

# PCSHE Booklet – Year 9

## Topic 3 – Respectful and Intimate Relationships

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

### Year 9 Curriculum Overview

Year 9 Curriculum Overview			
Topic 1: Peer influence and gangs  Healthy and unhealthy social groups, assertiveness, and gang exploitation	Topic 2: Justice System  Laws, justice systems, role of the police, courts and tribunals, public institutions and voluntary groups, the Equality and Protected Characteristics	Topic 3: Respectful and Intimate Relationships  Families and parenting, healthy relationships, conflict resolution, and relationship changes, consent, contraception, the risks of STIs, and attitudes to pornography.	Topic 4: Healthy lifestyle  Choices about diet and exercise, healthy sleep, dental health

#### If you need further support...

- Home/School Support: Parent, Tutor, Mr Hayward, Mrs Aston, Mrs Loveridge, Mrs Jones.

#### Organisations:

- NSPCC: Helpline 0808 800 5000 (24 hours, every day) [www.nspcc.org.uk](http://www.nspcc.org.uk)
- Rape Crisis: Helpline: 0808 802 9999 (12-2:30 and 7-9:30) [www.rapecrisis.org.uk](http://www.rapecrisis.org.uk)
- RASAC (Rape and Sexual Abuse Support Centre) National Helpline 0808 802 9999 (12-2:30 and 7-9:30) [www.rasasc.org.uk](http://www.rasasc.org.uk)
- Childline: Helpline 0800 1111 (24 hours, every day) <https://www.childline.org.uk>
- Women's Aid: Helpline: 0808 2000 247 **24hr** <https://www.womensaid.org.uk>
- Men's Advice Line: Helpline: 0808 801 0327 Monday-Friday 9am-5pm <http://www.mensadvice.org.uk/>
- Your Doctor, Community Nurse, School Nurse (Ask at reception for appointment), NHS Online, [www.healthforteens.co.uk](http://www.healthforteens.co.uk)
- [www.brook.co.uk](http://www.brook.co.uk)
- CEOPS - <https://www.ceop.police.uk/safety-centre/>
- Childline - 0800 1111 - Online chat available at [www.childline.org.uk](http://www.childline.org.uk)
- Relate Relationships Advice - 0300 100 1234 - Online chat
- [www.healthforteens.co.uk](http://www.healthforteens.co.uk)
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## PCSH – Year 9 Term 4 – Respectful and Intimate Relationships

<p><b>KP1: Key definitions:</b></p> <ul style="list-style-type: none"> <li><b>Healthy Relationships:</b> Healthy relationships involve honesty, trust, respect and open communication between partners, and they take effort and compromise from both people. There is no imbalance of power.</li> <li><b>Unhealthy Relationships:</b> An unhealthy relationship can be defined as one that is characterised by an ongoing pattern of behavior, such as lack of communication, power imbalances, lack of mutual respect, lack of boundaries, physical abuse, verbal abuse, emotional abuse, etc.</li> <li><b>Marriage:</b> a legally accepted relationship between two people in which they lived together, or the official ceremony.</li> <li><b>Cohabitation:</b> another way of saying a couple are living together.</li> <li><b>Civil partnership:</b> A civil partnership is a legal relationship which can be registered by two people who aren't related to each other. 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Often it has to do with the personalities, attitudes and behaviours of the individual. Other causes come from outside the relationship.</li> </ul> <p>There are many ways to deal with or improve an unhealthy relationship – we could try listening more to others and become more aware of their needs.</p> <p>We could examine our own behaviour honestly and try to identify aspects of it which is causing conflict with others. 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This outlines the rights and obligations of each partner towards each other e.g. About how you share your property.</li> <li><b>Civil partnership:</b> A civil partnership is a legal relationship which can be registered by two people who aren't related to each other. They are available to both same sex couples and opposite sex couples. Registering the civil partnership will give you relationship legal recognition. This will give you legal rights, as well as responsibilities.</li> </ul> <p><b>Attitudes towards marriage/civil partnerships</b></p> <p><i>Why might people choose a marriage/civil partnership?</i></p> <ul style="list-style-type: none"> <li>To make a lifelong commitment</li> <li>Love</li> <li>Societal expectations</li> <li>Family expectations</li> </ul> <p><i>Why might people choose not to marry/form a civil partnership?</i></p> <ul style="list-style-type: none"> <li>Independence</li> <li>Divorce rates</li> <li>Potential cost</li> <li>Religious connotations</li> </ul>
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# Knowledge Organiser

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KPI4: On-Screen Relationships		KPI5: Types of Contraception					KPI6: Pornography																									
<p><i>Why aren't there many examples of healthy and realistic relationships in TV, film and online?</i></p> <ul style="list-style-type: none"> <li>Romantic relationships in the media tend to be over dramatised to make them interesting and more exciting to watch</li> <li>They often portray a relationship in a very short amount of time, so things move very quickly.</li> <li>People on reality TV possibly have other motives and will act differently because they know they're being watched</li> <li>Casting can often be limited</li> <li>There are limits to what can be shown on TV and film</li> <li>They're usually designed for entertainment rather than to provide a public health message or education.</li> </ul> <p><i>What impact might this have on how young people think about their own relationships?</i></p> <ul style="list-style-type: none"> <li>It may cause inaccurate expectations about how quickly relationships should develop</li> <li>It may lead to people accepting arguments/breakups as a typical part of relationships</li> <li>It could possibly desensitise to issues such as cheating</li> <li>It could lead to lowered self-esteem and concerns about body image compared to celebrity culture</li> <li>It may lead to individuals believing they are only worthwhile if in a relationship</li> <li>There are very few models of what healthy relationships look like.</li> </ul> <p><i>Who are these representations of relationships appropriate for?</i></p> <p>Film, DVD and online classifications can help identify what viewing is appropriate for your age range. Some films, TV programmes shown after 9:00 PM, or online content aimed at older viewers are more likely to have more graphic representations of relationships and may focus on 'grittier' storylines which represent unhealthy relationships.</p>		<p><b>Birth control</b></p> <table border="1"> <thead> <tr> <th>Birth control</th> <th>What is it?</th> <th>How to use</th> <th>Prescription Needed</th> <th>Protects against STIs</th> </tr> </thead> <tbody> <tr> <td>Oral Contraceptive</td> <td>Most contraceptive pills stop ovulation by preventing the ovaries from releasing an egg each month. Oral contraception needs to be taken around the same time each day.</td> <td>Take one pill every day as directed</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>Injection</td> <td>Each injection is more than 99% effective at preventing pregnancy. This method stops ovulation and makes the fluid at the opening to the uterus (womb) thicker, stopping sperm from getting through. The injection lasts 12-14 weeks.</td> <td>Get injections every three months</td> <td>Yes, injection given in health care providers office</td> <td>No</td> </tr> <tr> <td>Female condom</td> <td>It is a loose non-latex pouch with a flexible ring at each end that sits in the vagina, to stop sperm from getting into the uterus.</td> <td>Insert every time before sex</td> <td>No</td> <td>Yes</td> </tr> <tr> <td>Male condom</td> <td>It is a strong latex (rubber) pouch that is put over the erect penis to stop sperm from getting into the vagina.</td> <td>Partner must wear every time during sex</td> <td>No</td> <td>Yes</td> </tr> </tbody> </table>					Birth control	What is it?	How to use	Prescription Needed	Protects against STIs	Oral Contraceptive	Most contraceptive pills stop ovulation by preventing the ovaries from releasing an egg each month. Oral contraception needs to be taken around the same time each day.	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It's okay to say yes and then change your mind — at any time!</li> <li>Informed. You can only consent to something if you have all the facts.</li> <li>Enthusiastic. You should do stuff you WANT to do, not things people expect you to do. If someone doesn't seem enthusiastic stop and check in.</li> <li>Specific. Saying yes to one thing (like going to the bedroom to make out) doesn't mean you're saying yes to other things (like having sex).</li> </ol> <p><b>Consent cannot be given when:</b></p> <ol style="list-style-type: none"> <li>When a person is drunk or high, to the point that they are unable to speak or look after themselves.</li> <li>Asleep or Passed Out — if they are not conscious, they are unable to agree to any sexual activity. If someone passes out whilst engaging in sexual activity — STOP!</li> <li>They are Underage — Legally a person under the age of 16 cannot give consent to any sexual activity.</li> <li>Mental disability or learning difficulties which mean they are unable to fully understand what they are consenting to.</li> </ol>
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		<p><b>Ways in which pornography can distort views of relationships and sex include...</b></p> <ul style="list-style-type: none"> <li>Sex ends when the man ejaculates and orgasms.</li> <li>Women orgasm every time they have sex.</li> <li>People use insults and abusive language when having sex.</li> <li>Everyone wants to have sex all the time.</li> <li>Sex is an aggressive act of dominance of one partner over another.</li> <li>Women are portrayed as bored and sexually frustrated.</li> <li>People want to have sex with more than one person at a time.</li> <li>External ejaculation is expected and common.</li> <li>Anal Sex is common and popular amongst heterosexual couples.</li> <li>Sex is good every time.</li> <li>Penises are large (over ginches)</li> <li>Sex is all about what men want and men are in control.</li> <li>Women are expected to dress up and wear make up for sex.</li> <li>Sex is loud.</li> <li>Consent to sex means all sex acts.</li> <li>You must look and dress a certain way to be considered sexy</li> </ul>																														

# Low Stake Quiz

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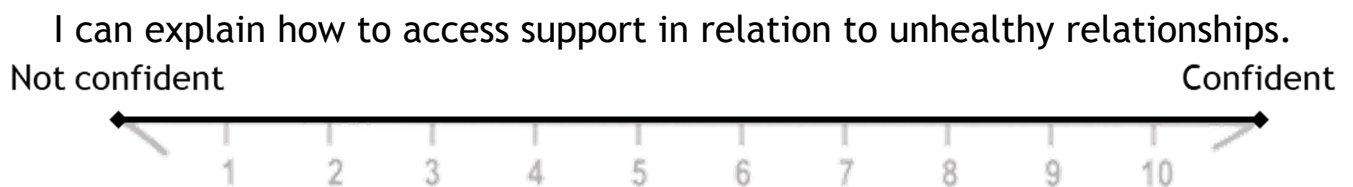
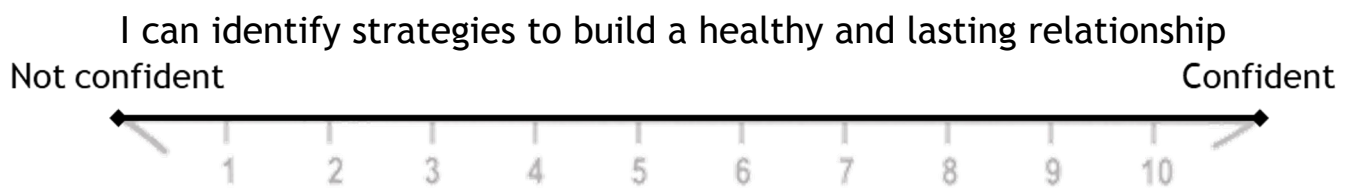
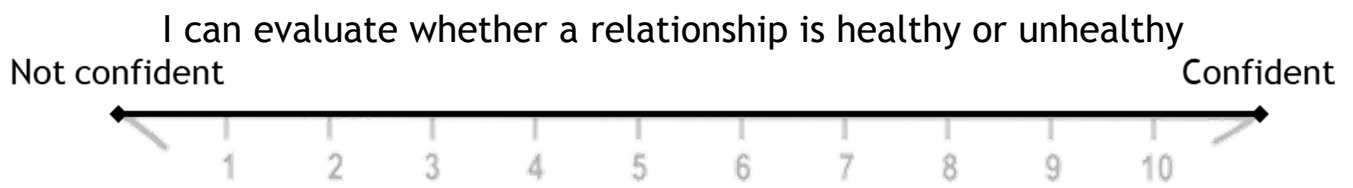
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# Sliding Scale – Lesson 1

## Relationships and Conflict

**Task:** Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

### Sliding Scales



**Key words:** Relationship, healthy, unhealthy, conflict, jealousy.

**Task 1:** Read the scenarios and answer the following questions.

1. Does this relationship sound healthy? Why?

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1. Write down three things that make the relationships sound unhealthy?

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2. Sarah doesn't think she is in an unhealthy relationship. Why does she not view the relationship as unhealthy?

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3. Do you think Paul thinks this relationship is healthy or unhealthy? Why?

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Sarah and Paul are both 16. they met at a train station 6 months ago when they were both waiting for the same late train. Paul asked Sarah for her number and they started seeing each other straight away. Paul is Sarah's first boyfriend. Paul was very attentive at first and often told Sarah that she was pretty. This made Sarah feel special, especially because her home life is not very happy (her parents divorced and her dad moved to Spain so Sarah doesn't see him much). Sarah's stepdad is always shouting at Sarah and her mum and telling her mum what to do.

Lately Paul has been getting moody. He says that Sarah's friends aren't good enough for her and don't understand her like he does. He doesn't like Sarah hanging out with her close friend Greg, who lives in Sarah's street and who Sarah has been friends with since Year 5. Paul has also said that he doesn't like Sarah playing netball as the skirts the players wear are too short. Sarah has agreed to stop playing netball and to see less of Greg so that she can see more of Paul. She knows that Paul only says these things because he cares for her and in any case she thinks Paul is right, why do they need anyone else when they are so happy together and their relationships is so perfect.



**Task 4:** You are a member of a group chat for young people aged 14-18. You notice the following posts. With the person next to you, discuss how you might respond to each post.

Sarah: I am 16 and have been with my 16 year-old boyfriend for 6 months. He's my first proper boyfriend and I really like him except for one thing. He can be very caring one minute then gets moody the next if I talk to any friends who are boys or wear a short skirt. He says its because he loves me and can't bear to think of me with anyone else which I think is really cute but my friends say is not right. Are they just jealous?

Paul: I am 16 and have been with my girlfriend for 6 months. She's the same age. I really like her but I get jealous when she hangs out with her friend Greg or if she's wearing a short skirt. I hate feeling like this but I can't help it and I don't want to lose her. What should I do?



**Task 5:** Answer the following questions with the person next to you.

1. Why do people get jealous when in an intimate one-to-one relationship?

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1. How can someone deal with feeling jealous?

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**Task 6:** You are Sarah's best friend. She tells you that she has spoken to Paul about his jealousy but he doesn't think there is a problem. Sarah has decided to break off her relationships with Paul but is concerned how he might respond as he has told her that 'he can't live without her'. What should you do?

**Advice:**

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**Task 7:** Write down 3 things that would have to change about Sarah's and Paul's relationship for it to be healthy.

- 1.
- 2.
- 3.

# Sliding Scale – Lesson 2

## Relationships on Screen

**Task:** Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

### Sliding Scales

I can explain the possible influences on relationship expectations.



I can identify the differences between off-screen and on-screen relationships.



I can evaluate the reasons why and how representations of relationships on-screen are different to real life.



**Key words:** BBFC, Media, Expectations, Healthy Relationships, Realistic, Influence

# Task 1: Reflect on your experiences of viewing media and your attitudes towards relationships by completing the attitude continuum lines.

Watching TV and film is a good way to learn about romantic relationships

**Strongly Disagree** 1 2 3 4 5 **Strongly Agree**

Why do you think this?

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The best place to get advice about relationships is friends or family

**Strongly Disagree** 1 2 3 4 5 **Strongly Agree**

Why do you think this is?

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Most romantic relationships on TV and in film seem realistic

**Strongly Disagree** 1 2 3 4 5 **Strongly Agree**

Why do you think this?

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TV and film are very good at showing a range of diverse relationships and families

**Strongly Disagree** 1 2 3 4 5 **Strongly Agree**

Why do you think this?

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TV and film have influenced what I expect from a romantic relationship

**Strongly Disagree** 1 2 3 4 5 **Strongly Agree**

Why do you think this?

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**Task 2:** Answer the following questions with your partner.

1. What makes a healthy relationship?

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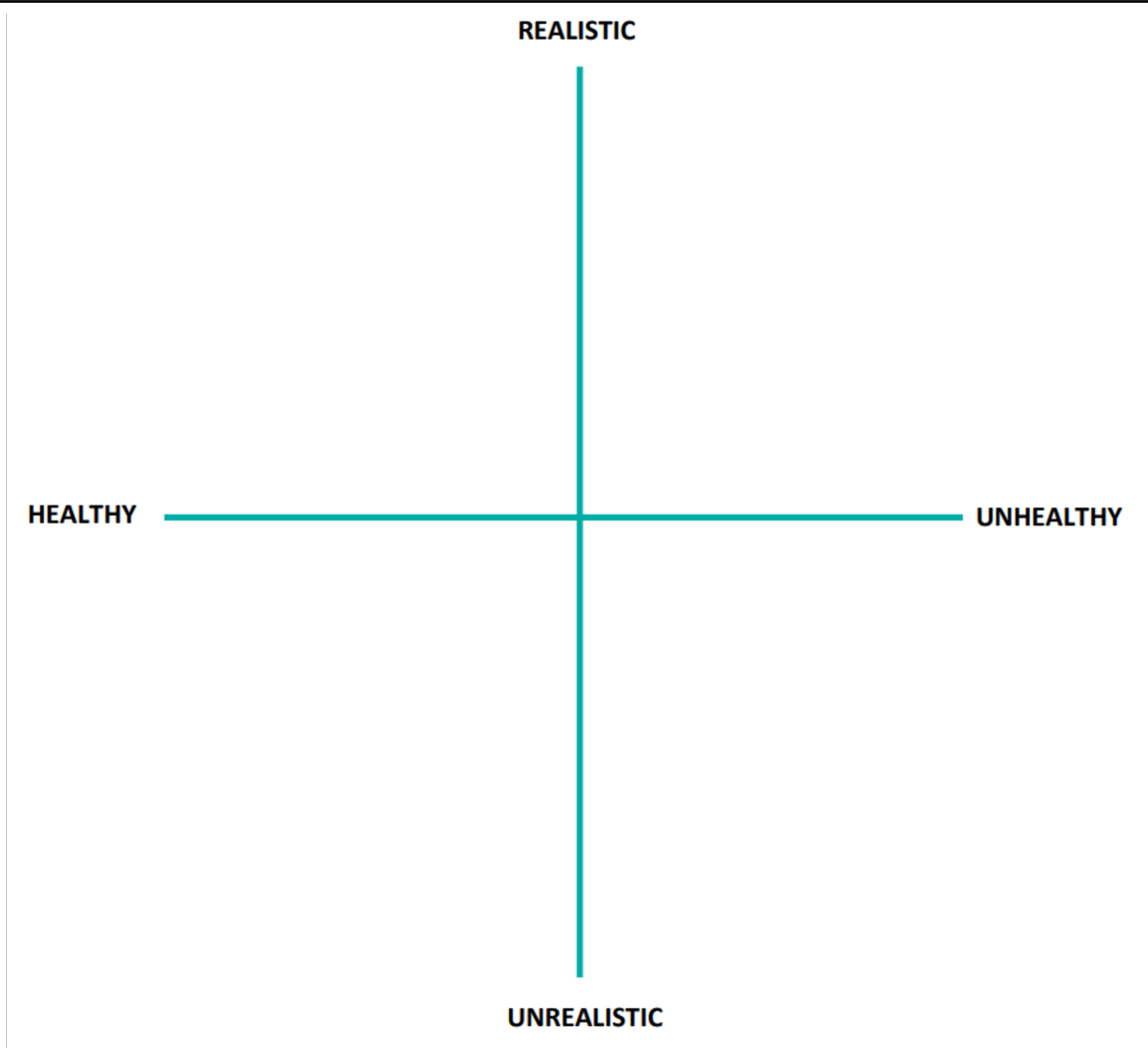
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Where can people learn about healthy relationships?

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**Task 3:** Assess each type of on-screen relationships by placing the types of on-screen shows on the grid; how healthy and unhealthy are they? How realistic or unrealistic are they?



**Types of on-screen shows:**

1. Disney film romance
2. Reality TV Romance Competition
3. Constructed reality TV show
4. Teen high school drama based on an online streaming service
5. Soap opera on TV
6. Hollywood/Bollywood romantic comedy film
7. Celebrity documentary
8. Family sitcom
9. US comedy-drama series
10. Historical period drama
11. Sci-fi or fantasy films
12. Pornography

**Task 4:** Answer the following questions with the person next to you.

1. Why aren't there many examples of healthy and realistic relationships in TV, film and online?

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2. What impact might this have on how young people think about their own relationships?

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3. Who are these representations of relationships appropriate for?

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4. Where could we go to find realistic and healthy representations of relationships?

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**Task 5:** Challenge some of the myths and expectations about relationships that are perpetuated by the media.

Myths: How relationships are portrayed in the media	How is this likely to be different in real-life healthy relationships?
It is typical to fall in love at first sight	
Characters who fall in love often start off hating / disliking each other	
Most relationships involve dramatic arguments where lots of their friends get involved	
Characters rarely ask permission before kissing another character	
Grand, romantic gestures help to win someone over if they're not that interested	
Most relationships include lots of break ups and getting back together several times	
Women like to be 'chased' and men regularly hassle women until they get what they want	
Kissing usually leads to other sexual behaviour (often in the same scene)	

*Do not use personal stories or refer to specific people, your responses should be kept general.*



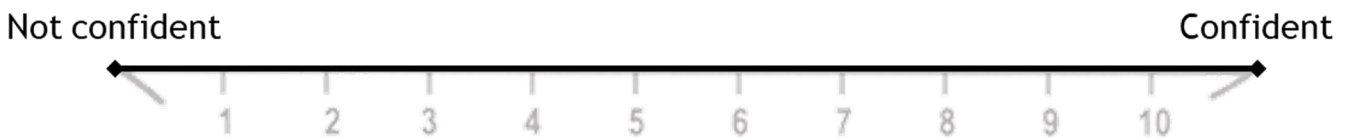
# Sliding Scale – Lesson 3

## Relationships, Marriage and Families

**Task:** Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

### Sliding Scales

I can describe the legal rights of people in different forms of long-term commitments.



I can explain why people might choose to marry and why marriage must be freely entered into.



I can analyse the different attitudes towards marriage and understand why some individuals choose not to marry.



**Key words:** Marriage, Civil Partnership, Cohabitation, Forced Marriage, Ceremony

## Task 1: Answer the following questions.

### Before the lesson...

1. Why do people get married?

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2. How is marriage different from civil partnership?

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3. How might different people feel about marriage?

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### After the lesson...

1. Why do people get married?

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2. How is marriage different from civil partnership?

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3. How might different people feel about marriage?

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# Key Definitions

**Marriage:** a legally accepted relationship between two people in which they live together, or the official ceremony



**Cohabitation:** Another way of saying a couple are living together. This can be formalised with a legal agreement called a cohabitation contract. This outlines the rights and obligations of each partner towards each other e.g. about how you share your property.



**Civil Partnership:** A civil partnership is a legal relationship which can be registered by two people who aren't related to each other. They are available to both same-sex couples and opposite-sex couples. Registering a civil partnership will give your relationship legal recognition. This will give you added legal rights, as well as responsibilities.



**Task 2:** Read the legal rights and protections that different couples have. Add each statement into the Venn diagram depending on which type of couple you think the statement applies to.

1. A specific procedure must be followed to end the relationship.

2. Legally recognised in all countries.

3. Each partner has a legal duty to support the other financially.

4. Can take place between same sex couples.

5. Couples can create a legally binding contract called a cohabitation agreement which might state things like how bills will be paid and what belongs to each person.

6. Both partners can access a joint bank account, regardless of whether only one person pays into it, and on the death of one partner the whole joint bank account immediately becomes the property of the other.

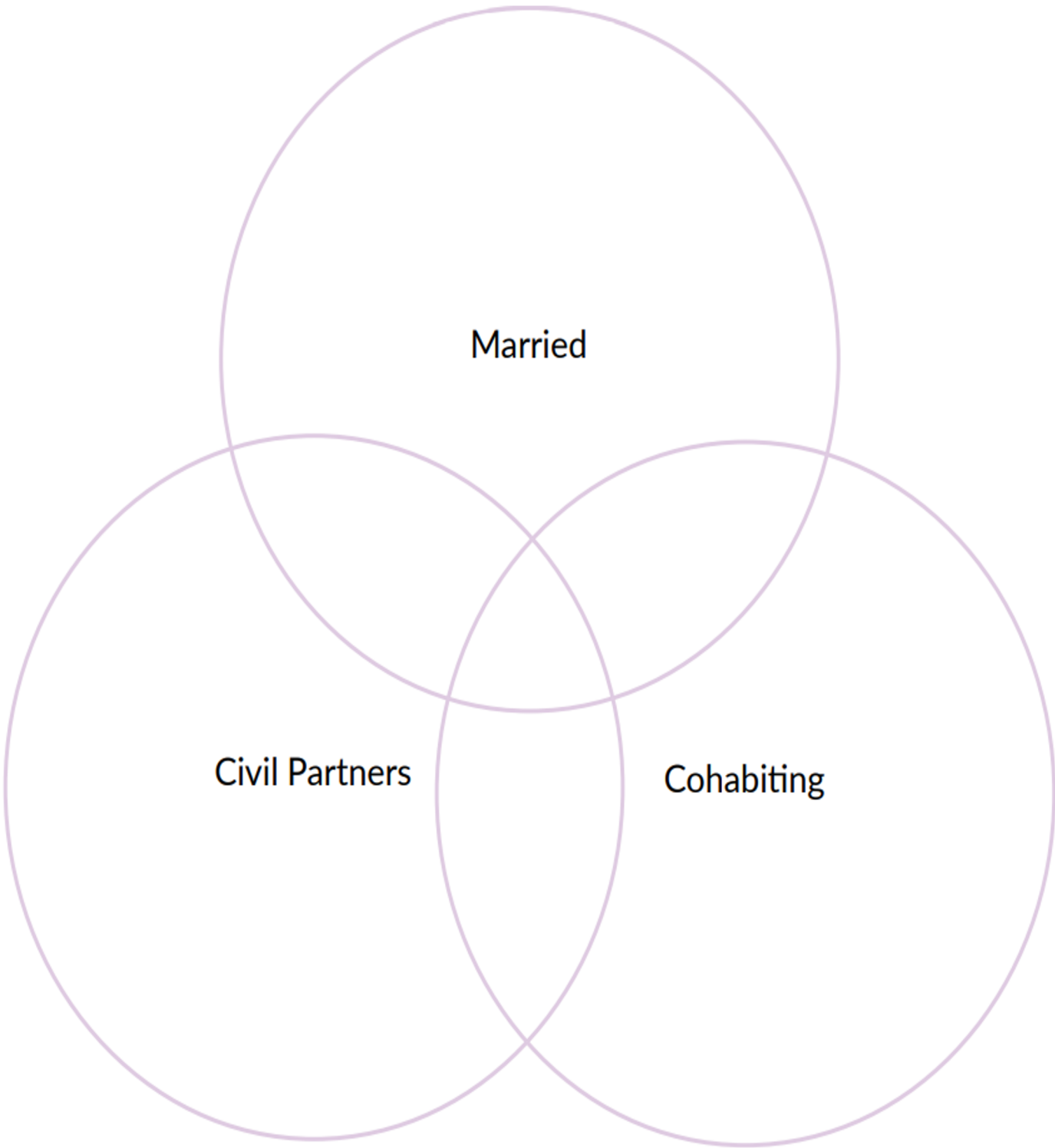
7. If one person in the relationship runs up debts on a joint bank account, the debts become the responsibility of both individuals, regardless of whether the relationship ends.

8. If one person in the relationship dies, the other does not have to pay tax on the money or property they receive from them (inheritance tax).

9. The couple may be allowed to pay less tax, saving them money every year.

10. If one person in the relationship dies, the other may be able to get extra pension payments (a regular payment made by the state after a certain age) from their partner's pension or National Insurance contributions.

**Challenge:** How would you justify or challenge married couples and civil partners having more legal rights and protections than cohabiting couples. What might be the reasoning behind this?



# Attitudes towards marriage/civil partnerships

**Task 3:** Mindmap the reasons why people choose marriage/civil partnerships and the reasons why people choose not to marry/form civil partnerships.

Why might people choose a marriage/civil partnership?

Why might people choose not to marry/form civil partnership?

**Task 4:** Using your own knowledge of the past, predict what you think the future of marriage is likely to be. Do you think more or less people are likely to get married?

*I think more/less people will be likely to get married in the future because...*

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**Task 5:** Review these lists and all other information they have learnt about marriage/civil partnerships.

1. Consider which are the top three most persuasive reasons for you for either getting married/forming a civil partnership.

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2. Consider which are the top three most persuasive reasons for you for not getting married/forming a civil partnership.

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**Challenge:** Consider how the most important reasons might vary depending on an individuals family, location, religion etc. What do you think are the biggest reasons for differing opinions?

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# Low Stake Quiz

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# Sliding Scale – Lesson 4

## Capacity to Consent

### Sliding Scales

I can explain how and why it is wrong to assume someone is giving consent.



I can state the legal definitions of freedom and capacity to consent and can describe the ethical considerations.



I can explain that for someone to try to make another person more vulnerable or to mislead that person to make them trust is wrong and can be a very serious crime.



**Key words:** Consent, choice, freedom, capacity, manipulation, assume



**Task 2:** Read the scenarios which describe couples having a sexual encounter. Answer the following questions for each in your booklet:

1. Has the person given their consent?
2. Why / why not?
3. What are the possible consequences for each character?
4. What should each character do next?

**Scenario 1:**

Joe invited Clara out to dinner. She agreed and ordered a really expensive meal that cost Joe all his week's wages. They had a really nice evening and seemed to be getting on well. When they got back to his place, Clara said she didn't want to have sex, but Joe said that because he took her out for a nice meal, now she owed him. So eventually Clara agreed.

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**Scenario 3:**

Jen and Amari have dated for three months, and last night they agreed to have sex for the first time. In the morning, Amari found out that Jen has secretly been in another relationship for almost a year. Jen doesn't understand why Amari is getting so upset.

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**Scenario 2:**

Mackenzie and Ray have been a couple for two years and have been having sex for over a year. Last night, Ray was falling asleep when Mackenzie wanted to have sex. When Mackenzie asked, Ray rolled over and mumbled something about being sleepy. Mackenzie carried on anyway and Ray didn't push him off.

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**Scenario 4:**

Bisha and Steve have been flirting online for a while now, and have had conversations about sexual fantasies. When they met up, Bisha expected they would have sex straight away, but Steve didn't want to. Bisha said Steve had led her on, and that she would post online all their private chats if he didn't agree.

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# Low Stake Quiz

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# Sliding Scale – Lesson 5

## Contraception

### Sliding Scales

I am able to identify the facts and myths about contraception.



I can name a variety of types of contraception.



I can give advice to other young people about contraception.








**Key words:** Contraception, Conception, Condom, Pill and Ovulation

**Task:** Look at source 1 in your booklet. Decide which of these methods protect against pregnancy.

<b>Methods</b>	<b>Do they protect against pregnancy?</b>	<b>Comments</b>
The 'pill'		
'If we do it standing up it'll be fine.'		
IUS/IUD		
'It'll never happen to me'		
Emergency contraceptive pills		
It'll be okay the first time		
Contraceptive injection		
Using clingfilm		
Pulling out before coming/ejaculating		
Having sex during a period		
No sexual touching		
Implant		

**Task: Match the pictures with the different methods of contraception and descriptions.**

Picture of Contraception	Name of Contraception	Description of Contraception
	1. The 'pill'	<p>A. Needs to be taken within three days or five after intercourse for it to be effective. The sooner it is taken the more effective it will be.</p>
	2. Implant	<p>B. Small 'T' shaped devices which are placed into the uterus. It is plastic and contains a hormone which is released into the bloodstream.</p>
	3. Emergency contraceptive pill	<p>C. A tiny stick containing a hormone. Placed under the skin of the women. Once in place it will last up to three years.</p>
	4. Contraceptive injection	<p>D. There are two types – combined and progestogen only. These are taken orally by the women.</p>
	5. IUS (intrauterine system)	<p>E. Give by a nurse or doctor to a women. It is renewed every 8-12 weeks and the clinic should remind the women when it is due next.</p>





# Low Stake Quiz

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# Sliding Scale – Lesson 6

## STIs

### Sliding Scales

I can describe To be able to describe how different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted; how risk can be reduced through safe sex and the importance of, and facts about testing.



To be able to describe the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.



To be able to explain how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.



**Key words:** STI, sexual health, treatment, cured, fertility, testing, contraception.

**Task:** In pairs, decide whether you agree with, or disagree with the statements in the STI quiz in the table.

Statement	True/False	Comments
1. Among teenagers in the UK, chlamydia is the most common STI		
2. If you use a condom you are protected against STIs		
3. You can get an STI from a toilet seat		
4. There is a cure for every STI		
5. If it hurts when you pee, you have definitely got an STI		
6. STIs can make you infertile		
7. If you sleep around a lot you will get an STI		
8. You can't have more than one STI at a time		
9. If someone has an STI they are only infectious when they have symptoms		
10. The only way to find out if you have an STI is to get tested.		

## Chlamydia

Chlamydia is the most common sexually transmitted infection in the UK and is most common in under 20 fives. Here is some key facts:

- there are often no signs or symptoms.
- It can affect anyone who has ever had unprotected sex.
- One in 10 young people he was sexually active I thought have chlamydia.
- It is a bacterial infection.
- Tests usually involve giving a urine sample or taking a swab, both of which are very easy.
- If left untreated it can affect fertility.
- It can be passed on through unprotected vaginal, anal or oral sex, Sharing sex toys or genital to genital contact
- the only way to protect yourself is to use condoms every time you have sex.
- It is treated with antibiotics.

Chlamydia is sometimes described as a silent infection due to the fact about 50% of people with the infection don't have any obvious signs or symptoms. So even if you don't have any symptoms, it's really important you go to be tested for STI if you've had unprotected sex. Unprotected sex means you haven't used a barrier method of contraception, for example a condom or dental dam (a latex sheet that can be used between the mouth and the other persons genitals during oral sex).

If you leave chlamydia untreated it can spread to other parts of the body, causing pain and information. There are risks of developing pelvic inflammatory disease on suffering damage to the fallopian tubes for those with female bodies, and an infection in the testicles for those with male bodies.

If you do have symptoms, they could often take a few weeks to appear and you might notice:

- unusual discharge from the vagina, penis or rectum
- burning and itching in the genital area (men)
- pain when peeing
- heavy periods or bleeding between periods
- pelvic and lower abdominal pain
- abdominal pain in women during vaginal sex
- bleeding during or after sex
- painful swelling of testicles

**Task:** Read the information about Chlamydia. Answer the following questions in your booklet.

1. What is Chlamydia?
2. Why is it important to learn about Chlamydia?
3. True or false – There is no way to tell whether you have chlamydia.
4. Why is it so important to be tested for chlamydia?
5. How can you protect yourself from getting chlamydia?
6. What might be the possible symptoms of chlamydia?



<b>H</b> uman	Only affects people
<b>I</b> mmunodeficiency	Stops the immune system working properly
<b>V</b> irus	A living cell that can transmit infections
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<b>A</b> cquired	Does not occur naturally – you get it from someone or somewhere else
<b>I</b> mmune	The body system that fights illness and infections
<b>D</b> eficiency	Not fully functioning or working
<b>S</b> yndrome	A collection of illnesses or conditions

**Task:** Read the following information where you will learn that Lily has been diagnosed with HIV. However, she is dealing with her diagnosis in a positive way.

1. How has Lily been able to remain so positive?
2. What does she mean by knowledge is power?
3. What does the future look like for Lily?

“My boyfriend of three years and I plan to remain together and have children once I've finished university”.

I'm a 21-year-old student from London and I tested HIV positive in March 2010. Growing up, I was always aware of how many lives HIV was claiming, so when I was told that I had tested positive earlier this year, I was horrified by what was to become of me. For a while I felt as though my life had ended, I was not aware of how far treatment had come along as I had never known anyone with HIV, and I believed I was just handed over a death sentence.

I was offered counselling with a health adviser in my local HIV clinic and little by little I started to accept my diagnosis and believe that I still had a future. I was also lucky as my boyfriend (who is negative) was very supportive and was always there when I needed a shoulder to cry on. Since my diagnosis I have started university and started to build up my life again.

I also told my story to women's magazine company and in the September issue, with the goal of making people more aware of the risks of HIV and encouraging them to test, as from what I have now learned, it is not a death sentence and you're better off knowing your status. I felt very proud when I received letters back from readers saying how my story had encouraged them to get tested and one of the readers who wrote back to the magazine about how it influenced her to get tested and do volunteer work, won letter of the month.

HIV has changed my life dramatically, but I am glad I know my status as 'knowledge is power'. My boyfriend of three years and I plan to remain together and have children once I have finished university. We practise safer sex 100% of the time from when I received my diagnosis.

As the stigma or discrimination, I cannot say that I have personally received any. My friend who I disclosed to, and my partner have not treated me any differently to how they did before because I'm still me. I'm glad that I have found such good support from doctors, nurses, health advisors, college counsellors and teachers, and friends which I have made from support groups such as Body and Soul and Positively UK (which I rang up quite frequently in the first few weeks of my diagnosis and they also phoned me to see how I was doing). without their help I would not be as accepting of my illness as I am now.

Lily

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Story from: [www.nat.org.uk/real-life-stories](http://www.nat.org.uk/real-life-stories)



# Low Stake Quiz

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# Sliding Scale – Lesson 7

## Pornography

### Sliding Scales

I can explain how pornography can show stereotypical portrayal of relationships, bodies, gender and sex.



I can outline the possible impacts of watching pornography



I can explain whether undertaking certain actions are breaking the law.



**Key words:** law, pornography, relationships, body image, consent, myths

# Key definition:

**Pornography** or porn for short, refers to explicit images or videos that show sexual activity or sexual images in a way that is designed to make the viewer sexually excited or ‘turned on’.

Prince Charming and Princess Prettyface had a challenging start to their relationship. Charming had a spell put on him by a witch, meaning he spent years living as a frog.

Prettyface’s evil stepmother made her clean all day and never go out, however helpful forest creatures eventually helped them get together, get married and of course, live happily ever after.

**Task 2:** Answer the following questions:

1. How realistic is this couple’s relationship?
2. If the relationship is unrealistic, why are the conventions used in this tale so common.
3. If this lesson is supposed to be about the dangers of pornography, why are we looking at fairy tales?

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**Task 5:** Read through the statements on your sheet and sort them into 'Porn Life' or 'Real Life'.

Statement	Porn Life	Real Life
1. Sex is usually private and intimate		
2. People have sex with people they love.		
3. Men's erections stay hard for ages		
4. The average erect penis is 5.5 inches long		
5. Most people use condoms with a new partner		
6. Women don't always orgasm from penetrative sex		
7. Sex is special, close and meaningful		
8. People having sex make a lot of noise		
9. People pretend to enjoy sex		
10. People talk about their feelings		
11. Most people take some time to be aroused and don't want sex the whole time.		

**Task 6:** Annotate the images with the effects of pornography from the videos.



Relationships

**Task 7:** There are many sexual myths derived from pornography. In your pairs can you identify the consequences of these myths?

Myth	Consequence
Most men have large full penis'	Example - Men feel pressurised if they do not have a large penis
Most people don't use condoms (form of contraception)	
Sex is better when it is fast and rough.	
The labia (the inner and outer folds of the vulva, at either side of the vagina) on a woman is quite small	
Large breasts are attractive on women.	
All women enjoy threesomes (a group of three people engaged in the same activity)	
Sex lasts for hours	

# The Law and Pornography

In the UK, it is legal for someone over the age of 18 to watch pornography as long as it does not feature:

- Young people under the age of 18
- Sex with animals
- Torture
- Scenes of rape or sexual assault
- Scenes which are life threatening or likely to cause serious harm

An age check scheme designed to stop under 18s viewing pornographic websites came into effect in July 2019.

- **It is illegal to watch porn with someone under the age of 18 even if both people are under 18 and both wanted to watch.**
- If a young person makes a sex tape or takes pornographic pictures (even of themselves) they could be guilty of creating an '**indecent image.**' If they send the image to someone else, they could be guilty of **distributing child porn.**
- The legal age to **buy porn magazines or films in the UK is 18.** Most porn websites try to prevent under 18's accessing them either by a disclaimer or by charging with a credit card.
- Porn made in the USA has to certify that all persons were over the age of 18 when it was made.
- Sex scenes can be shown on TV, as long as it does not show an erect penis or close-up genitals.

# OK? Not OK? Illegal?

Task 7: Thinking about what we have just learnt about with the law and pornography, read each scenario in the table and decide if they are: OK, Not OK, or Bad. Be prepared to discuss your answers. (Tick)

Scenario	Ok	Not ok	Illegal
An adult watches porn where it has not been made clear that everyone being filmed was over 18.			
An adult man watches porn that involves an adult man and an adult woman.			
An adult woman watches porn when it is not clear that everyone involved gave their consent to be filmed.			
An 18 year old man invites his 17 year old friend to watch porn together.			
A 35 year old woman invites her 18 year old friend to watch porn.			
A 17 year old boy takes a picture of his chest and sends it to his 18 year old girlfriend.			
A 17 year old girl takes a picture of her chest and sends it to her 18 year old boyfriend.			
Two 17 year olds film themselves with an iPhone having sex.			
Two 45 year olds film themselves with an iPhone having sex.			
A 19 year old show his friends a naked picture of his 18 year old partner.			
A 14 year old watching free porn on his phone.			
Four college students watch porn together. Three are 18, but one is 17.			
An adult watches a porn film that someone else has uploaded illegally.			
A 17 year old shows a porn image to a classmate and suggest they do what they see in the picture.			
A parent buys a newspaper with a picture of a topless woman and allows children to read it.			
Watching a sex tape that a glamour model made with her ex - who has sold it to a porn site.			





