

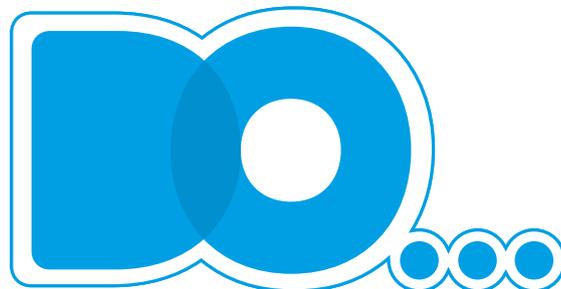


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working together for quality relationships and sex education

# Lesson guidance



**durex** committed to RSE in schools



# USING THIS LESSON GUIDANCE

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This section will provide you with some top tips and techniques for great relationships and sex education (RSE) delivery. It provides useful information, including: how to establish ground rules, dealing with confidentiality, supporting young people where they are at, answering questions and how to evaluate your RSE lessons. It will also help you develop some of your own ideas to use throughout your RSE lessons.

## SECTION 1

### **DO... Lesson guidance**

- Establishing a group agreement
- Confidentiality and young people
- Different learning methods
- Different learning needs
- Start where they are at – age appropriateness
- Embedding gender and sexual diversity – not just adding it on
- Promote tolerance and respect for difference and diversity
- Faith and values
- Use of language
- Asking and answering questions
- Assessment and evaluation
- Supporting young people in accessing services

DO...  
LESSON GUIDANCE



# ESTABLISHING A GROUP AGREEMENT

## WHY IT'S NEEDED

Teachers and students feel safer and work more effectively if they have worked together to decide upon a group agreement or set of ground rules. This helps reduce anxiety and embarrassment but also sets the tone for the programme of lessons, allowing everyone to feel that they can participate if they wish. It also reduces the risk of unintended personal 'disclosure' from both students and teachers – it's not appropriate for a teacher to disclose details about their sex life (though some teachers do choose to be open to students about their sexuality).

This group agreement should be one of the very first things you do before you start working through the **DO... Lesson plans**. You can either ask students to come up with their own group agreement or use the example below as a guide.

## EXAMPLE GROUP AGREEMENT

### **We will be open**

We can talk openly and honestly but we shouldn't talk about our own or others' personal/private lives. We can discuss general situations as examples but must not use names or identifying descriptions.

### **The classroom is a safe space**

We can feel safe discussing general issues relating to relationships and sex within this space. And we know that, as long as we are not at risk, our teachers will maintain a certain level of confidentiality. Outside of the classroom, we are aware that other people may feel uncomfortable with such discussions.

### **We will be nice and respectful**

It's okay for us to disagree with another person's point of view but we will not judge, make fun of, or put down anybody.

### **We won't be forced to get involved**

We'll always encourage everyone to get involved in the lesson but no-one will be forced to do anything they don't want to, and no-one will be put on the spot.

### **Remember, we are all different**

We all have different identities, backgrounds and experiences so try to remember that during the lessons.

### **We will listen to others and share our points of view**

Everyone has the right to share their point of view and it will be listened to.

### **We will try to use respectful language**

Nobody should be intentionally disrespectful to others. If we use disrespectful language unknowingly, we will discuss this in class to help each other understand why it's disrespectful.

### **Asking questions**

We know that there are no stupid questions. It's okay not to know everything and it's okay to get things wrong – even if you are the teacher.

### **Pro tip:**

It's much better to get students involved in creating the group agreement. So maybe start with a couple of ground rules and then ask students to complete the rest e.g. 'What behaviours would you not like to see happen during the programme?'

# CONFIDENTIALITY AND YOUNG PEOPLE

## WHY IT'S IMPORTANT

Hopefully the ground rules will prevent people revealing personal stories about themselves or other people. We cannot guarantee that anything said inside the classroom will not be repeated outside the classroom.

However, sometimes a student may reveal something to you (during or after the lesson) about their sexual activity which you may need to report to the safeguarding lead in your school. You should be aware of your school's safeguarding and confidentiality policy but, generally speaking, you will need to take action if:

- A young person reveals that they are at serious risk of harm
- There is a report of sexual activity with someone under 13

You should make students aware of these limits to confidentiality in the classroom and also explain where they can get more confidential advice, information and support (either from a school nurse, counsellor or from a local young people's service – which you can find at: [www.nhs.uk/Service-Search](http://www.nhs.uk/Service-Search)).

The **DO...Further your safeguarding policy** resource can also help your school to ensure that everybody knows their role and the appropriate procedure to take in this scenario – this can be found in the **Optimising RSE** section of the DO... website.

## THE LAW

The Sexual Offences Bill in 2003 confirms that the legal age of consent for sex is 16 for males and females, regardless of sexual orientation. This law intends to protect children and young people from sexual abuse and exploitation, but does not intend to prosecute mutually agreed sexual activity between two young people of a similar age where there is no evidence of abuse or coercion. Therefore, sexually active young people aged between 13 and 16 have a right to a certain level of confidentiality if there is no perceived safeguarding risk. Any sexual activity involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child – these situations must always be reported to your safeguarding lead.

In cases of child sexual exploitation and grooming, the age of consent is 18. This would also include any incidents where someone has ever been in a position of authority over a young person (e.g. teacher, youth worker etc.). Also, sharing explicit photographs of under 18s is illegal as it can be classified as sharing child sex abuse images, even if the images were shared consensually by young people over 16, though guidance from the CPS now indicates that the police may not prosecute consensual sharing of images.

### Resources:

**Brook's** sexual behaviours traffic light tool is a really useful resource to help practitioners think through reports of sexual activity and safeguarding issues: [www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool](http://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool)

**Brook** have also produced a helpful online training resource about recognising and preventing child sexual exploitation: [www.brook.org.uk/our-work/cse-training](http://www.brook.org.uk/our-work/cse-training)

The **Sex Education Forum** has a very clear factsheet on confidentiality and safeguarding in and out of the classroom: [www.sexeducationforum.org.uk/media/6348/sef\\_ff\\_38.pdf](http://www.sexeducationforum.org.uk/media/6348/sef_ff_38.pdf)

The **Child Exploitation and Online Protection Centre** (CEOP) have some useful resources about online safety and the risks of creating and sending sexual images: [www.thinkuknow.co.uk/teachers](http://www.thinkuknow.co.uk/teachers)

# DIFFERENT LEARNING METHODS

## WHY IT'S IMPORTANT

As RSE is about skills, values, emotions and information, it is best taught using participatory and interactive learning methods. You will see in the lesson plans that different methods are used. Here, we explain what they are, why they work and offer tips on how to ensure they work for you.



### Pair and share

Asking students to pair up to discuss their initial responses to a question and then to share this with a larger group.

The value of this activity is that young people may be more confident to discuss an answer to a question with a peer, rather than as a whole class. This gives everyone an opportunity to discuss their answers before feeding back as a class and refining their answers.

#### Pro tip:

Rather than listening into conversations, float around the room so that students feel they should be on task. This also makes you available if they need any clarifications about the question.



### Charting

Where small or large groups write down their responses on a flipchart.

This learning method works well because it allows for lots of different responses, gives people thinking time and allows students to participate without them feeling put on the spot. The flipcharts can also be stuck up on the wall to allow everyone to see a range of responses from the whole class.

#### Pro tip:

If any responses contravene the group agreement, it's best not to ask who wrote what. Just gently remind everyone about the importance of the group agreement and challenge any inappropriate language.



## Continuum

This involves placing a statement along a spectrum from two extremes (for example, from 'healthy relationship' to 'unhealthy relationship').

This exercise helps students explore their own opinions and hear the opinions of others. Generally there will be disagreement about where things should go – this is fine so long as there is open discussion, where different opinions are heard and respected.

### Pro tip:

Avoid making a judgement about whether something is 'right' or 'wrong'. Give the young person the ability to question and stand up for their position, or shift it as they gain understanding during discussion.



## Active experiential learning

Learning that involves the students and enables them to move around and complete activities for themselves can be some of the most powerful learning there is.

For example, activities like the 'Handshakes' in lesson plan 4 **Communication, consent and sex** are ones that young people tend to find most valuable.

### Pro tip:

Students may feel pressured to take part in an activity if everyone else is doing it. Give them an 'out' by saying that it's actually useful to have people observing what is going on because they can help with processing the learning.



## Structured discussion

Wherever possible, we have provided scaffolding (structured) questions to support you in discussing ideas further, and have offered tips on how students might respond. We have tried to arrange the questions so that they increase in complexity.

### Pro tip:

Sometimes it's good to go with the flow of the discussion rather than rigidly sticking to the questions we've suggested. Students may also ask some interesting questions which you can open up to the rest of the class.



## Card sorts

Students sort a selection of small cards with words or phrases written on in order to complete a task or aid discussion. It's much quicker than asking students to write a range of things on post-it notes, and you can also make sure that the language and wording is appropriate. Print the A4 sheets onto thick card and cut up. Keep each set in a small envelope to give to the groups, so that you can save and reuse.

### Pro tip:

As with the continuums, there are no right or wrong answers. The important thing is to open up discussion.



## Diagrams

Sometimes a picture or a simple diagram can be an easy way of working through a very complex topic.

### Pro tip:

Encourage students to draw these for themselves as homework.



## Drawing, collage and comics

Asking students to create something artistic is a brilliant way of opening up very complex topics (as we suggest in lesson plan 2 **What is expected of you**). Many students are not confident with words and discussion, so this will give them the opportunity to feel that their contributions are valued.

### Pro tip:

Allow this to be fun and slightly noisy. Don't underestimate just how much learning is going on during the creative part of the activity. If you move around the groups you will likely hear some fascinating discussions.



## Slides

We've tried to keep this type of activity to a minimum because students need to be able to work out the key learning for themselves. However, it's sometimes necessary to make sure that everyone is on the right track when talking about a complicated topic.

A PDF of these slides, along with other lesson stimuli, can be found in the **Lesson plans and stimulus** section of the DO... website.

### Pro tip:

Where we've used slides, we've kept the information as brief as we can so all you have to do is read out the slides to prompt thought, action or discussion.



## Independent learning

Giving students tasks, as we have with lesson plan 6 **Problem solving**, is a great way of giving them an opportunity to put their learning into practice, and to teach each other practical information, too. For instance, it's a great way for students to learn the practical information about local services, pregnancy choices, contraception and STIs.

### Pro tip:

It's a great idea to make yourself available to small groups so that you can help them. We've given you some extra notes with the activities to help you.

## DIFFERENT LEARNING NEEDS

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We've created resources with lots of different learning styles to suit the many different learning needs of young people. However, you know your students better than we do, so you may feel that some resources need adapting. For example, some students may need more visual resources, or may not understand some of the analogies.

Take a look at the following to give you some ideas about different ways of addressing different learning needs:

- There are some great resources, including booklets, posters and reports at: [www.changepeople.org/blog/december-2016/free-easy-read-resources](http://www.changepeople.org/blog/december-2016/free-easy-read-resources)
- You can get a really useful RSE pack for young people with learning disabilities from the **Centre for HIV and Sexual Health** at: [www.sexualhealthsheffield.nhs.uk/wp-content/uploads/2015/03/pubertySexualityForChildrenAndYoungPeopleWithALearningDisability.pdf](http://www.sexualhealthsheffield.nhs.uk/wp-content/uploads/2015/03/pubertySexualityForChildrenAndYoungPeopleWithALearningDisability.pdf)
- You can get a useful DVD from the **FPA** at: [www.fpa.org.uk/product/all-about-us-dvd-rom](http://www.fpa.org.uk/product/all-about-us-dvd-rom)

### Pro tip:

Although you may feel you need to adapt how this programme is delivered for young people with learning disabilities or unmet learning needs, we feel the content is important for **all** young people.

# START WHERE THEY ARE AT – AGE APPROPRIATENESS

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## WHY IT'S IMPORTANT

Some of your students in the same year group may be more mature than others. All of the resources from DO... are for over 14s, but even at this age it's worth remembering that most young people don't have sex with someone until they are over 16. Plus, many will not be accessing porn or sexually explicit images, despite what you may have heard in the media.

DO... RSE may be very timely for some 14/15 year olds – for other schools you might want to wait until they are 15/16 years old. Many teachers also feel that there is a progression in maturity levels within a year group at the end of the school year compared to the start, with many schools choosing to do their RSE in the summer term.

Differences in experience and sexual maturity within classes can be overcome by the use of small group work – particularly if you allow the students to form their own groups. By dropping in on small group discussions, you can check in about their levels of understanding and help to clarify the activity, or ask more challenging questions where appropriate. No matter how 'experienced' some young people may come across, it is very important not to make assumptions.

### Pro tip:

Always try to use distanced learning techniques when talking about relationships and sex, such as using scenarios or creating characters.

### Resources:

The **Sex Education Forum** has a useful guide to learning outcomes in their curriculum design section here:

[www.sexeducationforum.org.uk/resources/curriculum-design/ages-14-16.aspx](http://www.sexeducationforum.org.uk/resources/curriculum-design/ages-14-16.aspx)

You can find interesting information about the average age for first sex and other topics from the **National Survey of Sexual Attitudes and Lifestyles** (Natsal) here:

[www.natsal.ac.uk/media/2102/natsal-infographic.pdf](http://www.natsal.ac.uk/media/2102/natsal-infographic.pdf)

Take a look at the following reports relating to young people and sexually explicit media: EU Kids Online:

[www.lse.ac.uk/media%40lse/research/EUKidsOnline/EU%20Kids%20III/Reports/EUKidsOnlineReportfortheCECoalition.pdf](http://www.lse.ac.uk/media%40lse/research/EUKidsOnline/EU%20Kids%20III/Reports/EUKidsOnlineReportfortheCECoalition.pdf)

The Sexualization Report:

[www.theseexualizationreport.wordpress.com](http://www.theseexualizationreport.wordpress.com)

# EMBEDDING GENDER AND SEXUAL DIVERSITY – NOT JUST ADDING IT ON

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## WHY IT'S IMPORTANT

Often students feel left out of RSE programmes because the content is focussed around conception and contraception. The traditional way of thinking is to have a single lesson on lesbian, gay, bisexual and transgender (LGBT), but we think that a better way is to ensure that all students are included in every single lesson, and that the content should include a range of different scenarios which demonstrate this diversity.

### Pro tip:

Try not to use gendered terms such as 'girlfriend' or 'husband' but instead use terms like 'partner'. Also be careful of gendering parts of the body – for example saying 'a man's penis' could just be 'a penis' or 'someone's penis'.

It's a good idea to become familiar with terms for gender and sexual identities (some further reading is suggested below) but remember that it's up to people to find their own labels (if they want a label at all).

### Resources:

**BISH** offers basic guides to different identities around gender and sexuality. This includes a definition of 'queer' which is a term used in one of the scenarios in the final lesson plan. 'Queer' is a broad word which describes any sexuality that is not straight, or anything which many people might think to be outside the norm. Queer also applies to how people feel about their own gender – particularly for people who might not regard themselves as just a man or woman (or a trans man or woman) – for instance 'gender queer'.

Gender: [www.bishuk.com/about-you/sex-and-gender/](http://www.bishuk.com/about-you/sex-and-gender/)

Sexuality: [www.bishuk.com/about-you/sexualities](http://www.bishuk.com/about-you/sexualities)

# PROMOTE TOLERANCE AND RESPECT FOR DIFFERENCE AND DIVERSITY

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## WHY IT'S IMPORTANT

To ensure that all students feel safe and included in RSE, we need to demonstrate positive attitudes to difference and diversity, and respond positively and firmly to expressions of prejudice. Terms or views that are trans/homo/biphobic or sexist, racist, classist or ableist should be challenged. Be clear that although it's okay to make an honest mistake in using the wrong language, or expressing a view that has perhaps not been fully thought through, prejudice and bullying is always unacceptable. The environment of learning should emphasise that it is OK to have different beliefs, and that shared respect for each other is expected at all times.

### Pro tip:

When challenging people, simply refer back to the ground rules. It's important to make sure that the class observes the ground rules to make it feel safe enough for all students to feel included. It's also important to try to remain calm and not get into a heated discussion. Try not to lock horns, just challenge and move on. If it is something that keeps occurring with one or more students, you might want to address it with them after class.

### Resources:

Save the Children's 'Leave It Out' has some useful activities about challenging homo/biphobia:

[www.savethechildren.org.uk/sites/default/files/docs/Leave\\_it\\_Out\\_whole%281%29\\_1.pdf](http://www.savethechildren.org.uk/sites/default/files/docs/Leave_it_Out_whole%281%29_1.pdf)

# FAITH AND VALUES

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## WHY IT'S IMPORTANT

There will be a huge variety of values and attitudes amongst students about topics such as marriage, masturbation, sexuality, pregnancy choices, porn and even sex education. We cannot make any assumptions about a young person's values or attitudes towards relationships and sex because of their age, values, faith or background. For example, because of what we hear about young people and sex, we might assume that, based on their age, they are more interested in sex than they actually are.

It's important that we give space for students to build on their own values, and to try to respect that each other (and you) may have different views. Sometimes a helpful starting point can be exploring shared values. In high quality RSE our shared core values could include:

- Mutual respect
- Loving and happy relationships
- Rights to information, safety and health
- Equality, particularly on the basis of gender and sexual orientation
- Responsibility for oneself and others

\*Information taken from the SEF statement on 'Understanding faith, values and RSE'.

Understanding and appreciating the beliefs and values of the major faith groups towards RSE is useful preparation before introducing RSE topics in class. It's important to acknowledge that there is a spectrum of views within faith communities about all aspects of RSE, just as there is a spectrum of views across all communities – so we can't assume universal attitudes/stances and beliefs across a faith community. For example, religious groups may sometimes be portrayed in the media as having a particular 'stance' on certain issues, or there may be individuals and groups within that faith that hold different viewpoints and have reconciled such perspectives with their interpretation and practice of their own faith. When delivering RSE it is also vital to clarify whether a faith or belief-based view is being presented and discussed, or whether the information is, for example, medical or legal fact.

However, don't assume you can't teach RSE in a faith context. We've included several case studies in the links below that explore excellent practice in RSE delivery with different faith contexts. The key is to work in consultation with all school stakeholders, senior management, teachers, governing bodies, parents/carers and students to collectively agree the approach to RSE. Taking this approach also helps to understand and support the potential concerns that some parents/carers may have about RSE in schools.

As well as acknowledging the influence that faith and beliefs have in forming these materials, we have framed relationships and sex broadly, in the hope that all students (and teachers) will feel the content is relevant to them.

## FAITH AND VALUES

### Pro tip:

All the major faiths promote kindness and respect and this is a good starting point when talking about relationships. It's also useful to remind young people of these basic tenets should anyone express views that are, for example, sexist, racist, homophobic, transphobic or biphobic. It may be helpful to talk about an individual's relationship with their faith rather than making particular assumptions about a collective faith's perspectives on aspects relating to PSHE. The key is to help individual students work out their own values and attitudes in a way that feels congruent to their own beliefs and understanding of the world.

### Resources:

The **Sex Education Forum** provide further information about understanding faith, values and RSE:

[www.sexeducationforum.org.uk/resources/practice/faith,-values-sre.aspx#Understanding faith, values and SRE](http://www.sexeducationforum.org.uk/resources/practice/faith,-values-sre.aspx#Understanding%20faith,%20values%20and%20SRE)

They also provide:

- A very useful factsheet about faith, values and RSE, with practice examples: [www.sexeducationforum.org.uk/media/6135/faith02\\_sef\\_2005.pdf](http://www.sexeducationforum.org.uk/media/6135/faith02_sef_2005.pdf)
- A case study on faith considerations when writing RSE policy: [www.sexeducationforum.org.uk/resources/practice/sex-relationships-education/faith-considerations-writing-sre-guidance.aspx](http://www.sexeducationforum.org.uk/resources/practice/sex-relationships-education/faith-considerations-writing-sre-guidance.aspx)
- A case study on the role of faith in RSE: [www.sexeducationforum.org.uk/resources/practice/faith,-values-sre/thurrock-sre-review-the-role-of-faith.aspx](http://www.sexeducationforum.org.uk/resources/practice/faith,-values-sre/thurrock-sre-review-the-role-of-faith.aspx)
- A case study on meeting the needs of Asian young people in Nottingham: [www.sexeducationforum.org.uk/resources/practice/faith,-values-sre/meeting-the-sre-needs-of-asian-young-people-in-nottingham.aspx](http://www.sexeducationforum.org.uk/resources/practice/faith,-values-sre/meeting-the-sre-needs-of-asian-young-people-in-nottingham.aspx)

This case study from **Ofsted**, 'Relationships and sex Education in a Catholic Context' may also be useful (although the document has been archived due to being over three years old): [www.gov.uk/government/publications/outstanding-sex-and-relationships-education-in-a-catholic-context](http://www.gov.uk/government/publications/outstanding-sex-and-relationships-education-in-a-catholic-context)

# USE OF LANGUAGE

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## WHY IT'S IMPORTANT

There are many different terms used when talking about relationships and sex. This in itself can be a useful exercise when we think about the stigma we have about sex and why it's difficult to talk about. Think of a swear word. Is it to do with sex or sexuality? What does that tell us?

Finding the right vocabulary for sex is very important but also sometimes tricky. There needs to be a balance between using the correct terminology and the more informal language people use. Students can find more informal language easier to use but it is also useful to learn the correct terms e.g. for sexual anatomy or behaviours.

### Pro tip:

People may use slang words, which can be offensive. So, you might want to make it clear that if a student doesn't know the 'correct' word then it's okay to use slang so long as they are not doing it to be offensive. Don't introduce students to new slang words. If you are unfamiliar with a word, that's fine, you can ask a student to think of an alternative word or to describe what it is they are referring to. If you think a student is trying to be deliberately offensive then it's okay to close this down and address the student after the lesson, if necessary.

### Resources:

The **Centre for HIV and Sexual Health** and **NHS Leeds** have developed a resource that demonstrates the benefits of using correct terminology, particularly for young people with a learning disability:

[www.sexualhealthsheffield.nhs.uk/wp-content/uploads/2015/03/pubertySexualityForChildrenAndYoungPeopleWithALearningDisability.pdf](http://www.sexualhealthsheffield.nhs.uk/wp-content/uploads/2015/03/pubertySexualityForChildrenAndYoungPeopleWithALearningDisability.pdf)

# ASKING AND ANSWERING QUESTIONS

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## WHY IT'S IMPORTANT

Students may well have questions during the lesson. If you feel it's appropriate, it doesn't contravene the ground rules about personal information (for you or for them) and you have time, then you might want to answer them. If you don't know, it's absolutely okay to say that you don't know. You could answer a difficult question with other, more open questions.

### Pro tip:

It may be helpful to provide an anonymous question box for students to put their questions in. You can always review these and answer in a subsequent lesson, once you have had time to think about a suitable answer (and check with colleagues or RSE websites). However, it's important that if you do accept anonymous questions that you make time to answer them, even though this can be a time consuming process.

### Resources:

Sometimes students may ask questions with the aim of derailing the lesson. Usually signposting a source of support such as the **BISH** or **Scarleteen** websites will help defuse the situation:

[www.bishuk.com](http://www.bishuk.com)

[www.scarleteen.com](http://www.scarleteen.com)

# ASSESSMENT AND EVALUATION

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## WHY IT'S IMPORTANT

Assessment and evaluation are a vital part of delivering successful teaching that is impactful for student learning and improves further with each cycle of delivery. RSE is no different to any other subject in this regard. However, you may find that gathering evidence of learning in RSE is more complex compared to other subjects.

Each of the **DO... Lesson plans** has been carefully designed to include student-generated work that can be assessed and evaluated. We have also provided you with additional assessment and evaluation ideas that you could build into the lesson if you wish.

### Pro tip:

You could keep a brief diary of how each lesson has gone, where you could note your thoughts about how students responded. This would also be an opportunity for you to reflect on how the programme is going for you, and to note down your own learnings.

### Resources:

For more ideas and approaches, we recommend:

Purchasing: Blake, Simon, and Stella Muttock (2012). *Assessment, evaluation and sex and relationships education. A practical toolkit for education, health and community settings.* London, National Children's Bureau 2nd Edition, revised by Lisa Handy and Sam Beal

Downloading: 'Are you getting it right?' A toolkit for consulting young people on relationships and sex education:

[www.sexeducationforum.org.uk/media/2580/sef\\_audit\\_toolkit\\_2008.pdf](http://www.sexeducationforum.org.uk/media/2580/sef_audit_toolkit_2008.pdf)

# SUPPORTING YOUNG PEOPLE IN ACCESSING SERVICES

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## WHY IT'S IMPORTANT

Wherever possible within RSE lessons, students should be encouraged to access the services for young people in their area. These services are free and confidential, and young people don't have to be sexually active to access them. Establishing relationships with local services can be very valuable for young people, for them and for your school.

The **DO... Increase awareness of services** resource provides helpful advice about locating these services and building valuable partnerships – this can be found in the **Optimising RSE** section of the DO... website.

### Pro tip:

The final lesson plan asks students to research the sorts of local services they can access. You may wish to familiarise yourself with information about these services – local areas often have websites advertising their services.

### Resources:

For more information about sexual health services and where to find them, take a look at this section of the **BISH** website: [www.bishuk.com/safer-sex/sexual-health-services](http://www.bishuk.com/safer-sex/sexual-health-services)

# USING THE DO... LESSON PLANS

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The six lesson plans have been carefully written to reflect what young people have told us they need and want to learn about themselves, others, relationships, consent and sex. Each lesson is designed to build on the previous one, and they are therefore intended to run as a cohesive programme.

If you haven't already, you should first set aside some time to work through the self-reflection exercises.

Before starting the lessons, try out the activities for yourself, and/or with colleagues, so that you get a feel for the material and the kinds of areas you'll be covering. You should also take advantage of the suggested background reading and resources.

## THE LESSON PLANS

LESSON PLAN 1: **Let's start with you**

LESSON PLAN 2: **What is expected of you**

LESSON PLAN 3: **Love**

LESSON PLAN 4: **Communication, consent and sex**

LESSON PLAN 5: **Safer sex**

LESSON PLAN 6: **Problem solving**

## LESSON PLAN STRUCTURE

Each lesson plan has an introduction that provides information about the lesson's key learning areas, some background information and several links to resources that will help you build your knowledge on the topic. The plans themselves detail each lesson's key learning aims and objectives for students, which set the context for the lesson, and include an equipment list and teacher's notes.

The lesson objectives have been carefully differentiated:



The first objective is one we would hope  
**ALL** students will be able to do



The second objective  
**MOST** students will be able to do



The final objective  
**SOME** students will be able to do

The lesson plans provide a **starter, main and plenary for a 50 minute lesson** and all the resources you need have been provided for you. An additional PDF is available on the DO... website containing various lesson materials, including cards and slides: [www.dorseforschools.com](http://www.dorseforschools.com). We also suggest homework and extension activities to enable you to adjust the lesson plan to the length of your lesson and to the needs of your learners, if necessary.

# THE BIGGER PICTURE – WHERE THE DO... PROGRAMME FITS INTO THE PSHE CURRICULUM AT KEY STAGE 4

The plans explore and build upon many of the overarching concepts, subject content and essential skills for Personal, Social, Health and Economic Education (PSHE) found in the PSHE Association Programme of Study. These are also an essential part of high quality RSE provision including:

- Identity
- Relationships
- A healthy balanced lifestyle
- Risk and safety
- Diversity and equality
- Rights, responsibilities and consent
- Managing change and resilience
- Power

Intrapersonal skills	Interpersonal skills	Skills of enquiry
<ul style="list-style-type: none"> <li>• Self-reflection</li> <li>• Self-awareness</li> <li>• Decision making</li> <li>• Resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Empathy</li> <li>• Negotiation</li> <li>• Recognising and utilising strategies for managing pressure, persuasion and coercion</li> <li>• Responding to the need for positive affirmation for self and others</li> </ul>	<ul style="list-style-type: none"> <li>• Formulating questions</li> <li>• Analysis</li> <li>• Planning and deciding</li> <li>• Recalling and applying knowledge creatively and in novel situations</li> <li>• Drawing and defending conclusions using evidence and not just assertion</li> <li>• Evaluating social norms</li> <li>• Risk identification, evaluation and management</li> </ul>

\*Table adapted from the 'Essential skills' list found in the PSHE Association Programme of Study

## KEY STAGE 4 PSHE ASSOCIATION PROGRAMME OF STUDY

The **DO... Lesson plans** address many of the pupil learning opportunities in the KS4 PSHE Association Programme of Study. Those that are explicitly met are listed below. (Please note: wording has been adapted from the PSHE Association Programme of Study).

# THE BIGGER PICTURE – WHERE THE DO... PROGRAMME FITS INTO THE PSHE CURRICULUM AT KEY STAGE 4

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## CORE THEME: HEALTH AND WELLBEING

Building on Key Stage 3, pupils should have the opportunity to learn:

- To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others
- Where and how to obtain health information, advice and support (including sexual health services)
- About STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk

## CORE THEME: RELATIONSHIPS

Building on Key Stage 3, pupils should have the opportunity to learn:

- Strategies to manage strong emotions and feelings
- The characteristics and benefits of positive, strong, supportive, equal relationships
- To recognise when a relationship is unhealthy or abusive, and strategies to manage this or access support for self or others at risk
- Managing changes in personal relationships, including the ending of relationships
- To develop an awareness of exploitation, bullying and harassment in relationships and how to respond
- About the concept of consent in relevant, age-appropriate contexts, including how to seek consent and to respect others' right to give, not give, or withdraw consent to engage in different degrees of sexual activity
- About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
- To understand the role of sex in the media and its impact on sexuality, gender and ourselves
- To understand the pernicious influence of gender double standards and victim-blaming
- To recognise the impact of drugs and alcohol on choices and sexual behaviour
- To understand and respect others' faith and cultural expectations concerning relationships and sexual activity
- To assess readiness for sex
- About accessing contraception, correct use of contraception and negotiating condom use
- About the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)

## CORE THEME: LIVING IN THE WIDER WORLD

Building on Key Stage 3, pupils should have the opportunity to learn:

- To evaluate their own personal strengths and areas for development and to use this to inform goal setting
- About the unacceptability of all forms of discrimination and the need to challenge it in the wider community, including the workplace
- How their strengths, interests, skills and qualities are changing

## AFTER THE DO... RSE PROGRAMME

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After delivering this series of lessons, you and your students will have an idea of how well it went. As part of assessment and evaluation, you may want to give the students the opportunity to give you feedback about the whole programme. By asking students quite general, open questions (rather than asking questions like 'do you feel more able to use condoms?') you will receive fuller, richer and more valuable answers.

Consider asking students the following:

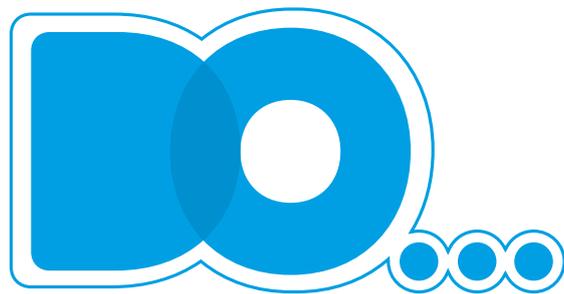
- What did you think about the lessons overall?
- What did you like about the lessons in particular?
- What do you think could have been better?
- What would you like to see done differently in future RSE lessons?

These questions, plus the assessments and evaluations throughout the lessons, will give you an idea of how the programme went down with students. Over the course of a few weeks, you may also gather more evidence of whether the programme has had an impact in the medium term. You could look for signs of general well-being among students, how they interact with each other and staff, how they respond in other subjects, and the effect the programme may have had on behaviours outside of the classroom.

You may want to take some time to reflect on the programme and on the questions above for yourself. Perhaps you could also reflect on what you have learned, where you feel you might need further support, what training needs you may have and how other agencies may be able to support and complement the programme. Revisit the **DO... Self-reflection** resource to see where you are with RSE now.

It's worth remembering that it's okay for the programme not to have gone perfectly the first time around. In fact, it's extremely unlikely that it will have. You may want to tweak the content of the lessons, bring in other subjects, or even expand the time given to get it more right for next time.

As with all teaching, relationships and sex educators are made, not born.



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