

Relationships and Sex Education

Lesson plans and resources for Year 7

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This is the first of five lessons for year 7 students. This lesson supports students to understand the emotional changes that occur during puberty and how these changes might affect their relationships. It develops a deeper understanding of the process of puberty, building on learning from the Medway primary RSE programme's key stage 2 lessons and key stage 3 science.

As this lesson focuses on emotional aspects of puberty and does not repeat detailed learning about physical changes, it is important to ensure this is covered in science so that all aspects are dealt with appropriately.

Learning objective	<p>We are learning:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> about how the emotions are affected by puberty, how this may affect relationships and how to manage this.
Learning outcomes	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> I can describe the main physical and emotional changes experienced during puberty <input checked="" type="checkbox"/> I can evaluate how relationships can be affected during puberty <input checked="" type="checkbox"/> I have strategies for managing the emotional aspects of puberty
Resources required	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Box or envelope for anonymous questions <input checked="" type="checkbox"/> Resource 1: Unit baseline scenarios (1 copy each) <input checked="" type="checkbox"/> Resource 2: Changes during puberty (1 copy per pair) <input checked="" type="checkbox"/> Resource 3: Family scenarios (1 copy, divided between 4 groups) <input checked="" type="checkbox"/> Box or envelope for anonymous questions <input checked="" type="checkbox"/> Optional for extension task: A range of products relating to puberty - antiperspirant, deodorant, body spray, tampons, menstrual pads, menstrual cups

Activity	Description	Time
Question box	Prior to the lesson, students write anonymous questions about the topic.	5
Baseline assessment	Baseline assessment focusing on different aspects of the scheme of work. Follow up discussion on how relationships change during puberty.	15
Changes card sort	Students complete a card sort of changes during puberty.	10
Puberty and family life	Students give advice to characters experiencing relationship and puberty challenges.	15
Managing emotions suggestions	Students mind map ways to manage feelings and emotions during puberty.	10
Endpoint assessment and signposting	Return to anonymous questions and recap learning through questioning. Remind students of support available.	5

Ensure you have read the [Medway Teacher's Guide](#) to this programme and have considered any sensitivities and prior knowledge about specific students' circumstances.

Be aware that exclusively using 'boys' and 'girls' as labels can marginalise trans young people. This lesson includes references to physical changes at puberty (building on students' learning in science) and it is important that students understand the changes that are happening to them and their peers whatever their biological sex. Language used in this lesson has been chosen to be as inclusive as possible whilst being clear on those changes that specifically affect biologically female or male bodies.

Puberty, emotions, parents, family, relationships, adolescence, independence

Begin the lesson by agreeing or reinforcing the ground rules, including the right to pass, no personal stories and no names.

If time allows, the anonymous question box activity will be most effective if completed before this lesson.

Anonymous question box

5 mins

Explain that the focus for this lesson is puberty and that it will mainly focus on how relationships change during puberty. Later lessons will look at menstrual wellbeing, healthy relationships, managing relationship conflict, and introduce the concept of consent.

Ask all students to think of at least one question they have relating to these topics and to write them on a piece of paper. Collect the questions in a box or envelope.

Unless this activity is done prior to the lesson, set the class going on the baseline activity while you read the questions and get a sense of issues you need to address during the unit of work.

Baseline assessment

15 mins

Using [Resource 1: Unit baseline scenarios](#), students respond to the scenarios demonstrating what they already know about puberty, relationships and how to manage them. This is an individual task, to be completed without further prompting or examples, so you can gauge students' starting points, including their current understanding, misconceptions and gaps in knowledge. Move around the room observing any common responses, particularly those that may be inaccurate, to inform teaching within this and subsequent lessons.

Explain we'll be looking at the full range of topics which these scenarios focus on throughout the scheme of work but support is available on all the issues raised - students do not need to wait if they want to talk to a trusted adult at the school.

Share the following definition of 'Puberty' on the PowerPoint.

Puberty is the stage in someone's life when they develop from a child into an adult because of changes in their body that make them able to have children. These physical changes are accompanied by changes that can affect emotions as hormones change and people's identities develop.

To prompt discussion around the non-physical aspects of puberty, ask students:

- *How might relationships change during or after puberty?* This question will be covered in more detail later in the lesson, but answers could include:
 - relationships with parents change as boundaries change with increased independence; mood swings can impact on quality of relationship
 - friendships change as someone's identity evolves; interests can change, and people sometimes outgrow old friendships; old friendships can become stronger as people grow together and support each other through changes
 - people can start to feel attraction to others – this is the start of forming more romantic and intimate relationships.

Changes during puberty

10 mins

To recap some of the physical changes young people experience during puberty, give students **Resource 2: Changes during puberty**. Ask pairs to organise the cards into those changes which are 'biologically male', 'biologically female', and 'can affect anyone'. Identify that a lot of changes, both physical and emotional, happen to anyone, no matter what sex they are, during puberty.

Collate answers to check recall of prior learning.

Next, ask students to identify and group together the changes described on the cards which are likely to affect the relationships young people have with others (this might include friends, family, or romantic relationships). These would include:

- Moods seem to change a lot
- Sexual feelings may begin
- Confusion about maturity
- Feeling intense emotions
- Can feel teary or angry for no reason

Puberty and family life

15 mins

Explain to students that managing relationships during puberty can take some work. Divide the class into groups and ask them to pick a scenario from **Resource 3: Family scenarios**. Ask them to give advice to the character about what they should do next to resolve the concern. Be sensitive to any students whose home situation may make this activity more challenging.

Invite class feedback. If students do not identify these strategies themselves, draw out key suggestions, such as:

- It's good to talk and be open and honest with family, even if this can feel embarrassing or awkward
- Writing a bullet point list to take into a conversation or writing a letter can help if someone is worried about what to say

- As young people develop more independence, people may need to negotiate new rules with their parents/carers, and stick to them!
- Demonstrating responsible behaviour and helping out where possible builds trust with parents/carers
- Find a good time and place to talk to family about embarrassing or difficult issues; for example, they might find it harder to listen if they are in the middle of cooking dinner or rushing out to the shops
- Remember there are lots of sources of advice and support on puberty including teachers at school and websites like Childline
- It is important to demonstrate the ability to balance time between friends/relationships and school work, for example by making sure to complete homework before asking to go out with friends
- Some parents/carers are more open to these kinds of discussions than others. Speaking to another trusted adult can help.

Managing emotions suggestions

10 mins

Ask students to suggest ways young people can manage the difficult emotions, mood swings and unpredictable reactions that sometimes occur during puberty.

Ideas could include:

- Strategies to support mental health such as exercise, relaxation techniques
- Prioritising healthy sleep patterns
- Being honest about overreactions and taking responsibility for poor behaviour
- Using techniques to find breathing space in conversations e.g. “I just need to get a drink – then can we sit down and talk about this?”
- Checking in with family/friends when feeling calm to get ahead of any worries e.g. “I’m worried I’ve not been focusing as much in class as I’ve been struggling to sleep recently – can we talk about it before parents’ evening?”

Support: Students could be given a set of question prompts – who should the person tell and what might they say?

Challenge: Students could provide a written response in the form of an advice column

Question box feedback and further support

5 mins

Return to the anonymous questions posed prior to, or at the start of the lesson. Recognise those questions which have already been answered by the lesson content by asking students give a thumbs up or thumbs down. Have we answered this question today?

Identify questions which have not been answered today but will be covered by subsequent lessons (e.g. those relating in more detail to periods, healthy relationships and consent)

Respond to any questions which have not yet been answered and will not be answered by future lessons. (See the teacher guidance on responding to questions.)

Ensure students are aware of sources of further information and support available on relationships and sex issues: a teacher, parent, school nurse, GP.

Highlight local and national services, such as:

- A Better Medway: www.abettermedway.co.uk
- Childline: www.childline.org.uk Contact number: 0800 1111

Recap key points from the session with whole class questioning to finish.

Primary Medway Relationships Education Resource Pack

The primary resource pack contains lessons on puberty which could be adapted to revisit learning on the physical changes, in particular.

Puberty Products

Pass around various products relating to puberty - menstrual pads, antiperspirants, face wash etc. and ask the class to discuss how they might be used and why they might be necessary (note that the next lesson focuses on menstrual wellbeing). This is particularly helpful for students who may need further support in managing the physical changes of puberty, or for groups who may not have received significant teaching about puberty during the primary phase.

Offering support

To help students engage with the signposted support, ask them to return to the scenarios and to offer each character an appropriate source of support; who would be best for them to talk to and why?

This is the second of five lessons for year 7 students. This lesson promotes understanding of menstrual wellbeing and helps young people to familiarise themselves with and evaluate a variety of menstrual (period) products.

Learning objective	<p>We are learning:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> about menstrual (period) wellbeing.
Learning outcomes	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> I can describe and evaluate a range of menstrual products. <input checked="" type="checkbox"/> I can give advice about managing menstrual wellbeing. <input checked="" type="checkbox"/> I can challenge assumptions and stereotypes about menstruation.
Resources required	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Box or envelope for anonymous questions <input checked="" type="checkbox"/> Resource 1: Menstrual products (1 copy of each poster per class, preferably on card Demonstration examples of each product would enhance the core activity. <input checked="" type="checkbox"/> Resource 2: Menstrual products record sheet (1 copy each) <input checked="" type="checkbox"/> Resource 2a: Menstrual products record sheet (optional support) <input checked="" type="checkbox"/> Resource 3: Menstrual wellbeing forum posts (1 copy per pair) <input checked="" type="checkbox"/> Resource 4: Teacher notes (1 teacher copy)

Activity	Description	Time
Baseline assessment	Students answer the key question on why females menstruate and respond to the picture on types of menstrual products.	10
Menstrual product posters	Students research menstrual products using the information posters.	20
Forum posts	In pairs, students respond to posts about periods from a young persons' forum.	20
Puberty reflections	Reflect on quotes about puberty as a class. Allow time for reflection on attitudes, thoughts and feelings about the transitions at puberty.	5
Endpoint assessment and signposting	Create a class graffiti wall of positive affirmations, reassurance, advice and sources of information and support on puberty – especially menstruation.	5

Climate for learning	<p>Ensure you have read the Medway Teacher's Guide to this programme and have considered any sensitivities and prior knowledge about specific students' circumstances.</p> <p>Be aware that exclusively using 'boys' and 'girls' as labels can marginalise trans young people. This lesson includes references to physical changes at puberty (building on students' learning in science) and it is important that students understand the changes that are happening to them and their peers whatever their biological sex. Language used in this lesson has been chosen to be as inclusive as possible whilst being clear on those changes that specifically affect biologically female or male bodies.</p> <p>Remind students to use the question box if there is anything they wish to ask anonymously.</p>
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Menstrual, menstruation, periods, wellbeing, menstrual products

Share the intended learning outcomes for the lesson with the group. Ensure ground rules are revisited and remind students that they can use the anonymous question box at any time.

Baseline response

10 mins

Ask students why females menstruate. Once students' views have been canvassed, provide an answer along the following lines:

Each month, the female body prepares for pregnancy; an egg is released, ready for fertilisation and implantation in the lining of the uterus (womb) which thickens ready for this process. If pregnancy does not occur during this time, the tissue that the body no-longer needs is lost through the vagina as period blood.

Use the level of responses to the above question to assess whether further input on conception might be beneficial. Suitable lesson materials are available in the KS2 pack.

Next, show students [slide 4](#) and ask them what menstrual products are shown. Use responses to adapt teaching.

Menstrual product posters

20 mins

Place the posters from [Resource 1: Menstrual products](#) around the room. Give students [Resource 2: Menstrual products record sheet](#) and ask them to complete the table using the information provided. Encourage students to think of pros and cons beyond those mentioned on the information posters.

Circulate to make sure the key points are being noted and cover any omissions using [Resource 4: Teacher notes](#) during feedback.

Support: Pair students or provide the adapted tick-sheet grid [Resource 2a](#) for pupils to complete.

Challenge: Ask students to summarise the arguments for and against using sustainable menstrual products.

Menstruation wellbeing forum posts

20 mins

In pairs, give students [Resource 3: Menstrual wellbeing online forum](#) with examples of posts from young people on a menstrual wellbeing online forum. Students read and suggest advice about how the person could deal with this issue.

Students join up with another pair and share their answers. As a class, take feedback, with each group of four suggesting a reply to one post. See [Resource 4: Teacher notes](#) for suggested responses.

Support: Provide students with a list of suggestions or pictures of wellbeing strategies to match to each scenario.

Challenge: Ask students to write a response to one of the scenarios as if the character was writing for advice via a problem page or online forum.

Puberty reflections

5 mins

Explain that we have a choice about how we view puberty. As with all changes, there may be some challenges, but this is a natural process that can allow people the opportunity to bring new life into the world. Many people see puberty as a symbol of the capacity to change, grow, and create. As a time of transition between childhood and adulthood, there can, however, be confusing feelings at times.

Read the quotes on PowerPoint [slide 7](#) and discuss their meaning and messages as a class.

Ask students to reflect quietly on their own views and experiences so far. This activity is not intended to be shared or fed back on unless there are questions or thoughts that students would like to share, having been reminded of the ground rules.

Assessing progress

2-3 mins

Create a class graffiti wall of positive affirmations, reassurance, advice and sources of information and support on puberty – especially menstruation.

These might include:

- Puberty is a natural process which changes a person's body to enable reproduction.
- Menstruation is part of life for many girls and women and for some trans boys and men - and will usually continue until the menopause (the point at which eggs are no longer released every month and periods stop).
- It is good to talk openly and factually about periods.
- Sexual maturity is a part of puberty, so it is normal to have sexual feelings and for males to have wet dreams/unexpected erections.
- Exercise is good for managing the changes during puberty.
- Avoiding sugary foods and eating healthily can help during this time too.
- Good sleep habits can help a person manage mood and hormonal changes during puberty. A lack of sleep can make menstrual cramps seem worse as the pain threshold is lowered.
- Hot baths or hot water bottles can be beneficial during menstruation.
- Use panty liners and/or carry a spare set of pants and pads around the date of possible periods to help be prepared.
- Keep a track of first and last day of each period (there are apps to make this easier), this will help to 'predict' the first day in the future.
- People should use a menstrual product that suits them and their lifestyle.

Signposting further support

2-3 mins

Ensure students are aware of the information and support available: for example, a teacher, parent, school nurse, GP.

Highlight local and national services, such as:

- A Better Medway: www.abettermedway.co.uk
- Childline: www.childline.org.uk; Contact number: 0800 1111

Period aware school

In groups, plan a campaign to make school more period friendly. This could include, for example, posters, collection points for menstrual product donations, information for the newsletter or school website. Students may wish to research the Red Box Project for further examples and ideas.

Think about what would help make periods easier to manage at school, advice for students about managing menstruation and menstrual wellbeing.

This is the third in a series of five lessons for year 9 students. This lesson explores what healthy relationships look like and how to establish them. It also discusses signs of unhealthy relationships and considers potential solutions to such relationships.

Learning objective	<p>We are learning:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> about the qualities of healthy and unhealthy relationships.
Learning outcomes	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> I can describe the features of committed, stable, healthy relationships. <input checked="" type="checkbox"/> I can identify healthy and unhealthy relationship behaviours. <input checked="" type="checkbox"/> I can explain appropriate online relationship behaviours.
Resources required	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Box or envelope for anonymous questions <input checked="" type="checkbox"/> Y7 L3 Healthy Relationships PowerPoint <input checked="" type="checkbox"/> Resource 1: Gender stereotypes talking heads (1 per 2-3 students) <input checked="" type="checkbox"/> Resource 1a: Gender stereotypes talking heads (optional support) <input checked="" type="checkbox"/> Resource 2: Healthy and unhealthy relationship behaviours (1 each or project onto whiteboard) <input checked="" type="checkbox"/> Resource 3: Healthy and unhealthy relationship behaviours teacher notes (1 teacher copy) <input checked="" type="checkbox"/> Post-it notes (optional)

Activity	Description	Time
Baseline assessment	Students create a class mind-map on healthy relationships.	10
Gendered expectations talking heads	Students analyse a set of talking heads statements about relationship behaviours based on gender stereotypes.	15
Relationship qualities	Students review common relationship qualities and respond to key questions.	5
Healthy/ unhealthy relationship scenarios	Students annotate relationship scenarios and provide advice.	20
Endpoint assessment and signposting	Students collate five top tips on identifying and maintaining healthy relationships. Go through sources of support/advice and respond to final questions.	10

Climate for learning	<p>Ensure you have read the Medway Teacher's Guide to this programme and have considered any sensitivities and prior knowledge about specific students' circumstances.</p> <p>Remind students to use the question box if there is anything they wish to ask anonymously.</p>
Key words	Relationship, respect, communication, safety, controlling

Begin the lesson by introducing or reinforcing the ground rules, including the right to pass, no personal stories and no names. Remind students about the question box if they want to post any questions anonymously.

Class mind-map

10 mins

Ask students to add ideas and descriptions of behaviours that describe healthy relationships to a class mind map using post-it notes. This should go beyond romantic and intimate relationships.

Share common themes as a class and cover the following key ideas:

- Healthy relationships of all types have similar features such as honesty and respect
- Sometimes unhelpful stereotypes can skew perceptions of what is appropriate in relationships
- Many unhealthy relationship behaviours are illegal and affect people's wellbeing, so it's very important to adopt positive relationship behaviours and seek help if experiencing unhealthy/negative relationships.

Challenging gendered expectations

15 mins

Share the '**talking head**' statements about unhealthy and unhelpful attitudes some people may have around relationship behaviours based on gender stereotypes.

Ask students to annotate the statements to:

- share their views about the stereotypes and behaviours mentioned
- explain ways to challenge these behaviours and promote better relationships.

Take feedback on interesting points, or facilitate a class discussion on each of the statements.

Be sure to emphasise ground rules and inclusive language during this activity. Consider any sensitivities and prior knowledge about specific students' circumstances and/or faith/cultural attitudes to inclusive relationships to ensure students are respectful during this activity. Ensure any inappropriate contributions are robustly challenged – perhaps using an enquiry approach to bring out the source of stereotypes and unhelpful assumptions.

Support: A differentiated activity handout is available – [Resource 1a](#).

Challenge: Ask students to suggest ways to improve school processes to further challenge gender stereotypes.

Qualities of healthy relationships

5 mins

Show the following qualities of healthy relationships on [slide 5](#) of the PowerPoint.

Respect – Freedom/Individuality/Respecting boundaries/Equality

Communication – Active listening/Forgiveness/Empathy/Affection/Gratitude/ Kind disagreement/
Clear communication/Understanding

Safety – Support/Responsibility/Commitment/Trust/Honesty/Consistency

Ask students the following questions:

- Which qualities are most important?
- Are there any potential tensions between these qualities? [e.g. commitment and freedom, trust and respecting boundaries]
- How can people deal with these tensions? [explain that people need to negotiate in the relationship to find the balance that works for both parties]
- Are there any qualities missing? [e.g. fun/humour/growth/things in common/inspiration/spontaneity]

Identifying unhealthy and healthy relationship behaviours

20 mins

Review the scenarios on [Resource 2: Healthy and unhealthy relationship behaviours](#) and ask students to highlight in one colour those behaviours that are examples of healthy relationship behaviours and highlight in a different colour those which are examples of unhealthy behaviours.

Discuss any areas of disagreement as a class and any barriers people might face to acting on their understanding of what healthy or unhealthy relationship behaviours are.

Remember to draw out that:

- Some relationship behaviours are illegal, and people should not have to 'put up' with them
- It is common for even loving relationships to face challenges
- Effective communication is key to promoting positive relationships
- It can feel challenging at first to have difficult conversations, but doing this often stops arguments getting worse
- It can be helpful to seek advice from trusted sources if someone is experiencing conflict.

Next, divide the class into groups and ask different groups to come up with suggestions for how to address the problems raised in the scenarios. Share ideas as a class. [Resource 3](#) provides key points to support the discussion.

Support: Students could work on fewer scenarios or simply sort the scenarios into examples of healthy and unhealthy relationships.

Challenge: Ask students to prepare a script or storyboard illustrating how one of the characters can manage the situation constructively.

Demonstrating learning

3-4 mins

Collate a set of five top tips on identifying and maintaining healthy relationships. This may include identifying qualities such as trust, respect, ability to compromise, balanced with the freedom to be an individual, positive communication and resolving disagreements fairly. It's good to talk and be open and honest with family, even if this can feel embarrassing or awkward

Signposting further support

2-3 mins

Ensure students are aware of the information and support available on relationships and sex issues: a teacher, parent, school nurse, GP.

Highlight local and national services, such as:

- A Better Medway: www.abettermedway.co.uk/
- Brook: www.brook.org.uk/; Contact number: 0808 802 1234
- Childline: www.childline.org.uk; Contact number: 0800 1111

Question box

2-3 mins

Ensure all questions from the question box are dealt with or factored into future planning.

Extension activities /
Home learning

Home learning

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Ask students to identify two relationships within a television show that illustrate healthy or unhealthy relationships and explain the key reasons why they think this

Top tips for healthy relationships

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Ask students to create a leaflet on top tips for healthy relationships.

This is the fourth of a series of five lessons for year 7 students. It explores positive communication with family and friends and develops skills to manage relationship conflict in families.

Learning objective	<p>We are learning:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> skills to manage relationship conflict in families.
Learning outcomes	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> I can recognise that disagreements in family relationships are common, but that effective communication can improve relationships. <input checked="" type="checkbox"/> I can explain different communication styles and their likely impacts. <input checked="" type="checkbox"/> I can give examples of effective communication.
Resources required	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Box or envelope for anonymous questions <input checked="" type="checkbox"/> Blank paper <input checked="" type="checkbox"/> Resource 1: Communication strategies grid (1 copy each) <input checked="" type="checkbox"/> Resource 2: Communication strategies grid teacher suggestions (1 teacher copy) <input checked="" type="checkbox"/> Resource 3: Conflict scenarios (1 copy of a scenario per 2-3 students) <input checked="" type="checkbox"/> Resource 4: Storyboard scenarios (1 copy of a scenario per pair) <input checked="" type="checkbox"/> Resource 5: Storyboard scenarios teacher notes (1 teacher copy)

Activity	Description	Time
Baseline assessment	Discuss key questions around conflict and communication styles.	5
Communication strategies grid	Students read and provide examples of different communication strategies.	10
Disagreement scenarios	Each group discusses a scenario and determines how best to respond to different conflict situations.	15
Managing conflict storyboard	Students write a storyboard focused on ways to manage a conflict scenario.	20
Endpoint assessment and signposting	Students peer-assess their work. Recap signposting.	10

Climate for learning	<p>Ensure you have read the Medway Teacher's Guide to this programme and have considered any sensitivities and prior knowledge about specific students' circumstances. N.B. This lesson could be triggering for students with a family history of violence. And as you cannot know exactly who may be personally affected by the lesson, give all students a warning ahead of the lesson and put appropriate arrangements in place for those who need to leave or miss the lesson.</p>
Key words	<p>Communication strategies, conflict, conflict management, attacking, avoidance, evasion, uniting</p>

Begin the lesson by agreeing or reinforcing the ground rules, including the right to pass, no personal stories and no names.

Baseline conflict management discussion

5 mins

Use the following questions to explore students' starting points around managing conflict, to identify priorities for the lesson and understand any misconceptions.

Ask students to divide a page into four quarters and write answers to each question in a different corner.

- How does it feel to argue or disagree with people?
- How might this impact on people's actions?
- Why does the way we respond to conflict matter?
- What tips can we share for responding to conflict?

Students may raise that it can feel uncomfortable, upsetting, and frustrating to argue with others. This sometimes means people avoid talking about things that upset them until they become bigger issues. Other people may find arguing or voicing disagreements cathartic. Key themes may also include the results of responding aggressively to conflict and the difference between lose-lose, win-lose and win-win conflict outcomes.

Using the responses to the final question, collate a class list of strategies for effective conflict management, which could include:

- Supporting own wellbeing so better able to deal with conflict when it happens
- Pausing to reflect before responding
- Communicating effectively
- Seeing things from different perspectives
- Coming up with different practical 'win-win' solutions
- Negotiating and compromising where safe and fair to do so
- Stepping away from escalating situations (where people seem to be getting more and more angry)

Students should not add new ideas to their work during feedback as this will be revisited at the end of the lesson to demonstrate progress.

Communication strategies grid

10 mins

Communicating effectively is an important skill, especially when managing conflict with others. Being aware of different communication styles and strategies can support this.

Read [Resource 1: Communication strategies grid](#) as a class. Ask students to demonstrate their understanding of each approach by adding examples and a description of likely body language.

Share feedback to check understanding. Suggested answers are provided on [Resource 2: Communication strategies grid - teacher suggestions](#).

Support: Use the teacher suggestions as a card sort for students needing support.

Challenge: Ask students to script an example outcome for a situation using one or more of these communication strategies.

Conflict scenarios

15 mins

Hand out a copy of (or particular scenarios from) **Resource 3: Conflict scenarios** to groups of 2-3 students. Ask each group to discuss the scenario and decide how best to respond, using their understanding of communication styles. Remind students that some situations may need a very different approach to ensure safety. For example, it can be dangerous to confront a violent or intoxicated person.

Resource 3 intentionally includes situations where adapting communication styles and other strategies are unlikely to be enough to manage the situation, so ensure class discussion addresses this. Students should recognise there are limitations and challenges even when someone tries to communicate more constructively, and that an external voice can be very helpful in such circumstances. Remind students that there may be times when a very strong, robust approach is required, or when a person may need to walk away from a situation to stay safe. If scenario 5 and 6 are used, ensure suitable signposting is given e.g. Forced Marriage unit (fm@fcdo.gov.uk, 020 7008 0151), Adfam for family alcohol addiction support (0800 0086811).

Support: Provide a help structure on the board such as:

- Is it safe for the character to manage this situation themselves?
- How could the character resolve this issue?
- What support might they need to help them manage the situation?

Challenge: Ask students to create a top tips checklist for managing conflict.

Managing conflict storyboard

20 mins

Allocate pairs to a scenario from **Resource 4: Storyboard scenarios**. Students create a storyboard to demonstrate ways to manage the conflict, including speech and thought bubbles for the characters. (Students could fold a blank sheet of paper into 6 to create their storyboard sections.)

Agree suitable success criteria e.g.

- Realistic portrayal of a situation
- Positive conflict resolution strategies used
- Highlights further sources of support

Ensure students focus on ways to assert boundaries and provide effective conflict resolution strategies that feel well matched to the situation concerned.

Managing conflict storyboard — peer assessment

10 mins

Ask students in their pairs to peer assess another pair's storyboard using the agreed criteria.

Invite volunteers to describe/read out their work, bearing in mind that it is not good practice to ask students to role-play use of manipulative or aggressive language.

Resource 5: Storyboard scenario - teacher notes provides key elements to focus on during discussion.

Ensure any question box questions are answered.

Signposting further support

Ensure students are aware of the information and support available on these issues: a teacher, parent, school nurse, GP.

Highlight local and national services, such as:

- A Better Medway: www.abettermedway.co.uk/
- Brook: www.brook.org.uk/; Contact number: 0808 802 1234
- Childline: www.childline.org.uk; Contact number: 0800 1111
- Adfam: www.adfam.org.uk/; Contact number 0800 0086811.

Design a top tips magazine page

Students create a magazine page featuring top tips for managing conflict. This should include the strategies discussed, effective communication styles, and sources of support.

This is the last in a series of five Relationships and Sex Education lessons for year 7 students. The lesson explores what consent means, how to respectfully seek consent and how to recognise when another person is giving or not giving their consent. The lesson also explores the law relating to consent; in particular, the legal age of consent.

Learning objective	<p>We are learning:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> about what consent means, both legally and ethically, and what it looks like in practice.
Learning outcomes	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> I can explain what consent means, both legally and ethically, and why it is so important. <input checked="" type="checkbox"/> I can describe how to recognise when a person is consenting and when they are not. <input checked="" type="checkbox"/> I can explain how consent is sought, given, and not given in a healthy relationship. <input checked="" type="checkbox"/> I can describe or demonstrate what to say and do to seek the consent of another person.
Resources required	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Box or envelope for anonymous questions <input checked="" type="checkbox"/> Post-it notes <input checked="" type="checkbox"/> Resource 1: Possible signs (optional support) <p>NB: Consider classroom layout for this lesson. If possible, move tables and chairs to the side of the classroom before the lesson for the parallel lines activity, or identify a quiet corridor space/ alternative room that could be used during this activity.</p>

Activity	Description	Time
Baseline assessment	Students mind-map around the word 'consent'.	10
Parallel lines	In parallel lines, students practise asking for and giving/not giving consent as they approach one another.	15
Non-verbal cues	Students suggest verbal and non-verbal cues that someone is consenting or not consenting.	10
A consent conversation	Share a brief overheard conversation with students and ask them to discuss or write responses to key questions.	10
Endpoint assessment and signposting	<p>Students complete sentence starters demonstrating their understanding of consent.</p> <p>Students revisit unit baseline. Remind students of support available.</p>	15

¹ This lesson is adapted from KS3 lesson 1 of the PSHE Association lesson plans on teaching about consent.

Ensure you have read the [Medway Teacher's Guide](#) to this programme and have considered any sensitivities and prior knowledge about specific students' circumstances.

Remind students to use the question box if there is anything they wish to ask anonymously.

Permission, asking, consent, freedom, capacity, choice, non-verbal cues

Introduce the learning objectives and outcomes and negotiate or reinforce ground rules, highlighting any that are particularly pertinent for this lesson, such as not making assumptions about anyone else or asking personal questions.

Explain that this lesson will be looking at the concept of consent and what this means in a variety of relationships. At this stage, give no further explanation of the term 'consent'.

Baseline assessment activity

10 mins

Ask students to work on their own and mind-map around the word 'Consent', to demonstrate what they understand it to mean, what they know and believe about the concept of consent, and to add any questions they have about consent.

As this is a baseline assessment, it is important that students work independently, without further prompts or support. As students are working, circulate around the room to get a picture of their current understanding and beliefs, as well as identifying gaps in knowledge or misconceptions.

Take feedback on key points – in particular, invite students to share their definitions and questions. Ensure the anonymous question box is available if students prefer.

Using [slide 4](#), show this definition of consent:

*'Consent is agreement by **choice** made by someone with the **freedom** and **capacity** to consent'*

Explain that 'freedom' means the choice must be made without pressure, and capacity means the person must be able to make the choice, e.g. be old enough, and in a clear state of mind.

Parallel lines

15 mins

Ask students to form two lines facing each other about three metres apart. Explain to them they are going to take part in an exercise that will help them consider consent in practice. Give the following instructions:

- When I say "go", the people in one of the lines [indicate which] will slowly take small steps forward, asking the person opposite them "can I take another step?" before each step.
- The facing person should say "stop" once they feel uncomfortable with the proximity of the person opposite them.
- The person opposite must stop when requested and remain in that position.

Continue until everyone on the opposite line has said 'stop'. It is likely that pupils will have asked each other to stop at different points. Still in their lines, facilitate a class discussion using the following questions:

1. Where does the responsibility for stopping lie between the two people?
2. Why do you think people asked the other person to stop at different distances away?
3. How did it feel to be able to say 'stop' and have that respected?
4. How would it have felt if the opposite person had kept taking a step forward after being asked to stop?

Feedback should include the following key learning:

1. *It is the person who is approaching's responsibility to stop, just as in the law in relation to sexual consent, it is the person seeking consent who is responsible.*
2. *Everyone has different personal space requirements, it might depend on the relationship between the pairs, friends might get closer than people who don't know each other so well.*
3. *Hopefully students will recognise it is empowering to be able to say stop and have this respected by the other person. They might also say it made them feel confident, safe, comfortable, valued.*
4. *Students are likely to say that it would feel disrespectful, invasive, uncomfortable, awkward, perhaps even intimidating, unsafe or scary.*

Now swap over the lines (so the person who was standing still is now the person approaching, and the person who had been approaching now stands still. Repeat the activity but this time tell the students to communicate **non-verbally** (with body language/facial expressions – not just a raised hand) when they want the other person to stop walking towards them. Tell the approaching students to watch very closely for signs or clues that the other person wants them to stop, and that if they are in any doubt about what the other person wants, they should stop approaching.

This activity may be more challenging for autistic students or those with other social communication difficulties that could affect their understanding of non-verbal cues.. Consider ways to differentiate for these students e.g. bring forward the follow-up activity so the class can share examples of, and illustrate, facial expressions and gestures to support students to complete this activity with confidence.

Ask students:

1. Have we stopped in similar places to last time?
2. Was it easier or harder to communicate when to stop using non-verbal cues?
3. Was it easier or harder to know when the other person wanted you to stop using non-verbal cues?

Explain that consent is not just about saying yes or no and that it is always the responsibility of the seeker of consent to be sure of whether consent is being freely given or not given.

Discuss how non-verbal cues can be as clear, if not clearer, than verbal consent, but that it is important to confirm if there is any doubt at all – particularly when a relationship is new, and people may not be used to reading the other's body language.

Checking in about consent shouldn't be considered as a one-off, since people can change their minds, or consent to one activity but not another. This makes continued checking very important.

Non-verbal cues

10 mins

Divide the class into small groups and give them post-it notes. Ask half the groups to think of as many examples as they can of 'how people behave when they are happy with what someone is suggesting or doing'. The other groups come up with as many examples as they can of 'how people might behave when they don't like (or no longer like) what someone is doing or suggesting'. They should note down their examples on the post-it notes.

Ask the groups to stick their post-its onto separate walls in the classroom and summarise key responses from each. Now swap the groups over and ask students to reorganise the post-it notes under three headings:

- How people show with their words...
- How people show with their facial expressions...
- How people show with their body language...

Ask students:

- If someone wasn't sure whether the other person was giving their consent, how could they check? Encourage them to think of two or three questions a person could ask.

Take suggestions and provide ideas if students are unsure, for example:

- Are you happy with this?
- Are you sure?
- Do you want to?
- Does that feel good?

Remind students that someone has the duty to stop immediately if the answer is not 'yes' (the absence of a 'no' is not the same as a 'yes'). Saying 'If you don't want to, that's ok' is also very important to reassure a partner that their view will be listened to and respected.

Support: Using [Resource 1: Possible signs](#), ask students to organise the cards into three piles; consent, not consent, not sure.

Challenge: Ask students to consider if there are any circumstances in which communicating and recognising consent or non-consent might be less straightforward?

A consent conversation

10 mins

Ask students to imagine they overheard the following conversation between two young people who were aged 15 ([PowerPoint slide 11](#)):

We really love each other. We want to have sex and we both feel ready, but I'd rather wait until we're both 16.

Still working in their groups, ask students to discuss the following question:

- If they asked their friend for advice, what do you think the friend should say? Why?

Take feedback. Possible suggestions might include:

- *To tell their partner they want to wait as they don't want to break the law*
- *That if their partner really does love them, then they should be prepared to wait until they're both ready*
- *That healthy relationships are grounded in honesty and respect, so it's important to be able to discuss things like this openly together before taking things further*

Share that most people wait until the age of consent to have sex (approximately 30% of 16 to 24 year-olds report waiting until 16 before having penetrative sex)².

Explain that the law reflects the need for young people to be ready emotionally as well as physically to have sex. The law is intended to protect rather than penalise young people. There are a range of potential consequences associated with having sex and young people need to be emotionally prepared for these possible outcomes before they decide to have sex – pregnancy, STIs and emotional/social repercussions of sexual encounters.

Two young people who consensually agree to have sex at 15 may not receive a legal sanction, even though they are technically breaking the law. However, if one partner were, say, 21 and the other 15, the 21 year-old is very likely to be prosecuted, even if the 15 year old had consented.

Ask students why they think this is.

Take feedback and draw out that in this scenario, there is clearly an imbalance of power. A 21 year-old has much more life experience, and more legal rights and responsibilities, which makes their choice to have sex vastly different to that of the 15 year old.

In this situation, they are taking advantage of someone under the age of consent, who may feel additional pressure to comply with the wishes of the older partner.

Endpoint assessment

5 mins

As a class discussion, or in their books, ask students to complete the following sentence starters:

- *Consent means...*
- *Consent is important because...*
- *Ways to check if consent is being given or not given include...*
- *Ways to ask for consent include...*

Use this to check understanding of key points

² <https://www.youngpeopleshealth.org.uk/key-data-on-young-people> (see chapter 5: Sexual health and identity)

Revisit unit assessment

5 mins

Ask students to look back at their original unit baseline assessment from the beginning of lesson 1. They should annotate these in a different colour, based on their current understanding and add any additional points, to demonstrate progress, highlight their learning, and show any continuing gaps in understanding, to inform future teaching. Take this opportunity to feedback on this activity and ensure all students know how to respond to the issues raised.

Signposting support

5 mins

Ensure students are aware of the information and support available on these issues: a teacher, parent, school nurse, GP.

Highlight local and national services, such as:

- A Better Medway: www.abettermedway.co.uk/
- Brook: www.brook.org.uk/ Contact number: 0808 802 1234
- Childline: www.childline.org.uk Contact number: 0800 1111

Design a top tips magazine page

Ask students to prepare for a discussion about the age of consent and whether it should be raised, lowered, or maintained at 16. They could research the age of consent in other countries and look into reasons why the age of consent is set at 16 in the UK. They could also explore the history relating to the age of consent in this country.

NB: This should be a discussion rather than a formal debate, and students should not be pushed to argue from a position they don't agree with.

Possible websites to direct students to for research include:

- www.bbc.co.uk/bitesize/guides/z99whyc/revision/2
- www.lawstuff.org.uk/police-and-law/age-of-consent
- www.ageofconsent.net/world

1. I'm really worried that everyone is starting to talk about periods and voice changes and I'm not experiencing any of this. Am I normal?

2. I've suddenly started arguing with my family all the time and it's getting me down. Why can't we get on like we used to?

3. One of my older brother's friends keeps suggesting we spend some time alone together at his place. I really fancy him but something doesn't feel right. What should I do?

4. My auntie keeps forwarding messages and posts about how women should behave before marriage and within relationships. It's making me uncomfortable, and I'm worried I'm supposed to behave in ways that don't feel right. What should I do?



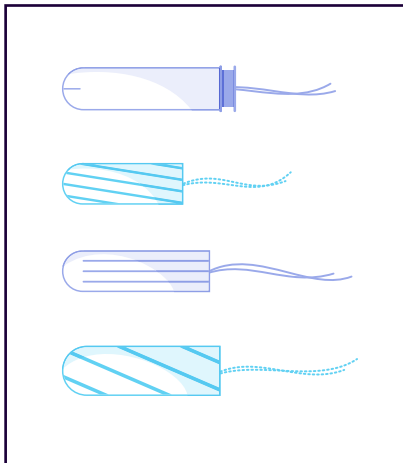
Voice changes to get deeper	Period starts	Sometimes nipples become fuller or darker	Moods seem to change a lot
Some people begin to masturbate	A white liquid (discharge) starts coming out of the vagina	Hair starts to grow under arms	Hair starts to grow on face
Hair starts to grow around the genitals	Start to sweat more and smell differently	The body starts to change shape and size	Shoulders become wider
Hips grow wider	Feeling intense emotions	Sexual feelings may begin	The penis and testes grow
Breasts begin to grow	May have spontaneous erections and wet dreams	Sperm starts being produced	Eggs start to mature
Hair may become greasy	Confusion about maturity	Can feel teary or angry for no reason	Spots might start appearing

My emotions are all over the place. One moment I feel really happy and over-excited and then the next I feel really down. Often, when I'm sad, there isn't really any reason for it. My mum keeps asking what's wrong, but it's hard to explain it to her. She thinks there must be a reason why I'm sad and when I say "Nothing" she thinks I'm keeping secrets from her.

My parents are so strict. Everyone else is allowed to stay out much later than me, and they all hang out in town together. My parents have so many rules and say I have to be back straight after school so I can do my homework and chores. I wanted to hang out with friends, so I came back late a couple of times last week and now I'm grounded for a month. I hate being a teenager!

I started my period but I'm too embarrassed to tell anyone at home. I have an older sister, but she's a lot older and has been out a lot. Some blood leaked on my bedsheets overnight and I didn't know what to say. I need to buy some period products but I'm not sure what to get and I haven't got that much money.

I've started dating someone at school and I really want to tell my parents. Before, I've always told them everything - we're really close. But I'm worried they'll say I'm too young and should focus on school and getting good grades. I've become anxious about letting them down and they're putting a lot of pressure on me to do well. How will they react if I tell them I've fallen in love?



Product: Tampon



What is it?

A cylinder wad of cotton and rayon mix with a string to remove it after use. The material is often bleached, dyed and glued, with some brands being scented.



How is it used?

These are inserted into the vagina to absorb the flow of menstrual blood. Some come with applicators, some do not. Applicators help the tampon to be inserted then are disposed of.

They should be changed and put in a bin every 4-8 hours. They must be changed at least every 8 hours to avoid the small risk of an infection.



Key points

Practice may be needed; some young people find them uncomfortable or tricky to use to start with.

They can be used when swimming and can feel more comfortable and secure when exercising.

Reusable applicators are available to reduce waste.



Price

Approximately £1.50 - £3 for a box of 20.



Interesting fact:

Very early versions were made of anything that was absorbent such as wool, with records showing these were used in Ancient Egypt and Rome. The modern-day version was designed in 1929.



Product: Menstrual cups



What is it?

A reusable silicon or latex egg-cup shaped vessel. Menstrual cups come in different sizes and can be used for years if well looked after.



How is it used?

The cup is inserted into the vagina to collect menstrual blood and can be left in place for up to 10 -12 hours. They must be emptied at least twice a day and cleaned thoroughly between uses to avoid the small risk of an infection. They should also be sterilised regularly, especially between periods.



Key points

There are different designs, so it sometimes takes experimentation to find the right one. It's best to select a cup specifically designed for young women when first using them.

The fitting technique takes practice as a seal needs to be created in the vagina for them to work correctly. This seal prevents leaks so they can be worn when swimming.

The 'tail' can be cut to size.



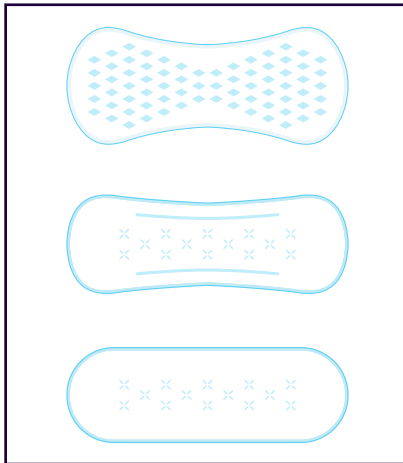
Price

A menstrual cup costs approximately £10 - £15.



Interesting fact:

The first version of what we see today came onto the market in 1937.



Product: Disposable towels/pads



What is it?

Rectangular or tapered rectangular pieces of compressed material that are attached to the inside of pants with a glue strip. Some have 'wings' to help secure them in place and prevent leaks onto clothing. Some brands use bleached materials and perfumes within the pad.



How is it used?

These come in a variety of thicknesses, absorbencies and lengths, depending on the purpose of use (e.g. day, night) and the heaviness of the flow and should be changed approximately every 4 -6 hours. They can be used with other products for added protection from leaks.



Key points

These are often a good product for those new to menstruation as they are easy to use and are widely available.

Most come in a plastic wrapper that, when changing pads, should be used to wrap the old one before disposing of it in a bin.



Price

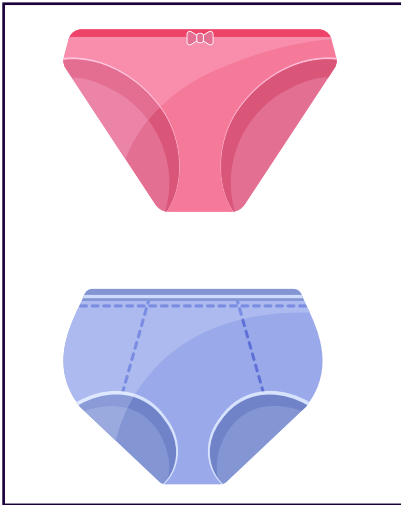
Approximately £1- £1.50 for a pack of 10.



Interesting fact:

The first commercial disposable pad was available in 1888, but it was too expensive for many to use.

On average, someone who uses disposable pads will use 12,000 pads over their lifetime.



Product: Period pants



What is it?

Layers of cotton and waterproof material are combined into reusable absorbent and leak-proof pants.



How is it used?

These come in a range of sizes and styles. Some are absorbent so can be worn all day before changing and require no other menstrual products. Some are only leak-proof and are designed to be worn with another menstrual product.



Key points

These can be great for comfort when exercising but are not useable when swimming.



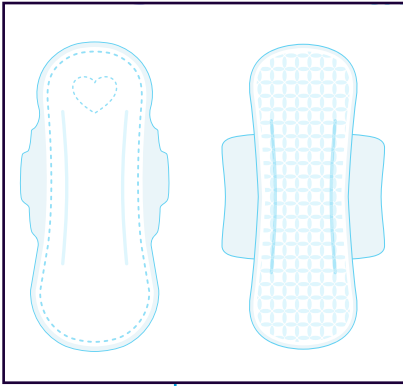
Price

Approximately £25 per pair of pants.



Interesting fact:

These are a relatively new invention and were only developed in 2013. They were introduced to the UK in 2018.



Product: Reusable towels/pads



What is it?

A pad of similar design to disposable pads but made from cotton and toweling materials and held in place around pants by a popper or Velcro.



How is it used?

They are worn in the same way as disposable pads/towels so should be changed regularly; every 4-6 hours. They need to be rinsed before being washed thoroughly.



Key points

Usually, someone would have a set of several reusable pads to change throughout the day. If looked after carefully they can be reused for many years.



Price

They are now widely available through online shops, costing approximately £5 per reusable pad.



Interesting fact:

The first pads were reusable ones made of wood pulp and rags; before that, rags, cotton or sheep's wool were used.

Product	How it's used	Advantages of using the product	Drawbacks of using the product
Tampons			
Towels/pads			
Menstrual cups			
Reusable pads			
Period pants			

Year 7 Lesson 2 | Resource 2a: Menstrual products record sheet

Product	How it's used	Easy to use for people new to having periods?	Easy and cheap to buy?	Environmentally friendly?	Suitable for swimming?
Tampons	These are inserted into the vagina to absorb menstrual blood. Some come with applicators which are put in the bin once the tampon has been inserted. Tampons should be changed and put in a bin every 4-8 hours.				
Towels/pads	These are pads that can be stuck to pants to absorb menstrual blood. They should be changed every 4-6 hours.				
Menstrual cups	The cup is put into the vagina to collect menstrual blood. They should be emptied and washed at least every 10-12 hours.				
Reusable pads	They are worn in the same way as disposable pads/towels so should be changed every 4-6 hours. They need to be rinsed before being washed.				
Period pants	Some pants absorb the blood so can be worn all day before changing. Some are only leak proof so are designed to be worn with another menstrual product.				



1. I can't go to swimming training when I have my period, but I'm too embarrassed to tell my mate or coach.

2. I do get moody on my period and my mates get annoyed with me. One of them is always saying 'she must be on her period' even when I'm not.



3. I just want to stay in bed and eat sugary snacks during my period. I also get really bad cramps.

4. I have to be really careful with how many pads I use as we can't really afford to buy more than one pack a month.



5. I leaked last time during the day and it showed through my clothes. I didn't know what to do, I was so embarrassed! I ended up wearing my big coat around my waist and waiting at school until everyone had gone before going home.

6. I ended up in a loo with no disposal bin, I was fairly sure there was one just outside but I ended up flushing the pad down the loo. I knew I shouldn't but I was too worried someone might see me putting it in the bin.



7. I have only just started my periods a few months ago so they are very irregular. I know that's completely normal but I'm anxious as I'm never quite sure when I'm due to start.

8. I'm so tired during my period and just want to curl up and sleep on the sofa but then at bedtime I'm not tired and feel worse the next day.



Year 7 Lesson 2 | Resource 4: Teacher notes (Menstrual products record sheet answers)

	How it's used	Advantages of using the product	Drawbacks of using the product
Tampons	Inserted into vagina.	<ul style="list-style-type: none"> Widely available. More discrete than pads. Can be used for swimming. Different absorbencies available. More secure when exercising. They come with or without applicators and reusable applicators are available to reduce waste. 	<ul style="list-style-type: none"> Must be changed regularly to avoid risk of infection (toxic shock syndrome (TSS) – a rare but serious condition where bacteria release toxins into the body. This is very rare now tampons are better manufactured and we know more about the need to change tampons regularly). Cost per pack is small but works out more expensive over time. Lots of paper and plastic waste, particularly for those with applicators. Not always easy for young people to use the first time. Perfumes are sometimes used which can cause irritation for some people. Some people try to avoid buying products with chemicals, yet some are bleached during manufacturing. Some people choose not to use tampons for religious/cultural reasons.
Towels/pads	Stuck to inside of crotch of pants. Wings folded around if present.	<ul style="list-style-type: none"> Widely available. Come in a variety of sizes, shapes, and absorbencies. Easy to use. - good if just started having periods. No risk of toxic shock syndrome. Good alternative to tampons if prefer not to use them for religious/cultural reasons. 	<ul style="list-style-type: none"> Can be bulky to wear. Lots of plastic and paper waste. Need changing regularly, approx. every 4-6 hours. They can move about so there is a greater risk of leaks. Cost per pack is small but works out more expensive over time. Can't be used when swimming. Perfumes are sometimes used which can cause irritation for some people. Some people try to avoid buying products with chemicals, yet some are bleached during manufacturing.
Menstrual cups	Inserted into vagina.	<ul style="list-style-type: none"> These cost less over time as are reusable. Can be left in for up to 10-12 hours. Can be used for swimming. Almost no waste to landfill so they are more environmentally friendly. 	<ul style="list-style-type: none"> Can take several attempts to find the right product fit. Technique for use takes practice. Need to be rinsed every time they are changed. (Users may prefer to find a toilet cubicle with a sink to do this when out.) Must not be left in for more than 12 hours to avoid risk of infection (TSS). Most people buy at least two so they can be sterilised during their cycle, which is a bigger initial cost than some other products.
Reusable pads	Wings fold around crotch of pants and popper or velcroed in place.	<ul style="list-style-type: none"> These cost less over time than disposable products. Almost no waste to landfill so they are more environmentally friendly. No bleach or perfumes used in production. 	<ul style="list-style-type: none"> Can be bulky to wear. Need changing regularly, approx. every 4-6 hours. They can move about so there is a greater risk of leaks. More expensive than disposable pads so initial cost is higher. Can't be used when swimming. Need something to keep used ones in when out. Several would be needed so they can be used in rotation. Not as easy to find in shops as some other products.
Period pants	Worn in place of pants.	<ul style="list-style-type: none"> Almost no waste to landfill so they are more environmentally friendly. These cost less over time than disposable products. Can be worn alongside other period products for additional protection from leaks. 	<ul style="list-style-type: none"> Some are only leak-proof meaning they need to be worn with another product. Initial cost is higher than some other products. Would need at least three, one to be worn, one in the wash, one ready to wear. Not as easy to find in shops as some other products.

Year 7 Lesson 2 | Resource 4: Teacher notes (Menstrual products record sheet support answers)

Product	How it's used	Easy to use for people new to having periods?	Easy and cheap to buy?	Environmentally friendly?	Suitable for swimming?
Tampons	These are inserted into the vagina to absorb menstrual blood. Some come with applicators which are put in the bin once the tampon has been inserted. Tampons should be changed and put in a bin every 4-8 hours.		✓		✓
Towels/pads	These are pads that can be stuck to pants to absorb menstrual blood. They should be changed every 4-6 hours.	✓	✓		
Menstrual cups	The cup is put into the vagina to collect menstrual blood. They should be emptied and washed at least every 10-12 hours.			✓	✓
Reusable pads	They are worn in the same way as disposable pads/towels so should be changed every 4-6 hours. They need to be rinsed before being washed.	✓	✓	✓	
Period pants	Some pants absorb the blood so can be worn all day before changing. Some are only leak proof so are designed to be worn with another menstrual product.	✓		✓	

Year 7 Lesson 2 | Resource 4: Teacher notes (Menstruation wellbeing forum responses suggestions)

Period problem post	Suggestions
<p>1. I can't go to swimming training when I have my period, but I'm too embarrassed to tell my mate or coach.</p>	<p>It's nothing to be embarrassed about. Talk to your coach, they will likely have encountered this before and will understand. Products such as tampons or menstrual cups can be worn when swimming.</p>
<p>2. I do get moody on my period and my mates get annoyed with me. One of them is always saying 'she must be on her period' even when I'm not.</p>	<p>Speak to friends- explain it is upsetting when they make statements like this and ask them to stop. These kinds of comments are sexist and not appropriate, so talk to a trusted adult if they happen again. Try to avoid taking frustrations out on friends where possible, even if periods are affecting mood – but confiding in friends that you are feeling out of sorts can be helpful as others often feel the same. Relaxation techniques and good sleep habits can help to manage mood.</p>
<p>3. I just want to stay in bed and eat sugary snacks during my period. I also get really bad cramps.</p>	<p>Sugary food can make people feel bloated and affect mood and energy. Exercise is good for relieving cramps and, together with eating healthily, can help people feel more energised. Warm baths and hot water bottles can also be relaxing for cramps. Some people find painkillers help. If the cramps do not improve, seeing a GP can be helpful.</p>
<p>4. I have to be really careful with how many pads I use as we can't really afford to buy more than one pack a month.</p>	<p>Purchasing menstrual products can be more difficult for those on stretched household budgets. There are places to get free products and often the school nurse and/or PSHE teacher has spares. Local food banks and Red Box Project boxes can also help. Reusable products are more expensive to buy initially but work out much cheaper over time so may be worth considering.</p>
<p>5. I leaked last time during the day and it showed through my clothes. I didn't know what to do, I was so embarrassed! I ended up wearing my big coat around my waist and waiting at school until everyone had gone before going home.</p>	<p>This is common, especially when periods are just starting and can be quite irregular. People will understand! It can be helpful to carry a spare set of pants, pads, tampons, tissues/wipes until feeling more confident about predicting the menstrual cycle and which products are most suitable. Going to the toilet more regularly during breaks and lunch can help, as can using a higher absorbency product on heavier days (which tend to be at the start of a period).</p>
<p>6. I ended up in a loo with no disposal bin, I was fairly sure there was one just outside but I ended up flushing the pad down the loo. I knew I shouldn't but I was too worried someone might see me putting it in the bin.</p>	<p>Most would not notice or worry about someone putting a pad in the bin. Products are not designed to be flushed down the toilet, so they can block the drains. If it happens again, wrap it up in the wrapper of the next pad or in some tissue and put the whole lot in the nearest bin.</p>
<p>7. I started my periods a few months ago and they're very irregular. I know that's completely normal but I'm never sure when I'm due to start which is making me anxious.</p>	<p>It is common for periods to be irregular at the start, so it can help to be prepared with a spare set of pants and menstrual products. Some people use panty liners around the time they are due to start their period. There are free phone apps and calendars which can help predict when someone is likely to start their period.</p>
<p>8. I'm so tired on my period and just want to curl up and sleep on the sofa but then at bedtime I'm not tired and feel worse the next day.</p>	<p>Puberty affects the sleep cycle – the body naturally shifts feelings of sleepiness to later (10-11pm or even later) yet there is still a need for a full night's sleep. Sleep is beneficial for overall health, so it is important to try to maintain regular sleep routines. Exercise during the day can help a person to feel less lethargic, relieve cramps and sleep better at night.</p>



I really liked this guy but girls are supposed to wait for guys to ask us out, right? But I got bored of waiting to know if he liked me so I asked him out anyway. Turns out he was interested but he'd been told I wasn't! I think maybe someone was just jealous so lied...

Films always seem to show men as being in charge when it comes to relationships and getting romantic. But I'm sure if I behaved like a movie character –grabbing someone I've just met for a kiss or insisting they date me even when they've said no lots before – I'd end up being slapped or arrested. It's weird that the media show these unhealthy examples of dating as if they're okay.



My parents say our culture has clear ideas about how men and women should be in relationships and what kind of relationships are acceptable. So it's hard to know how to act – do I show respect for my parents or do I do things differently and expect people to respect my ideas on what's okay and not okay?

I'm gay and thought someone I fancied might be gay too but I wasn't sure – I just had to ask and hope for the best! Turns out he's not gay but he really liked the compliment and promised not to say anything to our friends as I'm not quite ready to tell people about my sexuality yet. Sucks when someone you like isn't interested but things are still good between us and I'm proud I was brave enough to ask someone out. That's pretty cool.



I'm a bit of a geek so I thought people would be put off by that but it turns out there are lots of different people out there who are all into different things. We don't all have to like the same things in relationships either – I don't like sport but I'm going out with a sports captain and we're really into each other.

I really cried when my girlfriend and I split up - it really hurt. One of my mates told me to 'man up' but another was really cool about hanging out with me when I needed a distraction. I think that stuff about boys having to be hard and not show their feelings is just old news and not a good way to be. Being open with friends meant they could help me out and I got over the breakup quicker, I think.





I don't think a girl has to wait for a man to ask them out. I think we should be more equal.

It's weird that films show really unhealthy examples of dating. It's not okay to kiss someone without asking and we shouldn't keep asking someone out if they have said no.



I was worried people wouldn't like me if I had different hobbies to them but it doesn't really matter if you like each other.





1. Jess left it till the last minute to do her homework, so she urgently needs the computer but her brother is using it with his mates. He doesn't let her use it when she asks so she pulls the wires out to stop their game.



2. When a girl Lee likes spends time with him on a school trip, he wonders whether she might want to date him. His mates say he should whistle at her and tell her she looks sexy. He follows their advice but she just looks really shocked and walks away.



3. Georgie wishes she saw more of her girlfriend but Yana is always so busy. That weekend, Georgie sees Yana in the shopping centre with friends so invites her to grab a milkshake together, but Yana tells Georgie she's busy and will message her some time to hang out.



4. Kev's best friend teases him about a selfie he posted online last night. It really hurt his feelings.



5. Pria's messages online to someone she really likes have been ignored. She tries to speak with them in person but they clearly aren't interested. She's upset but keeps her distance from them and tries to get over her crush by spending time with friends.



6. Drizee's girlfriend Shana keeps borrowing money from him. When Drizee says 'no' one day, she humiliates him in front of their friends and threatens to tell everyone Drizee is a really bad kisser if he says no again.

- 1.** Jess has created this situation by not planning her time and needs to take responsibility for this.
 - Sometimes people make mistakes with their time planning – her brother should remember how it feels when such situations happen.
 - It can be difficult to hold our temper when something is important to us but pulling out the wires does not show respect to her brother and is likely to inflame the situation.
 - It is common to have small family disagreements like this – consider ways to avoid them and learn how to manage them in ways that ensure each person’s needs are respected.

- 2.** This is not acceptable behaviour.
 - His friends also need to be told this is inappropriate – if they intended this as a joke, it is not funny and encourages sexist behaviour.
 - The person Lee whistled at deserves an apology from Lee.
 - The person Lee whistled at may also benefit from support to manage her feelings.

- 3.** Georgie and Yana seem to have different relationship needs and boundaries – this is common and needs to be discussed.
 - Relationships require balance between investing in the relationship, and having the space to thrive as an individual. Yana seems to be keeping the relationship entirely on her terms (she is the only person who decides when they next see each other, and her behaviour may seem rude).
 - Georgie could contact Yana and ask to talk about how she is feeling.

- 4.** Different people have different things that worry them. It is common for people to feel sensitive about pictures posted online.
 - Kev’s friend is not being respectful, and it is okay to explain how the teasing is making him feel.
 - A good friend will understand and change their behaviour.

- 5.** Pria has shown that she recognises that the other person is not interested, which is positive.
 - Pria’s strategy of distracting herself by spending time with friends is appropriate – at least in the short term.

- 6.** Shana’s behaviour is manipulative and controlling – it is not appropriate.
 - Drizee could talk about his feelings with Shana, but may need to consider leaving the relationship.
 - Such behaviours may be an early sign that Shana could use more controlling behaviours as the relationship progresses. So if Drizee stays with Shana, he must be vigilant for further controlling behaviours – if this continues, it may not be safe to stay in the relationship.

Communication Strategy	Description	Body language	Example of something said
Attacking	Insulting, judging, threatening, being aggressive		
Evasion	Down-playing, ignoring, putting off the conversation		
Informing	Sharing information, feelings, and views		
Openness	Curiosity, active listening, summarising		
Uniting	Finding agreement/common values, building connection, finding solutions		

Year 7 Lesson 4 | Resource 2: Communication Strategies Grid - Teacher Suggestions

Communication Strategy	Description	Body language	Example of something said
Attacking	Insulting, judging, threatening, being aggressive	Loud and often invades others' personal space Pointing and aggressive gestures.	"You idiot!" "No-one agrees with you so just shut up!"
Evasion	Down-playing, ignoring, putting off the conversation	Limited eye contact and often try to make themselves look smaller.	"It's fine." "We'll talk about it later." "It doesn't matter."
Informing	Sharing information, feelings, and views	Has an open posture with arms unfolded.	"I've been feeling pretty upset recently." "It was an accident – I didn't mean to do it. What happened was..."
Openness	Curiosity, active listening, summarising	Maintains eye contact and waits for another to finish speaking before contributing.	"Why do you think this happened?" "It sounds like you've been upset about this for a long time."
Uniting	Finding agreement/common values, building connection, finding solutions	Positive gestures e.g. hug, handshake, nodding.	"I think that solution will work for us both – thank you for discussing it with me".. "How can we make this work for everyone?"

- 1.** Ollie's been really grouchy lately so when his parents get on his nerves, he snaps at them. Then they get angry with him. The issues are all little things, like they ask him tons of questions about his day and his friends, and they get annoyed if he has a lie-in at weekends. It's making it feel unbearable to be at home right now.

- 2.** Laura's dad is a single parent who relies on a small income from part time work to pay for expenses while he's looking after Laura's younger brothers. Laura's dad says he can't afford expensive school trips and clothes. But Laura feels left out as her friends' parents can afford those kinds of things. Laura recently got upset about it and snapped at her dad.

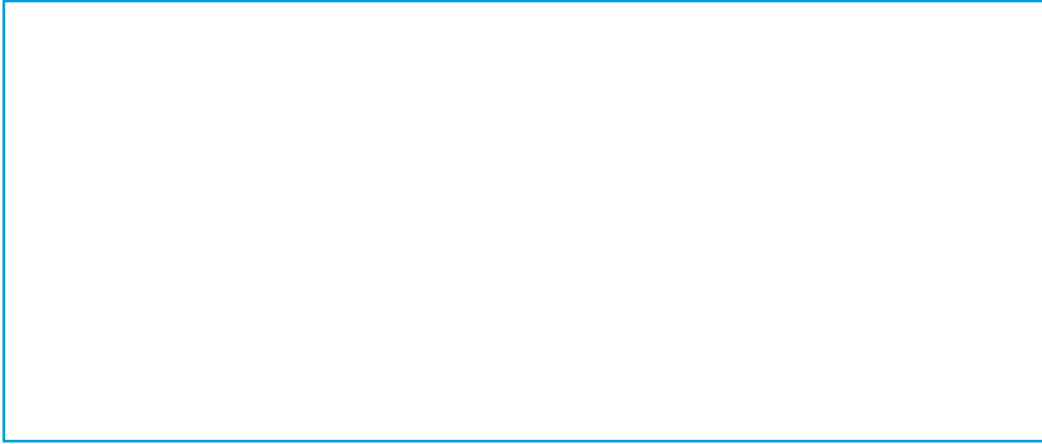
- 3.** Jermain's nan has some views about how he should live his life which he feels are quite out-of-date. Like she won't allow him to have a smart phone and she refuses to buy pizzas and takeaways if friends come over. She insists they sit up to the dinner table to eat a full home-cooked meal, which Jermain finds embarrassing. He wants to get her to change her expectations but doesn't know how.

- 4.** Tilly has recently been placed with a new foster family and is finding it difficult to learn a new set of rules and expectations, so she gets really angry sometimes and lashes out. She had similar problems at her last foster placement, so she doesn't know what to do.

- 5.** Tariq's parents have told him that when he's older they will introduce him to suitable girls who meet their expectations as potential wives. They have said he will shame the family if he does not marry someone they approve of from their religious community. Tariq doesn't even know if he will want to get married one day and if he does, he would want to choose his own partner.

- 6.** Hayden's dad loves to cook and gets offended unless the family eats lots of the food he prepares. Hayden is aware he is overeating to avoid hurting his dad's feelings and he's noticed it's affecting his performance in athletics. He just wants to eat a healthier portion size for his body.

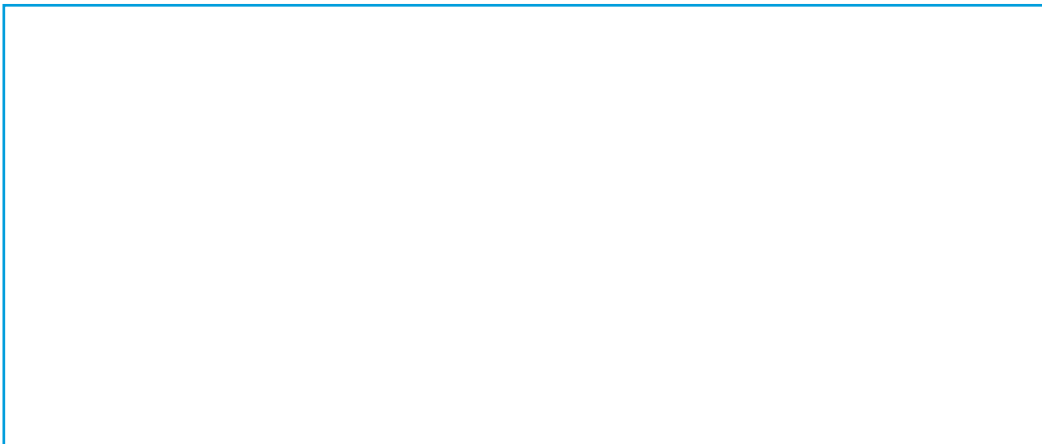
- 7.** Tomasz's mum has been drinking a lot since she lost her job and it makes it very difficult to talk to her about important things. He is really worried about what's happening at home and it's affecting his schoolwork which gets him into trouble.



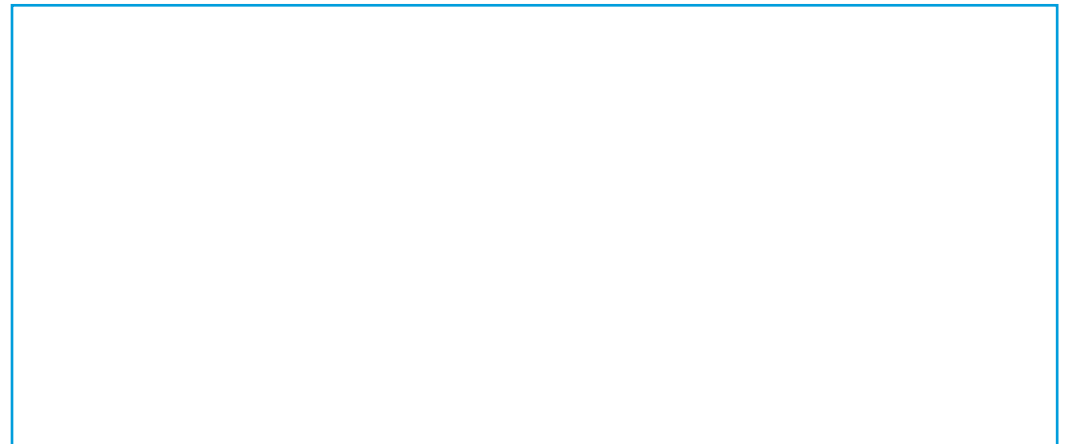
1. The bus was full, so Kezia has had to walk home and is really late. As often happens, Kezia's dad shouts at her for being late and grounds her, without asking what happened. So Kezia shouts back and throws her Dad's phone across the room before going up to her room.



2. Joe has interviews arranged for weekend jobs. Dylan asks to try out a new haircut he learnt at college on Joe. Joe doesn't want this but fears saying 'no' as Dylan often shouts to get his way. So Joe wants to find a way to resolve the situation without annoying Dylan.



3. Dan pressured Liam to skip a lesson they both dislike. They got into trouble with their parents and Liam has now had all his devices confiscated so he can't contact Dan. Being cut off from his friends is making him angry and it also means he is struggling to do his homework.



4. Mei's sister wants to borrow her canteen card for the third time that week. It means Mei won't have enough for the rest of the month and her parents don't have money for extras. Her older brother used to bully her for her canteen credit and she doesn't want the same thing to happen again.

Kezia

- Both Kezia and her father have been using an attacking, aggressive communication style. Often if one person behaves in an aggressive way, this is mirrored by the other person.
- Sometimes pausing before responding, and thinking about why the person is angry, can help someone to respond in a less aggressive way. This may be something Kezia could consider next time.
- As this appears to be a long-standing issue, Kezia may benefit from support to manage her feelings and find a way forward – this could be a friend, teacher or other trusted adult in the first instance.
- It is not clear from the scenario – it is common for parents to over-react if they are worried about their child – but if there are signs of controlling, intimidating behaviour, additional support may be needed as this is not acceptable.
- If Kezia thinks it might help the situation, she could apologise later for throwing the phone. This might offer the opportunity to have a longer conversation at a less emotional time to discuss what happened and the impact of the way her father reacted.
- Using 'I feel...' language rather than labelling her father's behaviour is likely to have a better outcome.

Joe

- In healthy friendships, it is normal to need to say 'no' sometimes – it is not okay for Dylan to pressure people into feeling they cannot do what they wish with their own bodies, including their hair.
- If Joe feels uncomfortable about the haircut, he needs to find a way to say it's not for him. Perhaps offering to help find another volunteer would be a positive way forward.
- If it is simply the timing which makes Joe feel uncomfortable, there may be other options such as suggesting they wait to experiment.
- Leaving it until the last minute to back out could create more problems if Dylan intends to use the experiment as part of his training/coursework. So it's important to be up front about this.
- However, it can also be helpful to choose the right moment. If Dylan is on his own, he may be less likely to be embarrassed or use others to back-up his persuasion. Or Joe could choose a time when he's with friends who can help smooth over any negativity and provide moral support.

Liam

- Liam must take responsibility for his behaviour choices – there are consequences for his actions. While laptops, tablets and phones may seem a requirement for daily life for some, others do not have access to them. They are a privilege not a ‘right’. So it is legitimate for parents to review access to them.
- However, it may be possible to negotiate to find a ‘middle ground’ with his parents to help him study.
- Liam should reflect on why his parents have taken away his devices and try to see the situation from their perspective. Although at first glance, it may seem they are trying to punish him, it is likely to be mostly aimed at encouraging better decisions in the future, and to discourage unhealthy relationships which they might see as contributing to poor decisions. Perhaps Liam could ask his parents to talk this through with him.
- Liam may need to consider alternative ways to complete his studies and connect with friends.
- Liam may choose to rethink his friendship with Dan if he is being pressured into situations like these. Liam either needs to build his resistance to peer pressure, or step away from a friendship that may not be respecting his boundaries and best interests.

Mei

- In the immediate situation, the school may be able to help with providing some food for Mei’s sister so she doesn’t miss out, or she could agree to pay this time but on the condition her sister pays the rest of the week – with this being followed up at home.
- Mei could remind her sister about the card when at home or Mei’s sister can set reminders on her phone if being forgetful is the issue rather than it being an intentional manipulation.
- If this is more of a worrying family pattern, further discussion with parents and/or another trusted adult may be needed.
- Mei may benefit from practising being more open and uniting, and saying no to pressure. However, it is important to recognise that bullying and manipulative behaviour are unacceptable and should be flagged with school staff (and parents in this instance).



“Yes, let’s do it!”

Nodding.

“No. Stop.”

Pushing someone
away.

“I want to.”

Making eye contact.

“I don’t want to.”

Avoiding eye
contact.

“I’m ready.”

Comfortable,
relaxed body
language.

“I’m not sure.”
“I’m not ready.”

Body is tense, stiff,
or turned away.

“I feel good about
this.”

Smiling / laughing.

“I’ve changed my
mind.”

Crying or shaking
head.