

## Curriculum Area: PSHE KS4 Year 11

## RELATIONSHIPS AND SEX

## Parkside House School

	Learning Objectives Three-way challenge learning objectives for each session.	Learning activities, Differentiation + Challenge Starters, Mains Activities Plenaries / AFL Clips + Links	New key terminology:	Links to lesson:  New Guidelines PSHE Association Mapping:
1	<p><b>Bullying and body shaming</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify cases of body shaming, the different types and the hurt this can cause.</p> <p><b>More challenging:</b> Describe the consequences of body shaming, how it affects self-</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> Is it ok to make jokes like this? What do you think?</p> <p><b>More challenging:</b> Why do you think Danny is so body conscious?</p> <p><b>Mega challenge:</b> Explain what we mean by the term 'body shaming' and analyse whether what happened to Danny was bullying.</p> <p><b>Task one (clip link on PP slide 3)</b> Students watch video clip and answer the questions at their <b>challenge level</b>.</p> <p><b>Task two (using information sheet provided)</b></p>	<p><b>Body shaming</b> - the action or practice of humiliating someone by making mocking or critical comments about their body shape or size.</p> <p><b>Body image</b> - a person's perception of their physical self and the thoughts and</p>	<p>Year 11 Folder: <a href="https://www.tes.com/teaching-resource/compl-ete-year-11-pshe-12046471">https://www.tes.com/teaching-resource/compl-ete-year-11-pshe-12046471</a></p> <p>Complete KS4 Folder: <a href="https://www.tes.com/teaching">https://www.tes.com/teaching</a></p>

	<p>esteem and why people do this.</p> <p><b>Mega challenge:</b> Explain how we can make people feel better about their bodies, using notable or famous examples and role models.</p>	<p>Read the information sheet together as a class.</p> <p><b>Task three (using table provided)</b> Review the case studies by completing the table at the appropriate <b>challenge level</b>. Discuss ideas as a class.</p> <p><b>Plenary</b> Complete your literacy focus sheet at your <b>challenge level</b> and be prepared to feedback your ideas in ten minutes.</p>	<p>feelings which result from that perception.</p> <p>= <a href="https://www.tes.com/teaching-resource-12059669">resource/complete-ks4-pshe-rse-12059669</a></p> <p>Single lesson folder: <a href="https://www.tes.com/teaching-resource/bullying-body-shaming-11906700">https://www.tes.com/teaching-resource/bullying-body-shaming-11906700</a></p> <p><b>New PSHE Association mapping:</b> KS4 R7 KS4 H10 KS4 L7 KS4 H7 KS4 L2</p>
2	<p><b>Types of relationship</b></p> <p><b>Learning Outcomes:</b></p>	<p><b>Starter (scenario on PP)</b> <b>Challenge:</b> What type of sexuality might Ishkar identify with?</p>	<p>Year 11 Folder: <a href="https://www.tes.com/teaching-resource-11906700">https://www.tes.com/teaching-resource-11906700</a></p>

	<p><b>Challenge:</b> Describe different types of 'non traditional' relationships and ways we can make our school more LGBT+ inclusive.</p> <p><b>More challenging:</b> Explain how we can take our best ideas for an inclusive school and put them into practice.</p> <p><b>Mega challenging:</b> Analyse why western society moved towards a monogamous relationship between a man and a woman as being the norm and whether these 'traditional relationships' are actually superior.</p>	<p><b>More challenging:</b> Why do you think this? How common is this type of sexuality do you think?</p> <p><b>Mega challenge:</b> Analyse what we mean when we say sexuality is 'fluid'.</p> <p><b>Task one (clip link on PP slide 3)</b> Students watch video clip and answer the questions at their <b>challenge level</b>.</p> <p><b>Task two (using information sheet provided)</b> Read the information sheet together as a class.</p> <p><b>Task three (using article provided)</b> <b>Challenge:</b> Complete the mind map based on your own ideas and those taken from the article that you think are particularly good. <b>More challenging:</b> For each point explain why you think this would be a good idea and how we could put this into practice. <b>Mega challenge:</b> Analyse how you could use your knowledge and understanding to help defeat any prejudice or discrimination in our school environment.</p> <p><b>Plenary</b> "Traditional relationship styles are best because they reflect traditional values." To what extent do you agree with this statement? Complete your literacy focus sheet at your</p>	<p><b>Asexuality</b> - having no sexual feelings or desires for others.</p> <p><b>Monogamy</b> - the most common form of relationship - a sexual relationship that has developed between two people only - as opposed to <b>polygamy</b>, which is between more than two.</p> <p><b>'Traditional' relationships</b> - This is a term used by conservative thinkers to describe the monogamous relationship between a man and a woman.</p>	<p><a href="https://www.tes.com/teaching-resource/compl-ete-year-11-pshe-12046471">s.com/teaching = resource/compl ete-year-11- pshe- 12046471</a></p> <p>Complete KS4 Folder: <a href="https://www.tes.com/teaching-resource/compl-ete-ks4-pshe-rse-12059669">https://www.te s.com/teaching = resource/compl ete-ks4-pshe- rse-12059669</a></p> <p>Single lesson folder: <a href="https://www.tes.com/teaching-resource/sexuality-12042755">https://www.te s.com/teaching = resource/sexua lity-12042755</a></p>
--	--	---	---	---

		<b>challenge level</b> and be prepared to feedback your ideas in ten minutes.		<b>New PSHE Association mapping:</b> KS4 R14 KS4 L7 KS4 R3 KS4 L2 KS4 R20
3	<p><b>Consent, rape and sexual harassment</b></p> <p><b>Learning outcomes:</b></p> <p><b>Challenge:</b> Identify cases where sexual boundaries have been crossed and a crime has been committed.</p> <p><b>More challenging:</b> Classify cases according to sexual crime, explaining how you know which it is. Describe whether society does enough to prevent these.</p>	<p><b>Starter (scenario on PP):</b> <b>Challenge:</b> What should Ryan do now? Why? <i>I think Ryan should ... because..</i> <b>More challenging:</b> Define the terms consent, rape and sexual harassment. <b>Mega challenge:</b> Explain the difference between statutory rape, date rape, acquaintance rape and sexual assault. Which does this scenario risk being if Ryan makes the wrong decision?</p> <p>Review starter using PP slide 2.</p> <p><b>Task one (clip link on PP slide 4)</b> Students watch video clip and answer the questions at their <b>challenge level</b>.</p> <p><b>Task two (using information sheet provided)</b> Read the information sheet together as a class.</p>	<p><b>Consent</b> - permission for something to happen or agreement to do something</p> <p><b>Rape</b> - having sex with someone without consent</p> <p><b>Sexual assault</b> - anything physical sexually leading up to sex without consent.</p> <p><b>Sexual Harassment</b> - harassment in a workplace, or other</p>	<p>Year 11 Folder: <a href="https://www.tes.com/teaching-resource/complete-year-11-pshe-12046471">https://www.tes.com/teaching-resource/complete-year-11-pshe-12046471</a></p> <p>Complete KS4 Folder: <a href="https://www.tes.com/teaching-resource/complete-ks4-pshe-rse-12059669">https://www.tes.com/teaching-resource/complete-ks4-pshe-rse-12059669</a></p>

	<p><b>Mega challenge:</b> Explain why many people don't report sexual crimes and analyse whether our society could do more to prevent sexual crimes.</p>	<p><b>Task three (using case studies provided)</b></p> <p><b>Challenge:</b> Read through your case studies sheet and discuss with your partner what you think the victim should do now and if you think a crime has been committed.</p> <p><b>More challenging:</b> Identify in each case whether a crime has been committed and state which type of criminal behaviour it is.</p> <p><b>Mega challenge:</b> As above but also explain how you know it is that particular criminal activity.</p> <p>Review ideas as a class.</p> <p><b>Plenary</b></p> <p>Complete your literacy focus task at your <b>challenge level</b>. Be prepared to feedback and justify your ideas to the class.</p>	<p>professional or social situation, involving the making of unwanted sexual advances or obscene remarks.</p>	<p>Single lesson folder: <a href="https://www.tes.com/teaching-resource/consent-and-rape-rse-11941459">https://www.tes.com/teaching-resource/consent-and-rape-rse-11941459</a></p> <p><b>New PSHE Association mapping:</b> KS4 R7 KS4 R9 KS4 R15 KS4 R18 KS4 R19</p>
4	<p><b>What makes good sex?</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify what makes good, safe, healthy sex.</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> Is this a good idea? What do you think?</p> <p><b>More challenging:</b> What if this was the other way round and Craig wanted 'to get it over with' - would this change your opinion?</p> <p><b>Mega challenge:</b> Explain whether you think Tia is likely to enjoy this experience based on her current mindset.</p>	<p><b>Masturbation</b> - stimulation of the genitals with the hand for sexual pleasure.</p> <p><b>Orgasm</b> - The peak of pleasurable sexual</p>	<p>Year 11 Folder: <a href="https://www.tes.com/teaching-resource/complere-year-11-">https://www.tes.com/teaching-resource/complere-year-11-</a></p>

	<p><b>More challenging:</b> Describe the factors we need to consider to enjoy a healthy sex life, what is normal and healthy and why.</p> <p><b>Mega challenge:</b> Explain articulately how the case studies can manage healthy and fulfilling sex lives using new terminology in the correct context.</p>	<p><b>Task one (video clip link on PP slide 3)</b> Watch video clip and answer questions at the appropriate <b>challenge level</b>.</p> <p><b>Task two (using information sheet provided)</b> Read the information sheet together as a class.</p> <p><b>Task three (using case studies provided)</b> <b>Challenge:</b> Create clear and helpful replies using your info sheets and clip answers. <b>More challenging:</b> Explain to each person why they feel as they do, what is normal and where appropriate use statistics in your explanation. <b>Mega challenge:</b> As above, writing articulately and using new terminology in the correct context.</p> <p><b>Plenary</b> Complete your literacy focus sheet at your <b>challenge level</b> and be prepared to feedback your ideas in ten minutes.</p>	<p>excitement, with a series of involuntary contractions of the muscles of the genitals, usually accompanied by the ejaculation of semen by the male.</p>	<p><a href="https://www.tes.com/teaching-resource/complete-ks4-pshe-rse-12046471">pshe-12046471</a></p> <p>Complete KS4 Folder: <a href="https://www.tes.com/teaching-resource/complete-ks4-pshe-rse-12059669">https://www.tes.com/teaching-resource/complete-ks4-pshe-rse-12059669</a></p> <p>Single lesson folder: <a href="https://www.tes.com/teaching-resource/good-sex-pshe-rse-11935896">https://www.tes.com/teaching-resource/good-sex-pshe-rse-11935896</a></p> <p><b>New PSHE Association mapping:</b> KS4 R14 KS4 R15</p>
--	---	--	---	--

				KS4 R21 KS4 R18 KS4 R3
5	<p><b>Safe sex and chem sex</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Describe what we mean when we talk about 'safe sex' and identify situations where sex is neither safe or legal.</p> <p><b>More challenging:</b> Explain the dangers behind different unsafe sex scenarios, including chem sex and why these are unsafe or illegal.</p> <p><b>Mega challenge:</b> Analyse what the short and long term consequences might be</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> What is GHB? What do you think 'chem sex' means?</p> <p><b>More challenging:</b> Why might chem sex be dangerous do you think? What could go wrong? What else do we need to think about when we are talking about having 'safe sex'?</p> <p><b>Mega challenge:</b> 'Safe sex' is mostly about using contraception to avoid pregnancy and STIs. Analyse the validity of this statement.</p> <p><b>Task one (clip link on PP slide 3)</b> Students watch video clip and answer the questions at their <b>challenge level</b>.</p> <p><b>Task two (using information sheet provided)</b> Read the information sheet together as a class.</p> <p><b>Task three (using case studies provided)</b></p>	<p><b>Chem Sex</b> - The sexual activity engaged in while under the influence of stimulant drugs such as methamphetamine, GHB or mephedrone, sometimes involving several participants.</p>	<p>Year 11 Folder: <a href="https://www.tes.com/teaching-resource/complete-year-11-pshe-12046471">https://www.tes.com/teaching-resource/complete-year-11-pshe-12046471</a></p> <p>Complete KS4 Folder: <a href="https://www.tes.com/teaching-resource/complete-ks4-pshe-rse-12059669">https://www.tes.com/teaching-resource/complete-ks4-pshe-rse-12059669</a></p> <p>Single lesson folder: <a href="https://www.tes.com/teaching">https://www.tes.com/teaching</a></p>

	of different unsafe sex scenarios and explain these in detail.	<p>Read the case studies and complete the tasks at your <b>challenge level</b>. We will then go through each scenario as a class so be prepared to feedback and justify your answers.</p> <p><b>Plenary</b></p> <p>"The best piece of advice anyone can give about safe sex is to be completely sober beforehand." To what extent do you agree with this statement? Complete your literacy focus sheet at your <b>challenge level</b> and be prepared to feedback your ideas in ten minutes.</p>		<p><a href="#">= resource/lgbt-safe-sex-12034737</a></p> <p><b>New PSHE Association mapping:</b>          KS4 R15          KS4 R14          KS4 R18          KS4 H15</p>
6	<p><b>Relationship break-ups</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify how we can help our friends and ourselves to mend a broken heart after a break-up.</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> What do you think it would be like to be friends with Tina at the moment?</p> <p><b>More challenging:</b> How could Tina's friends help her to get out of this negative state of mind?</p> <p><b>Mega challenge:</b> Explain why you think Tina is finding it so difficult to move on.</p> <p>Review starter using PP slide 3.</p> <p><b>Task one (clip link on PP slide 3)</b></p>	<p><b>Grief</b> - intense sorrow, felt usually after a death but can also be felt at the end of a long-term relationship.</p> <p><b>Amicable break-up</b> - a break up where the two individuals stay civil, don't attack each other and respect each other's boundaries.</p>	<p>Year 11 Folder:  <a href="https://www.tes.com/teaching">https://www.tes.com/teaching</a></p> <p><a href="#">= resource/compl ete-year-11-pshe-12046471</a></p> <p>Complete KS4 Folder:  <a href="https://www.tes.com/teaching">https://www.tes.com/teaching</a></p>

	<p><b>More challenging:</b> Describe the best ways we can help distract our friends and ourselves from grief and help manage emotions.</p> <p><b>Mega challenge:</b> Explain the meaning of new key terminology and use these phrases articulately in the correct context to communicate key messages to others.</p>	<p>Students watch video clip and answer the questions at their <b>challenge level</b>.</p> <p><b>Task two (using information sheet provided)</b> Read the information sheet together as a class.</p> <p><b>Task three</b> Using the information in your hand-out, clips and the laptops (if available), create a noticeboard with the aim of teaching other KS4 students how to get over break-ups. Ensure that your noticeboard covers the criteria of your LO <b>challenge level</b>.</p> <p><b>Plenary</b> Complete your literacy focus sheet at your <b>challenge level</b> and be prepared to feedback your ideas in ten minutes.</p>		<p><a href="https://www.tes.com/teaching-resource/complete-ks4-pshe-rse-12059669">s.com/teaching</a> = <a href="https://www.tes.com/teaching-resource/relationships-break-ups-rse-11920664">resource/complete-ks4-pshe-rse-12059669</a></p> <p>Single lesson folder: <a href="https://www.tes.com/teaching-resource/relationships-break-ups-rse-11920664">https://www.tes.com/teaching</a> = <a href="https://www.tes.com/teaching-resource/relationships-break-ups-rse-11920664">resource/relationships-break-ups-rse-11920664</a></p> <p><b>New PSHE Association mapping:</b> KS4 R3 KS4 H3</p>
7	<p><b>Happiness and positivity</b></p> <p><b>Learning Outcomes:</b></p>	<p><b>Starter (scenario on PP)</b></p>	<p><b>Positivity - The practice of or tendency to be positive</b></p>	<p><b>Year 11 Folder:</b> <a href="https://www.tes.com/teaching-resource/relationships-break-ups-rse-11920664">https://www.tes.com/teaching</a></p>

<p><b>Challenge:</b> Describe different ways we can help ourselves and others to improve our moods in a healthy way when we feel a little low.</p> <p><b>More challenging:</b> Explain how certain activities can help to improve our moods and make us feel more positive as well as why these tips work.</p> <p><b>Mega challenge:</b> Analyse the short and long term benefits of the different healthy ways we can improve our own and other people's moods.</p>	<p><b>Challenge:</b> What do we mean by the term 'positivity'? What has Emma done today that might have made her feel more positive?</p> <p><b>More challenging:</b> Why have these busy activities changed Emma's mood? Explain your ideas in full.</p> <p><b>Mega challenge:</b> Analyse the difference between feeling 'a little low' and being depressed. Can we always help ourselves so simply?</p> <p><b>Task one (clip link on PP slide 3)</b> Students watch video clip and answer the questions at their <b>challenge level</b>.</p> <p><b>Task two (using information sheet provided)</b> Read the information sheet together as a class.</p> <p><b>Task three: mind map</b></p> <p><b>Challenge:</b> Around your mind map write at least five things that make you feel happy or positive - it could be an activity, the name of a family member you talk to - anything that helps you smile.</p>	<p>or optimistic in attitude.</p>	<p><a href="https://www.tes.com/teaching-resource/complete-year-11-pshe-12046471">s.com/teaching-resource/complete-year-11-pshe-12046471</a></p> <p>Complete KS4 Folder: <a href="https://www.tes.com/teaching-resource/complete-ks4-pshe-rse-12059669">https://www.tes.com/teaching-resource/complete-ks4-pshe-rse-12059669</a></p> <p>Single lesson folder: <a href="https://www.tes.com/teaching-resource/positivity-happiness-pshe-12022107">https://www.tes.com/teaching-resource/positivity-happiness-pshe-12022107</a></p>
--	---	-----------------------------------	---

	<p><b>More challenging:</b> For each point explain why you think it is that this makes you feel more positive.</p> <p><b>Mega challenge:</b> Analyse how you could use the knowledge of what makes you happy to make others feel better if they're feeling low.</p> <p><b>Task four: happiness dice</b></p> <p><b>Challenge:</b> For each side of the cube, use your mind map to fill each face with a different idea about how you can make yourself feel a little happier when you're feeling low.</p> <p><b>More challenging:</b> For each idea, explain why this would make you feel better. You can use your info sheet to help you with this.</p> <p><b>Mega challenge:</b> Explain how each of the activities will help you not only feel happy in the short term but boost your positivity in the long term - e.g. trying something new like cooking a meal that you haven't before. Not only will you enjoy the activity (as well as eating the food) but in the long term you have acquired a new skill that you can use again.</p> <p><b>Plenary</b></p>		<p><b>New PSHE Association mapping:</b>  <b>KS4 H4</b>  <b>KS4 H3</b>  <b>KS4 H7</b></p>
--	---	--	--

		<p>EITHER:</p> <p>a) "If it makes you happy, it can't be that bad."</p> <p>OR:</p> <p>b) "Everybody has a different idea of happiness."</p> <p>To what extent do you agree with this statement? Complete your literacy focus sheet at your <b>challenge level</b> and be prepared to feedback your ideas in ten minutes.</p>		
	<p><b>Assessment</b> - optional depending on the systems used in your school. Options given here are just suggested ones that have been created to help assess the new PSHE Association topics but also have a heavy focus on literacy.</p>	<p>There are many ways of assessing in PSHE. This booklet allows you to focus on mastery levels or literacy or skills (based on both Bloom's Taxonomy and the general requirements for extensive writing subjects in GCSE with the 9-1 grades).</p> <p>Free download: <a href="https://www.tes.com/teaching-resource/assessing-pshe-12111638">https://www.tes.com/teaching-resource/assessing-pshe-12111638</a></p> <p>The booklet offers students a variety of long and short tasks to complete, with the options of either peer or teacher assessment. It includes all guidance on how to mark with two easy mark-schemes. Pick and mix parts as you see fit for your class and amend the documents to focus on this PSHE Topic.</p>		