

Topics	Year 8 RSHE		Unit title:	Relationships and Rights	
No. of weeks:	3	No. lessons / week:	1 lessons per week	Planning lead:	P. WHITE
Summary of end of unit assessment:	This unit will be assessed in the Assessment Week 3. Each lesson has a reflection task.				
Unit objectives (what knowledge and skills do pupils need to master by the end of the topic):	<ol style="list-style-type: none"> 1. Learn about the laws relating to sex and sexual relationships 2. Learn about the impact of persuasion and pressure on consent and strategies to manage such persuasion. 3. Learn to understand and respect the spectrum of gender identities and sexual orientations 4. Learn about different types of committed and stable relationships and the rights that should be expected. 5. Learn about growing up in different types of family 6. Learn about the benefits of a stable and committed relationship 				
Lesson	Lesson objective	Key Learning Specific skills and knowledge that will be learned in each lesson.	Activities	Check for understanding – when, how, what Address misconceptions	
1	<p>Learn about the laws relating to sex and sexual relationships</p> <p>Learn about the impact of persuasion and pressure on consent and strategies to manage such persuasion.</p>	<ol style="list-style-type: none"> 1. explain aspects of the law surrounding sex and age <ol style="list-style-type: none"> a. Age of consent = 16 b. Frasier Guidelines for sexual health advice and treatment c. GUM Clinics d. Abortion rights e. Parental responsibility 2. identify the moral and social reasons why people choose to have a sexual relationship <ol style="list-style-type: none"> a. to express/recieve love b. fun c. curiosity d. feel safe e. rebellion f. Alcohol or drugs 	<ol style="list-style-type: none"> 1. Baseline activities <ol style="list-style-type: none"> a. Define relationship b. Washing line activity - relationship timeline to intercourse c. Baseline quiz 2. Why have sex? - Paired discussion and spider diagram 3. Legal definition of consent - discussion 4. Modelling pressure - conversation task (true or false) 5. Modelling pressure - conversation task (agree/disagree continuum) 	<p>Use mini whiteboards for questioning</p> <p>Do now</p> <p>Live marking</p> <p>Quiz feedback</p> <p>Question box (private questioning)</p>	

		<ul style="list-style-type: none"> g. pressure from partner h. pressure from peers i. lack of understanding j. pseudo maturity k. lack of trusted adult authority <p>3. explain that no one has the right to intimidate someone into giving their 'consent' and that sexual activity following such a threat is illegal.</p> <p>4. explain how to ask someone for their consent without putting them under pressure.</p> <p>5. demonstrate understanding of a person's right to say no and to have their decision respected; they do not have to justify it.</p>	<p>6. Sum up task</p> <p>7. Signposting slide for pack up</p>	
<p>2</p>	<p>Learn to understand and respect the spectrum of gender identities and sexual orientations</p>	<p>1. explain the difference between sexual orientation and gender identity</p> <ul style="list-style-type: none"> a. Sexuality describes who a person is attracted to. <ul style="list-style-type: none"> i. Lesbian ii. Gay iii. Bisexual iv. Straight/Hetrosexual b. Gender is defined by biological sex, gender identity and expression <ul style="list-style-type: none"> i. Spectrum ii. Transgender iii. Transexual iv. Cisgender v. Non-binary vi. Intersex vii. Asexual viii. Androgynous <p>2. identify and challenge homophobic, biphobic and transphobic behaviour.</p> <ul style="list-style-type: none"> a. Homophobia b. Biphobia c. Transphobia 	<p>1. Baseline Relationship scenario - think, pair, share</p> <p>2. Key word understanding - sheet. Following discussion</p> <p>3. Key term dominoes - follow up with correcting misconceptions</p> <p>4. Video case study - answer questions and discuss how sexuality/gender identity can impact someone.</p> <p>5. Scenario continuation - Think about feelings throughout. What could students do differently?</p> <p>6. Private reflection</p> <p>7. Signposting slide for pack up</p>	<p>Use mini whiteboards for questioning</p> <p>Do now</p> <p>Live marking</p> <p>Question box (private questioning)</p>

Journey Question				
3	<p>Learn about different types of committed and stable relationships and the rights that should be expected.</p> <p>Learn about growing up in different types of family</p> <p>Learn about the benefits of a stable and committed relationship</p>	<ol style="list-style-type: none"> 1. explain the different types of committed relationships and family types <ul style="list-style-type: none"> a. Marriage b. Cohabiting c. Civil Partnerships d. Single Parent e. Nuclear f. Blended g. Same sex h. Foster/Adoptive i. Intergenerational 2. identify that any relationship should be entered into freely and with rights <ul style="list-style-type: none"> a. Choose who and when b. Choose to end relationship c. withdraw consent when they wish 3. explain the benefits of a stable and committed relationship <ul style="list-style-type: none"> a. Mental health b. Shared interests c. Lack of isolation d. Shared experiences e. Support f. Sense of belonging 	<ol style="list-style-type: none"> 1. Baseline multiple choice 2. Committed relationships keyword match to definition 3. Quiz legal points from last year 4. Rights - class discussion 5. Family types discussion 6. Benefits of stable and committed relationships - pair discussion and mind map 7. Help and support discussed 8. Multiple choice quiz 	<p>Use mini whiteboards for questioning</p> <p>Do now</p> <p>Live marking</p> <p>Quiz</p>
Journey Question :	Google Form			