

## Unit 11 Relationships: making healthy choices

### About the unit

In this unit pupils learn about and discuss issues around sexual relationships to help them make more informed and healthy choices. This includes looking at why someone might decide to have sex or not. Pupils practise assertiveness skills, learn how to manage difficult conversations about sexual behaviour and find out about sexually transmitted infections (STIs) and contraception.

This unit builds on previous sex and relationship work in key stage 3. It can be delivered in year 10 or 11, or at the end of key stage 3 if pupils are ready. This unit links with unit 12 'Sexuality' and follows on from unit 9 'Healthy friendships and relationships'.

The activities in this unit are designed to be flexible so that they can be adapted for the class, the whole school or individual pupils. It is important to establish clear ground rules for these activities (see the *Teacher's handbook* for more details).

This unit supports the Every Child Matters aims 'be healthy' and 'stay safe'.

### Where the unit fits in

This unit addresses the following aspects of the key stage 4 non-statutory framework for PSHE:

#### Developing confidence and responsibility and making the most of their abilities

- 1b have a sense of their own identity and present themselves confidently in a range of situations
- 1d recognise influences, pressures and sources of help and respond to them appropriately

#### Developing a healthy, safer lifestyle

- 2a think about the alternatives and long- and short-term consequences when making decisions about personal health
- 2b use assertiveness skills to resist unhelpful pressure
- 2e learn about the health risks of early sexual activity and pregnancy, and about safer choices they can make
- 2f in the context of the importance of relationships, learn how different forms of contraception work and where to get advice in order to inform future choices

#### Developing good relationships and respecting the differences between people

- 3e be able to talk about relationships and feelings
- 3f deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully

### Expectations

**Expectations should be adapted according to the needs, age, key stage and maturity of the pupils. By the end of this unit most pupils should be able to:**

- explain some reasons why people have or delay having a sexual relationship
- demonstrate ways of resisting pressure to have sex and know that individuals have to make choices that are right for them
- describe some of the ways that alcohol can affect sexual behaviour and identify and discuss ways of reducing and managing these risks
- demonstrate some ways of managing discussions with adults, including parents/carers, concerning sexual behaviour
- know that there are different types of contraception and understand their risks and benefits
- name different STIs and how they can be contracted, and describe effective ways of protecting themselves against STIs
- know where to get further information, support and help about all aspects of sexual behaviour.

# Teaching activities

## 1 Do I want to do it?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Pupils should learn:</p> <ul style="list-style-type: none"> <li>■ about the nature of a loving relationship</li> <li>■ to make informed and healthy choices within a relationship</li> <li>■ skills to deal with unwanted pressure in a relationship</li> </ul>	<ul style="list-style-type: none"> <li>■ As a class, make a list of reasons why people have sex (this should include sex within and outside a marriage or committed relationship), <i>eg because it's fun, to get pregnant, to show someone they love them</i>. Circle all the things that can only be achieved through having sex and not in other ways within a relationship. Identify and list other ways that intimacy, care, fun, etc can be demonstrated or achieved.</li> <li>■ Ask the pupils to discuss, in small groups, when and why people have sex. Suggest questions, <i>eg How do people decide when it is the right time for them? What qualities would you look for in a relationship when deciding this? When and why might delaying sex in a relationship be a good idea? When discussing the qualities in a relationship that might help them make a decision, make sure that the pupils discuss trust, communication and protection.</i></li> <li>■ Emphasise that individuals should make choices that are right for them and should not feel pressured into doing something they don't want to. Discuss types of intimacy that don't involve having sex, <i>eg talking, taking part in shared interests, sexual activity other than sex</i>, including any uncircled reasons from the list above.</li> <li>■ Discuss situations where one person may be under pressure to have sex or a sexual relationship when they don't want to, and write these on the board. Discuss different ways of resisting pressure to have a sexual relationship, <i>eg saying no assertively, suggesting other things to do, explaining that you are not ready.</i></li> <li>■ Practise ways of saying no using assertive behaviour. The aspects of assertive behaviour that pupils should demonstrate include:               <ul style="list-style-type: none"> <li>■ knowing what you want</li> <li>■ standing or sitting up straight with relaxed body language</li> <li>■ looking like you mean it</li> </ul> </li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>■ discuss and analyse different reasons for having or delaying sex</li> <li>■ recognise that a loving and committed relationship does not have to include sex</li> <li>■ demonstrate skills to deal with unwanted pressures in a relationship</li> </ul>	<ul style="list-style-type: none"> <li>■ A sexual relationship is defined in this unit as one in which a couple are engaging in sexual activity that is likely to include having sex.</li> <li>■ Throughout the unit, emphasise that there is no assumption that pupils are having or considering having sex, and that they have the choice to wait until they are ready. Equally, there is no assumption that they will not want to have sex. However, these activities can help them make healthier and more informed choices.</li> <li>■ Be sensitive to and allow discussion of the beliefs and values of pupils whose religion or culture forbids or discourages sexual relationships outside marriage. Make sure that beliefs about moral issues in relation to having or delaying a sexual relationship are included in discussion.</li> </ul>

# Teaching activities

## 1 Do I want to do it? (continued)

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Pupils should learn:	<ul style="list-style-type: none"> <li>■ looking directly at the person you are speaking to</li> <li>■ using a clear, firm voice</li> <li>■ clearly stating what you want</li> <li>■ listening to the other person</li> <li>■ repeating your message as often as needed</li> <li>■ suggesting alternatives to show you are willing to keep the relationship in a different form.</li> </ul> <p>Put the pupils into pairs or small groups and ask them to choose one of the situations from the board. Ask the pairs or groups to script a conversation between two characters in a relationship: one who wants a sexual relationship and one who wants to delay, demonstrating assertive behaviour. The media can provide useful scenarios for this role play, eg <i>storylines from soap operas, photo-story problems from newspapers</i>. Make it clear that there is to be no physical contact or raised voices. This is to avoid aggressive rather than assertive behaviour.</p> <p>Learning how to use assertive behaviour appropriately is also a valuable skill for other areas of life. This activity could be adapted to apply to many other scenarios, eg <i>communication in the workplace when on work experience</i>.</p> <ul style="list-style-type: none"> <li>■ Ask the pupils to write diary entries to reflect some of the questions and concerns that a young person might be dealing with if considering a sexual relationship.</li> </ul>	Pupils:	<ul style="list-style-type: none"> <li>■ Remind pupils that the age of consent in England and Wales is 16 for both heterosexual and homosexual sex. For more activities on the laws about sexual behaviour see unit 12 'Sexuality'.</li> <li>■ Be aware that some pupils may have difficulty in understanding some aspects of forming relationships, for example pupils with language and communication difficulties or those with social and emotional difficulties. Teachers should plan how to approach the activities sensitively with these pupils to allow them to make maximum progress.</li> <li>■ It is important to help pupils identify strategies to resist having sex if they don't want to. However, teachers should remain neutral when asking pupils to explore their own views and values on sexual relationships.</li> </ul>

# Teaching activities

## 1 Do I want to do it? (continued)

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Pupils should learn:		Pupils:	

- Findings indicate that the majority of young women who had an early sexual experience later regretted it. These findings also suggest links between early sexual relationships and unintended pregnancy. (For details of this research see 'Sexual behaviour in Britain: early heterosexual experience' in 'Resources'.)

# Teaching activities

## 2 Contraception

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Pupils should learn:</p> <ul style="list-style-type: none"> <li>■ to identify ways of staying safe within a sexual relationship</li> <li>■ about different types of contraception</li> <li>■ ways to manage discussions with adults concerning contraception and sexual behaviour</li> </ul>	<ul style="list-style-type: none"> <li>■ Ask the groups to list three things that they think would help somebody avoid an unintended pregnancy or an STI if they wanted to have a sexual relationship. Include the following in discussion if they are not raised:               <ul style="list-style-type: none"> <li>■ delaying or saying no to sexual activity</li> <li>■ enjoying forms of intimacy other than sexual activity</li> <li>■ using a reliable form of contraception</li> <li>■ using contraception correctly.</li> </ul> </li> <li>■ Review what pupils already know about contraception, including the definition of the word itself.</li> <li>■ Arrange for a community healthcare professional to deliver contraception information, <i>eg a school nurse, a representative from a voluntary advice and guidance service</i>. It is important that the professional is aware of the learning activities that have taken place and the work that will follow their input.</li> <li>■ Give the class two scenarios.               <ul style="list-style-type: none"> <li>■ Before leaving for school Emma, 16, asks her mum to post some holiday pictures to her friend, shouting out that they are in her desk drawer. When she gets to school, she remembers that that is where she keeps her contraceptive pills. When she gets back from school, her mum says she ‘wants a chat about something’.</li> <li>■ Leon, 16, gets back home from school to change before going out with his mates. He can’t find his jeans and asks his mum if she knows where they are. She replies: ‘Yes, I put them in the wash for you. Can I have a word before you go out?’ Then Leon remembers that he left a condom in the back pocket of his jeans.</li> </ul> </li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>■ identify ways of staying safe within a sexual relationship</li> <li>■ know how to use different forms of contraception</li> <li>■ demonstrate ways to manage conversations with adults about sexual behaviour</li> </ul>	<ul style="list-style-type: none"> <li>■ In delivering this section do not assume that young people are engaging in, or are about to engage in, sexual behaviour. The activities are provided so that if any pupils do wish to have a sexual relationship they have information that will help them reduce risk, stay healthy and handle difficult conversations.</li> <li>■ Be sensitive to the beliefs and values of pupils from a faith or cultural background that has specific views and beliefs about contraception use, or about sex outside marriage.</li> <li>■ Using a ‘question box’ can be useful for less confident pupils. Any pupil can post a question anonymously in the box at any time. These questions can be addressed later to the whole class, or in a drop-in session.</li> <li>■ Arrange opportunities for pupils to find out where they can get help and guidance with</li> </ul>

# Teaching activities

## 2 Contraception (continued)

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Pupils should learn:	<ul style="list-style-type: none"><li>■ Divide the class into groups to discuss one of the following:<ul style="list-style-type: none"><li>■ What do you think Emma’s mum wants to say to her?</li><li>■ How do you think Emma will respond to her mum?</li><li>■ What do you think Leon’s mum will say to him?</li><li>■ How do you think Leon will respond to his mum?</li></ul></li></ul> <p>Take feedback from each group in turn and use the following questions to extend the discussion:</p> <ul style="list-style-type: none"><li>■ What might be the main worries for the young people and their mums? Are these worries justified?</li><li>■ Were the two mums right to confront their children or should they have left well alone?</li><li>■ Would the discussion have been different if the young people’s dads had made the discoveries?</li><li>■ Are boys and girls treated differently in situations like this?</li><li>■ How might these conversations ‘go wrong’? For example, Leon’s mum may assume that he’s having sex when he’s not.</li><li>■ What could be the implications if the conversations go wrong?</li></ul> <p>Ask groups to role-play the conversations between one of the young people and their mum. Other pupils can ‘freeze’ the action at any point and make suggestions about what Emma/Leon and the mums can say. They could do this before the above points have been discussed, or in light of the above discussion.</p>	Pupils:	<p>contraception and related issues. Pupils should be provided with leaflets detailing local services. One approach is to organise a health fair where local agencies and services can set up stalls where pupils can talk to workers about support on offer.</p> <ul style="list-style-type: none"><li>■ When running a role play it is important that participants come out of role at the end.</li><li>■ Link to English: En1 2b, 2d, 4a, 4b; En3 1i, 1j, 1k.</li></ul>

# Teaching activities

## 2 Contraception (continued)

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Pupils should learn:	<ul style="list-style-type: none"><li>■ Ask the pupils to write a script of the opening conversations between Emma or Leon and her/his mum. Next to the words spoken by each character, write the thoughts going through their minds as they speak. Ask the pupils to consider the following:<ul style="list-style-type: none"><li>■ Where is there a mismatch between the words and the thoughts? Are there any particular words used that cause this?</li><li>■ What kind of problems could this cause between the people talking to one another? For example, misinterpretation.</li><li>■ How could a character express themselves differently to avoid being misinterpreted?</li><li>■ How could a character express themselves differently to match what they say to what they really think?</li><li>■ Why would characters avoid saying what they really mean?</li></ul></li></ul> <p>Pupils could also do one of the following.</p> <ul style="list-style-type: none"><li>■ Write a letter that Emma's or Leon's mum might write to a magazine problem page outlining the situation and asking for advice. Or write a reply from an agony aunt to an imaginary letter, building in the ideas from the session.</li><li>■ Make a list of do's and don'ts for parents as a guide to sensitive conversations with their children.</li><li>■ Develop a parents' booklet called 'Everything you wanted to tell your child about sex but were afraid to start'.</li></ul>	Pupils:	

# Teaching activities

## 3 Taking risks

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Pupils should learn:</p> <ul style="list-style-type: none"> <li>■ that using alcohol may cause young people to take risks with their relationships</li> <li>■ ways of reducing such risks</li> </ul>	<ul style="list-style-type: none"> <li>■ This activity can be carried out in one large group or in smaller groups.</li> <li>■ Read the case study below to the pupils or give them copies of it to read in groups.               <p><i>Danny has been going out with Shola for a while and they're both really into each other. But while Shola is away on holiday Danny goes to a friend's party. He's feeling lonely and has been drinking. Without really intending to, he has sex with Alex, whom he's just met.</i></p> </li> <li>■ Discuss the scenario and the following questions:               <ul style="list-style-type: none"> <li>■ Could the alcohol have affected Danny's behaviour? If so, how?</li> <li>■ Might Danny and Alex have taken any risks? If so, what could these be?</li> <li>■ How do you think Danny and Alex are feeling?</li> <li>■ What do you think Danny and Alex are thinking?</li> <li>■ What should they do? Should Danny tell Shola what has happened?</li> </ul> </li> <li>■ As a whole group or in pairs, discuss the following:               <ul style="list-style-type: none"> <li>■ Do young people do things when drinking alcohol that they wouldn't do otherwise? If they do, why?</li> <li>■ What sexual risks might young people take when they've been drinking alcohol? Why?</li> <li>■ How could young people reduce the sexual risks they might take when drinking alcohol? For example, what would make it easier to practise safer sex?</li> </ul> </li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>■ identify that using alcohol may have an effect on relationships, personal safety and sexual health</li> <li>■ identify strategies for reducing risk</li> </ul>	<ul style="list-style-type: none"> <li>■ Using a case study distances pupils, allowing them to reflect on a situation and consider a range of questions. This helps to avoid inappropriate self-disclosure when discussing personal issues. The names in the case study can be changed to reflect the school community or other types of relationship.</li> <li>■ Alcohol has been identified as a factor in many young people's first sexual experience.</li> <li>■ National research shows that a significant number of young people use drugs and alcohol. It may be unrealistic to expect that they will stop drinking or using other drugs, but it is possible to reduce the harm that that they may come to. Ask the group to suggest any strategies that could be used to minimise harm, <i>eg limiting the amount of alcohol drunk, carrying condoms, practising using condoms.</i></li> </ul>

# Teaching activities

## 3 Taking risks (continued)

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Pupils should learn:	<p>You may also want to discuss morality issues raised by this scenario, <i>eg betraying someone's trust, having casual sex, cheating on a partner.</i></p> <p>Put the pupils back into their original groups and ask each group to identify three messages for young people about each of the following:</p> <ul style="list-style-type: none"><li>■ the possible impact of alcohol on sexual behaviour and risk taking</li><li>■ what they can do to reduce and manage the risks.</li></ul>	Pupils:	<ul style="list-style-type: none"><li>■ Be sensitive to pupils in the class who come from faith or other communities where drinking alcohol is forbidden. If this is the case for the majority in your class, you may wish to adapt the activity to deal with other types of risky behaviour.</li></ul>

# Teaching activities

## 4 Sexually transmitted infections

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Pupils should learn:</p> <ul style="list-style-type: none"> <li>■ about different types of STIs and how they are transmitted</li> <li>■ ways to avoid transmitting or acquiring STIs</li> </ul>	<ul style="list-style-type: none"> <li>■ Ask pupils to name any sexually transmitted infections (STIs) they know. Write each of the following STIs on a separate sheet of flipchart paper:               <ul style="list-style-type: none"> <li>■ HIV</li> <li>■ hepatitis B and C</li> <li>■ syphilis</li> <li>■ genital warts</li> <li>■ chlamydia</li> <li>■ gonorrhoea</li> <li>■ thrush</li> <li>■ herpes.</li> </ul> </li> </ul> <p>Place the eight sheets of paper on tables around the room with flipchart pens. Divide the class into groups and ask each group to go to one of the tables and write anything they know or have heard about that STI on the paper. Ask the groups to move round the room adding new comments to the sheets.</p> <p>When each group has returned to its original sheet, distribute copies of health education leaflets that provide information, advice and guidance about STIs. The groups now have three tasks.</p> <ol style="list-style-type: none"> <li>1. Research the statements about the STI on their sheet, using the information in the leaflet or other sources such as the internet to find out if the statements are correct.</li> <li>2. Produce three key facts that young people should know about this STI.</li> <li>3. Use the research to offer views on how to stop the rise in STIs.</li> </ol> <p>In a plenary session, discuss what pupils have found out.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>■ identify a variety of STIs and say how they can be contracted</li> <li>■ know what is effective protection against contracting STIs</li> <li>■ know where they can access information, help and support</li> </ul>	<ul style="list-style-type: none"> <li>■ It is important to stress that only condoms are a barrier method to protect against STIs.</li> <li>■ A number of teaching resources provide activities to help pupils learn about STIs and their transmission. A popular and effective example that uses active learning is 'Mixing fluids' in the <i>Infection protection</i> teaching pack from Brook. Teachers can view part of this lesson on the DVD in <i>PSHE in practice: resource pack for secondary schools</i> (see 'Resources').</li> <li>■ For more information about incorporating visits into lessons, see 'Planning and developing a PSHE programme' in Section 2 of the <i>Teacher's handbook</i>.</li> </ul>

# Teaching activities

## 4 Sexually transmitted infections (continued)

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Pupils should learn:	<ul style="list-style-type: none"><li>■ Arrange for a community healthcare professional to deliver information about STIs, <i>eg a school nurse, a representative from a voluntary advice and guidance service</i>. It is important that the professional is aware of the learning activities that have already taken place and the work that might follow their input.</li></ul>	Pupils:	

## Links with other subjects

### English

#### En1 Speaking and listening

- 2b identify the major elements of what is being said both explicitly and implicitly
- 2d distinguish tone, undertone, implications and other signs of a speaker's intentions
- 4a use a variety of dramatic techniques to explore ideas, issues, texts and meanings
- 4b use different ways to convey action, character, atmosphere and tension when they are scripting and performing in plays

#### En3 Writing

- 1i develop logical arguments and cite evidence
- 1j use persuasive techniques and rhetorical devices
- 1k anticipate reader reaction, counter opposing views and use language to gain attention and sustain interest

### Science

#### Sc2 Life processes and living things

- 2f about the physical and emotional changes that take place during adolescence
- 2g about the human reproductive system, including the menstrual cycle and fertilisation

(This unit builds on the above key stage 3 programme of study references.)

## Resources

- Centre for HIV and Sexual Health – provides training, resources and publications on sexual health education
- *Faith, values and sex and relationships education* by Simon Blake and Zarine Katrak (National Children's Bureau, 2002) – offers strategies for developing sex and relationship education policy within a multifaith society. It contains a comprehensive list of faith-related websites
- L8r – an educational project that consists of an interactive website and video episodes featuring six teenage characters. Themes covered include teenage pregnancy, parenthood and sexual health
- Lesbian and Gay Christian Movement (LGCM) – encourages friendship and support among lesbian and gay Christians. LGCM has a number of support groups for each of the Christian denominations
- *muslimyouth.net* – culturally sensitive guidance and support for young Muslims. The site does not promote any religious or political ideology
- National Healthy Schools Programme – helps schools develop a whole-school approach to promoting health and well-being. This makes sure that what is taught in the classroom is reflected and supported by the school ethos and environment. For more details see the *Wired for health* website
- Naz Project London – provides sexual health, HIV prevention and support services to South Asian, Middle Eastern, North African, Horn of African and Latin American communities, including counselling within the context of faith
- *PSHE in practice: resource pack for secondary schools* (DfES, 2004) – a resource book and DVD to support PSHE teaching in schools
- Schools Health Education Unit (SHEU) – offers evaluation and monitoring services to those concerned with the health and social development of young people
- *Sex and relationship education guidance* (DfES, 2000) – guidance for schools, teachers and governors that explains the legal requirements of sex and relationship education and suggests how to deal with sensitive issues
- *Sex and relationships education in schools* (Ofsted, 2002) – a survey of sex and relationship education and a guide to good practice. Appendix 1 contains learning outcomes for sex and relationship education at each key stage
- Sex Education Forum – provides a range of publications and factsheets that promote good practice. It contains links to organisations such as Brook and the Family Planning Association (FPA), which provide their own resources for schools

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- 'Sexual behaviour in Britain: early heterosexual experience' by Kaye Wellings *et al* (*The Lancet*, vol 358, December 2001) – research article reporting on sexual behaviour and attitudes among young people in Britain
  - *The Site* – provides factsheets and articles on issues that young people face, including sex and relationships and health and well-being
  - Spotlight series: *Sex, alcohol and other drugs: exploring the links in young people's lives* by Simon Blake and Jeanie Lynch (National Children's Bureau, 2004) – addresses issues of sex, alcohol and drugs together, rather than in isolation, and provides suggestions for developing policy
  - *Teachernet* – contains case studies of sex and relationship education practice across a range of schools, and includes information on provision of sex and relationship education to pupils with special educational needs
  - Teenage Pregnancy Unit website – this website provides information about the government's Teenage Pregnancy Strategy and guidance from the Teenage Pregnancy Unit. It lists guidance and publications on sex and relationship education, as well as websites and organisations for teenagers and parents
  - *Wired for health* – this website contains information for teachers and healthy schools coordinators on health issues. It includes four separate websites for pupils of different ages

The website addresses of these resources are on the PSHE pages of the QCA website ([www.qca.org.uk/pshe/](http://www.qca.org.uk/pshe/)).

Care should be taken when encouraging children and young people to access websites.