

You, Your Body, Growing Up, Relationships and Sex Lesson Plans Introduction.

Introduction

These lesson plans are for use with the resource You, Your Body, Growing Up, Relationships and Sex. There is a lesson plan for each video to help teachers and educators plan each viewing session.

Viewers who have not used this resource before are recommended to view the introduction video first.

The Help and Advice button plays a video outlining how to go about getting help.

The videos in this resource are divided into three themes. It is advised to view the videos and read through the accompanying lesson plans before planning each lesson. There are a number of videos in this resource that focus on consent.

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

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You, Your Body, Growing Up, Relationships and Sex

Growing Up and Looking After Yourself Lesson Plan.

Introduction.

The videos in this section are about growing up and looking after yourself.

Physical changes to your body as you grow up and personal care are explained. Changes to women's bodies in later life are illustrated in a video about menopause.

Loneliness and feelings and how to get help are explained. The importance of being private with your body and to get help about any concerns or issues is emphasised throughout.

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

It may be appropriate to co-ordinate with school nurses with these topics.

Resource video.

Growing up and body changes

Keeping clean

Periods

Self examination

Loneliness

Menopause

Gender and Identity

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

Introduction.

This video explains and illustrates male and female body changes as they happened to Keisha and Joshua.

We all have different bodies and they change at different times.

Objectives

Activity

View the video '**Growing up and Body Changes**'.

Learning outcomes:

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

To recognise that we all have different bodies that change at different times.

To explain privacy.

To know where to go and who to talk to for more information about growing up and body changes.

Quiz

Where appropriate to each student's abilities, the quiz below may be useful.

Either for individual or group work.

Question 1 Do we all look the same?

Question 2 Do boys and girls bodies change in different ways?

Question 3 Do peoples bodies change at different times?

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

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You, Your Body, Growing Up, Relationships and Sex – Keeping Clean Lesson Plan.

Introduction.

In this video Keisha and Joshua explain about how to keep clean, showering, using soap correctly and drying carefully afterwards. Privacy and getting help for any worries or concerns is emphasised.

Objectives

Activity

View the video '**Keeping Clean**'.

Learning outcomes:

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

To explain the importance of drying properly.

To illustrate privacy.

To understand where to go for help or advice.

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 keep yourself clean?

Question 2 How often should you shower or bath?

Question 3 Which body parts should boys and men wash extra carefully?

Question 4 Which body parts should girls and women wash extra carefully?

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 both a good way to look after and check your body.

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You, Your Body, Growing Up, Relationships and Sex – Periods.

Introduction.

In this video Keisha explains about periods and sanitary protection. Some students may be anxious or embarrassed and carers may find it easier to initiate discussion on a one to one basis. Privacy and getting help for any worries or concerns is emphasised.

Objectives

Activity

View the video 'Periods'.

Learning outcomes:

To explain what menstruation is.

To describe its onset and the possible emotional effects.

To describe what privacy means.

To name where to go for help or advice.

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 – 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.

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You, Your Body, Growing Up, Relationships and Sex – Self Examination and Privacy.

Introduction.

This section is divided into two videos, one about female self-examination and one about male self-examination. In these videos Joshua and Keisha explain about the importance of self-examination and illustrate how to examine yourself. Privacy and getting help for any worries or concerns is emphasised.

Objectives

Activity

View the videos '**Self Examination and Privacy**'.

Learning outcomes:

To explain why it is important to check yourself regularly.

To illustrate what privacy means

To identify where to go for help or advice.

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 check your body?

Question 2 Where should you go to look at yourself?

Question 3 Which body parts should boys and men look at?

Question 4 Which body parts should girls and women look at?

Question 5 Is everyone's body the same?

Question 6 If you see something that worries you or if you want to know about something, where would you go – who would you talk to?

Discussion – Emphasis the need to go somewhere private and to seek help if anything seems unusual or causes worry.

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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 Why do people feel lonely?

Question 2 Should you have sex with strangers?

Question 3 What should you do if you feel lonely?

Question 4 What is a 'crush'?

Discussion – Emphasis the need to talk to someone if you feel lonely.

Emphasis not to go with or have sex with strangers.

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You, Your Body, Growing Up, Relationships and Sex – Menopause.

Introduction.

This video focuses on menopause. Keisha explains about how women go through the menopause at different ages and with different symptoms. The importance of getting help and knowing of the different effects of menopause is explained.

Objectives

Activity

View the videos 'Menopause'.

Learning outcomes:

To explain what the menopause is and how it is different for each woman.

To describe where to go for help or advice.

Quiz

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

Question 1 What is menopause and when does it happen?

Question 2 What symptoms can women experience?

Question 3 Where is good to go for advice?

Discussion – The menopause is natural and happens to all women.

It is important to get advice and support.

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You, Your Body, Growing Up, Relationships and Sex – Gender and Identity.

Introduction.

This video looks at gender and identity. Joshua and Keisha explain about how we all have our own identity, and how some people don't feel right with their birth identity. We are introduced to two people who have chosen to change their gender identity, being supportive and accepting are emphasised.

Objectives

Activity

View the video '**Gender and Identity**'.

Learning outcomes:

To recognise our own gender and identity.

To be able to explain that other people have a range of identities and genders.

To identify where to go for help or advice.

Quiz

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

Question 1 What are different identities and genders?

Question 2 What should you do if you are unsure or confused about your own identity and gender?

Question 3 How should you respond if a friend or someone you know says they have changed their gender or identity?

Discussion – Emphasis the need seek help and advice from a reliable source if you are worried or confused about your gender.

Helplines; It is likely that questions will arise during class discussions that require information that is not part of the video. Please see the [Help and Advice](#) section of the Life Support Productions website for helpline information.

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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.

Resource video.

Relationships and Love

Consent and No

Loneliness

Yes and No

Online Safety

First Dates

Separation and Divorce

Artificial Intelligence

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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'?

Marriage. 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

– Relationships and Sex Lesson Plan.

Introduction.

The videos in this section are about relationships and sex. Additional topics include masturbation, contraception, safer sex, gay relationships and sex, pregnancy and birth, and consent – ‘yes’ and ‘no’.

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

It may be appropriate to co-ordinate with school nurses with these topics.

Resource video.

Masturbation

Contraception

Consent and No

Attitudes

Yes and No

Safer Sex

Gay Relationships and Sex

Pregnancy and Birth

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

Introduction.

This section has two videos, one about male masturbation and one about female masturbation. It may be best to watch the videos in single sex viewing groups.

In the male video Joshua explains about being private and where to go to get help if you are worried about masturbation.

In the female video Keisha explains about being private and where to go to get help if you are worried about masturbation.

This subject can cause embarrassment and some students may have questions that are best discussed in a confidential setting.

Objectives - Activity

View the videos (as appropriate) '**Male Masturbation**' and '**Female Masturbation**'.

Learning outcomes:

To know about masturbation and the importance of privacy.

To know where to go and who to talk to if you are worried about masturbation.

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 – discussions about masturbation can be embarrassing. It can be useful to emphasise sources of advice and help.

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

Introduction.

This video is about contraception, what it is and what types there are. Keisha and Joshua explain how they use a condom when they have sex to prevent pregnancy and infections. They explain about getting help, going to a sexual health clinic and searching online for information.

Objectives

Activity

View the video '**Contraception**'.

Learning outcomes:

To know what contraception is and what it is for.

To recognise that condoms are the most effective form of contraception for protection from diseases.

To know what to do and who to talk to for more information about contraception.

Quiz

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

Question 1 Apart from wanting to have a baby why else do people have sex?

Question 2 What are the different types of contraception?

Question 3 Which type of contraceptive is best for protection against disease?

Question 4 Where can you get condoms from?

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

Discussion – What are contraceptives for? It can be useful to emphasise sources of advice and help.

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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.

There are three consent scenes, a female character is shown being approached at a bus stop and saying no and leaving on a bus. A male character is shown being approached in a domestic setting, saying no and the other character leaving. Finally another female character is shown being approached in a street market, she says no and the other character walks 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 – Attitudes and Sex Lesson Plan.

Introduction.

This video is about different attitudes towards sex. Keisha and Joshua explain that sex can be a very important part of a relationship and that other people will be concerned that you are safe. The age of consent is explained and the possible consequences of under-age sex.

The difference between when sex is good and when sex is bad is explained. Consent and understanding 'no' is illustrated in a public setting. They explain about getting help, talking to someone you trust.

Objectives - Activity

View the video '**Attitudes and Sex**'.

Learning outcomes:

To be aware of different attitudes and opinions about sex.

To know the age of consent.

To know who to talk to for more information about sex.

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 What is the age of consent?

Question 3 What can happen if you have sex before you are 16?

Question 4 Do some people find sex embarrassing?

Question 5 Who would you talk to about sex?

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

Discussion – Why do some people find sex embarrassing? It can be useful to emphasise sources of advice and help.

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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 if she would like to have sex 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 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 What should you do if someone is trying to make you have sex with them or has made you have sex with them?

Question 6 Is it ok to touch someone without asking them?

Question 7 When should you say 'yes' if someone asks to have sex with them?

Question 8 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 – Safer Sex Lesson Plan.

Introduction.

This video is about safer sex and how to use contraception. Keisha and Joshua explain that they only have sex when they both want to. They emphasis privacy and are shown in their bedroom. Joshua puts on a condom and they are shown having sex. The importance of trust, love and affection in relationships is explained.

Talking to someone you trust and getting help if you have any problems is explained.

Objectives - Activity

View the video '**Safer Sex**'.

Learning outcomes:

To know what contraception is and what it is for.

To know what condoms are and how to use them.

To be aware of the importance of being private and being gentle.

To appreciate that condoms are the most effective form of contraception for protection from diseases.

To know where to go and who to talk to for more information about contraception.

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 feel pressured to have sex?

Question 2 How do you know someone has consented to have sex with you?

Question 3 What should you do if someone says no?

Question 4 Why are condoms important? When should you use a condom?

Question 5 Why is it important to be private?

Question 6 What should you do with used condoms?

Question 7 If you wanted to know about something or needed help, where would you go?

Discussion – What is safer sex? It can be useful to emphasis sources of advice and help.

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

Introduction.

This video is about gay relationships and sex. Keisha introduces her friends Emily and Mia who are a same sex couple and Joshua introduces his friends George and Albie who are also a same sex couple. Both couples are shown giving consent and then having sex in their bedrooms.

Joshua explains the importance for gay men to use a condom, especially when having anal sex.

The importance of consent and trust in relationships is emphasised.

Objectives - Activity

View the video '**Gay Relationships and Sex**'.

Learning outcomes:

To know that there are different types of relationship including gay, lesbian and straight.

To recognise that consent is important in all types of relationship.

To know where to go and who to talk to for more information about sexuality and relationships.

Quiz

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

Question 1 What types of relationship are there?

Question 2 Why should gay men use condoms?

Question 3 What is the age of consent for gay men or lesbians?

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

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

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You, Your Body, Growing Up, Relationships and Sex – Pregnancy and Birth Lesson Plan.

Introduction.

This video is about pregnancy and birth. Keisha and Joshua explain what pregnancy is and that it is best to wait until you are ready to have a baby. Consent is illustrated and Keisha and Joshua are then shown in their bedroom having sex.

A simple animation then shows a foetus developing into a baby before Keisha and Joshua go to the hospital to give birth. Finally they are shown at home looking after their new baby.

The importance of consent and trust in relationships is emphasised.

Objectives

Activity

View the video '**Pregnancy and Birth**'.

Learning outcomes:

To know about conception, pregnancy and birth.

To know where to go and who to talk to for more information pregnancy and birth.

Quiz

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

Question 1 What is the age of consent?

Question 2 How long does pregnancy last?

Question 3 Where do people go to give birth?

Question 4 What is a Caesarean?

Question 5 Why is it important to be private?

Discussion – What is it like to look after a new baby? It can be useful to emphasise sources of advice and help.

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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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