

Lesson 1 - Key Question: What is a healthy relationships?

Objectives and Outcomes	Suggested Resources	Ideas for Activities
<p>Objective: To learn about what constitutes a healthy and unhealthy relationship.</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. describe qualities of a healthy relationship 2. explain different types of unhealthy/abusive behaviours 3. understand that not all abusive behaviour is physical, and what the early warning signs might be that a relationship may become abusive. 4. know where to ask for further support <p>Stretch: Learn some statistics relating to rates of domestic abuse</p> <p>Homework:</p>	<p>Early Warning signs scenarios</p> <p>Statistics</p> <p>Places for support:</p> <p>Trusted adults</p> <p>Pastoral/House team</p> <p>Safeguarding lead</p> <p>Cornerhouse www.wearecornerhouse.org</p> <p>Instagram @wearecornerhouse</p> <p>Facebook @wearecornerhouse</p> <p>The Winner Project</p> <p>Women's Aid Hull</p> <p>Hull DAP</p> <p>Relate : offer relationships support and counselling, including for children and young people. Branches operate across the UK.</p> <p>Brook : provide advice on relationships, and sexual health and wellbeing for young people.</p> <p>Young Minds : for young people who need information or guidance on mental health and wellbeing.</p> <p>Childline : a free, confidential service for children and young people under 19 to talk about any issue they need to</p>	<p>This lesson will look at the qualities which we should expect in a healthy relationship. We will also look at what is meant by a coercive and controlling relationship. Abusive relationships are often misunderstood as only being physical abuse, but there are many types which are not so easily identifiable. Young people (16-25 year olds) are statistically the most likely to experience abusive relationships.</p> <p>Starter: Ask pupils to give some suggestions of what makes a healthy relationship.</p> <p>The main activities for this lesson are for pupils to</p> <ul style="list-style-type: none"> • Sort cards with statements and qualities about a relationship from most important to least important <ul style="list-style-type: none"> To message all the time To have friends we only know online To speak everyday To argue To have a best friend To give or be given presents To always lend you their stuff To say mean things To be there for you To ask for consent To have similar hobbies or interests • Feed back as a class each item, discuss what could make them healthy or unhealthy • Introduce the 5 different categories of abusive behaviour and ask the class for example—physical, emotional, sexual, financial and cyber • Discuss that relationships which are going to become abusive will start with emotional, controlling behaviour. • Statistics “quiz” - look at statistics of abusive relationships in the UK, highlight that anyone could be a victim of abuse no matter their gender, however women are the most likely people to experience abuse in their life time (1 in 3 women, and 1 in 6 men will experience an abusive relationship) • Potentially rice demonstration • Early Warning Signs—scenarios to identify potential early warning signs. • Discuss how you might end a relationship safely if you want to. • Signpost places for support, locally and nationally <p>Students will be supported to understand it is never a victim's fault, it is a choice made by the perpetrator.</p> <p>Differentiation:</p>
<p>Differentiation</p> <p>All – Identify qualities in healthy and unhealthy relationships</p> <p>Most – Understand what coercive control</p> <p>Some – Be able to identify early warning signs of abuse and understand how this might progress in a relationship</p>		
<p>Key Vocabulary</p> <p>Commitment, relationship, family, friendship, positive, health, wellbeing, emotional health, self respect, abuse, control, coercion, exploitation, psychological abuse, sexual abuse, physical abuse, cyber abuse, financial abuse, perpetrator</p>		

Lesson 2 Key Question: What is meant by the phrase safer sex?

Objectives and Outcomes	Suggested Resources	Ideas for Activities
<p>Objective: To explore the risk associated with sex and how to be safe when having sex</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. Understanding the risks of sex (e.g. unplanned pregnancy, STIs, physical harm, emotional harm) 2. Understand why and when protection should be used (i.e. condoms/contraception) 3. Understand how to look after ourselves and others 4. Know where to ask for help if we need it <p>Homework: Look up local sexual health services</p>	<p>Lesson plan and resources document created as part of the "Do..." project</p> <p>Contrapak (contraception demonstration box)</p> <p>Condom demonstrators</p> <p>"how to put on a condom" leaflet</p> <p>Places for support:</p> <p>Trusted adults</p> <p>Pastoral/House team</p> <p>Safeguarding lead</p> <p>Cornerhouse www.wearecornerhouse.org</p> <p>Instagram @wearecornerhouse</p> <p>Facebook @wearecornerhouse</p> <p>education@wearecornerhouse.org</p> <p>MESMAC Hull</p> <p>Conifer Services</p> <p>Thinkuknow: the online safety education programme from the National Crime Agency's CEOP command. Thinkuknow aims to empower children and young people aged 4-18 to identify the risks they may face online and know where they can go for support.</p> <p>Relate : offer relationships support and counselling, including for children and young people. Branches operate across the UK.</p> <p>Brook : provide advice on relationships, and sexual health and wellbeing for young people.</p> <p>Young Minds : for young people who need information or guidance on mental health and wellbeing.</p> <p>Childline : a free, confidential service for children and young people under 19 to talk about any issue they need to</p>	<p>The purpose of this lesson is to help pupils understand the risks associated with having sex. However it is not about scaring young people, we will consider the risks in a "sex positive" way, so that they can understand what the risks might be, how to make it safer. We will also consider the potential emotional impacts of having sex, what is consent, and how do we know we are ready for sex.</p> <p>Create a quick list as a group suggesting why might people like to have sex, and what might the risks be of having sex.</p> <p>The main activities for this lesson are for pupils to</p> <ul style="list-style-type: none"> • Sort card exercise, looking at different sexual activities— page 10 lesson plan—students are to sort into a continuum of highest risk to lowest risk (any kind of risk) • Consider what risk, if any, might be posed in each activity, and how these might be reduced to make them safer- Students will likely identify condoms, contraception and sexual health tests as ways to reduce risk. • Discuss different methods of contraception and where you could get them. • Find out where in Hull you can get testing done • Complete a condom demonstration (if they want to) <p>Students could work independently, in pairs or small groups.</p> <p>Although all students will be encouraged to join in, there is never any pressure to complete any of the tasks if anyone feels uncomfortable—however this is an opportunity to look at, touch and feel a condom before they are in a position of having to use one.</p> <p>Differentiation: Some pupils will find the sorting exercises useful as a way of visualising the continuum of risk. Students will have to opportunity to try putting a condom on a demonstrator, although no pressure to do this if they don't want to</p>
<p>Differentiation</p> <p>All – give examples of how to make sex and relationships safer</p> <p>Most – know what a condom is and how it is used</p> <p>Some – feel more confident to access any help they may need and know how to negotiate within relationships</p>		
<p>Key Vocabulary</p> <p>Condom, contraception, consent, sexual health, safer sex, sexually transmitted infection, unplanned pregnancy, sexual health test/screening, pleasure, symptoms, correct body part names, types of sexual activity, sexuality</p>		

Lesson 3: Key Question: What is your normal?

Objectives and Outcomes	Suggested Resources	Ideas for Activities
<p>Objective: To explore “what is normal” and “what is safe” when exploring sexual activities and bodily responses for people as individuals</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. Explore what is “normal” and what is “safe” when considering a variety of activities relating to sex 2. Develop an understanding of their own “normal”, and how it might be similar or different to other peoples “normal” <p>Stretch: Be able to give examples of how people’s “normal” may differ</p> <p>Homework: .</p>	<p>Lesson from The Proud Trust “Sexuality aGender v2: an inclusive sexual health toolkit”</p> <p>What is my normal star worksheet</p> <p>Safe/Normal? Quadrant and scenarios</p> <p>Places for support:</p> <p>Trusted adults</p> <p>Pastoral/House team</p> <p>Safeguarding lead</p> <p>Cornerhouse www.wearecornerhouse.org</p> <p>Instagram @wearecornerhouse</p> <p>Facebook @wearecornerhouse</p> <p>education@wearecornerhouse.org</p> <p>MESMAC Hull</p> <p>Conifer Services</p> <p>Thinkuknow: the online safety education programme from the National Crime Agency's CEOP command. Thinkuknow aims to empowers children and young people aged 4-18 to identify the risks they may face online and know where they can go for support.</p> <p>Relate : offer relationships support and counselling, including for children and young people. Branches operate across the UK.</p> <p>Brook : provide advice on relationships, and sexual health and wellbeing for young people.</p> <p>Young Minds : for young people who need information or guidance on mental health and wellbeing.</p> <p>Childline : a free, confidential service for children and young people under 19 to talk about any issue they need to</p>	<p>The purpose of this lesson is to follow on from lesson 2 where we considered risk in relation to sexual activities. This lesson looks at what is “normal” and how we each may have different versions of normal. We will explore this and talk about how we can decide for ourselves what we are comfortable with and how we might communicate this with potential partners.</p> <p>Start activity, briefly discuss what we mean by the word normal? Who decides what is “normal”; is everybody’s “normal” the same</p> <p>The main activities for this lesson are for pupils to</p> <ul style="list-style-type: none"> • Complete their own “What is my normal” worksheet, list on each point of the star, an activity or something they do which is “normal” for them • In pairs discuss some of the things they have written, how are they different, is anything the same? • Feedback to whole group • Discuss if there are more positive ways of talking about what is “normal” or “not normal” for example, “common” and “uncommon” • Look at safe/normal scenarios and have small group/pairs discussions and plot on the safe/normal quadrant—there are no “right” or “wrong” answers <p>These scenarios may prompt lots of other conversations which can be facilitated as they come up, for example age differences in relationships, having multiple partners, watching pornography. The law will be considered for each of these as well as consent and potential coercion.</p> <p>Pupils will discuss where they can access support and be reminded of places from previous sessions.</p>
<p>Differentiation</p> <p>All – be able to identify things they consider as “normal” for themselves</p> <p>Most – Be able to understand that their “normal” may not be the same as someone else’s</p> <p>Some – Be able to understand the impact of pushing our “normal” on others</p>		
<p>Key Vocabulary</p> <p>Choice, consent; peer pressure, relationship, sex, intimacy, legal, sexuality, LGBTQ+, gender, identity, pornography, communication, protection, exploitation, desire, pleasure, orgasm, “under the influence”</p>		