

Lesson 1 - Key Question: What is identity?		
Objectives and Outcomes	Suggested Resources	Ideas for Activities
<p><b>Objective:</b> To introduce a range of identities, to gain an understanding of the difference between a person's (and our own) gender identity, expressions of gender, biological sex, and sexual orientation.</p> <p><b>Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. gain a vocabulary of words that a person might use to describe various aspects of their identity</li> <li>2. understand the difference between gender identity, gender expression, biological sex and sexual orientation</li> <li>3. gain an insight into their own and other's identities</li> <li>4. examine common assumptions we make about a person and their identity</li> </ol>	<p>Lesson from The Proud Trust "Sexuality aGender v2: an inclusive sexual health toolkit"</p> <p><a href="#">Identity word search</a></p> <p><a href="#">Glossary of terms</a></p> <p><a href="#">The genderbread person handout</a> (www.itspronouncedmetrosexual.com)</p> <p>What's their identity cards <a href="#">page 1</a> <a href="#">page 2</a></p> <p>Places for support:</p> <p>Trusted adults</p> <p>Pastoral/House team</p> <p>Safeguarding lead</p> <p>Cornerhouse <a href="http://www.wearecornerhouse.org">www.wearecornerhouse.org</a> education@wearecornerhouse.org</p> <p>Step Out LGBTQ+ youth group stepouthull@gmail.com</p> <p><a href="#">Relate</a> : offer relationships support and counselling, including for children and young people. Branches operate across the UK.</p> <p><a href="#">Brook</a> : provide advice on relationships, and sexual health and wellbeing for young people.</p> <p><a href="#">Young Minds</a> : for young people who need information or guidance on mental health and wellbeing.</p> <p><a href="#">Childline</a> : a free, confidential service for children and young people under 19 to talk about any issue they need to</p>	<p>This lesson encourages pupils to start thinking identity, their own and others peoples. Identity is personal to everyone and we will look at the ways in which this can vary from person to person in the context of gender, biology and sexual orientation. At no point will they be asked to share personal information they are not happy to about themselves.</p> <p>Starter: Give each student a word search—ask them to complete and look at the word list—are there any they haven't heard before, do they understand what they all mean? Are they commonly used words, and do they tend to be positive or negative, why? Should we apply these labels to other people? Can people self identify using any of these words in they wish to?</p> <p>The main activities for this lesson are for pupils to</p> <ul style="list-style-type: none"> <li>• Explore different identities with the "genderbread person" and explain each term if not already discussed. Ask the group is the model makes sense to then, do they understand the difference in each part. Does the continuum make sense to use instead of boxes?</li> <li>• Consider in small groups the "celebrities" on the what's their identity sheets , can they place them on the genderbread person?</li> <li>• Discuss why pupils have place celebrities in different places, discuss who is the only person who can really plot where a person sits on the scales.</li> <li>• If appropriate and safe to do so, share if they want to, where they feel they sit on the spectrums</li> <li>• Discuss are people free to express themselves the way that feels most comfortable? Do we give other rooms to express themselves freely?</li> <li>• Identify places of support and ask any questions they wish to.</li> </ul> <p><b>Differentiation:</b></p>
<p><b>Differentiation</b></p> <p><b>All</b> – increase vocabulary of various identity aspects</p> <p><b>Most</b> – Understand the difference between gender identity, gender expression, biological sex and sexual orientation</p> <p><b>Some</b> – Be able to describe their own identities</p>		
<p><b>Key Vocabulary</b></p> <p>Gender identity, woman, non binary, man, gender expression, feminine, androgynous, masculine, biological sex, female, intersex, male, sexual orientations, attracted to women, bisexual, pan sexual, attracted to men, heterosexual, homosexual</p>		

**Lesson 2: Key Question: What is the law in relation to sexual activity?**

Objectives and Outcomes	Suggested Resources	Ideas for Activities
<p><b>Objective:</b> To explore the laws effecting consent, pornography and sexting.</p> <p><b>Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Identify the meaning of consent</li> <li>2. Understand what can impact consent</li> <li>3. to understand that consent applies to all of us a various times not just in relation to sex</li> <li>4. identify the legal ages for having sex, watching pornography and sharing sexual images.</li> <li>5. Know what to do if they are worried about something they think may be illegal</li> </ol> <p><b>Stretch:</b> Be able to give examples of consensual and non-consensual scenarios</p>	<p><a href="#">Lesson powerpoint</a></p> <p>Chocolates— negotiation</p> <p>Places for support:</p> <p>Trusted adults</p> <p>Pastoral/House team</p> <p>Safeguarding lead</p> <p>Cornerhouse <a href="http://www.wearecornerhouse.org">www.wearecornerhouse.org</a></p> <p>education@wearecornerhouse.org</p> <p>Police 101 and 999 in an emergency</p>	<p>The purpose of this lesson is to help pupils understand the concept of consent and that it can apply to all types of scenarios, not just having sex. We will look at what is needed to gain consent, and the legal aspects of having sex. We will also discuss the law around sharing images and pornography.</p> <p>Starter discussion about what the students already understand by the term consent—what od they already know about the law</p> <p>The main activities for this lesson are for pupils to</p> <ul style="list-style-type: none"> <li>• Look at the “pillars” of consent—capacity, freedom of choice and the law</li> <li>• Watch Nita’s story* video—discuss scenario, was Nita able to consent, what laws were broken, what should she do next, where to find support</li> <li>• Discuss the ages at which young people can legally do different activities such as have sex(16) and watch pornography (18)</li> <li>• Complete legal/illegal sexting and pornography quiz</li> <li>• Negotiate a consent conversation with a partner—this activity uses the metaphor of choosing a chocolate to share to understand how a conversation about sexual activity needs to be had</li> </ul>
<p><b>Differentiation</b></p> <p><b>All</b> – Identify the different ages at which sexual activities are legal</p> <p><b>Most</b> – Understand what may happen when sexual activities happen illegally or non-consensually</p> <p><b>Some</b> – Evaluate their own use of social media and make appropriate changes to privacy settings and useage</p>	<p><a href="#">Thinkuknow</a>: 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>*Nita’s story— 2 minute animated film following the story of Nita getting ready for a party, drinking, and passing out, she finds out the next morning from photo’s on social media that someone has sexually assaulted her at the party but she can’t remember what happened</p> <p>Students could work independently, in pairs or small groups.</p>
<p><b>Key Vocabulary</b></p> <p>Social media, safety, online, offline, consent, capacity, freedom, choice, understanding legal, illegal, sexting, indecent images, sexual assault, rape, “under the influence”, support, Pornography, negotiation</p>	<p><a href="#">Relate</a> : offer relationships support and counselling, including for children and young people. Branches operate across the UK.</p> <p><a href="#">Brook</a> : provide advice on relationships, and sexual health and wellbeing for young people.</p>	<p><b>Differentiation:</b> Pupils will be able to engage in a range of activities including class discussions, film, and practical task designed to familiarise them with having conversations about consent in the future.</p>
	<p><a href="#">Young Minds</a> : for young people who need information or guidance on mental health and wellbeing.</p>	
	<p><a href="#">Childline</a> : a free, confidential service for children and young people under 19 to talk about any issue they need to</p>	

**Lesson 3: Key Question: What options do people have around parenthood?**

Objectives and Outcomes	Suggested Resources	Ideas for Activities
<p><b>Objective:</b> To explore the emotional impact an unintended pregnancy may have on an individual, to consider the choices pregnancy presents, and to emphasise a young person's rights in the decision-making process.</p> <p><b>Outcomes:</b></p> <ol style="list-style-type: none"> <li>To be able to talk about feelings and relationships</li> <li>To think about long and short term consequences of ending or continuing a pregnancy.</li> <li>Understand that choice is personal to the person making it</li> <li>Understand some of the complications of pregnancy</li> <li>Be able to identify sources of further information and support</li> <li>Understand everyone's role in safer sex, contraception and decision making</li> </ol> <p><b>Stretch:</b> be able to reflect on personal feelings around parenthood and pregnancy choices</p>	<p><a href="#">Renee's story</a>—film</p> <p><a href="#">Pregnancy loss statistics</a></p> <p><a href="#">True/false questions about Abortion</a></p> <p>"Pregatest" by Brook</p> <ul style="list-style-type: none"> <li><a href="#">worksheet</a></li> <li><a href="#">Pregnancy factsheet</a></li> <li><a href="#">Activity instructions</a></li> </ul> <p>Places for support:</p> <p>Trusted adults</p> <p>Pastoral/House team</p> <p>Safeguarding lead</p>	<p>The purpose of this lesson is to consider pregnancy and parenthood experiences and options. We will consider that not everyone wants to be a parent, how to prevent pregnancy if this is your choice, what to do if you think you or your partner may be pregnant, what are the available options if a pregnancy is unplanned, and what might be some of the complications in a pregnancy, including ectopic pregnancy and miscarriage.</p> <p>Starter, quick white board list of any words the class associate with pregnancy and parenthood. If not brought up by class prompt adoption, abortion, miscarriage</p> <p>The main activities for this lesson are for pupils to</p> <ul style="list-style-type: none"> <li>Discuss why some people may want to become parents, why some people may wait to become parents, why some people may not want to be parents.</li> <li>Look at some statistics around pregnancy including loss— in the UK, 1 in 3 women in the UK will have an abortion in their life time.; it is estimated that 1 in 4 pregnancies end in loss during pregnancy or birth.</li> <li>Unplanned pregnancy—discuss what this means and available options if unplanned pregnancy happen— Continuing, abortion and adoption.</li> <li>"Pregatest" exercise</li> <li>Watch Renee's story</li> <li>Contraception options.</li> </ul> <p>Pupils will discuss where they can access support and be reminded of places from previous sessions.</p>
<p><b>Differentiation</b></p> <p><b>All</b> – Be able to list the options for an unplanned pregnancy</p> <p><b>Most</b> – Be able to understand that people will have a different feelings and opinions about abortion</p> <p><b>Some</b> – Be able to access further support if needed in the future.</p>	<p>Cornerhouse <a href="http://www.wearecornerhouse.org">www.wearecornerhouse.org</a> education@wearecornerhouse.org</p> <p><a href="#">Thinkuknow</a>: 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><b>Key Vocabulary</b></p> <p>Choice, consent; peer pressure, relationship, sex, intimacy, legal, pregnancy, abortion, adoption, miscarriage, parenthood, contraception</p>	<p><a href="#">Relate</a> : offer relationships support and counselling, including for children and young people. Branches operate across the UK.</p> <p><a href="#">Brook</a> : provide advice on relationships, and sexual health and wellbeing for young people.</p> <p><a href="#">Young Minds</a> : for young people who need information or guidance on mental health and wellbeing.</p> <p><a href="#">Childline</a> : a free, confidential service for children and young people under 19 to talk about any issue they need to</p>	