

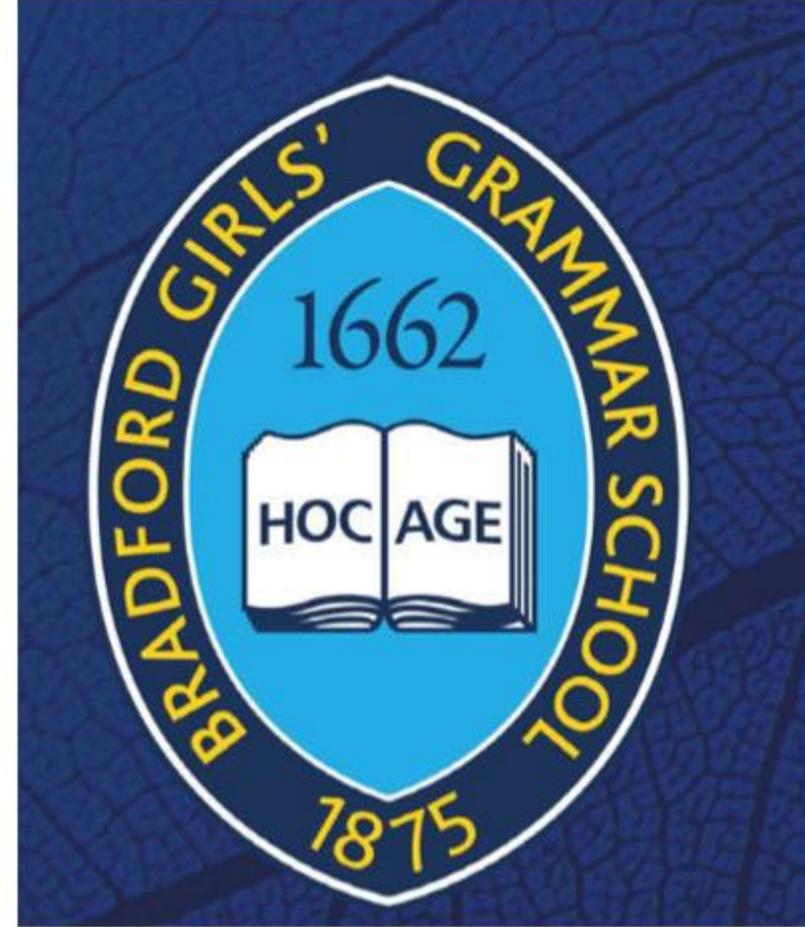
WELCOME TO

BRADFORD GIRLS' GRAMMAR SCHOOL

Witamy Vitajte Bienvenue Bienvenidas

خوش آمدید أهلا بك 英語 सदागत है

ברוך הבא Բարեգալութեան հետ ڀه راغلاست



Aims of this session

Explain

Explain what students will be learning this term in PSHE

Show

Show you some of the resources we will be using this term.

PSHE Scheme and Resources



- We use Jigsaw, a PSHE curriculum that meets all statutory requirements
- It has 6 themes that are delivered in an age-appropriate way to every year group at the same time (Year R – Year 11)
- Relationships (Summer Term 1)
- Changing Me (Summer Term 2)

Creating Faith-Sensitive RSE



- The religious backgrounds of our pupils are taken into account when planning teaching, so that the content is faith-sensitive.
- Since our formal consultation last year we have:
 - ✓ Met with stakeholders to discuss concerns (parents, Bradford Council, Council of Mosques)
 - ✓ Met with a small focus group of parents
 - ✓ Reviewed different schemes: 'You, Me, PSHE' and the Association of Muslim Schools' scheme
 - ✓ Reviewed guidance, such as one produced by Kirklees and national guidance
 - ✓ Visited other schools to share good practice
 - ✓ Provided staff training
- Further information can be found on our website

Delivering Faith-Sensitive RSE

- In the Primary Phase we will be using the Jigsaw scheme alongside some resources from You, Me, PSHE and other adaptations to help with the delivery of sensitive RSE topics.
- In the Senior Phase we will be using the Jigsaw scheme alongside some resources provided by the Association of Muslim Schools to help with the delivery of sensitive RSE topics.

Summer Term 1 – Relationships - Primary

Each week we shall cover a different area within the topic, shown chronologically from top to bottom, on the charts to the left. Assessment is carried out at the end of each lesson.

Age Group	Relationships
Ages 3-5 (F1-F2)	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend
Ages 5-6	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships
Ages 6-7	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships
Ages 7-8	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends

Age Group	Relationships
Ages 8-9	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals
Ages 9-10	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules
Ages 10-11	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use

Summer Term 2 – Changing Me - Primary

Each week we shall cover a different area within the topic, shown chronologically from top to bottom, on the charts to the left.

Assessment is carried out at the end of each lesson.

Age Group	Changing Me
Ages 3-5 (F1-F2)	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Life cycles – animal and human Changes in me Changes since being a baby PANTS Linking growing and learning Coping with change Transition
Ages 6-7	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	How babies grow Understanding a baby's needs Future Aspirations Family stereotypes Challenging my ideas Preparing for transition

Age Group	Changing Me
Ages 8-9	Being unique
	Aspirations and careers
Ages 9-10	Confidence in change Accepting change Preparing for transition Environmental change
	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Outside body changes Inside body changes
Ages 10-11	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Summer Term 1 – Relationships – Senior Phase

Each week we shall cover a different area within the topic, shown chronologically from top to bottom, on the charts to the left.

Assessment is carried out at the end of the topic.

Year 8 (12-13)	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, peer on peer abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support
Year 9 (13-14)	Healthy relationships, Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services

Year 10 (14-15)	Sustaining long-term relationships, intimacy, healthy relationship with self Attraction, love, lust Relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, peer on peer abuse, revenge porn, grief-cycle, Impact on family understanding love, fake news Pornography
Year 11 (15-16)	Stages of intimate relationships, positive and negative connotations of sex, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, peer on peer abuse, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support

Summer Term 2 – Changing Me – Senior Phase

Each week we shall cover a different area within the topic, shown chronologically from top to bottom, on the charts to the left.

Assessment is carried out at the end of the topic.

Year/age	Changing Me
Year 7 (11-12)	Puberty changes, Reproduction facts, FGM, breast flattening/ironing, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Types of close intimate relationships, physical attraction, love, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
Year 9 (13-14)	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on changes, benefits of relaxation
Year 10 (14-15)	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, physical and emotional changes, family change, sources of support

Summer Term – Year 7 and Year 10 Adaptations to Scheme

Relationships

Characteristics of healthy relationships, consent, relationships and change, emotions within friendships, peer on peer abuse, rights and responsibilities, being discerning, assertiveness, sexting



Celebrating Difference

Bullying, prejudice & discrimination (positive and negative), Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness

Dreams and Goals	Healthy Me	Relationships	Changing Me
<p>Impact of physical health in reaching goals, relationships and reaching goals, resilience, work/life balance, connections and impact on mental health, balanced diet, vital organs, blood donation, benefits of helping others, online profile and impact on future goals and employability</p>	<p>Improving health, mental health, sexual health, blood-borne infections, self-examination, diet and long-term health, misuse of prescription drugs, substances and the body, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells</p>	<p>Sustaining long-term relationships, intimacy, healthy relationship with self Attraction, love, lust Relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, peer on peer abuse, revenge porn, grief-cycle, Impact on family understanding love, fake news Pornography</p>	<p>Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, physical and emotional changes, family change, sources of support</p>

Summer Term – Year 11 Adaptations to Scheme

Healthy Me	Relationships
<p>Managing anxiety and stress, exam pressure, concentration strategies, work-life balance, sexual health, hygiene, self-examination, STIs, sexual pressure, fertility issues, contraception, consent, pregnancy facts and myths, pregnancy choices including adoption, abortion, bringing up a baby, financial implications, identifying a range of risks including rape and strategies for staying safe</p> <p>Expectations in relationships</p>	<p>Stages of intimate relationships, positive and negative connotations of sex, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, peer on peer abuse, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support</p>

More Details in Key Stage Specific Rooms

Key Stage 1 – Reception and Years 1-2 G2

Key Stage 2 – Years 3-6 G3

Key Stage 3 – Years 7-9 G4

Key Stage 4 – Years 10 and 11 G5

Summer Term 1 – Relationships - Primary

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Reception resource examples....



Year 1 resource examples.....

A good friend should:

Be kind

Say sorry if they have upset you

Have no other friends

Care about other people

Have lots of toys and games

Only talk to me

Copy everything I do

Bring me presents all the time



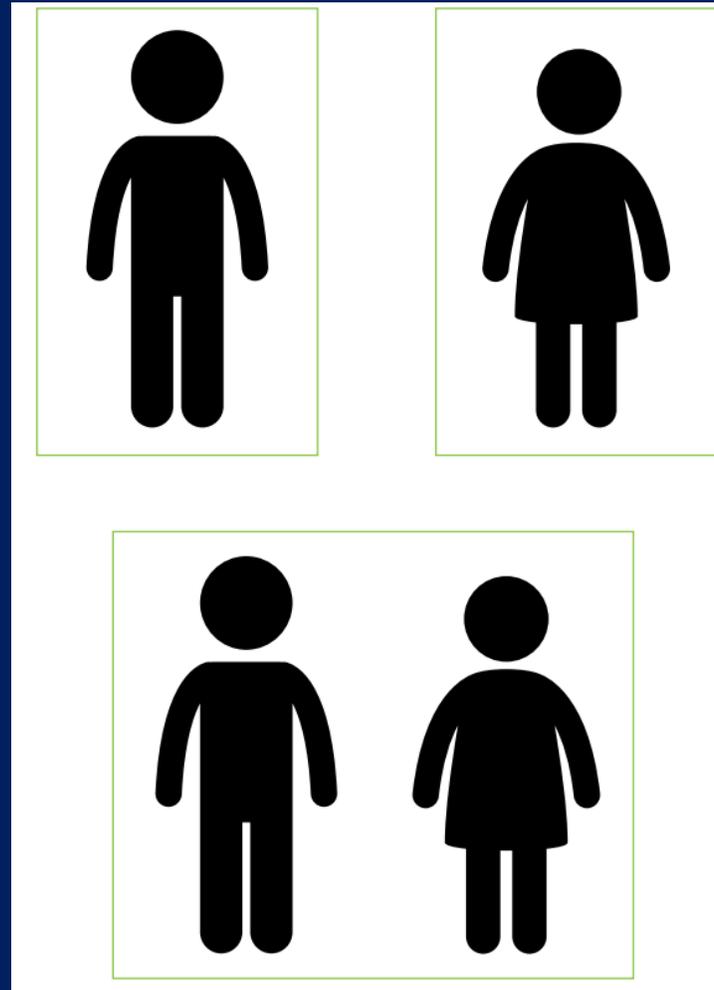
Year 2 resource examples.....

	<p>Stop</p> <p>Think about how you're feeling. Angry? Upset? Disappointed? Let down?</p> <p>Try to calm these feelings so you can think about what's gone wrong.</p>
	<p>Get Ready</p> <p>Look at each other's point of view.</p> <p>Listen to how the other person sees it.</p> <p>Talk calmly about how you see it.</p> <p>Work out what's gone wrong.</p>
	<p>Mend The Friendship</p> <p>Say sorry if you need to (even if it's hard).</p> <p>Agree how to put it right.</p> <p>Do something fun together.</p> <p>Have a special 'make friends' sign, gesture or phrase (touch little fingers, say "make friends, make friends...").</p>



Year 3 resource examples.....

Washing the car	Walking the dog
Decorating the house	Washing up
Mowing the lawn	Mending the leaky tap
Building a wall	Hanging out the washing
Cooking dinner	Tidying up
Bathing the baby	Dusting and sweeping
Weeding the garden	Doing the ironing



Only add people you know and trust in real life as friends.	Treat people online with respect.	Don't say unkind things to others online.
Only chat or message people who you know and trust in real life.	Don't give anyone your passwords.	If someone is asking you to keep a secret online, discuss this with an adult you trust. Some secrets are 'worry secrets' and should be shared.
Check out any new apps and websites you want to use with somebody you trust, and get permission to use them.	Don't send pictures of yourself, or give details like your age, school and address to people online. If someone online is asking, check it out with an adult first, it is not always safe.	If you are worried about anything you have done or seen online, don't keep it a secret. Talk to an adult you trust.

Year 4 resource examples...

	<p>Stop</p> <p>Think about how you're feeling. Angry? Upset? Disappointed? Let down? Try to calm these feelings so you can think about what's gone wrong.</p>
	<p>Get Ready</p> <p>Look at each other's point of view. Listen to how the other person sees it. Talk calmly about how you see it. Work out what's gone wrong.</p>
	<p>Mend The Friendship</p> <p>Say sorry if you need to (even if it's hard). Agree how to put it right. Do something fun together. Have a special 'make friends' sign, gesture or phrase (touch little fingers, say "make friends, make friends...").</p>

'Solve it together' Technique	
<p>Step 1 - 'Solve it together' code</p> <p>Each person needs to agree to</p> <ul style="list-style-type: none"> Respect each other Take turns to speak Be honest Involve an adult if it is serious Want to solve the problem 	<p>Step 1 - 'Solve it together' code</p> <p>Each person needs to agree to</p> <ul style="list-style-type: none"> Respect each other Take turns to speak Be honest Involve an adult if it is serious Want to solve the problem
<p>Step 2 - Hearing both sides of the problem</p> <p>Each child has the chance to say what he/she thinks happened.</p>	<p>Step 2 - Hearing both sides of the problem</p> <p>Each child has the chance to say what he/she thinks happened.</p>
<p>Step 3 - Sharing feelings</p> <p>Each child has the chance to say how he/she feels about the situation. Then each child has a chance to say how he/she thinks the other person might be feeling.</p>	<p>Step 3 - Sharing feelings</p> <p>Each child has the chance to say how he/she feels about the situation. Then each child has a chance to say how he/she thinks the other person might be feeling.</p>
<p>Step 4 - Finding solutions</p> <p>The children think of what they can do to solve the situation or to make the situation better for them both.</p>	<p>Step 4 - Finding solutions</p> <p>The children think of what they can do to solve the situation or to make the situation better for them both.</p>
<p>Step 5 - The agreement</p> <p>The children choose a solution and shake hands.</p>	<p>Step 5 - The agreement</p> <p>The children choose a solution and shake hands.</p>

Harper wants to go to the school prom with Franky, but Franky has asked Shania.	Zola wants an iPhone. Her older sister has just been given one by their parents.
Jake has studied hard for a test in school. Zac beat him by three marks.	Tonia is always fashionable. Sugi wants to be the same but can't afford the clothes.
Marcus is popular and has a big friendship group. Ahmed wishes he could be the same.	Grace is going to Disney World for her holiday. Jamie isn't going on holiday this year.
Amy usually plays with Becky, but today she wants to play with a different friend.	Olivia always looks good in her selfies. Emily hates taking selfies of herself because she thinks she looks fat.
Jackson is always posting pictures on social media that show him hanging out with a group of cool friends. Caden wishes he could have cool friends to hang out with too.	Mia has a new dog at home. Grayson lives in a flat where pets are not allowed.

Year 5 resource examples.....

<p>'Chat Attack'</p> <p>This game is for players aged 5-12. This is a puzzle game where players have to solve puzzles together to stop the alien creatures from taking over the planet Zarf. Players can message each other live in the game to suggest different strategies and team work ideas. Can be played on phone, PC and tablet.</p>	<p>'Blockage'</p> <p>This game is for players of all ages. Sequence the randomly shaped blocks that fall from the sky to build the highest possible tower. The game features a head phone chat option so players can chat live to others. Can be played on phone, tablet and PC.</p>
<p>'Zombie death race'</p> <p>This game is for players aged 18 and above. Can you win the Zombie death race? Build your Zombie car and race against others to compete for the ultimate prize. This game contains violent images and bad language. Live video link to other players is available. Private message with your friends via Instagram and Snapchat. Can be played on phone, tablet and PC.</p>	<p>'Ultimate survivor'</p> <p>Be the last person standing. Create your avatar, stock up at the magical weapons store and fight to the death. Join your friends in combat to wage war on others. No age limit has been agreed for this game yet. Messaging available through Snapchat. Win and trade new skins by gambling them in the magical casino. Can be played on phone, tablet and PC.</p>
<p>'Jackpot Jack'</p> <p>Bet credits in the fantasy casino. Play slot machines and turn your credits into real cash. Suitable for ages 18 and over. Credits can be bought through in app purchases. Can be played on phone, tablet and PC.</p>	<p>'Crazytown'</p> <p>Build your fantasy town and create the characters who live there. What will happen when the monsters attack or the unicorns take over? You can choose what happens to your fantasy town. Be as crazy as you want! In app purchases are needed for higher levels. Messaging available on Snapchat and Instagram. Gamble your items in the town casino to win better skins and equipment. Can be played on phone, tablet and PC.</p>

Warning sign	Solution
<p>Family members are all using their devices at meal times and on days out.</p>	
<p>You have noticed that you are taking your mobile or tablet to bed every night.</p>	
<p>You don't do as much with your friends as you used to. You mainly chat through messaging and in school.</p>	
<p>You get angry or anxious when your device stops working, or you can't use it for some reason.</p>	
<p>You get overly angry or sulky when you lose in a videogame.</p>	
<p>You don't want to go to a club or activity you used to enjoy because you would rather be playing a game/watching videos on a device.</p>	
<p>You have a headache and sore eyes from looking at the screen too long.</p>	

Year 6 resource examples.....

Losing a friend or family member

Being bullied

Getting stressed about school work

Having an argument with someone

Worrying about the way you look or your popularity

Stage 1: Denying

Feelings of loss, numbness, pain, disbelief, shock

Stage 2: Fighting

Feelings of anger, guilt, sadness, pain, despair

Stage 3: Overwhelmed

Feelings of depression, sadness, hopelessness, misery

Stage 4: Accepting

Coming to terms, still upset but able to move on

Stop talking myself down and comparing myself with others

Spending time doing something you enjoy

Enjoying time with friends and family

Talking to someone about how you feel

Using a 'calm me' time

Relationships Chatroom Abbreviations - Ages 10-11 - Piece 5

404	I haven't a clue	GTSY	Glad to see you
ADN	Any day now	H&K	Hug and kiss
AFAIK	As far as I know	HAGN	Have a good night
A/S/L?	Age/sex/location?	HHIS	Hanging head in shame
B4N	Bye for now	HIG	How's it going
BF	Boy friend	HT	Hi there
BG	Big grin	HTH	Hope this helps
BL	Belly laughing	IC	I see
BRB	Be right back	ILU or ILY	I love you
BTA	But then again...	IM	Instant message
BTDT	Been there, done that	IMing	Chatting with someone online usually while doing other things such as playing other interactive games
BTW	By the way		
CRBT	Crying real big tears	IMO	In my opinion
CU	See you	IMS	I am sorry
CUL	See you later	IOW	In other words
CUL8ER	See you later	IRL	In real life (that is, when not chatting)
CYA	See ya	ITIGBS	I think I'm going to be sick
DIKU	Do I know you?	IWALU	I will always love you
DOM	Dirty old man	IYSWIM	If you see what I mean
DTRT	Do the right thing	J4G	Just for grins
DWB	Don't write back	JIC	Just in case
EMSG	E-mail message	JK	Just kidding
EOM	End of message	KISS	Keep it simple stupid
F2F	Face to face	KIT	Keep in touch
FAQ	Frequently ask question(s)	KOTC	Kiss on the cheek
FC	Fingers crossed	KOTL	Kiss on the lips
FUD	Fear, Uncertainty, and Doubt		
FWIW	For what it's worth		

Summer Term 2 – Changing Me - Primary

Each week we shall cover a different area within the topic, shown chronologically from top to bottom, on the charts to the left.

Assessment is carried out at the end of each lesson.

Age Group	Changing Me
Ages 3-5 (F1-F2)	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Life cycles – animal and human Changes in me Changes since being a baby PANTS Linking growing and learning Coping with change Transition
Ages 6-7	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	How babies grow Understanding a baby's needs Future Aspirations Family stereotypes Challenging my ideas Preparing for transition

Age Group	Changing Me
Ages 8-9	Being unique
	Aspirations and careers
Ages 9-10	Confidence in change Accepting change Preparing for transition Environmental change
	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Outside body changes Inside body changes
Ages 10-11	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Reception resource examples....

eye

ear

knee

finger

foot

mouth

nose

stomach

eyebrow

arm

tongue

toe

forehead

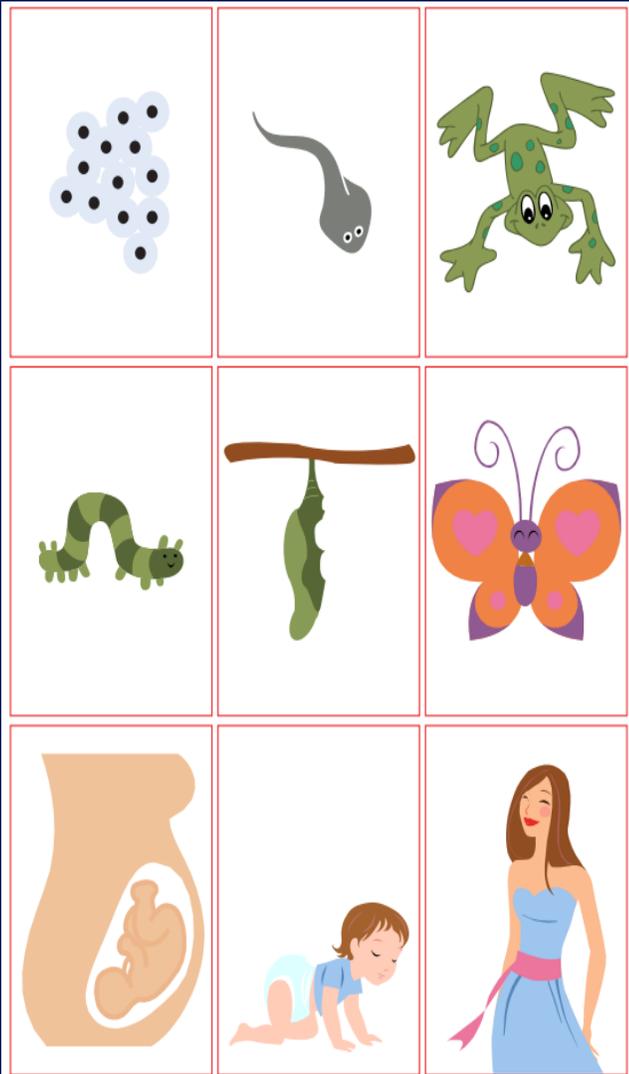
chest

hand

leg



Year 1 resource examples.....



What are the PANTS rules?



Privates are private



Always remember your body belongs to you



No means no



Talk about secrets that upset you



Speak up, someone can help



Year 2 resource examples....



What are the PANTS rules?

PANTS

Privates are private	+
Always remember your body belongs to you	+
No means no	+
Talk about secrets that upset you	+
Speak up, someone can help	+



Year 3 resource examples....

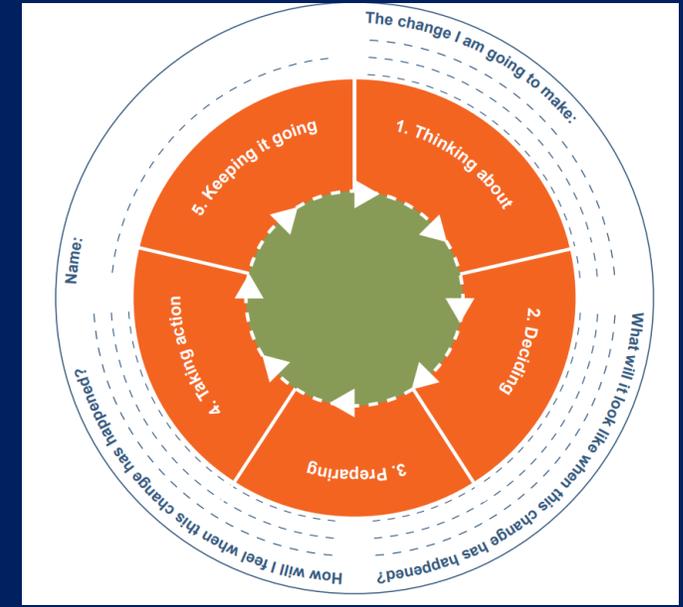
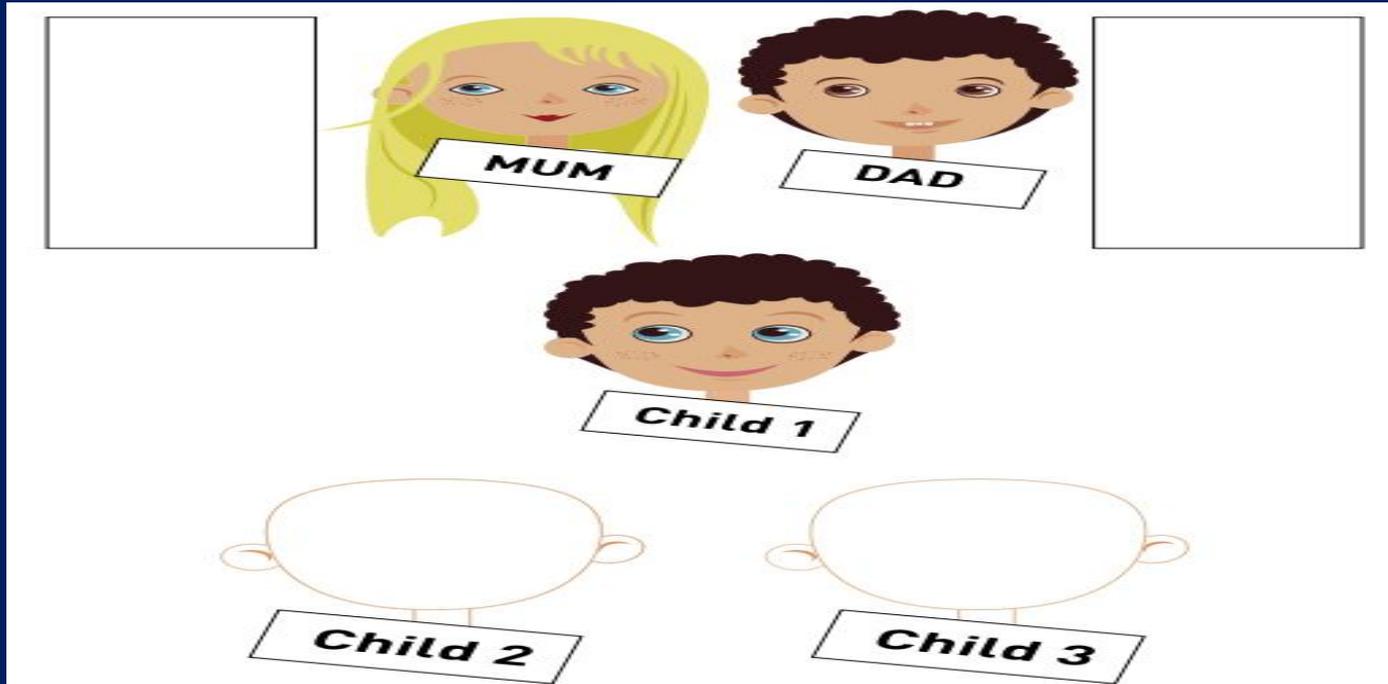


Task	Male	Female	Either
Washing the car			
Decorating the house			
Changing the bed			
Mowing the lawn			
Picking and arranging flowers			
Cooking dinner			
Bathing a child			
Changing a baby's nappy			
Washing up			
Putting the bins out			

- **Something you are looking forward to in school next year**
- **A change you would like to make for yourself next year**
- **Something you have learned about your body and growing up**
- **How you feel about growing up**
- **Something that worries you about growing up and what you can do about it**
- **Something you are looking forward to about growing up**

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Year 4 resource examples....



Year 5 resource examples....

2 Choose a question from the **Advice** column.

Girls

My two best friends have both had their periods for the last year and I'm really worried that I haven't started mine yet. Is there something wrong with me?
- *Late bloomer*

Boys

All of my friends have grown so tall in the past couple of months. I feel like a midget and that I will never catch up with them. What is wrong with me?
- *Late Bloomer*

Both

I have loads of spots on my face and back and they won't go away. I have tried loads of different make-up but nothing covers it and people in my class keep making jokes. It makes me not want to go out with my friends any more. Can you help?
- *Spotty*

Both

I love being on the football team, but recently I keep losing my temper and getting upset. I can't talk to the team about how I'm feeling - no one talks about that stuff. I don't know what's going on. Can you help?
- *Flying off the handle*

PUBERTY

THE BODY

Discuss the following questions:

ALL

- What are the similarities and differences in physical and emotional changes that occur in males and females?
- What are challenges that young people face with changing through puberty?
- How can young people support each other during puberty?

FURTHER CHALLENGE

- What could be challenging about feelings of attraction during puberty?
- What are the challenges of boys and girls developing at slightly different times?
- Young people can start to be more aware of their bodies and what other people think during puberty, what could be the impact of this?

PLENARY

TOP TIP

Choose one area that you have covered during the lesson

Draft a top tip of no more than **15 words** to offer advice, support or guidance in that area.



Year 6 resource examples.....

Find the right words in the box below to fill in the gaps in the story

1. Life begins when a sperm joins with an egg in the fallopian tube and _____ it so that it starts to grow into a baby.
2. The fertilised egg starts to divide from one cell to two, then four, then eight and so on, and the growing cluster of cells travels down the tube towards the mother's _____.
3. The ball of cells settles into the soft lining of the womb, which has thickened with an extra supply of _____ to provide oxygen and food for the baby.
4. As the cells continue to divide some of them form into the tiny beginnings of the baby, and some form a fleshy plate called the _____ which attaches the baby to the wall of the womb.
5. The placenta collects oxygen and food from the mother's blood and passes them to the growing baby through the _____.
6. After a month the baby is about the size of a grain of rice; while it is very tiny the baby is called an _____.
7. For the first 12 weeks the baby grows slowly but it gradually forms all its body parts: after only 6 weeks it already has a tiny _____ which is beating.
8. While it grows the baby is kept safe and protected from bumps and knocks by floating in a bag of _____.

When I was a baby in the womb I
could go to sleep and wake up

TRUE

When I was a baby in the womb I
could bite my nails

FALSE

When I was a baby in the womb I
could have a drink

TRUE

(You would swallow some of the fluid
you were floating in)

When I was a baby in the womb I
could swallow food

FALSE

When I was a baby in the womb I
could stand on my head

TRUE

(You were probably head down when
you were ready to be born)

When I was a baby in the womb I
could watch TV

FALSE

When I was a baby in the womb I
could float underwater

TRUE

(You were floating in a bag of fluid)

When I was a baby in the womb I
could play games

FALSE

When I was a baby in the womb I
could listen to my Mum talking

TRUE

(You could hear her voice - although
you couldn't understand it)

When I was a baby in the womb I
could sing

FALSE

Celebrating Difference

Bullying, prejudice & discrimination (positive and negative), Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness

Summer Term Topics

Changing Me

Puberty changes, Reproduction facts, FGM, breast flattening/ironing, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support



1. Prejudice and Discrimination



2. True or false?



3. Challenging stereotypes



4. Discrimination in school



5. Bullying



6. Assessment

Lesson 1

What do you think other people would assume about these people?





1. Prejudice and
Discrimination



2. True or false?



3. Challenging
stereotypes



4. Discrimination
in school



5. Bullying



6. Assessment

Lesson 2

Challenging attitudes

Being environmentally friendly is a waste of time.

Under-age drinking is the main cause of crime.

There should be 'male' jobs for men and 'female' jobs for women.

Students should have at least two hours of homework per night, more at weekends.

Mobile phones should be banned in school.

What you hear.

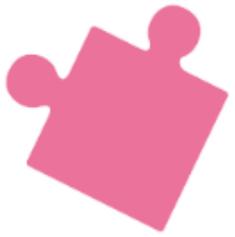
What you think.

What you say.

How to persuade others against this attitude.



1. Prejudice and Discrimination



2. True or false?



3. Challenging stereotypes



4. Discrimination in schools



Lesson 3

What some people say or think	Why might people think this?	What is actually true (from my experience)	How I can challenge people's stereotypes effectively
"Young people are always on their mobile phones and can't talk face-to-face"			
"Students at independent schools are rich"			
"Boys are better at sport"			
"Young people hanging around in groups are looking to cause trouble"			
"All girls want to do is talk about make-up, hair and clothes"			
"Students who wear glasses are more intelligent"			

Role	What type of person is this?	Why do you think that?	Are there other opinions?
Firefighter	<input type="text"/>	<input type="text"/>	<input type="text"/>
Surgeon	<input type="text"/>	<input type="text"/>	<input type="text"/>
Artist	<input type="text"/>	<input type="text"/>	<input type="text"/>
Plumber	<input type="text"/>	<input type="text"/>	<input type="text"/>

Discrimination

How could the statement be positive and/or negative discrimination?

1. You're not allowed to play for the school football team because you're a Year 7 boy and the school team only allows Year 8 and above to join.
2. You're not allowed on the school trip because you are in a wheelchair.
3. You're not given a chance to speak in class because you take a long time to talk and have a stutter.
4. You are not allowed to audition for a role in the school play because it is a male part and you were assigned female at birth but identify as male.
5. You're not allowed into a party because you are wearing the 'wrong' clothes.



4. Discrimination in school



5. Bullying



6. Assessment

Lesson 4

Protected characteristics and the Equality Act

The Equality Act (published October 2010) provides clear laws to more effectively tackle disadvantage and discrimination. It stated that it is against the law (UK) to discriminate against anyone because of:

- age
- someone who is transgender or transitioning
- being married or in a civil partnership
- being pregnant or on maternity/paternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

These are called 'protected characteristics', and schools have a duty of care to protect all pupils from discrimination or harassment.



1. Prejudice and
Discrimination



2. True or false?



3. Challenging
stereotypes



4. Discrimination
in school



5. Bullying



6. Assessment

Why might people bully others?

1. Fear of difference
2. Jealousy
3. Loneliness
4. Wanting to impress others
5. Power / control

Some of the examples listed on the last two pages are now considered to be examples of peer-on-peer abuse.

Peer-on-peer abuse is abuse between children.

It is important that you realise that there will be consequences if you are involved in this sort of abuse.

Lesson 5

Use the terms **bullying behaviour** and **target of bullying behaviour** rather than bully and victim
Signpost the Child-Friendly Anti-Bullying Policy (copies in the Library)

Bullying – Several Times on Purpose

Try to get pupils to use the terms RUDE, MEAN and BULLYING



1. My changing body



2. Having a baby



3. Types of relationships and their impact



4. Image and self-esteem



5. My changing feelings



6. Assessment

Lesson 1

Reproduction and changes in the body covered in science

FGM to be covered

Use AMS Resources

- **Breast ironing or flattening is also a practice to make it look like girls are not going through puberty.**
- **Large stones, a hammer or spatula that have been heated over coals can be used to compress the breast tissue.**
- **Other methods are to use an elastic belt or binder to press the breasts so as to prevent them from growing**
- **This is also abuse and you have the right not to have this done to you.**
- **Speak to your school, Childline, the Police or your doctor if you are worried about this issue.**

Remember: it is your body and you have the right to say “no” and allow it to develop into your adult self. Puberty shouldn’t be scary. It is a natural gateway into adulthood.

Some people want to interfere with the natural changes that are happening within puberty.

There are some abusive practices which exist to try and alter the ways in which a girl’s body might be changing.

- **Female Genital Mutilation (FGM) is where a girl’s genitals are cut, removed or altered.**
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6. Assessment

Lesson 2
Conception etc. Covered
in Science

Explain the ideas of IVF,
adoption and fostering
(some information in
Jigsaw or from AMS)

Think about the responsibilities of having a baby.

After you have completed the activity think about these questions:

Do you think your views on this have changed as you have grown older?

Do you think as your life changes, your views might continue to change?

What do you think?

- 1. People should not have babies until all children needing adoption have found their 'forever families'.**
- 2. A single person should not be allowed to have a baby using IVF or surrogacy. This should be for couples only.**
- 3. No-one under 30 should ever be allowed to become a parent.**
- 4. Same-sex couples are just as able as a man and a woman to be good parents.**
- 5. To help the climate change problem, people should choose to only have one child.**



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6. Assessment

Lesson 3

PSHE Learning Intentions

I know there are different types of committed stable relationships and that some people may choose to have children or not

I can make links between positive, healthy family relationships and effective parenting

I can identify some of the roles and responsibilities of being a parent

Social and Emotional Skills Learning Intentions

I can understand that stable intimate relationships can be linked to happiness



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Lesson 4

PSHE Learning Intentions

I know that the media can have a positive or negative impact on a person's self-esteem or body image

I know where to go for help if I am worried about my body image or self-esteem

Social and Emotional Skills Learning Intentions

I understand how self-image is linked to self-esteem

I can apply strategies to build my self-esteem



1. My changing body



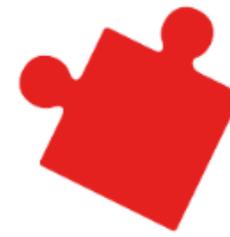
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Lesson 5

PSHE Learning Intentions

I know some of the changes in
my brain during puberty

I understand some of the
emotional changes during
puberty

I know where to access
support if I am worried about
adolescence

Social and Emotional Skills Learning Intentions

I know some ways to support
myself and others during times
of change

Celebrating Difference

Bullying, prejudice & discrimination (positive and negative), Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness

Summer Term Topics

Changing Me

Puberty changes, Reproduction facts, FGM, breast flattening/ironing, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support



1. Prejudice and Discrimination



2. True or false?



3. Challenging stereotypes



4. Discrimination in school



5. Bullying



6. Assessment

Lesson 1

What do you think other people would assume about these people?





1. Prejudice and
Discrimination



2. True or false?



3. Challenging
stereotypes



4. Discrimination
in school



5. Bullying



6. Assessment

Lesson 2

Challenging attitudes

Being environmentally friendly is a waste of time.

Under-age drinking is the main cause of crime.

There should be 'male' jobs for men and 'female' jobs for women.

Students should have at least two hours of homework per night, more at weekends.

Mobile phones should be banned in school.

What you hear.

What you think.

What you say.

How to persuade others against this attitude.



1. Prejudice and Discrimination



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my brain during puberty

I understand some of the
emotional changes during
puberty

I know where to access
support if I am worried about
adolescence

Social and Emotional Skills Learning Intentions

I know some ways to support
myself and others during times
of change

Healthy relationships, Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services

Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on changes, benefits of relaxation

Relationships

Changing Me



1. Power in relationships



2. Assertiveness and saying no



3. Porn - is it real?



4. Contraception



5. Consequences of unprotected sex



6. Assessment

Lesson 1

Relationships and you

What can a good relationship give you?

Think of a person you know. Think about time you spend with her or him.

- How do you feel when you are around them?
- What happens in the relationship for you to feel that way?
- What does he or she tell you about yourself?

Peer-on-Peer abuse

Some of the scenarios have examples of what is now called Peer-on-Peer abuse.

Some examples include;

- sharing of nude and semi-nude images and/or videos

Be careful not to get yourself in a difficult situation.

Remember if someone is pressuring you to behave inappropriately you need to report it and think carefully about who your friends are.

Scenario 1 - Mr. Smith

Chris is a good student but recently his marks have been lower than usual; he's not contributing much in class and is arriving late in school at least two mornings per week.

Mr. Smith, his head of year, has had several meetings with Chris to try and find out if there is any reason for his change in behaviour. Chris has not given much explanation, just mumbled that nothing is wrong and it won't happen again, but inevitably it does. Mr. Smith has warned Chris that if he's late again he will have no option but to issue an after-school detention as he has already had two warnings. Mr. Smith has told Chris that he can come and speak to him any time if he is worried about anything.

Chris is late two days later and is given an after-school detention. He is furious and complains to his tutor group that Mr. Smith is always picking on him and pulling him up for things that everyone else gets away with. He states that he's not going to go to the detention and no-one can make him.

Some of Chris's friends take him to one side to help him calm down and persuade him that he needs to go to the detention or things will just get worse.

Who holds the power?

Is it good, bad or ugly?

How many relationships can you identify in the scenario?

Which relationships are healthy?

Which relationships are unhealthy?



1. Power in relationships



2. Assertiveness and saying no



3. Porn - is it real?



4. Contraception



5. Consequences of unprotected sex



6. Assessment

Aggressive, assertive or passive?

If you:

- threaten, use sarcasm, bully, manipulate, fight = **AGGRESSIVE**
- ask confidently and without anxiety = **ASSERTIVE**
- sigh, sulk, hint, wish... = **PASSIVE**
- try to get what you want in any way that works = **AGGRESSIVE**
- rely on others to guess what you want = **PASSIVE**
- behave openly and directly = **ASSERTIVE**
- hope that you will get what you want = **PASSIVE**

Scenario 1

Your friend keeps trying to tell you what clothes to wear, what haircut to have and what to say. You don't like someone else telling you what to do and how to be. You would like it to stop.

Scenario 2

Your boyfriend/ girlfriend wants you to go to party that you're unsure about. You think there will be people there who you don't know and that they will be doing things you're not interested in. You're a bit worried about it all.

Scenario 3

Someone in the year group above you has started to single you out and make fun of you. You don't like it and you want it to stop. Your friends support you and want to help.

Scenario 4

Your friend has been going out with someone in the year above for two months. They are pushing your friend to 'go further' and have sex, but your friend doesn't feel ready.

Lesson 2

Saying No

1. Breathe!
2. Listen to your gut response; what is it saying?
3. Not sure? Ask for more time to think about it or for more information.
 - Remember you have the right to change your mind.
4. Try to use a clear "no" without a lot of apology or justification.

If someone is pushing you to do something you're not comfortable with, including sex, stand your ground and say no.

Remember the legal age of consent in the UK is 16.

Most young people do not have sex under 16.



1. Power in relationships



2. Assertiveness and saying no



3. Porn - is it real?



4. Contraception



5. Consequences of unprotected sex



6. Assessment

Lesson 3

AMS Resources to be used here to supplement ideas from Jigsaw

PSHE Learning Intentions

I understand that pornography and some media images give a false impression of sex and sexual relationships

I can challenge stereotypical ideas of 'ideal' males and females

I know about sex and the law as applied to online and social media

Social and Emotional Skills Learning Intentions

I am reassured that my adolescence is normal for me



1. Power in relationships



2. Assertiveness and saying no



3. Porn - is it real?



4. Contraception



5. Consequences of unprotected sex



6. Assessment

Lesson 4

Jigsaw lesson fine but guidance can be sought from the AMS resource

Then and now

Contraceptives through history: put them in order of earliest to latest use

- A) Condom made from animal intestines
- B) A spermicidal jelly called Panentex
- C) Cocoa butter and quinine sulphate mix inserted into the vagina
- D) The female condom
- E) A ring of silk-worm gut (inserted into the uterus)

Answers: A, E, C, B, D

Negotiation and communication

Scenario

“I had condoms in my bag/wallet but didn’t know what to say...”



1. Power in relationships



2. Assertiveness and saying no



3. Porn - is it real?



4. Contraception



5. Consequences of unprotected sex



6. Assessment

Lesson 5



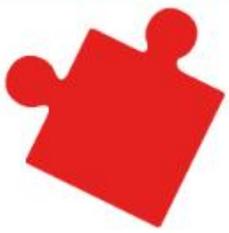
Why didn't I use a condom?
It's really uncomfortable when I pee.
Where do I go for help?
Will I need to tell my parents?

Emotional consequences.
It's good to wait.

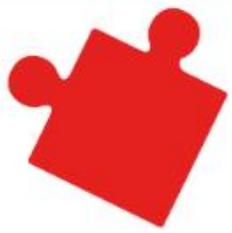
Emotional consequences

Consequences of sex at an early age

1. Higher risk of depression and suicide.
2. Regrets: one in five teens who have had sex regret the fact, even when they approached the situation feeling that they were "in love".
3. External pressures and lack of self-control meant that they went further than intended, or did not find the "joy" they anticipated.



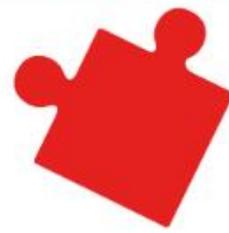
1. Mental health



2. Change and
our emotions



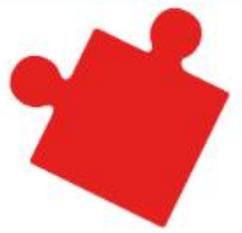
3. Better sleep



4. Resilience



5. Resilience



6. Assessment

All lessons to be taught from Jigsaw

Year 10

Both being delivered through drop down sessions

Relationships 1 delivered

Healthy Me to be delivered in May (mixture of Jigsaw and AMS Resources)

Relationships 2 to be delivered in June (mixture of Jigsaw and AMS Resources)

Healthy Me	Relationships
Mental health issues	My relationships, self, love? lust? Attraction, attachment
Protecting long-term health, balance, health tips	Relationship life cycles, grief, ending relationships and consequences
Body facts, substances and the body, prescribed drugs & safety	Intimate healthy relationships, types of long-term relationships, connectedness & expectations
Mental health disorders, anxiety, OCD, depression, eating disorders, support, treatment, triggers, caring and volunteering	Pornography timeline, risks, harms and myths, Peer-on-Peer abuse, Reality TV relationships
Health, CV disease, Cancer, diabetes, steps to being healthy, epidemics etc, organ donation and stem cell therapy	Healthy and unhealthy behaviours, abuse & coercion, Peer-on-Peer abuse, ideal partner
STIs, risks and keeping healthy	Relationships - are they too difficult?

PSHE Learning Intentions

I can describe how people who are sexually active can keep themselves safe from STIs

Social and Emotional Skills Learning Intentions

I can express my opinion and stand up for myself when necessary

Herpes Virus - Stays in the body and there is no cure

Human Papiloma Virus - HPV (can be Genital Warts) - Stays in the body and there is no cure

Hepatitis B Virus - Stays in the body and there is no cure

Human Immunodeficiency Virus (HIV) - Stays in the body and there is no cure

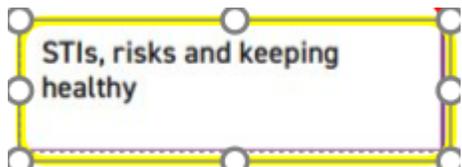
Gonorrhoea Bacteria - If you go to a doctor or clinic, you can get medicine to clear it up. Both you and your partner(s) need to take the medicine

Syphilis Bacteria - If you go to a doctor or clinic, you can get medicine to clear it up. Both you and your partner(s) need to take the medicine

Chlamydia Bacteria - If you go to a doctor or clinic, you can get medicine to clear it up. Both you and your partner(s) need to take the medicine

Pubic Lice/Crabs Infestation

Scabies Infestation



	What to watch for	How do you get this STI (Sexually Transmitted Infection)?	How is it tested and treated?
1.	<ul style="list-style-type: none"> Cluster of small painful blisters, fever pain in the joints, painful urination 	<ul style="list-style-type: none"> Unprotected anal, oral, or vaginal sex During birth 	<ul style="list-style-type: none"> Swab of area Drugs can reduce the number of attacks
2.	<ul style="list-style-type: none"> A cauliflower like appearance, warts can be pink, white, brown or grey, appear on vulva, cervix or anus, painless, itchy and uncomfortable 	<ul style="list-style-type: none"> Unprotected anal, oral, or vaginal sex During birth Skin to skin contact 	<ul style="list-style-type: none"> Visual exam Applying medicated creams, frozen off with liquid nitrogen, laser therapy
3.	<ul style="list-style-type: none"> Flu symptoms, vomiting, darker urine, abdominal pain, appear jaundiced 	<ul style="list-style-type: none"> Unprotected anal, oral, or vaginal sex Passed from mother to child during pregnancy Blood Sharing needles Saliva 	<ul style="list-style-type: none"> Blood test

PSHE Learning Intentions

I can critically evaluate the truth or otherwise of a relationship e.g. via social media, 'fake news'

I can explain why rumour mongering might give a false impression of a relationship

I can discuss the media portrayal of relationships and potential harms this may cause e.g. sensationalisation, reality TV, pornography

Social and Emotional Skills Learning Intentions

I can describe the negative influence pornography can have on relationships

Hindu temples depicting sex in India

The Kamasutra – 2nd century

Sculptures from the ancient world

Erotic art from remains of Pompeii

Paintings from hundreds of years ago

Victorian 'peep' shows and illustrations

Fanny Hill (1748), John Cleland

1895 – First film of a striptease

1969 – Blue Movie by Andy Warhol

Pornography timeline, risks, harms and myths, Peer-on-Peer abuse, Reality TV relationships

Pornography Timeline

Pornography timeline, risks, harms and myths, Peer-on-Peer abuse, Reality TV relationships

Pornography has been around for many years, but it has changed radically in the modern age.

December 1953 - Marilyn Monroe features in the first issue of what was to become the world's most recognised porn brand - Playboy magazine

1980's - Home video machines brought pornographic films to mainstream audiences. Previously, it was necessary to go to seedy cinemas.

1998 - The internet changed everything. Between 1998 and 2007, the number of pornographic websites grew by 1,800%.

2000's - And porn hasn't stayed behind the computer screen. Porn is more available, affordable, and anonymous than ever before. Popular video games feature full nudity. Snowboards marketed to teens are plastered with images of porn stars.

True or False quiz

1. 50% of young people, ages 13–24, actively seek out pornography weekly or more often.
False, it's 64%
2. Teenage girls are significantly more likely to actively seek out porn than women who are 25 and above.
True
3. A study of 14- to 19-year-olds found that females who consumed pornographic videos were at a significantly greater likelihood of being victims of sexual harassment or sexual assault.
True
4. A recent UK survey found that 44% of males aged 11–16 who consumed pornography reported that online pornography gave them ideas about the type of sex they wanted to try.
True
5. Porn sites receive more regular traffic than Netflix, Amazon and Twitter combined each month.
(True, porn sites receive more traffic than Netflix, Amazon and Twitter combined)
6. 35% of all internet downloads are porn-related.
True
7. The 'teen' porn category has topped porn site searches for the last six years.
True
8. Recorded child sexual exploitation (known as 'child porn') is one of the fastest-growing online businesses.
True
9. Porn is a global, estimated \$19 billion industry, with about \$12 billion of that coming from the U.S.
False, it's a staggering \$97 billion
10. 34% of internet users have been exposed to unwanted porn via ads, pop-ups, etc.
True

What are the risks associated with pornography?

“If we told you there was something that was considered ‘normal’ in society, but it could mess with your sexual health, harm your relationships, fuel feelings of depression and anxiety, and it’s connected to human trafficking, would you want to be involved with it? Not only that, extended exposure to pornography can change how consumers’ brains are wired”

This is very different from the glamorous, ‘entertainment’ that porn is portrayed as.

Pornography timeline, risks, harms and myths, Peer-on-Peer abuse, Reality TV relationships

So, how could pornography cause the harms mentioned?

How could pornography harm relationships?

What effect might pornography have on self-image or body image?

What is the impact of reality TV on how we view relationships?

Sharing of nude and semi-nude images and/or videos is an example of peer-on-peer abuse.

Remember that this is an offence and can have consequences.

Pornography timeline, risks, harms and myths, Peer-on-Peer abuse, Reality TV relationships

Pornography gives an unrealistic portrayal of relationships, but what is the effect of other portrayals of relationships via social media or reality TV?



Tommy Fury EXCLUSIVE: 'I DON'T CARE about having a six pack!' Love Island star insists being ripped 'means nothing'... despite girlfriend Molly-Mae poking fun at his plump stomach

29/01/20 07:10

Tommy Fury has admitted he's lost his six pack and says having a ripped body 'doesn't mean anything' after girlfriend Molly-Mae Hague poked fun at his plump stomach.

33 comments 4 videos 4 shares



Love Island star Luke Mabbott's secret famous past revealed: Star caught the eye of Vicky Pattison on Georgie Shore as she branded hunk 'Justin Bieber's younger brother'

29/01/20 18:12

Luke Mabbott already has a secret reality TV past as it was revealed he once appeared on Georgie Shore, and caught the eye of Vicky Pattison.

44 comments 1 video 2 shares



Dani Dyer looks glued to her phone on stroll... after ex Jack Fincham's drunken display at the NTAs

29/01/20 16:12

She recently hit headlines when it emerged her ex-boyfriend Jack had secretly become a father. Yet Dani looked in good spirits as she headed out on a stroll around Essex on Wednesday.

35 comments 2 videos 1 share



Jack Fincham reveals he kept his baby news secret so his child's mum Casey could have a 'peaceful pregnancy'... as he details their teenage friendship and co-parenting plans

29/01/20 01:08

Jack Fincham has now revealed that he kept his baby news a secret so that his little girl Blossom's mother Casey Ranger could have a 'peaceful pregnancy'.

49 comments 2 videos 1 share



Love Island SPOILER 'You didn't show me any respect': Rebecca fumes as Luke T finally admits he has a better connection with Siannise (who brands the snub 'karma')

29/01/20 15:27

She's been involved in her fair share of love triangles since entering the villa. And Rebecca is set to run out patience when she discovers that Luke has expressed his feelings for Siannise.

67 comments 2 videos 3 shares

Pornography timeline, risks, harms and myths, Peer-on-Peer abuse, Reality TV relationships

Year 11

Both being delivered through drop down sessions

Healthy Me delivered.

Relationships to be delivered in place of PE lessons next week (mixture of Jigsaw and AMS Resources)

Healthy Me	Relationships
Sleep, exam prep, eat well	Intimate romantic relationships, scenarios, sex perceptions, Are you ready for sex? Peer-on-Peer abuse
STIs and risks, being healthy and looking after your health, condoms, breast and testicle self-examination	LGBT+, gender and sexuality spectrums,
Sex, Are you ready?, consent, Peer-on-Peer abuse	Perceptions of LGBT+, timeline, Do's and Don'ts of coming out
Fertility and pregnancy, pregnancy choices including Abortion, pregnancy myths, bringing up a baby, financial implications	Balance of power in relationships, case studies, Peer-on-Peer abuse
Intimate relationships, abuse, rape culture, Peer-on-Peer abuse	My body my choice, breast ironing and FGM, 'honour-based violence', forced marriage, law, LGBT+ hate crime
Mutual respect in intimate relationships	Being you in a relationship

PSHE Learning Intentions

I am aware of the steps I can take to keep healthy including self-examination

I understand the preventative steps that can be taken to reduce the chance of contracting STIs

I have knowledge of the treatment available for STIs

Social and Emotional Skills Learning Intentions

I understand the responsibilities I have to protect my own health and others' health

Promoting condom use to young people

For many people, condom use is a healthy way to prevent unwanted pregnancy and most STIs.

How can we normalise condom use?

Can you suggest some ways to get this important message to young people?



Breast self-examination

It is useful to become familiar with breasts so you will recognise if anything is different.

Teenage girls need to be careful with this for the following reasons:

- Breast problems like cancer are extremely rare in teenage girls. If your doctor is worried about your breast health, he or she will do a breast examination.**
- Your breasts are still growing and changing. The reason women do breast self-exams is to learn what's normal for their breasts. But during the teenage years, what's 'normal' can change based on where a girl is in her development. To make things more confusing, your breasts can feel different depending on where you are in your menstrual cycle. If you've been getting your period for a while, you might notice that they feel tender or swollen just before or during your period.**

It's good to get used to the way your breasts normally look and feel. A good way to do that is to try this: when you're lying down, lightly touch your breasts with your fingertips. You might be surprised at how they feel. Breasts are a complex system of ducts and tissue so you'll notice normal lumps and bumps.

Regular breast self-examination is advisable from your 20s onwards, until then, you only need to worry about your breasts if you notice these problems:

- pain in your breast that isn't related to your period**
- a new lump, bump, or other change in your breast**
- a red, hot, or swollen breast**
- fluid or bloody discharge from your nipple**
- a lump in your armpit or near your collarbone**

Parent Feedback

- The views of our parents are important to us.
- Please spare just a couple of minutes to complete the Parent View Survey which is shared with Ofsted.

<https://parentview.ofsted.gov.uk/>

- The questionnaire can be completed at any time - you don't have to wait until the school is being inspected.
- We will share the link in our parent letter.

Thank you for coming!

- For any further information on PSHE provision, in primary, please do not hesitate to contact myself - Mrs Walker – my email address is:
- (kwalker@bggs.com)