

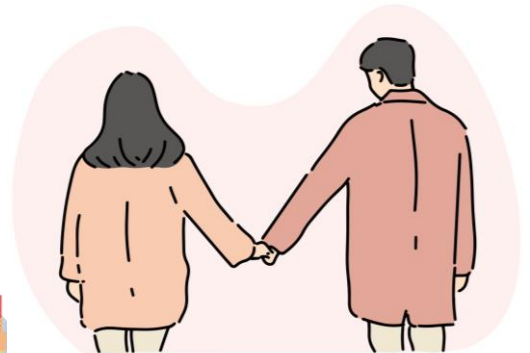
Name

Class

Tutor
Group

Year 8 – Personal Development

Relationships: Identity and Relationships



KEY VOCABULARY LIST

KEY VOCABULARY LIST	
Ground Rules	Boundaries that a class sets at the start of a Personal Development lesson
Relationship Values	Set of beliefs and expectations that someone holds about a relationship e.g. trust, good communication
Sex	The biological sex of an individual as it was recorded at birth, based on their genitals and determined by their reproductive organs and chromosomes
Gender	How a person self-identifies in terms of being a man or a woman
Sexual orientation	Attraction to people, straight, gay, bisexual etc. This may not be fixed and for some people can change over time
Consent	An agreement which is given willingly and freely without threat or fear, and by a person who has the capacity to give their agreement

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EXPECTATIONS

- Always write in black or blue pen.
- Always use a ruler for straight lines.
- If you make a mistake, cross it out with a single line.
- Always draw diagrams, tables and graphs in pencil with a ruler if necessary.
- Always mark and correct your work in green pen.
- Respond to any feedback your teacher gives you in green pen.
- Take pride in your work, make it neat!
- All tasks should be completed in silence and by yourself unless your teacher tells you otherwise.

What is Personal Development?

In Personal Development lessons you will be taught about three key topics. These include:

- **Health and Wellbeing** (E.g. Healthy eating, mental health, puberty and self examination)
- **Relationships** (E.g. Healthy relationships, respect for others, consent and sexual harassment)
- **The Wider World** (E.g. The law, citizenship, anti-discrimination, finance and careers)

Sometimes these lessons are called **PSHE**. This stands for **Personal, Social, Health and Economic Education**.

In Personal Development, you will learn about **British Values**. These are:

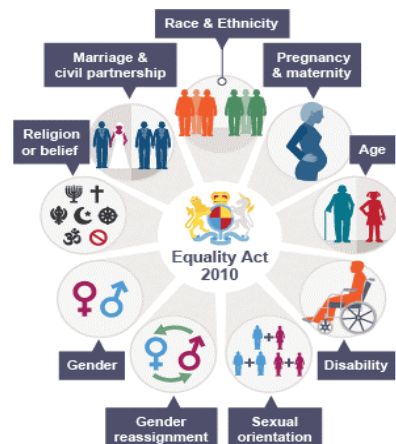


1. Democracy
2. Rule of Law
3. Tolerance of different cultures and religions
4. Mutual respect
5. Individual liberty

In Britain, our **British Values** are protected in the law. In Personal Development, you will learn to recognise **protected characteristics** which are part of the **Equality Act 2010**. This law helps to stop **discrimination** and ensure everyone is treated fairly. There are 9 protected characteristics, these are:



1. Race and ethnicity
2. Pregnancy and maternity
3. Age
4. Disability
5. Sexual orientation
6. Gender reassignment
7. Gender
8. Religion or belief
9. Marriage and civil partnership



Personal Development – Ground Rules

Some topics in Personal Development may be challenging depending on your own experiences. Therefore, it is important that there are clear **ground rules** for every lesson. Every scholar will follow these in lessons so everyone feels comfortable.

Class Task: As a group, agree on your ground rules for Personal Development lessons and write these below. The teacher will refer to these ground rules regularly so that all scholars feel safe and able to share ideas.



Ground Rules

1	
2	
3	
4	
5	

Subtopic 1 – Relationship values

Learning Objectives

- To develop realistic and healthy relationship values and expectations

Do Now:

1. Write down 3 British Values

2. What are 3 long-term effects of alcohol?

3. What are county lines?

4. What are protected characteristics?

5. Name 3 ways social media can impact on your mental health



Silent
& Solo

Baseline Activity: Answer the questions below using your own knowledge:

1. Describe a healthy relationship

2. How should couples treat each other?

3. How do you want to be treated in a relationship?

4. Who models a good relationship?

Relationship Values

The strongest and healthiest relationships are built upon a set of core values that both people share. These are often values such as open communication, trust and honesty. Different people will have different values that are important to them.

By having an awareness of each others' values, it means that there are clear boundaries as well as an understanding of each others' expectations. This means relationships are likely to last longer and be more successful.



Turn and Talk: A Year 8 student cannot fall in love with someone and be in a healthy loving relationship?

Task 1: Read each scenario and decide whether it is:

- Green (Healthy)
- Amber (Somewhat healthy)
- Red (Completely unhealthy)

Scenario	Red	Amber	Green	Comments
a. A girl notices her younger girlfriend is getting a lot of attention from a few different people in her friendship group. She warn each of them separately to 'stay away, or else..'	<div></div>	<div></div>	<div></div>	<div></div> <div></div> <div></div> <div></div>
b. A couple agree they won't put passwords on their mobile devices, and they will connect each other's social media accounts to both theirs and their partner's phone.	<div></div>	<div></div>	<div></div>	<div></div> <div></div> <div></div> <div></div>
c. Your partner buys you lots of gym wear for your birthday because they want you to lose weight.	<div></div>	<div></div>	<div></div>	<div></div> <div></div> <div></div> <div></div>

Task 2: Read the statements below, select where you think each statement should be placed.

1. Spending lots of time together	2. One person constantly paying for everything	3. Saying 'I love you' all the time'
4. Making plans for the future	5. Buying each other lots of gifts	6. An imbalance of power
7. Arguments over small things	8. Going on holiday together	9. Enjoying kissing each other
10. Constant communication and 'checking in' all the time	11. Never spending time apart	12. Keeping small secrets from each other
13. Being able to be yourself	14. Talking over each other	15. Wanting to keep the relationship private
16. Being a shoulder to cry on	17. Being open and honest when things upset you	18. Compromise



Unhealthy Relationship

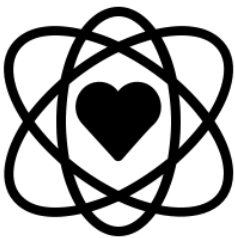


Healthy Relationship

Elements of both

Understanding values

It is important to think about what **you** believe would be right or wrong in a relationship so that you can communicate it in **your** future relationships. Everyone will have different relationship values, some people may prioritise values slightly differently, and have different boundaries about what they view as appropriate behaviour. However, some relationship behaviours are **always** unhealthy and unacceptable. In Personal Development, we learn to recognise these so that everyone stays safe.




Reflection: Summarise what a healthy relationship is using what you have learnt in this subtopic.

Subtopic 2 – Influences on relationship expectations

Learning Objectives

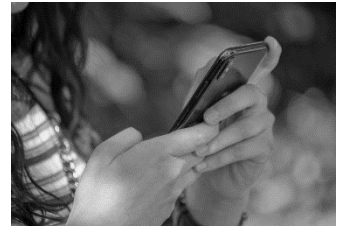
- How to challenge unrealistic relationship expectations

Do Now:		
1. Write down 3 values that are important in any romantic relationship		
2. What are 2 features of an unhealthy relationship?		
3. What is coercive control?		
4. What might be the impact of regularly drinking energy drinks?		
5. What is body image?		

	Silent & Solo	Baseline Activity: Look at the image below and complete the questions		
	Agree	Disagree	It depends on	
a. It is easy to discuss consent with a new partner	<input type="checkbox"/>	<input type="checkbox"/>		
b. Most people will be nervous about their first romantic experiences	<input type="checkbox"/>	<input type="checkbox"/>		
c. The media tends to represent different genders equally and respectfully	<input type="checkbox"/>	<input type="checkbox"/>		
d. Some people send nudes because they are in a healthy, committed adult relationship and think it's a fun way to express their sexuality	<input type="checkbox"/>	<input type="checkbox"/>		
e. Sending nudes can cause anxiety for the person who has sent the message	<input type="checkbox"/>	<input type="checkbox"/>		

Task 1: Read through the scenario and answer the questions

Jasmin is 13. She met her partner, who is 15, online and they have been going out for three weeks. She's sent them some pictures, but they keep hinting they'd like to see more of her body.



1. How might Jasmine be feeling?

2. What might Jasmine be thinking?

3. Imagine you were friends with Jasmine. What would you advise her to do?

Task 2: Read through the scenario and answer the questions

Taylor is 15. All their friends say they have started to be more intimate in their relationships and have shared loads of sexy photos to prove it. Taylor feels pressure to get photos from their partner to share too.



1. How might Jasmine be feeling?

2. What might Jasmine be thinking?

3. Imagine you were friends with Jasmine. What would you advise her to do?

Influences on relationships: Gender stereotypes

Gender stereotypes can stop people from following their ambitions and beliefs, thinking that only men can do something or only women can act in a certain way. Lots of expectations continue to exist about what men and women should do. For example, a person might suggest that jobs in the military should be done by men – this is outdated as women have worked successfully alongside men in combat situations for some time now, and since 2018 have been able to join in any role including those in the infantry which were previously restricted to men.

Turn and Talk: Girls today are outperforming boys in school at every level, and this should be celebrated?



Stop and Jot:

Task 2: Read each statement and decide whether you agree, disagree or are not sure

Statement	Agree	Disagree	Not sure
Men should be tough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A man should be the main provider in the family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men don't talk about their feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men should be into sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men should be able to fix things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men should pay for the meal on a first date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men should allow women to do things first	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A man should always propose to a woman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men should never cry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A real man?

A 'real man' is a man who fits inside a concept called a 'Man Box'. The Man Box is a structure, something that boys can learn from an early age, that they may feel they need to fit into. If someone doesn't fit, this suggests that you are not a 'real man' which carries a heavy social price.



Think: What other stereotypes might make someone fit inside the 'Man Box'?

Unhealthy stereotypes of the ‘Man Box’

Independent: Talking to others about your issues and concerns is weak. Men should figure out their personal problems without asking for help.



Acting tough: A man who doesn’t fight back is weak. Men should act strong, even if they feel scared or nervous

Physical attractiveness: Successful men look good, but spending too much time on your looks is not manly.



Heterosexuality and homophobia: A gay man is not a real man. Straight men should not have gay friends.

A player: A real man had lots of girlfriends.



Aggression and control: Men should use violence when necessary. A man always has the final say in a relationship.

Turn and Talk: Being a man is about power, wealth, and athletic prowess. This is what the media shows us. Do you agree or disagree?



Stop and Jot:

Task 2: How might following all these ‘rules’ make someone feel?

Reflection: What impact might following ‘rules’ or expectations have on relationships?

Subtopic 3 – Gender identity and sexual orientation

Learning Objectives

- To understand and respect the spectrum of gender identities and sexual orientations

Do Now:

1. What are gender expectations?

2. Give an example of a gender expectation

3. Why must gender expectations be challenged?

4. Give 3 examples of good relationship values

5. Give 2 examples of 'concerning behaviours in a relationship

Baseline activity: What does LGBTQ+ stand for?

L	
G	
B	
T	
Q	
+	

LGBTQ+ is an acronym and a term used to refer to individuals who identify as members of the diverse and varied sexual orientations and gender identities that exist beyond heterosexual identities. It is often shortened to LGBT+.

The LGBTQ+ community is incredibly diverse, and it's important to respect the unique experiences and identities of each individual.



Task 1: Using a ruler. Match up the definitions below to the best of your knowledge

Key word	Definition
1. Sex	a. Discrimination and prejudice towards people who are trans, or thought to be
2. Sexuality	b. Discrimination and prejudice towards people who are bisexual, or thought to be
3. Gender	c. A widely accepted term for anyone attracted to the same sex
6. Intersex	d. When we refer to a person's sexual anatomy (his or her genitalia)
7. Heterosexual	e. Someone who does not experience sexual attraction
8. Asexual	f. Someone whose sex cannot be clearly identified as male or female at birth due to different sex development, with variations affecting genitalia, reproductive organs or chromosomes
9. Homophobia	h. Refers to a person's sexual orientation or preference. This can include attraction to people of the opposite, same or both sexes.
10. Biphobia	k. Someone who is sexually attracted to someone of a different sex to themselves
11. Transphobia	l. Discrimination and prejudice towards people who are lesbian or gay, or thought to be
12. Homosexual	j. How a person self-identifies in terms of being a man or a woman

Turn and Talk: Do you believe that young people are born with a specific set of traits that apply to their gender, or do they learn them through parenting and society?



Stop and Jot:

Everyone has a right to **respect** in our community. This is part of our British Values. Sexual orientation and gender reassignment are **protected characteristics** and part of the **Equality Act 2010** which helps to make sure anyone who is LGBT+ does not face discrimination.

Equality Act 2010



British Values

What is homophobic language?

Homophobic language is **derogatory language** that is often aimed towards perceived lesbian, gay, and bisexual people, or those thought to be LGBTQ+.

In addition, homophobic language is often used to refer to something or someone as inferior. Phrases such as ‘those socks are gay!’, for example, may be used to insult someone or something, but without referring to actual or perceived sexual orientation



Homophobic language is **NOT** acceptable and cannot be dismissed as harmless “banter” even if this is not your intention! Be very careful about the language that you use, as it can be very hurtful and incredibly upsetting for others to hear.



Watch me: Ryan’s story

Task 2: Answer the questions below
1. When did the homophobic bullying start for Ryan?
2. How did the homophobic bullying impact on Ryan’s wellbeing?
3. Why did Ryan decide not to tell his parents about being bullied?
4. Ryan says the homophobic bullying escalated, what happened?
5. What does Ryan do now and why did he choose this career?

Task 3: Use the images below to describe how someone might feel when they must hide their identity from others. Explain your ideas in full sentences.

	1. <hr/> <hr/> <hr/>
	2. <hr/> <hr/> <hr/>
	3. <hr/> <hr/> <hr/>
	4. <hr/> <hr/> <hr/>
	5. <hr/> <hr/> <hr/>
	6. <hr/> <hr/> <hr/>

Reflection task: What can be done to make young people feel more confident about their LGBTQ+ identity?

<hr/> <hr/> <hr/> <hr/> <hr/>

Subtopic 4 – Consent and avoiding assumptions

Learning Objectives

- About common assumptions related to consent and how to challenge these

Do Now:

1. What does homosexual mean?

2. What is transphobia?

3. What is the difference between gender identity and sexual orientation?

4. Give an example of a gender expectation

5. What is self-care?

Baseline Activity: Define consent

What is an assumption?

Assumption: Something that is accepted as true or as certain to happen, without proof

Assumptions are dangerous when thinking about consent. Believing that something is true or going to happen without checking can lead to misunderstandings or someone being forced into something they are not comfortable with. If someone is consenting to do something, it must be clear they are happy and confirmed with that other person. If the person asking for consent is unsure in anyway, they should take it as there isn't consent.



Task 1: Read each statement and complete the table with your thoughts and ideas				
Statement		Do you agree with the statement?	How do you think each person in the situation is feeling right now?	What might happen next?
I do	“Why are you pulling away? You came out on a date with me. You must be ok kissing me!”	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree		
We do	“Look at what you’re wearing. You must be in the mood.”	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree		
You do	“What’s wrong with you? You’ve been flirting with me all night. You must want more than a kiss.”	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree		
You do	“You wanted to last week. You must want to do it again.”	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree		
You do	“You’ve already done it with someone else before so you must be up for it with me, too.”	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree		

The importance of avoiding assumptions



Miranda and Mikey are 15. They have been dating for a while and are thinking about what should happen next in their relationship.



Miranda has some assumptions about what boys want from their girlfriend.



Mikey has some assumptions about what girls want from their boyfriend.

Task 2: List what assumptions Miranda and Mikey might be making?	
Miranda	Mikey

Miranda and Mikey meet up but start to feel a little nervous about their date.



Miranda’s assumptions about what boys want means that she behaves differently to how she normal would with Mikey.

Mikey’s assumptions about what girls want means that he behaves differently to how he normally would with Miranda.



Task 3: How might these assumptions make Miranda and Mikey behave differently?	
Miranda	Mikey



Miranda and Mikey start to feel a bit uncomfortable and awkward around each other.



Miranda starts to question whether this is right. She feels like she must behave in a certain way to keep Mikey happy. It's all starting to feel a bit overwhelming!



Mikey's feels uncomfortable around Miranda and is starting to think they want different things. He is worrying about lots but doesn't feel like he can tell Miranda as she might think he is weak. He just wants to take things slowly.

Turn and Talk: How might Mike and Miranda resolve the situation?



Stop and Jot:

Reflection: Explain why it is important to avoid assumptions in relationships

Learning Objectives

- To understand what is meant by the word
- To apply this to what you have learnt throughout this subtopic

Do Now:

1. Can you name the 5 British Values?

--	--	--	--	--

2. Choose one of the British Values and define it

--

3. What are 3 signs of a healthy, respectful relationship?

--	--	--

4. What does consent mean?

--

5. Why is it important to ask for consent in a relationship?

--

Baseline Activity: Think about the word **respect**. What topics have been covered in this booklet that link to respect?

Respect



Write a definition of respect

Mutual Respect

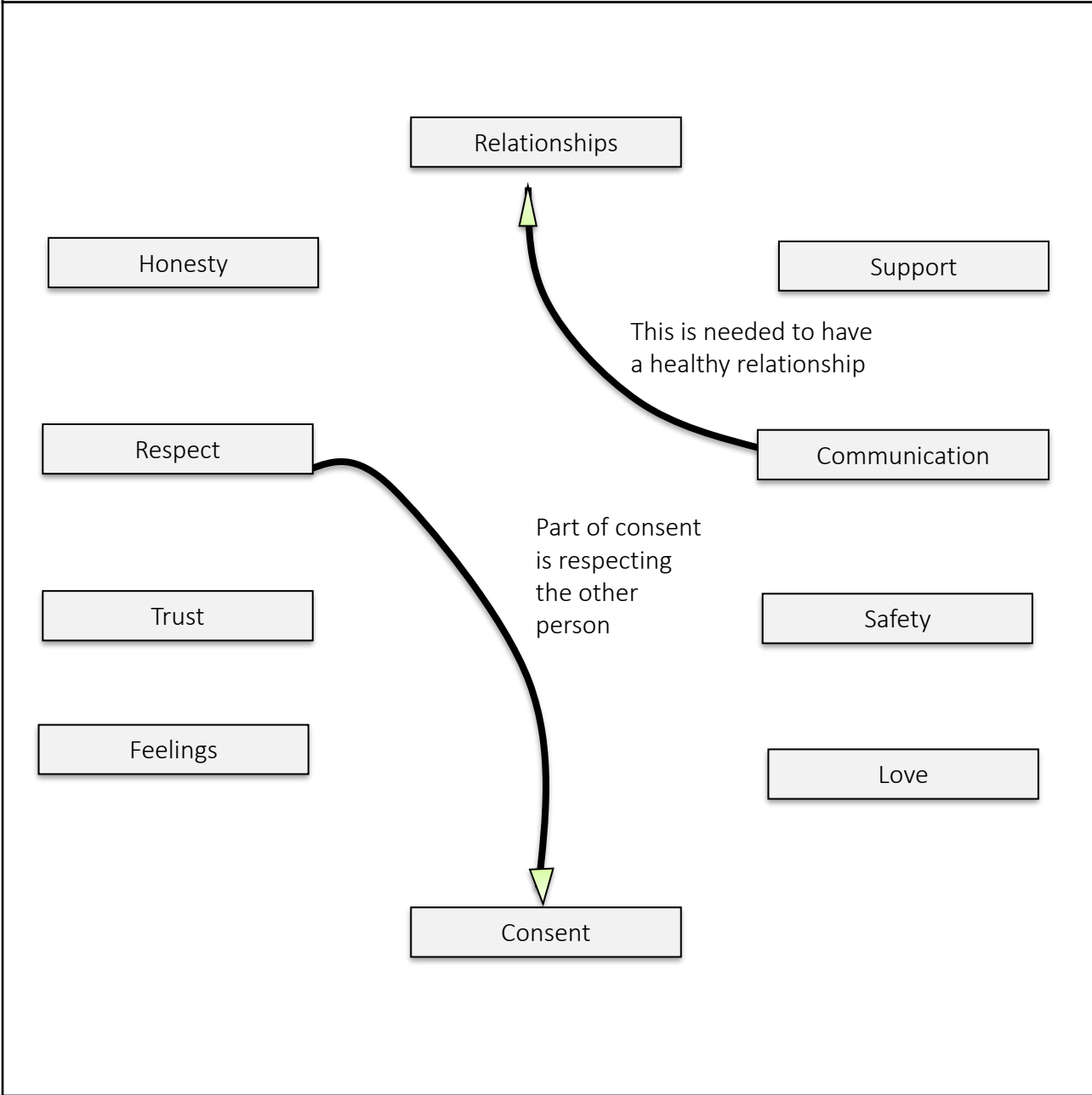
Respect plays a crucial role in the relationships we have with others. It's not just about showing respect to others but also about feeling respected ourselves.

When we value and appreciate someone else, even if we don't always agree with or approve of everything they say or do, that's what we call respect. It means accepting the other person for who they are and trying not to demonstrate disrespect towards them. We respect their decisions and care about how they might feel.

- Democracy
- Rule of Law
- Tolerance
- Mutual respect
- Individual liberty



Task 1: Read through the concepts below and identify as many links as possible linked to building respectful relationships.





we've got
this.

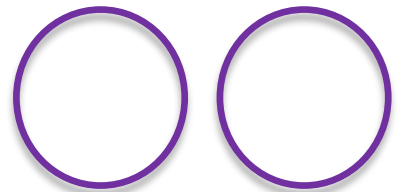
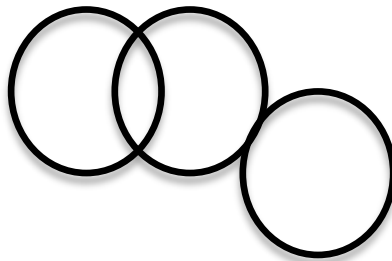
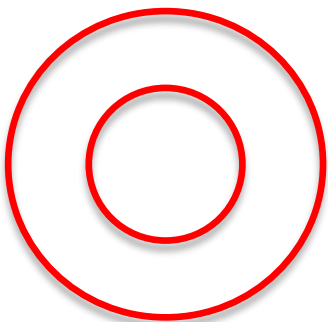
Respectful relationships are built on trust and honesty. Relationships may go through times of conflict but if there is good communication, understanding and compromise then this can be resolved.

Turn and Talk: “A healthy relationship is seeing each other regularly. It’s talking all the time, posting pictures together, and being there for each other. Knowing where you stand and being able to trust them”



Stop and Jot:

Task 2: Look at the images below. Do you think they show **healthy, respectful** relationships? Explain your answer in the space provided:

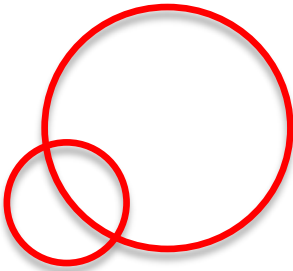
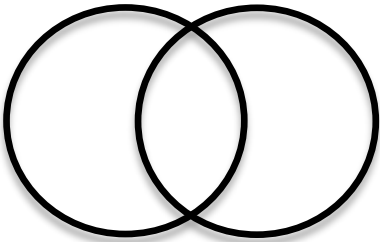
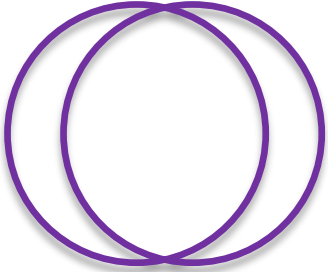
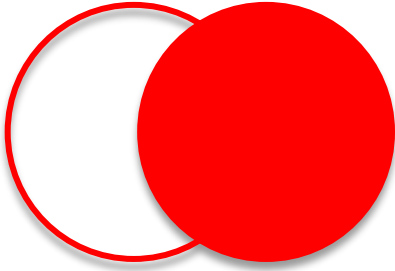
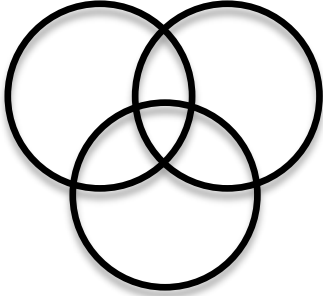
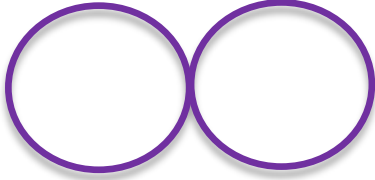


1.

2.

3.

Task 2 continued: Look at the images below. Do you think they show **healthy, respectful** relationships? Explain your answer in the space provided:

		
<p>4.</p>	<p>5.</p>	<p>6.</p>
		
<p>7.</p>	<p>8.</p>	<p>9.</p>

Reflection: Explain why respect helps to build healthy relationships

ASSESSMENT

3 qualities of a healthy relationship

1.

2.

3.

3 qualities of an unhealthy relationship

4.

5.

6.

It is illegal to share naked images of anyone under the age of?

7.

Who can you report sending or receiving a nude image to?

8.

9.

10.

What is a gender stereotype?

11.

Give 3 examples of a gender stereotype

12.

13.

14.

How might someone feel if they believe they must behave like a certain stereotype?

15.

16.

17.

Complete this acroymn
18. L
19. G
20. B
21. T
22. Q
23. +
What does homosexual mean?
24.
What does heterosexual mean?
25.
What does bisexual mean?
26.
Biphobia, transphobia and homophobic are all examples of what?
27. D
Is homophobic language acceptable if it is banter?
28.
How might someone feel if they are forced to hide their identity?
29.
30.
31.
Define consent
32.
When is it important to ask for consent?
33.
What is an assumption?
34.

Why are assumptions dangerous when thinking about consent?			
35.			
Is compromise the sign of a healthy or unhealthy relationship?			
36.			
Is talking over each other the sign of a healthy or unhealthy relationship?			
37.			
Is constant communication and 'checking in' all the time, the sign of a healthy or unhealthy relationship?			
38.			
Sexual orientation is a protected characteristic. Name 5 more			
39.			
40.			
41.			
42.			
43.			
Protected characteristics are protected under which Act?			
44.			
What is coercive control?			
45.			
What are the 5 British Values?			
46.			
47.			
48.			
49.			
50.			
Total		%	

[illegible]

Handwriting practice lines on page 29. The page contains 20 sets of horizontal lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Where can you find support?

Remember, if you are concerned or have questions, there is always someone you can speak to.

At Longsands Academy, we are a Telling School. If you are experiencing any issues or problems either in or out of school, you can speak to your tutor, head of year or other trusted member of staff or email: tellus@astrea-Longsands.org or itstopsnow@astrea-longsands.org



- For accurate, reliable health information, visit www.nhs.uk



- For support around mental health, visit Young Minds at www.youngminds.org.uk For help, text SHOUT to 85258 or call



- For advice on drugs, their effects and the law, visit talktofrank.com



- For advice on a range of issues from bullying, mental health, relationships and more contact Childline www.childline.org.uk 0800 1111



ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111

- If you are worried about online abuse or the way someone is communicating, you can contact CEOP:
<https://www.ceop.police.uk/Safety-Centre/>



- If you want to report a crime anonymously you can contact Crimestoppers on 0800 555 111



- You can also report concerns directly to the police by calling 101 or 999 in the case of an emergency

