

Week 1



Year 8

Relationships and Sex education

Learning objectives;

To discuss different types of relationships

To be a tolerant friend

To can identify and challenge homophobic, biphobic and transphobic behaviour

Task

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

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

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

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

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

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

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

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

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

Year 8

Relationships and Sex education

Task

Match the dominos

Check your definitions as a class

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

Task

1. Read the first part of the script and decide what each character is thinking and feeling.
2. Next, read the second part of the script and think again about what each character is thinking and feeling.
3. What has this activity made you think about?

Freeze frame script part 1

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

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

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

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

Person A: What do you mean?

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

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

Freeze frame script part 2

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

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

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

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

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

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

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

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



- What are your personal feelings about people whose sexual orientation is different to yours?
- How would someone (you or a friend) want to be supported if they told someone about their sexual orientation or gender identity?'
- What steps can you take to make sure everyone is treated equally and respectfully?



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Week 2



Year 8

Relationship Values

Learning objectives;

To reflect on my own values around intimate relationships

To identify when a relationships can be improved with effect communication

To identify when a relationship is not healthy and how to end this

Task

Write down what you mean by the word *values*



Year 8

Relationship Values

Prima has been dating Dee for 6 months and they've had a great time so far. But there's been one big row – Prima has been hanging out with her ex and it's making Dee feel uncomfortable. When Dee complains about it, Prima accuses Dee of being paranoid and dictating who she spends time with. Prima feels her social life and freedom are too important to her to compromise on.

Dee's now feeling really unsure as Prima didn't mention she'd met up with her ex last night – as if Prima's keeping it a secret.

Task

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

Year 8

Relationship Values

Task

Using the statements write down which ones you agree with most. Then those that you disagree with most

Add justification for each decision

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


Year 8

Relationship Values

Task

As a class discuss and decide for each statement if the relationship should be ended or repaired

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

- 
1. What do you think is important in relationships?
 2. Is there anything that is too important in a relationship to compromise on?
 3. How can you improve your communication skills to ensure your values are respected whilst respecting others' as well?

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Week 3

Year 8 Relationship Values

Learning objectives;

To reflect on my own values around intimate relationships

To identify when a relationship can be improved with effective communication

To identify when a relationship is not healthy and how to end this

Task

Is this relationship healthy, it depends or unhealthy?

Scenario 1

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

Scenario 2

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

Scenario 3

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



Task

- Imagine that the two characters asked for your advice. What would you say to them both?
- If they ask you why you've said what you said, could you explain your reasons?
- Where else could a person go for advice in these kinds of situations?

Go on, it'll be okay

I'm not sure...

I am, it'll be great!

Are you sure it's safe?

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

I'm still not sure...

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

Look, everyone does it

No, I don't want to...

That's not normal, you're not normal!

I just don't want to! I don't like it

I'll tell our friends there's something wrong with you

Why would you do that?

You want everyone to think you're weird?

Please don't get angry

If I am, it's your fault I am!

I'm sorry!

I don't care! I'm not keeping your secret any more

No! Don't! I'll do it...

So you're saying yes?

Yeah, ok, I will

AGREE/DISAGREE

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



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Week 4



Year 8

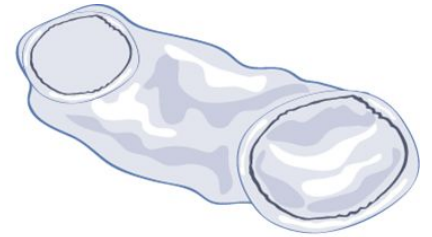
Introduction to contraception

Learning objectives;

To explain what is meant by contraception

To explain how condoms are used

To explain where and how to get
contraception and advice on contraceptives



What are these forms of contraception?

What do you know about them?

Task

Write what each of these
contraceptive are



Condoms: These are made of very thin latex and are used to cover the penis during sexual intercourse. It stops pregnancy by catching the sperm and preventing it from meeting the egg.

Contraceptive pill: This is a small tablet taken once a day to prevent pregnancy by stopping ovulation (an egg being released each month into the uterus). It can also reduce the heaviness of periods.

Contraceptive injection: This is given by a doctor or nurse once every 3 months. It releases a hormone into the bloodstream that stops an egg being matured within the ovary. It also makes it harder for sperm to enter the uterus and thins the uterus lining.

Female condoms: Female condoms (Femidom) are made from soft thin plastic called polyurethane. They are worn inside the vagina. A thin, rubbery band at the end is squeezed and inserted into the vagina to position it correctly. It prevents pregnancy by stopping the sperm from entering the uterus.

Task

In your books write down the sentences and fill in the missing gaps

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 ejaculate does not _____

Wrap condom in tissue and dispose of in the _____

MISSING WORDS

expiry date	ridged	tip	base
withdrawn	safety mark	bin	leak

A SHOP



THEIR GP SURGERY



SEXUAL HEALTH CENTRE



MACHINE IN A PUBLIC TOILET



Task

Write down the advantages and disadvantages of each

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Year 8 Parenting

Learning objectives;

To describe the consequences of being a parent

To evaluate the qualities required to be a good parent

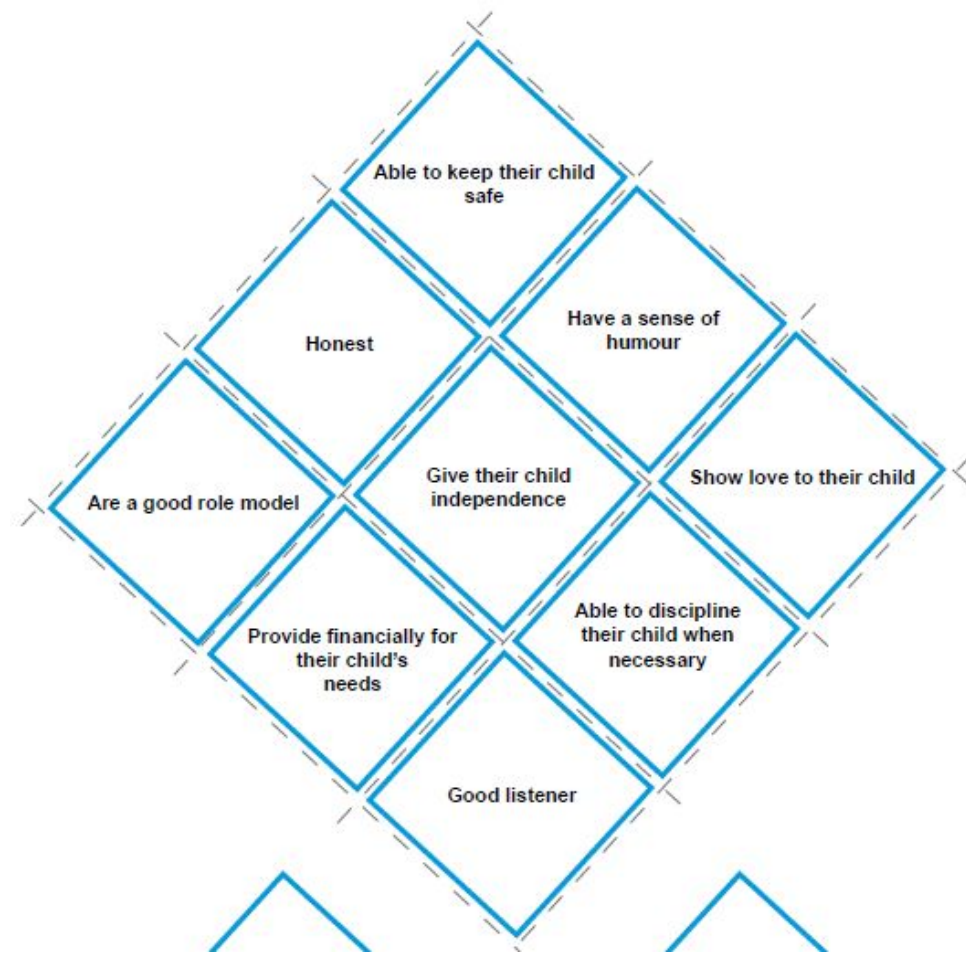
To explain the complexities of parental choices

Task

Rank the qualities of good parenting using the diamond 9

Can you think of three other qualities?

Explain next to the top and bottom quality why you have placed them there



Year 8 Parenting

Task

As a class write a list of qualities you would need at each stage as your child grows up

E.g. during pregnancy - healthy diet



During pregnancy

During infancy

Child as a toddler

Child at primary school age

During teenage years

Child reaches adulthood

Scenario 1

A single parent has a child who wants to go to a swimming gala to improve their chances of getting onto the county swimming team but the parent has already agreed to visit a friend for dinner. What should they do?

Scenario 2

A 15-year-old has asked their parents if they can go to a friend's to watch films and eat pizza. When they find out more, it sounds as if there will be no adult supervision. Should they let their child go?

Scenario 3

A 12-year-old boy has recently been adopted. He has found it difficult to settle in his new surroundings so he is refusing to eat dinner with the rest of the family. How should they deal with the situation?

Scenario 4

A 12-year-old girl has recently moved to a new school. She wants to go on a school residential trip to Europe but her parents are unsure as initial reports from the school suggest she has not settled well so far. They don't have enough money to have both a family holiday and pay for this residential so their other child will miss out. Should they send their daughter on the trip?

Task

What would you do in each scenario and why?

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Week 5



Year 8

Menstrual Wellbeing

Learning objectives;

To describe a range of menstrual products and how they are used

To evaluate the pros and cons of a range of menstrual products

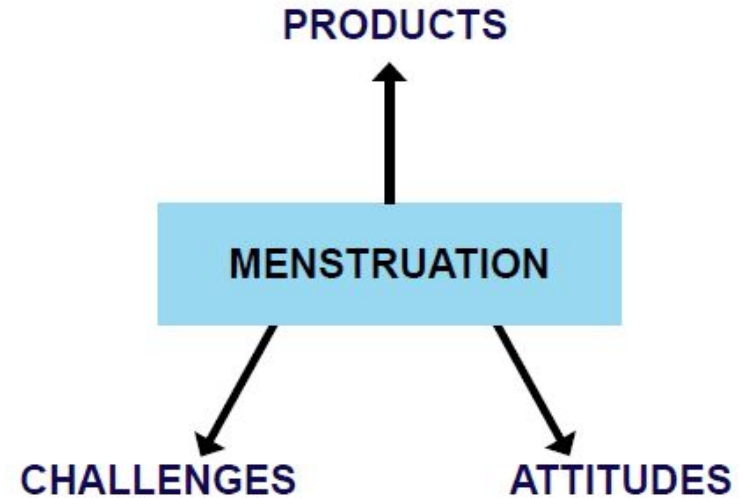
To give advice about managing menstrual wellbeing

Task

In your books write ideas around the three key focus; products, challenges and attitudes

E.g. product - sanitary pads

Attitudes - feeling low or upset



Year 8



Menstrual Wellbeing

Task

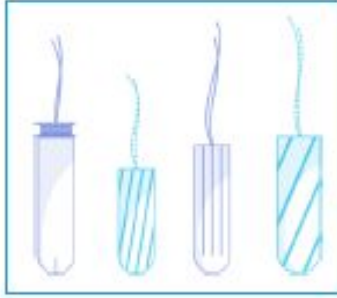
Split the whole class into 5 groups.

Using the information create an informative A3 poster.

You will be asked to talk about it to the class and they will need to fill in the grid with this information.

These can then be displayed in classrooms

Menstrual product	How it's used	Pros of using the product	Cons of using the product
Tampons			
Disposable towels/ pads			
Menstrual cups			
Reusable pads			
Period pants			



Product: Tampon



What is it?

A cylinder wad of cotton and rayon mix with a string to remove it after use. The material is often bleached, dyed and glued, with some brands being scented.



How is it used?

These are used internally. Inserted into the vagina to absorb the flow of menstrual blood.

There is a range of absorbencies depending on how heavy someone's flow is. Some come with applicators, some do not.

Interesting fact:

Very early versions were made of anything that was absorbent such as wool or other natural materials, with records showing that these go back as far as the Ancient Egyptians and Roman times. The modern day version was designed in 1929.

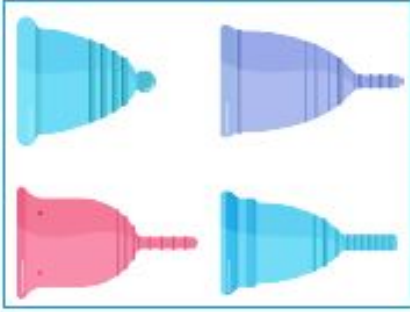
They should be changed and disposed of in a bin every 4-8 hours. If left in too long there is an increased risk of toxic shock syndrome (a rare but serious condition where bacteria release toxins into the body). Therefore, they should never be left in for more than 8 hours.

Practice can be needed; some young people find them uncomfortable or tricky to use to start with. They can be used when swimming and can be more comfortable and feel more secure when exercising.



Price point

Approximately £1.80 for a box of 20.



Product: Menstrual cups



What are they?

A reusable silicon egg-cup shaped vessel inserted into the vagina to collect menstrual blood. Menstrual cups usually come in two sizes and if carefully looked after, can be used for years.



How are they used?

These are used internally and can be left in place for up to 10 -12 hours. If left in too long, or not cleaned thoroughly, there is an increased risk of toxic shock syndrome (a rare but serious condition where bacteria release toxins into the body). Therefore, they should never be left in for more than 12 hours. They should be changed and washed at least twice a day and sterilised regularly, especially between periods.

There are different makes and it is important to find the right one. The fitting technique can take practice as a seal needs to be created in the vagina to ensure menstrual blood is collected correctly.

This seal means menstrual blood does not leak and so they can be worn when swimming.



Price point

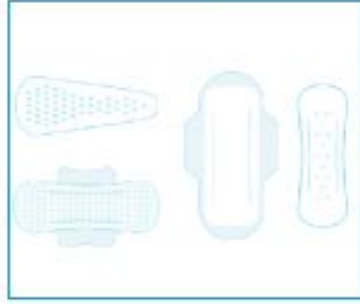
One menstrual cup costs approximately £10 - £15.



Interesting fact:

The first version of what we see today came onto the market in 1937.

The 'tail' can be cut to size.



Product: Disposable towels/pads



What are they?

Rectangular or tapered rectangular pieces of compressed material that is attached to the inside of pants with a glue strip. Some have 'wings' to help secure in place and prevent leaks onto clothing. Some brands use bleached materials and perfumes within the pad.



How are they used?

These are used externally. They come in a variety of thicknesses, absorbencies and lengths, depending on the purpose of use (e.g. day, night) and the heaviness of the flow and should be changed approximately every 4 -6 hours. Can be combined with other products for added protection from leaks.

These are often used as a 'starter' product for those new to menstruation, they are easier to use than some products and are widely available.

They come in a plastic wrapper that, when changing pads, should be used to wrap the old one before disposing of it in a bin.



Price point

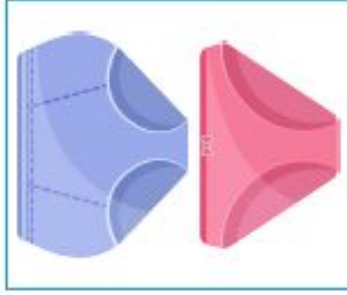
Approximately £1.50 for a pack of 10.



Interesting fact:

The first commercial disposable pad was available in 1888, but was too expensive for many people. They were also looped and worn attached to a belt around the waist.

On average, a person will use approximately 12,000 reusable pads over a lifetime.



Product: Period pants



What are they?

Layers of cotton and waterproof material combined into a reusable absorbent and leak proof pant.



How are they used?

These are used externally. They come in a range of sizes and styles.

Some that are absorbent can be worn all day before changing and require no other menstrual products. Some are only leak proof and are designed to be worn with another menstrual product.

These can be great for comfort when exercising but not able to be used when swimming.



Interesting fact:

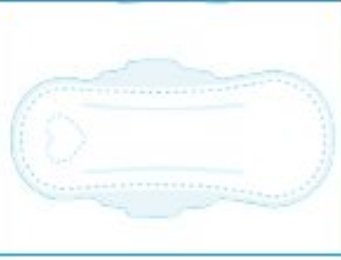
These are a relatively new invention and were only developed in 2013.

They were introduced to the UK in 2018.



Price point

Approximately £25 per pair of pants.



Product: Reusable towels/pads



What are they?

A pad of similar design to disposable pads, but made from cotton and toweling materials and held in place around pants by a popper or Velcro.



How are they used?

These are used externally. They should be changed regularly, every 4-6 hours. They need to be rinsed before being washed thoroughly.

Interesting fact:
The first pads were reusable ones made of wood pulp and rags; before that rags, cotton or sheep's wool were used.

Usually, someone would have a set of several reusable pads to change throughout the day. If looked after carefully they can be reused for many years.



Price point

They are now widely available through online shops, costing approximately £5 per reusable pad.



Year 8

Menstrual Wellbeing

Task

Go back to the first activity.

Using a different colour pen, add new information from the lesson; things you had forgotten, things you have learnt and anything that you think now needs correcting from your initial ideas.

Week6

Year 8 Assessment - Sexual Wellbeing



Learning objectives;

To identify what makes a healthy relationship

To describe methods of contraception and menstrual products

To explain when a relationship cannot be repaired

Task

Write a newspaper article aimed to inform readers about sexual wellbeing. Ensure you lay this out like a newspaper. It should include the following

- Definitions of different sexual orientations
- What makes a healthy relationships
- Description of contraceptive methods
- Description of menstrual products
- The responsibilities of parenting
- What makes an unhealthy relationships
- When a relationships cannot be repaired
- How to end a broken relationships safely

Marking Criteria

Criteria	Working towards....	Working at.....	Working above....
I can identify different sexual orientations			
I can understand what makes a healthy relationship			
I understand why a relationship can be repaired or when it should be ended			
I can identify different methods of contraception			
I can identify the responsibilities of parenting			
I can identify different menstrual products			
Peer assessment WWW - EBI - Teacher comment			