner is likely to respond?
- What might they do/say if their partner accused them of 'leading them on'?

Take some feedback, highlighting the following key learning:

- This is an opportunity to rehearse phrases such as "I want to stop" "Let's not do this now" "I'm not in the mood," "This doesn't feel right/good", "I don't want to", "No", etc.
- Consider alternative options for clearly communicating consent, such as pushing the other person away, getting up, putting clothes back on, etc. Consider other non-verbal signs of non-consent, such as avoiding eye contact, body going stiff or tense, looking uncomfortable or as if they are not enjoying it, and how this would be a cue for the other person to stop and 'check in'.
- Emphasise that the person who has been asked to stop, has a legal duty to stop. A loving partner will also understand, reassure, comfort the person who wanted to stop.
- Whilst this scenario is about a male and a female, all the principles of seeking, giving, not giving, and withdrawing consent, apply no matter the sex or gender of the people involved.
- It is essential that students recognise that being affectionate does not automatically mean readiness to go any further, and that regardless of the situation, anyone has the right to withdraw their consent at any time.

**Endpoint assessment**

5

Ask students to all stand up and say aloud a phrase or response someone could use to either not give consent, or to withdraw consent. These could be from the suggestions they have written down or their own ideas, it could be as simple as “No”, “I don’t want to”, “Please stop”, “I’ve changed my mind”, “Let’s do something else” etc. It is very empowering and important for students to practise verbalising ways to say no, so it is important that all students have an opportunity to participate. Each person could sit down as they say a phrase until you have been around the room once, or it could be a competition, with students sitting down only if they hesitate/repeat a phrase that has already been used, until there is one person left standing who is the ‘winner’.

**Private reflection and signposting further support**

5

Ensure students are aware of the information and support available on relationships and sex issues: a teacher, parent, school nurse, GP.

Highlight local and national services, such as those above and:

- A Better Medway: [www.abettermedway.co.uk](http://www.abettermedway.co.uk)
- Brook: [www.brook.org.uk/help-advice](http://www.brook.org.uk/help-advice)
- Childline: [www.childline.org.uk](http://www.childline.org.uk); Contact number: 0800 1111

**Consent on TV**

Ask students to note any examples from the television shows they watch, where consent was respected or not respected. Students should identify any verbal or non-verbal cues given by the characters, and any assumptions either of the characters makes. Students could also suggest ways in which these assumptions could have been avoided.

This is the last of five lessons for year 8 students. This lesson looks at basic information on contraceptives; what they are, how they are accessed and how to use them. It is important to gauge whether students would benefit from further detail on this topic, depending on their maturity level and your local health-related behaviour data.

It is advisable to liaise with colleagues in science to check prior teaching of menstrual cycle and reproduction.

<b>Learning objective</b>	<p>We are learning:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> about how and why different contraceptives are used.</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> I can describe what is meant by contraception</li> <li><input checked="" type="checkbox"/> I can explain how and why condoms are used</li> <li><input checked="" type="checkbox"/> I can explain how and why the contraceptive pill is used</li> <li><input checked="" type="checkbox"/> I can explain where to get contraception from</li> </ul>
<b>Resources required</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Box or envelope for anonymous questions</li> <li><input checked="" type="checkbox"/> Resource 1: Image response (1 copy each)</li> <li><input checked="" type="checkbox"/> Resource 1a: Description cards (optional support)</li> <li><input checked="" type="checkbox"/> Resource 2: Condom demonstration – teacher guide</li> <li><input checked="" type="checkbox"/> Resource 3: Using condoms flow chart (1 copy each)</li> <li><input checked="" type="checkbox"/> Resource 4: Talking heads (1 copy each)</li> <li><input checked="" type="checkbox"/> Blank postcards (optional – or use students’ exercise books)</li> </ul>

Activity	Description	Time
<b>Baseline assessment</b>	Students annotate images to show existing knowledge	10
<b>Matching exercise</b>	Students match descriptions of four different contraceptive methods to their annotated images and add any additional information in a different colour.	10
<b>Condom demonstration</b>	Condom demonstration with a ‘fill in the gaps’ activity to assess recall.	20
<b>Talking heads</b>	Students read statements and list what they have learnt, what they’d like to know more about and what they already knew.	10
<b>Endpoint assessment and signposting</b>	Share detailed signposting on sources contraception and advice. Students write advice to summarise key learning.	10

Climate for learning	<p>Make sure you understand how to establish a safe learning environment as well as ensuring you are familiar with the school’s policies including the PSHE and/or RSE policy, anti-bullying, behaviour management and safeguarding policies. Consider any sensitivities and prior knowledge about specific students’ circumstances.</p> <p>Establish or reinforce existing ground rules – adding or emphasizing any that are especially relevant to this lesson, such as no personal stories.</p> <p>Remind students to use the question box if there is anything they wish to ask anonymously, for you to respond to later/after the lesson/next lesson.</p>
Key words	Contraception, conception, condom, pill, ovulation
Baseline assessment	<p>Share the intended learning outcomes for the lesson with the group. Ensure ground rules are revisited and remind students to use the anonymous question box if they wish.</p> <hr/> <p><b>Image response</b> <span style="float: right;">10 mins</span></p> <p>Provide students with <b>Resource 1: Image Response</b> and ask them to complete the grid in as much detail as they can, based on their current knowledge and understanding (making clear that it doesn’t matter if they don’t know).</p> <p>This is an individual task to be completed without further prompting so you can gauge their starting points. Circulate to gain an understanding of students’ current understanding, any misconceptions and particular gaps in knowledge, to inform your teaching.</p>
Core activities	<p><b>Further information matching</b> <span style="float: right;">10 mins</span></p> <p>Ask students to match the descriptions on <b>slide 4</b> with the images in the baseline activity. Ask students to use a new colour pen to annotate their original baseline grid with the additional information.</p> <p>Ask students to respond to the following questions in a think-pair-share discussion:</p> <ul style="list-style-type: none"> <li>• What is contraception and why would someone use it?  <i>‘The deliberate use of artificial methods or other techniques to prevent pregnancy, as a consequence of sexual intercourse.’</i>  <i>Contraception is primarily used to prevent pregnancy. Some methods of contraception also protect against STIs (sexually transmitted infections).</i></li> <li>• What do methods 1 and 3 have in common?  <i>These are ‘barrier methods’ – they work by preventing sperm entering the body.</i></li> <li>• What do methods 2 and 4 have in common?  <i>These are hormonal methods – they work by using hormones to alter the internal workings of the female body to prevent pregnancy.</i></li> </ul>

- Why might a couple decide to use the pill and a condom together?

*As one is a hormonal method and one is a barrier method, this increases the effectiveness against pregnancy. Hormonal methods are also unable to prevent STIs, so a condom is still needed to reduce the risk of infection.*

- Are there any other combinations that would be effective?

*Yes - any hormonal and barrier method combination can be effective, e.g. the contraceptive injection or pill + femidom. However, combining barrier methods should not be used (e.g. wearing 2 condoms, using a femidom and condom) as it reduces their effectiveness. Only one hormonal method should be used at any time (i.e. not pill and injection) to avoid health risks.*

**Support:** A set of cards is provided (**Resource 1a: Description cards**) to support learners who would find it challenging to take notes from the slides.

**Challenge:** Ask students to use the **Brook website\*** to find out more about why a person might choose to use a contraceptive injection rather than the contraceptive pill.

\* <https://www.brook.org.uk/your-life/contraceptive-injection/>

### Condom demonstration

20 mins

Gather all the students round for a teacher demonstration of the correct way to use a condom. Use **Resource 2: Condom demonstration – teacher guide** to support you. Alternatively, **this video\*** can be used (ensure visually impaired students are planned for):

Afterwards, decide whether students would benefit from completing the practical demonstration themselves (in which case check for latex allergy and explain that some people are allergic to the latex used to manufacture most condoms but that latex-free condoms are available), or whether the demonstration and follow-up activity are sufficient to ensure student understanding. Another opportunity to revisit this is planned in the year 9 lesson on contraception.

Hand out **Resource 3: Using Condoms Flowchart** and ask students to fill in the gaps. This should allow you to check basic understanding and, once answers are checked as a class, provide students with a helpful information sheet.

\* <https://myhealth.london.nhs.uk/health-and-wellbeing/sexual-health/faq/how-to-put-on-a-male-condom/>

### Talking heads

10 mins

Hand students **Resource 4: Talking heads** and ask them to make a list of:

- 3 things they have learnt
- 2 things they want to know more about
- 1 thing they already knew

If volunteers who would like to share what they want to know more about, they could do so now. Alternatively, allow time now for students to write questions for the anonymous question box.

If volunteers who would like to share what they want to know more about, they could do so now. Alternatively, allow time now for students to write questions for the anonymous question box.

- Students may not be aware of dental dams and may want to know more about safe sex between female partners, or safe oral sex between partners of any gender and orientation. An instructional video from PinkNews on how to use a dental dam can be found [here](#)<sup>1</sup>. Dental dams can be in short supply in some sexual health clinics, so if they are needed it can be helpful to call in advance. External condoms can also be made into a dental dam by cutting off the tip of the condom, cutting off the open end, and cutting a straight line down the length of the condom to create a rectangle of latex that can be used as a barrier: [www.youngwomenshealth.org/2017/08/07/dental-dams/](http://www.youngwomenshealth.org/2017/08/07/dental-dams/)
- Students may have questions about the effectiveness of condoms. When used correctly they are about 98% effective. This can be another reason that people choose to use both a hormonal and barrier method for contraception.
- If students are unfamiliar with schemes such as the C-Card scheme, they may ask questions about what this is and how it works. Schemes such as [Get It](#)<sup>2</sup> allow young people to register for a C-Card and access free condoms.
- There are a variety of types of contraception beyond those discussed in today's lessons. The [Get It scheme](#)<sup>3</sup> provides further detail, for example it discusses diaphragms and caps or longer-acting methods such as the IUD coil.
- Hormonal methods of contraception can have side effects. These should be discussed with a sexual health clinic or GP as a different type of contraception may be more appropriate for some people.

<sup>1</sup> <https://www.youtube.com/watch?v=6tPcqHQzvhw>

<sup>2</sup> <https://getit.org.uk/>

<sup>3</sup> <https://getit.org.uk/contraception/>

### Signposting further support

5 mins

Ensure students are aware of the information and support available on relationships and sex issues: a teacher, parent, school nurse, GP.

Highlight local and national services, such as:

- A Better Medway: [www.abettermedway.co.uk/sexualhealth/services.aspx](http://www.abettermedway.co.uk/sexualhealth/services.aspx)
- Medway Contraception and Sexual Health Clinics: Contact number: 0300 790 0245; [www.cloverstreet.nhs.uk/](http://www.cloverstreet.nhs.uk/)
- Brook: [www.brook.org.uk](http://www.brook.org.uk); Contact number: 0808 802 1234
- Childline: [www.childline.org.uk](http://www.childline.org.uk); Contact number: 0800 1111
- Get It: [getit.org.uk/](http://getit.org.uk/)

Make sure students are aware that GPs and sexual health clinics provide a wider range of contraceptives free, but condoms are also available in shops and pharmacies. They may also be available in dispensers in some public toilets. Certain types of contraceptive pill are now available via some pharmacies and online pharmacies following a short assessment, for a cost of around £10 per month

### Assessing progress

5 mins

Ask students to complete a postcard giving information to someone who needs advice about using contraception (alternatively can be written in their books). Ask them to focus on their five top tips to ensure contraception is accessed and used appropriately.

They might consider:

- What should a person think about before they choose a method of contraception?
- Why is it important to use contraception correctly?
- What are the most important things to remember when using a condom?
- Where can a person access contraception and find more information and advice?

Whilst students are completing this activity, display the PowerPoint slide highlighting local and national support services.

### FAQs list

Ask students to create a list of frequently asked questions about condoms and/or the contraceptive pill. They should present this in a Q&A leaflet format.

### Visitor

If you decide to organise a visit from a sexual health professional to support delivery of this lesson, students should be given the opportunity to prepare questions for this visitor in advance of the lesson.





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 having sex.

It's okay to see other people as long as someone only has sex with one person.

It's good to have a bit of time to yourself sometimes.

It's okay to fight with a partner as long as there's no violence.

Sometimes someone might need to lie to their partner to keep the peace.

It is nice to do things just to make a partner happy.

It's OK to be attracted to someone else while in a relationship, as long as a person doesn't act on it.

It's fine to call a person a boyfriend or girlfriend as soon as they say yes to dating.

Always respect a person's boundaries when they say they don't want to do something – 'no' means 'no'.

Respecting someone means using a condom when having sex to reduce the risk of passing on a sexually transmitted infection.

As sex is legal at 16, a person should start having sex with their partner when they get to 16.

In committed relationships, people should try to get a balance between going out with friends on their own, going out with friends and their partner, and going out as a couple.

It's important people message their partner regularly so they know where they are.

If you really like a person, it is worth waiting to have sex with them.

**Year 8 Lesson 1 | Resource 2: Relationship red flags**

Read the following list of issues someone is having with a partner in a romantic relationship. Discuss whether each is an issue which could be negotiated with effective communication, or whether it is contributing to a set of coercive controlling behaviours.

	Can be resolved with effective communication	Controlling behaviour
Their partner always wants to hang out together and messages to find out what they are doing when they aren't with them.		
Their partner overreacts to minor things.		
Their partner blocks important subjects they don't want to talk about.		
Their partner lies and can't be trusted.		
Their partner gets too close too soon.		
Their partner treats them or other people disrespectfully.		
Their partner makes regular "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 partner is rude about 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.		
Their partner sends them messages that make them feel uncomfortable.		
Their partner regularly demands to see their phone to 'prove they have nothing to hide'.		



### Scenario 1

Jamil and Amari met at a swimming club recently and have just started dating. They have had some awkward conversations about 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 both 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 9s 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’. She sends suggestive messages and pictures, and 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 decide whether he really likes her or not.

### Scenario 3

Veeda’s and Edris’s families believe arranged marriages make lasting, loving relationships. Their parents are good friends and think they would make a good couple. Last month Veeda and Edris sat together at a family dinner and got on well. They are attracted to each other but agreed there would be no intimacy before marriage, as this is in keeping with their culture and faith. However, when they met at a family event recently, Edris said he wanted to get married quickly and have a big family. Veeda is not sure she wants the same thing. Edris and her parents have started to pressurise her to get married quickly 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 messaged or went out with friends but cut down on doing so to make Taylor happy. This initially seemed to help but last week they got into an argument about it again. Taylor was furious - taking Addison’s phone and throwing plates around and even kicking Addison.

**Year 8 Lesson 2 | Resource 1: Relationship expectations**

Read the statement and decide if you agree or disagree with it. If you think it depends, write what it would depend on in the middle column.

	Agree	Depends on...	Disagree
1. It is easy to discuss consent with a new partner			
2. Most people will be nervous about their first sexual experiences.			
3. The media tends to represent different genders equally and respectfully			
4. Representations of sex in the media are a good way to learn how to have 'good' sex.			
5. Some people send nudes because they are in a healthy, committed adult relationship and think it's a fun way to express their sexuality.			
6. Sending nudes can cause anxiety for the person who has sent the message even if there are no obvious negative consequences.			

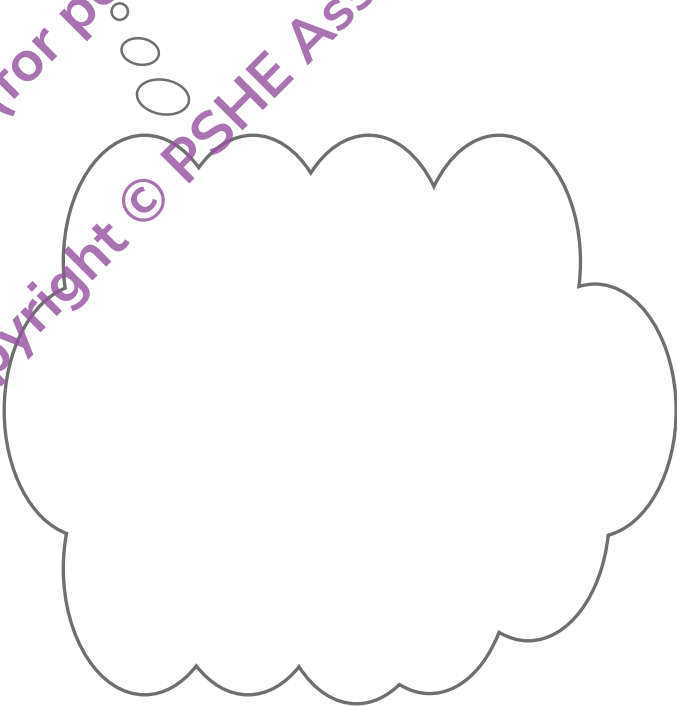
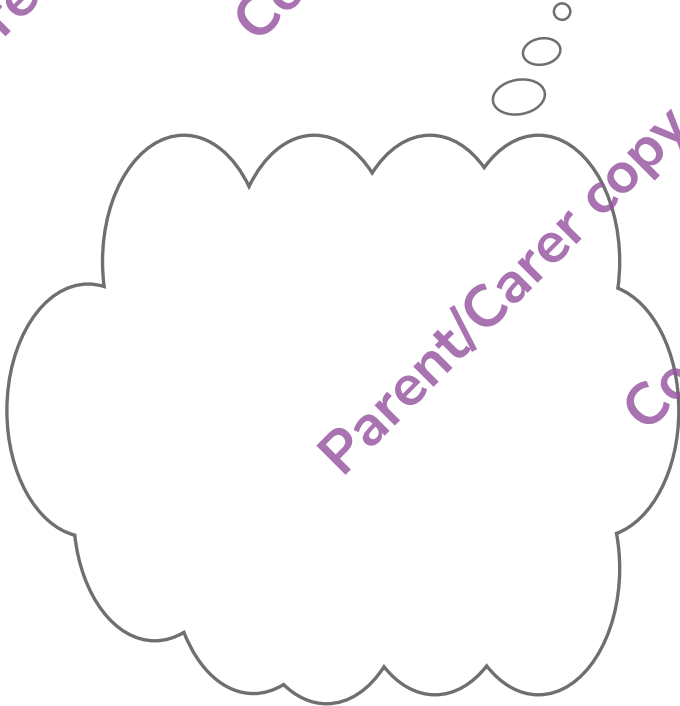
## Year 8 Lesson 2 | Resource 2: Relationship Expectations Teacher Notes

<p><b>1.</b> It is easy to discuss consent with a new partner</p>	<p>As with most things, tricky conversations get easier with practice. It might also be easier if the two people have developed a friendship, or known each other for some time before being intimate together.</p>
<p><b>2.</b> Most people will be nervous about their first sexual experiences.</p>	<p>Reassure students that being nervous of something they've not experienced is normal but that they should still feel excited and 'ready' before having sex. If a person is just feeling nervous, it is a sign that they need to wait.</p>
<p><b>3.</b> The media tends to represent different genders equally and respectfully</p>	<p>While some attempts are made to represent healthy and equal relationships in the media, some representations include unhealthy features that are based on gendered stereotypes within relationships.</p> <p>Stereotypes are also sometimes present outside of portrayals of relationships. For example, reporters have sometimes side-lined female sporting achievements, reporting of female political candidates may focus more on their age or appearance, comedians often joke about men's roles in bringing up children.</p>
<p><b>4.</b> Representations of sex in the media are a good way to learn how to have 'good' sex.</p>	<p>Stereotypes in the media about how bodies look and gender roles could impact people's body image, self-esteem, and expectations in relationships.</p> <p>Students may raise the topic of pornography. Pornography may be of interest to individuals for a variety of reasons – it is important not to stigmatise young people who use pornography - but students must be clear that it depicts fantasy rather than the realities of a sexual relationship, which has the potential to undermine development of healthy sexuality.</p> <p>Communication about boundaries and consent, negotiating contraception, and expressions of love and care are rarely depicted in pornography and can sometimes be distorted or ignored in other media portrayals of sex and relationships; these are essential elements of healthy relationships. Research by Durex found that one of the main factors in people enjoying their sex life was if they felt respected.</p>
<p><b>5.</b> Some people send nudes because they are in a healthy, committed adult relationship and think it's a fun way to express their sexuality.</p>	<p>Reinforce that it is illegal for under 18's to share naked photos. Adults in healthy relationships have a range of ways to express themselves. Sending nudes can be part of an adult relationship but it is important to take precautions based on what happens to those images after taking them, especially after a relationship ends.</p>
<p><b>6.</b> Sending nudes can cause anxiety for the person who has sent the message even if there are no obvious negative consequences.</p>	<p><b>True</b> - Further information on young people's behaviours around the sharing of nudes can be found here: <b>Digital Romance Report*</b>.</p> <p>* <a href="https://www.thinkuknow.co.uk/professionals/guidance/digital-romance">https://www.thinkuknow.co.uk/professionals/guidance/digital-romance</a></p>

**Year 8 Lesson 2 | Resource 3: Helping a friend**

Fill in what the person on the left might be thinking and feeling in the think bubble. Then add in the friend's advice and what the friend's thinking and feeling.

Me and my partner are going to wait for a while to have sex, but my partner's asking for nudes while we wait. They said you see people nearly naked on TV and in magazines all the time anyway, so it's fine to send pictures of myself.



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<h1>START</h1>	<h2>Male</h2>
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<p>The sex that has sperm as the sex cells.</p>	<h2>Female</h2>
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<p>The sex that has eggs as the sex cells.</p>	<h2>Trans/ Transgender</h2>
--	---------------------------------

<p>Umbrella term for people whose gender identity is different from their biological sex (as recorded at birth).</p>	<h2>Non-binary</h2>
--	---------------------

<p>Someone who experiences their gender as neither a man nor a woman (e.g. somewhere in between, or outside these terms)</p>	<h2>Cis-gender</h2>
--	---------------------

<p>Someone whose gender identity matches their biological sex (as recorded at birth).</p>	<h2>Intersex</h2>
---	-------------------

<p>Someone whose sex cannot be clearly identified as male or female at birth due to different sex development, with variations affecting genitalia, reproductive organs or chromosomes.</p>	<h2>Heterosexual</h2>
---	-----------------------

<p>Someone who is sexually attracted to someone of a different sex to themselves.</p>	<h2>Gay</h2>
---	--------------



A widely accepted term for anyone attracted to the same sex. Often refers to men.

**Lesbian**

A woman who is sexually attracted to other women.

**Bisexual**

Someone who is sexually attracted to more than one gender.

**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.

**THE  
END!**



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<b>START</b>	<b>Male</b>
--------------	-------------

The sex that has sperm as the sex cells.	<b>Female</b>
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**THE  
END!**



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I was thinking of telling some of our other mates that I'm gay. I'm not sure what to say though really. I don't want them to get all weird about it, or think I like them that way just because I tell them.

Hey, I know it's kind of out of the blue, but do you think you could use "he" and "him" when you talk about me rather than "she" and "her"?

So I know I've had a boyfriend before, but I think I kind of like Disha. So I guess what I'm saying is that I think I'm bi.

Look, I know you and the other guys have girlfriends and all of that, but I'm just not ready. I know you get it, but Toby keeps giving me a hard time about it and now he's saying I'm gay. I'm not, and it's starting to get on my nerves. Can you help me out?

“Why are you pulling away?  
You came out on a date with me.  
You must be ok kissing me!”

“Look at what you’re wearing.  
you must be in the mood.”




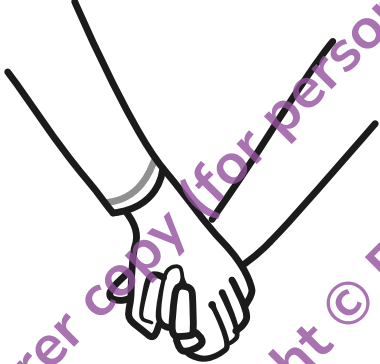


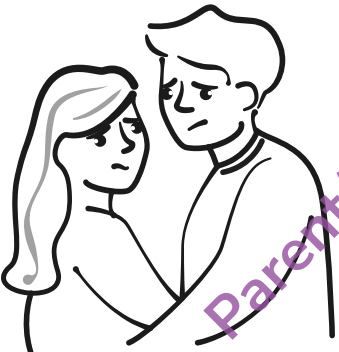


“What’s wrong with you?  
You’ve been flirting with me all night.  
You must want more than a kiss.”

“You wanted to last week.  
You must want to do it again.”

“You’ve already done it with  
someone else before so you must be  
up for it with me, too.”



“You sent me a video.  
You must want to for real.”

<p><b>Part 1</b></p>			
	<p>Miranda and Mikey are 17 and have been dating a while. They are thinking about having sex for the first time.</p>	<p>Miranda has some assumptions about what boys want or don't want from sex / a sexual partner.</p>	<p>Mikey has some assumptions about what girls want or don't want from sex / a sexual partner.</p>
<p><b>Part 2</b></p>			
	<p>Mikey and Miranda meet up, feeling excited but nervous about their date and having sex together for the first time.</p>	<p>Miranda's assumptions about what boys want, mean that she behaves differently to how she normally would with Mikey.</p>	<p>Mikey's assumptions about what girls want, mean that he behaves differently to how he normally would with Miranda.</p>
<p><b>Part 3</b></p>			
	<p>Both Miranda and Mikey start to feel a bit uncomfortable and awkward about what is happening / about to happen.</p>	<p>Miranda doesn't want to carry on but isn't sure what to say or do without upsetting Mikey's feelings.</p>	<p>Mikey doesn't want to carry on but isn't sure what to say or do without upsetting Miranda's feelings.</p>

Part 1: Assumption cards



Girls don't like sex as much as boys.

Girls sometimes say 'no' even when they really want to have sex.

Boys should know more about sex than girls.

If a girl has sex too soon, she is a slut.

The more sexual partners a boy has, the more he is respected.

Boys are in control and should take the lead in sexual encounters.

Girls like to get sent sexual images from people they fancy.

A couple who really love each other will just 'know' what the other one wants.

Once a boy is aroused, he can't stop himself or control what he does.

Part 2: Possible behaviours



Miranda is shy and too embarrassed to tell Mikey what feels good.

Miranda thinks she needs to play 'hard to get'.

Mikey feels nervous but doesn't want to admit it to Miranda.

Miranda just keeps still and is worried about making noises.

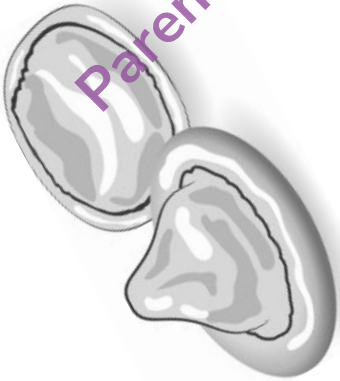

Mikey wonders if he should take a picture to show to his mates.

Mikey tries to take charge and bosses Miranda about.

Mikey has sent Miranda a picture which made her feel a bit sick and offended.

Mikey is worried Miranda isn't enjoying things much but doesn't know how to ask.

Mikey doesn't want to relax in case he doesn't get things right.

<b>Type:</b> 	<b>What is it?</b>	<b>Type:</b> 	<b>What is it?</b>
<b>How does it work?</b>	<b>How does it work?</b>		<b>How does it work?</b>

<b>Type:</b> 	<b>What is it?</b>	<b>Type:</b> 	<b>What is it?</b>
<b>How does it work?</b>	<b>How does it work?</b>		<b>How does it work?</b>



---

## Condoms

Made of very thin latex and used to cover the penis during sexual intercourse.

It stops pregnancy by catching the sperm and stopping it from meeting the egg.

---

## Contraceptive pill

A small tablet taken once a day by a female to prevent pregnancy. It works by stopping the body from releasing an egg each month. It can also reduce heavy periods.

---

## Contraceptive injection

This is given to a female by a doctor or nurse once every 3 months. It stops an egg being produced each month. It also makes it harder for sperm to enter the uterus.

---

## Female condoms (Femidom)

Made from soft, thin polyurethane. They are worn inside the vagina. A thin, rubbery band at the end is squeezed and inserted into the vagina. It prevents pregnancy by stopping the sperm from entering the uterus.

---

**Step 1:** Remind students to store condoms away from sunlight, to check the expiry date on the pack, and to look for the British and European safety marks to indicate the necessary safety testing.



**Step 2:** Explain the need to carefully open the wrapper and remove the condom. Jewellery and teeth can damage the condom, so it is best to push the condom to one side and rip from the ridged edge.

Show students how the condom should look. You could say the correct way should look a bit like a “Mexican hat” from the top. A diagram on the board may help explain this.



**Step 3:** The next step is to pinch the tip of the condom to expel the air then, whilst still pinching the tip of the condom, begin to roll it onto the demonstration model (mention that if the male has not been circumcised then the foreskin would need to be gently pulled back as the condom is rolled down). The roll should lie on the outside of the condom. If it is inside out, it should be thrown away and a new one used. Unroll the condom all the way to the base of the model.

**Step 4:** Explain that to reduce the risk of the condom breaking during sex, it is important to make sure there are minimal air bubbles.

**Step 5:** Condoms should be removed shortly after sex, while the penis is still erect. The male wearing the condom should hold onto the base of the condom whilst pulling out. This will help prevent semen from leaking out and potentially entering the vagina. Point out that failing to do this is one of the main reasons for condom failure. Explain that condom demonstrators are much harder to take condoms off than in real life.

Explain to students that they should not touch their partner again with their genitals (or hands if semen could have got on their hands) before washing as semen could come into contact with their partner’s genitals, risking STIs or unplanned pregnancy. Note that semen can enter the vagina via the vaginal fluid around the outside.

**Step 6:** Dispose of the used condom in a plastic bag and knot or seal it. Wipe hands using wet wipes.

Complete the text boxes on the diagram to show the steps in using a condom safely.

### Before sex:

Check the \_\_\_\_\_ and \_\_\_\_\_ on the condom



Open the packet by tearing from the \_\_\_\_\_ side

Check the condom is the right way round



Squeeze the \_\_\_\_\_ and roll the condom down to the \_\_\_\_\_

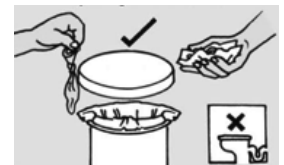


### After sex:

Ensure condom stays on when the penis is \_\_\_\_\_

Remove condom from the base to ensure semen does not \_\_\_\_\_

Wrap condom in tissue and dispose of it in the \_\_\_\_\_



### Missing words

expiry date

ridged

tip

base

withdrawn

safety mark

bin

leak

My girlfriend and I are ready to have sex. I went to the local sexual health clinic and called them ahead of time, so they had some dental dams that they gave me for free. They said they'll reduce our chance of catching an STI.

We're waiting to have sex for now, we know that no contraception is 100% effective so there's still a chance of getting pregnant. We don't feel ready for that.

I'd bought condoms from the shop before, but then I found out it was so easy to get condoms for free with the C-card scheme.

I wanted to talk through my options for contraception with someone before I had sex, so I booked an appointment at the local sexual health clinic. We had a chat and they reminded me how to use a condom properly.

I got the pill from my local sexual health clinic but they were giving me headaches - so I booked an appointment with my GP and now that I'm using a different type of contraceptive pill I feel much better.