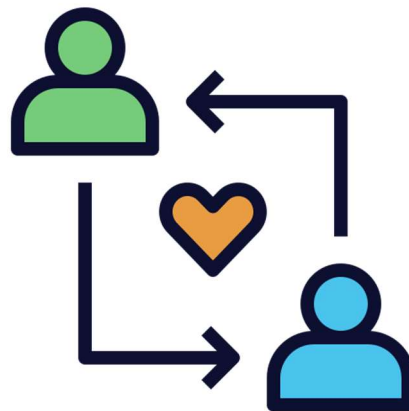


Personal Health, Relationship and Sex Education (PHRSE)



Year 8



Term 2: Relationships

Big Question 1: How can we ensure our school is inclusive?

Big Question 2: How can we keep ourselves and others safe in relationships?

Name:

Personal Health, Relationship and Sex Education (PHRSE) at Houlton School

In PHRSE lessons you will be taught about different topics that help you to develop as a person.

The three key topics in PHRSE are:

- **Health and Wellbeing** (E.g. Healthy living choices, mental health, managing influences, health and puberty.)
- **Relationships:** (E.g. Healthy and respectful relationships, consent, families and intimate relationships.)
- **The Wider World:** (E.g. Staying safe online, managing finances, the law, citizenship, anti-discrimination and careers.)

We will explore these as part of our learning about **Fundamental British Values**. These are:



In Britain, our British values are protected by law through the **Equality Act 2010**. This helps to stop discrimination and ensure everyone is treated equally. There are 9 characteristics that are protected by law. These are:



You will also have the opportunity to develop your LORIC skills through the PHRSE curriculum and use evidence of your learning to complete your PiXL assignments.

Leadership, **O**rganisation, **R**esilience, **I**ndependence, **C**ommunication

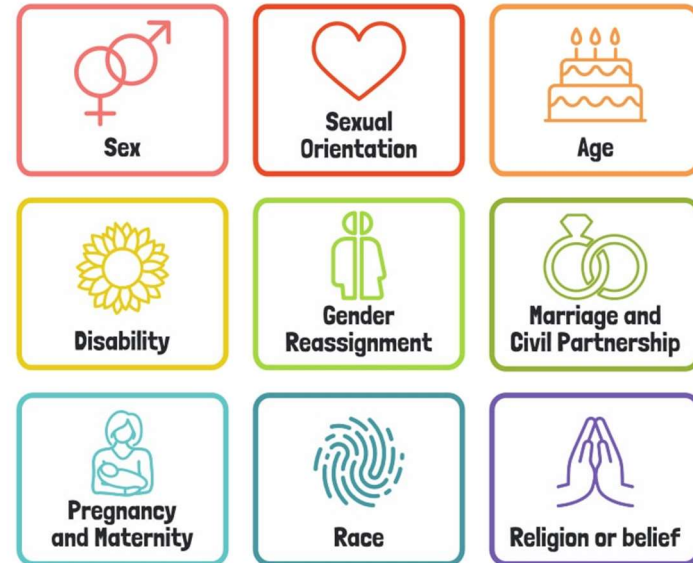


Year 8 Half Term 3 Knowledge Organiser

Big Question: How can we ensure our school is inclusive?

Key Word	Definition
Gender stereotypes	Gender stereotypes are ideas about how males and females 'should' behave.
Stereotypes	A fixed belief or idea about a particular type of person or thing.
Behaviour	The way someone acts.
Appearance	The way someone or something looks.
Emotion	A strong feeling.
Discrimination:	Unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age, or sexual orientation.
Bias	A belief that some people, ideas, etc., are better than others that usually results in treating some people unfairly.
Values	The beliefs and principles that you believe are important in the way that you live and work
Diversity	Many different types of things or people being included in something
Community	The people living in one area.

Protected Characteristics



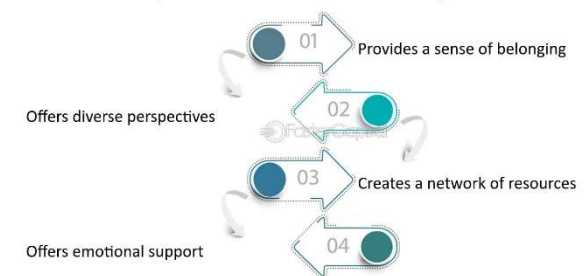
Sources of Support

Young Minds www.youngminds.org.uk/young-person or text YM to 85258

Childline www.childline.org.uk or call 0800 1111

Victim Support has a service for children and young people called You & Co:
www.victimsupport.org.uk/children-and-young-people

The Importance of Community



Date: _____

Lesson 1: How can we ensure our school is inclusive?

Bell Task

On your own, answer these questions:

1. What is discrimination?
2. How does discrimination link to bias and stereotypes?
3. How can discrimination, in all its forms, be challenged?

Task 1: Protected Characteristics

1. Match the word to the description (age has been done for you)
2. Colour code the stories of the people (the right-hand column) into positive and negative experiences.
3. Match the characteristic to the experience of the individual.



Age	People belonging to a particular age group. For example, under 18s or over 50s.	Rowan saw someone writing on a bench near school. Some of the writing made threats towards trans people.
Gender reassignment	People who are pregnant or who have had a baby in the past 26 weeks. People who work are also entitled to maternity leave if they have a baby.	Natalija's grandad recently had to take his employer to court because they said he was too old to work, even though he wasn't at retirement age yet.
Marriage and civil partnership	People who propose to, are undergoing, or have completed a process to reassign their sex.	Kizzy was born with a condition that makes her very tired and can make it hard to walk far, so the school have made adjustments to help her.
Pregnancy and maternity	People who have entered into a civil partnership or marriage. Including same sex and mixed sex couples who are married or civil partners.	Amadu's friend is struggling to get a promotion because their employer says that single people would work harder than someone who is married.
Disability	People with long-term physical or mental conditions that have a substantial negative effect on their day-to-day activities.	Ifan's mum recently had a baby. Ifan has noticed signs in local cafes saying it's a safe space for people to breastfeed their babies.
Race	Any religion and religious or philosophical belief, or not having these. For example, being a Christian, or being an atheist.	The school included pictures of same sex and mixed sex couples in their lessons about healthy relationships.
Religion or belief	Can include people's skin colour, nationality or ethnic background.	Kavya doesn't follow a religion, but the school has a policy that means she can use the prayer and reflection room if she wants to.
Sex	Whether a person is attracted to people of the same sex as them or of a different sex, or both. For example, being heterosexual, gay/lesbian, or bisexual.	Anna noticed some racist graffiti outside the school. It said horrible things about people's skin colour.
Sexual orientation	Being a man or a woman.	Kyle was watching a video about online games. The person playing was talking about jobs women should and shouldn't do.

Task 2: Discussion (on the board)

Kyle was watching a video about video games online. The person playing was talking about jobs women should and shouldn't do.

Amadu's friend is struggling to get a promotion because their employer says that single people would work harder than someone who is married.

Anna noticed some racist graffiti outside the school. It said horrible things about people's skin colour.

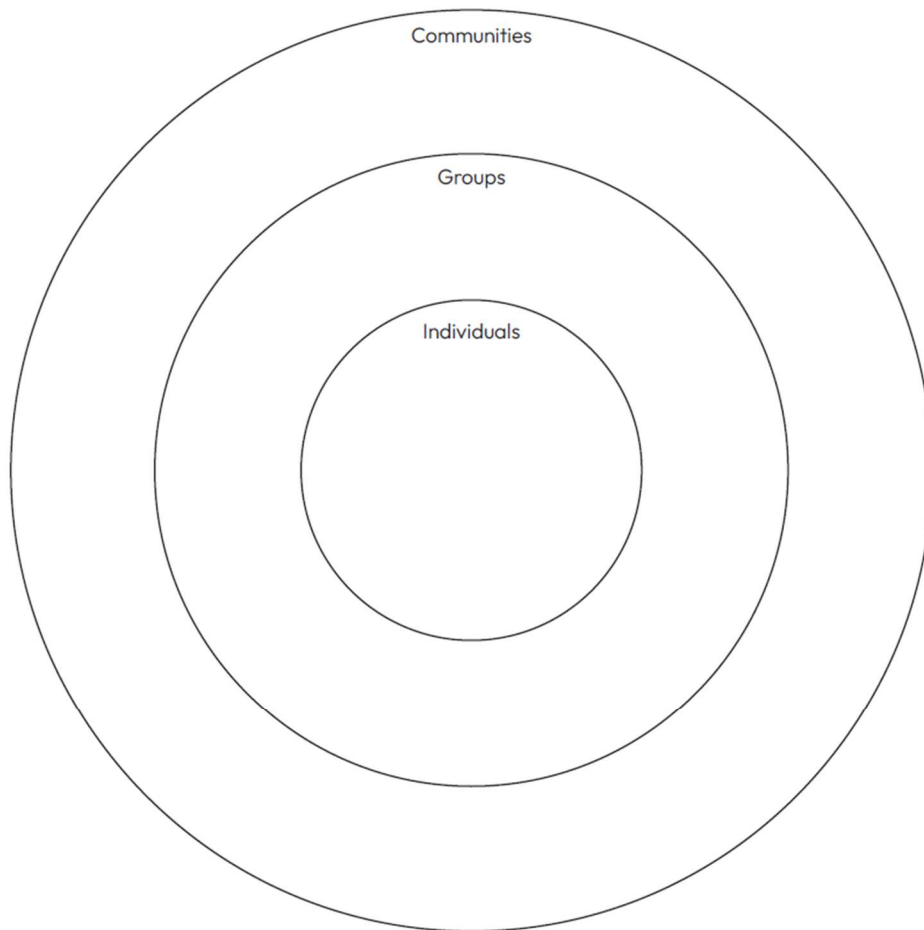
Natalija's grandad recently had to take his employer to court because they said he was too old to work, even though he wasn't at retirement age yet.

Rowan saw someone writing on a bench near school. Some of the writing made threats towards trans people.

Task 3: Circles of support

Kyle could report the video to the social media platform.	Kyle's friends could report these videos if they saw them too.	The school could teach about careers and gender equality in PSHE education.
If Kyle wanted to make his own content, he could say he disagrees with this opinion, but he should be careful he doesn't direct people to the influencer.	The school could make sure girls and boys have access to the same opportunities, for example, making sure they're all allowed to take part in football or dance lessons in PE.	Write your own suggestion:

1. Place the different responses to the Kyle example in the circle of support.
2. Choose one of the other scenarios and think about the circles of support that may be available for that person.



Task 4: Reflection



Look at your answers to the questions from the start of the lesson. Are there any changes you'd like to make? Is there anything you'd like to add to show your new learning? Write this in using green pen.

Date: _____

Lesson 2: What is constructive disagreement?

Use the knowledge organiser to answer the following questions:

1. What is discrimination?
2. How can discrimination be challenged safely?

Bell Task

Some new people joined our handball game on the other team and got a goal. I said that it shouldn't be allowed because they hadn't followed the rules properly, but my friend said that as they were new to handball, it was more important that we allowed it.

I told her rules are rules, but she said I was being rude, and the friendship was more important. I called her a name, and I regret it quite a lot now. She's not talking to me and is ignoring my messages.



- What has caused the disagreement?
- How might Ifan and his friend be feeling?
- How could Ifan manage a disagreement better next time?

Conversation 1: School uniform

It's so dumb that school makes us wear a uniform. We can make our own choices.

"You would say that – you NEVER think about other people and with uniforms we don't have to worry about brands or trends. Not everyone can afford the same stuff."

Conversation 2: Giving and receiving gifts

I think giving gifts feels better than receiving them –it's good when you get them, but I really like showing people they matter to me.

It's important to me too, but more because the teachings in my faith say we should give to less fortunate people. Showing you care is important too though!

Conversation 3: Tattoos

I bet you think that people our age should be able to get a tattoo. People like you always think you should just be able to do whatever you want, but the body is sacred, so you shouldn't get them.

...Actually, I think there's a good reason the law says we can't until we're 18, and I think it's important to follow the law.

Conversation 4: Football or friendship?

You know how long I've known Kavya? Turns out she's joined that football team that we hate! She's asked me to go to support her, but I think it's more important to stick with my team.

I see what you're saying, but your friendship is really important too... You've been friends with her for longer than you've been on the team.

Explain your top three strategies for constructive disagreement.

- 1.
- 2.
- 3.

Date: _____

Lesson 3: What are the benefits of inclusive and diverse communities?

Absent Last Lesson? Complete the 'While You Were Out' Task below.

Use the knowledge organiser to answer the following questions:

1. What are values?
2. How can we resolve disagreements constructively?

Bell Task

Think back to our lesson on inclusion. Choose one of the images below and write a headline and brief description for a positive news story about the value of community, including others, and feelings of belonging. The story should highlight community efforts, showcase the celebration or inclusion of specific groups, or highlight allyship.

Allyship refers to the act of actively supporting a group without being a direct member of it. Being an ally involves empathising with, listening to, and addressing the needs or concerns of a group you might not personally belong to.

Your headline and brief article should:

- Have a positive focus
- Give at least three positives about communities
- Be fictional and not about any real-life news stories



Headline:

Short Article:

Task 1: Community Scenarios

Read the scenarios and answer the questions below:

What positive contributions are the characters making to their community?

Which communities are they helping? (This may be the wider Millersfield community as a whole or smaller groups within this.)

<p>Kavya noticed some of the younger students she mentored were feeling upset. They felt they had no one to talk to if they were having a tough time.</p> <p>After one student spoke to her about how they were struggling to make new friends, Kavya helped them to write a letter that they could share in a student voice meeting, to ask for more peer-support groups for new students.</p>	<p>Kyle was really worried about some of the videos he was seeing online. When he followed the influencers initially, it had been because they were sharing information about earning money. But now they just seemed to want him to pay them for things.</p> <p>They also said offensive things about women and made racist comments. Kyle decided to report any video he saw like that.</p>
<p>After reporting the racist graffiti, Kizzy and Anna felt that a safe, well-lit community space that people could relax in, would be helpful for everyone in the area.</p> <p>Kizzy suggested that there could be murals celebrating the successes of people from a range of backgrounds. She asked the school librarian to help her research who might be included. Anna wrote to Millersfield Town Council about the idea.</p>	<p>Amadu is really happy that he's set up the multi-faith prayer room, but he knows that he won't be able to supervise the room in a couple of weeks' time as he is away on a school trip.</p> <p>Another teacher, Germaine, offered to supervise the prayer room while Amadu was away, and said they'd help out more often, so Amadu wasn't the only person responsible for the room being open.</p>
<p>Rowan spoke to a teacher about starting an LGBT students' and allies' group in school. He wants to help young people who are LGBT spend time together and create a safe space for them just to talk or to ask for support with experiences they might have in common, like 'coming out' to friends and family.</p> <p>Rowan's friends volunteered to help by making flyers about the group.</p>	<p>Natalija saw another student being picked on because they had a scar on their face. Natalija didn't know the student, but she believes it's everyone's job to help someone if they're being bullied.</p> <p>She felt it was safe enough for her to tell the person bullying the student to stop, and when they left, she checked if the student was okay and helped them to report the incident.</p>

Reflection

To my future self,
The community I'd like to make a positive difference in is...



I'd like to do this by...

I think this would make me feel...

I think this would make other people feel...

From,

Date: _____

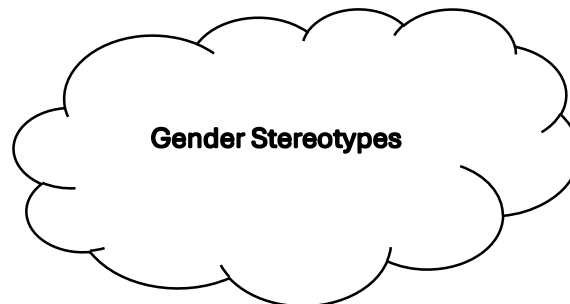
Lesson 4: Why do we need to be aware of gender stereotypes?

Absent Last Lesson? Complete the 'While You Were Out' Task below.

Use the knowledge organiser to answer the following questions:

1. Why is community important?
2. What is allyship?

Bell Task: What stereotypes do people hold about boys and girls?



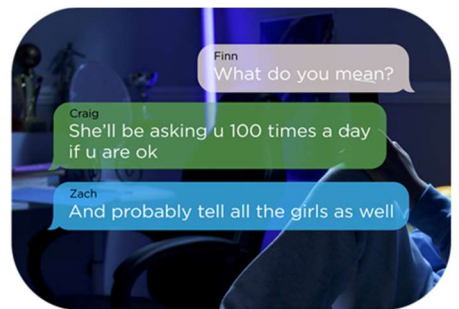
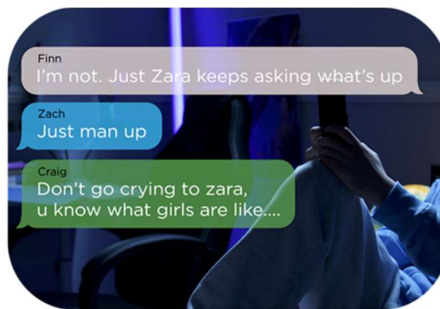
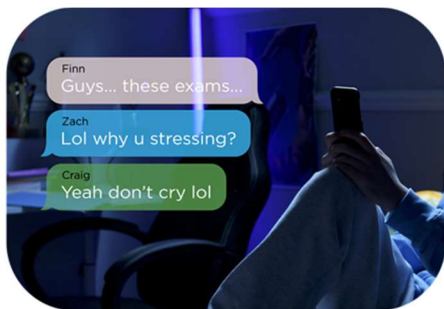
Task 1: Video

Pause point 1 - What do you think is stopping Finn telling Zara how he feels?

Pause point 2 - What gender stereotypes are shown here?

Reflection

How should have Finn's friends responded?





Term	Definition
Asexual	A sexual orientation. Someone who does not experience any or much sexual attraction may identify as asexual or ace. This term exists on a spectrum. Someone who is asexual may have a different romantic orientation.
Biological sex	This is based on a person’s biological characteristics, including their genitalia, their reproductive systems, the sex chromosomes in their body and the hormone levels they produce.
Cisgender	A person whose gender identity aligns with the sex they were registered with at birth may identify as cisgender or cis.
Female (biological sex)	The term typically used to denote the sex of an individual who has a vulva, produces egg cells, has XX chromosomes and produces higher levels of the hormone oestrogen.
Gender Binary	A system of gender classification in which all people are categorised as either ‘male’ or ‘female’. This is not inclusive of other gender identities and/or expressions.
Gender dysphoria	When a person feels uncomfortable or uneasy because their gender identity does not align with their biological sex and/or the sex they were registered with at birth.
Gender expression	How someone chooses to outwardly express their gender. This is separate from sex registered at birth or gender identity, but can be influenced by them.
Gender identity	An individual person’s sense of their gender. This is unique to them and is separate from sex registered at birth, although someone’s gender identity might align with this.
Heterosexual	A sexual orientation. Someone who is sexually attracted to people of the opposite sex or gender may identify as heterosexual or straight. Someone might be heterosexual but have a different romantic orientation.
Homosexual	A sexual orientation. Someone who is sexually attracted to people of the same or similar sex or gender may identify as homosexual or, the more commonly used term, gay. Someone might be homosexual but have a different romantic orientation.
Lesbian	A female who is attracted to other females may identify as lesbian. This term is not exclusive to those who were registered as female at birth, and may also be used by transgender and some non-binary people. Some people may use the term gay.
LGBTQ+	The acronym referring to all gender identities, expressions, orientations and variations in sex characteristics that are not cisgender or heterosexual, or don’t fit within the male/female biological binary. The letters stand for lesbian, gay, bisexual, transgender, queer/questioning and anything else that falls under the definition.
Male (biological sex)	The term typically used to denote the sex of an individual who has a penis and testicles, produces sperm cells, has XY chromosomes and produces higher levels of the hormone testosterone.
Protected characteristic	Aspects of a person’s identity that are protected under the Equality Act 2010. This law makes it illegal to discriminate against someone based on these characteristics, helping to promote a fairer and more equal society. There are nine protected

	characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
Sex registered at Birth	The sex that is recorded when a baby's birth is registered, usually based on their genitalia. This usually corresponds to a person's biological sex but may be different to their gender identity. This is sometimes referred to as 'sex assigned at birth', i.e. somebody might be assigned male at birth (AMAB) or assigned female at birth (AFAB).
Transgender	A person whose gender identity does not align with the sex they were registered with at birth may identify as transgender or trans.
Transitioning	The process of someone making the change to adopt the outward or physical characteristics of their gender identity, as opposed to the sex they were registered with at birth.



- Sources of support:
- Teachers and School Staff including School Nurse and Wellbeing Team
 - Your Doctor or Community Nurse
 - NHS Online
 - Young Stonewall:
<https://www.youngstonewall.org.uk>
 - NHS Online
 - www.helathforteens.co.uk
 - www.brook.co.uk

Define:
Contraception

Methods that are used to prevent pregnancy from occurring during sexual activity.

Define:
Hormonal Methods

Contraceptive methods with use hormones to prevent pregnancy, usually used by Women only.

Define:
Barrier Methods

Contraceptive methods which prevent pregnancy by stopping the sperm from reaching the egg.

Define:
Combination Methods

Contraceptive methods which use both hormonal and barrier methods to prevent pregnancy.

Task 2: Video

Watch the video and discuss how people can be made to feel supported when they talk to friends about their sexual orientation or gender identity.

Task 3: Friend Scenarios

For each speech bubble, consider...

1. What might the person be thinking and feeling as they say this to their friend?

2. What might a friend who hears this be thinking and feeling?

3. What might a friend be able to do or say to make the other person feel comfortable and supported?

I was thinking of telling some of our other mates that I'm gay. I'm not sure what to say though really. I don't want them to get all weird about it, or think I like them that way just because I tell them.

Hey, I know it's kind of out of the blue, but do you think you could use "he" and "him" when you talk about me rather than "she" and "her"?

So I know I've had a boyfriend before, but I think I kind of like Disha. So I guess what I'm saying is that I think I'm bi.

Look, I know you and the other guys have girlfriends and all of that, but I'm just not ready. I know you get it, but Toby keeps giving me a hard time about it and now he's saying I'm gay. I'm not, and it's starting to get on my nerves. Can you help me out?

Reflection:

Is there anything that you would change or add to our bell task?

Lesson 6: What influences our expectations around relationships?**Absent Last Lesson? Complete the 'While You Were Out' Task below.**

Use information on the knowledge organisers and the previous pages to answer the following questions:

Define the following terms:

- Sexual Orientation
- Gender Identity

Bell Task

	Agree	Depends on...	Disagree
1. It is easy to discuss consent with a new partner			
2. Most people will be nervous about their first sexual experiences.			
3. The media tends to represent different genders equally and respectfully			
4. Representations of sex in the media are a good way to learn how to have 'good' sex.			
5. Some people send nudes because they are in a healthy, committed adult relationship and think it's a fun way to express their sexuality.			
6. Sending nudes can cause anxiety for the person who has sent the message even if there are no obvious negative consequences.			

Task 1: Scenarios

Make some notes on how each person in the scenario might be feeling.

Task 2: Video

1. What is the law on sexual images of under 18-year-olds?
2. Why might people feel pressured to send nudes?
3. What are some ways to respond if someone asks you for a nude picture?

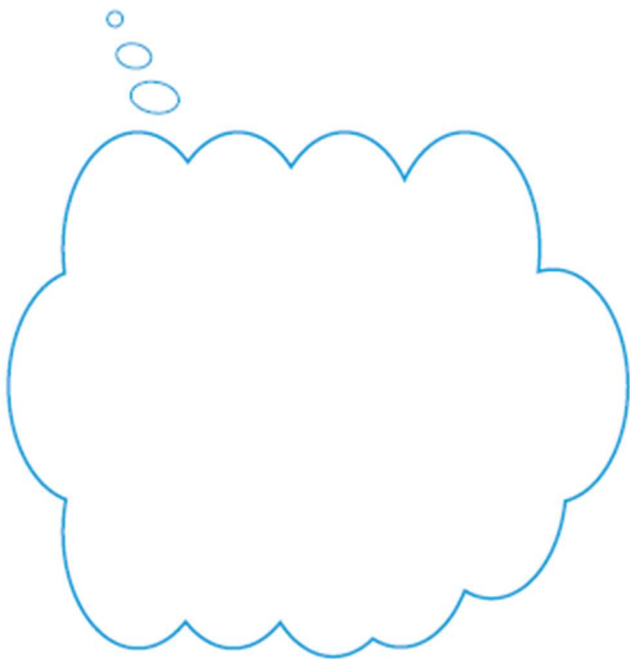
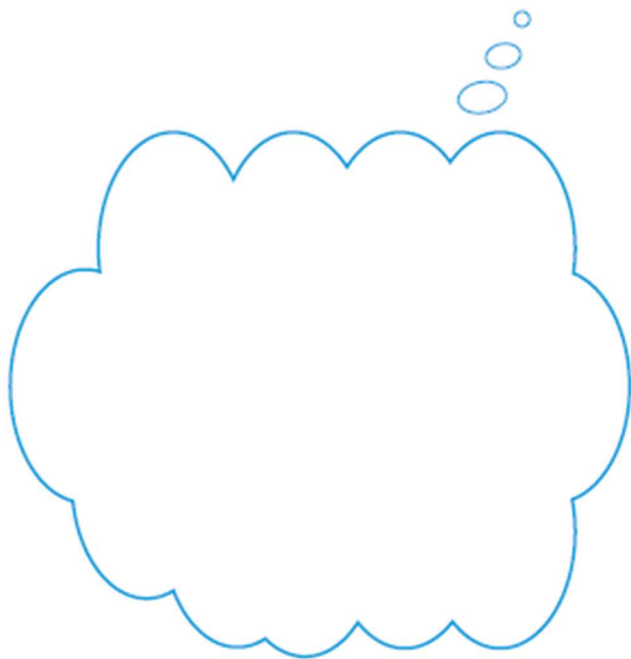
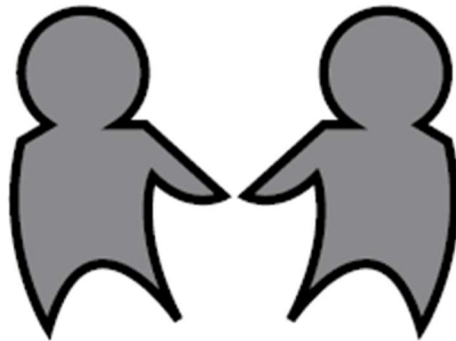
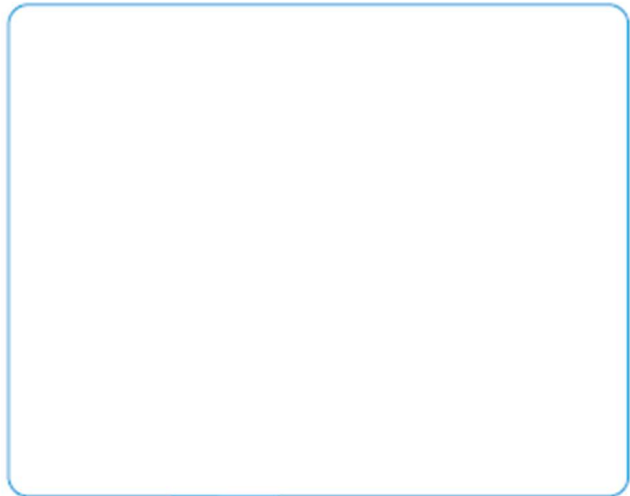
Task 4: Gender Stereotypes

Use the sugar paper around the room to record ideas on gender stereotypes.

Task 5: Reflection

Fill in what the person on the left might be thinking and feeling in the think bubble. Then add in the friend's advice and what the friend's thinking and feeling.

Me and my partner are going to wait for a while to have sex, but my partner's asking for nudes while we wait. They said you see people nearly naked on TV and in magazines all the time anyway, so it's fine to send pictures of myself.



Lesson 7: What should I know about contraception?

Absent Last Lesson? Complete the ‘While You Were Out’ Task below.

Use information on the knowledge organisers and the previous pages to answer the following questions:



1. What does the law say about sexual images of under 18 year olds?
2. What are the risks of sharing sexual images?



Bell Task

Complete the grid on the next page in as much detail as possible based on your current level of knowledge and understanding.



Add in any information in green pen once the answers are revealed.

Type:	What is it?	Type:	What is it?
	How does it work?		How does it work?

Type:	What is it?	Type:	What is it?
	How does it work?		How does it work?

Task 1: Video Activity

Fill in the blanks as you watch the video. Male Condom Demonstration:

<https://www.youtube.com/watch?v=Rr2bahvJuOo>

Complete the text boxes on the diagram to show the steps in using a condom safely.

Before sex:

Check the _____ and _____ on the condom



Open the packet by tearing from the _____ side

Check the condom is the right way round



Squeeze the _____ and roll the condom down to the _____



After sex:

Ensure condom stays on when the penis is _____

Remove condom from the base to ensure semen does not _____

Wrap condom in tissue and dispose of it in the _____



Missing words

expiry date

ridged

tip

base

withdrawn

safety mark

bin

leak

Task 2: Individual Activity

Read the quotes and make a list of:

3 things that you have learnt:

2 things that you want to know more about:

1 thing you already knew:

My girlfriend and I are ready to have sex. I went to the local sexual health clinic and called them ahead of time, so they had some dental dams that they gave me for free. They said they'll reduce our chance of catching an STI.

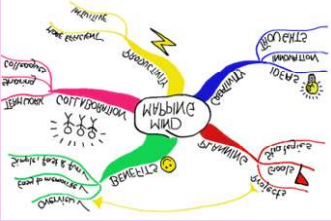
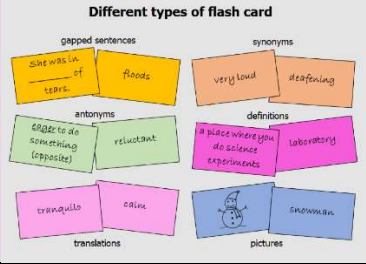
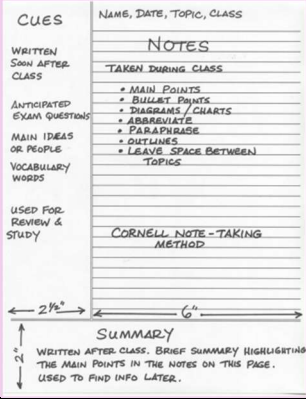
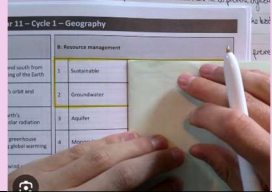
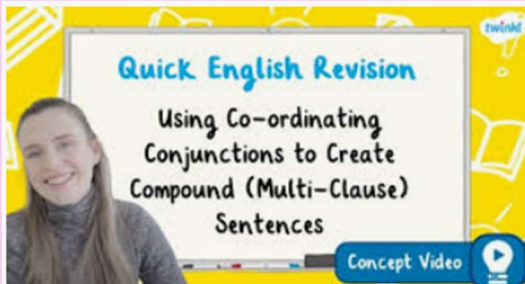
We're waiting to have sex for now, we know that no contraception is 100% effective so there's still a chance of getting pregnant. We don't feel ready for that.

I'd bought condoms from the shop before, but then I found out it was so easy to get condoms for free with the C-card scheme.

I wanted to talk through my options for contraception with someone before I had sex, so I booked an appointment at the local sexual health clinic. We had a chat and they reminded me how to use a condom properly.

I got the pill from my local sexual health clinic but they were giving me headaches - so I booked an appointment with my GP and now that I'm using a different type of contraceptive pill I feel much better.

Assessment Preparation

Name	Description	Tried it? <input type="checkbox"/> or <input type="checkbox"/>
Mind map	Brainstorm the key topics from this booklet, including key facts under different headings. 	
Flashcards	Key Words or Questions with their definitions on the other side 	
Cornell Notes	Create a sheet of key notes under headings. 	
Quizzing	Create quizzes about key topics to test yourself! 	
Video	Get creative and create videos about each topic! 	



PHRSE Feedback: Use this booklet and your assessment feedback to fill in the grid below in green pen.

Title	Acheived	Target

Optional PHRSE Homework Tasks

You will receive an R2 for each optional task completed.



Create a poster that encourages acceptance and diversity.



Debate: 'Digital communities are more helpful than local communities.' How far do you agree?

PHRSE Optional
Homework Tasks
Year 8 Half Terms
3 & 4



Create a resource of your choice that helps young people to learn about contraception.



Create a piece of artwork that celebrates respectful relationships.

All resources taken and adapted from PSHE Association