

Week 1

Year 7



Puberty and Emotional Changes

Learning objectives;

To describe the physical and emotional changes that happen during puberty

To evaluate how emotional changes affect relationships

To develop strategies for managing the emotional change experienced during puberty

Task

In your books write in a spider diagram the features of a healthy relationship.

How would you define a healthy relationship?

Who are the different people you have relationships with? E.g. Friends

What are the features of a healthy relationship?

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 emotional changes as we develop our identities and our hormones change.

Task

Using the cards complete the grid

| | | | |
|---|--|---|-----------------------------|
| Voice changes to get deeper | Period starts | Sometimes nipples become fuller or darker | Moods seem to change a lot |
| Some people begin to masturbate | A white liquid (discharge) starts coming out of the vagina | Hair starts to grow under arms | Hair starts to grow on face |
| Hair starts to grow around the genitals | Start to sweat more and smell differently | The body starts to change shape and size | Shoulders become wider |

| | | | |
|------------------------|---|---------------------------------------|-----------------------------|
| Hips grow wider | Feeling intense emotions | Sexual feelings may begin | The penis and testes grow |
| Breasts begin to grow | May have spontaneous erections and wet dreams | Sperm starts being produced | Eggs start to mature |
| Hair may become greasy | Confusion about maturity | Can feel teary or angry for no reason | Spots might start appearing |

| | | |
|---|--|---|
| Biologically male | Biologically female | Can happen to anyone during puberty |
| <ul style="list-style-type: none">Voice changes to get deeper | <ul style="list-style-type: none">Eggs start to mature | <ul style="list-style-type: none">Feelings intense emotions |

**Biologically
male
changes**

**Changes that
can happen to
anyone during
puberty**

**Biologically
female
changes**

| | | | |
|---|---|--|--|
| Voice changes to get deeper | Moods seem to change a lot | Spots might start appearing | Period starts |
| The penis and testes grow | Some people begin to masturbate | Hair starts to grow under arms | Breasts begin to grow |
| Hair starts to grow on face | Start to sweat more and smell differently | The body starts to change shape and size | Hips grow wider |
| Shoulders become wider | Feeling intense emotions | Sexual feelings may begin | A white liquid (discharge) starts coming out of the vagina |
| Sperm starts being produced | Hair may become greasy | Hair starts to grow around the genitals | Eggs start to mature |
| May have spontaneous erections and wet dreams | Confusion about maturity | Can feel teary or angry for no reason | Sometimes nipples become fuller or darker |

Task

In groups or pairs

Read the scenarios

Discuss three things the person could do to resolve the problem

Create 5 top topics covering all the scenario and what do e.g. stay calm

My emotions are all over the place at the moment. One moment I feel really happy and over excited and then the next I feel really down. Often, when I'm sad, there isn't really any reason for it. My mum keeps asking me what's wrong, but it's so hard to explain it to her. She thinks there must be a reason why I'm sad and when I say "Nothing" she thinks I'm keeping secrets from her.

I started my period but I'm too embarrassed to tell anyone at home. I have an older sister, but she's 6 years older than me so she is out of the house most of the time with her boyfriend or at work. Some blood leaked on my bedsheets overnight and I didn't know what to say so I told my family I had a nose bleed. I need to buy some sanitary products but I'm not sure what to get.

My parents are so strict. Everyone else is allowed to stay out after school so much later than me, and they all go round to each other's houses and hang out and play video games. My parents have so many rules and say I have to be back straight after school so I can do chores around the house. I still wanted to hang out with my friends, so I came back late a couple of times last week, and now I'm grounded for the rest of the month. I hate being a teenager!

I've just started dating someone at school and I really want to tell my parents all about it. Before, I've always told my parents everything and we have a really close bond as a family. But I'm worried that they will tell me I'm too young and that I should focus on school and getting good grades. I've become really anxious about letting them down recently and they are putting more pressure on me to do well. How will they react if I tell them I've fallen in love?

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Week 2

Year 7

Puberty and Feelings



Learning objectives;

To describe the physical and emotional changes that happen during puberty

To evaluate how emotional changes affect relationships

To develop strategies for managing the emotional change experienced during puberty

Task

Write down 5 things you remember from last lesson that happen during puberty

Can you think of three more?

What was the effect of puberty on feelings and emotions?

Year 7

Puberty and Feelings



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

Task

Create a short script or cartoon strip to represent how these changes might cause challenges for personal relationships.

Look at the next slide for ideas

Storyboard 1:
Moods change a lot

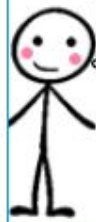


I'm in a great mood! I'll invite all my friends over...

Storyboard 2:
Sexual feelings may begin



Hi, how's it going?



I really fancy her... does she know?

Storyboard 3:
Confusion about maturity



Sometimes I don't want to grow up, and just want to play in the park, like when I was younger

But then, at other times...

Year 7

Puberty and Feelings



Task

Swap your work with the person sitting next to you and read through each other scripts or storyboards

Could they add anything?

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Week 3

Year 7

Puberty and Feelings



Learning objectives;

To identify healthy and unhealthy relationships

To describe the consequences of different relationships communication styles

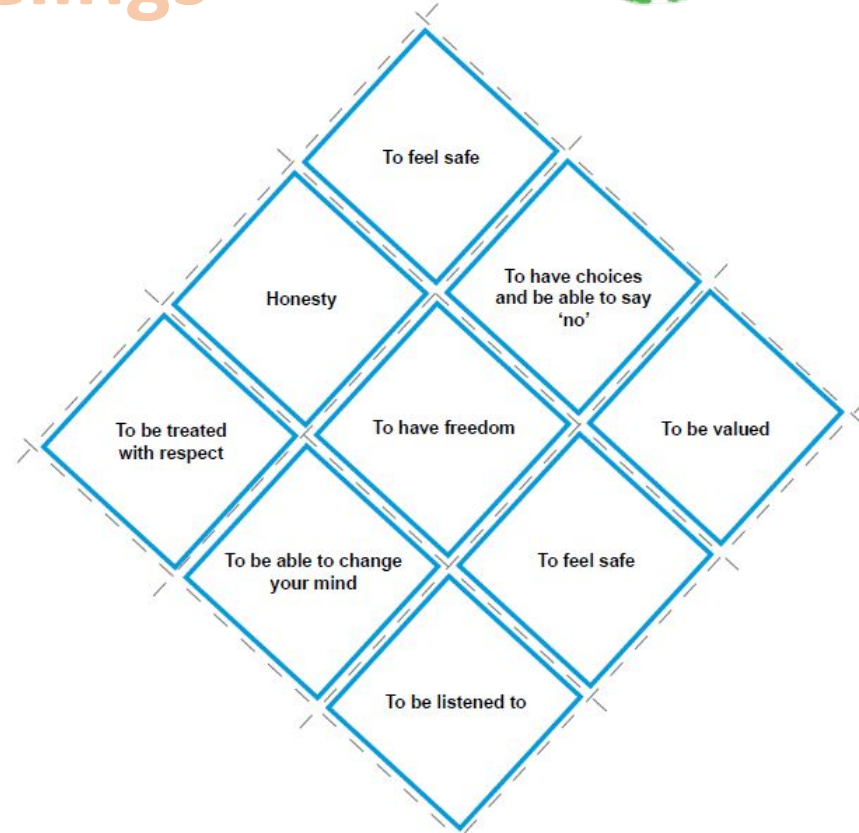
To demonstrate active listening

Task

In your books order the diamond 9 from most important rights in a relationship to the least.

Next to each right write a responsibility alongside it

Are these rights and responsibilities the same in all relationships or only in romantic ones?



Is this behaviour supportive, it depends, or controlling?

1. Holding their partner's hand and cuddling them all the time
2. Giving them a hug when they're upset
3. Telling them they're loved
4. Phoning them and texting them all the time
5. Smiling at them
6. Expecting them to wait for calls



7. Putting them down, especially in public
8. Taking them out somewhere they really want to go
9. Having to do what their partner wants just to avoid arguments
10. Telling them they look nice
11. Ignoring them when they're out with his/her friends

Task

Using mini-whiteboards or your chromebook write down for the following scenarios what option you would pick. Don't share your answers with anyone else until the end!

Q1: Asha's mum is constantly nagging her to pick up her things in the lounge. She just is really busy with school work at the moment and forgets to sort things out when she is tired. Yesterday it turned into a big row and Asha told her mum she hates her then stormed out to hang out with a friend whilst things cooled down.

Do you advise Asha to:

1. Yell at her mum to make sure she knows how strongly she feels.
2. Not say anything and hope things improve.
3. Organise a shopping trip to smooth things over.
4. Ask to talk with her mum after school.
5. Something else...

Q2: Joe and Lara are part of a group of friends who laugh and joke around all the time, share lots of things in common, and do nice things for each other like sharing equipment in lessons and exchanging playlists. After a really fun day by the coast, Lara asks Joe out. Joe really likes Lara so says yes but is worried about things going too quickly and ruining the friendship group. He says this to one of their mutual friends and Lara found out; she seems really hurt.

Do you advise Joe to:

1. get angry at their friend and hope Lara sees this was a secret.
2. ignore each other for a bit and hope things get back to normal.
3. plan a nice day out for their group of friends and make an effort with Lara in the hope that things will go well.
4. talk with Lara about how they feel and make a decision together.
5. something else...

Q3: Jess's brother is a few years older than her. He often brings his mates over to watch a film or play on the PC. But Jess has coursework to do – she left it till the last minute as usual – so Jess needs the PC but her brother has taken it over with his mates and initially ignores Jess when she asks to use the computer.

Do you advise Jess to:

1. start shouting at her brother that he is a selfish idiot and has to get off the PC so she can do her coursework.
2. Just give up and think of a good excuse for her teachers in the morning; Jess didn't really want to do it anyway.
3. Go to the library to work instead.
4. Ask her brother if he can help her out by letting her work on her coursework, maybe come to an agreement about who gets to use it for the rest of the week.
5. Something else...

Q4: Kev has never been out with anyone before. So when Dionne - a girl he really likes - spends lots of time with him on a school trip, he wonders whether she might want to go out with him. He's worried about making a mistake but friends say he should just go for it; she must really like him as she puts up with all his boring stories. So when she goes off on her own to get her bag, he goes after her and kisses her, like they do in the movies. Dionne looks really shocked then runs away, back to her friends.

Do you advise Kev to:

1. Accuse Dionne of leading him on.
2. Try and forget about the whole thing and hope Dionne does the same.
3. Give Dionne a gift via her friends.
4. Apologise to Dionne and explain the error honestly. Kev should also check in on how Dionne is feeling.
5. Something else...

Q5: Georgie really likes Yana and they got on great at a recent party. But they rarely see each other and the usual online ways of contacting her haven't worked—she must have good privacy settings. That weekend, Georgie spies Yana in the shopping centre.

Do you advise Georgie to:

1. Shout over to Yana and swear at her when she doesn't respond.
2. Hope Yana notices her by looking up occasionally.
3. Invite Georgie's friends to a party that night, hoping they'll bring Georgie too.
4. Go over to Yana and ask if she has time to grab a smoothie.
5. Something else...

Q6: Sohail's best friend teases him about a self-ie he posted online last night. He doesn't want to blow things out of proportion but it really hurt his feelings.

Do you advise Sohail to:

1. Post something negative on their friend's profile page so they know how it feels.
2. Just try and get over it. If their friend mentions it, just say it was no big deal.
3. Post a new photo which you hope they'll say something nice about this time.
4. Mention it when you next see them – using your usual charms to make sure it doesn't sound too mean.
5. Something else...

Q7: Jayden's friend Zeek really fancies his sister. But he knows his sister is already in a relationship and doesn't think it is right to split them up – even for his friend. Zeek starts to put pressure on Jayden to set him up with his sister.

Do you advise Jayden to:

1. Push Zeek and tell him to shut up.
2. Avoid Zeek for a few weeks hoping the situation will resolve itself.
3. Invite Zeek over to his place hoping that his sister will be there.
4. Tell Zeek how unacceptable it is that they don't respect their existing relationship and ask them to stop going on about it.
5. Something else...

Q8: Drizee's girlfriend keeps borrowing money off him. When Drizee says 'no' one day, Shana humiliates him in front of their group of friends and threatens to tell everyone Drizee is a really bad kisser if he can't help her out when she needs money to buy cigarettes.

Do you advise Drizee to:

1. Dump her – preferably publically so she knows how poor her behaviour is.
2. Lend Shana money, however much it annoys him.
3. Buy a round of drinks to get everyone back on side.
4. Tell Shana it's not okay and that he's not prepared to lend her money.
5. Something else...

How did you?

Discuss your answers as a class or
in pairs to then feedback

Mostly A's

Behaving aggressively is asking for what you want or saying how you feel in a threatening or humiliating way that may offend the other person(s). An aggressive response is very rarely in your best interest, because it almost always leads to increased conflict. This isn't an absolute rule, though. In a self-defence situation, for example, behaving forcefully may be appropriate.

It is important that people don't feel they have to bottle things up if they are feeling angry or upset – these feelings are a sign that something maybe wrong. But it is normally best to find a more tactful and respectful way of resolving things.

Mostly B's

Behaving passively means not expressing your own needs and feelings, or expressing them so weakly that they will not be addressed. A passive response is not usually in your best interest, because it allows other people to violate your rights. Yet there are times when being passive is the most appropriate response. It is important to assess whether a situation is dangerous and choose the response most likely to keep you safe. It may also be appropriate to let trivial matters go if you assess that this is the best approach in a particular situation, perhaps because a friend was stressed at the time and doesn't normally behave that way.

Mostly C's

Smoothing things over with nice gestures can sometimes provide people with a more positive atmosphere in which to resolve disagreements. Olive branches can be helpful but if this is the only thing a person does, and they don't communicate about what happened, the problem may not be fully resolved.

Sometimes small disagreements in long-term relationships can be resolved without discussing things further. But it is important to think about whether this situation keeps happening – sometimes smoothing things over doesn't resolve them.

Mostly D's

Behaving assertively means asking for what you want or saying how you feel in an honest and respectful way that doesn't infringe on others' rights or put them down.

An assertive response is almost always in your best interests, since it is your best chance of getting what you want without offending the other person(s). But if tempers are high, if people have been using alcohol or other drugs, if people have weapons or if you are in an unsafe place, being assertive may not be the safest choice.

Year 7

Puberty and Feelings



Select a situation and suggest 3 or 4 possible responses based on the passive, assertive and aggressive communication styles.

1

A classmate has just ruined your bag by spilling their bright pink drink all over it.

2

A teacher has wrongly accused a student of forgetting to hand in their homework – they actually sent it via email last week.

3

A friend asked to borrow a game disk but they've passed it back with a scratch on it and it doesn't work properly any more.

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Week 4

Year 7

Relationships and Consent



Learning objectives;

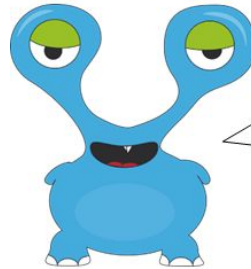
To explain what consent means

To identify signs when someone is consenting and when someone is not

To describe how consent is sought

Task

In pairs come up with an explanation to give to the alien that is really simple to understand



*We've heard that something called 'consent' is really important but we don't know what this means.
Explain please Earthlings!*

Year 7

Relationships and Sex

Task

- Line up in two lines facing each other about 3 metres apart
- Line 1: walk slowly towards the person opposite
- Line 2: say 'Stop' when you start to feel uncomfortable
- Line 1: you must stop when asked to.

- Where does the responsibility for stopping lie between the two people?*
- Why do you think people asked the other person to stop at different distances away?*
- How did it feel to be able to say 'stop' and have that respected?*
- How does it feel when people don't respect your boundaries?*
- How would it have felt if the opposite person had kept taking a step forward even when you asked them to stop?*

Task

In your books write down the cards into two columns - signs of consent and signs of non consent

Then colour code into visual signs and verbal signs

Why is it important to look for visual signs as well as listening to someone's words?

| | |
|---------------------------------|------------------------------------|
| I want to do this | I don't want to do this |
| I'm sure | I'm not sure |
| This is the right thing to do | I thought I wanted to, but... |
| I'm ready | This is the wrong thing to do |
| I feel good about this | This is the wrong thing to do |
| Direct eye contact | Avoiding eye contact |
| Nodding | Avoiding touch |
| Looking comfortable and relaxed | Looking uncomfortable/tense/frozen |
| Laughter and/or smiling | Shaking head |
| Laughter and/or smiling | Not actively taking part |

KEY MESSAGES

- 'Not saying no' is not giving consent.
- A key sign of consent is that the person clearly wants to engage in the activity and actively demonstrates this.
- Keep checking for consent.
- Responsibility for ensuring consent has been given lies with the person seeking consent, both ethically and in law.
- It is not consent if the other person is not actively consenting, does not have the capacity to consent (e.g. not old enough, impaired judgement due to alcohol etc), or is being manipulated, exploited or coerced.



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Week 5

Year 7 Assessment - Puberty and Relationships



Learning objectives;

To identify what happens during puberty

To describe a healthy relationship

To describe consent

Task

Create a letter to yourself on how to manage puberty and relationships It should be full of helpful advice to yourself. It should include the following

- What happens to female bodies during puberty
- The definition of consent
- What a healthy relationship looks like
- How puberty may affect your emotions
- Signs of verbal and non verbal consent
- Why you should wait to have sex

Marking Criteria

| Criteria | Working towards.... | Working at..... | Working above.... |
|--|---------------------|-----------------|-------------------|
| I can identify what happens to male and female bodies during puberty | | | |
| I can identify how puberty may affect my emotions | | | |
| I can identify what a healthy relationship is | | | |
| I can describe what consent is | | | |
| I can identify verbal and non-verbal consent | | | |
| Peer assessment WWW - EBI - Teacher comment | | | |