

Lesson 1 - Key Question: How can I identify risk?

Objectives and Outcomes	Suggested Resources	Ideas for Activities
<p>Objective: To learn about types of risk including, child exploitation, going missing and abusive relationships</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. be able to describe CSE and CCE 2. know who to speak to if they are worried about a friend or themselves. 3. understand that abuse of any kind is not the “victims” fault 4. develop an understanding of different vulnerabilities we all have and how to keep ourselves and others safer. <p>Stretch: Be able to empathise with how people can find themselves in difficult positions</p> <p>Homework: create a piece of artwork about commitment</p>	<p>https://youtu.be/d4R4VaC4vjc</p> <p>www.notinourcommunity.org</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>Education@wearecornerhouse.org</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 looks at the subject of child exploitation. We will use a film from the “Not in Our Community” campaign which follows four young people’s stories, in which each young person has different push and pull factors making them vulnerable to exploitation, abuse and going missing.</p> <p>Starter: Ask pupils to list “wants and needs” of young people. Explain how when our needs are being met in a healthy way this can potentially make us vulnerable if we come across people who may want to take advantage of us while we’re in this position. Discuss the meaning of exploitation</p> <p>The main activities for this lesson are for pupils to</p> <ul style="list-style-type: none"> • Watch the first section of the film • Identify the vulnerabilities of each character, explain push and pull factors and ask students to identify what each character might be. • Watch the rest of the film to identify how each story developed for each character and discuss the various statements from the lesson plan • Look at the signs of exploitation people around the characters might notice. • Discuss places of support and what each character could do next, how could they support a friend in a similar situation. <p>Students will be advised of places of support. If they are interested to find out more they can visit the Not in Our Community website or social media channels where there are a number of films set in our area and based on real life stories to improve awareness and understanding.</p>
<p>Differentiation</p> <p>All – Identify different risks associated with exploitation scenarios</p> <p>Most – Understand what child exploitation means</p> <p>Some – Be able access support if needed in the future.</p>		
<p>Key Vocabulary</p> <p>CSE—child sexual exploitation, CCE—child criminal exploitation, county lines, grooming, missing, risk, vulnerability, choice, consent, perpetrator, victim, trauma, self harm</p>		

Lesson 2: Key Question: What does body image have to do with safer sex

Objectives and Outcomes	Suggested Resources	Ideas for Activities
-------------------------	---------------------	----------------------

Objective: To learn about real bodies, and understand all bodies come in different shapes and size. To understand how to keep ourselves safe emotionally and physically in a sexual relationship.

Outcomes:

1. Learn about various body parts, some that might be used during sexual activity.
2. Learn different words to describe body parts
3. Have an understanding of the variance that exists with people's genitals
4. Challenge and reduce misconceptions around sex and types of sex
5. Increase knowledge around the pleasure of sexual activities
6. Increase knowledge around the risks associated with sexual activities

The Proud Trust, sexuality aGender resources

Body outline

Genital Gallery

Dice Game handout (and dice)

Places for support:

Trusted adults

Pastoral/House team

Safeguarding lead

Cornerhouse www.wearecornerhouse.org

education@wearecornerhouse.org

The purpose of this lesson is to develop students understanding of the sexual body. Including talking about body parts and the correct terminology; pleasure as a feature of a healthy sexual relationship; body responses; and staying safe. The ultimate aim is to enable young people to be able to use this information to make informed choices about when and how they have sex and be able to communicate with partners. This session links strongly with lesson 3 which will look at how to have these conversations. The idea is for it to be fun and informal creating space for them to ask questions and have conversations which can be difficult in other settings.

Differentiation

All – Identify that all bodies are different. Understand that sex should be pleasurable for everyone.

Most – Understand the impact that making assumptions about our own other people's bodies might have on sexual health and wellbeing

Some – be able to differentiate the risk in different sexual activities.

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.

Relate : offer relationships support and counselling, including for children and young people. Branches operate across the UK.

Brook : provide advice on relationships, and sexual health and wellbeing for young people.

Young Minds : for young people who need information or guidance on mental health and wellbeing.

Childline : a free, confidential service for children and young people under 19 to talk about any issue they need to

Starter—give each pupil a “body outline” sheet and ask them to annotate with names of body parts that might be used during sexual activity—discuss slang and biological names for each part, ask why do we use slang for these? What might be the effect of using slang? Does it make it more difficult or easier to talk about?

- The main activities for this lesson are for pupils to
- Look at the illustrated “genital gallery”, discuss in pairs/as a class which might be like to be seen in textbooks/ pornography/at a doctors surgery. Which might we not see in any of these places?
 - Discuss do all people's genitals look the same?
 - Understand that we don't all look the same, and we won't all want to have sex in the same way.
 - List main identified body parts used for sex (penis; vagina; anus; mouth; hands; objects)
 - Use the “dice game” to think about how these parts might be used in having sex. i.e. mouth and mouth, penis and vagina
 - What pleasure might be associated with this activity? What risk might be associated with this activity.

Key Vocabulary

Sexuality, genitals, penis, anus, vulva, vagina, slang, biology, consent, pleasure, FGM (female genital mutilation) risk, contraception, sexually transmitted infections

Students will be able to identify the different types of sex people may have but also what they may choose not to do. Students will be encouraged to understand that a person has the right to consent or not consent to each activity before or during something happens. Pupils will also be helped to understand that each time someone has sexual contact consent should be sought and can not be assumed based on anything previous.

If there's time a condom demonstration could be completed within this lesson or lesson 3.

Lesson 3: Key Question: How will I know if I'm ready to have sex?

Objectives and Outcomes	Suggested Resources	Ideas for Activities
<p>Objective: To explore how someone knows when they might be ready to have sex.</p> <p>Outcomes:</p> <ol style="list-style-type: none"> To practice using the correct words when talking about sex. Understand what consent is Understand that there and intimate relationship doesn't have to involve sex To understand that each person should decide for themselves when they are ready to have sex. 	<p>Screwball film</p> <p>“Quotes” worksheet</p> <p>Consent scenarios</p> <p>Are you ready checklist</p> <p>Places for support:</p> <p>Trusted adults</p>	<p>The purpose of this lesson is to help pupils explore how they will know when they are ready to have sex. Students will discuss how we know when we are ready and also how to know when a partner is ready. Following on from the previous lesson pupils will be supported to understand that every time someone has sex is a individual choice, consent should always be sought for any sexual contact.</p> <p>Quick discussion refreshing the definition of consent,</p> <p>The main activities for this lesson are for pupils to</p> <ul style="list-style-type: none"> Watch the “screwball” film Discuss in pairs the quotes sheet—quotes pull out issues of consent, sexting, body image, peer pressure, correct terminology, body hair, media representations of bodies etc Discuss if they feel this is a healthy relationship portrayed in the film, how would they know if it wasn't? Feed back ideas from the quote work sheets as a class Look at the consent scenarios, in pairs or as whole class, has consent been given, what happens next? Look through the “am I ready” check list, discuss the points on it—not to complete it class pupils encouraged to take this away. Run through places of support for sexual health and relationships
<p>Differentiation</p> <p>All – Be able to consider “good” and “bad” reasons why people make choices around relationships and sex</p> <p>Most – Be able to apply the concept of consent to different relationship scenarios</p> <p>Some – Be able to evaluate the potential consequences of doing something because you feel you have to</p>	<p>Pastoral/House team</p> <p>Safeguarding lead</p> <p>Cornerhouse www.wearecornerhouse.org</p> <p>education@wearecornerhouse.org</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>Pupils will discuss where they can access support and be reminded of places from previous sessions.</p>
<p>Key Vocabulary</p> <p>Choice, consent; peer pressure, relationship, sex, intimacy, legal, sexting, taboo, pornography, sexting, body image</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>	