



Lealands
High School

Relationships and Sex Education programme

YEAR 10 LESSON 2: **Starting out in** **Romantic relationships**

Do Now: On whiteboards:

1. Define consent.
2. What is a pressure statement? Explain why this is important to know.



YEAR 10 LESSON 2: STARTING OUT IN ROMANTIC RELATIONSHIPS

Learning outcomes:

I can...

- I can justify my opinion on whether something is a positive or negative way to act on first contact or early in relationships
- I can list questions which help a person to assess their readiness for sex



Ground Rules

To make everyone feel respected, listened to and safe, we must all:

Respect privacy: We can discuss examples but do not use names or descriptions that identify anyone, including ourselves.

No negative comments to others: Everyone has their own knowledge on this topic. No one knows too little or too much. Therefore, you must be respectful about what others know.

Listen to others: It is okay to disagree with each other, but we should listen properly before making assumptions or deciding how to respond. When disagreeing, challenge the statement not the person.

Use correct terminology: We will be focusing on facts during the session, so only use scientific or acceptable language. Do not use slang.

No judgement: We can explore beliefs and misunderstandings about the topic without fear of being judged.

Choose level of participation: Everyone has the right to choose not to answer a question or join discussion. We never put anyone 'on the spot'.

RIGHTS AND RESPONSIBILITIES WITHIN A RELATIONSHIP

Discuss:

- Which are the most important rights within a relationship?
- Can you think of any more you want to add?

1. To feel safe
2. Honesty
3. To have choices and be able to say no
4. To be treated with respect
5. To have freedom
6. To be valued
7. To be able to change your mind
8. To be listened to

1. *For each right, suggest a responsibility that a person would have alongside this right.*
1. *Are these rights and responsibilities the same in all relationships or only in romantic ones?*

ADVISING CHARLIE

Charlie is 15 and is feeling overwhelmed by the whole sex and relationships thing so intends to take things slowly. But friends keep sending them photos and tips about sex. It feels like there's so much pressure from everyone to hurry up and start having sex yet all the online stuff just makes Charlie feel like they've got no chance of getting it right. And the consequences can be serious if you have sex with someone so it all feels really scary. Charlie doesn't want to tell anyone about all this so tries using a healthy relationships charity online chat service.

1. What would you tell Charlie about the pressure they feel?
2. Is Charlie right to be worried about the risks of having sex?
3. Where could Charlie get some further support?

YOUR VIEWS

Discuss: Fill in attitudes sheet.

- How far do you agree or disagree with these statements?
- Do you think everyone will have similar views to you?



**STRONGLY
DISAGREE**



**STRONGLY
AGREE**

Did anyone change their mind after discussion? If so, why?

Everyone's different so we may have different views on what is acceptable and what is not is, but there are potentially legal as well as moral and social lines which carry consequences if broken.

BEING READY CHECKLIST

There are lots of things that help a person decide whether they are ready to have sex in a certain situation. Classify the statements into those which are about:

- Being ready as an individual
- Being ready as a couple
- Being ready in the moment



HOW TO SAY 'NO' ASSERTIVELY



- **Remember you have a right to say 'no'. You are saying 'no' to that particular request, not rejecting the person.**
- If the request takes you by surprise or you need more information – say so
- If you are feeling pressured, start your reply with a clear, firm 'no' or something similar e.g. 'I don't want to' or 'whoa, stop'
- Reflect the feelings of the other person if you want to (e.g. I can see you're angry/upset/surprised/...)
- Do not feel you need to justify your choice. If they argue about your reasons, just say they may disagree but it's your decision.
- Don't leave the situation open - change the subject, walk away, continue with what you are doing etc.

PRESSURE STATEMENTS

How could a person respond to these statements? What would be a more supportive way to talk with a partner?

If you loved me
you would

If you won't I'll
find somebody
who will

What are you –
frigid?

Everybody else
is doing it

What are you
so worried
about? It'll be
fine; I love you

Go on have
another drink,
it will get you in
the mood

Don't you
fancy me or
something?



PRACTISE SAYING 'NO'

Privately think about your standard response if asked to do something you are uncomfortable with.



For a week, pick something each day that you wouldn't normally say "no" to. Then, instead of saying "yes" automatically-- say "NO"!

It doesn't have to be something big, just something others would normally take for granted.

PRACTISE SAYING 'NO'

Task:

- Work in pairs. Choose one of the scenarios and say no to the prompts which your partner reads out.
- Suggest advice to them on ways to improve their assertive responses.
- Swap roles with a different scenario.

Hint: you can be kind without giving false hope that you'll change your mind.

“I'd love to go out with you but I don't date classmates in case things get complicated.”

Or “Thank you for thinking of me but I don't see us as a good fit together. I hope you find someone else to take to the cinema.”



SIGNPOSTING

If you want to talk to someone about today's lesson:



- Tutor or Head of Year
- Childline
 - 0800 1111
 - Online chat available at www.childline.org.uk
- Relate Relationships Advice
 - 0300 100 1234
 - Online chat available at www.relate.org.uk
- Brook
 - 0808 802 1234
 - Website www.askbrook.org.uk