

# Clitheroe Royal Grammar School

Personal Development

Year Group: 9

Theme and Topic: Relationships and Sex Education (RSE)

Delivered by: PD Specialists SWH and BB

Option of opt out - Lesson 3, 6, 7 and 9, this must be discussed with school in line with RSE Policy.



<b>Key</b>	
<i>Relationships Education and The Law</i>	<i>Sexual Health Education &amp; The law</i>
<i>Sex Education</i>	
Lesson Number	Learning Objectives
<b>Lesson 1: Healthy and Unhealthy Relationships</b>	<p><b>Lesson 1: Healthy and Unhealthy Relationships</b></p> <p><b>Lesson Outcome:</b> Understand attributes of healthy relationships and identify signs of unhealthy or abusive relationships.</p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify five characteristics of a positive, healthy relationship</li> <li>2. Define "relationship" broadly (friendship, family, romantic, etc)</li> <li>3. Recognise features of unhealthy relationships and support available</li> </ol> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Connect:</b> <ul style="list-style-type: none"> <li>• Discuss initial definitions of "relationship"</li> <li>• Establish PD ground rules to support safe, respectful conversations</li> <li>• Clarify meanings of relationships beyond dating/marriage</li> </ul> </li> <li>• <b>Activate:</b> <ul style="list-style-type: none"> <li>• Watch "What Teens Think About: Healthy Relationships" video</li> <li>• In purple pen, students add any new ingredients of healthy relationships to notes</li> <li>• Define key words: respect, consent, trust, communication, boundaries</li> </ul> </li> <li>• <b>Demonstrate:</b> <ul style="list-style-type: none"> <li>• Create a "Love is..." and "Love is not..." wall with post-it notes</li> <li>• Work in pairs on six scenarios to classify relationships as healthy/unhealthy/depends</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• For each scenario, identify relationship features and suggest advice</li> <li>• <b>Consolidate:</b> <ul style="list-style-type: none"> <li>• Complete "Relationship Spiderweb" rating categories like trust, communication, enjoyment, limits respected</li> <li>• Reflect on top tips for healthy relationships and advice for unhealthy ones</li> <li>• Fill progress grids and self-assess with purple pen</li> </ul> </li> </ul>
<b>Lesson 2: Criminal Behaviours in Relationships</b>	<b>Lesson 2: Criminal Behaviours in Relationships</b> <b>Lesson Outcome:</b> Identify different types of abuse and understand legal and support frameworks <b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Recognise abuse types: domestic, physical, emotional, sexual, stalking, blackmail</li> <li>2. Understand coercive control and its criminal status</li> <li>3. Know where to seek help for abuse</li> </ol> <b>Activities:</b> <ul style="list-style-type: none"> <li>• <b>Connect:</b> <ul style="list-style-type: none"> <li>• Review PD ground rules again</li> <li>• Discuss definition and examples of domestic abuse</li> <li>• Share thoughts on power and control in relationships</li> </ul> </li> <li>• <b>Activate:</b> <ul style="list-style-type: none"> <li>• Analyse four real-life scenarios depicting abuse or control</li> <li>• Discuss concerns raised by each scenario and feelings involved. Discuss signs of abuse; identify emotional, physical indicators</li> </ul> </li> <li>• <b>Demonstrate:</b> <ul style="list-style-type: none"> <li>• Create an infographic illustrating the cycle of abuse</li> <li>• Discuss why victims find it hard to leave abusive relationships</li> </ul> </li> <li>• <b>Consolidate:</b> <ul style="list-style-type: none"> <li>• Peer assessment - infographic with purple pen</li> <li>• Reflect on support systems: trusted adults, helplines, school support</li> <li>• Fill progress grids</li> </ul> </li> </ul>
<b>Lesson 3: Intimate Relationships</b>	<b>Lesson 3: Intimate Relationships</b> <b>Lesson Outcome:</b> <ul style="list-style-type: none"> <li>• Explore types of intimacy and characteristics of healthy intimate relationships</li> </ul> <b>Lesson Objectives</b>

- To know the link between human attraction and hormones and know key words relating to sex
- To know that there are different type of intimacy: intellectual, physical, spiritual, and emotional
- To know what constitutes as a healthy and unhealthy, intimate sexual relationship, including the role of consent and trust
- To know how you can set expectations and boundaries within a relationship and how to end a relationship

**Activities:**

- **Connect:**
  - Discuss - How do you think it will feel when you fall in love or have a boyfriend or girlfriend whom you really care about? Class discussion.
  - Review PD rules for sensitive topics.
- **Activate:**
  - Match key words to their definitions, such as sex, sexuality, hormones, and sexual intercourse.
  - To know that there are different type of intimacy: intellectual, physical, spiritual, and emotional.
  - Discuss hormone roles: testosterone, estrogen, oxytocin, dopamine.
  - Students do a card sort of what a healthy sexual relationship should be compared to what one shouldn't be, e.g. consensual versus pressured.
- **Demonstrate:**
  - Students read scenarios in the and discuss what worries you might have in relation to the relationships and whether they are healthy relationships.
  - Discuss examples of healthy and unhealthy intimate relationships.
  - Create a jar of attributes representing healthy loving relationships.
- **Consolidate:**
  - Discuss importance of friendship, communication, dealing with conflict early and how to end relationships.
  - Reflect on maintaining intimacy and relationship expectations.
  - Fill progress grids.

**Lesson 4:  
Consent**

**Lesson 4: Consent**

**Lesson Outcome:**

Understand legal and personal meanings of consent

**Learning Objectives:**

1. Define consent, including legal definitions related to sexual activity
2. Explain freedom and capacity to consent
3. Recognise verbal and non-verbal cues for consent/non-consent

**Activities:**

- **Connect:**
  - Brainstorm "What is consent?"

	<ul style="list-style-type: none"> <li>• Review PD ground rules</li> <li>• <b>Activate:</b> <ul style="list-style-type: none"> <li>• Watch videos explaining sexual consent basics and the law</li> <li>• Discuss freedom (no pressure/coercion) and capacity (age, sobriety, consciousness)</li> </ul> </li> <li>• <b>Demonstrate:</b> <ul style="list-style-type: none"> <li>• Mini whiteboard activity to judge consent in various scenarios</li> <li>• List non-verbal cues that signal non-consent (pulling away, shaking head, freezing)</li> <li>• Create an information page defining consent and what it is not</li> </ul> </li> <li>• <b>Consolidate:</b> <ul style="list-style-type: none"> <li>• Sort consequences of non-consent into physical, emotional, legal categories</li> <li>• Peer discussion and purple pen self-assessment</li> <li>• Fill progress grids</li> </ul> </li> </ul>
<p><b>Lesson 5: Choice to Delay Sex</b></p>	<p><b>Lesson 5: Choice to Delay Sex</b></p> <p><b>Lesson Outcome:</b> Understand benefits of delaying sexual activity and develop assertiveness skills</p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify signs of peer pressure related to sex</li> <li>2. Understand reasons and benefits for delaying sex</li> <li>3. Learn and practice assertiveness strategies</li> </ol> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Connect:</b> <ul style="list-style-type: none"> <li>• Starter: Discuss importance of being 100% ready for sex</li> <li>• Recap age of consent in the UK</li> </ul> </li> <li>• <b>Activate:</b> <ul style="list-style-type: none"> <li>• Identify signs of peer pressure in given statements; write reasons in books</li> <li>• Discuss why peer pressure reasons are not reasonable</li> <li>• Fill table contrasting peer pressure reasons with alternative advice</li> </ul> </li> <li>• <b>Demonstrate:</b> <ul style="list-style-type: none"> <li>• Create spider diagrams of reasons why people delay sex</li> <li>• Discuss abstinence and celibacy definitions and benefits</li> <li>• Role-play assertive communication using UDEAL strategy to handle pressure</li> </ul> </li> <li>• <b>Consolidate:</b> <ul style="list-style-type: none"> <li>• Reflect on assertive experiences</li> <li>• Discuss links between assertiveness and consent</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Fill progress grids</li> </ul>
<b>Lesson 6: Contraception</b>	<p><b>Lesson Outcome:</b> Understand contraception types, uses, and sexual health services.</p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Define contraception and its purpose</li> <li>2. Explain pros and cons of major contraception methods</li> <li>3. Know how to access sexual health clinics and advice</li> </ol> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Connect:</b> <ul style="list-style-type: none"> <li>• Starter: Define contraception and discuss STI prevention</li> <li>• Review PD ground rules</li> </ul> </li> <li>• <b>Activate:</b> <ul style="list-style-type: none"> <li>• In table groups, answer questions on contraception use and statistics</li> <li>• Discuss reasons for pregnancy prevention</li> </ul> </li> <li>• <b>Demonstrate:</b> <ul style="list-style-type: none"> <li>• Complete worksheets on barrier and hormonal contraception, including emergency contraception</li> <li>• Discuss sexual health clinics and local services</li> </ul> </li> <li>• <b>Consolidate:</b> <ul style="list-style-type: none"> <li>• Peer discussion on choosing contraception and sexual health maintenance</li> <li>• Fill progress grids</li> </ul> </li> </ul>
<b>Lesson 7: Sexually Transmitted Infections (STIs)</b>	<p><b>Lesson 7: Sexually Transmitted Infections (STI)</b></p> <p><b>Lesson Outcome:</b> Understand STI types, symptoms, treatment, and accessing support.</p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Differentiate bacterial and viral STIs</li> <li>2. Identify symptoms, diagnosis, and treatment of common STIs</li> <li>3. Understand importance of sexual health clinics.</li> </ol> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Connect:</b> <ul style="list-style-type: none"> <li>• Brainstorm STI names on a board or post-its</li> <li>• Discuss how STIs spread and at-risk groups</li> </ul> </li> <li>• <b>Activate:</b> <ul style="list-style-type: none"> <li>• Fill tables on STI characteristics, symptoms, diagnosis, and treatment</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Discuss barriers to accessing clinics and overcoming them</li> <li>• <b>Demonstrate:</b> <ul style="list-style-type: none"> <li>• Watch educational clips on HIV/AIDS and other STIs</li> <li>• Complete STI quiz for self-assessment</li> </ul> </li> <li>• <b>Consolidate:</b> <ul style="list-style-type: none"> <li>• Reflect on importance of seeking help and sexual health maintenance</li> <li>• Fill progress grids</li> </ul> </li> </ul>
<b>Lesson 8: Fertility and Reproductive Health</b>	<b>Lesson 8: Fertility and Reproductive Health</b> <b>Lesson Outcome:</b> Understand fertility concepts, factors affecting fertility, and support options <b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Define fertilisation, conception, fertility, infertility, and menopause</li> <li>2. Identify lifestyle and health factors affecting fertility in men and women</li> <li>3. Understand fertility treatments and support services</li> </ol> <b>Activities:</b> <ul style="list-style-type: none"> <li>• <b>Connect:</b> <ul style="list-style-type: none"> <li>• Case study discussion about fertility challenges</li> <li>• Review PD ground rules</li> </ul> </li> <li>• <b>Activate:</b> <ul style="list-style-type: none"> <li>• Keyword match-up and order of fertilisation events</li> <li>• Discuss myths about pregnancy</li> </ul> </li> <li>• <b>Demonstrate:</b> <ul style="list-style-type: none"> <li>• Create mind maps of causes affecting fertility</li> <li>• Categorise causes into lifestyle vs health factors</li> <li>• To know the definitions and effects of Endometriosis and Polycystic Ovary Syndrome (PCOS)</li> <li>• To know the menopause is and how this impacts women</li> </ul> </li> <li>• <b>Consolidate:</b> <ul style="list-style-type: none"> <li>• Discuss where to get help for fertility issues</li> <li>• Complete exit quiz and progress grids</li> </ul> </li> </ul>
<b>Lesson 9: Pregnancy Choices</b>	<b>Lesson 9: Pregnancy Choices</b> <b>Lesson Outcome:</b> Understand the consequences of unplanned pregnancy and available options <b>Learning Objectives:</b>

- Define unplanned pregnancy and emotional impact
  - Explore options: parenthood, adoption, abortion
  - Recognise pregnancy signs and understand miscarriage and where to go to for support
- Activities:**
- **Connect:**
    - Discuss consequences of unprotected sex
    - To know the signs of pregnancy and how to test
  - **Activate:**
    - Define abortion, adoption, parenthood
    - Discuss legal aspects of abortion
  - **Demonstrate:**
    - Compare pros and cons of pregnancy options
    - Reflect on life changes due to pregnancy
    - To understand what a miscarriage is and where to access support
  - **Consolidate:**
    - To be able to know where to access support
    - Fill progress grids

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**Lesson 10:  
Image-Based  
Sexual Abuse**

**Lesson 10: Image-Based Sexual Abuse Awareness**

**Learning Outcome:**  
Students will understand the laws, risks, and support related to sharing explicit images and videos

**Lesson Objectives:**

1. Explain the legal restrictions on sharing nude or explicit images, especially for those under 18
2. Recognise the emotional and legal risks involved in sexting and revenge porn
3. Identify trusted adults and support services available for victims of image-based sexual abuse

**Connect**

- Starter Quiz: What is the law around sharing explicit images and videos?
- Group discussion on what students already know or have heard about sexting and image-sharing

**Activate**

- Watch a short clip (e.g., case study of a public figure or campaign) about the consequences of sharing explicit images
- Discuss in pairs: Why might people share explicit images? What could go wrong?

**Demonstrate**

- Quiz with true/false and multiple-choice questions on laws and risks (e.g., age of consent, legality of sharing images under 18, revenge porn, including AI sexual images)

	<ul style="list-style-type: none"> <li>• Case study group task: Read scenarios and answer questions about feelings, consequences, and legal implications</li> </ul> <p><b>Consolidate</b></p> <ul style="list-style-type: none"> <li>• Class discussion: What should someone do if they are worried about images of themselves being shared?</li> <li>• Write three bullet points on actions to take if concerned about sexual images</li> <li>• Recap support services available in school or online (e.g., Designated Safeguarding Lead, Report Remove service)</li> </ul>
<p><b>Lesson 11: Dangers of Pornography</b></p>	<p><b>Lesson 11: Dangers of Pornography</b></p> <p><b>Lesson Outcome:</b> Understand pornography laws and its potential risks</p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Define pornography and laws for under-18s</li> <li>2. Recognise risks including addiction, unrealistic expectations, and safety issues</li> <li>3. Know where to get support</li> </ol> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Connect:</b> <ul style="list-style-type: none"> <li>• Mini whiteboard task on pornography laws</li> </ul> </li> <li>• <b>Activate:</b> <ul style="list-style-type: none"> <li>• Describe the dangers of watching pornography, such as, generally a lack of consent, lack of contraception, depicts sexual violence and unrealistic expectations</li> </ul> </li> <li>• <b>Demonstrate:</b> <ul style="list-style-type: none"> <li>• Discuss stages of porn addiction</li> <li>• Resisting urges to look at pornography</li> </ul> </li> <li>• <b>Consolidate:</b> <ul style="list-style-type: none"> <li>• True/false activity on pornography facts</li> <li>• Discuss support resources (Childline, Brook, CEOP)</li> <li>• Fill progress grids</li> </ul> </li> </ul>