



Dear Parents/Carers,

Your child will shortly be beginning the relationships and personal wellbeing unit in PSHE.

We wanted to contact you with an overview of the lessons that will be being covered and some useful website links.

Please don't hesitate to contact your child's PSHE teacher if you have any questions.

Lesson title	Lesson overview
Relationship values	<p>Reflecting on and articulate relationship values</p> <p>Identifying health and unhealthy relationship behaviours and suggest ways to respond</p> <p>Baseline assessment</p> <p>Introduce the lesson. Students work individually to respond to a relationship quandary.</p> <p>Continuum line. Students place statements about values on a continuum line to indicate those they most agree or disagree with.</p> <p>Red flags Students assess whether situations can be resolved with effective communication or whether the relationship should end.</p> <p>Exiting a relationship-Students devise ways of starting conversations to end relationships respectfully.</p> <p>Endpoint assessment and Signposting-Students RAG rate different relationship behaviours and suggest ways to manage concerning issues before reflecting individually on the questions provided. Remind students of support available.</p>
Relationship expectations	<p>Justify views around expectations in relationships</p> <p>Explain issues relating to the sharing of sexual images</p> <p>Explain how the media can distort relationship expectations</p> <p>Baseline assessment-Students indicate agreement or disagreement with a range of attitudinal statements.</p> <p>'Sending nudes' Students focus on two scenarios to help them explore motivations to share sexual images.</p> <p>Gender expectations stereotypes-Students create a graffiti wall on gender expectation stereotypes and explain why these are unhelpful.</p> <p>Endpoint assessment and signposting</p> <p>Students give advice to a 'friend' in a dilemma. Remind students of support available</p>
Gender and sexual orientation	<p>Explain the difference between sexual orientation and gender identity.</p> <p>Describe ways to support someone about their sexual orientation or gender identity.</p>



	<p>Baseline assessment-Students write a response to an overheard conversation about sexual orientation and gender identity.</p> <p>Definitions Dominoes- Students match the dominoes. Check answers as a class by taking a domino in turn.</p> <p>Video discussion Watch the film clip and consider how friends can support someone who is LGBT+.</p> <p>Friend scenarios-Students consider the thoughts and feelings of the characters in a script at two different points and reflect on the implications if a friend discussed their sexuality or gender identity with them.</p> <p>Private reflection Students reflect privately on questions based on today's lesson.</p> <p>Endpoint assessment and signposting</p> <p>Students revisit the lesson baseline and add to/amend their responses to the overheard conversation.</p> <p>Signpost to sources of support</p>
Consent	<p>Identify common assumptions relating to consent and explain why these are wrong</p> <p>Explain the right to not give, or withdraw consent at any time and why this must be respected</p> <p>Describe or demonstrate ways to avoid making assumptions related to consent, and strategies someone could use to not give or withdraw consent.</p> <p>Baseline assessment- Students summarise their understanding of consent using a rap, poem, or short news bulletin.</p> <p>Assumption Statements-Working in groups, students respond to statements which include an assumption about consent.</p> <p>Assumptions and their consequences-Students respond to a storyboard focused on gendered assumptions and the consequences of these on behaviours and sexual encounters.</p> <p>Advising others- Students write advice to two young people explaining how to withdraw consent.</p> <p>Endpoint assessment and signposting</p> <p>Students practise statements to withdraw or not give their consent. Revisit signposting.</p>
Introduction to contraception	<p>Describe what is meant by contraception</p> <p>Explain how and why condoms are used</p> <p>Explain how and why the contraceptive pill is used</p> <p>Explain where to get contraception and support from.</p> <p>Baseline assessment Students annotate images to show existing knowledge.</p> <p>Matching exercise- Students match descriptions of four different contraceptive methods to their annotated images and add any additional information in a different colour.</p>



	<p>Condom demonstration Condom demonstration with a 'fill in the gaps' activity to assess recall.</p> <p>Talking heads Students read statements and list what they have learnt, what they'd like to know more about and what they already knew.</p> <p>Endpoint assessment and signposting-Share detailed signposting on sources contraception and advice.</p> <p>Students write advice to summarise key learning.</p>
Peer on peer bullying and abuse	<p>Define the term Peer on Peer abuse and understand what constitutes abuse</p> <p>Explore circumstances when peer pressure becomes peer abuse</p> <p>Evaluate what support networks are available to help support those in need.</p> <p>Baseline check and evaluation of previous learning.</p> <p>Storyboard questioning of issues that could be happening in a young person's life.</p> <p>What makes a young person need help or support-group activity to explore ideas and look at who can help.</p> <p>Issues of social media/peer pressure and what is peer abuse.</p> <p>Video case studies to explore sexting and abuse in relationships-student highlight 'red flags' and discuss warning signs.</p> <p>Endpoint assessment and signposting-Share detailed signposting on sources and advice.</p> <p>Students write advice to summarise key learning.</p>
Child sexual exploitation and grooming	<p>Define child sexual exploitation and be able to give examples</p> <p>Explore a variety of risks and dangers related to being online</p> <p>Evaluate how to reduce the risks associated with being online.</p> <p>Baseline check-storyboard questioning issues and discussing why we teach this topic.</p> <p>What is CSE-group discussion on previous learning and clear definitions and laws explained.</p> <p>What is sextortion-video activity and news article discussion</p> <p>Video case studies -T/F quiz.</p> <p>Support and guidance that is needed.</p> <p>Online safety graffiti wall-problems we can face and solutions we know.</p> <p>Problem pages-who/what/how we can help.</p> <p>Screen saver for CEOP competition to check understanding and recap on key learning.</p>



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Useful websites to help you discuss this topic with your child.

[Family Planning Association](#)

[Brook](#)

[Puberty - Brook](#)

[Friends, relationships and sex | Childline](#)

[11-18s | CEOP Education](#)

The relationship and sexual health policy and safeguarding policy can be found on the school website. Also, on the school website you will find a link to our AWARE site, this contains lots of links to useful websites to support you and your child. <https://aware.wickersleypt.org/>

Yours sincerely,

Ellie Bannister.
Director of PSHE.