

# Year 9 PDC Booklet

## Relationships and Sex Education II



**LIONHEART** EDUCATIONAL TRUST

**Name:** .....

**Form:** .....

## Protected Characteristics

The protected characteristics are defined in the Equality Act 2010



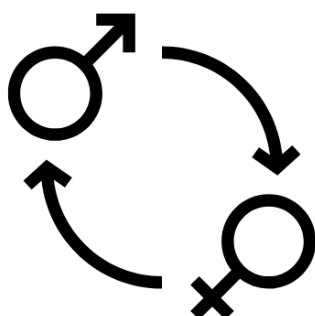
Marriage or Civil  
Partnership



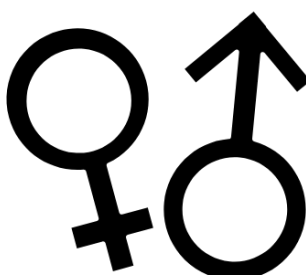
Disability



Race



Gender  
Reassignment



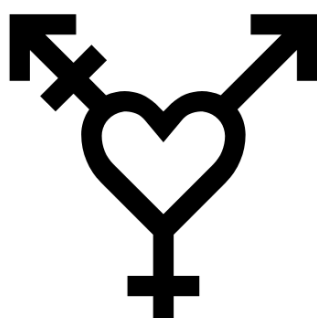
Sex



Pregnancy or  
Maternity



Age



Sexual Orientation



Religion

**It is illegal to discriminate against anyone based on these**

# Fundamental British Values

The Fundamental British Values are key principles for everyone in Modern Britain to demonstrate



## **Democracy**

A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities



## **Rule of Law**

The need for rules to make a happy, safe and secure environment to live and work



## **Individual Liberty**

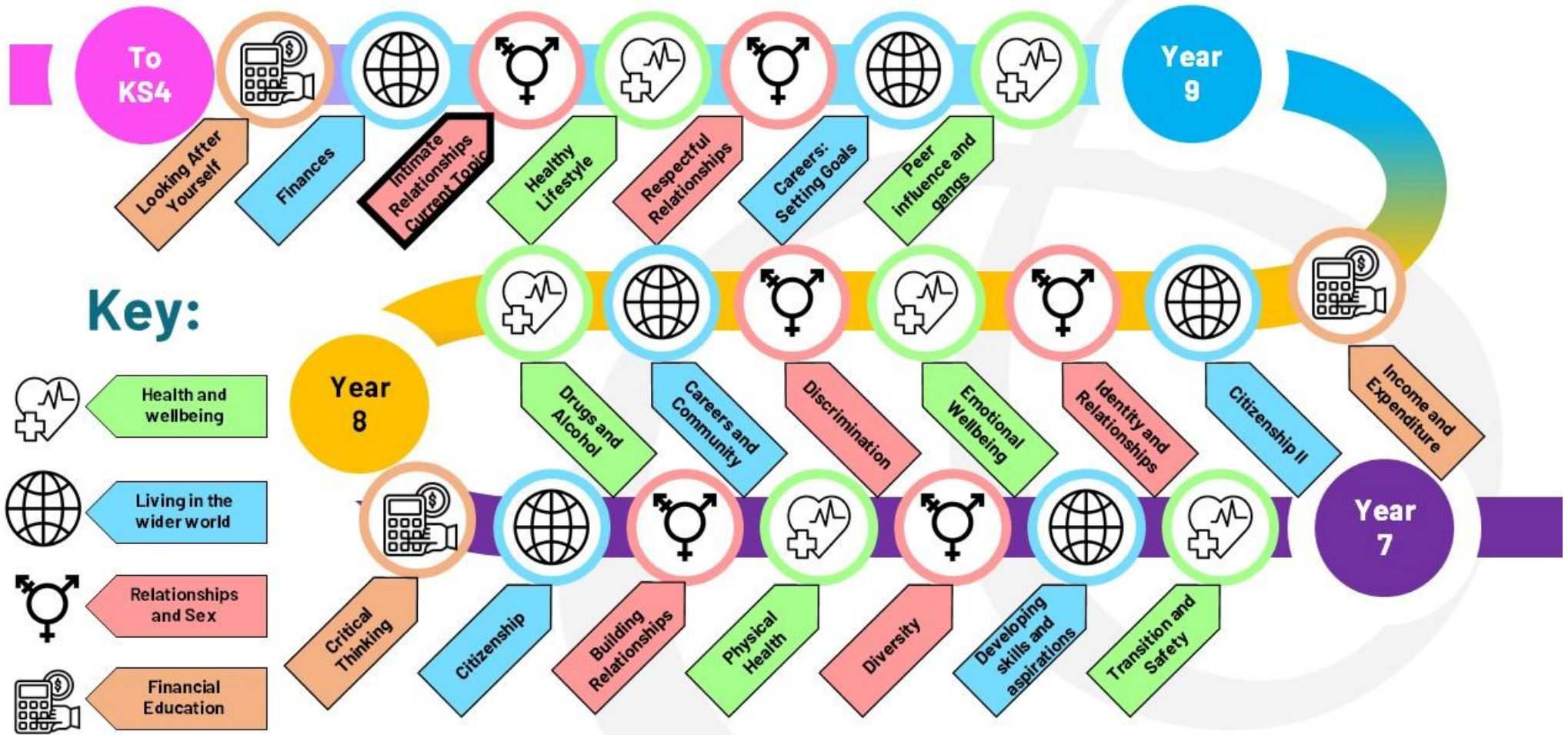
Protection of your rights and the right of others you work with, as well as freedom to express yourself and who you are



## **Mutual Respect and Tolerance**

Understanding that we don't all share the same beliefs and values. Respecting, the values, ideas and beliefs of others whilst not imposing our own on others

# Personal Development Curriculum KS3 Learning Journey





## Year 9 – Block 5: Relationships and Sex Education Knowledge II Organiser



Key Words		Sexually Transmitted Infections			Why Do People Choose To Have Sex?
		Infection	Symptoms	Treatment	
Consent	Consent is an agreement by choice made by someone with the freedom and capacity to consent.	Chlamydia (Bacterial)	Often there are no symptoms, but abdominal pain and changes to periods may occur	Antibiotics	Physical attraction Pleasure Expression of love Reproduction
STI	Sexually transmitted infection—a broader term. An STI might never lead to disease, and may not have symptoms	Gonorrhoea (Bacterial)	Pain on sex, urinating and vaginal discharge	Antibiotics	<b>However it is Important to Remember:</b> The age of consent for sex is 16 Before engaging in sex, both parties must consent
STD	Sexually transmitted disease—a disease is symptoms or health problems caused by a pathogen	Syphilis (Bacterial)	Painless ulcer (chancere) usually on genitals; later swollen glands, rash, hair loss.	Antibiotics	
Pathogen	A micro-organism that causes disease	Bacterial Vaginosis	Failure to control vaginal bacteria can cause greyish white smelly vaginal discharge	Oral tablets and/or vaginal pessaries.	<b>Who Can Consent:</b> Anyone over the age of 16 who is <b>NOT:</b> <ul style="list-style-type: none"> <li>• In a position of trust</li> <li>• Paid for (unless over 18)</li> <li>• Engaging in sexting (unless over 18)</li> </ul> There are extra protections for 16-17 years, and anyone under 13 is seen as less able to consent to non-sexual acts
Abstinence	Not having sex	Genital Warts (Viral)	Fleshy or flat lumps on or around genitals, anus, groin or thigh.	Visible warts can be treated, no cure	
Contraception	The artificial control of fertility	Genital herpes (Viral)	Painful, red blisters, little sores or ulcers, flu-like symptoms, and sometimes a discharge.	Anti-herpes drugs and pain relief for symptoms but no cure	<b>Relationships in the Media are Stereotyped Poorly:</b> <ul style="list-style-type: none"> <li>• Heterosexual only</li> <li>• Women as sexual objects</li> <li>• Violent</li> <li>• Women being passive, and males being aggressive</li> </ul>
Condom	A barrier method of contraception that stops the exchange of bodily fluids and subsequent STIs	Hepatitis B (Viral)	May have no symptoms or mild flu-like illness or vomiting, abdominal pain, dark urine and yellowing of the skin and whites of the eyes	Not curable, but it is treatable with Anti-viral medications	
"The Pill"	A contraceptive method that uses hormones such as oestrogen and progesterone to stop the releaser of an egg	Pubic lice -crabs (Parasitic)	Intense itching in the pubic area, small nits (eggs) on pubic hair.	Special shampoo, cream or spray applied to pubic area. Wash all clothing and bed linen.	
Groomer	Someone who tries to build a relationship with a child or vulnerable person, often online, who really intends to exploit them or hurt them in some way.	HIV Human Immunodeficiency Virus	Usually no obvious symptoms for many years.	No immunisation or cure available but symptoms are treatable	
<b>The Warning Signs for Online Grooming</b>					
Sending lots of messages	Sexual messaging				
Asking you to keep conversations secret	Getting you to share personal information				
Trying to find out more	Blackmailing you				
<b>Where To Go For Support:</b>					
Teachers and School Staff, Parents, Friends, Parents					
NPSCC	<a href="https://www.npscc.org.uk">https://www.npscc.org.uk</a>				
Health For Teens	<a href="https://www.healthforteens.co.uk/">https://www.healthforteens.co.uk/</a>				

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**Date:** .....

## Title: Critical Reading Habits

### Retrieval Practice

1. Metacognition involves \_\_\_\_\_, monitoring and evaluating your learning
2. Metacognitive modelling encourages you to think about how you \_\_\_\_\_ and how to improve it.
3. When a teacher models metacognition, they make their \_\_\_\_\_ process visible to the students.
4. By using metacognitive strategies, students can learn to deepen their \_\_\_\_\_ of a topic.
5. A key part of metacognitive modelling is helping you learn how to \_\_\_\_\_ your progress after doing something and adjust their approach.

### Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. How can you make the most out of reading?	..... ..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... ..... .....
2. How can you use reading to help you learn?	..... ..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... ..... .....

### Task 1: Read and Infer

Below, you have a short piece of text.

You also have an inference map, with questions to help you infer from the text.

Fill this in, and then discuss what you've managed to infer from the text

In school, we often talk about success – getting good grades, winning awards, or doing well in exams. But learning how to fail might be just as important. When students experience setbacks, like a low mark or a missed opportunity, they build skills like resilience and reflection. These are the qualities that help people bounce back and try again.

Some people argue that failure can damage confidence, especially for younger students. But if failure is handled in the right way – with support and time to learn from it – it can be a powerful part of growing up. After all, most successful people didn't get everything right the first time. They just didn't give up.

Complete the inference map on the next page

### Task 2: Make a Prediction

Write 2-3 sentences if the author continued the text

.....

.....

.....

THEN

Say why you think the text would continue in that way. What evidence is there?

.....

.....

.....

### Task 3: Definition

Reading between the lines means:

.....

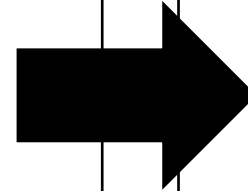
.....

.....

### What does the text say?

What are some examples of failure mentioned in the text?

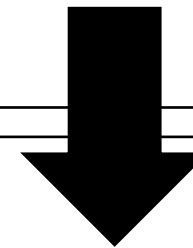
What skills does the author say failure helps to build?



### What does the text suggest or imply?

Why might the author mention "most successful people didn't get everything right?"

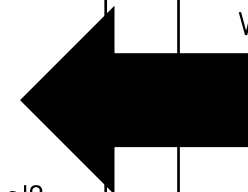
What does the phrase "If failure is handled in the right way" suggest about the author's attitude?



### How does this relate to the real world?

Can you think of a situation where failing helped you or someone else improve?

Why might learning how to fail be important outside of school?



### What does the author really believe?

What is the author's main argument about failure and success?

What message is the author giving to students without saying it directly?

**Date:** .....

**Title: Sexual Choices**

**Retrieval Practice**

1. Metacognitive literacy involves being \_\_\_\_\_ of your thinking while reading.
2. One key strategy in metacognitive reading is to constantly recap and \_\_\_\_\_ what you've read to ensure understanding.
3. While reading, you should ask yourself questions like, "Do I \_\_\_\_\_ this?" to check your comprehension.
4. It's important to adjust your reading strategy if you find a passage \_\_\_\_\_ or difficult to understand.
5. When you reflect on what you've read, you are using \_\_\_\_\_ thinking to process the material.

**Baseline and Endpoint Assessment:**

	<b>Baseline Assessment</b>	<b>Endpoint Assessment</b>
1. What are the considerations people need to make before having sex?	..... ..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... ..... .....
2. What are the consequences of not thinking about these considerations?	..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... .....

## Task 1: Scenarios

Scenarios	Two Positive Consequences (if there are any)	Two Negative Consequences
<p>Alisha and her friends are invited to a party where there will be alcohol. Someone Alisha is interested in romantically will also be there. Discuss the potential positive and negative consequences of Alisha choosing to attend the party, considering the influence of alcohol on decision-making and relationships.</p>		
<p>Sam's best friend is pressuring him to engage in sexual activity because they claim everyone is doing it. Consider the potential consequences of giving in to peer pressure and the impact on Sam's relationship with his friend.</p>		
<p>Stephen start chatting with Joey online, and the conversation becomes increasingly intimate. Discuss the potential positive and negative consequences of sharing personal information and engaging in online relationships.</p>		
<p>Charlie and Britney had sex but protection wasn't used, and an unplanned pregnancy occurred. Discuss the potential consequences and challenges for both individuals involved and how open communication could have played a role in preventing this situation.</p>		

**Date:** .....

**Title: Consent: Misconceptions, Capacity and Rights**

**Retrieval Practice**

1. Making informed sexual \_\_\_\_\_ involves considering the potential outcomes and impacts on well-being.
2. Engaging in \_\_\_\_\_ activity without contraception can lead to the spread of sexually transmitted diseases (STDs).
3. Emotional consequences may arise from sexual choices, especially if there is a lack of \_\_\_\_\_ between the two people and mutual understanding.
4. Communication between two people is crucial for making informed decisions about sexual \_\_\_\_\_ and relationships.
5. Respecting boundaries and ensuring \_\_\_\_\_ is essential for positive and healthy sexual choices.

**Baseline and Endpoint Assessment:**

	<b>Baseline Assessment</b>	<b>Endpoint Assessment</b>
1. Give a misconception surrounding consent. Correct it.	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. Who can consent and what are the rights of the person consenting?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

## Storyboard (for task 1 below)

### Part 1



Miranda and Mikey are 17 and have been dating a while. They are thinking about having sex for the first time.

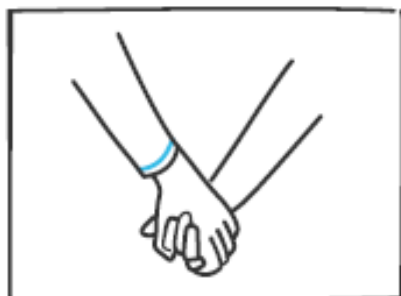


Miranda has some assumptions about what boys want or don't want from sex / a sexual partner.



Mikey has some assumptions about what girls want or don't want from sex / a sexual partner.

### Part 2



Mikey and Miranda meet up, feeling excited but nervous about their date and having sex together for the first time.



Miranda's assumptions about what boys want, mean that she behaves differently to how she normally would with Mikey.



Mikey's assumptions about what girls want, mean that he behaves differently to how he normally would with Miranda.

### Part 3



Both Miranda and Mikey start to feel a bit uncomfortable and awkward about what is happening / about to happen.



Miranda doesn't want to carry on but isn't sure what to say or do without upsetting Mikey's feelings.



Mikey doesn't want to carry on but isn't sure what to say or do without upsetting Miranda's feelings.

### Task 1: Advising Miranda or Mikey

Write some advice to either Miranda or Mikey, explaining all the different ways they could withdraw their consent.

What could they say to withdraw their consent?

.....

.....

.....

What could they do to show they are no longer consenting?

.....

.....

.....

How do they think a loving partner is likely to respond?

.....

.....

.....

What might they do/say if their partner accused them of 'leading them on'?

.....

.....

.....

**Date:** .....

**Title: STD's and Safer Sex**

**Retrieval Practice**

1. Consent is not valid if one person is unconscious, \_\_\_\_\_, by alcohol, or under the influence of substances.
2. Silence or lack of \_\_\_\_\_ does not imply consent; it's essential to have clear and affirmative agreement.
3. Past history or prior \_\_\_\_\_ with someone do not guarantee ongoing consent in any situation.
4. Pressuring or convincing someone to agree is not obtaining \_\_\_\_\_.
5. Consent is an ongoing process, and it can be \_\_\_\_\_ at any point if someone feels uncomfortable.

**Baseline and Endpoint Assessment:**

	<b>Baseline Assessment</b>	<b>Endpoint Assessment</b>
1. What is an STD?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. List 2 common STDs and their symptoms?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

## Task 1: Video Questions

1. What is a contact infection?

.....  
.....

2. Why do we not test for HPV?

.....  
.....

3. What can HPV cause to occur in the short term?

.....  
.....

4. What can HPV cause in the long term?

.....  
.....

5. How can we prevent the spread of HPV?

.....  
.....

**Date:** .....

**Title: Consequences of Unprotected Sex**

**Retrieval Practice**

1. STIs are infections that spread through \_\_\_\_\_ contact
2. \_\_\_\_\_ is a common viral STI that can lead an increased risk of certain cancers.
3. Condoms are an effective method of \_\_\_\_\_ against many STIs
4. Regular \_\_\_\_\_ is crucial for detecting and treating STIs early on.
5. It's important to have open and honest \_\_\_\_\_ about sexual health with partners to reduce the risk of STIs.

**Baseline and Endpoint Assessment:**

	<b>Baseline Assessment</b>	<b>Endpoint Assessment</b>
1. What are the consequences of unprotected sex?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. How can we stop these consequences from happening?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

### Task 1: Case Studies

**Jake and Maya, both 15, have been dating for a few months. One night, they decide to have sex without using protection. A few weeks later, Maya discovers she is pregnant. Both Jake and Maya are unsure about how to handle the situation, and their families are not aware of their relationship.**

1. What physical consequences might Maya face due to unprotected sex?  
.....  
.....
2. How do you think Jake and Maya's emotions could be affected by this situation?  
.....  
.....
3. Why might it be challenging for Jake and Maya to talk to their families about the pregnancy?  
.....  
.....
4. What options do Jake and Maya have, and what factors should they consider in making a decision?  
.....

**Alex and Jordan, both 14, engage in unprotected sex at a party. A few weeks later, Alex starts experiencing symptoms of a sexually transmitted infection (STI). Alex is hesitant to seek medical help and is worried about what this means for their relationship.**

1. What physical consequences might Alex face due to unprotected sex?  
.....  
.....
2. How do you think Alex and Jordan's emotions could be affected by this situation?  
.....  
.....
3. Why is it important for Alex to seek medical help, and what challenges might they face in doing so?  
.....
4. How could better communication have helped prevent this situation?  
.....  
.....

## Task 2: Assertive Statements

Statement	Assertive response
I'm on the pill, you don't need a condom	
It doesn't feel as good if we use protection	
Using protection interrupts everything	
I guess you don't really trust me	
We're both virgins so there aren't any risks	
I'm allergic to latex so we can't use anything	

**Date:** .....

**Title: Sexual Risks of Social Media**

**Retrieval Practice**

1. Not using \_\_\_\_\_ can lead to unintended pregnancies, which can significantly impact individuals and their futures.
2. Sexually transmitted infections (STIs) can be transmitted through \_\_\_\_\_ without the use of contraception.
3. Lack of condoms during intercourse increases the risk of contracting and spreading \_\_\_\_\_ infections.
4. Unplanned pregnancies may result in challenging \_\_\_\_\_ about relationships, education, and parenthood.
5. Using \_\_\_\_\_ methods of contraception like condoms helps prevent both unintended pregnancies and STIs.

**Baseline and Endpoint Assessment:**

	<b>Baseline Assessment</b>	<b>Endpoint Assessment</b>
1. What are the risks of using social media?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. How can we avoid the risks of social media?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

## Task 1: Case Studies

	How do you think the concept of consent applies, and why is it important in online interactions?	What strategies could the individual use to protect their online safety and well-being?	How might effective communication have played a role in preventing or resolving the challenges faced?
<p>Emily receives anonymous messages on her social media account from someone expressing admiration for her looks. The messages become increasingly suggestive, and the anonymous sender requests revealing photos. Emily feels uncomfortable but isn't sure how to handle the situation.</p>			
<p>Alex and Taylor have been dating for a few weeks, and they communicate regularly on social media. One day, Taylor pressures Alex to share an explicit photo. Alex is uncertain about how to respond, fearing the impact on their relationship.</p>			
<p>Ryan discovers that someone has created a fake profile using his name and photos. The impersonator engages in inappropriate conversations, causing confusion and potential harm to Ryan's reputation.</p>			