

| | | | | | |
|--|---|--|--|--|-----------------|
| Topics | Year 9 RSHE | | Unit title: | Safe Relationships | |
| 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 all the different types of contraception and how they work. 2. Learn how to effectively use and negotiate the use of condoms. 3. Learn about the nature and risk of sexually transmitted infections (STIs). 4. Learn about safe and positive family relationships 5. Learn about how to overcome difficulties and arguments. | | | | |
| 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 | Learn about all the different types of contraception and how they work. | <ol style="list-style-type: none"> 1. name the main types of contraception and how they work to prevent conception and/or protect against STIs <ol style="list-style-type: none"> a. Condom b. Femidom c. Injectable d. Intrauterine e. Oral f. Patch g. Rhythm h. Withdrawal i. Sterilisation j. Not 100% effective k. Reliant on correct use l. Not protecting against STIs 2. describe when, where and how to access contraception, and how to seek <ol style="list-style-type: none"> a. Doctor b. Chemist c. Family Planning | <ol style="list-style-type: none"> 1. Baseline = quiz. Feedback and deal with misconceptions 2. Research task - scatter contraception posters. Students complete table. 3. Review and ask probing questions 4. Whose responsibility = think, pair, share 5. Which method = mini whiteboards and probing questioning 6. Signpost as leaving slide | Use mini whiteboards for questioning Do now Live marking Question box (private questioning) | |

| | | | | |
|----------|--|---|---|--|
| | | <ul style="list-style-type: none"> d. Supermarket <ol style="list-style-type: none"> 3. help in event of contraception failure 4. apply my knowledge of contraception to discuss the best contraceptive options in a range of scenarios | | |
| | | | | |
| 2 | Learn how to effectively use and negotiate the use of condoms. | <ol style="list-style-type: none"> 1. describe or demonstrate how to use a condom safely and I know where and how to get them <ul style="list-style-type: none"> a. Closed package b. Expiry date c. Kite mark d. Correct application steps e. Correct removal steps f. Correct disposal steps 2. feel confident I can positively negotiate condom use within a relationship <ul style="list-style-type: none"> a. Excuses b. Lying c. Coercion d. Choice | <ol style="list-style-type: none"> 1. True or False - Do Now. Discuss and deal with misconceptions 2. Condom Demonstration - Teacher led 3. Condom Demonstration - Students led 4. Negotiation - statements - think, pair, share - link to excuses, lying and coercion. 5. Individual responsibility - discussion. 6. Signpost as leaving slide | Use mini whiteboards for questioning Do now Live marking Question box (private questioning) |
| | | | | |
| 3 | Learn about the nature and risk of sexually transmitted infections (STIs). | <ol style="list-style-type: none"> 1. list some of the main STIs, their symptoms and consequences <ul style="list-style-type: none"> a. Gonorrhoea (Bacterial) b. Syphilis (Bacterial) c. Chlamydia (Bacterial) d. HIV (Viral) e. Genital Warts (Viral) f. Genital Herpes (Viral) g. Hepatitis A, B and C (Viral) h. Pubic Lice (Parasitic) 2. explain what someone should do if they have had unprotected sex or are worried they might have an STI | <ol style="list-style-type: none"> 1. Baseline - Quiz. Feedback and deal with misconceptions 2. Transmission - Think, Pair, Share 3. Research task - scatter contraception posters. Students complete table. Feedback with Mini Whiteboards 4. Seeking help - overcoming obstacles - Think, Pair, Share 5. Testing - video to watch | Use mini whiteboards for questioning Do now Live marking |

| | | | | |
|------------------------------|--|--|---|--|
| | | <ul style="list-style-type: none"> a. GP b. Contraceptive and Sexual Health clinics c. Genito-Unrinary Medicine Clinics d. Chlamydia testing kits <p>3. name the contraceptive methods which provide some protection against STI infection</p> | <p>6. Accessing - discussion and signposting</p> <p>7. Summary - individual reflection</p> <p>8. Signpost as leaving slide</p> | |
| 4 | <p>Learn about safe and positive family relationships</p> <p>Learn about how to overcome difficulties and arguments.</p> | <p>1. explore why safe and positive family relationships are important.</p> <ul style="list-style-type: none"> a. Helps build trust b. Helps manage stress c. Heps boost self-esteem d. Helps feel supported e. Helps us to learn about relationships f. Makes us feel values g. Makes us feel loved h. Provides role models i. Provides security <p>2. explain positive features of a safe family</p> <ul style="list-style-type: none"> a. Mutual respect b. Encouragement c. Time for fun d. Protection e. Provision of needs f. Open communication g. Clear boundaries h. Communicated love <p>3. investigate how to overcome difficulties and arguments</p> <ul style="list-style-type: none"> a. Take time out to calm down b. learn to compromise c. be patient and calm d. Talk about problems e. Be respectful f. Appreciating the opinion of others g. Rational thinking | <p>1. Baseline - multiple choice quiz</p> <p>2. Importance - categorisation grid</p> <p>3. True or False CURE</p> <p>4. Family type retrieval from last year - discuss</p> <p>5. Positive features - think, pair, share. Feedback to deal with misconceptions</p> <p>6. Unsafe Scenario - Read as class. Think, pair, share</p> <p>7. Dealing with disagreement - categorisation grid</p> <p>8. My safe family - work in books</p> <p>9. End of lesson quiz</p> | |
| Journey Question : | Google Form | | | |