



Dear Parents/Carers,

Your child will shortly be beginning the relationships and personal wellbeing unit in PSHE.

We wanted to contact you with an overview of the lessons that will be being covered and some useful website links.

Please don't hesitate to contact your child's PSHE teacher if you have any questions.

Lesson title	Lesson overview
Puberty and emotions	A baseline assessment of knowledge. Card sorts exploring physical changes. Case studies about how the emotions are affected by puberty, how this may affect relationships and how to manage this. Mind mapping to explore feelings and emotions. Opportunity to ask anonymous questions and be provided with support and signposting.
Puberty and physical changes	Baseline to focus on previous learning on physical & emotional changes that happen during puberty for girls. Activities to help students understand what happens during the menstrual cycle. Research a range of menstrual products and respond to case studies with advice and support. Describe the physical & emotional changes that happen during puberty for boys. Work collaboratively to be able to provide helpful advice for boys around the physical changes they will experience. Engage in quizzes and case studies. Opportunity to ask anonymous questions and be provided with support and signposting.
Healthy/unhealthy relationships	Describe the features of committed, stable, healthy relationships. Identify healthy and unhealthy relationship behaviours. Explain appropriate online relationship behaviours. Students create a class mind-map on healthy relationships. Gendered expectations talking heads-Students analyse a set of talking heads statements about relationship behaviours based on gender stereotypes.



	<p>Relationship qualities-Students review common relationship qualities and respond to key questions. Healthy/ unhealthy relationship scenarios</p> <p>Students annotate relationship scenarios and provide advice.</p> <p>Endpoint assessment and signposting</p> <p>Students collate five top tips on identifying and maintaining healthy relationships. Go through sources of support/advice and respond to final questions.</p>
<p>Managing relationships and conflict</p>	<p>Recognise that disagreements in family relationships are common, but that effective communication can improve relationships.</p> <p>Explain different communication styles and their likely impacts.</p> <p>Give examples of effective communication.</p> <p>Baseline assessment Discuss key questions around conflict and communication styles.</p> <p>Communication strategies grid-Students read and provide examples of different communication strategies.</p> <p>Disagreement scenarios-Each group discusses a scenario and determines how best to respond to different conflict situations.</p> <p>Managing conflict storyboard- Students write a storyboard focused on ways to manage a conflict scenario.</p> <p>Students peer-assess their work. Recap signposting.</p>
<p>Introduction to consent</p>	<p>Explain what consent means and why it is so important and describe how to recognize when a person is consenting and when they are not.</p> <p>Explain how consent is given and not given in a healthy relationship and describe what to say and do to seek the consent of another person.</p> <p>Baseline assessment Students mind-map around the word 'consent'.</p> <p>Parallel lines- In parallel lines, students practise asking for and giving/not giving consent as they approach one another.</p> <p>Non-verbal cues -Students suggest verbal and non-verbal cues that someone is consenting or not consenting.</p> <p>A consent conversation-Share a brief overheard conversation with students and ask them to discuss or write responses to key questions.</p> <p>Students complete sentence starters demonstrating their understanding of consent.</p> <p>Students revisit unit baseline. Remind students of support available</p>
<p>Grooming and child sexual exploitation</p>	<p>To understand healthy and unhealthy relationships</p> <p>To understand the different relationship communication styles</p> <p>To understand what grooming and sexual exploitation is.</p> <p>Relationships traffic lights-red flags we can see.</p>





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	<p>Understanding communication types and exploring the dangers of passive and aggressive behaviours. Developing knowledge of consent and understanding signs of when it has or has not been given.</p> <p>Grooming and the 4 stages-incorporating a video activity to check students understanding. Real life case studies explored. What is sextortion-video activity and news article discussion Signposting/advice/guidance and re-cap on online safety awareness.</p>
<p>Body image</p>	<p>To consider what affects how we view our bodies. To learn how actors, obtain superhero bodies and understand the distortion this can create for others. Mindmap and group discussion on the perception of 'perfect' where the images and views come from. Group discussion to explore why are we talking about the topic of body image Explore the question 'is body image just an issue for girls?' and look at evidence to answer this. Reflect on what can influence your own body image and other peoples Explore the reality of what's behind an on-screen body. Value continuum to share individual opinion's and promote class discussion-such as 'Does what you see on TV affect how you feel about your body?' Explore what body positivity means and how this is promoted through social media and television today. Signposting/support and time to ask anonymous questions.</p>

Useful websites to help you discuss this topic with your child:

- <https://www.fpa.org.uk/for-parents/>
- <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>
- <https://www.brook.org.uk/>
- <https://www.brook.org.uk/your-life/puberty/>

The relationship and sexual health policy and safeguarding policy can be found on the school website. Also, on the school website you will find a link to our AWARE site, this contains lots of links to useful websites to support you and your child. <https://aware.wickersleypt.org/>

Yours sincerely,
 Ellie Bannister.
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