**Introduction**

The lesson plans below are for use with the DVD ‘You, Your Body and Sex’. There are twelve sections, each with their own objectives and resources, many are gender specific.

Optimise the choice of content for your tutor group. Teachers may wish to modify the lessons and objectives to each student’s abilities/needs and to divide the class into groups as appropriate.

At the end of each lesson plan there are worksheets for group or individual work as appropriate.

Timings are for guidance only.

Please also refer to the accompanying resource pack.

Use the subtitle button on your DVD remote control to view subtitles.

More information at [www.lifesupportproductions.co.uk](http://www.lifesupportproductions.co.uk)
Lesson Topic: SRE – Introduction

This is the first lesson plan in the series and is to introduce the students to the characters and the subsequent lessons.

Objectives

Learning outcomes:
To recognise the two main characters – Kylie and Jason.

Resources

Introduction video from the main menu of the DVD ‘You, Your Body and Sex’.

Worksheet at the end of this section.

Activity

View the video ‘Introduction’.

Time: 5 mins

Lesson Evaluation

Subject knowledge: Does each student understand;

Who the main characters are?

Time: 5 mins
Worksheet – Introduction.

Who is this?

Jason □
Kylie □

Who is this?

Jason □
Kylie □
Lesson Topic: Growing up, Body Changes and Self-Examination

This lesson plan has two videos, one for each gender. Teachers may wish to modify the lessons and objectives to each student’s abilities/needs and to divide the class into groups as appropriate.

Objectives

Learning outcomes:

To understand and be able to identify the changes that occur to our bodies as we grow up and change from children to adults.

To understand the importance of self-examination.

To understand privacy.

To understand where to go for help or advice.

Resources

Videos from ‘You, Your Body and Sex’ DVD menu ‘Growing Up, Body Changes’;

Please also refer to the accompanying resource pack.
**Activity**

| View the video ‘Kylie’. | Time: 5 mins |

**Development**

<table>
<thead>
<tr>
<th>Quiz</th>
<th>Time: 10 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where appropriate to each student’s abilities, the quiz below may be useful. Either for individual or group work.</td>
<td></td>
</tr>
<tr>
<td>Question 1 Do we all look the same?</td>
<td></td>
</tr>
<tr>
<td>Question 2 How do girls’ bodies change as they grow up?</td>
<td></td>
</tr>
<tr>
<td>Question 3 Is it good to look at your body?</td>
<td></td>
</tr>
<tr>
<td>Question 4 Where should you go to look at yourself?</td>
<td></td>
</tr>
<tr>
<td>Question 5 What body parts should girls and women look at?</td>
<td></td>
</tr>
<tr>
<td>Question 6 Is it important to be private?</td>
<td></td>
</tr>
</tbody>
</table>

**Discussion** – emphasize that everyone is different and bodies develop at different speeds.

Additional work sheets at the end of this lesson plan can be used with discussion or as an alternative.
### Lesson Evaluation

**Subject knowledge:** Does each student understand;

- That girls’ bodies change as they grow up?
- That all bodies are different?
- That it is good to check your body?
- That it is good to be private?

**Further action:**

Do any of the students need any additional time and help to understand?

| Time: | 10 mins |
### Activity

View the video ‘Jason’.

| Time: | 5 mins |

### Development

<table>
<thead>
<tr>
<th>Quiz</th>
<th>Time: 10 mins</th>
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<td>Question 4 Where should you go to look at yourself?</td>
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<td>Question 6 Is it important to be private?</td>
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</tbody>
</table>

**Discussion** – emphasize that everyone is different and bodies develop at different speeds.

Additional work sheets at the end of this lesson plan can be used with discussion or as an alternative.
<table>
<thead>
<tr>
<th>Subject knowledge: Does each student understand;</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>That boys’ bodies change as they grow up?</td>
<td>10 mins</td>
</tr>
<tr>
<td>That all bodies are different?</td>
<td></td>
</tr>
<tr>
<td>That is it is good to check your body?</td>
<td></td>
</tr>
<tr>
<td>That it is good to be private?</td>
<td></td>
</tr>
</tbody>
</table>

Further action:
Do any of the students need any additional time and help to understand?
How does Kylie’s body change as she grows up?

Where has hair grown?

Body parts – which are Kylie’s private parts?
Why is Kylie looking in the mirror?

Why does Kylie have her arms like this?
How does Jason’s body change as he grows up?

Where has hair grown?

Body parts – which are Jason’s private parts?
Why is Jason touching his private parts?
You, Your Body and Sex – Keeping Clean section lesson plan.

Lesson Topic: Keeping Clean

This lesson plan has two videos, one for each gender. Teachers may wish to modify the lessons and objectives to each student’s abilities/needs and to divide the class into groups as appropriate.

Objectives

Learning outcomes:

To understand how to keep the private parts of our bodies clean.

To understand the importance of drying properly.

To understand privacy.

To understand where to go for help or advice.

Resources

Videos from ‘You, Your Body and Sex’ DVD menu ‘Keeping Clean’;

Please also refer to the accompanying resource pack.
### Activity

View the video ‘Kylie’.

| Time: | 5 mins |

### Development

#### Quiz

Where appropriate to each student’s abilities, the quiz below may be useful. Either for individual or group work.

| Question 1 | Is it important to keep yourself clean? |
| Question 2 | How often should you shower or bath? |
| Question 3 | Which body parts should girls and women wash extra carefully? |
| Question 4 | Where should you be careful with soap? |
| Question 5 | If you wanted to know about something or are worried about something, where would you go for help? |

**Discussion** – emphasize that keeping clean is a good way to look after and check your body.

Additional work sheets at the end of this lesson plan can be used with discussion or as an alternative.
<table>
<thead>
<tr>
<th><strong>Lesson Evaluation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject knowledge:</strong> Does each student understand;</td>
</tr>
<tr>
<td>The importance of keeping clean?</td>
</tr>
<tr>
<td>To have a bath or shower regularly?</td>
</tr>
<tr>
<td>That it is good to be private?</td>
</tr>
<tr>
<td>Where to go for help or advice?</td>
</tr>
<tr>
<td><strong>Further action:</strong></td>
</tr>
<tr>
<td>Do any of the students need additional time and help to understand?</td>
</tr>
</tbody>
</table>
**Activity**

View the video ‘Jason’.

**Quiz**

Where appropriate to each student’s abilities, the quiz below may be useful. Either for individual or group work.

1. Is it important to keep yourself clean?
2. How often should you shower or bath?
3. Which body parts should boys and men wash extra carefully?
4. If you wanted to know about something or are worried about something, where would you go for help?

**Discussion** – emphasize that keeping clean is a good way to look after and check your body.

Additional work sheets at the end of this lesson plan can be used with discussion or as an alternative.
<table>
<thead>
<tr>
<th><strong>Subject knowledge:</strong> Does each student understand;</th>
<th><strong>Time:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The importance of keeping clean?</td>
<td>10 mins</td>
</tr>
<tr>
<td>To have a bath or shower regularly?</td>
<td></td>
</tr>
<tr>
<td>That it is good to be private?</td>
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</tr>
<tr>
<td>Where to go for help or advice?</td>
<td></td>
</tr>
<tr>
<td><strong>Further action:</strong></td>
<td></td>
</tr>
<tr>
<td>Do any of the students need additional time and help to understand?</td>
<td></td>
</tr>
</tbody>
</table>
Which parts of her body does Kylie wash extra carefully?

Which parts of her body does Kylie dry extra carefully?
Which parts of his body does Jason wash extra carefully?

Which parts of his body does Jason dry extra carefully?
Lesson Topic: Masturbation and Privacy

This lesson plan has two videos, one for each gender. Teachers may wish to modify the lessons and objectives to each student’s abilities/needs and to divide the class into groups as appropriate. This subject can cause some embarrassment and carers may find it easiest to initiate discussion on a one to one basis or in single sex groups.

Objectives

Learning outcomes:

To understand masturbation, the importance of being gentle.

To understand privacy.

To understand where to go for help or advice.

Resources

Videos from ‘You, Your Body and Sex’ DVD menu ‘Masturbation’;

Please also refer to the accompanying resource pack.
**Activity**

<table>
<thead>
<tr>
<th>Time:</th>
<th>5 mins</th>
</tr>
</thead>
</table>

View the video ‘Kylie’.

---

**Development**

<table>
<thead>
<tr>
<th>Time:</th>
<th>10 mins</th>
</tr>
</thead>
</table>

**Quiz**

Where appropriate to each student’s abilities, the quiz below may be useful. Either for individual or group work.

Question 1 Why is it important to be private when you masturbate?

Question 2 Should you do anything that hurts?

Question 3 If you wanted to know about something or are worried about something, where would you go for help?

**Discussion** – Sources of advice and help if you think you are masturbating too much. *(see help and advice section of website).*

Additional work sheets at the end of this lesson plan can be used with discussion or as an alternative.
### Lesson Evaluation

<table>
<thead>
<tr>
<th>Subject knowledge: Does each student understand;</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masturbation and privacy?</td>
<td>10 mins</td>
</tr>
<tr>
<td>Where to go for help and advice?</td>
<td></td>
</tr>
</tbody>
</table>

**Further action:**

Did any of the students give you cause to check with your Safeguarding Coordinator?
### Activity

**Time:** 5 mins

View the video ‘Jason’.

### Development

#### Quiz

Where appropriate to each student’s abilities, the quiz below may be useful. Either for individual or group work.

**Question 1** Why is it important to be private when you masturbate?

**Question 2** Should you do anything that hurts?

**Question 3** What is the best way to clean up?

**Question 4** If you wanted to know about something or needed help, where would you go?

#### Discussion

- Being clean, disposing of tissues. Sources of advice and help if you think you are masturbating too much. *(see help and advice section of website)*.

Additional work sheets at the end of this lesson plan can be used with discussion or as an alternative.
### Lesson Evaluation

<table>
<thead>
<tr>
<th><strong>Subject knowledge:</strong> Does each student understand; Masturbation and privacy? Where to go for help and advice?</th>
<th><strong>Time:</strong> 10 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Further action:</strong> Did any of the students give you cause to check with your Safeguarding Coordinator?</td>
<td></td>
</tr>
</tbody>
</table>
Worksheet – Female Masturbation - *Kylie*.

Is it good to go somewhere private to touch yourself?

Is it important to be gentle?
Is it good to go somewhere private to touch yourself?

Why have tissues?

Is it important to be gentle?
Lesson Topic: Menstruation

This lesson plan has one video. Teachers may wish to modify the lessons and objectives to each student’s abilities/needs and to divide the class into groups as appropriate. Some students may be anxious or embarrassed and carers may find it easier to initiate discussion on a one to one basis.

Objectives

Learning outcomes:

To be aware of menstruation, it’s onset and the possible emotional effects.

To understand privacy.

To understand where to go for help or advice.

Resources

Video from ‘You, Your Body and Sex’ DVD menu ‘Periods’;

Please also refer to the accompanying resource pack.
## Activity

| View the video ‘Kylie’. | Time: 5 mins |

## Development

### Quiz

Where appropriate to each student’s abilities, the quiz below may be useful. Either for individual or group work.

**Question 1** What are periods?

**Question 2** Who should you tell when you have your first period?

**Question 3** What are sanitary towels?

**Question 4** What are tampons?

**Question 5** If you wanted to know about something or needed help, where would you go?

### Discussion

**Discussion** – first periods – don’t be frightened. What types of sanitary protection are available? How do you use and dispose of sanitary protection? PMS and changing emotions, reinforce the sources of advice and help.

Additional work sheet at the end of this lesson plan can be used with discussion or as an alternative.
### Lesson Evaluation

<table>
<thead>
<tr>
<th>Subject knowledge</th>
<th>Does each student understand;</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First periods and getting help?</td>
<td>10 mins</td>
</tr>
<tr>
<td></td>
<td>Periods and sanitary protection?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Where to go for help and advice?</td>
<td></td>
</tr>
</tbody>
</table>

**Further action:**

Did any of the students give you cause to check with your Safeguarding Coordinator?
What is your first period?

Where do sanitary towels go?

Where do tampons go?

Why keep a diary?
Lesson Topic: Loneliness

This lesson plan has two videos, one for each gender. This subject can be sensitive for some students and teachers may wish to modify the lessons and objectives to each student’s abilities/needs and to divide the class into groups as appropriate.

Objectives

Learning outcomes:

To understand feeling lonely and being single.

To know to talk to someone if feeling lonely or sad.

To understand where to go for help or advice.

Resources

Videos from ‘You, Your Body and Sex’ DVD menu ‘Loneliness’;

Please also refer to the accompanying resource pack.
Activity

View the video ‘Kylie’.

Time:
5 mins

Development

Quiz

Where appropriate to each student’s abilities, the quiz below may be useful. Either for individual or group work.

Question 1 Why do people feel lonely?

Question 2 What should you do if you feel lonely?

Question 3 If you wanted to know about something or are worried about something, where would you go for help?

Discussion – Sources of advice and help if you feel lonely or sad. (see help and advice section of website).

Additional work sheet at the end of this lesson plan can be used with discussion or as an alternative.
**Lesson Evaluation**

<table>
<thead>
<tr>
<th><strong>Subject knowledge:</strong> Does each student understand; Loneliness and who to talk to?</th>
<th><strong>Time:</strong> 10 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Further action:</strong> Did any of the students give you cause to check with your Safeguarding Coordinator?</td>
<td></td>
</tr>
</tbody>
</table>
### Activity

**View the video ‘Jason’**.

**Time:**

- 5 mins

### Development

**Quiz**

Where appropriate to each student’s abilities, the quiz below may be useful. Either for individual or group work.

- **Question 1** Why do people feel lonely?
- **Question 2** What should you do if you feel lonely?
- **Question 3** If you wanted to know about something or are worried about something, where would you go for help?

**Discussion** – Sources of advice and help if you feel lonely or sad. (see help and advice section of website).

Additional work sheet at the end of this lesson plan can be used with discussion or as an alternative.

**Time:**

- 10 mins
### Lesson Evaluation

<table>
<thead>
<tr>
<th>Subject knowledge: Does each student understand; Loneliness and who to talk to?</th>
<th>Time: 10 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Further action:</strong> Did any of the students give you cause to check with your Safeguarding Coordinator?</td>
<td></td>
</tr>
</tbody>
</table>
Does Kylie feel lonely?

Does Jason feel lonely?

Is it good to talk if you are lonely?
Lesson Topic: Consent and Meeting Someone

This lesson plan has one video. Teachers may wish to modify the lessons and objectives to each student’s abilities/needs and to divide the class into groups as appropriate. Some students may have had bad experiences and carers may find it easiest to initiate discussion on a one to one basis or in single sex groups.

Objectives

Learning outcomes:
To understand consent – yes and no.
To understand ‘yes’ and ‘no’ and the importance of respect.
To understand where to go for help or advice.

Resources

Video from ‘You, Your Body and Sex’ DVD menu ‘Consent and Meeting Someone’;

<table>
<thead>
<tr>
<th>Consent and Meeting Someone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consent, approaching someone and understanding ‘yes’ and ‘no’. Jason explains about approaching someone and emphasises the importance of leaving them alone if they say ‘no’ or do not want to talk.</td>
</tr>
<tr>
<td>The next scene shows a young man approach a young woman and ask her to talk to him, he then politely leaves when she says ‘no thank you’.</td>
</tr>
<tr>
<td>Jason then explains how he met Kylee and that they waited until they trusted each other and both wanted to before having sex.</td>
</tr>
<tr>
<td>click to play</td>
</tr>
</tbody>
</table>

Please also refer to the accompanying resource pack.
### Activity

| View the video ‘Consent and Meeting Someone’. | Time: 5 mins |

### Development

#### Quiz

Where appropriate to each student’s abilities, the quiz below may be useful. Either for individual or group work.

- **Question 1** What should you do if you ask someone out and they say ‘no’?
- **Question 2** When is it ok to talk to someone you have asked out?
- **Question 3** When is it OK to touch someone?
- **Question 4** What should you say to someone who asks you to go out with them?
- **Question 5** If you wanted to know about something or are worried about something, where would you go for help?

#### Discussion – Sources of advice and help if you have been approached by someone who will not leave you alone. *(see help and advice section of website)*.

Additional work sheet at the end of this lesson plan can be used with discussion or as an alternative.
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<tr>
<td><strong>Subject knowledge:</strong> Does each student understand;</td>
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<tr>
<td>Consent, the right to say no and who to turn to for help or advice?</td>
</tr>
<tr>
<td>Consent and understanding both ‘yes’ and ‘no’?</td>
</tr>
<tr>
<td><strong>Further action:</strong></td>
</tr>
<tr>
<td>Did any of the students give you cause to check with your Safeguarding Coordinator?</td>
</tr>
<tr>
<td><strong>Time:</strong></td>
</tr>
<tr>
<td>10 mins</td>
</tr>
</tbody>
</table>
If someone says no, what should you do?

Where did Jason and Kylie first meet?

Why are Jason and Kylie going for a walk in the park?
Lesson Topic: Relationships, Love and Affection

This lesson plan has two videos, one for each gender. Teachers may wish to modify the lessons and objectives to each student’s abilities/needs and to divide the class into groups as appropriate.

Objectives

Learning outcomes:

To understand what a relationship is.

To understand that there are different types of relationships.

To understand that sex is private.

To understand where to go for help or advice.

Resources

Videos from ‘You, Your Body and Sex’ DVD menu ‘Relationships, Love and Affection’;

Please also refer to the accompanying resource pack.
### Activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>View the video ‘Kylie’</td>
<td>5 mins</td>
</tr>
</tbody>
</table>

### Development

<table>
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<tr>
<th>Quiz</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Where appropriate to each student’s abilities, the quiz below may be useful. Either for individual or group work.</td>
<td>10 mins</td>
</tr>
</tbody>
</table>

**Question 1** Why do people say they are in love with each other?

**Question 2** What does gay mean? What does lesbian mean?

**Question 3** Why is trust and respect important in a relationship?

**Question 4** Who would you ask if you wanted to know about relationships?

**Discussion** – talking about homosexuality can cause some embarrassment or homophobic reactions. It can be useful to discuss respect and people’s rights.

Additional work sheets at the end of this lesson plan can be used with discussion or as an alternative.
### Lesson Evaluation

<table>
<thead>
<tr>
<th>Subject knowledge: Does each student understand;</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different types of relationships including gay and straight?</td>
<td>10 mins</td>
</tr>
<tr>
<td>Where to get help and advice?</td>
<td></td>
</tr>
</tbody>
</table>

**Further action:**

Did any of the students give you cause to check with your Safeguarding Coordinator?
### Activity

**View the video ‘Jason’.**

**Time:**
- 5 mins

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### Development

#### Quiz

Where appropriate to each student’s abilities, the quiz below may be useful. Either for individual or group work.

**Question 1** Why do people say they are in love with each other?

**Question 2** What does gay mean? What does lesbian mean?

**Question 3** Why is trust and respect important in a relationship?

**Question 4** Who would you ask if you wanted to know about relationships?

**Discussion** – talking about homosexuality can cause some embarrassment or homophobic reactions. It can be useful to discuss respect and people’s rights.

Additional work sheets at the end of this lesson plan can be used with discussion or as an alternative.

**Time:**
- 10 mins
| Lesson Evaluation |
|-------------------|----------------|
| **Subject knowledge:** Does each student understand; | **Time:** |
| Different types of relationships including gay and straight? | 10 mins |
| Where to get help and advice? | |
| **Further action:** | |
| Did any of the students give you cause to check with your Safeguarding Coordinator? | |

Who is Kylie’s Boyfriend?

Who is Jason’s girlfriend?

Mike and Sally love each other.

Helen and Cindy love each other.

Paul and Toby love each other.
Who is Jason’s Girlfriend?

Who is Kylie’s boyfriend?

Mike and Sally love each other.

Helen and Cindy love each other.

Paul and Toby love each other.
Lesson Topic: Consent and Saying No

This lesson plan has one video. Teachers may wish to modify the lessons and objectives to each student’s abilities/needs and to divide the class into groups as appropriate. Some students may have had bad experiences and carers may find it easiest to initiate discussion on a one to one basis or in single sex groups.

Objectives

Learning outcomes:

To understand to say no to strangers who ask for sex.

To understand consent and everyone’s right to say no.

To understand ‘yes’ and ‘no’ and the importance of respect.

To understand where to go for help or advice.

Resources

Video from ‘You, Your Body and Sex’ DVD menu ‘Consent and Saying NO’;

Consent and Saying ‘NO’

First Kyle explains about consent, she emphasises the importance of saying “no” and of trust within a relationship.

We then see a woman being approached by a stranger in a cafe and saying “no”.

Jason then explains consent from the point of view of the person being approached. He emphasises the importance of saying “no” and of trust within a relationship.

Then we see Paul (one of Jason’s friends) being approached by a stranger on a train and saying “no”.

Finally we see Kyle being hassled by a stranger at a bus-stop and saying “no”.

Please also refer to the accompanying resource pack.
### Activity

<table>
<thead>
<tr>
<th>View the video ‘CLICK TO PLAY’.</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 mins</td>
</tr>
</tbody>
</table>

### Development

#### Quiz

Where appropriate to each student’s abilities, the quiz below may be useful. Either for individual or group work.

1. Question 1 What should you do if a stranger asks you for sex?
2. Question 2 What should you do if someone keeps asking you?
3. Question 3 When is it OK to touch someone?
4. Question 4 What should you say to someone who asks you out?
5. Question 5 If you wanted to know about something or are worried about something, where would you go for help?

**Discussion** – Sources of advice and help if you have been approached by someone who will not leave you alone. *(see help and advice section of website)*.

Additional work sheet at the end of this lesson plan can be used with discussion or as an alternative.
### Lesson Evaluation

<table>
<thead>
<tr>
<th><strong>Subject knowledge:</strong> Does each student understand;</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To say no to strangers who ask them for sex?</td>
<td>10 mins</td>
</tr>
<tr>
<td>Consent, the right to say no and who to turn to for help or advice?</td>
<td></td>
</tr>
<tr>
<td>Consent and understanding ‘no’?</td>
<td></td>
</tr>
<tr>
<td>Where to go for help and advice?</td>
<td></td>
</tr>
</tbody>
</table>

**Further action:**

Did any of the students give you cause to check with your Safeguarding Coordinator?
What should you say to strangers who ask you for sex?

Who should you talk to if someone keeps asking you for sex?

What should you say to strangers who ask you for sex?
Lesson Topic: Safer Sex

This lesson plan has two videos, one for each gender. Teachers may wish to modify the lessons and objectives to each student’s abilities/needs and to divide the class into groups as appropriate. This subject can cause some embarrassment and carers may find it easiest to initiate discussion on a one to one basis or in single sex groups.

Objectives

Learning outcomes:

To understand consent and the right to say ‘no’.

To understand being private and being gentle.

To understand condoms and how to use them.

To know how to find advice or help.

Resources

Videos from 'You, Your Body and Sex' DVD menu 'Safer Sex';

Please also refer to the accompanying resource pack.
### Activity

| View the video ‘Kylie’. | Time: 5 mins |

### Development

#### Quiz

Where appropriate to each student’s abilities, the quiz below may be useful. Either for individual or group work.

1. **Question 1** How do you know when it’s OK to have sex with someone?
2. **Question 2** What should you do if someone says no?
3. **Question 3** When should you use a condom?
4. **Question 4** Why is it important to be private?
5. **Question 5** What should you do with used condoms?
6. **Question 6** If you wanted to know about something or needed help, where would you go?

**Discussion** – sexual advances and saying no. Why condoms are important. Being gentle. Reinforce the sources of advice and help. *(see help and advice section of website)*.

Additional work sheets at the end of this lesson plan can be used with discussion or as an alternative.
<table>
<thead>
<tr>
<th>Subject knowledge: Does each student understand;</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consent, the right to say no and who to turn to for help or advice?</td>
<td>10 mins</td>
</tr>
<tr>
<td>The importance of condoms and how to use them?</td>
<td></td>
</tr>
<tr>
<td>Where to go for help and advice?</td>
<td></td>
</tr>
</tbody>
</table>

**Further action:**

Did any of the students give you cause to check with your Safeguarding Coordinator?
### Activity

<table>
<thead>
<tr>
<th>View the video ‘Jason’.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time:</strong> 5 mins</td>
</tr>
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### Development

<table>
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<td><strong>Time:</strong> 10-15 mins</td>
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</tbody>
</table>

| Question 1 How do you know when it’s OK to have sex with someone? |
| Question 2 What should you do if someone says no? |
| Question 3 When should you use a condom? |
| Question 4 Why is it important to be private? |
| Question 5 What should you do with used condoms? |
| Question 6 If you wanted to know about something or needed help, where would you go? |

**Discussion** – sexual advances and saying no. Why condoms are important. Being gentle. Reinforce the sources of advice and help. *(see help and advice section of website)*.

Additional work sheets at the end of this lesson plan can be used with discussion or as an alternative.
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**Further action:**

Did any of the students give you cause to check with your Safeguarding Coordinator?
What is Jason asking Kylie?

Why have they got condoms?

Are Jason and Kylie gentle?

What are condoms for?

Are Jason and Kylie kind to each other?
Worksheet – Safer Sex - Jason.

What is Jason asking Kylie?

Why have they got condoms?

Are Jason and Kylie gentle?

What are condoms for?

Are Jason and Kylie kind to each other?
Lesson Topic: Condoms

This lesson plan has two videos, one for each gender. Teachers may wish to modify the lessons and objectives to each student’s abilities/needs and to divide the class into groups as appropriate.

Objectives

Learning outcomes:

To understand why condoms are important.

To be aware of where to get condoms from.

To understand privacy.

To know how to find advice or help.

Resources

Videos from ‘You, Your Body and Sex’ DVD menu ‘Condoms’;

Please also refer to the accompanying resource pack.
### Activity

View the video ‘Kylie’.

| Time: | 5 mins |

### Development

#### Quiz

Where appropriate to each student’s abilities, the quiz below may be useful. Either for individual or group work.

- **Question 1** Why are condoms important? When should you use a condom?
- **Question 2** Why is it important to be private?
- **Question 3** What should you do with used condoms?
- **Question 4** If you wanted to know about something or needed help, where would you go?

**Discussion** – Sources of advice and help. *(see help and advice section of website).*

Additional work sheets at the end of this lesson plan can be used with discussion or as an alternative.
### Lesson Evaluation

**Subject knowledge:** Does each student understand:

- The importance of condoms?
- Where to get condoms from?
- Where to go for help or advice?

**Further action:**

Did any of the students give you cause to check with your Safeguarding Coordinator?

<table>
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Activity

View the video ‘Jason’.

| Time: | 5 mins |

Development

**Quiz**

Where appropriate to each student’s abilities, the quiz below may be useful. Either for individual or group work.

Question 1 Why are condoms important? When should you use a condom?

Question 2 Why is it important to be private?

Question 3 What should you do with used condoms?

Question 4 If you wanted to know about something or needed help, where would you go?

**Discussion** – Sources of advice and help. (*see help and advice section of website*).

Additional work sheets at the end of this lesson plan can be used with discussion or as an alternative.
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**Further action:**

Did any of the students give you cause to check with your Safeguarding Coordinator?
Where can you get condoms from?

Why are condoms important?

Should you use a condom every time you have sex?
Where can you get condoms from?

Why are condoms important?

Should you use a condom every time you have sex?
Lesson Topic: Sex and Attitudes

This lesson plan has two videos, one for each gender. Teachers may wish to modify the lessons and objectives to each student’s abilities/needs and to divide the class into groups as appropriate.

Objectives

Learning outcomes:
To have knowledge of and respect different attitudes and opinions about sex.

To know who to tell if they are having sex.

To understand that sex is private.

To know how to find advice or help.

Resources

Videos from ‘You, Your Body and Sex’ DVD menu ‘Sex and People’s Attitudes’;

Please also refer to the accompanying resource pack.
### Activity

<table>
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<tr>
<th>View the video ‘Kylie’.</th>
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### Development

### Quiz

Where appropriate to each student’s abilities, the quiz below may be useful. Either for individual or group work.

**Question 1** Do people have different opinions about sex?

**Question 2** Do some people find sex embarrassing?

**Question 3** Who would you talk to about sex?

**Question 4** If you have had sex, who would you tell?

**Question 6** What should you do if someone is trying to make you have sex with them or has made you have sex with them?

**Discussion** – Why do some people find sex embarrassing? Reinforce the sources of advice and help.

Additional work sheets at the end of this lesson plan can be used with discussion or as an alternative.
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<td>Did any of the students give you cause to check with your Safeguarding Coordinator?</td>
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<tr>
<td><strong>Time:</strong> 10 mins</td>
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### Activity

View the video ‘Jason’.

| Time: | 5 mins |

### Development

#### Quiz

Where appropriate to each student’s abilities, the quiz below may be useful. Either for individual or group work.

**Question 1** Do people have different opinions about sex?

**Question 2** Do some people find sex embarrassing?

**Question 3** Who would you talk to about sex?

**Question 4** If you have had sex, who would you tell?

**Question 6** What should you do if someone is trying to make you have sex with them or has made you have sex with them?

#### Discussion – Why do some people find sex embarrassing? Reinforce the sources of advice and help.

Additional work sheets at the end of this lesson plan can be used with discussion or as an alternative.
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Who would you talk to about sex?

☐ A friend?
☐ Carer or parent?
☐ School nurse?
☐ Teacher?
☐ A doctor?
☐ Go to a website?

Tick all the answers you think are correct ☑
Worksheet – Sex and Attitudes - Jason.

Who would you talk to about sex?

☐ A friend?
☐ Carer or parent?
☐ School nurse?
☐ Teacher?
☐ A doctor?
☐ Go to a website?

Tick all the answers you think are correct ☑