

## PSHE Scheme of Work - KS3

### Relationships & Sex Education C – Making the right choices

<b>INTENT</b>	<p><b>Students will learn:</b></p> <ul style="list-style-type: none"> <li>• about the characteristics of positive and healthy friendships and one-to one intimate relationships</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• about trustworthy, safe and unsafe behaviours</li> <li>• about negative behaviours within relationships</li> <li>• about consent</li> <li>• the impact of the choices they make in sex and relationships on all aspects of their health.</li> <li>• about choice</li> <li>• that there are a range of strategies for identifying and managing pressure, including peer pressure</li> <li>• how to get further advice</li> <li>• about specifically sexually explicit material</li> <li>• about STIs</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• about laws relating to sex and relationships</li> </ul>	
<b>IMPACT</b>	<p><b>Students will develop the skills to enable them to:</b></p> <ul style="list-style-type: none"> <li>• Identify the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> <li>• identify types of behaviour within relationships that are criminal, including violent behaviour and coercive control.</li> <li>• Identify how people can actively communicate and recognise consent from others, including sexual consent, and explain how and when consent can be withdrawn (in all contexts, including online).</li> <li>• Understand that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• make a choice to delay sex or to enjoy intimacy without sex.</li> <li>• use a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• access confidential sexual and reproductive health advice and treatment.</li> <li>• Understand that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• Understand the prevalence of STIs and the impact they can have on those who contract them and key facts about treatment.</li> <li>• Understand some of the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> </ul>	
<b>RESOURCES &amp; LINKS</b>	<p><b>Cross-curricular links:</b> science, SEMH,</p>	<p><b>ICT:</b> Use of whiteboard, Ipads for research tasks, video clips where appropriate, PSHE books, mini whiteboards etc</p>
	<p><b>Key words:</b> consent, boundaries, privacy, reconciliation, trustworthy, coercive control, consent, reproductive health, sexual health, intimacy, sexual pressure, sexually explicit, pornography, STI (plus names), contraception, exploitation, grooming, harassment, rape, forced marriage, honour-based violence, FGM</p>	

<b>IMPLEMENTATION</b>	<p><b>Silver pathway</b></p> <p>Students will be able to:</p> <p>Name at least two characteristics of positive friendships, platonic relationships and intimate one-to-one relationships.</p> <p>In relation to a scenario, identify whether someone’s behaviour is trustworthy or unsafe.</p> <p>Name one type of behaviour within a relationship that is criminal.</p> <p>Explain the meaning of consent</p> <p>Name one positive and one negative effect of relationships on health.</p> <p>Identify one strategy to manage pressurising behaviour.</p> <p>Give one example of where advice on sexual and reproductive health can be accessed.</p> <p>Give one way in which pornography presents a distorted picture of sexual behaviours</p> <p>Name two STIs and the affect they can have on someone.</p> <p>Understand some of the laws relating to sexual behaviour, especially about consent.</p>	<p><b>Gold Pathway</b></p> <p>Students will be able to:</p> <p>Describe at least three characteristics of positive, friendships, platonic relationship and intimate one-to-one relationships.</p> <p>In relation to at least two scenarios, identify and explain whether someone’s behaviour is trustworthy or unsafe.</p> <p>Describe at least two types of behaviour within a relationship that is criminal.</p> <p>Explain the meaning of consent and give examples of how this can be communicated and withdrawn.</p> <p>Describe at least two positive and negative effects of relationships on health.</p> <p>Identify &amp; explain at least two strategies to manage pressurising behaviour.</p> <p>Give at least two examples of where advice on sexual and reproductive health can be accessed.</p> <p>Explain at least two ways in which pornography presents a distorted picture of sexual behaviours</p> <p>Name at least three STIs and explain the affect they can have on someone.</p> <p>Explain some of the laws relating to sexual behaviour, especially around consent.</p>	<p><b>Platinum Pathway</b></p> <p>Students will be able to:</p> <p>Explain five or more characteristics of positive friendships, platonic relationship and intimate one-to-one relationships..</p> <p>As Gold pathway, plus explain how to get help or advice.</p> <p>Explain why at least three types of behaviour within a relationship are criminal</p> <p>Explain the meaning of consent, how this can be communicated and withdrawn in relation to a range of scenarios.</p> <p>Explain a range of positive and negative effects of relationships on health.</p> <p>Explain a range of strategies to manage pressurising behaviour and give examples of scenarios where these could be used.</p> <p>Give at least three examples of where advice on sexual and reproductive health can be accessed.</p> <p>Explain at least three ways in which pornography presents a distorted picture of sexual behaviours</p> <p>Name and describe at least four STIs, their impact and some facts about treatment.</p> <p>In relation to a range of scenarios relating to sexual behaviour, explain how the law has been broken and the penalties that could be faced.</p>
	<b>IMPLEMENTATION STRATEGIES</b>	<p><b>SUGGESTED RESOURCES FOR IMPLEMENTATION</b></p> <p>You may find these resources helpful as starting points for your planning. On VLE:</p> <p><b>General&gt;Subject Folder&gt;PSHE&gt;RSE&gt; Y 8&amp;9&gt;RSE SoW C</b></p> <p>NSPCC sexualised behaviour (sexual bullying)</p> <p>Disrespect NoBody</p> <p>Medway resources Year 8 – lesson 3 (persuasion &amp; coercion)</p> <p>Medway resources Year 9 - lesson 2 (consent), lesson 3 (STIs), lesson 4 (contraception), lesson 5 (condoms), lesson 7 (relationship expectations)</p>	