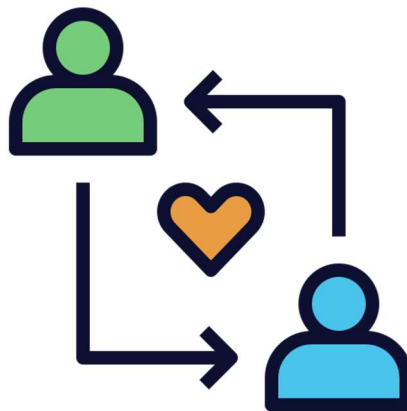


# Personal Health, Relationship and Sex Education (PHRSE)



Year 9



## Term 2: Relationships

**Big Question 1: How can I manage and find support for relationships in my life?**

**Big Question 2: How can I keep myself safe in sexual 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.

**L**eadership, **O**rganisation, **R**esilience, **I**ndependence, **C**ommunication



# Year 9 Half Term 3 Knowledge Organiser

**Big Question: How can I manage and find support for relationships in my life?**

Key term	Meaning
Relationship	The way in which two or more people are connected to each other.
Friendship	A relationship between friends, who get on well with each other or who might share a close bond.
Kin	A relative, either through blood relation, adoption or marriage.
Family	A group of two or more people connected by being kin, or who share a close emotional bond and provide support for each other.
Role	The position that someone has within the family; what their 'job' is (e.g. a parent or carer)
Responsibilities	The tasks that someone might do to carry out their role (e.g. providing a home and food for their child)
Conflict	A disagreement where there is tension

## Conflict Resolution in 3 steps

- ### 1 Self-Check

Ask yourself, "Are you ready and willing to solve this problem?" Give yourself time to calm down if you are too angry or upset to deal with the conflict. You'll know you are ready if you can follow these rules:

  - No fighting/arguing.
  - Listen and don't interrupt.
  - Be honest.
- ### 2 Honest Communication

Use sentences beginning with 'I...' to tell your side of the story and make sure you listen to everything that the other person has to say. Remember, everyone's point of view is different and it is OK to disagree!

Remember: Don't start arguing about who is right or wrong. Conflict resolution is about listening and understanding to try and come up with a solution to the problem.
- ### 3 Find a Solution

What can each person do to solve the conflict? Discuss as many solutions as possible before coming to an agreement or compromise on one. Then write a plan of action and make it very clear for each person.

Remember: If you are struggling to solve the conflict on your own, you can ask a peer mediator or adult to help!

twinkl  
www.twinkl.co.uk

### Finding Support

Childline:  
[www.childline.org.uk](http://www.childline.org.uk) / 0800 1111 — for general advice about concerns

Young Minds  
[www.youngminds.org.uk/young-person](http://www.youngminds.org.uk/young-person)

Carers Trust  
[www.carers.org/getting-support-if-you-are-a-young-carer-or-young-adult-carer](http://www.carers.org/getting-support-if-you-are-a-young-carer-or-young-adult-carer)

<https://www.mind.org.uk/or-young-people/how-to-get-help-and-support/useful-contacts/>

Date: \_\_\_\_\_

## Lesson 1: How do relationships change over our lifetime?

### Bell Task

What is the difference between a short-term and a long-term relationship?

What features of a short-term relationship and a long-term relationship can you think of?



A short-term relationship is....

A feature of a short-term relationship might be...

A long-term relationship is....

A feature of a long-term relationship might be...

### Task 1: Group Activity

1. You will be given one life stage from the timeline. Discuss what relationships someone might have during that period, including both short-term and long-term relationships.
2. Pick a scribe for your group, who should write the age-range at the top of the A3 paper handed to you, followed by the different relationships that your group has identified.
3. Write down any benefits that each type of relationship might have for that person's life, during that particular life stage.

We are now going to form a human timeline at the front of the room and share our ideas. Fill in your timeline on the next page as we share our ideas.





0-4



5-10



11-15



16-20



21+



### Lina

My parents separated last year. They're not divorced, but they live in two different places now. They hadn't been getting on for a while and used to argue a lot, so it didn't come as a surprise. They both seem to be happier now. But sometimes I worry that if I'm staying with one of them for a few days and doing fun things, the other one feels left out. Neither of them has ever said that, but I worry we're not as close as we used to be. Sometimes when my little sister is sad about it, she talks to me and cries, but I don't want to tell my parents and make them feel bad.



### Aaron

My best friend and I have known each other our whole lives – our parents joke that it feels like they had twins because they would never see one of us without the other! But we go to different schools now because my family moved to another area, so we only see each other outside of school. A few months ago, my friend started seeing a girl and now they spend most of their time together. Don't get me wrong - she's cool, I like her, but I barely get to hang out with him now. It feels like I'm losing a best friend and brother at the same time.



### Layla

My brother is 7 years older than me. We've not always been the closest siblings, but we have a good relationship. He was away at uni, but he's just moved back, and his girlfriend has moved in with us too while they look for a new place together. I liked having my space when it was just me and my mum and dad and I could talk to my brother when I wanted to, but now there's five of us here, and it's a lot! Since my brother moved back it feels like he's a different person, and I don't feel like I can act like my old self around him anymore.



Who could Lina, Aaron or Layla ask for help?





**Lesson 2: What does it mean to be a family?**

Use the knowledge organiser to answer the following questions:

1. Give a definition of the word relationship
2. What are short term relationships?
3. What are long term relationships?

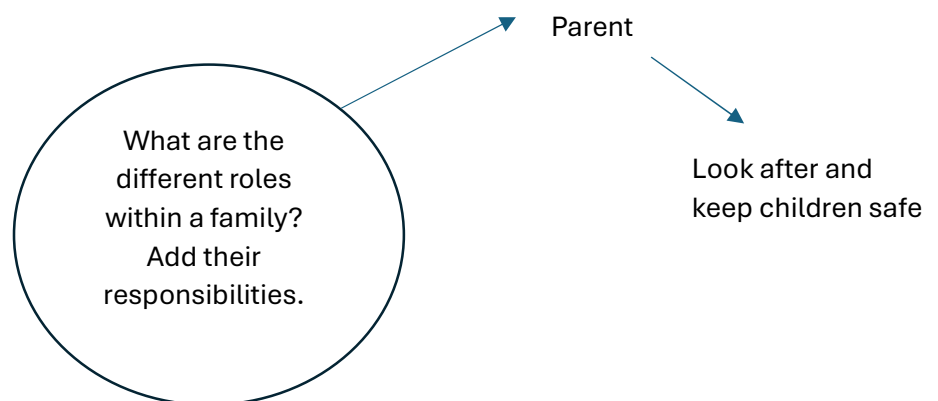
Bell Task

“There is no single meaning of ‘family’ in the UK today.”

**Why might someone agree with this statement?**

**Why might someone disagree with this statement?**

**How far do you personally agree or disagree? Why?**



## Differences in family life

### Task 1: Group Task

Read the case studies below and answer the questions:

#### **Jake**

It's just me, my younger sister and my dad in my family. He's really good at listening to us and making us feel like we can talk to him about anything. He works a lot to look after us, so I try to help out with my younger sister where I can – she's only 10. Sometimes I'll make us dinner, or I might help her with any homework she has once I've finished with mine. It can be tiring, but I want to help.

#### **Lekha**

I live with my mum and dad; they're not married but they've lived together my whole life. They decided when I was little that they weren't going to have any more children. Mum's a doctor, so she works a lot of night shifts, but my dad's job lets him work from home. Because of their work, my dad is normally the one who is in contact with school and picks me up if I've got a late football match, so sometimes I think it can be tough on my mum. I hear them arguing sometimes, mainly about who's supposed to be doing what at home, or sometimes about work too... they both say they want more support from each other.

#### **Taj**

Mum and I live with my grandma. My mum has a long-term illness which means that she needs lots of care, which is why Grandma is with us too. In my culture, it's important for family members to look after each other. My grandma does everything she can to manage, but she is getting older and things are getting harder for her too, so I have started to take on more responsibility, like going to pick up medicines, helping to keep the house tidy, and helping my mum to move around in the mornings.

#### **Rhiannon**

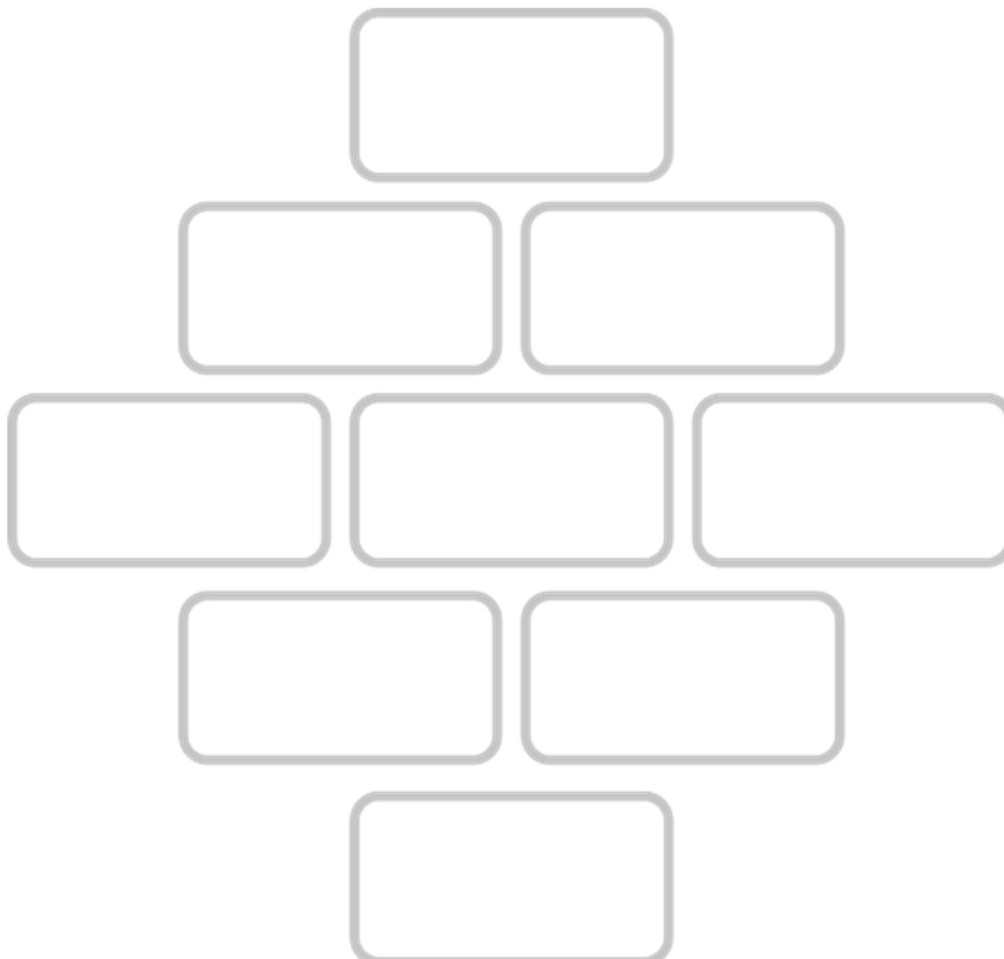
I'm living with a family friend at the moment. I call her 'Auntie' – even though she's not really my auntie, she's always been in my life. My mum had lots of challenges looking after me, especially when I was little, so my auntie took me in and is now officially my foster carer. I miss being with my mum, but I appreciate my auntie for being there for me and keeping me safe.

1. What factors can cause roles and responsibilities to differ between family types?

2. What might the characters find challenging about living in their different family types?

3. What might the characters like about living in their different family types?

A stable home environment	Family expectations	Financial security
Cultural traditions	Emotional maturity	Career plans
Access to a support network (e.g. family and friends)	Mental and physical health and wellbeing	Personal relationship values



“There is no single meaning of ‘family’ in the UK today.”



**Has your opinion changed? Why?**

**Date:** \_\_\_\_\_

**Lesson 3: How can we manage conflict in family relationships?**

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

Use the knowledge organiser to answer the following questions:

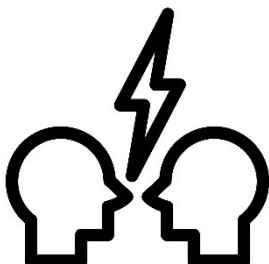
1. Give two examples of a role in a family and their responsibilities.
2. Choose your top three factors that people should consider before making a decision about family life (such as getting married, having children or moving in together). Use the diamond 9 cards on the last page to help.

Bell Task

What causes conflict in the family home?

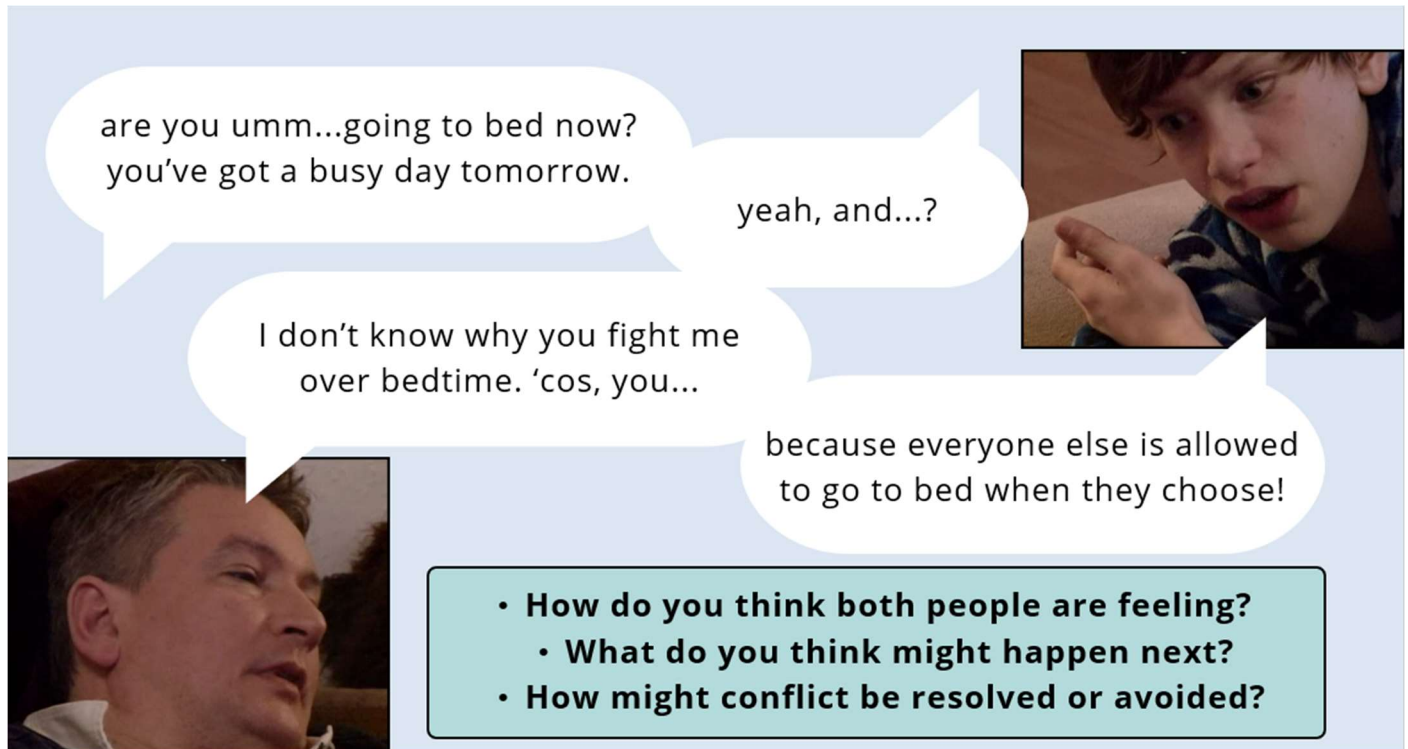
**Task 1: Discuss with a partner**

**How can the behaviour of others cause conflict? How can the behaviour of others reduce conflict?**



## Task 2: Video of the Hughes family

### Prediction



are you umm...going to bed now?  
you've got a busy day tomorrow.

yeah, and...?

I don't know why you fight me  
over bedtime. 'cos, you...

because everyone else is allowed  
to go to bed when they choose!

- How do you think both people are feeling?
- What do you think might happen next?
- How might conflict be resolved or avoided?

### Watch the video:

1. How well do you think conflict is dealt with here? Note down anything positive and negative below:

Positive	Negative

# Managing Conflict

In groups of four, read the scenarios of the characters in different conflict situations.

Think about the techniques you have learnt.

- What do you think the character should do in each scenario?
- How could they most effectively de-escalate the conflict?



Patrik is running late for school again. He woke up late and didn't have time for breakfast, then his bus got stuck in traffic. He's grumpy, has been walking in the rain from the bus stop, and knows his tutor will give him a lunchtime detention if he goes to registration late.


He decides to skip registration and go straight to his first lesson. As he is sneaking down the corridor, his Head of Year calls from behind him: "And where do you think you're going?" Patrik feels a burst of adrenaline.

All Chelsea's friends get to stay out on the weekends later than she does. Chelsea has been invited to a friend's party this weekend and she knows her mum will say she has to leave early. She always misses half the fun and doesn't know the gossip the next morning.

Chelsea decides to talk to her mum about it – she can't miss out again!

Bilal is a great footballer and has got a place on his local club's youth team. He knows this is a really important opportunity, so every match feels really tense. He often gets angry and loses his temper on the pitch; his coach says he needs to work on it, but every game matters so much to him. During the match on Saturday, he tackles another player and gets yellow-carded. He starts waving his arms at the ref, then the rest of the opposing team start booing him. He can feel the heat rising in his face...


Marta had a falling out with another girl in her English class. Since then, they haven't spoken, but Marta has noticed she keeps giving her 'dirty looks' across the classroom. It's making it hard for her to concentrate. After several days of this, Marta decides to she's going to do something about it. The next time the girl looks at her, Marta is going to say something.



are you umm...going to bed now?  
you've got a busy day tomorrow.

yeah, and...?

I don't know why you fight me  
over bedtime. 'cos, you...



because everyone else is allowed to  
go to bed when they choose!

Using a different colour pen,  
consider:

Were your predictions  
accurate?

How do you think Tom and his  
Dad felt at the end of the  
conversation?

Why are these feelings  
important to family wellbeing?



<b>Define:</b> <b>Sexual Consent</b>	<p>The giving of permission by a person to engage in any form of sexual activity including penetrative and oral sex.</p>
<b>Define:</b> <b>Affirmative Consent</b>	<p>Consent is only given when a person agrees verbally to engage in sexual activities including penetrative and oral sex.</p>
<b>Define:</b> <b>Coercion</b>	<p>The action or practice of persuading someone to do something they wouldn't normally do or something they don't want to do by using force or threats.</p>
<b>Define:</b> <b>A person who is a minor</b>	<p>A person who is under the age of 18 and legally considered a child.</p>
<b>Consent is:</b>	<ol style="list-style-type: none"> <li><b>1 Freely given.</b> It's not okay to pressure, trick, or threaten someone into saying yes.</li> <li><b>2 Reversible.</b> It's okay to say yes and then change your mind — at any time!</li> <li><b>3 Informed.</b> You can only consent to something if you have all the facts.</li> <li><b>4 Enthusiastic.</b> You should do stuff you WANT to do, not things people expect you to do. If someone doesn't seem enthusiastic stop and check in.</li> <li><b>5 Specific.</b> Saying yes to one thing (like going to the bedroom to make out) doesn't mean you're saying yes to other things (like having sex).</li> </ol>
<b>When can consent not be given?</b>	<ol style="list-style-type: none"> <li><b>1 When a person is drunk or high,</b> to the point that they are unable to speak or look after themselves.</li> <li><b>2 Asleep or Passed Out</b> – if they are not conscious they are unable to agree to any sexual activity. If someone passes out whilst engaging in sexual activity – STOP!</li> <li><b>3 They are Underage</b> – Legally a person under the age of 16 cannot give consent to any sexual activity.</li> <li><b>4 Mental disability or learning difficulties</b> which mean they are unable to fully understand what they are consenting to.</li> </ol>

What does the Law say?		
Act	Definition	Consequence
<b>Rape</b>	A rape is when a person uses their penis without consent to penetrate the vagina, mouth, or anus of another person.	<b>Rape</b> is punished by a maximum of fifteen years' in prison. <b>Aggravated Rape</b> is punished by a maximum of twenty years' in prison Both offences would result in placement on the sex offenders register.
<b>Sexual Assault</b>	Sexual assault is when a person is coerced or physically forced to engage against their will, or when a person, touches another person sexually without their consent. Touching can be done with any part of the body or with an object.	Up to 10 years in prison and placement on the sex offenders register
<b>Sex Between Minors</b>	When both parties involved the sexual activity are under 16 but have consented to the activity.	Technically the law is that <b>if two</b> 13 – 15 year old's engage in consensual sexual activity and each knows that the other is under 16, they will both be guilty of an offence carrying a maximum penalty of five years' imprisonment, however it is unlikely the CPS will prosecute. If one party is under 13 and the other under 18 it is statutory Rape which is punishable by Life imprisonment, but the average is 6-7 years when prosecuted.

Who Can you turn to for help and Support	
Parents or trusted family members	The Police / Community support officers
School Safe Guarding Team or any member of staff.	
NSPCC	Helpline: 0808 800 5000 (24 hours, every day) <a href="https://nspcc.org.uk">nspcc.org.uk</a>
Childline	Helpline: 0800 1111 (24 hours, every day) <a href="https://www.childline.org.uk">https://www.childline.org.uk</a>
Rape Crisis	Helpline: 0808 802 9999 (12-2:30 and 7-9:30) <a href="https://rapecrisis.org.uk">rapecrisis.org.uk</a>
Survivors UK – Male Rape and Sexual Abuse Support	<a href="https://survivorsuk.org">survivorsuk.org</a>
RASAC (Rape and Sexual Abuse Support Centre)	National Helpline: 0808 802 9999 (12-2.30 & 7-9.30) <a href="https://rasac.org.uk">rasac.org.uk</a>



## Agreed class rules for Relationship and Sex Education (RSE)

### Relationship and Sex Education

This can be a topic that some of you may find difficult to discuss, as you may feel embarrassed. However, it is an incredibly important part of your education, and knowing how to be safe and healthy within relationships is vital and it's the law that you are taught these lessons.

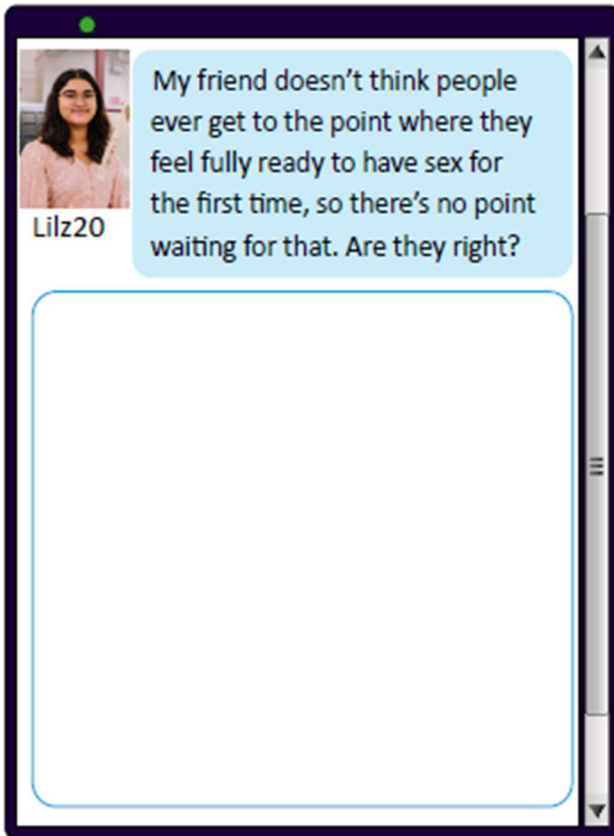
#### Ground rules for the lessons


I agree to respect other people's opinions.	
I agree not to laugh at others when they ask questions or make comments in discussions. We are all at different stages with our knowledge, and that's OK 😊	
<b>I agree to consider when contributing to discussions;</b> Is what I am about to say appropriate? Is it too private to share at school?	
I agree to not mention anybody by name.	
I agree to ask questions if I have any, I can either put my hand up and ask them, or use the anonymous question box which will be passed around from time to time.	
I will try my best to handle these lessons maturely, and if I need 5 minutes to leave the room, I will ask the Teacher/TA.	
I know that if I don't understand something, it is OK to ask for it to be explained again.	
What is said in the room, stays in the room! These are not discussions to have over lunch or leisure, where younger students could overhear.	
I will try to take part in the discussions, but I know I don't have to, it's OK to just listen.	

## Lesson 4: What are respectful relationship behaviours?

### Bell Task

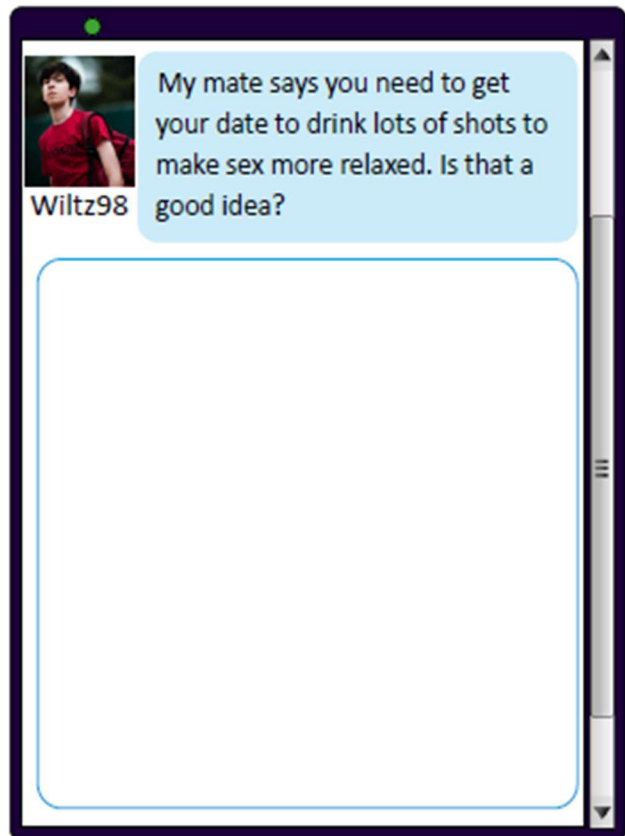
Read the four posts and write your response to each one.




  
Lilz20

My friend doesn't think people ever get to the point where they feel fully ready to have sex for the first time, so there's no point waiting for that. Are they right?

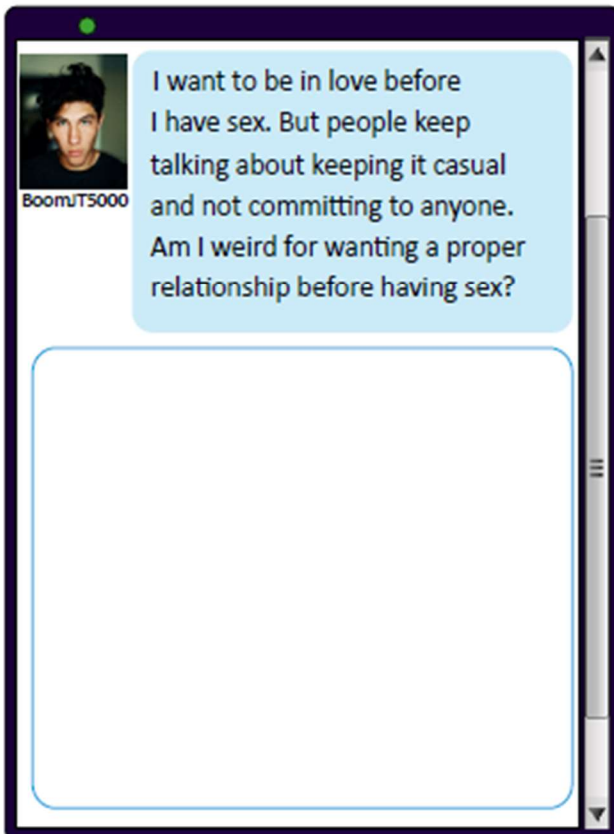
[Empty response box]




  
Wiltz98

My mate says you need to get your date to drink lots of shots to make sex more relaxed. Is that a good idea?

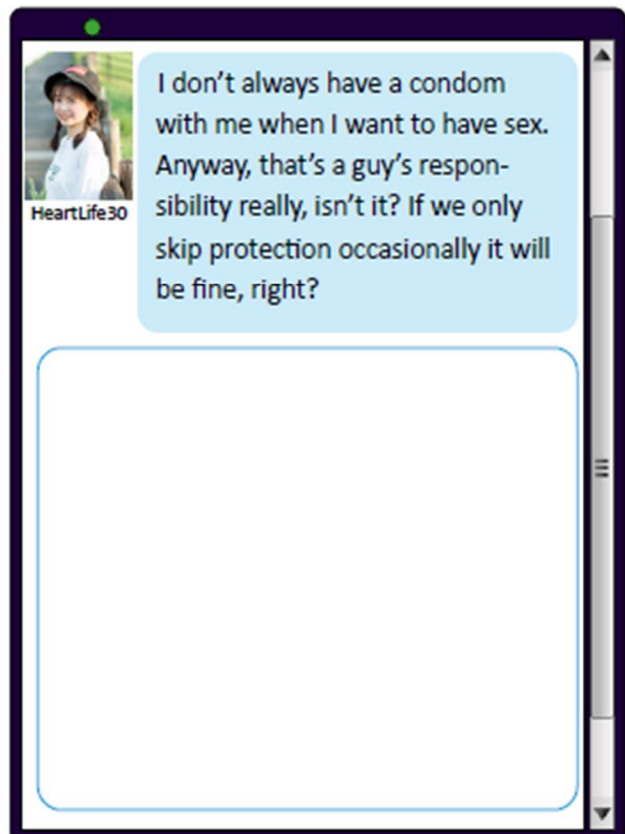
[Empty response box]




  
BoomT5000

I want to be in love before I have sex. But people keep talking about keeping it casual and not committing to anyone. Am I weird for wanting a proper relationship before having sex?

[Empty response box]



  
HeartLife30

I don't always have a condom with me when I want to have sex. Anyway, that's a guy's responsibility really, isn't it? If we only skip protection occasionally it will be fine, right?

[Empty response box]

Read the behaviour and indicate on a scale of 0 (strongly disagree) to 5 (strongly agree) your level of agreement with the statement.

	Strongly Disagree	0-1-2-3-4-5	Strongly Agree
1. Pinching someone's bum is okay.			
2. Having sex after a first date is a bad idea.			
3. Chat-up lines are corny and won't get someone a date.			
4. Telling someone what's great about them, is a nice way to start asking them out.			
5. Dating more than one person in the first few months of seeing someone is fine.			
6. It's flattering if a person keeps asking someone out when they've said no.			
7. Wolf whistling is okay if it's a compliment from someone known to that person.			
8. Buying gifts can be a lovely way to show interest in someone.			
9. Once a person starts sleeping with someone, they should break things off with anyone else they've been dating.			
10. People like to share sexy images with a partner in the first few weeks of dating.			
11. If someone really loves their partner, they will have sex with them.			
12. Threatening to 'out' someone unless they kiss them is manipulative and illegal.			

## The influence of bystanders



*Kinan is embarrassed he hasn't started dating when his friends have, so tries to show he's just as mature by sharing nudes he found online.*



How could Kinan's friends have reassured him, so he didn't feel he needed to share nudes or be embarrassed he's not dating yet?



*Kinan's friend Gina really doesn't like receiving nudes, but she doesn't want to look like she's not mature enough to be thinking about sex. So she shares the pics Kinan sent with her partner.*



How could Gina act to live more in line with her values?

How can Gina's friends help her to do this?



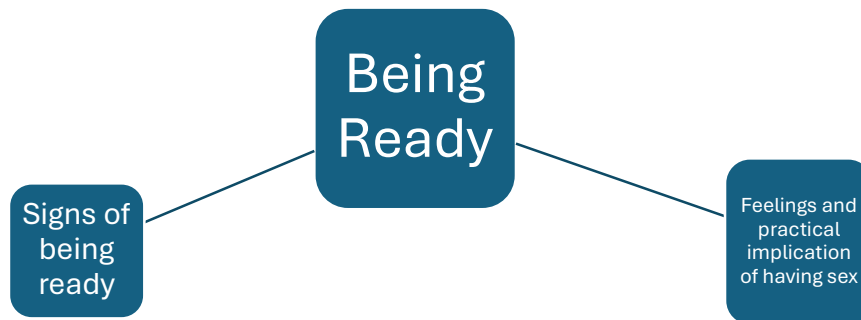
*Gina's partner Blake thinks Gina is sharing nudes as she's ready to have sex, but Blake definitely isn't ready. Blake's now worried that not going along with what Gina wants, might mean getting dumped, or Gina telling people Blake's immature.*



How can Blake manage their feelings and this situation?

How can Blake's friends help Blake to manage this situation?

## Being ready mind map



Re-read your response to Lilz20. Add in changes in green pen.

Date: \_\_\_\_\_

### Lesson 5: How do you ensure that someone has the freedom and capacity to consent?

**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. Give three features of respectful relationships
2. How can bystanders help to support people around them so they can make their own choices about relationships?

**Bell**

**Task**

## Bell Task: What is consent?

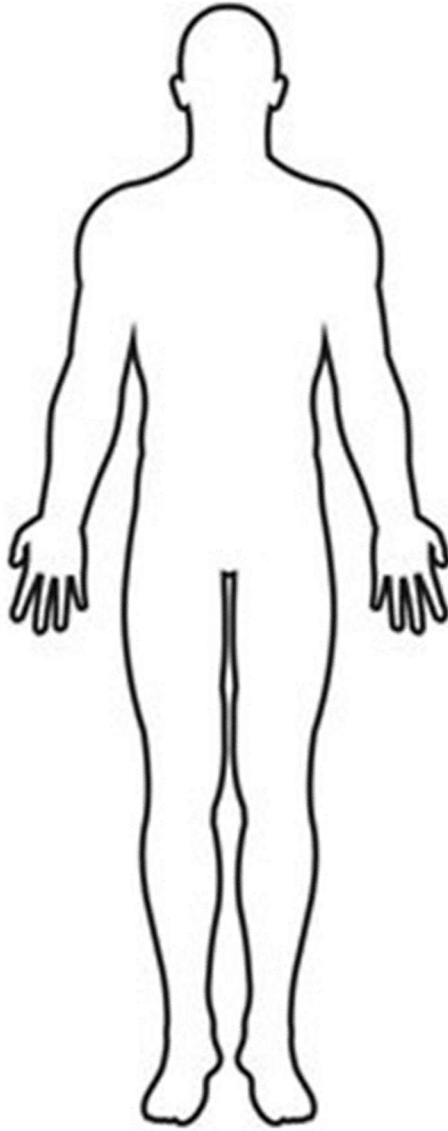
A person consents if they agree by choice, and have the **freedom** and **capacity** to make that choice.

Around the person ...

**Write** what might stop this person from being able to give, not give or withdraw their consent to something

**Circle** or **add** any that are to do with a **lack of choice** or **freedom**

**Put a cross by** or **add** any that are to do with not having the **capacity to consent**



## Task 1

### Overheard conversation

Alex was really out of it last night!

So after you both left... did you?

Did we what?

You know... did you?

Yeah, yeah we did.

I never thought Alex would do that!

That's what happens when you get drunk

- What do you think the characters in the scenario are thinking and feeling?
- What do you think Alex is thinking and feeling?
- Is what happened acceptable? If Alex was drunk, was it really consent?

## Consent scenarios

1. Which of these scenarios might be against the law?
2. In which scenarios does the person not have the freedom to consent?
3. In which scenarios does the person no longer have the capacity to consent?

Rex and Hannah are at a party, and they are both drinking beers. Rex spikes Hannah's drink with a white powder.



Jill knows Amal doesn't really drink much. So she comes up with a drinking 'game' to make him drink more and get him drunk faster.



Jamie tells Frankie she is single and not seeing anybody else, but this is a lie.



Brad tells Ryan if he doesn't have sex with him, he will 'out' Ryan to his friends and family.



Jake is 16 and dating Marla, who is nearly 13. Marla and Jake have sex while her parents are out.



Trevor has naked photos of Suzy on his phone. He says he will share them with others unless she has sex with him.



Jemima and Emile had sex last night. In the morning, Jemima is still asleep but Emile wants to have sex again, so climbs on top of her. She wakes up half-way through.



Olu doesn't want to have sex with Lisa yet because she doesn't feel ready. Lisa offers her some drugs, hoping this will relax her and make her want to have sex.



Klaudia knows she has a sexually transmitted infection but she doesn't want to tell Greg about it because she thinks he won't want to have sex with her anymore.



# Agree/disagree continuum



1. It is easy for people to say 'no' to something they really don't want to do
2. It is important for people to be honest about their sexual history before starting a new relationship
3. If a person is put under pressure to say 'yes' they won't be able to get help from the police if they agreed in the end
4. Anybody being threatened or blackmailed into a sexual act should seek help immediately
5. If a person agrees to sex after being given alcohol or drugs, it's their own fault for getting into that situation

Date: \_\_\_\_\_

## **Lesson 6: The importance of contraception**

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

Use information on the knowledge organiser and the last few pages to answer the following questions:

1. What is freedom and capacity to consent?
2. What are the consequences of not ensuring someone has given consent?

## **Bell Task**

Complete the cardsort on your desk. What can you remember from last year?

Write down three things you learnt from this activity.

1.

2.

3.



Complete notes on the video using the sheet below.

Method of contraception	Hormonal (H) or Non-hormonal (N)?	Lasts for...	Other Notes (e.g. Pros and Cons)
The pill (oral contraceptives)	<b>H / N</b>	<u>1</u> Days / Weeks / Months / Years	Has to be taken every day, can have side effects like headaches and nausea.
Contraceptive patch	<b>H / N</b>	___ Days / Weeks / Months / Years	
Contraceptive injection	<b>H / N</b>	___ Days / Weeks / Months / Years	
Contraceptive implant	<b>H / N</b>	___ Days / Weeks / Months / Years	
Plastic IUD & IUS	<b>H / N</b>	___ Days / Weeks / Months / Years	
Copper IUD	<b>H / N</b>	___ Days / Weeks / Months / Years	
Male condom	<b>H / N</b>		
Female condom	<b>H / N</b>		
Diaphragm/cap	<b>H / N</b>		
Fertility awareness	<b>H / N</b>		
Sterilisation/vasectomy	<b>H / N</b>		

## Task 2: Discussion

A couple have been dating for seven months. They started having sex two months ago. They agreed to be careful and to use protection every time they have sex. They have been using them up to now...

**A**  
I love it when you do that.  
Makes me ready for anything.

But it won't matter just this once, will it?

I really don't want to stop now...I don't think you do either...

**B**  
That feels so good... but we've run out of protection. Really frustrating but we should probably stop.

Well, maybe not but I'm still not sure, though.

Well...maybe it'll be okay just this once...

Is this effective communication?

Why? Why not?

How might both characters be feeling during this conversation?

How might both characters feel afterwards if they do have sex?

How could the script be reworked using assertive communication to reach a positive conclusion?

### Task 3: Condom Demonstration Video

Use the video and the information below to match the dominoes.

#### Year 9 Lesson 4 | Resource 4: Condom demonstration – teacher guide

**Step 1:** Remind students to store condoms away from sunlight, to check the expiry date on the pack, and to look for the British and European safety marks to indicate the necessary safety testing.



**Step 2:** Explain the need to carefully open the wrapper and remove the condom. Jewellery and teeth can damage the condom, so it is best to push the condom to one side and rip from the ridged edge.

Show students how the condom should look. You could say the correct way should look a bit like a “Mexican hat” from the top. A diagram on the board may help explain this.



**Step 3:** The next step is to pinch the tip of the condom to expel the air then, whilst still pinching the tip of the condom, begin to roll it onto the demonstration model (mention that if the male has not been circumcised then the foreskin would need to be gently pulled back as the condom is rolled down). The roll should lie on the outside of the condom. If it is inside out, it should be thrown away and a new one used. Unroll the condom all the way to the base of the model.

**Step 4:** Explain that to reduce the risk of the condom breaking during sex, it is important to make sure there are minimal air bubbles.

**Step 5:** Condoms should be removed shortly after sex, while the penis is still erect. The male wearing the condom should hold onto the base of the condom whilst pulling out. This will help prevent semen from leaking out and potentially entering the vagina. Point out that failing to do this is one of the main reasons for condom failure. Explain that condom demonstrators are much harder to take condoms off than in real life.

Explain to students that they should not touch their partner again with their genitals (or hands if semen could have got on their hands) before washing as semen could come into contact with their partner’s genitals, risking STIs or unplanned pregnancy. Note that semen can enter the vagina via the vaginal fluid around the outside.

**Step 6:** Dispose of the used condom in a plastic bag and knot or seal it. Wipe hands using wet wipes.

Date: \_\_\_\_\_

## **Lesson 7: Why is it important to know about sexual health?**

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

Use information on the knowledge organiser and the last few pages to answer the following questions:

3. What is a condom?
4. What is the pill?
5. Where can you access support around contraception?

### **Bell Task**

#### **Sexual Health Quiz**

1. What are the risks of unprotected sex?
2. What proportion of pregnancies in the UK are unplanned?
3. Teen pregnancies are at their lowest rate in over 50 years. While every case is individual and there can be good outcomes for all pregnancies, what are the particular risks associated with teen pregnancies?
4. How can people protect themselves from unplanned pregnancies and STIs?
5. Some people have uncomfortable symptoms in their genital area but don't have an STI – true or false?
6. What are dental dams and why would someone use one?
7. People who've not had sex before don't need to worry about STIs – true or false?
8. How could someone advise a friend on when and how to discuss safer sex with a new sexual partner?



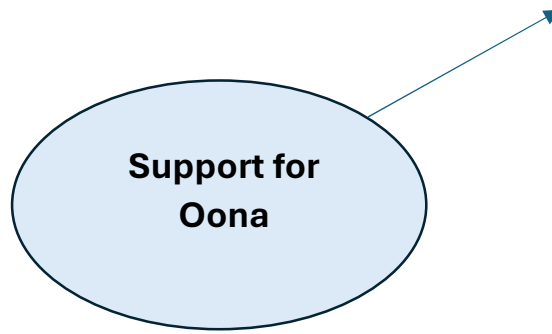
**Add in any correct additional information**

## Task 1: Information hunt worksheet

Find...	
<p><i>Example</i></p> <p>... two STIs caused by a bacterial infection.</p>	<p>1. Chlamydia</p> <p>2. Syphilis</p>
<p>1. ... two STIs that <b>cannot</b> be treated with an antibiotic.</p> <p><i>Challenge: Suggest a reason why one of these cannot be treated with an antibiotic.</i></p>	<p>1.</p> <p>2.</p>
<p>2. ...one STI that can usually be prevented by using a condom (but not always).</p>	<p>1.</p>
<p>3. ...three STIs that might not always cause symptoms or may only show symptoms some of the time.</p>	<p>1.</p> <p>2.</p> <p>3.</p>
<p>4. ... one STI that can <b>only</b> be diagnosed with a blood sample.</p>	<p>1.</p>
<p>5. ... three types of treatment that can be used to treat an STI.</p> <p><i>Challenge: Find two STIs that share similar treatments. Are there any other similarities you can find?</i></p>	<p>1.</p> <p>2.</p> <p>3.</p>
<p>6. ...the most common STI among young people in the UK.</p>	<p>1.</p>

*Challenge: There are self-test kits available for some STIs:*

- How do you think the availability of tests to do at home might affect rates of diagnosis?
- What effect do you think this might have on how many new infections there are?

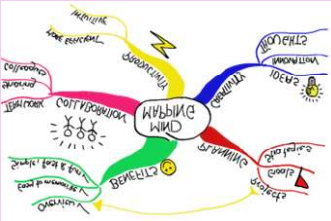
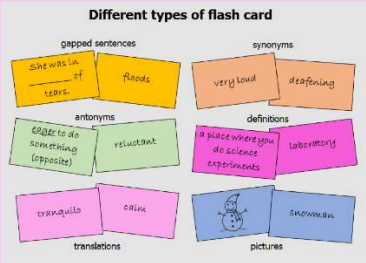
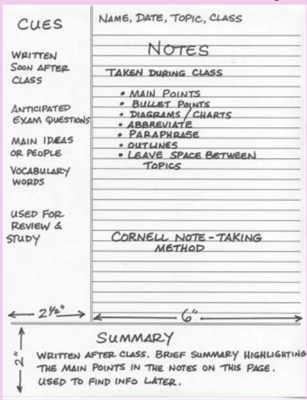
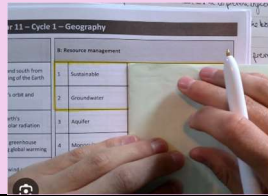
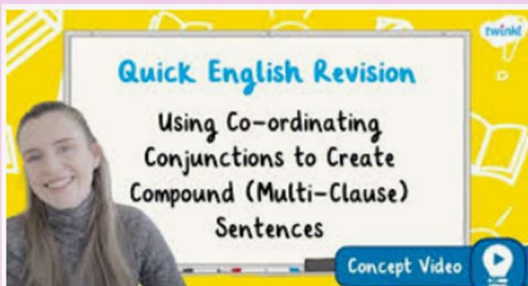


**Final Task**

Three key things I have learned today:

- 1.
- 2.
- 3.

**PHRSE 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.

Question	Misconception	Correct Answer

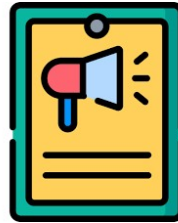


## Optional PHRSE Homework Tasks

You will receive an R2 for each optional task completed.



Use this booklet to create a poster explaining where pupils can access support for accessing contraception and sexual health advice.



Debate: 'Social media means that younger people have better access to information about healthy relationships'. How far do you agree?

PHRSE Optional  
Homework Tasks  
Year 9 Half Terms  
3 & 4



Create a resource that helps to promote key information about consent to young people.



Create a piece of artwork showing all the different types of families.

**All resources taken and adapted from PSHE Association**