



Lesson Plan – Sex and Relationships

LEARNING OBJECTIVES

- Understand that there are different types of relationships and some of the features of positive healthy relationships.
- Understand the importance of a responsible attitude to sexual behaviour.
- Understand some of the legal issues surrounding sexual activity.

DETAILS



Time

45 mins + 15 mins
extension activities



Age group

11–16

TEACHERS NOTES



Resources

- Internet access to www.teenagehealthfreak.org and projector or whiteboard.
- Photocopy worksheet 1 and 2 as necessary.

National Curriculum Links:

This lesson has been designed to link into the Personal Wellbeing section of the PHSE National Curriculum guidance.

Key Concepts: 1.4 a. Relationships: Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.

Key processes: 2.3 a. Developing relationships and working with others: Use social skills to build and maintain a range of positive relationships.

Range and content: 3 d. Sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV, and how high risk behaviours affect the well being of individuals, families and communities.



Notes

This lesson is designed for KS3 pupils but can be adapted according to the age and background knowledge of your pupils e.g. for Year 9/10 pupils you can start with Activity 3: Pete's diary and follow with Activity 4 and the Extension Character building and role play activities.

For KS4 and older pupils, there is a quiz about STIs and lots of information about the symptoms and treatments for different STIs on the Teenage Health Freak website (www.teenagehealthfreak.org) which makes a good research activity. There are also many useful resources including video clips of teenagers talking about their experiences of sex and pregnancy on www.youthhealthtalk.org.



You can also download these lesson plans from the internet

LESSON ACTIVITIES



Introduction



5 mins

You could display images of different types of relationships e.g. friends in the playground, mother and child, heterosexual and homosexual partners, teacher and pupil etc.

- Ask: "What do you think the word relationship means?" Can you think of any examples of relationships?



Discuss

- Discuss that there are lots of different types of relationship - e.g. friendships, family etc.



Activity 1: What are the most important features of a relationship?



15 mins

- Explain that this activity asks you to think about the most important features of a relationship.
- Organise the class into small groups and distribute **Worksheet 1: Relationship cards**.



Discuss

- Discuss which of the features of a relationship are most important.
- Ask each group to select the 9 most important features and rearrange the cards to make one large diamond where the most important feature of a relationship is at the top, the two second most important on the next row down and so on until the least important feature appears at the bottom. If the group struggle to agree they can place two things at the top and so on. Note there are no correct answers to this question!



Activity 2: Why do people have sex?



10 mins

This could be a whole class discussion or you could make use of **Worksheet 2: Why do people have sex?**

Display Dr Ann's virtual surgery from the Teenage Health Freak website: www.teenagehealthfreak.org/question/why-do-people-have-sex.

- Explain that Dr Ann runs a virtual surgery at Teenage Health Freak website where worried teenagers can ask questions about health and illness.
- Read the question submitted to Dr Ann and then discuss her answer and the reasons why people have sex; biological - to make babies, to pass on genes, emotional - to express feelings, to give pleasure, learning - curiosity, to find out how our bodies work, social - because everyone else is, because someone else wants me to (counsel against these reasons).
- Stress the importance of making sure you don't have sex until you feel emotionally ready, you have contraception (to avoid getting pregnant) and you know where to get help and advice.



Activity 3: Pete's diary



5-10 mins

Display: www.teenagehealthfreak.org/content/my-diary-tuesday-29-12-2009 (or find by searching for "15.6 years" as date will change automatically in 2011)

Read the diary entry and ask: "Why do you think people in the UK have sex for the first time earlier than the rest of the Europe?"

- It is worth noting that only 1 in 4 girls have had sex at age 16 and 1 in 3 boys so most people are NOT having sex before age 16 even though many will say they are.
- Ask: "What do you think are the reasons for this? How do you think the rate of teenage pregnancy in the UK compares to the rest of the world?"
- Note that Sub-Saharan Africa comes in highest at 143 girls per 1000 (aged 15-19), in America the rate is 42 girls per 1000, the UK is the highest in Europe and the teenage pregnancy rate is 26 girls per 1000, France 11 girls per 1000 and the Netherlands only 5 per 1000. (United Nations Demographic Year Book figures for 2006). "**Why do you think there is such a difference between rates?**" Stress the importance of using contraception to avoid pregnancy and sexually transmitted diseases.



Activity 4: Dr Ann, is it OK to have sex at 14?



5-10 mins

Display: www.teenagehealthfreak.org/question/it-ok-have-sex-14.

You can use this activity to summarise the lesson content.



Discuss

Discuss the legal issues surrounding sex with the class - When you start having sex is up to you and when you feel ready for this but you should not let anyone pressure you into having a sexual relationship. Remember that if you are under 16, anyone having sex with you is breaking the law, and if the boy is more than 2 years older than the girl he could be prosecuted for statutory rape.

Reinforce the idea that pupils should make sure they know about contraception and know where to get advice and support before they start having sex. Stress the importance of making sure you don't have sex until you feel emotionally ready, you have contraception (to avoid getting pregnant) and you know where to get help and advice.



Extension Activity: Character Building



15-20 mins

Divide the class into small groups. Give each group 5 minutes to make up a teenage character; it might be helpful to display a few pointers on the board e.g. age, background (where they live, who they live with), what they like doing in their spare time, are they gay/straight, what they want to do in the future etc.

Then ask some groups to read out their character portrait.

After that, ask each group to imagine their character is under pressure to have sex. Discuss:

- Why do they think their character is under pressure? What or who is making them feel pressurised?
- Who or what might influence their decision?
- Why might someone have sex when they don't want to or aren't sure?

Feedback, with the whole class. Consider peer pressure, ignorance, the influence of drugs or alcohol, the influence of hormones or strong sexual feelings and the influence of the media.

If there is time you can also ask pupils to take the role of their character and act out the following scenarios: one character pressurising another to have unprotected sex (also explore what happens under the influence of alcohol), one character explaining the consequences of unprotected sex and one character persuading another to have protected sex.



STUDENT WORKSHEET 1: Relationship Cards

What are the most important things to have in a relationship? Photocopy and then ask pupils to cut these cards out and arrange in a diamond pattern with the most important thing at the top.





Dear Dr. Ann,

Why do people have sex?

The human body is designed to have sex to make babies - it's a natural process. Male and female bodies create lots of hormones to make them fancy each other and to make them interested in sex when they're older. In nature, this means there's a chance they'll pass on their genes by reproducing.

Animals do that, but humans are cleverer and don't just have sex to have babies. People also have sex as a way of expressing their feelings for each other and giving each other pleasure. Sex can be good if it's an intimate, shared experience which makes people close to each other if they both want to do it. But it can be a bad experience if someone doesn't want to do it or doesn't feel ready to do it.

Some teenagers have sex because they are curious and want to find out what it is and how their body works. This is natural and normal, but it is very important not to have sex until you feel emotionally ready, you have contraception (to avoid getting pregnant) and you know where to get help and advice.

- 1 Discuss with your group or partner:
 - Why is sex important in a relationship?
 - Is it the same for both men and women?
- 2 Read Dr. Ann's advice and underline on the worksheet the reasons why people have sex.
- 3 Name three things that are important to remember before having a sexual relationship.
- 4 Discuss with your group or partner:
 - What age do you think is a 'good' age to have sex for the first time?
 - What age do you think is a 'good' age to have a baby?

