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YEAR 7
LESSON PLANS

LESSON 1

PUBERTY AND EMOTIONAL CHANGES

CONTEXT

This lesson will support students to understand the emotional changes of puberty and how these changes might affect their relationships. It will develop a deeper understanding of the process of puberty, building on learning from the Medway primary RSE programme's key stage 2 lessons (and key stage 3 science).

NB As this lesson focuses on emotional changes and does not repeat the learning about physical changes in the primary lessons, it is important to have effective links with science coverage of puberty to ensure all aspects are dealt with appropriately, at a time when it will be most relevant to young people.

LEARNING OBJECTIVES

We are learning:

- about the emotional changes which take place during puberty, how they may affect our relationships and how to manage them.

INTENDED LEARNING OUTCOMES

- I can describe the main physical and emotional changes experienced during puberty
- I can evaluate how emotional changes may affect my relationships during puberty
- I have strategies for managing the emotional changes experienced during puberty

RESOURCES REQUIRED

- Y7 L1 Puberty and Reproduction PowerPoint
- Y7 L1 Resource A: Changes during puberty (1 copy per pair)
- Y7 L1 Resource B: Storyboard frames (optional)
- Y7 L1 Resource C: Family scenarios (1 copy, divided into 4 groups)
- Anonymous Question box

Optional for extension task:

- *A range of products relating to puberty: antiperspirant, deoderant, body spray, tampons, sanitary towels, menstrual cups*

CLIMATE FOR LEARNING

Ensure you have read the Medway Teacher's Guide to this programme. Make sure you understand how to establish a safe learning environment as well as ensuring you are familiar with the school's policies including the PSHE education and/or RSE policy, anti-bullying, behaviour management and safeguarding policies. Consider any sensitivities and prior knowledge about specific students' circumstances.

Remind students to use the anonymous question box if there is anything they wish to ask anonymously for you to respond to later in/after the lesson/in the next lesson.

KEY WORDS

Puberty, emotions, parents, family, relationships, adolescence, independence

LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Question box	Students write anonymous questions about the topic	5 minutes
Class discussion	Baseline assessment discussion to agree definition and consider how relationships change during puberty.	10 minutes
Changes card sort	Students complete a card sort of changes during puberty, using a masculine to feminine spectrum	10 minutes
Puberty feelings	Students identify changes related to feelings, and create examples of how these can affect relationship	10 minutes
Puberty and parents	Students give advice to characters experiencing relationship and puberty challenges	15 minutes
Plenary	Return to anonymous questions	10 minutes

BASELINE ASSESSMENT

Begin the lesson by agreeing or reinforcing the ground rules, including the right to pass, no personal stories and no names.

If time allows, the anonymous question box activity will be most effective if completed before this lesson.

ANONYMOUS QUESTION BOX

Explain to the class that the focus for this lesson is puberty and that it will focus on how relationships change during puberty. Ask all students to think of a question they have relating to these topics and to write them on a piece of paper. Questions can then be collected into a box or envelope. Set the class going on the baseline activity while you read the questions and get a sense of things you need to cover/answer during the unit of work.

5 MINS

Part 1. Ask the class to come up with a definition of 'Puberty' before showing the definition on the PowerPoint.

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.

Part 2: Pose a follow-up question to gain an understanding of young people's starting points on this topic.

How might relationships change during/after puberty?

This question will be covered in more detail later in the lesson but answers could include:

- relationships with parents change as boundaries change with increased independence; mood swings can impact on quality of relationship;
- friendships change as our identity evolves as we become adults, interests can change and we sometimes outgrow old friendships, old friendships can become stronger as we grow together and support each other through changes;
- people can start to feel attraction to others – this is the start of forming more romantic and intimate relationships.

CORE ACTIVITIES

CHANGES DURING PUBERTY

Explain that while they may have already found out about the physical changes that happen during puberty (e.g. in science or primary PSHE lessons), this lesson will focus on the emotional changes of puberty and how these can affect our feelings about others and our relationships.

As a recapping and bridging exercise, give students Resource A: Changes during puberty, which includes a range of cards describing different changes that take place. Ask pairs to organise the cards into those changes which are 'biologically male', 'biologically female', and 'can affect anyone'. Identify that a lot of changes, both physical and emotional, happen to all genders during puberty.

Trans inclusion: It is important to avoid depicting sex and gender as binary and to avoid using 'boys' and 'girls' as labels as this may marginalise trans young people. Teacher Guidance document.

Ask students to identify and group together the changes described on the cards which are likely to affect the relationships young people have with others (this might include friends, family or romantic relationships). These should include:

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

Ask students to choose one card and illustrate how this change might affect their relationships. This could be in the form of a script or storyboard.

For those students who may need further support:

Resource B has been provided as an optional framework for supporting students to create a storyboard.

For those students who may need further challenge:

Students could ensure their script or storyboard contains advice on how to manage the challenges.

Explain to students that managing relationships with parents and family members during puberty can be challenging. Divide the class into four groups and give them each a scenario from *Resource C: Family scenarios*. Ask them to give advice to the character about what they should do next to resolve the concern. Be sensitive to any students whose home situation may make this activity more challenging.

You can manage the feedback to this activity in different ways:

1. Have each group read out their scenario and their suggested response; collate key ideas from each group on the whiteboard
2. Print each scenario in the middle of a large sheet of A3 – once the first group have added their ideas, rotate the sheet to the next group to see if they can add further suggestions. Continue to rotate until all groups have seen all four scenarios.

If students do not identify these strategies themselves, draw out key suggestions from this feedback, such as:

- It's good to talk and be open and honest with family, even if this can feel embarrassing or awkward
- If you're worried about what to say, think about writing a bullet point list to take into a conversation or to write a letter outlining how you feel

5 MINS

- As you develop more independence, try to negotiate new rules with your parents/carers, and stick to them!
- Demonstrate responsible behaviour and help out when you can; this will build trust with your parents/carers
- Find a good time and place to talk to your family about embarrassing or difficult issues; for example, they might find it harder to listen if they are in the middle of cooking dinner or rushing out to the shops!
- Remember you can seek advice about puberty from lots of different places, including teachers at school and websites like Childline
- Show you can balance time between friends/relationships and school work, for example by making sure you complete your homework before asking to go out with friends

PLENARY/ASSESSMENT FOR AND OF LEARNING

QUESTION BOX - CHECKING PROGRESS

Return to the anonymous questions posed at the start of the lesson, or completed in the previous lesson. Celebrate those questions which have already been answered by the lesson content by asking students to vote by giving a thumbs up or thumbs down; Have we answered this question today?

Identify questions which have not been answered today but will be covered by subsequent lessons (e.g. those relating to healthy relationships and consent)

Respond to any questions which have not yet been answered and will not be answered by future lessons. (You may wish to refer to the teacher guidance on responding to questions.)

SIGNPOSTING FURTHER SUPPORT

Ensure students are aware of the information and support available on sex and relationships issues: a friend, teacher, parent, school nurse, GP.

Highlight local and national services, such as:

- **A Better Medway:** <http://www.abettermedway.co.uk/>
- **Brook:** <http://www.askbrook.org.uk/> Contact number: 0808 802 1234
- **Childline:** www.childline.org.uk Contact number: 0800 1111

EXTENSION ACTIVITIES/ HOME LEARNING

PRIMARY MEDWAY RE RESOURCE PACK

The primary resource pack contains lessons on puberty which could be adapted to revisit learning on the physical changes, in particular.

PUBERTY PRODUCTS

Pass around various products relating to puberty - sanitary towels, antiperspirants, face wash etc. and ask the class to discuss how they might be used, why they might be necessary. This is particularly helpful for students who may need further support in managing the physical changes of puberty, or for groups who may not have received significant teaching about puberty during the primary phase.

OFFERING SUPPORT

To help students engage with the signposted support, ask them to return to the scenarios and to offer each character an appropriate source of support; who would be best for them to talk to and why?

LESSON 2

HEALTHY AND UNHEALTHY RELATIONSHIPS

CONTEXT

This lesson will explore what healthy relationships should look like and will discuss how to establish healthy relationships. It will also discuss signs of unhealthy relationships and role play potential solutions to such relationships.

LEARNING OBJECTIVES

We are learning:

- about the qualities of healthy and unhealthy relationships

INTENDED LEARNING OUTCOMES

- I can identify healthy and unhealthy relationship behaviours
- I can describe the consequences of different relationship communication styles
- I can demonstrate active listening and assertiveness skills

RESOURCES REQUIRED

- Anonymous question box
- Y7 L2 Healthy Relationships PowerPoint
- Y7 L2 Resource D - Diamond 9 (1 set between 2-3 students)
- Y7 L2 Resource E – Scenario Quiz (1 per pair)
- Traffic light cards (either an oblong piece of black card folded into three, with a red, orange and green circle on each section so it appears like a “traffic light” and is foldable so students can hold up one colour at a time. Or give each student 3 squares of card (one green, one orange and one red)

CLIMATE FOR LEARNING

Ensure you have read the accompanying Teacher’s Notes before teaching this lesson for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively. Also ensure you are familiar with the school’s policies including the PSHE and/or SRE/RSE policy, anti-bullying, behaviour management and safeguarding policies. Consider any sensitivities and

prior knowledge about specific students' circumstances. Remind students to use the question box if there is anything they wish to ask anonymously for you to respond to later in/after the lesson/next lesson.

KEY WORDS

Relationship, romantic relationship, intimate relationship, healthy, unhealthy, assertive, controlling, compliant, submissive, passive, aggressive

LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Diamond 9	Students rank relationship rights then annotate with related responsibilities.	15 minutes
Magazine Quiz	Students provide advice by selecting an option in different situations. Then read information about communication styles.	20 minutes
RAG rating	Students indicate 'red flag' behaviours using red, amber, green cards.	10 minutes
Conversations	Demonstrate communication styles learning through responding to a scenario in different ways. Partner justifies their opinion on which is the best response and why.	10 minutes
Signposting	Go through places of support/advice and respond to final questions.	5 minutes

BASELINE ASSESSMENT

Begin the lesson by introducing or reinforcing the ground rules, including the right to pass, no personal stories and no names.

DIAMOND 9

Ask students to consider which of the rights in relationships are most important to them. Hand out Resource D: Diamond 9 to small groups of 2 or 3, and ask students to prioritise the cards focusing on which rights they think are the most to the least important. The most important reason should be at the top of the diamond and the least important reason at the bottom of the diamond shape.

Remind students that although these lessons focus on romantic and intimate relationships, all relationships have to be worked at and all relationships should be healthy and positive.

For those students who may need further support:

Students could organise a Diamond 5 card sort.

For those students who may need further challenge:

Hand students a set of blank cards and ask them to create and prioritise their own set of rights. During feedback, compare the ideas they have suggested with the existing cards; how similar / different are they?

15 MINS

Once complete, ask students to annotate their diamond or discuss the related responsibilities which go with each right. For example, the right to say no means that you have the responsibility to stop/not do something if a person is not consenting.

CORE ACTIVITIES

20 MINS

COMMUNICATIONS STYLES

Share the magazine-style quiz handout (Resource E) which asks young people to give advice in different situations as a way to outline the differences between different styles of communication, and the resultant consequences of using each style.

Take time to unpick the different response styles and reassure students that there is no one right way to manage conflict but there are usually unhelpful consequences attached to the use of aggression, in particular. Hold a class discussion to answer the additional questions provided. Clarify that there are times when it would not be safe to be assertive e.g. if a person is under the influence of drugs or alcohol or they are in a physically vulnerable situation.

10 MINS

TRAFFIC LIGHTS

Give each person a set of traffic light cards (see resources). Explain that green represents supportive behaviour, red is for a less healthy, perhaps controlling behaviour and orange is for 'it depends'. Using the PowerPoint, read the behaviour and ask the class to vote using the traffic light cards. Discuss the answers that emerge. Tease out that, in some cases, it is sometimes difficult to be precise on what level of behaviour is not okay as everyone has a different 'line' on what is okay for them. For example, it is difficult to find the line between messaging in an attentive way versus being overly 'clingy'. However, there are some behaviours which are controlling and are not okay e.g. putting a person down in public.

PLENARY/ASSESSMENT FOR AND OF LEARNING

10 MINS

DEMONSTRATE LEARNING

Ask students to work in pairs (or 3's) to demonstrate the different communication styles considered earlier in the lesson. They should select a scenario (or create their own) and provide different possible responses to each, based on the different communication styles. Their partner should demonstrate active listening skills by listening carefully to each response and should then identify which is the best and why.

Circulate to monitor student progress.

SIGNPOSTING FURTHER SUPPORT

Ensure students are aware of the information and support available on sex and relationships issues: a friend, teacher, parent, school nurse, GP.

Highlight local and national services, such as:

- **A Better Medway:** <http://www.abettermedway.co.uk/>
- **Brook:** <http://www.askbrook.org.uk/> Contact number: 0808 802 1234
- **Childline:** www.childline.org.uk Contact number: 0800 1111

QUESTION BOX

Ensure all questions from the question box are dealt with or factored into future planning.

EXTENSION ACTIVITIES/ HOME LEARNING

HOME LEARNING

Ask students to identify two relationships within a television show that illustrate healthy or unhealthy relationships and explain the key reasons why they think this.

TOP TIPS FOR HEALTHY RELATIONSHIPS

Ask students to create a leaflet on the top tips for healthy relationships.

RECOGNISING THE RELATIONSHIP RED FLAGS

Ask students to create a poster about unhealthy relationships and signposting where to go for help. High quality examples could be displayed as a way of supporting young people.

LESSON 3

INTRODUCING CONSENT

CONTEXT

This lesson is adapted from the PSHE Association's guidance document *Teaching about consent at key stages 3 and 4*, available [here](#). The lesson explores what consent means and how you can recognise when another person is giving their consent. While the lesson looks at both seeking and giving/not giving consent, it is important to reinforce the fact that it is the person seeking consent who is responsible for ensuring that consent is given freely and that the other person has the capacity to give their consent. The PSHE Association factsheet, [Summary of the Law on Consent](#), will be useful to support this lesson.

LEARNING OBJECTIVES

We are learning:

- about consent, what it means and what it should look like in practice.

INTENDED LEARNING OUTCOMES

- I can explain what consent means, both legally and ethically, and why it is so important.
- I can identify signs of when someone is consenting and when they are not.
- I can describe how consent is sought, given and not given in a healthy relationship.
- I can give reasons why most young people do not have sex until after they have passed the age of consent.

RESOURCES REQUIRED

- Anonymous question box
- Post-it notes (optional)
- Y7 L3 Consent PowerPoint
- Y7 L3 Resource F: Signs of consent. (1 set of cards (pre-cut) per pair or small group)

CLIMATE FOR LEARNING

Ensure you have read the accompanying Teacher's Notes before teaching this lesson for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively. Also ensure you are familiar

with the school's policies including the PSHE and/or SRE/RSE policy, anti-bullying, behaviour management and safeguarding policies. Consider any sensitivities and prior knowledge about specific students' circumstances.

Remind students to use the question box if there is anything they wish to ask anonymously for you to respond to later in/after the lesson/next lesson.

KEY WORDS

Consent, choice, freedom, capacity, age of consent

LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Explain to an alien	Note definition of consent to explain the concept to an alien.	10 minutes
Parallel lines	Students form 2 lines and walk towards each other with instructions to stop when asked. Discuss implications to illustrate importance of consent.	10 minutes
Signs of consent cards	Sort cards into signs of consent or non-consent.	10 minutes
Age of consent scenario	Class discussion responding to scenario about age of consent.	15 minutes
Social norms	Class compare their estimate of the proportion of people who first have sex before the age of consent with the Natsal statistics.	5 minutes
Revisit baseline & self-assessment	Revisit baseline and amend, adding key messages. Students self-rate on confidence scale.	5 minutes
Revisit unit baseline	Revisit the original healthy relationships mind-maps from the start of the unit.	5 minutes

BASLINE ASSESSMENT

Share the intended learning outcomes for the lesson with the group. Ensure ground rules are revisited and reference the opportunity to use the anonymous question box.

EXPLAIN TO AN ALIEN

Explain to the class that an alien being has landed and wants to understand what consent is. In pairs or small groups explore the following question:

'How would you explain "consent" to the alien who knows absolutely nothing about it?'

Ask pairs/groups to come up with their own definition of consent and write it down on post-it notes or in their books (these definitions will be revisited later, so keep them safe).

10 MINS

For those students who may need further support:

Consider working with students 1:1 and asking them how they know someone is saying yes to something. How do we know they mean it? Why might they say 'yes' but not really mean it?

Gather feedback on the board (students may use terms like 'permission', 'aged 16', 'saying yes', 'age of consent', 'sex', 'rape', 'assault', 'consent for medical treatment' or 'going on school trips'). Build on the feedback to give a basic definition of consent: agreement by choice made by someone with the freedom and capacity to consent.

Share with the class the legal definition of consent:

'A person consents if he/she agrees by choice, and has the freedom and capacity to make that choice.'

When considering the feedback (and when looking at any anonymous questions after the lesson), consider:

- What prior understanding do students already have that is correct and which you can build on? Is anything missing? Are there misunderstandings?
- Is there anything you need to challenge (for example, myths or disrespectful/negative attitudes towards others)?
- Are there any differences in the responses of different genders? What do these suggest about their attitudes?
- Is their focus on the need to 'get consent' or on 'giving/not giving consent', or is there an appropriate balance between the two (remembering that ethically and legally the responsibility is on the person who is seeking consent)?
- What do their responses and questions suggest about their understanding of healthy relationships in the context of seeking and giving/not giving consent?

Use the students' responses from this activity to adapt your session to suit their learning needs.

CORE ACTIVITIES

PARALLEL LINES AND PERSONAL BOUNDARIES

Line the group up in two lines facing each other about three metres apart. Tell them they are going to begin to consider consent in practice. Say that:

When I say "go", the people in one of the lines [indicate which] will slowly take small steps forward, asking their partner "can I take another step?" before each step. The facing person should say "stop" once they feel uncomfortable with the proximity of the person opposite them. The person opposite must stop when requested and remain in that position.

10 MINS

Continue until everyone on the opposite line has said 'stop'. It is likely that students will have asked each other to stop at different points.

Keep the students in their lines for a discussion of the following questions:

- Where does the responsibility for stopping lie between the two people? (emphasise that in the law in relation to sexual consent, it is the person seeking consent who is responsible).
- Why do you think people asked the other person to stop at different distances away? (answers might include 'because everyone has different personal space requirements', 'depends on the relationship between the pairs', 'friends may get closer than people who don't know each other so well').
- 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?

Going down each line quickly, ask students to show how someone might have communicated non-verbally (with body language/facial expressions) that they wanted the other person to stop walking towards them.

- Would we all have understood that non-verbal communication?

Explain that consent is not just about saying yes or no and that it is always the responsibility of the seeker of consent to be sure of whether consent is being freely given or not given. This shouldn't be considered as a one-off since people can change their minds or consent to one activity but not another. This makes continued checking very important.

15 MINS

SIGNS OF CONSENT

In pairs or small groups, give out Resource F: Signs of consent cards. Ask students to discuss and sort them into signs of consent or non-consent.

For those students who may need further challenge:

Students could also categorise whether they are a visual or a verbal clue.

Take feedback particularly picking up on the importance of reading visual cues, not just relying on words. For example, someone might say yes because they feel pressurised but their body language will show that they are not actually giving consent (stress that saying yes under pressure does not constitute consent).

Ask students:

- If someone wasn't sure whether the other person was giving their consent, how could they check? Think of two or three questions we could ask.

Suggest that they should always remember to ask 'Are you happy with this?' and 'Are you sure?', and to stop immediately if the answer is not 'yes' (the absence of a 'no' is not the same as a 'yes'). Saying 'If you don't want to, that's ok' is also very

15 MINS

important. They should also remember that sometimes people change their minds or feel differently in different circumstances or may consent to one thing but not something else; this means that seeking consent should not be seen as a 'one-off' process but rather a continuing process.

Extend the discussion:

- Are the choices we make always made completely freely, or are they sometimes governed by other things? (e.g. peer pressure, society, parental expectations)
- How do we know when a choice is freely made?
- What sort of things can affect our capacity to make decisions/choices? (e.g. mental health, age, maturity and development, drugs or alcohol)

AGE OF CONSENT AND THE LAW

Display the following scenario on the board or read out as a class.

Imagine two young people aged 15 were talking to a friend.

We both really want to start having sex.

We've been together for ages!

We really love each other.

It's no one's business but ours what we do!

Explore the following questions:

- If they asked their friend for advice, what do you think the friend should say? Why?
- What might be the consequences of following or failing to follow that advice? (Explore the social and legal consequences, being clear that while the Crown Prosecution Service might not prosecute two 15-year-olds engaging in sexual activity as long as it is mutual, agreed and there is no abuse or exploitation, it still remains a criminal offence – and while it is not apparent from the quotes, we don't know if there is abuse or exploitation taking place in this scenario. Refer to PSHE Association guidance on consent and the law. Be sure to consider the emotional risks of a lack of maturity in a sexual relationship and the STI/pregnancy risks).

Further whole-group discussion:

- Now imagine that one of the two was aged 21 and the other 15. Does this make a difference? If so, why?

Note that again this is a criminal offence, and there is a strong argument that a sexual relationship between a 21-year-old and a 15-year-old would be considered to be exploitative or abusive given the difference in age – and likely difference in maturity and power – between the two.

5 MINS

SOCIAL NORMS

Ask students to note down in secret (on a post-it note/in their books/mini-whiteboard) what they think is the percentage of young people having sex under

the legal age of consent.

By a show of hands, gauge roughly what the group as a whole thinks – e.g. ‘Most of us think it’s between 80 and 100%.’ (Young people often think that at least 80-100% of their peers are having underage sex.)

Tell students that all the research indicates that in fact it is closer to just 25-30% of young people who have underage sex (NATSAL, 2013), which means that approximately three-quarters of young people are not having underage sex. Reassuring young people about social norms is helpful to reduce the pressure some young people may feel to have sex before they are truly ready. Ask the class:

- Why does the age of consent exist?

PLENARY/ASSESSMENT FOR AND OF LEARNING

10 MINS

REVISIT DEFINITION

Revisit students’ initial definitions of consent on their post-its/in their books. Ask the students if they want to build on or change their definitions. When developing their new definitions of consent, look for words which suggest that students understand that consent should be an active choice, freely given, informed, and a decision made by someone who has the capacity to make that choice, understands the consequences of the choice and wants to go ahead. Use this assessment to recognise achievement, evaluate the impact of the lesson and inform future learning.

Ask students:

- What would your top three key messages be from today’s lesson?

SELF-ASSESSMENT

Reinforce that the key signs of consent are that the person clearly wants to engage in the activity and actively demonstrates this. There should be no ambiguity or confusion over whether consent is given: ‘not saying no’ is not giving consent. Responsibility for ensuring that consent has been given lies with the person seeking consent, both ethically and in law. This means being sure that a partner is actively consenting, that the partner has the capacity to consent (i.e. that they are old enough, that their judgement is not impaired and so on) and that none of the conditions which prevent free, informed consent (such as manipulation or exploitation) are present (these will be explored further in subsequent lessons). Show the following numbered statements. Ask students to indicate with fingers or on a mini-whiteboard the number that corresponds to the statement that best describes how they feel. Discuss with the class the reasons for their answers.

1. I know whether someone is consenting or not.
2. I think I know whether someone is consenting or not.
3. I think I know some signs of whether someone is consenting or not.
4. I think it's really hard to know whether someone is consenting or not.
5. I am really confused about how to tell whether someone is consenting or not

Remind students that if they are in any doubt, they should assume that consent has not been given. Remember to ask 'Are you happy with this?' and 'Are you sure?', and to stop immediately if the answer is not 'yes' (the absence of a 'no' is not the same as a 'yes'). Saying 'If you don't want to, that's ok' is also very important.

SIGNPOSTING FURTHER SUPPORT

Ensure students are aware of the information and support available on sex and relationships issues: a friend, teacher, parent, school nurse, GP.

Highlight local and national services, such as:

- **A Better Medway:** <http://www.abettermedway.co.uk/>
- **Brook:** <http://www.askbrook.org.uk/> Contact number: 0808 802 1234
- **Childline:** www.childline.org.uk Contact number: 0800 1111

QUESTION BOX

Ask students to prepare for a discussion about the age of consent and whether it should be raised or lowered. They could research the age of consent in other countries and look into reasons why the age of consent is set at 16 in the UK. They could also explore the history relating to the age of consent in this country. Note that this should be a discussion rather than a formal debate, and students should not be pushed to argue from a position they don't agree with.

EXTENSION ACTIVITIES/ HOME LEARNING

MEDIA EXAMPLES

Ask students to note any examples from the television shows they watch, where consent was respected or not respected.

RESEARCH AND DISCUSS

Ask students to prepare for a discussion about the age of consent and whether it should be raised or lowered. They could research the age of consent in other countries and look into reasons why the age of consent is set at 16 in the UK. They could also explore the history relating to the age of consent in this country. Note that this should be a discussion rather than a formal debate, and students should not be pushed to argue from a position they don't agree with.

YEAR 7
RESOURCES

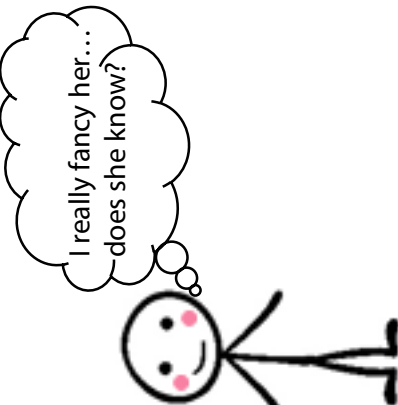
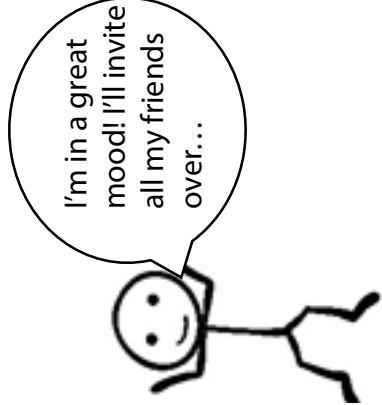
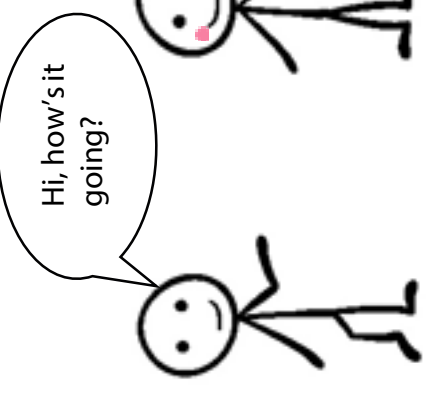
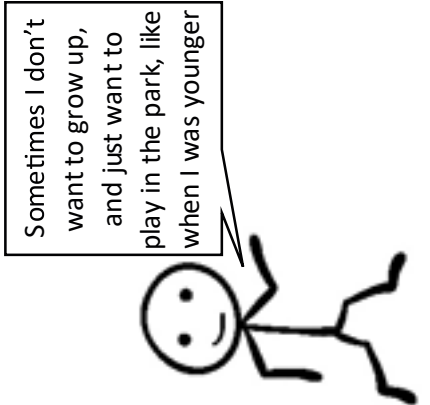
Resource A

Changes during puberty

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

Resource B*

[Optional] storyboard frames

		But then. at other times...
		
Storyboard 1: Moods change a lot	Storyboard 2: Sexual feelings may begin	Storyboard 3: Confusion about maturity

Resource C

Family scenarios

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.

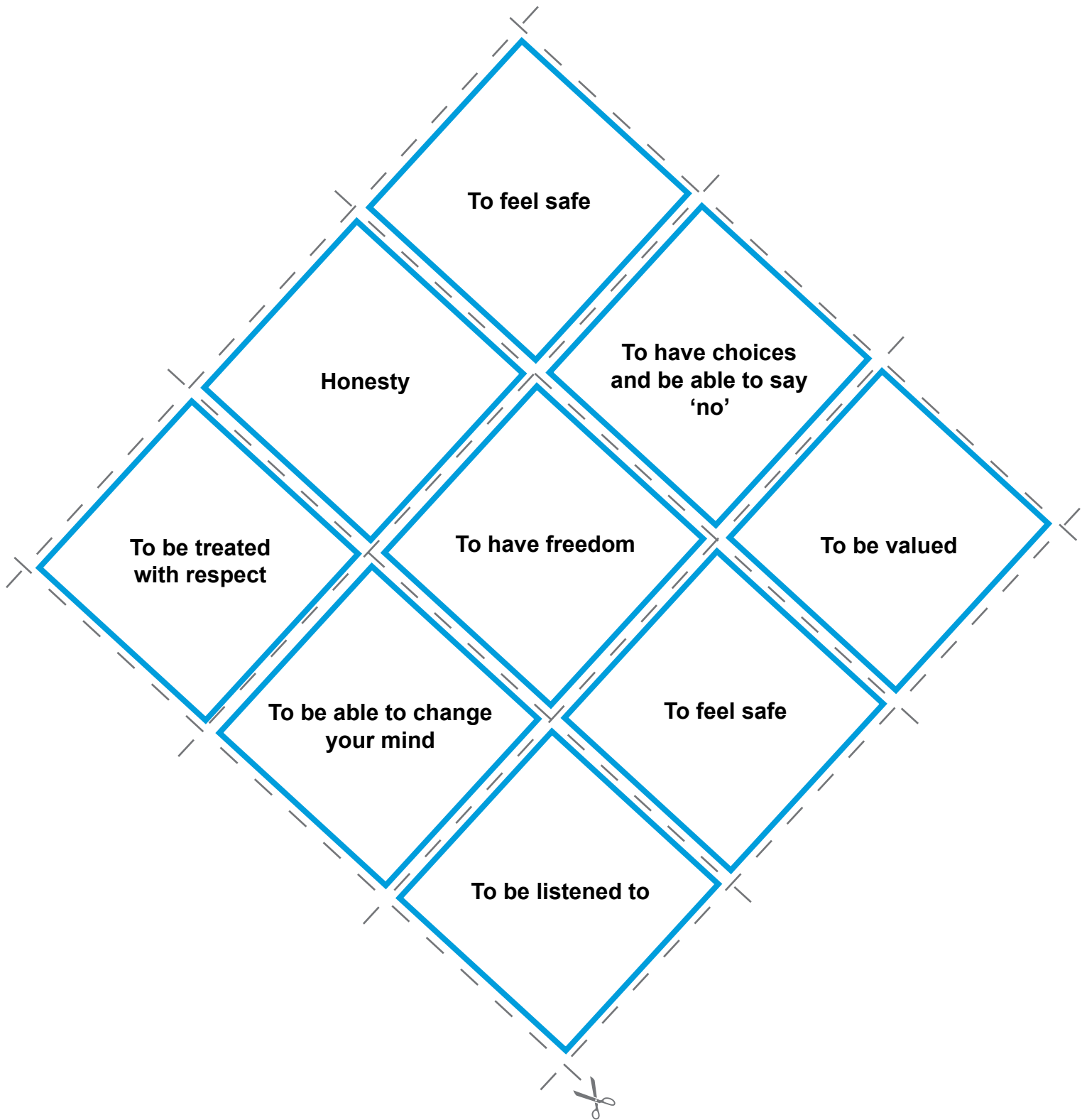
My parents are so strict. Everyone else is allowed to stay out after school so much later than me, and they all go round to each other's houses and hang out and play video games. My parents have so many rules and say I have to be back straight after school so I can do chores around the house. I still 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 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.

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?

Resource D

Diamond 9



Resource E

Scenario Quiz

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:

- A. Yell at her mum to make sure she knows how strongly she feels.
- B. Not say anything and hope things improve.
- C. Organise a shopping trip to smooth things over.
- D. Ask to talk with her mum after school.
- E. 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:

- A. get angry at their friend and hope Lara sees this was a secret.
- B. ignore each other for a bit and hope things get back to normal.
- C. plan a nice day out for their group of friends and make an effort with Lara in the hope that things will go well.
- D. talk with Lara about how they feel and make a decision together.
- E. 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:

- A. start shouting at her brother that he is a selfish idiot and has to get off the PC so she can do her coursework.
- B. Just give up and think of a good excuse for her teachers in the morning; Jess didn't really want to do it anyway.
- C. Go to the library to work instead.
- D. 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.
- E. 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:

- A. Accuse Dionne of leading him on.
- B. Try and forget about the whole thing and hope Dionne does the same.
- C. Give Dionne a gift via her friends.
- D. Apologise to Dionne and explain the error honestly. Kev should also check in on how Dionne is feeling.
- E. 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:

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

Q6: Sohail's best friend teases him about a selfie 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:

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

- A. Push Zeek and tell him to shut up.
- B. Avoid Zeek for a few weeks hoping the situation will resolve itself.
- C. Invite Zeek over to his place hoping that his sister will be there.
- D. Tell Zeek how unacceptable it is that they don't respect their existing relationship and ask them to stop going on about it.
- E. 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:

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

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 may be 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.

Mostly E's

Often there is no one 'right' or 'wrong' way to handle a situation and people often behave differently in different types of situations, perhaps because there are other factors involved. So it is likely that people might want to do something slightly different to the options provided – we are all different. However, there are clear limits to what is okay and not okay. Think back to the work we did on rights and responsibilities in relationships. Some actions – like violence or threatening behaviour – are never okay.

Resource F

Signs of consent

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