

RSHE at Dyson Perrins

At Dyson Perrins, we have chosen to use the Medway Public Health Directorate resources which were designed by the PSHE Association. An overview of the lessons can be found for each year group below:

Year 7

Lesson	Learning Objectives	Learning Outcomes	Sex, Health or Relationships
<p>Lesson 1: Puberty and emotional changes</p> <p>This is the first of five lessons for year 7 students. This lesson supports students to understand the emotional changes that occur during puberty and how these changes might affect their relationships.</p> <p>It develops a deeper understanding of the process of puberty, building on KS2 RSHE and key stage 3 science.</p>	<p>We are learning: About how the emotions are affected by puberty, how this may affect relationships and how to manage this.</p>	<ul style="list-style-type: none"> I can describe the main physical and emotional changes experienced during puberty I can evaluate how relationships can be affected during puberty I have strategies for managing the emotional aspects of puberty 	<p>Health Education</p>
<p>Lesson 2: Menstrual wellbeing</p> <p>This is the second of five lessons for year 7 students. This lesson promotes understanding of menstrual wellbeing and helps young people to familiarise themselves with and evaluate a variety of menstrual (period) products.</p>	<p>We are learning: About menstrual (period) wellbeing.</p>	<ul style="list-style-type: none"> I can describe and evaluate a range of menstrual products. I can give advice about managing menstrual wellbeing. I can challenge assumptions and stereotypes about menstruation. 	<p>Health Education</p>
<p>Lesson 3: Healthy and Unhealthy Relationships</p> <p>This is the third in a series of five lessons for year 7 students. This lesson explores what healthy relationships look like and how to establish them. It</p>	<p>We are learning: About the qualities of healthy and unhealthy relationships.</p>	<ul style="list-style-type: none"> I can describe the features of committed, stable, healthy relationships. 	<p>Relationships</p>

<p>also discusses signs of unhealthy relationships and considers potential solutions to such relationships.</p>		<ul style="list-style-type: none"> • I can identify healthy and unhealthy relationship behaviours. • I can explain appropriate online relationship behaviours. 	
<p>Lesson 4: Managing conflict: This is the fourth of a series of five lessons for year 7 students. It explores positive communication with family and friends and develops skills to manage relationship conflict in families.</p>	<p>We are learning: Skills to manage relationship conflict in families.</p>	<ul style="list-style-type: none"> • I can recognise that disagreements in family relationships are common, but that effective communication can improve relationships. • I can explain different communication styles and their likely impacts. • I can give examples of effective communication. 	<p>Relationships</p>
<p>Lesson 5: Introduction to consent This is the last in a series of five Relationships and Sex Education lessons for year 7 students. The lesson explores what consent means, how to respectfully seek consent and how to recognise when another person is giving or not giving their consent. The lesson also explores the law relating to consent; in particular, the legal age of consent.</p>	<p>We are learning: About what consent means, both legally and ethically, and what it looks like in practice.</p>	<ul style="list-style-type: none"> • I can explain what consent means, both legally and ethically, and why it is so important. • I can describe how to recognise when a person is consenting and when they are not. • I can explain how consent is sought, given, and not given in a healthy relationship. • I can describe or demonstrate what to say and do to seek the consent of another person. 	<p>Relationships</p>

Year 8

Lesson	Learning Objectives	Learning Outcomes	Sex, Health or Relationships
<p>Lesson 1: Relationship Values This is the first in a series of five lessons for Year 8 students. This lesson allows students to explore their relationship values and enables them to practise managing difficulties in relationships.</p>	<p>We are learning: To develop realistic and healthy relationship values and expectations.</p>	<ul style="list-style-type: none">• I can reflect on, and articulate, relationship values.• I can identify healthy and unhealthy relationship behaviours and suggest ways to respond.	<p>Relationships</p>

<p>Lesson 2: Influences on Relationship Expectations This is the second of five lessons for year 8 students. This lesson explores issues relating to people's expectations of relationships, in particular helping students to develop their understanding of media influence on expectations and the sharing of sexual images (sometimes referred to as 'sexting' or more commonly now 'sending nudes'), the law, the impact, and the consequences.</p>	<p>We are learning: How to challenge unrealistic relationship expectations.</p>	<ul style="list-style-type: none">• I can justify my views around expectations in relationships• I can explain issues relating to the sharing of sexual images• I can explain how the media can distort relationship expectations	<p>Relationships</p>
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<p>Lesson 3: Sexual Orientation & Gender Identity This is the third of five lessons for Year 8 students. This lesson explores the distinctions between, and key terminology regarding, sexual orientation and gender identity. It provides students with the knowledge, skills and attributes to challenge unhelpful stereotypes and promote inclusive behaviour in school and the wider community.</p>	<p>We are learning: To understand and respect the spectrum of gender identities and sexual orientations.</p>	<ul style="list-style-type: none"> • I can explain the difference between sexual orientation and gender identity • I can describe ways to support someone who has chosen to ‘come out’ about their sexual orientation or gender identity. 	<p>Relationships</p>
<p>Lesson 4: Consent - Avoiding assumptions This is the fourth of five lessons for Year 8 students. This lesson looks specifically at assumptions that can be made in relation to consent, particularly in new relationships, and how these can be challenged or avoided.</p>	<p>We are learning: About common assumptions related to consent and how to challenge these.</p>	<ul style="list-style-type: none"> • I can identify common assumptions related to consent and explain why these are wrong • I can explain the right to not give, or withdraw consent at any time and why this must be respected • I can describe or demonstrate ways to avoid making assumptions related to consent, and • strategies someone could use to not give or withdraw consent 	<p>Relationships</p>

<p>Lesson 5: Introduction to contraception This is the last of five lessons for year 8 students. This lesson looks at basic information on contraceptives; what they are, how they are accessed and how to use them.</p>	<p>We are learning: About how and why different contraceptives are used.</p>	<ul style="list-style-type: none"> • I can describe what is meant by contraception • I can explain how and why condoms are used • I can explain how and why the contraceptive pill is used • I can explain where to get contraception from 	<p>Sex Education: Right to with withdraw</p>
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Year 9

Lesson	Learning Objectives	Learning Outcomes	Sex, Health or Relationships
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<p>Lesson 1: Respectful relationship behaviours This is the first of five lessons for year 9 students. This lesson will explore healthy and unhealthy behaviours relating to showing romantic interest, maintaining relationships, and beginning intimacy. It explores how people know they may be ready for a sexual relationship with someone.</p>	<p>We are learning: About beginning and growing positive relationships to assess readiness for intimacy.</p>	<ul style="list-style-type: none"> • I can explain the difference between welcome and unwelcome interest • I can describe respectful behaviour in both everyday and romantic contexts and describe ways to • challenge inappropriate behaviour • I can explain how someone might assess their readiness for intimacy • I can explain when and how to access support if encountering inappropriate behaviours 	<p>Relationships</p>
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Lesson 2: Freedom and capacity to consent

This is the second of five lessons for year 9 students. This lesson looks at the terms ‘freedom’ and ‘capacity’ in relation to consent, and supports students to recognise situations where someone does not have freedom or capacity to consent.

We are learning:
About what ‘freedom’ and ‘capacity’ to consent mean in different contexts.

- I can explain what is meant by freedom and capacity to consent
- I can recognise contexts where someone’s freedom or capacity to consent have been reduced or removed, and why this means consent has no longer been given
- I can explain why trying to make someone more vulnerable, or misleading them, is wrong, and can be a very serious offence
- I can explain where, why and how to get advice and support for issues relating to consent

<p>Lesson 3: Sexual health</p> <p>This is the third of five lessons for year 9 students. This lesson explores common sexually transmitted infections (STIs) and their symptoms. The aim is to help students understand the types and consequences of infection and importance of prevention and testing, rather than for them to be able to ‘self-diagnose’ based on symptom recognition. The lesson also begins to consider unplanned pregnancy as a consequence of sex.</p>	<p>We are learning: About sexual health, the potential consequences of sex and ways to reduce risk.</p>	<ul style="list-style-type: none"> • I can list some of the most common STIs, their symptoms and consequences • I can name the contraceptive methods which provide some protection against STI infection and • describe where to get contraceptives • I know how to access reliable sources of help to support sexual health or relating to unplanned pregnancy. 	<p>Sex Education: Right to Withdraw</p>
<p>Lesson 4: Contraception</p> <p>This is the fourth of five lessons for year 9 students. This lesson introduces the main types of contraception (building on the year 8 contraception lesson), so students will understand the range of options available to them, and how to access and choose contraceptives. We use the term contraception to include condoms, which might be used purely as protection against infections, where preventing conception is not an issue (e.g. where both partners are male). This lesson includes a condom demonstration, so students are aware of how to use condoms effectively to reduce risk of STI transmission and unplanned pregnancy.</p>	<p>We are learning: About different types of contraception and how they work.</p>	<ul style="list-style-type: none"> • I can name the main types of contraception and how they prevent conception and/or protect against STIs • I can describe when, where and how to access contraception, and how to seek help in the event of contraception failure • I have confidence in being able to negotiate condom use within a relationship 	<p>Sex Education: Right to Withdraw</p>

<p>Lesson 5: Managing the ending of relationships This is the final of five lessons for year 9 students. It explores issues around the breakdown of romantic relationships and is an example of how mental health and relationships are linked.</p>	<p>We are learning: How to manage the end of an intimate relationship.</p>	<ul style="list-style-type: none"> • I can identify the range of emotions associated with breakups • I can describe ways to manage a breakup safely and appropriately • I can suggest strategies to help manage emotions when a relationship ends • I can explain how and where to get help for managing difficult relationship breakups 	<p>Relationships</p>
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Year 10

Lesson	Learning Objectives	Learning Outcomes	Sex, Relationships or Health
<p>Lesson 1: The role of intimacy and pleasure This is the first of five lessons for year 10 students. This lesson explores the role of intimacy and</p>	<p>We are learning:</p>	<ul style="list-style-type: none"> • I can recognise what enthusiastic consent looks and feels like 	<p>Relationships</p>

<p>pleasure in consensual relationships, and what ‘readiness’ for sexual intimacy means - for an individual and a couple. This lesson examines the features of a healthy relationship and explores attitudes around different relationship behaviours.</p>	<p>About the role of intimacy, readiness, and pleasure in consensual relationships.</p>	<ul style="list-style-type: none"> • I can assess the importance of readiness for intimacy as an individual and as a couple • I can explain the role that communication and respect play in healthy relationships and consent 	
<p>Lesson 2: The impact of pornography This is the second of five lessons for year 10 students. This lesson explores the impact of pornography on young people’s understanding of consent, and challenges inaccurate messages and misconceptions about sexual relationships that result from this.</p>	<p>We are learning:</p> <ul style="list-style-type: none"> • About pornography and its impact on understanding consent. 	<ul style="list-style-type: none"> • I can evaluate the impact of pornography on people’s understanding and expectations of consent • I can challenge inaccurate and dangerous messages perpetuated by pornography about sexuality, gender, and consent • I can explain the law relating to pornography and sharing explicit images 	Relationships
<p>Lesson 3: Pressure, persuasion, and coercion This is the third of five lessons for year 10 students. This lesson explores how getting someone’s consent differs from language and behaviours that put pressure on, or coerce, someone to do something they are not comfortable with. It also considers the possible consequences of persuasion and coercion.</p>	<p>We are learning: How seeking consent through pressure and coercion is wrong and how to manage pressure to consent That “consent” obtained in this way is not genuine</p>	<ul style="list-style-type: none"> • I can identify when asking for consent becomes inappropriately pressurising or persuasive • I can recognise everyone’s right to not give, or withdraw consent, and challenge victim-blaming narratives • I can explain the legal consequences of pressure, persuasion, and coercion in relation to consent and explain 	Relationships

		why, when, and how to seek advice or support	
<p>Lesson 4: Managing relationship conflict and breakups</p> <p>This is the fourth of five lessons for year 10 students. This lesson explores the features of disagreement in a healthy relationship and compares this with unhealthy relationship conflict. Through this, students develop a more sophisticated understanding of the signs of coercion and abuse in relationships. The lesson also considers how to manage breakups appropriately.</p>	<p>We are learning: To identify and manage appropriate and inappropriate conflict behaviours.</p> <p>To manage breakups respectfully and safely.</p>	<ul style="list-style-type: none"> • I can evaluate the acceptability of a range of relationship behaviours and identify when a relationship may be unsafe. • I can differentiate between healthy and unhealthy behaviours when managing conflict in relationships. • I can suggest effective ways to respond to inappropriate conflict behaviours. • I can explain ways to manage breakups respectfully and safely, demonstrating awareness of the intense emotions which can be involved. 	Relationships
<p>Lesson 5: Addressing relationship abuse</p> <p>This is the last of five lessons for year 10 students. This lesson focuses specifically on abusive relationship behaviours and strategies to address such behaviour, including sources of support and safe exit strategies. The lesson has a particular focus on domestic violence and its specific challenges and barriers to seeking support.</p>	<p>We are learning: How to end and/or get support for abusive relationships.</p>	<ul style="list-style-type: none"> • I can identify signs of different types of abuse. • I can describe exit strategies and identify support for people in abusive relationships. • I can identify likely thoughts and feelings which can affect decision-making and suggest how to overcome barriers to seeking help. • I can explain how to help others who may be in an abusive relationship. 	Relationships

Year 11

<p>Lesson 1: Family conflict This is the first of five lessons for Year 11 students. This lesson develops conflict management strategies to improve relationships within families. These skills can be used more widely to reinforce expectations about the right to positive, healthy relationships.</p>	<p>We are learning: About the links between emotional wellbeing and relationship conflict, and the implications of this.</p> <p>To further develop the understanding and skills to negotiate relationship conflicts safely and effectively.</p>	<ul style="list-style-type: none"> • I can explain how the outcome of family disagreements is dependent on each person's conduct • I can explain the link between emotional wellbeing and the health of family relationships • I can describe strategies for preventing and managing family conflict • I can identify when support is needed for personal safety and explain how to access appropriate help 	
<p>Lesson 2: Long term commitments This is the second of five lessons for Year 11 students. This lesson focuses on committed relationships, marriage, and families, and considers the nature of commitment.</p>	<p>We are learning: About different types of commitment and why many people value commitment in relationships</p>	<ul style="list-style-type: none"> • I can describe the options available to people who wish to make a long-term commitment • I can explain how a long-term relationship can become legally binding • I can recognise the unacceptability of forced marriage and identify support for someone who may be at risk • I can explain what commitment means and why this may be important in long-term relationships 	
<p>Lesson 3: Sexual health, fertility and routes to parenthood This is the third of five lessons for Year 11 students. This lesson recaps learning on sexual health from Year 9 and introduces new</p>	<p>We are learning: About ways to promote sexual health and prevent unplanned pregnancy</p>	<ul style="list-style-type: none"> • I can identify different types of contraceptives • I can explain how fertility changes over a person's lifetime and some of the factors affecting this 	<p>No right to withdraw as linked to National Curriculum</p>

<p>learning about fertility and pregnancy choices.</p>	<p>About how fertility changes over time and the different routes to becoming a parent</p>	<ul style="list-style-type: none"> • I can explain ways to maintain a healthy pregnancy • I can describe different routes to parenthood 	<p>in Science at KS4. Health and Relationships</p>
<p>Lesson 4: Pregnancy outcomes This is the fourth of five lessons for Year 11 students. This lesson focuses on fertility and pregnancy choices, teaching students about the possible outcomes in the event of an unplanned pregnancy and how to access advice and support.</p>	<p>We are learning: About the possible outcomes in the event of an unplanned pregnancy</p>	<ul style="list-style-type: none"> • I can identify the range of options available in the event of an unplanned pregnancy • I can describe the range of emotions someone might feel in the event of an unplanned or unwanted pregnancy • I can evaluate the different influences that might affect decisions about pregnancy • I can recognise that miscarriage can occur • I can describe where and how to access reliable, impartial advice and support in relation to pregnancy or miscarriage 	
<p>Lesson 5: Pregnancy choices: abortion This is the last of five lessons for Year 11 students. This lesson teaches students about the laws related to abortion, addresses myths and misconceptions and explores options for help and support.</p>	<p>We are learning: About the laws related to abortion and support available</p>	<ul style="list-style-type: none"> • I can identify key legal considerations in relation to abortion • I can explain why there are strongly held views on abortion • I can explain where and how to access related medical services and emotional support 	