

Topics	Year 10 RSHE		Unit title:	Starting Romantic 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 the rights and responsibilities within an adult relationship. 2. Learn to challenge unrealistic relationship expectations. 3. Learn what freedom and capacity to consent mean. 				
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 the rights and responsibilities within an adult relationship.	<ol style="list-style-type: none"> 1. justify my opinion on whether something is a positive or negative way to act on first contact or early in relationships <ol style="list-style-type: none"> a. feel safe b. have honesty c. consent and choices d. have freedom e. feel respect f. feel valued g. feel listened to h. coercion and pressure. 2. list questions which help a person to assess their readiness for sex 	<ol style="list-style-type: none"> 1. Baseline = what is consent? 2. Baseline - beginning relationships opinion sheet. Discuss and address misconceptions, misogyny etc. 3. Rights and responsibilities - think, pair, share 4. Rights and responsibilities - ranking 5. Being ready checklist - discussion 6. Assertiveness - discuss 7. Pressure statements - think, pair, share 8. Practice - roleplay 9. Signpost as leaving slide 	Use mini whiteboards for questioning Do now Live marking Question box (private questioning) Watching roleplay	

<p>2</p>	<p>Learn to challenge unrealistic relationship expectations.</p> <p>Learn what freedom and capacity to consent mean.</p>	<ol style="list-style-type: none"> 1. justify my views around expectations in relationships 2. explain the issues around the sharing sexual images and pornography 3. explain how and why it is wrong to assume someone is giving consent 4. state the legal definitions of freedom and capacity to consent, and can 5. describe the ethical considerations 6. explain that for someone to try to make another person more vulnerable or to mislead that person to make them trust them is wrong, and can be a very serious crime 	<ol style="list-style-type: none"> 1. Baseline - Your views. Discuss and address misconceptions, misogyny etc. 2. What hinders consent? - spider diagram 3. Alcohol - conversation analysis. Reflection questions - think, pair, share 4. CURE - true or false 5. Tea - video and discussion 6. Scenario sheet - answer questions in feedback 7. Signpost as leaving slide 	<p>Use mini whiteboards for questioning</p> <p>Do now</p> <p>Live marking</p> <p>Question box (private questioning)</p>
<p>Journey Question</p>				
<p>3</p>	<p>Learn about the dangers of online explicit content and how to respond to them.</p>	<ol style="list-style-type: none"> 1. understand what is meant by the term 'explicit content' <ol style="list-style-type: none"> a. any media which includes adult content b. bad language or something of a sexual nature 2. explain online activities that increase the chances of young people coming across harmful content <ol style="list-style-type: none"> a. Apps and games b. Social media c. Live streaming d. Pop ups e. Shared links with friends 3. dangers of explicit materials (pornography) <ol style="list-style-type: none"> a. Cause offence 	<ol style="list-style-type: none"> 1. Baseline - definitions 2. Forms of explicit content - sorting task - think, pair, share 3. Multiple choice questions - discuss misunderstandings 4. Harmful - think, pair, share 5. Avoiding harm - True and False 6. The law - discussion 7. Why young people watch porn - sorting task - think, pair, share 8. Multiple choice quiz 	<p>Use mini whiteboards for questioning</p> <p>Do now</p> <p>Live marking</p>

		<ul style="list-style-type: none"> b. Encouraging thinking c. Stereotypical attitudes d. Bad language e. Subcultures f. Radicalisation g. Negative mental health <p>4. explain the UK law relating to Pornography</p> <ul style="list-style-type: none"> a. Not illegal for under 18s to watch b. Is illegal to show under 18s c. Is illegal to share images of under 18s d. Police may choose to charge <p>5. explain why young people might watch porn</p> <ul style="list-style-type: none"> a. For a laugh b. Peer pressure c. Learn about sex d. curiosity e. negative attitude towards sex f. pleasure g. break the rules <p>6. explain how being exposed to explicit materials can have an effect on romantic relationships</p> <ul style="list-style-type: none"> a. Distort expectations b. Unrealistic behaviours <p>7. understand how to respond to issues and get advice or support</p> <ul style="list-style-type: none"> a. Trusted Adult b. 999 c. ThinkUKnow.co.uk and InternetMatters.org d. Child Protection Services e. Internet Watch Foundation f. 'Flag' and 'Report' 	<p>9. Romantic relationships - think, pair, share</p> <p>10. Multiple choice</p> <p>11. Reporting issues - Think pair, share</p> <p>12. Quiz</p>	
<p>Journey Question :</p>	<p>Google form</p>			