

### Medium term plan - Term 5

<b>Year 8 Summer 1</b>	<p style="text-align: center;"><b>PSHE Relationships</b> <b>Topic: Identity and relationships</b></p> <p style="text-align: center;">Gender identity, sexual orientation, consent, 'sexting' and an introduction to contraception</p>
<b>Prior learning - linked to National curriculum</b>	<p>The student voice completed in summer 2024 found that:</p> <ul style="list-style-type: none"> <li>• 44% of students are uncertain of the characteristics found in a healthy relationship.</li> <li>• 29% were not confident in giving examples of characteristics found in healthy relationships.</li> <li>• 25% could not define consent.</li> <li>• 25% were uncertain of how relationships can change.</li> <li>• 54% of students are not aware of their rights within re;ationships.</li> </ul>
<b>Rationale</b>	Continuing the RSE curriculum this unit seeks to expand our students' existing knowledge of gender identity and relationships. This will include exploring different gender identities and sexual orientations, understanding the importance of diversity and inclusion within the UK. Alongside this, students will explore the possible emotional and legal consequences around sexting and sharing sexual images. This is accompanied with an introduction to contraception that will empower students to understand what different forms of contraception are available and be able to evaluate the effectiveness and availability of different types.
<b>Vocabulary - Key Words</b>	See Glossary for Term 5
<b>Cultural Capital:</b>	All resources are accredited via the PSHE association and developed from a wide range of sources including the NSPCC, childline and other organisations. Students will have the opportunity to watch productions based around relationships and consent. Real life stories and case studies are also used.
<b>Key assessments:</b>	Retrieval -recall 5/Red/Green cards/RAG assessment/Myths and Facts/minwhiteboards/GC Quizzes
<b>What do children know/ can do now (EDSM)</b>	<b>Emerging-</b> Students can identify the qualities of healthy relationships and the skills needed to form new relationships. They are aware of the laws around consent and protected characteristics such as

	<p>gender identity and sexual orientation. They have an understanding of the possible consequences of sexting.</p> <p><b>Developing</b> - Students can describe what is meant by their legal and moral duty to seek consent and how this can be effectively communicated. They can identify different protected characteristics in regards to gender identity and sexual orientation and the laws around this. Students are able to identify the possible emotional and legal consequences of sexting and sharing nude images.</p> <p><b>Secure</b> - Students can explain what is meant by their legal and moral duty to seek consent and how this can be effectively communicated. They can also describe the laws in relation to protected characteristics and sexting. Alongside this students are able to identify the qualities and behaviours found within healthy relationships.</p> <p><b>Mastered</b> - Students can discuss what is meant by their legal and moral duty to seek consent and how this can be effectively communicated. They are confident when discussing the laws around protected characteristics alongside the possible consequences of sexting and sharing nude images. Students are also able to discuss the qualities and behaviours found within positive relationships and how to maintain these.</p>
What <b>amendments</b> are you going to make following evaluation of this module?	

Lesson	Lesson objective ( PoS refs:H35, H36, R4, R5, R10, R16,R18, R24, R25, R26, R27, R29, R30, R32)	Lesson overview/notes/resources/Trigger note Differentiation/ Hinge Questions
1	<ul style="list-style-type: none"> <li>the qualities of positive, healthy relationships</li> </ul>	
2	<ul style="list-style-type: none"> <li>how to demonstrate positive behaviours in healthy relationships,</li> </ul>	

3	<ul style="list-style-type: none"> <li>• about gender identity and sexual orientation</li> </ul>	
4	<ul style="list-style-type: none"> <li>• about forming new partnerships and developing relationship and the law in relation to consent</li> </ul>	
5	<ul style="list-style-type: none"> <li>• Understand who has the freedom and capacity to give consent.</li> </ul>	
6	<ul style="list-style-type: none"> <li>• about the risks of 'sexting' and how to manage requests or pressure to send an image</li> </ul>	
7	<ul style="list-style-type: none"> <li>• about basic forms of contraception, e.g. condom and pill</li> </ul>	