

**Curriculum Area:** PSHE KS3 Year 8

**Sex, Relationships + Conflict**

Parkside House School

	<p><b>Learning Objectives</b>  <i>Three-way challenge learning objectives for each session.</i></p>	<p><b>Learning activities, Differentiation + Challenge</b>                      Starters,                      Mains Activities                      Plenaries / AFL                      Clips + Links</p>	<p><b>New key terminology</b>                      :</p>	<p><b>Links to lesson:</b>                      New Guidelines PSHE Association Mapping:</p>
<p>W 1</p>	<p><b>Learning Outcomes:</b></p> <p><i>Challenge:</i>                      Correctly identify cases where consent has or has not been given.</p> <p><i>More challenging:</i>                      Describe the 'cup of tea' analogy and how it can be used to explain consent accurately.</p> <p><i>Mega challenging:</i></p>	<p><b>CONSENT</b></p> <p><b>Starter (students read initial case study on PowerPoint slide):</b></p> <p><i>Challenge:</i>                      Why did this make Hannah feel so horrible?</p> <p><i>More challenging:</i>                      Would she have felt different if she couldn't get the pen off but had allowed them to draw on her?</p> <p><i>Mega challenge:</i>                      Explain the meaning of the word 'consent'.</p> <p><i>3 way differentiated clip link on PowerPoint and given as hand-out for students to complete.</i></p>	<p><b>Consent</b> - to give permission for something to happen.</p> <p><b>Non-consensual</b> - doing something without</p>	<p><b>New PSHE Association Mapping:</b>                      KS3 R16                      KS3 R17                      KS3 R5                      KS3 R15                      KS3 R1                      KS3 R19                      KS3 R20                      KS3 R30</p> <p>Individual Lesson Folder:  <a href="https://www.tes.com/teaching-resource/consent-pshe-rse-11360260">https://www.tes.com/teaching-resource/consent-pshe-rse-11360260</a></p>

	<p>Explain whether consent has been given in particular situations and how you know this.</p>	<p><b>Main Task 1:</b> With your partner, you will read through each of the situations presented on the sheet and write your answers to the questions for each scenario. You will then be prepared to discuss your answers with the class.</p> <p><b>Main Task 2:</b> Read the article 'Men Must Prove A Woman Said 'Yes'' as a class. Answer the questions at your <b>challenge level</b> (levels differentiated three way on worksheet). Follow with class feedback and review.</p> <p><b>Plenary:</b> Summarise in EXACTLY 10 WORDS what the most important thing about consent is that everyone should know.</p>	<p>someone's permission.</p> <p><b>Non-consensual sex</b> - this means rape.</p>	<p>KS3 Folder <a href="https://www.tes.com/teaching-resource/pshe-complete-ks3-pshe-11897912">https://www.tes.com/teaching-resource/pshe-complete-ks3-pshe-11897912</a></p> <p>Year 8 Folder: <a href="https://www.tes.com/teaching-resource/pshe-and-citizenship-11516552">https://www.tes.com/teaching-resource/pshe-and-citizenship-11516552</a></p>
2	<p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Describe some ways we can protect ourselves against unsafe sex.</p>	<p><b>CONTRACEPTION</b></p> <p><b>Starter:</b> <b>Challenge:</b> Read through your starter sheet and number the story in the correct order. <b>More challenging:</b></p>	<p><b>STIs</b> - Sexually Transmitted Infections (diseases and illnesses caught by people who</p>	<p><b>New PSHE Association Mapping:</b> KS3 R16 KS3 R5 KS3 R15 KS3 R1 KS3 H12 KS3 H9</p>

<p><b>More challenging:</b> Explain the pros and cons of different forms of contraceptives and where the best place would be for a teenager to get advice and contraception.</p> <p><b>Mega challenging:</b> Analyse where the incorrect myths about sex might come from and evaluate which type of contraception is best depending on a person's circumstances.</p>	<p>Why do the instructions for this starter say 'how babies are usually made'?</p> <p><b>Mega Challenging:</b> Why do the instructions say that 'this is how a man and a woman traditionally 'make love''?</p> <p>3 way differentiated clip link on PowerPoint and given as hand-out for students to complete.</p> <p><b>Main Task:</b> There are descriptions of different contraceptive methods around the room and pictures of them. Complete your table starting at either <b>challenging</b>, <b>more challenging</b>, or <b>super challenging</b> and sketch a drawing of each type of contraception. You can then feed back to the people who did different ones to you.</p> <p><b>Plenary:</b> What THREE pieces of advice would you give a teenager who was planning on having sex for the first time?</p>	<p>have unsafe sex).</p> <p><b>Contraceptives</b> - things you can use to stop getting pregnant and also prevent catching STIs</p>	<p>KS3 R21</p> <p>KS3 Folder <a href="https://www.tes.com/teaching-resource/pshe-complete-ks3-pshe-11897912">https://www.tes.com/teaching-resource/pshe-complete-ks3-pshe-11897912</a></p> <p>Year 8 Folder: <a href="https://www.tes.com/teaching-resource/pshe-and-citizenship-11516552">https://www.tes.com/teaching-resource/pshe-and-citizenship-11516552</a></p> <p>Individual lesson folder: <a href="https://www.tes.com/teaching-resource/contraception-rse-11191876">https://www.tes.com/teaching-resource/contraception-rse-11191876</a></p>
<p><b>Learning Outcomes:</b></p>	<p><b>THE DANGERS OF PORNOGRAPHY</b></p> <p><b>Starter (students read initial case study on PowerPoint slide):</b></p>	<p><b>Pornography</b> - Often called porn, is printed or</p>	<p><b>New PSHE Association Mapping:</b> KS3 R16 KS3 R5</p>

	<p><b>Challenge:</b> Correctly identify ways pornography can be harmful, both to viewers and people in the industry.</p> <p><b>More challenging:</b> Describe some of the structural changes in the brain which can happen from continuous viewing of pornography and the devastating way it can impact on lives.</p> <p><b>Mega challenging:</b> Explain how desensitisation can ruin healthy sex lives and the long term impact a growing porn industry has on our society</p>	<p><b>Challenge:</b> How realistic is this couple's relationship? Explain.</p> <p><b>More challenging:</b> If the relationship is so unrealistic, why are the conventions used in the tale so common and popular?</p> <p><b>Mega challenge:</b> If this lesson is supposed to be about the dangers of pornography, why on earth are we looking at fairy tales?</p> <p>Be prepared to feed back and review ideas.</p> <p>3 way differentiated clip link on PowerPoint and given as hand-out for students to complete.</p> <p><b>Main task:</b></p> <p>Read the case studies in the pack. Then complete <b>challenge level</b> questions which are also on the same information sheet.</p> <p><b>FEEDBACK AS A CLASS</b></p> <p><b>Plenary:</b></p> <p>'Gimme 5' challenge: draw around your hand and inside each finger write one reason why pornography can be so dangerous.</p>	<p>visual material containing the explicit description or display of sexual organs or activity, intended to stimulate sexual excitement.</p>	<p>KS3 R15 KS3 R1</p> <p>KS3 Folder <a href="https://www.tes.com/teaching-resource/pshe-complete-ks3-pshe-11897912">https://www.tes.com/teaching-resource/pshe-complete-ks3-pshe-11897912</a></p> <p>Year 8 Folder: <a href="https://www.tes.com/teaching-resource/pshe-and-citizenship-11516552">https://www.tes.com/teaching-resource/pshe-and-citizenship-11516552</a></p> <p>Individual lesson folder: <a href="https://www.tes.com/teaching-resource/pornography-porn-sex-and-relationships-pshe-11464614">https://www.tes.com/teaching-resource/pornography-porn-sex-and-relationships-pshe-11464614</a></p>
4	<b>Learning Outcomes:</b>	<b>SEXTING AND IMAGE SHARE DANGER</b>		

	<p><b>Challenge:</b> Identify the dangers of sexting and whether sexting case studies are committing criminal offenses or not.</p> <p><b>More challenging:</b> Describe the consequences of sexting and the legal consequences for breaking the law.</p> <p><b>Mega challenging:</b> Explain both long and short term consequences of sexting and analyse why the age of consent for sex differs from consent to sexting.</p>	<p><b>Starter (students read initial case study on PowerPoint slide):</b></p> <p><b>Challenge:</b> What does Alex mean by 'return the favour'? Is this a good idea?</p> <p><b>More challenging:</b> Let's say Ella does return the favour and the couple split up. Describe what the consequences could be.</p> <p><b>Mega challenging:</b> Explain one long term and one short term impact of putting your personal pictures and information in someone else's hands.</p> <p><b>3 way differentiated clip link on PowerPoint and given as hand-out for students to complete.</b></p> <p><b>Main task 1:</b> Read aloud as a class the information sheet. Popcorn reading optional. Information sheet is in the lesson folder. Then complete discussion questions.</p> <p><b>Discuss and feedback as class</b></p> <p><b>Main task 2:</b></p> <p>Read the case studies in the pack. Then complete <b>challenge level</b> questions which are also on the same information sheet.</p> <p><b>Discuss and feedback as class</b></p>	<p><u>Key Words</u></p> <p><b>Sexting</b> - sending, receiving, or forwarding sexually explicit messages, photographs or images, usually between mobile phones but could be any digital device.</p>	<p><b>New PSHE Association Mapping:</b></p> <p>KS3 R16 KS3 R5 KS3 R15 KS3 R1 KS3 R30</p> <p>KS3 Folder <a href="https://www.tes.com/teaching-resource/pshe-complete-ks3-pshe-11897912">https://www.tes.com/teaching-resource/pshe-complete-ks3-pshe-11897912</a></p> <p>Year 8 Folder: <a href="https://www.tes.com/teaching-resource/pshe-and-citizenship-11516552">https://www.tes.com/teaching-resource/pshe-and-citizenship-11516552</a></p>
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5	<p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Identify the most common STIs and the best ways of preventing them.</p> <p><b>More challenging:</b> Describe the symptoms of the most common STIs and how we can protect ourselves from ever getting these diseases.</p> <p><b>Mega challenge:</b> Explain why using protection is so important and which method of protection best prevents each of the most common STIs.</p>	<p><b>STIs</b></p> <p><b>Starter:</b></p> <p><b>Challenge:</b> Write down what you think STI stands for.</p> <p><b>More challenging:</b> With a partner, write down as many different STIs as you can.</p> <p><b>Mega challenge:</b> Now label them in order of how common you think they are.</p> <p>3 way differentiated clip link on PowerPoint and given as hand-out for students to complete.</p> <p><b>Main Task:</b> Each of you have an STIs chart and an information pack to share on your table. You now have 20 minutes to complete your chart in as much detail as you can. Be prepared to share your answers with the class.</p> <p>3 way differentiated clip link on PowerPoint and given as hand-out for students to complete.</p>	<p><b>STIs</b> - sexually transmitted infections. Also referred to as STDs (sexually transmitted diseases).</p>	<p><b>New PSHE Association Mapping:</b></p> <p>KS3 R16 KS3 R5 KS3 R15 KS3 R1 KS3 H9 KS3 R21 KS3 H12</p> <p>KS3 Folder <a href="https://www.tes.com/teaching-resource/pshe-complete-ks3-pshe-11897912">https://www.tes.com/teaching-resource/pshe-complete-ks3-pshe-11897912</a></p> <p>Year 8 Folder:</p>

		<p><b>Plenary:</b></p> <p>Create an acrostic poem to warn others about the dangers of STIs and how to prevent them.</p>		<p><a href="https://www.tes.com/teaching-resource/pshe-and-citizenship-11516552">https://www.tes.com/teaching-resource/pshe-and-citizenship-11516552</a></p> <p>Individual lesson folder: <a href="https://www.tes.com/teaching-resource/sexual-health-stis-rse-11232986">https://www.tes.com/teaching-resource/sexual-health-stis-rse-11232986</a></p>
6	<p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify the different concerns that males have about their body image.</p> <p><b>More challenging:</b> Describe the reasons why males face these concerns what the statistics are telling us through creation of infographics.</p> <p><b>Mega challenge:</b> Explain the differences between male</p>	<p><b>MALE BODY IMAGE</b></p> <p><b>Starter:</b></p> <p><b>Read PowerPoint case study:</b></p> <p><b>Challenge:</b> Finish off what you think the boys could be saying.</p> <p><b>More challenging:</b> Where do males get their ideas from about what their bodies should look like? Describe three ideas.</p> <p><b>Mega challenging:</b> Do you think the average boy thinks about his body image as much as the average girl? Explain.</p> <p><a href="#">3 way differentiated clip link on PowerPoint and given as hand-out for students to complete.</a></p> <p><b>Main task 1:</b> Read aloud as a class the information sheet. Popcorn reading optional. Information sheet is in the lesson</p>	<p><b>Body image</b></p> <p>- our perception of what our bodies should look like. This is usually influenced by the bodies of others.</p>	<p><b>New PSHE Association Mapping:</b></p> <p>KS3 R16 KS3 R5 KS3 R15 KS3 R1 KS3 H7</p> <p>KS3 Folder <a href="https://www.tes.com/teaching-resource/pshe-complete-ks3-pshe-11897912">https://www.tes.com/teaching-resource/pshe-complete-ks3-pshe-11897912</a></p> <p>Year 8 Folder:</p>

	<p>and female concerns and whether eating disorders are a significant issue for males as well as females.</p>	<p>folder. Then complete <b>challenge level</b> questions which are also on the same information sheet.</p> <p><b>Main task 2:</b> Read further information on PowerPoint, then move to Infographic Task.</p> <p><b>Challenge:</b> Using your information and statistics sheets, create an infographic which must include information on the main body parts men want to change and why.</p> <p><b>More challenging:</b> Your infographic must include detailed information on all subheadings in your information sheet, with new key terminology used in the correct context.</p> <p><b>Mega challenging:</b> As above, but your infographic must also include statistics on eating disorders and compare data between the sexes.</p> <p><b>Plenary:</b></p> <p><b>Challenge:</b> Summarise three of the main concerns that males have about their bodies and why this is.</p> <p><b>More challenging:</b> Explain three facts we can interpret from the statistics about whether male body image issues are getting more or less common.</p> <p><b>Mega challenge:</b> Explain the definition of anorexia and bulimia without looking back in your books.</p>	<p><b>Manorexia</b> - a term used by the media to describe men who suffer from anorexia (a serious eating disorder).</p> <p><b>Eating disorders</b> - suffered by males and females, often to give them a sense of control over their bodies.</p>	<p><a href="https://www.tes.com/teaching-resource/pshe-and-citizenship-11516552">https://www.tes.com/teaching-resource/pshe-and-citizenship-11516552</a></p> <p>Individual folder:  <a href="https://www.tes.com/teaching-resource/male-body-image-11807949">https://www.tes.com/teaching-resource/male-body-image-11807949</a></p>
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7	<p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify the dangers and risks of leaving home and living on the streets. Identify places we can get help with domestic conflict.</p> <p><b>More challenging:</b> Describe solutions (or starting points to help) for a variety of domestic conflict case studies.</p> <p><b>Mega challenging:</b> Explain why running away from home with nowhere to go is a bad idea, explaining the possible long and short-term consequences.</p>	<p><b>DOMESTIC CONFLICT</b></p> <p><b>Starter:</b></p> <p><b>Read PowerPoint case study:</b></p> <p><b>Challenge:</b> What dangers does Keisha face by spending the night outside on her own? What could happen to her?</p> <p><b>More challenging:</b> Where could Keisha go instead? Why might she have decided to take such a risk to her safety?</p> <p><b>Mega challenge:</b> Explain the most serious long-term and short-term consequences of living on the streets.</p> <p><b>3 way differentiated clip link on PowerPoint and given as hand-out for students to complete.</b></p> <p><b>Main task 1:</b> Read aloud as a class the information sheet. Popcorn reading optional. Information sheet is in the lesson folder. Then complete <b>challenge level</b> questions which are also on the same information sheet.</p> <p><b>Main task 2:</b> Read and reply to the different messages in the 'Inbox Full' sheet.</p>	<p><b>Domestic Conflict -</b> arguments, rows, abuse and serious disputes which take place at a person's home, often involving family members.</p>	<p><b>New PSHE Association Mapping:</b>  KS3 R29  KS3 R11  KS3 R27  KS3 R1  KS3 R9</p> <p>KS3 Folder  <a href="https://www.tes.com/teaching-resource/pshe-complete-ks3-pshe-11897912">https://www.tes.com/teaching-resource/pshe-complete-ks3-pshe-11897912</a></p> <p>Year 8 Folder:  <a href="https://www.tes.com/teaching-resource/pshe-and-citizenship-11516552">https://www.tes.com/teaching-resource/pshe-and-citizenship-11516552</a></p> <p>Individual lesson folder:  <a href="https://www.tes.com/teaching-resource/domestic-">https://www.tes.com/teaching-resource/domestic-</a></p>
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		<p><b>Challenge:</b> Using the info from the clips and your reading sheets, answer each message saying what you would advise the young person to do. Write in paragraphs.<b>More challenging:</b> Explain to each person which agency it would be best for them to phone and why. Explain the consequences running away to the streets could have on their situation.</p> <p><b>Mega Challenging:</b> After completing the 'more challenging', create two more messages for a partner to answer</p> <p><b>Plenary:</b></p> <p>Complete your literacy focus task at your <b>challenge level</b>.</p> <p>Be prepared to feedback and justify your ideas to the class.</p>		<p><a href="https://www.tes.com/teaching-resource/conflict-and-running-away-from-home-11877427">conflict-and-running-away-from-home-11877427</a></p>
8	<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 whichever PSHE Topic you would like to focus your assessment on, or include smaller parts on a variety of the PSHE Association's topics (recommended for this particular RSE Unit)</p>		

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