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We are therefore delighted to provide parent/carer copies of all PSHE Association member materials that cover RSE (Relationships and Sex Education).

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Respectful relationship behaviours

KS3 Year 9 Lesson 1

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Learning objective

We are learning:

- about about beginning and growing positive relationships
- to assess readiness for intimacy

Learning outcomes

- I can explain the difference between welcome and unwelcome interest
- I can describe respectful behaviour in both everyday and romantic contexts and describe ways to challenge inappropriate behaviour
- I can explain how someone might assess their readiness for intimacy
- I can explain when and how to access support if encountering inappropriate behaviours

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Online posts

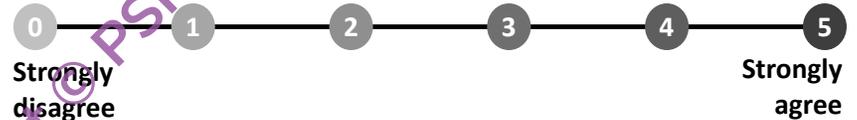


- Read the four posts.
Write responses to each post.
- If you have any questions, write these on a piece of paper and submit these to the anonymous question box.

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Attitude statements

Rate how much you agree or disagree with each of the statements.



Share your ratings with your group.

Have you given different ratings for any of the statements?

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Bystander timeline

- It can be difficult for someone to act in line with their values on what is acceptable and what isn't, when others around them appear to hold different views.
- Conforming to a view that someone perceives as the norm can leave them feeling unhappy, and contributes to unhealthy perceptions of what is okay and not okay.

Read each of the situations in the bystander timeline.

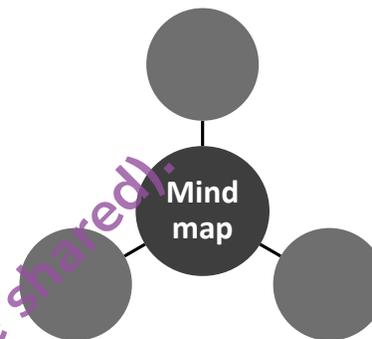
Respond to the key questions on how bystanders can support people through reassurance and rejecting unhelpful social norms.

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Being ready mind map

Make a mind map showing:

- all the things that show people in a relationship are ready to be intimate with each other or have sex
- feelings and practical implications of having sex



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Conscience alley



Charlie has had a crush on Lisa for years and thinks they may finally have a chance to make out with Lisa one night at a party. Charlie knows Lisa was dared to drink shots earlier. Lisa doesn't seem keen to make out with Charlie.

How might Charlie convince themselves it's okay to make out with Lisa?

Why are each of these arguments not valid reasons?

What other reasons are there that mean it's not okay for Charlie to pressure Lisa?

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Signposting support

If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted member of staff in the school
- report a crime by calling 999 in emergencies, or 101 to make a non-urgent report

Visit:

A Better Medway: www.abettermedway.co.uk

Brook: www.brook.org.uk 0808 802 1234

Childline: www.childline.org.uk 0800 1111



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Online posts



- Re-read your response to Lilz20.
- Add any new ideas in a different colour pen.

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More activities

Being ready checklist poster/leaflet

Use your mind map from the lesson to create a checklist for 'being ready' and turn it into a leaflet or poster.

It should include information about where to get help if concerned about sexual relationships.

Play, short story or poem

Write a play script/short story/poem exploring the pressures young people face, how they can be recognised and overcome



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