

You, Your Body, Growing Up, Relationships and Sex

Consent and Relationships Lesson Plan.

Introduction.

The videos in this section are about consent and different types of relationships. Additional topics include loneliness and being safe online. Some students may have questions or experiences about consent that are best discussed in a confidential setting.

It is recommended to explore one topic at a time, each video has its' own lesson plan and learning outcomes.

Please see **safeguarding advice** at the end of this document.

Resource video.

Relationships and Love

Consent and No

Loneliness

Yes and No

Online and Social Media

First Dates

Separation and Divorce

Artificial Intelligence (AI)

You, Your Body, Growing Up, Relationships and Sex – Relationships, Love and Affection Lesson Plan.

Introduction.

Keisha and Joshua explain about different types of relationships and introduce their friends George and Albie, who are a gay couple, and Emily and Mia who are a lesbian couple. The importance of respect and affection in relationships is highlighted. Consent is emphasised.

Objectives

Activity

View the video '**Relationships, Love and Affection**'.

Learning outcomes:

To explain different types of relationship including gay, lesbian and straight.

To explain why respect and affection is important in relationships.

Quiz

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

Question 1 What do people mean when they say they in a relationship?

Question 2 Why is trust and respect important in a relationship?

Question 3 What is the age of consent? What does this mean?

Discussion – talking about gay and lesbian relationships can cause some embarrassment or homophobic reactions. It can be useful to discuss respect and people's rights.

Often people with learning disabilities have experienced bullying, it may be possible to use this to help understand how it may feel to have people call them names because of their sexuality.

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You, Your Body, Growing Up, Relationships and Sex – Consent and Saying No Lesson Plan.

Introduction.

In this video Keisha and Joshua explain about unwanted sexual advances and consent. The importance of saying 'no' and seeking help is emphasised. A female character is shown being approached in a school setting and saying no. Both Joshua and Keisha are also shown being approached, saying no and moving away. Some students may have questions or experiences about consent that are best discussed in a confidential setting.

Objectives

Activity

View the video '**Consent and Saying No**'.

Learning outcomes:

To explain what consent is and the importance of saying no.

To demonstrate what to do and who to talk to if you are experiencing unwanted sexual advances.

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 say to someone who approaches you for sex?

Question 2 Is it good to have sex with strangers?

Question 3 Is it ok to touch someone without asking them?

Question 4 What should you do if someone is trying to make you have sex with them or has made you have sex with them?

Question 5 If you are worried about something, where would you go – who would you talk to?

Discussion – discussions about consent can be difficult for members of the viewing group who have previously experienced sexual harassment. It can be useful to discuss respect and people's rights.

Sometimes this can be linked with bullying.

Teachers, educators and session leaders may find it useful to use 'Expected and Unexpected Behaviour' sessions around consent and touch.

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You, Your Body, Growing Up, Relationships and Sex – Loneliness and Feelings.

Introduction.

This video focusses on loneliness and feelings. Joshua and Keisha explain about how, in the past, they felt lonely and that when they felt very lonely they talked to someone. Crushes, especially during teenage years, are explained and the importance of 'being real' and not having sex with strangers is emphasised.

Objectives

Activity

View the videos '**Loneliness and Feelings**'.

Learning outcomes:

To explain that loneliness is something that most people experience at some time.

To illustrate what 'crushes' mean and the importance of being real and not going with strangers.

To clarify who to talk to if feeling lonely or sad.

Quiz

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

Question 1 What is a 'crush'?

Question 2 Should you have sex with strangers?

Question 3 What should you do if you feel lonely?

Discussion – Emphasis the need to talk to someone if you feel lonely. Emphasise not to go with or have sex with strangers.

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You, Your Body, Growing Up, Relationships and Sex – Consent Yes and No Lesson Plan.

Introduction.

In this video Keisha and Joshua explain about consent. The importance of saying 'no' and of understanding when someone else says 'no' is illustrated and explained. Seeking help is emphasised.

Two examples are shown of being approached by someone and then that person understanding 'no'. Joshua and Keisha's relationship is explained and Joshua is shown asking Keisha and her replying 'yes'. The video ends with advice about understanding 'yes' and 'no' and who to talk to.

Some students may have questions or experiences about consent that are best discussed in a confidential setting.

Objectives - Activity

View the video '**Consent Yes and No**'.

Learning outcomes:

To know what 'yes' and 'no' mean and the importance of consent.

To know what to do and who to talk to if you are experiencing unwanted sexual advances.

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 Is it good to have sex with strangers?

Question 3 When is it ok to talk to someone you have asked out?

Question 4 What should you say to someone who asks you to go out with them?

Question 5 Is it ok to touch someone without asking them?

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?

Question 7 If you are worried about something, where would you go – who would you talk to?

Discussion – What is consent? Discussions about consent can be difficult for members of the viewing group who have previously experienced sexual harassment. It can be useful to discuss respect and people's rights. Sometimes this can be linked with bullying.

Teachers, educators and session leaders may find it useful to use 'Expected and Unexpected Behaviour' sessions around consent and touch.

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You, Your Body, Growing Up, Relationships and Sex – Online and Social Media Lesson Plan.

Introduction.

This video explains about going online and using social media. Facebook and the dangers of 'fake mates' is illustrated and explained.

Joshua explains about pornography, that it isn't 'real life' and that it can be bad.

Keisha and Joshua explain about the dangers of sexting and what to do if you receive picture requests.

Some students may have questions or experiences about pornography or sexting that are best discussed in a confidential setting.

Objectives - Activity

View the video '**Online and Social Media**'.

Learning outcomes:

To describe what 'fake mates' are on social media and how they could be unsafe

To explain what pornography is and that it can be bad.

To explain the dangers of sexting.

What to do and who to talk to if you are experiencing problems on social media, with pornography or with sexting.

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 someone you don't know asks to be your 'friend' on social media?

Question 2 Is it good to have sex with strangers?

Question 3 What is pornography? Can it be bad?

Question 4 What is sexting? What should you do if someone asks you for a picture of yourself with no clothes on showing your private parts? Should you ask other people for pictures like this?

Discussion – Members of the discussion group may already use social media, it can be useful to compare experiences. Discussions about 'fake mates' and sexting can be difficult for members of the viewing group who have previously experienced harassment. It can be useful to discuss how to respond and people's rights.

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You, Your Body, Growing Up, Relationships and Sex – First Dates and Consent.

Introduction.

In this video Joshua and Keisha explain about first dates and how when they first started going out they would kiss, cuddle and touch each other. They explain how they first got to know and trust each other before they became more intimate. Consent and privacy are highlighted throughout.

Objectives

Activity

View the videos '**First Dates**'.

Learning outcomes:

To be aware of first dates and touching with special emphasis on consent.

Quiz

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

Question 1 Why is privacy important when being intimate?

Question 2 How do you know if someone has consented to being touched?

Question 3 Should you marry someone before having sex with them?

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

Discussion – Touching, when to become more intimate and have 'full sex'?

Reinforce the sources of advice and help.

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You, Your Body, Growing Up, Relationships and Sex – Separation and Divorce.

Introduction.

This video explains about separation and divorce. Keisha and Joshua talk about different types of families. They explain how sometimes parents or carers might separate or divorce, often after having arguments for some time.

Helpline information is shown;

ChildLine 0800 1111 <http://www.childline.org.uk/get-support/contacting-childline>
and Family Lives 0808 800 2222 askus@familylives.org.uk.

Links also on the Help and Advice page of the website.

Some students may have parents or carers that are separating or have recently separated. They may have strong emotions and need additional support.

Objectives - Activity

View the videos '**Separation and Divorce**'.

Learning outcomes:

To explain that separation and divorce can happen in any family and is not the fault of the children.

To understand that arguments will not always lead to separation or divorce.

To clarify who to talk to if feeling worried or anxious about parents or carers.

Quiz

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

Question 1 What are separation and divorce?

Question 2 Are there more than one type of family?

Question 3 Who is good to talk to if this is happening in your family?

Question 4 Is it ever the children's fault if parents or carers separate?

Discussion – Emphasise that it is not children's fault if parents or carers separate.

Discuss what to do if you are worried about your parents or carers.

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You, Your Body, Growing Up, Relationships and Sex – What is AI and Dangers of AI (Artificial Intelligence).

Introduction.

Artificial intelligence or AI is explained in two videos. The first explains about what is AI, and that it isn't always correct or a real person. The second video looks at the dangers of AI and pretend images which are called deep fakes.

1 What is AI?

Keisha and Joshua talk about AI and discuss how it can be useful and some rules for safety. They show how AI can be used to help in everyday situations, and also show how AI can sometimes be useful and sometimes wrong.

Objectives

Activity

View the videos 'What is AI?'.

Learning outcomes:

To explore what AI is and how it can be sometimes useful and sometimes wrong.

Quiz

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

Question 1 Is AI a real person?

Question 2 Did AI help Joshua in the library?

Question 3 How did AI help Keisha in the cafe?

Question 4 How do you think AI could help you?

Question 5 When should you get help when using AI

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You, Your Body, Growing Up, Relationships and Sex – What is AI and Dangers of AI (Artificial Intelligence).

Class activity

Ask the students if they know what a picnic is?

Divide the class into 2 groups to make a list of food to take on a picnic.

Ask some group to use AI and the other group to use their own ideas

Ask each student/group to come up with 5 rules for using AI safely.

Discussion

How can AI help us? When could AI be dangerous?

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You, Your Body, Growing Up, Relationships and Sex – What is AI and Dangers of AI (Artificial Intelligence).

2 Dangers of AI

Keisha and Joshua explain how AI can be used for bad things.

Keisha is then shown receiving a naked picture of herself which is called a deep fake.

She then gets help to report the picture.

The video explains what you might feel like if this happens to you and how to report abusive messages

Objectives

Activity

View the video '**Deep Fakes**.

Learning outcomes:

To explain that AI can be used for bad purposes. To explain how to respond to receiving a picture that is not real and is called a deep fake.

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 receive a bad picture, video or message?

Question 2 What is another name for these bad pictures ?

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You, Your Body, Growing Up, Relationships and Sex – What is AI and Dangers of AI (Artificial Intelligence).

Class activity

Divide the class into 2 groups to make a list of what they would do if they received a naked picture of themselves or anyone else?

Ask each student/group to come up with 5 rules for using AI safely.

Discussion

Ask the students if they know what AI is?

Ask the students if they have used AI?

"Should schools use AI to track students' behaviour?"

"Is it okay for AI to decide what topics a student learns?"

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You, Your Body, Growing Up, Relationships and Sex – Safeguarding Note.

Overview.

Before starting a lesson, it can be useful to speak with your safeguarding lead, pastoral team and sendco for guidance and to understand any concerns about individual students.

If you become aware of an incident, follow your normal child protection procedures and safeguarding policies in your setting.

In any session where sensitive information could be revealed, establish a rule that nobody will use real names when discussing examples.

If a learner says something during the lessons that raises a concern, it is important that this is actioned through safeguarding procedures.

It is best to ask students to use proper words for body parts, sexual acts and sexual orientation.

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