

# Making Sense of Relationships

## Teaching Resource Guidance

In partnership with

**NSPCC**

**PSHE**  
Association



# Teaching Resource Guidance

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## Introduction to the resource

This guidance has been written to accompany the NSPCC's *Making Sense of Relationships* programme which is offered free to schools to ensure young people aged 10-16 learn essential safeguarding information and skills in an interactive yet safe and age-appropriate way. These lesson plans have been designed to work alongside other NSPCC resources to support young people to negotiate relationships in healthy and safe ways. Through addressing underpinning knowledge, skills and attribute development, these resources reinforce the NSPCC's commitment to helping young people to:

- understand abuse in all its forms and recognise the signs of abuse
- know how to protect themselves from all forms of abuse
- know how to get help, and the sources of help available to them, including **Childline**.

The lessons explore issues relating to personal safety and wellbeing through a focus on healthy and unhealthy relationships, for example exploring transition to secondary school, the components of friendship, romantic relationships, the influence of social media on wellbeing, consent, recognising abuse, sexting and pornography. Throughout, pupils are given the opportunity to develop the skills they will need in later life to identify and manage risk, to communicate and negotiate with others and to seek help and support should they or a friend be in need of it.

You should read and consider this guidance prior to lesson delivery. A series of lesson plans is provided which begins at key stage 2 with three lessons and are suitable for year 6 pupils, moving on to lessons for key stage 3 (six lessons) and key stage 4 (three lessons) which have been designed to build upon one another in terms of both the age-appropriateness of the content and the complexity of the learning.

## Introduction to the lesson plans – key stage 2

This series of three lessons for year 6 pupils provides foundational learning for the exploration of healthy and unhealthy relationships which follows in the key stage 3 and 4 units. The lessons help pupils to stay safe and maintain positive relationships as they enter a new stage of their lives and form new relationships. The lessons focus on how to manage the practical realities of starting secondary school, changing and developing friendships and how to communicate safely and positively with others, especially when online.

## Introduction to the lesson plans – key stage 3

This series of six lessons for upper key stage 3, support young people in navigating the challenges and opportunities that relate to forming and maintaining personal relationships. In an increasingly online world, young people should be supported in developing strategies for recognising

unwanted, risky or harmful behaviours and keeping themselves and their private information safe. These lessons explore concepts and skills related to healthy relationships, gender stereotyping and sexual bullying, managing online relationships, the risks of sharing explicit images and the meaning of consent.

## Introduction to the lesson plans – key stage 4

This series of three lessons develops a more sophisticated approach to the understanding, attributes and skills introduced in key stage 3. The lessons address the challenges of unhealthy relationships, domestic abuse and access to online pornography, whilst focusing on the underpinning personal values that guide an individual's behaviour concerning relationships.

## Locating this resource within your curriculum

These lesson materials have been designed in conjunction with the PSHE Association. Tables are provided at Appendix 1 which reference the relevant links from each lesson to the learning opportunities from the PSHE Association's Programme of Study (available in full **here**). This series of lessons is not designed to be taught in isolation, but should always form part of a planned, developmental programme. Learning is best placed within a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age<sup>1</sup> and stage-appropriate contexts.

This document addresses expectations from the statutory and non-statutory guidance applying to schools in England, but the resource and its contents are equally relevant and suitable for use in all parts of the UK. For further guidance on links to the differing requirements of personal development and wellbeing curricula in Scotland, Wales and Northern Ireland, see Appendix 2.

## Safeguarding young people

The topic areas covered in this resource include some sensitive issues, the delivery of which can sometimes be challenging for both young people and teachers. It is important to understand that it is likely that some members of the group/class may have witnessed or experienced some form of relationship abuse, or might know someone who has. It is therefore important to liaise with pastoral staff to formulate a plan to manage any pupils known to have potential vulnerabilities to such topics, and to consider how to plan for and manage young people who may be affected by such learning but are not otherwise known to staff. This may include providing the option of an 'exit card' and a named member of pastoral staff available to speak to, ensuring that learning is distanced from individual experiences and using inclusive language when approaching topics.

Learning in PSHE education is closely connected with the concerns young people are facing in their day to day lives. Recent evidence on the effectiveness of PSHE demonstrates

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<sup>1</sup> [pshe-association.org.uk/news-and-blog/blog-entry/whole-school-approach-promoting-health-schools](https://pshe-association.org.uk/news-and-blog/blog-entry/whole-school-approach-promoting-health-schools)

that teaching about issues such as consent, relationship abuse and online safety increases the possibility of a young person making a disclosure and seeking help from a trusted adult. If, during the course of a lesson or other interaction with pupils, a teacher becomes worried about an individual's safety, they have a duty to report their concerns to their Designated Safeguarding Lead, and to follow child protection policies. Further sources of help can be found by contacting social services, the police or NSPCC. Due to the nature of topics being covered in the lessons, the DSL should be made aware of when the lessons will be delivered, so that they can be prepared to respond to any disclosures or concerns raised.

### **Ensuring a safe learning environment**

A safe learning environment helps pupils feel comfortable with sharing their ideas, values and attitudes without attracting negative feedback, and will help teachers to manage discussions on sensitive issues confidently. It is good practice for teachers to:

- work with pupils to establish ground rules about how they will behave in discussion:
  - Everyone has the right to be heard and respected.
  - We will use language that won't offend or upset other people.
  - We will use the correct terms, and if we don't know them, we'll ask the teacher.
  - We will comment on what was said, not the person who said it.
  - We won't share our own, or our friends', personal experiences.
  - We won't put anyone on the spot and we have a right to pass.
  - We won't judge or make assumptions about anyone.
- offer opportunities for pupils to discuss issues in small groups as well as sharing views with the class
- make boxes available in which pupils can place anonymous questions or concerns, to avoid having to voice them in front of the class
- provide balanced information and differing views to help pupils clarify their own opinions (making clear that behaviours such as discrimination and bullying are never acceptable in any form)
- be sensitive to the needs and experiences of individuals – some pupils may have direct experience of some of the issues
- distance the learning from pupils to discourage personal disclosures in the classroom, avoid creating an emotional response that will block learning and to allow learners to consider the content objectively. Distancing can be achieved through the use of case studies, examples and questioning which focus on the choices and actions of fictitious characters, rather than the young person themselves
- always work within the school's policies on safeguarding and confidentiality

- link PSHE education into the whole school approach to supporting pupil welfare
- make pupils aware of sources of support, and how to access it both inside and outside the school.

Further guidance on creating a safe learning environment is available from the PSHE Association.

### **Responding to disclosures**

It is important to remind pupils of where they can go to talk or get help outside of the lesson. Remind the children of whom they can talk to in school and that you are available should they wish to talk about the issues raised by the lesson. As a result of the lesson content, a child might disclose that they are suffering from abuse, or are aware of it happening to others.

Any disclosure of abuse should be treated as a potential child protection concern, and reported to the Designated Safeguarding Lead in line with the school's procedures.

Points to remember when listening to and dealing with disclosure:

- Actively listen, do not look shocked or disbelieving.
- Stay calm.
- Take what they are saying seriously.
- Do not ask leading questions.
- Reassure them that they are doing the right thing.
- Do not promise to keep secrets.
- Tell them that you will have to share this information.
- Explain what will happen next.
- Be familiar with your child protection procedures.
- Report to the Designated Safeguarding Lead as soon as possible.
- Record the information as quickly as possible – facts not opinion.
- Sign and date everything you record.
- Get support for yourself from the Designated Safeguarding Lead or call NSPCC on 0808 800 5000.

If you're unsure of the procedures speak to your Designated Safeguarding, social services or NSPCC. For further information please go to: [nspcc.org.uk](https://www.nspcc.org.uk)

### **Signposting support**

It is important to provide additional sources of support for young people and staff wishing to seek further guidance. Throughout the lessons ensure that sources of help, advice and support are signposted for young people, including members of staff within school they can speak to (such as their form tutor, head of year or school counsellor) as well as local and national support groups. Wherever possible, include a range of face to face, phone and online options for seeking help, as young people will choose to reach out for support in different ways.

Teachers wishing to seek further guidance on these issues should refer to the following websites:

- [nspcc.org.uk](http://nspcc.org.uk)
- [pshe-association.org.uk](http://pshe-association.org.uk)
- [genderedintelligence.co.uk](http://genderedintelligence.co.uk)
- [mind.org.uk](http://mind.org.uk)
- [nationaldomesticviolencehelpline.org.uk](http://nationaldomesticviolencehelpline.org.uk)
- [rapecrisis.org.uk](http://rapecrisis.org.uk)
- [stonewall.org.uk](http://stonewall.org.uk)

For signposting support services to young people, teachers may choose to refer to the following websites:

- [childline.org.uk](http://childline.org.uk)
- [childnet.com](http://childnet.com)
- [thinkuknow.co.uk](http://thinkuknow.co.uk)
- [youngminds.org.uk](http://youngminds.org.uk)
- [youngstonewall.org.uk](http://youngstonewall.org.uk)

## Preparing to teach

Before beginning to teach about healthy and unhealthy relationships, teachers may wish to develop their own subject knowledge and understanding of current thinking around some of the more complex areas relating to this topic. Therefore, we have provided some information and recommended further areas of support.

### Key messages – transition (KS2)

It will be important to reassure pupils about the transition to secondary school, and to help them to think and feel positively about this. Pupils will have differing feelings and may also have a variety of misconceptions about what secondary school might be like. By exploring how to prepare for transition, pupils will develop the skills to manage change both now and in the future. The focus of teaching should be on the positive management of transition rather than worrying pupils or unconsciously causing any anxiety.

### Key messages – online relationships (KS2)

An increase in independence is likely to be reflected in pupils' use of online communication tools. Pupils need to be fully aware that keeping friendships positive when communicating online is as important as when communicating face-to-face and that they need to recognise the signs that a relationship is unhealthy or unsafe, and what to do about this. Key to keeping pupils safe will be helping them to identify why, when and how to engage less frequently, intensely or exclusively with someone online, (or to stop the relationship if they need to) and when and how to seek help.

### Key messages – gender stereotyping and gender diversity (KS3)

Good practice in teaching about gender identity and inclusion suggests that schools should follow basic principles such as: avoiding assumptions – for example,

don't assume everyone is or will be heterosexual, cisgender (someone whose gender identity corresponds to the sex they were assigned at birth) or sexual (some people are asexual) and to use language that acknowledges that there are more than two genders - refer to people of "all genders" or talk in a "non-binary" way rather than just 'men and women' and to 'the adults at home' or 'carers' rather than 'mum and dad'. It is also useful to avoid grouping or seating plans according to binary representations of gender (i.e. tables of 'all boy' or 'all girls'), particularly in these lessons.

It is useful that teachers approach these lessons with clarity about language and the terms by which people may identify themselves. The continuum of 'assigned sex' from male to female includes those who are intersex, where their assigned sex is not always clear at birth due to external genitals, reproductive organs, or chromosome make-up that don't fit the typical definitions of male and female. Whereas, gender identity refers to how a person feels inside in regards to whether they are male, female, neither or both. Gender expression refers to how a person recognises their own gender and chooses to express it.

### Key messages – online relationships and sexting (KS3)

Young people do not necessarily recognise or use the term 'sexting' and therefore throughout the lessons we have referred to sharing explicit images. Young people are more likely to use terms such as "sending nudes" or simply "sending pics". Through PSHE education young people should be made aware that creating or sharing explicit images of a child under the age of 18 is illegal, even if the person doing it is a child.

To find out more about issues relating to sexting/sharing explicit images, visit:

[nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting](http://nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting)

### Key messages – the law and consent (KS3)

Teaching about consent can be complex and involves challenging misconceptions and stereotypes that young people may have about gender norms, relationships and what constitutes rape. In particular, it is useful to reinforce positive social norms around first sexual experiences, reminding young people that the average age for first sex in the UK is between 16 and 17. This demonstrates that for most young people the age of consent is appropriate, and that such laws exist to protect children and not to prosecute under-16s who have mutually consenting sexual activity.

Furthermore, the use of the words 'rape' and 'rapist' should be explored and used with caution in lessons focusing on consent. Young people tend to hold stereotypical views about what constitutes rape and therefore often struggle to apply the term to young people's unhealthy relationships, or to situations where consent seems to be unclear. Throughout lessons on this topic it is important to emphasise that the seeker of consent is responsible, morally and legally, for ensuring that consent has been given and that a person always has the right not to give consent.

To find out more information about issues relating to consent, visit:

**[nspcc.org.uk/preventing-abuse/keeping-children-safe/healthy-sexual-behaviour-children-young-people](https://nspcc.org.uk/preventing-abuse/keeping-children-safe/healthy-sexual-behaviour-children-young-people)**

For further support and guidance for teachers delivering lessons about consent, visit:

**[pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key](https://pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key)**

### **Key messages – unhealthy relationships and relationship abuse (KS4)**

Relationship abuse is a sensitive topic to explore in the classroom and young people will approach the issue with their own experiences, values and possible misconceptions. When exploring these ideas with young people, whilst the majority of relationship abuse is still committed by males against females, it is important to move beyond potential stereotypical depictions of violence perpetrated by a man towards a female victim, but to also explore other forms of abuse such as financial and emotional control, isolating a person from their friends and family, manipulation and damaging self-esteem, etc. There is also value in exploring early warning signs through learning about unhealthy relationships, why victims may find it difficult to seek help and strategies to help a friend. Young people in unhealthy relationships may not be able to recognise that what's happening is abuse and even if they do, they might not tell anyone about it because they're scared of what will happen, or ashamed about what people will think. Teaching about domestic abuse should always work to tackle the misconceptions or stereotypes young people may have and to promote help-seeking behaviours.

To find out more information about issues relating to domestic abuse, visit:

**[nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse](https://nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse)**

### **Key messages – pornography (KS4)**

Young people are now able to access pornography online very easily. Whether by accident – website popups and misleading links – or because they are actively looking, it's important to help young people understand the impact porn can have on them and their relationships. Recent research

has demonstrated that some young people who are exposed to sexually explicit material may be more likely to develop unrealistic attitudes towards sex and consent, to develop unrealistic expectations of body image and to have a more casual attitude to sex and relationships, leading to a potential increase in sexually 'risky' behaviours.<sup>2</sup>

The law states that pornographic magazines and videos can be legally bought at 18, and all regulated pornography websites try to prevent under 18s from accessing them. The government has recently clarified existing obscenity laws to ensure that materials rated only suitable for 18 year olds (and above) have controls in place to stop children under 18 from accessing them. There are certain types of pornography that are illegal – even for an adult to be in possession of. These are called "extreme pornographic images", and include acts that threaten a person's life, acts which are likely to lead to, or actually result in, serious injury, degrading pornography, violent pornography (which includes rape and abuse) or anything involving those under the age of 18.

To find out more information about issues relating to pornography, visit:

**[nspcc.org.uk/preventing-abuse/keeping-children-safe/online-porn](https://nspcc.org.uk/preventing-abuse/keeping-children-safe/online-porn)**

**[nspcc.org.uk/globalassets/documents/advice-and-info/online-pornography-keep-child-safe.pdf](https://nspcc.org.uk/globalassets/documents/advice-and-info/online-pornography-keep-child-safe.pdf)**

### **Key information for parents**

The most effective PSHE education is a partnership between school and home. It is a regulatory requirement to make their curriculum for PSHE education publically available for each year group. In most instances, schools would publish their PSHE education curriculum on the school website.

These lessons will be best supported by conducting conversations with parents or carers to inform them that teaching is taking place and to answer any specific questions they may have about the lesson content and materials. Schools may choose to develop parental partnerships through different formats, for example communicating with parents through letters, newsletters, website links, online portals or face-to-face parent information events. It is important to find the approach that works best for your school and local community.

<sup>2</sup> [childrenscommissioner.gov.uk/wp-content/uploads/2017/06/MDX-NSPCC-OCC-Online-Pornography-Report.pdf](https://childrenscommissioner.gov.uk/wp-content/uploads/2017/06/MDX-NSPCC-OCC-Online-Pornography-Report.pdf)

When you choose to inform parents that you are teaching young people about personal safety and healthy and unhealthy relationships in PSHE education, you may choose to do so via a newsletter or your school website. Below we have provided some suggested text which you can adapt as necessary depending on the lessons you are teaching:

Dear Parents/Carers,

This term in our PSHE education lessons we will be using some resources developed by NSPCC and the PSHE Association.

The lessons explore issues relating to personal safety and wellbeing through a focus on healthy and unhealthy relationships, for example exploring transition to secondary school, the components of friendship, romantic relationships, the influence of social media on wellbeing, consent, recognising abuse, sharing explicit images ('sexting') and pornography. Pupils will not be viewing pornography at any point in these lessons.

We are teaching these lessons because PSHE education lessons can support pupils to be healthy and safe by supporting positive relationships. We want pupils to know that any type of abuse (including online abuse) is wrong. We believe that by working together with parents, we will be able to equip pupils with the understanding and skills to recognise and report concerns to trusted adults.

We will be holding an information session for parents (give details here)

If you have any questions related to these lessons, please contact XXXX

We recognise that it can be embarrassing or uncomfortable to talk about issues such as these with your child. More advice about having such conversations can be found here. **[nspcc.org.uk/preventing-abuse/keeping-children-safe/talking-about-difficult-topics/](https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/talking-about-difficult-topics/)**

Advice on a range of topics can also be found on the NSPCC website:

**[nspcc.org.uk/preventing-abuse/keeping-children-safe/](https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/)**

If you have any concerns about any child in the school, please contact the school's designated safeguarding lead, XXXX, at XXXX. This could include if you are concerned that a child is experiencing abuse or neglect or that they are harming someone else. If you seek their support, the designated safeguarding lead will hold an initial meeting with you to determine the nature of your concern and the appropriate response.

If you are concerned about a child for any reason, you can also call the NSPCC helpline 24 hours a day for advice or to share your concerns, anonymously if you wish, on **0808 800 5000**.

Yours sincerely,

XXXX

Below is some information about other supportive organisations that schools may wish to share with parents:

- **The Samaritans:** Someone to talk to, available 24 hours a day for confidential, non-judgmental support. Call 116 123 or visit [samaritans.org](http://samaritans.org)
- **National Domestic Violence Helpline:** National service available 24 hours a day for women experiencing domestic violence, and for their family, friends, colleagues and others calling on their behalf. Call 0808 2000 247.
- **Switchboard LGBT+ Helpline:** Providing information, support and referral services for lesbians, gay men and bisexual and trans people, and anyone considering issues around their sexuality or gender identity. Call 0300 330 0630 or visit [switchboard.lgbt/help/](http://switchboard.lgbt/help/)
- **Mind:** Offering advice and support for anyone experiencing a mental health problem. Call 0300 123 3393 or visit [mind.org.uk](http://mind.org.uk)
- **Young Minds Parents Helpline:** Provides confidential advice for parents concerned about a child's behaviour, emotional wellbeing or mental health condition. Call 0808 802 5544 or visit [youngminds.org.uk](http://youngminds.org.uk)
- **Rape Crisis:** Provides information on nearest services for people who have experienced sexual violence at their website ([rapecrisis.org.uk](http://rapecrisis.org.uk)) and by phone (0808 802 9999)

### Responding to Parents' Frequently Asked Questions:

Parents may have queries or concerns regarding relationships and sex education. The following frequently asked questions and responses may be useful for schools to use or adapt.

#### 1. What is the purpose of teaching lessons like these in primary schools?

A planned, progressive programme gradually and appropriately begins to prepare our children for adult life. It teaches the skills they need to fully manage the physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults. These lessons teach skills children need to develop positive healthy relationships. It supports their moral development, helping them to understand themselves and to respect and care for others.

#### 2. At what age should we start covering these topics?

Specific work about the effects of pornography, consent, sharing of sexual images or abuse in relationships should be addressed before it becomes an issue rather than reacting to an incident after it has occurred or leaving learning until after a young person has already been faced with risky situations without any preparation for them. The PSHE Association and the NSPCC have used

their expertise to design lessons pitched at the correct maturity level. It is up to schools to then use their knowledge of the pupils in their care to amend and adapt these lessons to suit their learners, in line with school policies.

Most importantly, a lesson should be age- and stage appropriate to pupils' learning and level of development. More mature themes are likely to be explored in later key stages, but important foundation work can be done in earlier key stages, that focuses on learning about healthy and respectful friendships, including what constitutes appropriate touch. This can then be extended in later key stages to cover more sensitive topic areas such as the effects of pornography and consent.

#### 3. Does teaching about these topics promote sexual activity or take away my child's innocence?

No. Research has shown that the earlier young people receive teaching about relationships and sex education, the later they are likely to engage in sexual activity themselves<sup>3</sup>. Learning is always age- and stage appropriate, so sexual activity will not be discussed in detail until a young person is more mature. Recognising that some young people will be sexually active before the age of 16 does not equate to encouraging underage sexual activity. Learning about consent in intimate relationships should begin before young people are sexually active. Furthermore, the key learning set out in the key stage 3 and 4 lessons – about respecting the rights of others, communication, negotiation and considering the freedom and capacity of others to make choices – is crucial in a range of situations young people will encounter in their lives.

#### 4. Why should we teach about pornography and sharing of sexual images?

We know that pornography and sexual images are widely accessible to young people, they are likely to be exposed to them whether they actively seek them or not, and are becoming an increasing concern for young people. We also know that this can have an impact on the way in which they view sex, relationships and their own and others' bodies. For example, pornography often depicts a lack of communication about choices, consent, safer sex and contraception in sexual relationships; it can also depict violent or oppressive behaviours towards women in particular, which can be frightening and confusing for young people.

Watching this kind of depiction of sexual activity may affect young people's perceptions of healthy sexual relationships and may mean that they feel pressured to mimic the behaviour they have seen portrayed. Similarly, the depictions of the human body in pornography may distort young people's perceptions of their own and other's bodies.

<sup>3</sup> Kirby and Laris (2009) as referenced in [pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key](http://pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key)

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Therefore, it is important that pornography should be addressed as part of the PSHE curriculum in line with pupils' needs. Recent research suggests that the potentially damaging impact of viewing pornography can be reduced by teaching about the differences between sexual relationships in real life and as portrayed by pornography.<sup>4</sup>

The sharing of sexual images and messages raises additional concerns about young people's privacy and safety. Such images and messages are sometimes used as a tool to bully or harass the person featured. Again, it is right that schools teach about these trends in a way which is appropriate to the needs of pupils in order to keep them safe, and, as set out below, this is something we know Ofsted will judge schools on.

**5. Does teaching about relationships, including pornography and 'sexting', mean looking at sexually explicit images?**

No. Pornographic images must never be shown to pupils. Equally, these lessons make no assumption that pupils (or teachers) have ever viewed pornographic images.

**6. I am worried that my child may already be involved in a harmful or unhealthy relationship. What should I do?**

Through these lessons we are aiming to give pupils the skills and knowledge to manage relationships. If you are worried about your child, please come into school and talk to us.

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<sup>4</sup> [childrenscommissioner.gov.uk/wp-content/uploads/2017/06/MDX-NSPCC-OCC-Online-Pornography-Report.pdf](https://childrenscommissioner.gov.uk/wp-content/uploads/2017/06/MDX-NSPCC-OCC-Online-Pornography-Report.pdf)



# Lesson plan links to the learning opportunities within the PSHE Association programme of study

Links to the PSHE Association Programme of Study Pupils should have the opportunity to learn:			
Year 6	Core Theme 1: Health and Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider Community
<p><b>Lesson 1</b> Managing the Transition to Secondary School</p>	<p><b>H6:</b> to deepen their understanding of good and not so good feelings, to extent their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p><b>H7:</b> to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p><b>H8:</b> about change, including transitions (between key stages and schools)</p> <p>H14. to recognise when they need help and to develop the skills to as for help</p>		
<p><b>Lesson 2</b> Changing Friendships</p>	<p><b>H1:</b> what positively and negatively affects their physical, mental and emotional health</p> <p><b>H7:</b> to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p><b>H8:</b> about change, including transitions (between key stages and schools)</p>	<p><b>R2:</b> to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p><b>R3:</b> to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p><b>R4:</b> to recognise different types of relationships, including those between... friends</p>	<p><b>L18:</b> to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p>

# Lesson plan links to the learning opportunities within the PSHE Association programme of study

Year 6	Core Theme 1: Health and Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider Community
<p><b>Lesson 3</b> Healthy Online Friendships</p>	<p><b>H10:</b> to recognise, predict and assess risks in different situations and how to manage them responsibly</p> <p><b>H11:</b> to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p><b>H14:</b> to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p>	<p><b>R2:</b> to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p><b>R3:</b> to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p><b>R4:</b> to recognise different types of relationships, including those between... acquaintances, friends...</p> <p><b>R21:</b> to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>	

# Lesson plan links to the learning opportunities within the PSHE Association programme of study

## Links to the PSHE Association Programme of Study

Pupils should be taught:

KS3	Core Theme 1: Health and Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider Community
<p><b>Lesson 1</b> Healthy Relationships</p>	<p><b>H2:</b> To recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem</p> <p><b>H4:</b> To understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment</p>	<p><b>R1:</b> The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships)</p> <p><b>R3:</b> To further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness</p> <p><b>R4:</b> To explore the range of positive qualities people bring to relationships</p> <p><b>R5:</b> That relationships can cause strong feelings and emotions (including sexual attraction)</p> <p><b>R6:</b> The features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)</p> <p><b>R8:</b> Different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)</p>	<p><b>L1:</b> To recognise, clarify and if necessary challenge their own core values and how their values influence their choices</p> <p><b>L3:</b> The similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, discrimination on individuals and communities</p>

# Lesson plan links to the learning opportunities within the PSHE Association programme of study

KS3	Core Theme 1: Health and Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider Community
		<p><b>R13:</b> To understand the importance of friendship and to begin to consider love and sexual relationships in this context</p> <p><b>R14:</b> To understand what expectations might be of having a girl/boyfriend</p> <p><b>R16:</b> To acknowledge and respect the right not to have intimate relationships until ready</p>	
<p><b>Lesson 2</b> Gender Stereotypes</p>	<p><b>H19:</b> That identity is affected by a range of factors, including the media and a positive sense of self</p>	<p><b>R7:</b> that the media portrayal of relationships may not reflect real life and the possible impact of this on people’s expectations of relationships</p> <p><b>R14:</b> To understand what expectations might be of having a girl/boyfriend</p> <p><b>R27:</b> About the unacceptability of sexist, homophobic, racist and disablist language and behaviour, the need to challenge it and how to do so</p> <p><b>R28:</b> To recognise bullying an abuse in all its forms (including prejudice based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted</p> <p><b>R30:</b> To recognise peer pressure and have strategies to manage it; to recognise ‘group think’ (where the cohesion of the group becomes more important than the choices of actions of the group) and to develop strategies for managing it</p>	<p><b>L4:</b> Strategies for safely challenging stereotyping, prejudice, bigotry, bullying and discrimination when they witness it in their daily lives</p> <p><b>L6:</b> About the primacy of human rights; and about how to safely access sources of support for themselves or their peers if they have concerns of fears about those rights being undermined or ignored</p>

# Lesson plan links to the learning opportunities within the PSHE Association programme of study

KS3	Core Theme 1: Health and Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider Community
<p><b>Lesson 3</b></p> <p>Online Relationships</p>	<p><b>H19:</b> That identity is affected by a range of factors, including the media and a positive sense of self</p>	<p><b>R1:</b> The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)</p> <p><b>R4:</b> To explore the range of positive qualities people bring to relationships</p> <p><b>R8:</b> Different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)</p> <p><b>R29:</b> The support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them</p> <p><b>R35:</b> The safe and responsible use of information communication technology (including safe management of own and others' personal data including images)</p>	
<p><b>Lesson 4</b></p> <p>Inappropriate sexualised behaviour</p>	<p><b>H2:</b> to recognise the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem</p> <p><b>H18:</b> how the media portrays young people; to recognise its possible impact on body image and health issues</p> <p>That identity is affected by a range of factors, including the media and a positive sense of self</p>	<p><b>R6:</b> the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance or power, coercion, control, exploitation, abuse of any kind)</p> <p><b>R27:</b> about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so</p>	<p><b>L1:</b> to recognise, clarify and if necessary challenge their own core values and how their values influence their choices</p> <p><b>L4:</b> strategies for safely challenging stereotyping, prejudice, bigotry, bullying, discrimination when they witness or experience it in their daily lives</p>

# Lesson plan links to the learning opportunities within the PSHE Association programme of study

KS3	Core Theme 1: Health and Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider Community
		<p><b>R28:</b> to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted</p> <p><b>R30:</b> to recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it</p>	<p><b>L6:</b> about the primacy of human rights; and how to safely access sources of support for themselves of their peers if they have concerns or fears about those rights being undermined or ignored</p>
<p><b>Lesson 5</b> Sharing explicit images</p>	<p><b>H20:</b> The ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency or risky situations</p>	<p><b>R15:</b> To consider different levels of intimacy and their consequences</p> <p><b>R18:</b> That consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected</p> <p><b>R36:</b> To establish clear boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy</p> <p><b>R37:</b> How to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns</p>	<p><b>L17:</b> The importance of protecting their own and others' reputations; protecting their 'on-line presence': the concept of having a personal 'brand' that can be enhanced or damaged</p>

# Lesson plan links to the learning opportunities within the PSHE Association programme of study

KS3	Core Theme 1: Health and Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider Community
		<p><b>R38:</b> When the sharing of explicit images may constitute a serious criminal offence</p>	
<p><b>Lesson 6</b> Consent</p>	<p><b>H20:</b> The ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency or risky situations</p>	<p><b>R15:</b> To consider different levels of intimacy and their consequences</p> <p><b>R16:</b> To acknowledge and respect the right not to have intimate relationships until ready</p> <p><b>R18:</b> That consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected</p> <p><b>R19:</b> About law in relation to consent (including legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)</p> <p><b>R20:</b> How to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent</p>	

# Lesson plan links to the learning opportunities within the PSHE Association programme of study

## Links to the PSHE Association Programme of Study

Pupils should be taught:

KS4	Core Theme 1: Health and Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider Community
<p><b>Lesson 1</b> My Values</p>	<p><b>H1:</b> the extent to which their self-confidence and self-esteem are affected by the judgement of others and ways of managing this</p>	<p><b>R1:</b> strategies to manage strong emotions and feelings</p> <p><b>R2:</b> the characteristics and benefits of positive, strong, supportive, equal relationships</p> <p><b>R16:</b> to recognise when others are using manipulation, persuasion or coercion and how to respond</p> <p><b>R20:</b> to understand and respect others' faith and cultural expectations concerning relationships and sexual activity</p> <p><b>R21:</b> to assess readiness for sex</p> <p><b>R29:</b> the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)</p>	
<p><b>Lesson 2</b> Recognising and Managing Unhealthy Relationships</p>	<p><b>H1:</b> to evaluate the extent to which their self-confidence and self-esteem are affected by the judgement of others and ways of managing this between key stages and schools)</p>	<p><b>R1:</b> Strategies to manage strong emotions and feelings</p> <p><b>R2:</b> the characteristics and benefits of positive, strong, supportive, equal relationships</p> <p><b>R5:</b> To recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk</p>	



# Lesson plan links to the learning opportunities within the PSHE Association programme of study



KS4	Core Theme 1: Health and Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider Community
		<p><b>R7:</b> To develop an awareness of exploitation, bullying, harassment and control in relationships, (including group settings such as gangs) and the skills and strategies to respond or access support</p> <p><b>R8:</b> About the concept of consent in relevant, age appropriate contexts</p> <p><b>R9:</b> About the impact of domestic abuse (including sources of help and support)</p> <p><b>R15:</b> How to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity</p> <p><b>R16:</b> To recognise if others are using manipulation, persuasion or coercion and how to respond</p> <p><b>R29:</b> The roles peers can play in supporting one another (including helping vulnerable friends to access reliable and appropriate support) those between... friends</p>	
<p><b>Lesson 3</b> Pornography</p>	<p><b>H10:</b> To recognise and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes</p>	<p><b>R14:</b> To understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender 'norms', sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)</p> <p><b>R17:</b> to understand the pernicious influence of gender double standards and victim-blaming</p>	

## Appendix 2:

# Aligning the resource to different curricula across the UK

The summary below provides an outline of how the content of this resource can contribute to differing requirements of personal development and wellbeing curricula across the UK, followed by tables outlining explicit links for each set of lessons in each key stage.

### 2a: Ways in which this resource is aligned to aspects of the Welsh curriculum

At time of writing, the Welsh national curriculum is under review. This resource covers aspects of the specific aims of Personal and Social Education within the 2008 basic curriculum:

- develop learners' self-esteem and a sense of personal responsibility
- promote self-respect, respect for others and celebrate diversity

- equip learners to live safe, healthy lives
- prepare learners for the challenges, choices and responsibilities of work and adult life.

These materials are consistent with the *Welsh Assembly government circular on sex and relationships education in schools* (2010) provision for RSE to 'be placed within a clear framework of values and an awareness of the law on sexual behaviour' and should aim to 'equip learners to take responsibility for their behaviour in their personal relationships...to recognise inappropriate behaviour [and] know where and how to access personal information and support.'

More detailed exploration of the requirements for Personal and Social Education is available [here](#), and specifically on RSE [here](#).

Lesson reference	Lesson content	Contribution to the curriculum
KS2 L1	Transition	The lessons help support mental health by enabling pupils to manage their emotions during transition and build new support networks when they move to a new school. Such learning opportunities also foster self-respect and self-esteem, further to the key PSE curriculum aims.  Further support is also signposted.
KS2 L2	Managing changing friendships	
KS2 L3	Nature of online and offline relationships	
KS3 L1	Managing healthy and unhealthy relationships	These lessons contribute directly to learning on responsible, appropriate and healthy relationships and develops the skills and strategies to manage unhealthy relationships.
KS3 L2	Challenging gender stereotypes	
KS3 L3	Opportunities and risks of building and maintaining friendships online	The session plans contain activities which explicitly explore young people's values in relationships and the development of relationship strategies to uphold these values.  Further support is also signposted.
KS3 L4	Sexual bullying	
KS3 L5	Sharing sexual images	
KS3 L6	Consent and maintaining boundaries	

## Appendix 2:

# Aligning the resource to different curricula across the UK

Lesson reference	Lesson content	Contribution to the curriculum
KS4 L1	Communicating values in intimate relationships	These lessons contribute directly to expectations on responsible, appropriate and healthy personal relationships. They also address mental and emotional wellbeing by encouraging reflection on and learning skills to manage difficult feelings in emotionally-charged situations such as new relationships and when standing up to their friends.  Young people also learn to manage adult responsibilities through exploration of the themes of rights and responsibilities in intimate relationships and discussion of personal safety.  Further support is also signposted.
KS4 L2	Abuse in relationships	
KS4 L3	Pornography and expectations in sexual relationships	

### 2b: Ways in which this resource is aligned to aspect of the Scottish curriculum

Whilst teachers in Scotland are encouraged to design teaching that meets the needs of their pupils and the requirements of the Curriculum for Excellence, these resources could support them in addressing aspects of two topic areas within the CfE; (1) Mental, Emotional, Social and Physical Wellbeing and (6) Relationships, Sexual Health and Parenthood.

The non-statutory governmental guidance recommends young people could expect the following experiences and outcomes within their learning which relate to this resource:

- develop my self-awareness, self-worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build my resilience and confidence

- understand and develop my physical, mental and spiritual wellbeing and social skills
- understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing
- understand that adults in my school community have a responsibility to look after me, listen to my concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

## Appendix 2:

# Aligning the resource to different curricula across the UK

More detailed exploration of the recommendations for Personal and Social Education is available [here](#) and [here](#), and specifically on RSE [here](#).

Lesson reference	Lesson content	Contribution to the curriculum
<b>KS2 L1</b>	Transition	<p>The lessons help prepare young people for the next stage in their learning which supports the 'planning for choices and changes' consideration in the curriculum.</p> <p>They also address mental and emotional wellbeing by supporting young people to manage their emotions during transition and build new support networks when they move to a new school, thus building resilience and confidence.</p>
<b>KS2 L2</b>	Managing changing friendships	
<b>KS2 L3</b>	Nature of online and offline relationships	
<b>KS3 L1</b>	Managing healthy and unhealthy relationships	<p>These lessons could directly support teachers to address relationships learning, specifically through coverage of meeting challenges, managing change and building relationships.</p> <p>The lessons also encourage the learning of the skill of assessing and managing risk.</p>
<b>KS3 L2</b>	Challenging gender stereotypes	
<b>KS3 L3</b>	Opportunities and risks of building and maintaining friendships online	
<b>KS3 L4</b>	Sexual bullying	
<b>KS3 L5</b>	Sharing sexual images	
<b>KS3 L6</b>	Consent and maintaining boundaries	
<b>KS4 L1</b>	Communicating values in intimate relationships	<p>These lessons could directly support teachers to address relationships learning, specifically through coverage of content on abuse and relationship values.</p> <p>They also address mental and emotional wellbeing by encouraging reflection on and learning skills to manage difficult feelings in emotionally-charged situations such as new relationships and when standing up to their friends.</p> <p>Young people can also develop social wellbeing through exploration of the themes of rights and responsibilities and personal safety.</p>
<b>KS4 L2</b>	Abuse in relationships	
<b>KS4 L3</b>	Pornography and expectations in sexual relationships	

## Appendix 2:

# Aligning the resource to different curricula across the UK

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### 2c: Ways in which this resource is aligned to aspects of the Northern Irish curriculum

Within the Personal Development and Mutual Understanding area of the statutory *Areas for Learning* in primary schools, programmes should cover themes such as self-awareness, feelings and emotions, relationships, and managing conflicts which are addressed in these resources.

The personal development aspect of the secondary Learning for *Life and Work* curriculum requires that pupils should have opportunities to explore aspects of self-awareness, personal health and relationships, with parenting and independent living added at key stage 4. In particular, these lesson materials address:

#### *Self-awareness*

- Explore personal morals, values and beliefs.
- Investigate the influences on a young person.

#### *Personal health*

- Investigate the influences on physical and emotional / mental personal health of.
- Develop strategies to promote personal safety.

#### *Relationships*

- Explore the qualities of relationships including friendship.
- Explore the qualities of a loving, respectful relationship.
- Develop coping strategies to deal with challenging relationship scenarios.
- Develop strategies to avoid and resolve conflict.
- Explore the emotional, social and moral implications of early sexual activity.

Further non-statutory guidance states that RSE should “... also provide opportunities for young people to critically evaluate the wide range of information, opinions, attitudes and values with which they are bombarded”. The RSE guidance at key stage 4 makes specific reference to the need to address RSE in the context of the ‘digital world’; an expectation this resource specifically aims to address.

## Appendix 2:

# Aligning the resource to different curricula across the UK

More detailed exploration of the requirements for Key Stages 1 and 2 is [here](#), Key Stage 3 is available [here](#) and Key Stage 4 [here](#). Specific RSE guidance is available [here](#).

Lesson reference	Lesson content	Contribution to the curriculum
<b>KS2 L1</b>	Transition	This resource recognises the increased independence young people experience following transition to secondary school and provides learning opportunities to further explore the potential emotions related to those experiences. There is also explicit content on managing relationships.
<b>KS2 L2</b>	Managing changing friendships	
<b>KS2 L3</b>	Nature of online and offline relationships	
<b>KS3 L1</b>	Managing healthy and unhealthy relationships	The lesson plans and resources cover the maintenance of healthy relationships and ways to manage unhealthy relationships. This content meets the recommendation to help young people recognise and challenge inappropriate behaviour and touch. The session plans also contain activities which explicitly aid development of relationship strategies which support the maintenance of positive relationship values. The sessions include consideration of values and explicitly challenge stereotypes and myths surrounding gender roles and expectations in relationships which is in line with the expectations of the non-statutory guidance to promote diversity and is supported by equality legislation..
<b>KS3 L2</b>	Challenging gender stereotypes	
<b>KS3 L3</b>	Opportunities and risks of building and maintaining friendships online	
<b>KS3 L4</b>	Sexual bullying	
<b>KS3 L5</b>	Sharing sexual images	
<b>KS3 L6</b>	Consent and maintaining boundaries	
<b>KS4 L1</b>	Communicating values in intimate relationships	These lessons contribute directly to expectations on relationships and sexuality and the responsibilities of healthy relationships. The lesson plans and resources cover the maintenance of positive relationships and ways to manage unhealthy relationships. This content meets the recommendation to help young people recognise and challenge inappropriate behaviour and touch. Lesson plans include consideration of sexuality, gender identity and maintenance of online relationships to reflect the current identity and relationship climate for young people which is in line with the expectations of the non-statutory guidance regarding diversity and online safety.
<b>KS4 L2</b>	Abuse in relationships	
<b>KS4 L3</b>	Pornography and expectations in sexual relationships	

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Personal, social, health and economic (PSHE) education is a school subject that supports pupils to be healthy, safe and prepared for modern life. The PSHE education curriculum covers a range of pressing issues facing children and young people today, including those relating to relationships, mental and physical health, staying safe and aware online, financial literacy and careers.

The PSHE Association is the national body for PSHE education. A charity and membership organisation, the Association works to improve PSHE education standards by supporting over 20,000 teachers and schools with advice, training and support. Find out more at **[pshe-association.org.uk](https://www.pshe-association.org.uk)**