

SAMPLE PACK

Sex & Relationships *covered*

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all you need to teach about sex and relationships in secondary schools

- **Introductory section**
- **Activities and resources for each topic**
- **Appendix**
- **Planning tools**



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Introductory section

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Activities and resources for each topic

Key Stage 3

- ▶ Puberty
- ▶ Positive Relationships
- ▶ Sex and Contraception
- ▶ Sexual Health

Key Stage 4

- ▶ Exploring Relationships
- ▶ Safe Sex and Relationships
- ▶ Pregnancy Choices and Decision-making
- ▶ Parenting



SRE glossary

Crush	Infatuation for someone, which usually fades after a while. Someone may feel they are in love with the person, who could be of their own age or much older, and may be someone they don't know very well (or at all).
Cunnilingus	This is oral sex when a woman's genitals are licked, kissed or sucked.
Dental dam	A square of thin latex or rubber which is placed over the labia or anus during oral sex . It can help reduce the risk of STI transmission, including herpes , genital warts (HPV) and HIV .
Diaphragm or cap	Method of contraception . A latex or silicone barrier which is inserted into a woman's vagina to cover her cervix ; used with spermicide , a substance which kills sperm .
Domestic abuse/ domestic violence (DV)	Abusive behaviour by one partner against another in an intimate relationship (such as marriage , dating, family or living together). It is not limited to physical violence (or the threat of physical aggression), but includes sexual or emotional abuse or intimidation. Males as well as females may be victims of domestic violence.
Double Dutch	Using a condom as well as the pill (or another long-acting) method of contraception . It is recommended to give protection against STIs as well as being the most effective way of preventing pregnancy .
Egg	See Ovum/ova .
Ejaculate, ejaculation	When semen comes out of the penis when a boy or man has an orgasm . This can be during sexual intercourse , masturbation or a wet dream .
Embryo	Describes the fertilised egg , from conception until the third month of pregnancy .



Learning intentions and outcomes for all topics

KS3 Puberty Learning intentions and outcomes

Learning Intention	Pupils understand the physical changes at puberty	
Learning Outcomes		Codes
	• Pupils know the male and female parts of the body and recognise that every person's body is unique	PUA
	• Pupils know how male and female bodies change at puberty and that the changes happen gradually and at different times	PUB
	• Pupils understand menstruation	PUC
	• Pupils feel confident and comfortable about the changes that happen at puberty and feel able to discuss them	PUD
Learning Intention	Pupils learn about personal hygiene	
Learning Outcomes		Codes
	• Pupils understand the changing need for personal hygiene	PUE
	• Pupils know how to use hygiene products	PUF
Learning Intention	Pupils learn about the emotional and social changes that occur during puberty, and how to manage these	
Learning Outcomes		Codes
	• Pupils understand that changing moods are normal during puberty	PUG
	• Pupils can talk about feelings	PUH
	• Pupils understand how relationships with their peers may change, and have some strategies for managing this	PUI
	• Pupils understand that it is normal for powerful feelings to develop at puberty – such as fancying people, falling in and out of love, physical attraction and crushes	PUJ
	• Pupils have some strategies for managing new feelings and changing relationships with parents and carers	PUK



Talk about boxes

Talk about boxes provide notes for teachers at relevant points throughout the pack. These can:

- ▶ highlight important issues to cover
- ▶ provide background information for the teacher
- ▶ act as an aide memoire of points or information to include in discussion
- ▶ provide a 'script' for talking about a particularly sensitive issue.

Key Stage 3

Puberty

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Talk about testicular cancer	14
Talk about being Breast Aware	15
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Positive relationships

Talk about what a relationship means	12
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Talk about managing the sexual risks of alcohol and drugs	27
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Sex and contraception

Talk about the age of first sex	12
Talk about the meaning of 'consent'	18
Talk about feeling pressurised to have sex	19



Self-assessment of KS3 topics

Fill this in to show how much you have learnt by completing the sentences and circling the



green tick (I understand this very well);









yellow question mark (I have some understanding of this but can learn more); or



red cross (I do not understand this).

KS3 PUBERTY

Physical changes at puberty	
I know the male and female parts of the body and that every body is unique.	  
<p><i>Some of the correct names for the sexual organs are</i></p> <p>Male:</p> <p>Female:</p>	
I know how male and female bodies change at puberty and that the changes happen gradually and at different times.	  
<p><i>Some of the physical changes that happen are...</i></p>	



Learning
Outcome

Pupils understand that it is normal for powerful feelings to develop at puberty [PUJ]

PU45 Like, fancy, love?

30 mins

Divide the class into small groups and give out *Resource PU45a Like, fancy, love? Venn diagram* and ask them to take turns in placing the cards from *Resource PU45b Like, fancy, love? cards* where they think it is appropriate for some people. The person who places the card gives a reason for their decision, and the group could discuss this.

Come together with the whole class and discuss:

- ▶ How might people behave when they like someone?
- ▶ How might people behave when they fancy someone?
- ▶ How might people behave when they love someone?
- ▶ Which is the most powerful feeling? Why?
- ▶ How might each feeling affect a person's daily life?
- ▶ Can a person feel several of these things at the same time?

Write the words LIKE, FANCY and LOVE on the board and ask the class to try and come up with a definition for each one. For example:

LIKE

To enjoy, find agreeable, to be fond of, to be pleased with, to find pleasant, to take pleasure in, to have fondness for.

This can apply to a person, an activity or a thing.

FANCY

Desire, long for, imagine, sex, longing, it is a fantasy – not real, unattainable like a pop star, attraction, having sex with someone.

This can apply to a person or a thing, like chocolate or a car.

LOVE

Warm affection, delight in someone special, deep tender feeling, personal attachment, devotion to, intense liking, a strong enthusiasm for, someone or something you take pleasure in, to be 'in love'.

This can apply to a person, animal or object.

Discuss some of the following questions:

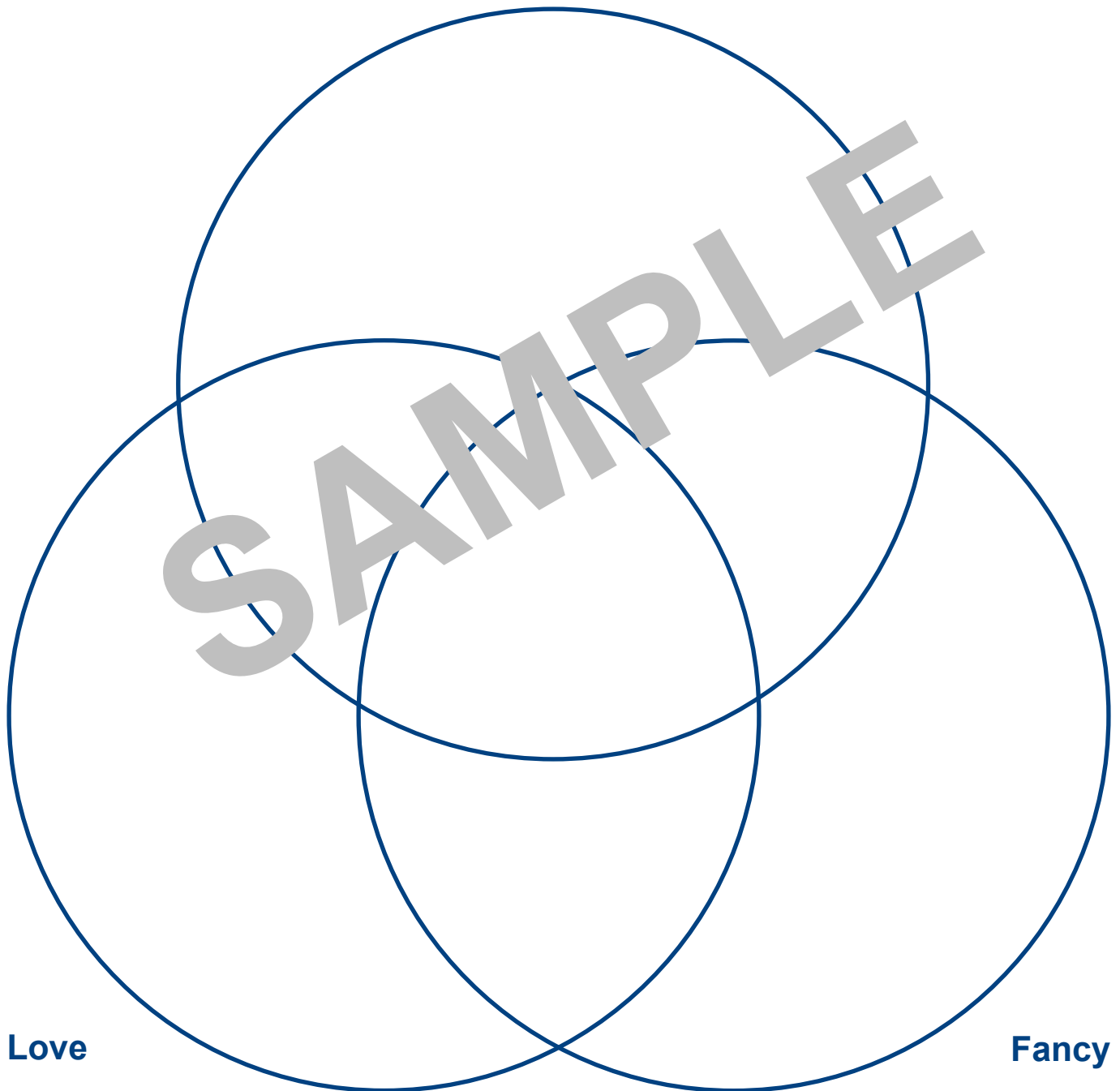
- ▶ Are all of these feelings important in a relationship? In every relationship?
- ▶ Do people need to like, fancy and love someone to kiss them?
- ▶ Do people need to like, fancy and love someone to have sex with them?
- ▶ How can people show that they love someone without having sex with them?
- ▶ Is there any point in having sex without love or love without sex?
- ▶ Which of these feelings is likely to last? Why?
- ▶ Can someone fancy someone of the same sex without being gay?
- ▶ What are the most important elements in a loving relationship?



PU45a Like, fancy, love? Venn diagram

In your group, take turns to place a card in the circle you think is best – like, love or fancy. You can place a card where two or three circles overlap if you like. **For best results enlarge to A3.**

Like



Love

Fancy



PU45b Like, fancy, love? Cards

Cut out the cards and in your group, take turns to place a card in the circle you think is best – like, love or fancy.



<p>a family member</p> <p>♀♂</p>	<p>favourite food</p> <p>♀♂</p>	<p>favourite music</p> <p>♀♂</p>	<p>baby</p> <p>♀♂</p>
<p>pop star</p> <p>♀♂</p>	<p>cake</p> <p>♀♂</p>	<p>boy/girl down the road who smiles</p> <p>♀♂</p>	<p>friend</p> <p>♀♂</p>
<p>a long hot bath or shower</p> <p>♀♂</p>	<p>someone of the same sex</p> <p>♀♂</p>	<p>partner</p> <p>♀♂</p>	<p>famous footballer</p> <p>♀♂</p>
<p>soap star</p> <p>♀♂</p>	<p>The Simpsons</p> <p>♀♂</p>	<p>football</p> <p>♀♂</p>	<p>older pupil in school</p> <p>♀♂</p>
<p>boyfriend or girlfriend</p> <p>♀♂</p>	<p>pet</p> <p>♀♂</p>	<p>favourite teacher</p> <p>♀♂</p>	<p>clothes</p> <p>♀♂</p>



Learning
Outcome

Pupils know how to use a condom [SCG]

SC36 Condom sequencing

S

A

15 mins

 Talk about condom distribution schemes

To assess learning, pupils could complete activity [SC38 Condom Cartoon](#) before and after the following activity.

Version A

Divide the class into groups and give each group the set of cards from [Resource SC36a Condom sequencing cards](#) and/or [Resource SC36b condom sequencing pictures](#) and ask them to put the cards in the right sequence of events for using a condom. Go through the correct order with the whole class (see also [Resource SC36c Condom sequencing pictures \(correct order\)](#)):

- ▶ Use a condom as soon as the penis is erect. Do not allow contact between the penis and the partner's genitals before using a condom.
- ▶ Using a new condom, check:
 - that the package has the BSI Kitemark or CE mark
 - the expiry date.
- ▶ Carefully tear the foil and take the condom out of the package, making sure that it is not damaged by fingernails, jewellery or teeth.
- ▶ Check that the condom is not inside out and that the roll is on the outside.
- ▶ Pinch the teat at the top of the condom to get rid of any air and to make room for the semen. (Failing to do this may cause the condom to burst.)
- ▶ Unroll the condom down to the base of the penis and check again that the air is pinched out at the top.
- ▶ During sex, the man usually comes (ejaculates). Semen seeps out when he is excited and when he ejaculates.
- ▶ Withdraw the penis whilst it is still erect. Make sure to hold on to the bottom of the condom so it doesn't slip off.
- ▶ Take the condom off, taking care not to spill any semen. Wrap the condom in tissue and put in a bin (not down the toilet).
- ▶ Use a new condom before any other sexual activity.

Ask the class what they would advise or what is likely to happen if:

- ▶ One of them discovers that they have left the condoms at home.
- ▶ They unroll the condom the wrong way round.
- ▶ They tear the condom with a ring.
- ▶ They didn't hold the tip to remove the air.



- ▶ The penis loses its erection before putting the condom on.

Version B

Ask for 10 volunteers and give each person a large size card from *Resource SC36d Condom sequencing pictures - large* and/or *Resource SC36a Condom sequencing cards*. Ask for another



Talk about condom distribution schemes

There is a range of schemes, nationally, which provide free and confidential access to condoms. They all run in a similar way: young people initially sign up with a trained advisor who explains the scheme, talks about the importance of using condoms to avoid STIs and pregnancy and makes sure they know how to use a condom correctly. Then they are issued with a card which enables them to get condoms for free from a range of participating places and services, which usually includes sexual health services, pharmacies, colleges and youth clubs.

Examples of free condom schemes are: Come Correct, C-card, CD card, free condom.

Contact your local sexual health service to find out about what is available locally.

www.nhs.uk/service directories/Pages/ServiceSearchAdditional.aspx?ServiceType=SexualHealthService

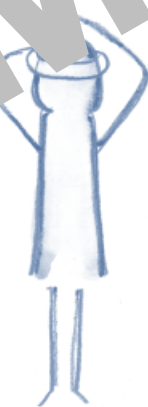
SAMPLE



SC38 Condom cartoon

1

Add a caption for each drawing in the sequence. Try to include as much information as possible.



SC36b Condom sequencing pictures

Cut out the cards below



<p>♀♂</p>	<p>♀♂</p>
<p>♀♂</p>	<p>♀♂</p>
<p>♀♂</p>	<p>2013/05 CE</p> <p>♀♂</p>
<p>♀♂</p>	<p>♀♂</p>
<p>♀♂</p>	<p>♀♂</p>



SC36c Condom sequencing pictures - correct order

Cut out the cards below



 <p>♀♂</p>	 <p>2013/05 CE</p> <p>♀♂</p>
 <p>♀♂</p>	 <p>♀♂</p>
 <p>♀♂</p>	 <p>♀♂</p>
 <p>♀♂</p>	 <p>♀♂</p>
 <p>♀♂</p>	 <p>♀♂</p>



Learning
Outcome

Pupils are able to identify exploitation and coercion in relationships [SSD]

SS15 Jacko and Janey

20 mins

- Talk about statistics concerning domestic abuse
- Talk about the legal definition of rape and consent

Divide the class into groups and give half of the groups a copy of **Jacko's story** and the other half a copy of **Janey's story** from *Resource SS15 Jacko and Janey*. Ask them to answer the questions on their sheet of paper.

Come together with the whole class and read out both stories. Discuss what the groups have written.

- What kind of behaviour showed exploitation and coercion in their relationship?
- If it was at all possible to change their relationship, what would need changing?
- What help is available to support Jacko and Janey, either as a couple or separately?

You may wish to show the **Help page** on www.faceup2it.org for suggestions on where to go for help.

Talk about statistics concerning domestic violence

Domestic violence/abuse is the misuse of physical, emotional, sexual or financial control by one person over another who is or has been in a relationship. This includes family members.
Bristol Domestic Abuse Forum

Domestic abuse and violence affects about one quarter of children in schools today.

Young people aged 16 and 24 are at the highest risk of experiencing domestic or dating abuse of any age group.

Young women aged 16-19 are at a higher risk of experiencing sexual violence than any other age group of women or men.

Teachers should be aware that domestic violence is always a risk factor for children and young people, whether or not the child is being directly abused. It *must* always be reported to the school's designated member of staff for child protection who will refer to children's social care.





Talk about the legal definition of rape and consent

Around 21% of girls and 11% of boys experience some form of child sexual abuse. As adults, 23% of women and 3% of men experience sexual assault, and 5% of women and 0.4% of men experience rape.

Cross Government Action Plan on Sexual Violence and Abuse

<http://webarchive.nationalarchives.gov.uk/+http://www.homeoffice.gov.uk/documents/Sexual-violence-action-plan2835.pdf?view=Binary>

A person (A) commits rape if:

- (a) he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis,
- (b) B does not consent to the penetration, and
- (c) A does not reasonably believe that B consents.

Section 74 of the Sexual Offences Act says that “a person consents if he or she agrees by choice, and has the freedom and capacity to make that choice”

A person should always have the right to say no to sex, regardless of whether they have previously had consensual sex with the man. Non-consensual intercourse within marriage or a relationship is still rape.

The offence of rape can only be committed by a man because of the penetration of the penis. However, both men and women may experience rape. If the penetration is with something other than a penis, the offence is committed by penetration.

Of adults who were sexually abused, 40% tell no one about it, and 31% of children who are abused reach adulthood without having disclosed their abuse. This means that victims don't get the support they need to deal with the abuse or violence they have experienced.

Rape Crisis England and Wales freephone helpline

080 8802 9999 12 - 2.30pm and 7- 9.30pm.

Website: www.rapecrisis.org.uk



Jacko's story

I'm 16 years old and Janey is my girl. She's a beautiful girl and I like being seen with her. However, if she wears short skirts and tight tops, the boys look at her and I don't like that. Since I've been going out with her, I make her wear long skirts and baggy tops. If she doesn't, I have told her that I will leave her and then there will be no one to take care of her any more.

When we first got together Janey was a real slag. I have made her into a good girl and she only sleeps with me and I won't let her even talk to other boys. This is how I know that she loves me. She always goes straight home from school and phones me when she arrives. I need to know exactly what she is doing all of the time. I want her with me every evening and lunch times in school, except when I have something else that is important.

Last night at the club, I saw her talking to Phil, which really made me feel mad. I know that it wasn't Phil's fault, as he was just being polite, but Janey should have known better. I have told her time and time again that she mustn't mix with boys. I waited until we left and then really yelled at her and gave her a bit of a slap to let her know just how angry and hurt I felt. She started crying and said that she did love me and she tried to blame Phil but I know that it was her fault and I told her so. I am sorry for slapping her now but if she loves me as much as she says she does, then she wouldn't do things to make me feel bad, would she?

Why do you think Jacko is angry like other boys looking at Janey?

Why do you think he got angry at Janey and not at Phil?

Why do you think Jacko behaves as he does?

What help do you think Jacko needs?



Janey's story

I'm 16 years old and go out with Jacko. We've been going out for nearly six months now and Jacko has really helped and improved me. Before we met, Jacko says that I was a real slag because I wore revealing clothes and, even though I never slept with anyone else before Jacko, I enjoyed flirting with boys. Jacko put a stop to that. He also stopped me going anywhere without him, especially with my girlfriends.

I always go straight home from school and ring him when I get in. If I am late, he gets very angry and needs to know why, and if he doesn't believe me, I am scared that he will break up with me. If he does break up with me, I'll never get another boyfriend 'cause no one would want me as I am such a slag and need someone like him to keep me in order.

Last night he nearly dumped me. He was so angry because he saw me talking to Phil at the club. Phil started to talk to me and I couldn't very well ignore him but I know now that I should have, and gone straight to find Jacko. Jacko rightly told me off and gave me a smack across the face. Thankfully he never dumped me. I'm so lucky to have him and will try harder in the future.

What examples of exploitation and coercion are there in this story?

Janey seems to think that she can't cope without Jacko. Why do you think this is?

Why do you think Janey blames herself for talking to Phil?

What help do you think Janey needs?



Learning
OutcomePupils can discuss first sex and why people
have sex [SCA]

SC5 Sex is ...

20 mins

Divide the class into small groups and give out one set of *Resource SC5a Sex is... statement cards* and one set of *Resource SC5b Sex is... continuum cards* (Agree, not sure, disagree) to each group.

The statement cards should be dealt out within the group. In turn, they can then read out their statement and place it somewhere along the continuum agree, not sure, disagree. Emphasise that everyone is entitled to their opinion and that there are no 'right' or 'wrong' answers. Others in the group can then comment on whether they agree or disagree with where the card has been placed. Ensure that each person in each group has a turn at reading out a statement at least once.

Ask each group to feed back one of the statements that most of the group had difficulty agreeing with. Encourage a discussion about why this was so.

Ask the class what they thought was the purpose behind this activity and draw out from them that it was to gain an understanding that sex will mean different things to different people, depending on their needs and experience. Emphasise that it is important for each one of them to know what they want from a relationship and know what kind of relationship will suit them and their needs.

SAMPLE



SC5a Sex is... statement cards

1

Cut out the cards below



<p>All about being in love</p> <p>♀♂</p>	<p>About having babies</p> <p>♀♂</p>	<p>The best part of biology</p> <p>♀♂</p>
<p>OK if it feels good)</p> <p>♀♂</p>	<p>About romance</p> <p>♀♂</p>	<p>Better with age</p> <p>♀♂</p>
<p>For whoever happens to be special at the moment</p> <p>♀♂</p>	<p>For anyone</p> <p>♀♂</p>	<p>Just animal instinct</p> <p>♀♂</p>
<p>Scary</p> <p>♀♂</p>	<p>The ultimate expression of commitment to someone</p> <p>♀♂</p>	<p>About the survival of the human race</p> <p>♀♂</p>



SC5a Sex is... statement cards

Cut out the cards below



<p>Worth waiting for</p> <p>♀♂</p>	<p>Exciting</p> <p>♀♂</p>	<p>Best done in private</p> <p>♀♂</p>
<p>A way to give pleasure to your partner</p> <p>♀♂</p>	<p>About having an orgasm</p> <p>♀♂</p>	<p>For young people</p> <p>♀♂</p>
<p>About feeling special</p> <p>♀♂</p>	<p>Has a feel like that</p> <p>♀♂</p>	<p>No big deal</p> <p>♀♂</p>
<p>Free fun</p> <p>♀♂</p>	<p>OK if you are married</p> <p>♀♂</p>	<p>About respect and love</p> <p>♀♂</p>



SC5b Sex is... continuum cards

Cut out the cards below



Agree



Not sure



Disagree



SAMPLE



Learning
Outcome

Pupils understand how pornography and sexualised media can influence expectations of behaviour in sex and relationships [ERC]

ER25 Pornography rights and wrongs

15 mins

- Talk about pornography and the law
Talk about pornography, safeguarding and child protection

In small groups, give out *Resource ER25a Pornography rights and wrongs*. Pupils should discuss each statement and decide whether:

- a) it is legal or illegal, and
- b) whether they think it is right or wrong (acceptable or unacceptable).

Feed back on the answers, referring to *Resource ER25b Pornography rights and wrongs: answers*. Draw out discussion and debate, reminding them that rights and wrongs are matters for discussion and depend on personal values and beliefs. In fact, they may not agree that all the things that are illegal are 'wrong'. You may want to discuss the purpose of the law in this situation, which exists mainly to protect young people from abuse or coercion.

SAMPLE



ER25a Pornography rights and wrongs

Discuss the statement and circle whether you think it is right or wrong, and whether it is legal or illegal.

Statement	Please circle	Please circle
1. Some daily newspapers have large pictures of topless women.	LEGAL / ILLEGAL	RIGHT / WRONG
2. A father buys a newspaper every day that has pictures of topless woman on page 3 and his young children look at it.	LEGAL / ILLEGAL	RIGHT / WRONG
3. A 15-year-old is asked to watch pornography with a 30-year-old friend of the family.	LEGAL / ILLEGAL	RIGHT / WRONG
4. A 16-year-old boy goes into a newsagent and buys a 'lads' mag'.	LEGAL / ILLEGAL	RIGHT / WRONG
5. A 19-year-old couple watch pornography together.	LEGAL / ILLEGAL	RIGHT / WRONG
6. A couple in their 40s watch pornography to spice up their sex life.	LEGAL / ILLEGAL	RIGHT / WRONG
7. A 16-year-old girl takes a picture of her naked 17-year-old boyfriend on her mobile.	LEGAL / ILLEGAL	RIGHT / WRONG
8. An 18-year-old boy sends a picture of his topless 18-year-old girlfriend to his mates.	LEGAL / ILLEGAL	RIGHT / WRONG
9. A 13-year-old watches free pornography on the internet.	LEGAL / ILLEGAL	RIGHT / WRONG
10. A 17-year-old couple film each other having sex on their mobiles.	LEGAL / ILLEGAL	RIGHT / WRONG



Learning
Outcome

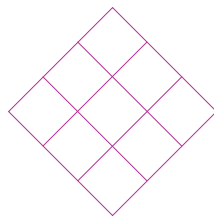
Pupils understand what skills and qualities are necessary for parenting, and what practical circumstances make parenting easier [PAC]

PA21 Diamond mum and diamond dad

A 25 mins

 Talk about different forms of parenting

Divide the class into small groups. Cut out the nine cards in *Resource PA21 Diamond mum and diamond dad*. Give a set of cards to each group and ask them to try to come to a consensus about the most important and least important qualities for a parent, forming a diamond as illustrated below, with the most important at the top, and the least important at the bottom.



Discussion about gender roles could be sparked by asking half of the groups to place the qualities for a dad in order, and the other half to place the qualities for a mum in order. (You could print the same cards on to different coloured paper so the different groups would expect different qualities.) Ask the class to observe whether there were any differences in the prioritisation of the qualities for dads and mums.

You could ask:

- ▶ What qualities were seen as the most important and why?
- ▶ Were there any qualities you thought were more important for a mum than a dad or the other way round?
- ▶ Do both parents/carers need all those qualities or is it ok for the dad to have some and the mum to have others?

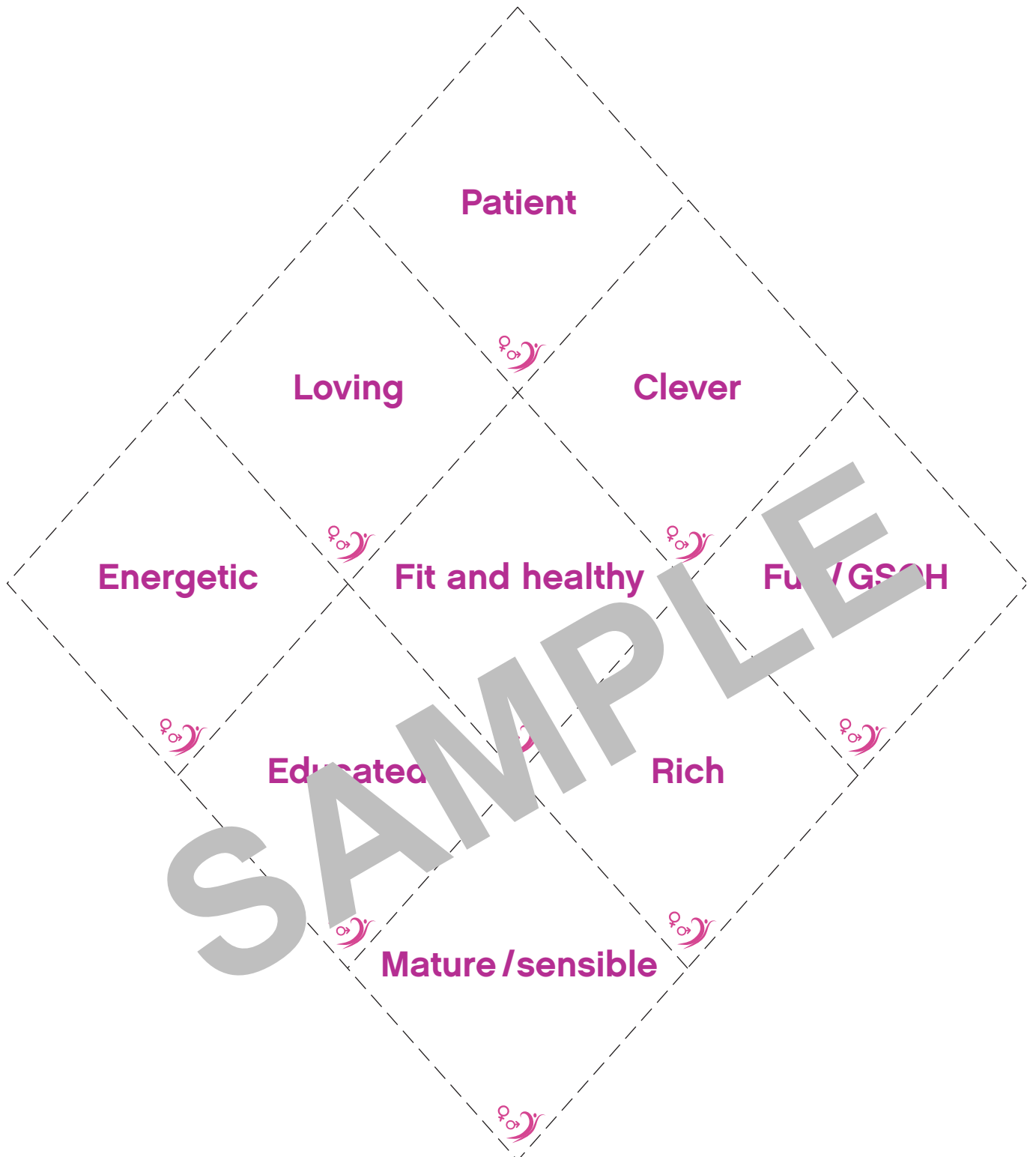
 Talk about different forms of parenting

Discussion of parenting in this section focuses on the role of someone who has parenting responsibilities rather than being a biological parent. All the exercises here would be as applicable to someone becoming a stepparent, a foster parent or an adoptive parent. This should be made explicit during discussion of all the exercises, so students do not assume that being biologically capable of reproducing is the same as being a parent, and to recognise the fact that those who do not have biological children can also be good parents. This may be particularly important for pupils who are being brought up in non-traditional family arrangements.



PA21 Diamond mum and diamond dad

Cut out the cards below and rank in a diamond shape



Learning
Outcome

Pupils understand that different types of sexual activity carry different risks and pleasures, and know some ways of managing these risks [SHB]

SH8 What do you think? What's the risk?

S 15 mins

 Talk about safer sex

Using *Resource SH8a What do you think? What's the risk?* ask pupils to decide and tick whether they think that the statement is true or false or if they are unsure. Then, in the space provided, say what they think the risk might be for someone who agrees and believes in the statement.

Feed back the responses using the notes on *Resource SH8b What do you think? What's the risk? Notes*.

 Talk about safer sex

Safer sex is:

The enjoyment of sex without risk, fear of pregnancy, HIV or other infections that can be passed on through sexual intercourse. It is any intimate activity that avoids the exchange of semen, vaginal fluids or blood from one person to another.

Plasters or other waterproof dressings can be used to make sure that cuts and sores are sealed off, which will help avoid semen, vaginal fluid or blood being passed from one person into the bloodstream of someone else.

Safer sex involves using a condom in sexual activities where there is sharing or mixing of body fluids or contact with the genital area, whether people have penetrative sex or not.

Safer sex refers to a number of ways in which people can protect themselves, such as using a condom during intercourse to avoid sexually transmitted infections; using contraception to prevent pregnancy; other sexual activities but not having sexual intercourse; and not having sex when under the influence of drugs or alcohol.



SH8a What do you think? What's the risk?

1

Read each statement and say whether you agree, disagree or are unsure. Then write in the space below the statement what you think the risk might be for someone who believes this.

	True	False	Not sure
1. All young people are sexually active.			
The risk in thinking this might be...			
2. The only type of sex that's safe is no sex with anyone else.			
The risk in thinking this might be...			
3. Only gay men are at risk of HIV.			
The risk in thinking this might be...			
4. A woman won't get pregnant if the man pulls out before he comes.			
The risk in thinking this might be...			
5. It's ok not to be sexually active.			
The risk in thinking this might be...			



SH8a What do you think? What's the risk?

2

	True	False	Not sure
6. If you are on the pill, you don't need to use a condom as well.			
The risk in thinking this might be...			
7. When a girl says "no", she doesn't always mean it.			
The risk in thinking this might be...			
8. You can tell if someone has had an STI.			
The risk in thinking this might be...			
9. Some people get a lot of satisfaction from just kissing and cuddling.			
The risk in thinking this might be...			
10. If you love someone, you shouldn't have to use a condom.			
The risk in thinking this might be...			



Learning
Outcome

Pupils understand why people choose to have an intimate relationship *[PRC]*

PR14 Relationship opinions

15 mins

In groups, work through *Resource PR14 Relationship opinions* and tick whether they agree or disagree with the statements. Then, in the empty column, ask them to make notes of the reasons from their discussion.

Ask for feedback on the opinions where there was:

- ▶ most agreement
- ▶ most disagreement.

SAMPLE



PR14 Relationship opinions

Tick whether you agree or disagree with each statement and write your comments

	Agree	Disagree	Comments from discussion
Everybody wants to have a boyfriend or girlfriend			
People who love each other always have sex			
Two boys can go out together			
Two girls can go out together			
People who love each other get married			
All women want to have a baby			
It is important that your family like your girlfriend/boyfriend			
It is difficult to have a girlfriend/boyfriend and keep your group of friends			
Anyone can love more than one person			
Nobody chooses to be single			
In an intimate relationship, one person always takes the lead and makes the decisions			



Learning
Outcome

Pupils understand that people hold a range of different views and beliefs about the different pregnancy options [PCE]

PC10 Why abortion? Why parenthood?

25 mins



Talk about abortion

Talk about common questions young people have about abortion

Divide the class into small groups of three to five pupils. Give each group one of the sets of ranking cards from [Resource PC10 Why abortion? Why parenthood?](#). One set is headed 'Reasons to end an unintended pregnancy', and the other, 'Reasons to continue an unintended pregnancy'. It may be useful to print these on different coloured card.

Ask pupils to spend five minutes discussing their pack, and to lay out all the cards, placing them in order, with what they think is the best reason at the top and weakest/worst reason at the bottom. The cards can be set out in any shape that reflects the feeling of the group. Once they have done one set, they should consider the contrasting set of reasons. The two different sets of cards should be kept separate.

Once all the groups have discussed and laid out both sets of cards, bring the whole class together for a discussion. Try to establish which cards were easier to place than others. If they found it a difficult exercise, ask why. Encourage the pupils to challenge each other on the assumptions behind their decisions, and try to elicit reasons for their choices.

This exercise is an opportunity for pupils to express their opinions and compare views. There are no right and wrong answers, but the different ways they lay out the cards will give a clear indication of their thoughts and feelings about parenthood, general teenage parenthood and abortion. For example, some groups may put all the cards on a single horizontal line or a circle. This shows that the group really believes that whatever the individual woman wants for herself is valid and is a very non-judgemental position. Other pupils will find it easier to label good or bad reasons, and this may reveal attitudes that are interesting to discuss further. For example, it is common for pupils to put reasons like 'the woman is too young to continue the pregnancy' or 'the woman has been raped' as good reasons to end a pregnancy. They will often say this is because it was not 'her fault'.

The idea of fault and responsibility is an interesting one to explore in this context. If she had unprotected sex, but doesn't want to be a mother at this point in her life, is it her own fault and should she be judged for wanting an abortion?

It is also worth exploring issues of age, attitudes to men's views and more.





Talk about common questions young people have about abortion

What is the time limit for an abortion?

The maximum legal time limit for most abortions is 24 weeks. However, the vast majority are carried out before 12 weeks of pregnancy. Beyond this, abortions are more difficult to obtain. Only in exceptional circumstances, for instance, when the pregnancy threatens the woman's life or risks causing her serious and permanent injury, or where the fetus is at risk of serious disability, can an abortion take place beyond 24 weeks.

Is abortion safe?

In this country, doctors are trained to carry out abortions and are used to performing them. They do so using the correct drugs and methods. This means that abortion procedures here are very safe, carrying only a small risk of complications.

Can someone under 16 have an abortion?

Women under the age of 16 can have an abortion. Most young women choose to involve their parents or carers in their decision to end a pregnancy, and doctors will always encourage a young woman to do this. However, if the doctor agrees that discussing it with them is not in her best interests and she cannot be convinced otherwise, the doctor will try to ensure that another appropriate adult is there to support her, both during and after the procedure.

Is the morning after pill the same as an abortion?

No. The morning after pill is a form of emergency contraception, so it works to prevent a pregnancy from occurring. An abortion is a way of ending a pregnancy that has already been established. This means that if a woman took emergency contraception after becoming pregnant, it would not be effective.

How much does an abortion cost?

Most abortions are provided free of charge through the National Health Service. However, if a woman wanted to arrange an abortion with an independent clinic herself, she would pay between £400 and £1,200.

Are there any long-term physical effects?

Most abortions involve straightforward procedures, so there should be no long-term physical effects after the procedure. Contrary to belief, there are no links between abortion and breast cancer, and a straightforward abortion will not lead to infertility. In fact, most women are fully fertile within just two weeks of having an abortion. Some fears that people have about the dangers of the procedure come from the days of backstreet abortions, which were often carried out in unhygienic conditions by people without training, skills or appropriate instruments. In these circumstances, abortion often ended tragically in death, infection or permanent infertility.

Won't the woman feel terrible about it?

Women's feelings after an abortion differ, and are strongly influenced by the circumstances in which they have made the decision, the reasons for having an abortion and how comfortable they felt with the decision. Where a woman is confident that she has done what is best for her, she is most likely to feel all right about it.



PC10 Why abortion? Why parenthood?

Reasons to end an unintended pregnancy. Cut out the cards below.













<p>She's too young</p> <p>♀♂</p>	<p>She doesn't see her relationship as long-term</p> <p>♀♂</p>
<p>She's got two very young kids already</p> <p>♀♂</p>	<p>The pregnancy is the result of rape</p> <p>♀♂</p>
<p>There is a diagnosis of fetal abnormality</p> <p>♀♂</p>	<p>Her parents will kick her if they find out she's pregnant</p> <p>♀♂</p>
<p>She already has grown up children</p> <p>♀♂</p>	<p>He says he'll dump her if she doesn't have an abortion</p> <p>♀♂</p>
<p>She's concerned about her education and career</p> <p>♀♂</p>	<p>She is too ill to go ahead with the pregnancy</p> <p>♀♂</p>



PC10 Why abortion? Why parenthood?

Reasons to continue an unintended pregnancy. Cut out the cards below.



<p>She's bored at school</p> <p>♀♂ </p>	<p>Her mother can't wait to be a grandmother</p> <p>♀♂ </p>
<p>She wants someone to love, who will love her back</p> <p>♀♂ </p>	<p>She wants to be a mother</p> <p>♀♂ </p>
<p>All her mates have got kids</p> <p>♀♂ </p>	<p>She thinks abortion is wrong</p> <p>♀♂ </p>
<p>Her boyfriend thinks abortion is wrong</p> <p>♀♂ </p>	<p>She thinks her boyfriend will stay with her if she has a baby</p> <p>♀♂ </p>
<p>She has a good job and can look after the baby without support of a partner</p> <p>♀♂ </p>	<p>She's happy that she's pregnant and so is her partner</p> <p>♀♂ </p>

