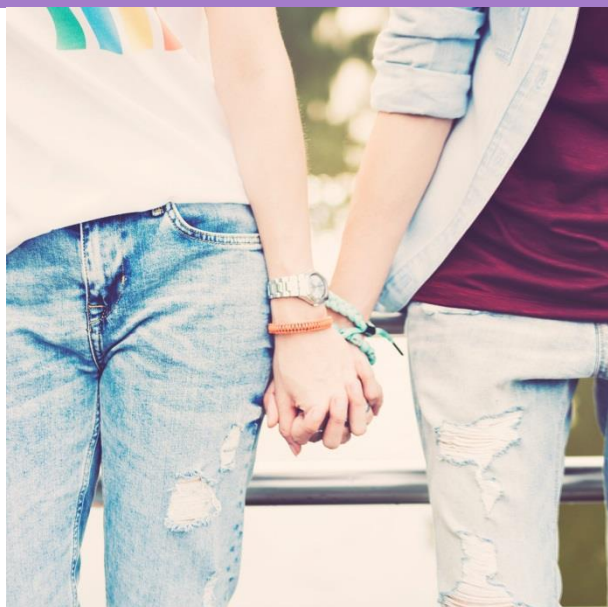# Sex and Relationships Education Years 8 and 9

Lesson plans

NHS Leicestershire Partnership NHS Trust

These session plans are linked to four short animated films available on the Health for Teens website (**www.healthforteens.co.uk**).They cover the following themes:

- Making Friends
- Controlling Behaviour
- Online Bullying
- Consent

The animations were developed by Leicestershire County Council's public health team in partnership with public health (school) nurses from Leicestershire Partnership NHS Trust.

HEALTH FOR TEENS

Note for teachers

Before approaching any of these sessions with a group, set aside some time to work with them to establish a series of ground rules that can be referred to as necessary as you go through the sessions. This might include:

- listening to others / taking turns to speak
- not laughing at / belittling others' points of view
- taking the issues seriously
- respecting confidentiality
- not sharing others' personal information

If, after any of the sessions, young people feel they need more support, remind them that they can contact their public health (school) nurse in complete confidence, either in school or via the secure text messaging service ChatHealth (Available Monday to Friday, 9am – 5pm. Response within 24 hours).

ChatHealth

Leicestershire & Rutland
Text 07520 615387

Leicester City
Text 07520 615386

Leicestershire
healthyschools
programme

Session 1:

Making Friends

Suitable for Y8 / Y9

The animation focuses on a girl who is new at the school. She enters the dining hall feeling anxious because she doesn't know anyone, and is conscious that she needs to make an effort to fit in. She approaches a group at one of the tables but is unsure what to say. They ignore her, and she walks off feeling despondent and unhappy. The alternative ending shows her approaching the group with a smile and saying 'hello'. They invite her to join them and start chatting.

Curriculum links

(All links are to the **PSHE Association's Programme of Study**)

R1 understand the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc)

Learning objectives

- To understand the challenges that can be experienced in making new friends, and recognise the feelings and pressure that the need for peer approval can generate.
- To consider the personal qualities you should demonstrate and expect of others in forming positive relationships.

Success criteria / learning outcomes

- I can empathise with those trying to make friends in new situations
- I can suggest strategies to 'break the ice' when approaching a group of people I don't know
- I know how to make others feel welcome and included

Introduction

Mark out a line on the classroom floor with masking tape or string. Invite pupils to see this as a continuum of feelings with 'super-confident/very relaxed' at one end, and 'very anxious/feeling stressed' at the other end. Ask for volunteers to stand in the appropriate place on the line to reflect how they think they would feel in given situations. These could include:

- Going into an exam where you'd done lots of revision (or the opposite!)
- Ordering a drink in a café
- Meeting up with a friend you haven't seen for ages
- Approaching someone you would really like to go out with and starting a conversation
- Being asked to stay behind after a lesson to talk to the teacher
- Participating in an assembly or sharing your work in a lesson
- Running in a race on sports day
- Starting at a new school

Hopefully this will show that each individual's response is slightly different in each situation. Some people feel really relaxed in a particular situation, while for others that same situation might feel really stressful. In pairs, pupils should share any examples of situations in their own lives where they didn't know anyone, for example starting at a new school or joining a club. What helped/didn't help you in this situation? Feed back to the group.

Main session

Show the first few seconds of the [film](#), pausing where the new girl has opened the door to the dining hall and is thinking 'I don't know anyone'.

- Q Is she feeling really confident or a bit worried? How can you tell? (Draw attention to her facial expression and body language)
- Q What would you be feeling/thinking in this situation?
- Q What advice would you give her?
- Q What do you think the voice in her head might be saying to her?

Watch the next part where she approaches the table and thinks 'I've got to try to fit in'.

- Q Why would she think it was important to fit in?
- Q What might stop her from fitting in?
- Q Does it matter what others think of her?
- Q Do the other pupils look friendly or unfriendly at this point?
- Q What's the worst that could happen?

Pause again as she raises her hand to wave.

- Q Now they're looking directly at her, do you think the other pupils are friendly or unfriendly?
- Q What would help her in this situation?

Pause at the point where it says 'There is another way…'

- Q What could she do differently?
- Q What could the other young people do differently?

Finally watch the end of the animation and ask pupils to share any final thoughts. You may want to watch the whole thing all the way through a second time.

Invite pupils to role play the scenario they've just watched, taking it in turns to be in role as the new person. The rest of the group should first of all deliberately avoid looking at them as they approach and then turn and stare at them. Repeat, but with the rest of the group smiling, with open body language.

Feed back – how did it feel each time?

Plenary / next steps

As a group, create lists of 'top tips' for making friends and being friendly. Can you rank these tips in order of importance?

Future sessions could explore the qualities of what makes a good/bad friend once friendships have been established.

Session 2:

Controlling behaviour

Suitable for Y8 / Y9

In this animation, two girls are dancing at a party. In the background a boy is watching, obviously annoyed. He approaches one of the girls - his girlfriend - and tells her she should only be dancing with him. He then leads her away from her friend. She looks back over her shoulder, obviously feeling upset. He asks her what she was doing, and she apologises to him. The alternative outcome is that she tells him it is up to her who she dances with, but invites him to join her and her friend. He then apologises to her and starts dancing.

Curriculum links

(All links are to the **PSHE Association's Programme of Study**)

- R6 to understand the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)
- R14 to understand what expectations might be of having a girl/boyfriend
- R29 to know about the support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them

Learning objectives

- To recognise controlling behaviour in a boyfriend/girlfriend, and learn strategies to respond to it assertively
- To know what sources of support are available if you are in an unhealthy relationship

Success criteria / learning outcomes

- I can differentiate between healthy and unhealthy behaviours in relationships
- I can give examples of sources of support
- I know how to treat others with respect

Introduction

Share with pupils a series of examples of behaviours in a relationship and ask them to discuss in pairs/small groups whether these are healthy/unhealthy behaviours. For example:

- You go home from school early because you feel really unwell. Later on your boyfriend/girlfriend texts you to ask if you're ok.
- You and your boyfriend/girlfriend decide to watch a film. You don't like the sound of their choice, but they insist you watch it because they say you'll really like it.
- It's your birthday and your boyfriend/girlfriend asks your best friend for ideas of what they should get you.
- You've both been out at a friend's party. Your partner insists on his/her parents driving you home to make sure you get back ok. You would rather stay on a bit longer.
- Your boyfriend/girlfriend invites you to a family party. When you arrive, they say what you're wearing isn't appropriate and you should go home and change.
- You're out with a group of friends and you start telling a funny story. Your boyfriend/girlfriend interrupts you and tells the story instead because it's much better the way they tell it.
- You've been saving up to buy an item of clothing you really want. Your boyfriend/girlfriend tells

you it doesn't suit you and you shouldn't waste your money.

Each time invite pupils to give a reason to support their point of view – are there some circumstances in which a situation they say is unhealthy might be acceptable? Would it depend on how they said it?

Main session

Watch the first part of the [animation](#) up to the point where he says 'Mia, you can only dance with me'. Q. How do you think Mia will respond? Q. Do you think she will be flattered that he wants her all to himself? Q. If you had to draw a thought bubble for Mia's friend, what do you think it would say?

Watch the next part of the animation, pausing where Mia says 'I'm sorry'. Q. Do you think she's right to apologise? Q. Has she done anything wrong?

Watch the next part, pausing again where Mia says 'Want to join us'. Q. How do you think the boy will respond?

Watch the end of the animation. Q. Why do you think the boy says she should only dance with him? Q. What motivates this kind of behaviour? (Establish that it could come from his own insecurity in the relationship, or because this is how relationships have been modelled for him in his own family, so he doesn't understand that there's anything wrong).

Pupils could write the scenario as a diary entry either from the point of view of the boy or the girl. They should include what they were thinking/feeling at each point. Share some examples.

Plenary / next steps

Ask pupils to imagine that Mia had not challenged her boyfriend's behaviour and they had continued their relationship. Fast forward five years….

Q. What might have happened to the boy if he'd carried on without his behaviour being challenged? Q. How do you think he views girls? Q. Does he see girls as equals?

Q. What might have happened to Mia? Q. Do you think she would have many friends? Q. What would her confidence/self-esteem be like?

Discuss sources of support if you find yourself in a controlling relationship, for example friends, teachers, pastoral team in school, public health (school) nurse, ChatHealth.

Session 3:

Cyber bullying

Suitable for Y9

In the first scene a group of boys are laughing at a picture on a mobile phone. It is clear that the image is of one of their peers and they are mocking his hair. The boy in question walks past, and realises they are laughing at him. He's unsure how to make it stop and is upset. The scene is witnessed by a classmate who knows the situation is wrong, but doesn't want to get involved. In the alternative ending, she leads him away, advising he ignore the bullies and tells a teacher what's been going on. The teacher intervenes.

Curriculum links

(All links are to the **PSHE Association's Programme of Study**)

- R1. to understand the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)
- R28. to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text) and to have the skills and strategies to manage being targeted or witnessing others being targeted
- R35. to know about the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)
- R36. to establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy

Learning objectives

- To understand the impact of bullying and abusive behaviours on others
- To explore the consequences of intervening/not intervening if you witness bullying behaviours in others
- To understand the consequences of sharing images of others without their consent

Success criteria / learning outcomes

- I can understand how it would feel to be the victim of bullying behaviour
- I know what to do if I see others experiencing bullying/abusive behaviour
- I have started to consider the consequences of sharing images of others

Introduction

Ask pupils to work in groups to come up with definitions for both 'banter' and 'bullying'. Share feedback with the rest of the class.

Q. When does banter turn into bullying? Q. Do people on the receiving end of banter always see it that way? Q. How do you know when you've gone too far? Q. Do you think people sometimes disguise bullying as 'banter'?

Explain that in the animation they are going to watch, the behaviour of a group of boys has a very hurtful impact on one of their peers, and definitely goes beyond 'banter'.

Main session

Show the first part of the animation where the boys are laughing at the picture on the phone. Pause where the boy thinks 'I hate this. How can I make it stop?' Q. Do you think the group of

boys realise the impact of what they're doing? Q. Do you think they meant to hurt/humiliate him?

In groups, pupils could discuss what he could do or say in response. Feed back to the class. Q. What problems could arise from responding in that way?

Watch the next part of the animation showing the bystander. Q. Why doesn't she want to get involved? Q. How do you think she might feel about herself if she doesn't take any action?

Q. Are there ever occasions when you shouldn't intervene?

Plenary / next steps

Ask pupils to make suggestions for the consequences they think would be appropriate for the bullies. Q. What do you think would make the victim feel better? Q. What steps could the school take to prevent this kind of thing from happening?
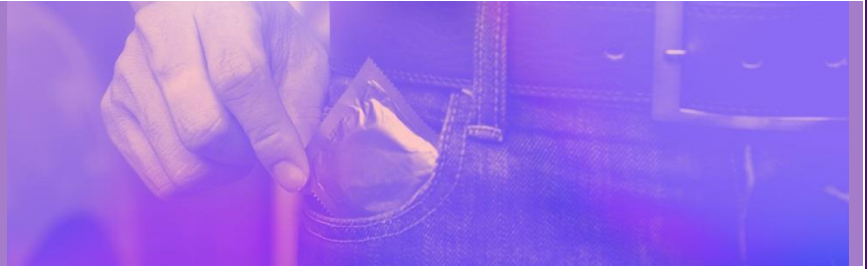
This session would be a good starting point for more in depth work around themes of cyber bullying and sexting.

Two boys are laughing together. They are clearly close as they are holding hands. One of the boys pulls out a condom from his pocket to indicate he wants to take things to the next level. The other boy is shocked and pulls away. He then tries to explain that he doesn't feel they've reached that point in their relationship. The first boy takes offence and assumes that means he doesn't like him. He won't listen to any attempts to discuss the situation. In the alternative ending, the comment 'I'm not sure we're ready yet', is accepted, and the two boys talk about spending more time getting to know each other before they embark on a sexual relationship.

Curriculum links

(All links are to the **PSHE Association's Programme of Study**)

- R13. to understand the importance of friendship and to begin to consider love and sexual relationships in this context
- R14. to understand what expectations might be of having a girl/boyfriend
- R15. to consider different levels of intimacy and their consequence
- R16. to acknowledge and respect the right not to have intimate relationships until ready
- R17. to be clear about readiness for sex and the benefits of delaying sexual activity
- R18. to understand that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected

Learning objectives

- To understand the importance of friendship in relationships, and understand that both parties need to feel ready before having sex.
- To understand the importance of feeling sufficiently confident to assert yourself if you don't feel ready for sex and the need to have that decision respected.
- To appreciate the importance of listening to and respecting your partner.

Success criteria / learning outcomes

- I understand why it's important to say if I don't feel ready for sex in a relationship
- I understand the importance of talking to a partner about how we both feel before starting a sexual relationship.

Introduction

Mark out a line on the classroom floor with masking tape or string. Invite pupils to see this as a 'debate line' with 'completely agree' at one end, and 'totally disagree' at the other end. Invite pupils to think about where they would place themselves on the line in response to the statement 'a relationship will break down if you don't have sex.' If individuals are comfortable, they could share their thoughts on this, and their reasons for standing at a particular point on the line. Q. Why might you want to wait a while before you have sex? Q. How long should you wait?

Now move on to a True/False quiz – pupils could do this independently without having to reveal what they thought the correct answer might be. You may wish to display the question, give them

time to think about it and then reveal the answer. For example:

- The age of consent is 18 for same sex couples and 16 for heterosexual couples. (False – it's 16 for everyone)
- As soon as you're 16 you're ready for sex (False – you shouldn't feel pressurised into having sex until you feel ready)
- Drinking alcohol makes sex better (False – you might feel more confident, but it can also lower your inhibitions and make you take risks you wouldn't normally take when you're sober, like having sex before you're ready or having sex with someone you don't like).
- You might not know if you have a sexually transmitted infection (STI) - (True – some people don't notice the symptoms)
- Check-ups and tests for STIs at a GP surgery or local sexual health clinic are free and confidential, including for under 16s (True)
- Your public health (school) nurse will have to tell your parents if you ask for sexual health advice (False – you can talk to a public health nurse in total confidence)
- Your partner will think you don't like them if you don't want to have sex with them (False – your partner will understand if you explain how you feel. If they don't – they're not a good person to be in a relationship with anyway!)

Main session

Watch the start of the [animation](). Pause at the point where the boy on the left has the exclamation mark over his head. Q. Why does he look shocked? Q. What do you think each of them is thinking at this point?

Watch the next part, pausing at 'There is another way'. Q. What could each of them have done differently so neither of them felt awkward?

In pairs/small groups pupils should discuss what the implications might be of having sex when you don't feel ready, whether you're in a same sex relationship or not. Feed back.

Plenary / next steps

Discuss with pupils who they could talk to about sexual relationships in confidence.

Further sessions might focus on contraception and the law around consent.