

## Session One: KS3 Puberty and Growing Up (Factsheet 1)

### PSHE 1.2 Healthy Lifestyles (C)

#### Dealing with growth and change as normal parts of growing up.

Focus the Learning - Learning Objectives & Outcomes:	10 mins	<p>All students will think about how we change from children to adults, and what we do to celebrate this.</p> <ul style="list-style-type: none"> <li>• Most students should be able to name some differences in the ways that people from other cultures make the transition from childhood to adulthood.</li> <li>• Some students will be able to discuss the advantages and disadvantages of different ways of transitioning to adulthood.</li> </ul>
Begin the Learning – Starter:	20 mins	<p>How do we know when children become adults? On your table work together and come up with ideas to share with the group.</p> <p>Some examples might be physical changes in our bodies (developing pubic and bodily hair, growing breasts, changes in the shape and appearance of the penis and vagina, periods, increase in sweat), legal rights like voting, leaving school, buying your first bra or moving out etc.</p> <p>Is there a clear point at which we become 'adult'? Is it more of an individual feeling? Do people become adults at different ages?</p>
Continue the Learning – Main Activities:	20 mins	<p>Show the class the picture of the Soweï mask and ask the class what they think it is and what it was used for. Feed back answers.</p> <p>The Mende people have a clear boundary between adulthood and childhood. There is a clear point at which you are an adult. Does such a point exist in the UK?</p> <p>Discuss in pairs. Why would it be advantageous/ disadvantageous to know for certain when you had become an adult?</p> <p>Are there cultures in the UK that have a more 'set' way of knowing when you have reached adulthood? E.g. the Jewish bar mitzvah.</p> <p>Part of the Sande ritual is the choosing of a new name. This symbolises becoming an adult and distancing yourself from the people who named you at birth. Would you like to choose your own name when you become an adult?</p> <p>How would this affect how you felt and your sense of self?</p>
Celebrating the Learning – Plenary:	10 mins	<p>Go around the class and ask each student to come up with one aspect of the Mende way of transition to adulthood that you like and one aspect of the more flexible approach commonly seen in the UK that you like.</p>
Equal Opportunities & Social/Moral/Cultural Considerations		<p>The Soweï mask holds a cultural and religious significance for the Mende people. This should be respected and students encouraged to debate issues surrounding different cultures in an appropriate way. Part of the ritual is genital mutilation, staff should consider extremely carefully whether this is an appropriate subject for their group.</p>

## Session Two: KS3 Masturbation (Factsheets 8 & 17)

PSHE 1.2 Healthy Lifestyles (A) Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.

Focus the Learning - Learning Objectives & Outcomes:	10 mins	<p>All students will consider how masturbation has been a part of many cultures throughout history.</p> <ul style="list-style-type: none"> <li>• Most students should have an increased understanding of the normality of masturbation for both boys and girls.</li> <li>• Some students will have a contextual understanding of how masturbation for men and women is viewed differently in other cultures.</li> </ul>
Begin the Learning – Starter:	20 mins	<p>Separate the class into groups of four or five. Give each group a large sheet of paper and pens. Get the students to divide their paper in half. On one side they are to write all of the slang words or phrases they know for male masturbation, on the other side all the words they know for female masturbation. You should make efforts not to censor the responses that are given as students should feel able to express all answers without worrying about their suitability for the classroom.</p> <p>When they have finished put the answers up around the room. You can read them out if you wish, but students should not be asked to read their own responses.</p>
Continue the Learning – Main Activities:	25 mins	<p>Why are there so many more words for male masturbation than female masturbation? Is one considered more acceptable than the other? Why?</p> <p>Using two objects (the anti-masturbation rings and the Cleopatra drawing) encourage the students to talk about their perceptions of masturbation. Begin by asking the students what they think the rings are and their usage. Explain what they are and ask why they would have been used.</p> <p>Now look at the Cleopatra drawing. Why has the artist placed fabric between her hands and her genitals? What were the cultural perceptions of female masturbation during the 17th century when this drawing was made? Are perceptions different now?</p>
Celebrating the Learning – Plenary:	5 mins	<p>Emphasise key learning points...</p> <p>People of all periods, cultures and stages of life masturbate. Masturbation is very normal for both boys and girls and is a good way of getting to know your own body. Masturbation can help people be more prepared for sex with a partner by helping them to understand what they do and don't like but is also something that many people do throughout their lives, just because they like it.</p>
Equal Opportunities & Social/Moral/Cultural Considerations		<p>People from different cultural and religious backgrounds may have differing views on the acceptability of masturbation. Care should be taken to ensure that good health advice is given while maintaining a respect for the right of individuals to hold their own belief.</p>

## Session Three: KS3 Relationship Captions (Factsheet 12)

PSHE 1.4 Relationships (C) Understanding that relationships can cause strong feelings or emotions.

Focus the Learning - Learning Objectives & Outcomes:	10 mins	<p>All students will consider some of the feelings and emotions brought about by relationships.</p> <ul style="list-style-type: none"> <li>• Most students should have an increased understanding of some of the processes involved in relationships and the feelings they evoke.</li> <li>• Some students could have a contextual understanding of how cultural perceptions of relationships have changed over time.</li> </ul>
Begin the Learning – Starter:	15 mins	<p>The feelings that relationships can bring are often not openly discussed.</p> <p>Talk with the students about the emotions that are depicted within each painting on Factsheet 12. How do each of the subjects feel?</p>
Continue the Learning – Main Activities:	40 mins	<p>Many paintings of this period were idealistic about relationships and represented an unrealistic idea of what relationships were actually like.</p> <p>Draw your own three frame comic strip to show a realistic portrayal of a contemporary relationship. Remember that there are lots of different kinds of relationships, not just ones between boyfriends and girlfriends, or boyfriends and girlfriends, or girlfriends and girlfriends. Some of the most important relationships we will have are with our friends or families.</p> <p>Focus their drawings on the emotions that different aspects of relationships can bring.</p> <p>Talk about the relationships that the students have drawn and ask them to talk about the emotions being experienced by the participants. If you have additional time, you could draw a graph to show the happiness/unhappiness that can be felt in relationships and how up and down the average relationship can be.</p>
Celebrating the Learning – Plenary:	5 mins	<p>What can we do with these strong emotions?</p> <p>One of the best things to do is to talk about how we are feeling. On the whiteboard brainstorm with the group which people we can talk to e.g. friends, family, teachers, Share, counsellors, youth centres or helplines.</p>
Equal Opportunities & Social/Moral/Cultural Considerations		

**Session Four: HIV testing KS4 (Factsheets 9, 13 & 16; DVD clip 'Vicky gets an HIV test')**  
 PSHE 1.2 Healthy lifestyles (A) Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices and (B) Understanding that our physical, mental, sexual and emotional health affect our ability to lead fulfilling lives and that there is help and support available when they are threatened.

Focus the Learning - Learning Objectives & Outcomes:	5 mins	<p>All students will understand some basic facts about HIV testing.</p> <ul style="list-style-type: none"> <li>• Most students will understand how HIV testing is done and where they can access such support.</li> <li>• Some students will participate in a reasoned discussion about the ways we currently test for HIV and the advantages/disadvantages of these ways of testing.</li> </ul>
Begin the Learning – Starter:	10 mins	<p>How do you get tested for an STI/HIV?</p> <p>Ask the group to work in pairs and come up with as many ways as possible that you can be tested for HIV and STIs.</p> <p>Write these answers on the board.</p>
Continue the Learning – Main Activities:	25 mins	<p>We know that we should be tested if we ever have unprotected sex, but the majority of people don't actually take the tests. Why?</p> <p>Take answers from the group.</p> <p>Some of the most common fears are that your parents will be told, that you might be positive and you won't know what to do, or that the test itself will be horrible or painful. In fact none of these things are true. You can go for testing at your local STI clinic where they won't ask for your full name or tell anyone you have attended, whatever your result. You will also be given lots of help and advice, whether your test is positive or negative. The test itself is very simple.</p> <p>Use DVD clip 'Vicki gets an HIV test' and other films at <a href="http://www.v3.rafi.ki/resource/hiv-testing">www.v3.rafi.ki/resource/hiv-testing</a></p> <p>Allow the group to talk about the tests after seeing the films. Was it what they expected? When should you consider having a test for STIs/HIV?</p> <p>An HIV test is now being developed which can be used at home (a bit like the chlamydia testing kits you get in chemists and supermarkets). What do you think about this? Is it a good or a bad idea?</p> <p>We have included an image of the home-testing prototype on the DVD for your reference as well as several film clips about HIV testing.</p>
Celebrating the Learning – Plenary:	5 mins	<p>Go around the group and ask each student to feed back one thing they feel differently about or one thing they have learnt following today's session.</p>
Equal Opportunities & Social/Moral/Cultural Considerations		<p>Staff should be careful not to make assumptions about the students in front of them who may or may not be sexually active.</p> <p>Consideration should also be given to cultural stereotypes about gay men and their perceived increased risk from HIV. Students should be taught that anyone who has unprotected sex, including sex where a condom breaks, is at risk of HIV and other STIs.</p>

## Session Five: The Perfect Relationship KS4 (Factsheet 18)

PSHE 1.4 Relationships (A) Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practiced.

Focus the Learning - Learning Objective and outcomes:	5 mins	<p>All students will consider how the cultural stereotypical ideal of beauty is a myth.</p> <ul style="list-style-type: none"> <li>• Most students should have an increased understanding of how beauty, and what we find attractive, is individual and that it's ok to be attracted to different things and different people.</li> <li>• Some students could have a contextual understanding of how media portrayals influence what it is culturally acceptable to find attractive.</li> </ul>
Begin the Learning – Starter:	10 mins	<p>When we imagine the 'ideal partner' what do you see? Brainstorm on the board ideas of ideal, focussing on what this imaginary person looks like. Divide the board into male and female partners (being careful not to assume that all boys will want a female partner or vice-versa). Are the aspirational ideals the same for male and female partners?</p> <p>Focus this part of the activity on looking for the ideal.</p>
Continue the Learning – Main Activities:	40 mins	<p>We have a very socially constructed idea of what is 'beautiful' and what kinds of people we should be attracted to. Which celebrity girls/boys is it acceptable to be attracted to?</p> <p>Would it be socially acceptable to be attracted to Beth Ditto? Or Marilyn Manson? Would you tell your friends you fancied them? Why?</p> <p>Look at the images (Factsheet 18). Rank them in order of attractiveness. Which do you find the most least/attractive?</p> <p>Does anyone actually end up in a relationship with this ideal person? Most of us compromise when we find a relationship. This compromise is not a negative thing, it's a regular part of life.</p> <p>What is the problem with such aspirations of attractiveness? They make people feel that it is not acceptable to be attracted to the people they actually are and they place an unnecessary pressure on boys and girls to conform to an idea of 'what everyone thinks is attractive' in order to find a partner. This damages self-esteem and self-worth.</p>
Celebrating the Learning – Plenary:	10 mins	<p>Go back to the list of ideal/aspirational things we see in a partner. Which of these are actually the most important.</p> <p>Is the beauty of a person the most important factor or is personality? What actually attracts us to a potential partner?</p> <p>Is beauty more important to some people than others? Ask the group to come up with the 5 most important things from the board (they can add new points which are more realistic if they would like).</p>
Equal Opportunities & Social/Moral/Cultural Considerations		<p>You must be very careful to not presume that all boys will be looking for a girlfriend or vice versa and should be prepared to open up the discussion to people who's aspiration or ideal may be to have a same-sex partner or partners of different sexes at different times.</p>

## Session Six: Dating Dos and Don'ts KS4 (DVD clip 'Dating Dos and Don'ts')

PSHE 1.4 Relationships (A) Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.

1.3 Risk (A) Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of personal and social situations.

Focus the Learning - Learning Objectives & Outcomes:	5 mins	<p>All students will model some ways of building a positive relationship.</p> <ul style="list-style-type: none"> <li>• Most students should understand that there are certain risks involved with some behaviours (e.g. meeting people from the internet) and that we have to take personal responsibility for managing these risks.</li> <li>• Some students will model ways of building several different kinds of relationships.</li> </ul>
Begin the Learning – Starter:	15 mins	<p>Watch the 'Dating Dos and Don'ts' DVD clip with the class. Encourage the students to think about the advice that the film gives. What is this film's message? Would this be a realistic message for young people today? Do you believe that it would have been useful for young people sixty years ago?</p>
Continue the Learning – Main Activities:	25 mins	<p>This video sets up a very idealised view of dating and a first relationship. It assumes that everyone is the same, and that all boys and girls are looking for the same thing.</p> <p>Ask the students to work in groups and role-play or act/film some more realistic dating advice for their peers. Depending on the capabilities of the students you may wish to assign subject areas from the following list: Meeting someone online; Think you are bisexual?; Your first date; Avoiding peer pressure; How do I know if I'm ready for sex?; or Sexual bullying. If you are working with a high ability group they can select their own area of focus, but you should try to ensure that all the scenes/films do not represent only boyfriend/girlfriend relationships.</p> <p>Begin by asking the students to come up with a question that could be answered by their scene. 'Dating Dos and Don'ts' uses these: How do you choose a date? How do you ask for a date? and How do you say goodnight? The format should be one question and then three options. The students should also come up with a clear message for each scene/film.</p>
Celebrating the Learning – Plenary:		<p>Share the scenes/films with the class and try to work out the message. Is it clear? Does the class agree that this is a positive and helpful message for young people?</p> <p>You can post the films on the Revealing Collections Facebook Group if you wish to share them.</p>
Equal Opportunities & Social/Moral/Cultural Considerations		<p>If there are contrasting cultural views on certain issues, e.g. sex before marriage, in the group then this should be included in the film. For instance students could ask the question 'Should we have sex before marriage?' and then offer three contrasting viewpoints.</p>

**Session Seven: Obscenity and Acceptability KS4/ KS5 (Factsheet 5, 8 & 11)**  
**PSHE 1.3 Risk (A) Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of personal and social situations.**

Focus the Learning - Learning Objectives & Outcomes:	5 mins	<p>All students will think about their own perceptions of obscenity and what is acceptable.</p> <ul style="list-style-type: none"> <li>• Most students should understand that everyone has a different perception of what is acceptable/unacceptable and that these personal boundaries should be respected.</li> <li>• Some students will discuss the impact that wider cultural perceptions have on standards of acceptability and obscenity.</li> </ul>
Begin the Learning – Starter:	15 mins	<p>Using Factsheets 5, 8 &amp; 11, look at each of the pictures, provided as whiteboard usable images on the DVD, and ask the students for their initial reactions to the pictures. Which do they instantly find the most obscene?</p> <p>Feedback these views to the group. You should encourage students to make a quick judgement and not think too much about the images, as so many of our views are made in this way.</p>
Continue the Learning – Main Activities:	30 mins	<p>Look at the three images in turn and talk to the students about their responses.</p> <p>We may expect that students find the large penis shown by the pipe tamper to be the most obscene, but is this true when we know that the engraving shows a scene of rape during wartime. Does this make this the least acceptable image? Does the size of the phallus on the pipe tamper make it humorous rather than obscene?</p> <p>Ask students individually to rate the pictures in terms of acceptability. Then go around the group and tally up the responses. Now that they know more about the content of these images is there a shared consensus as to which images are the most unacceptable? Is acceptability different from obscenity? Can something be acceptable but still obscene?</p>
Celebrating the Learning – Plenary:	10 mins	<p>Why do we find certain images acceptable, yet others unacceptable? Do students' personal viewpoints differ?</p> <p>Where do they think their personal view has come from? What do they think has influenced their perception?</p> <p>Our views are generally influenced by a range of factors, including home environment, how many challenging images we have previously seen, our own sexual relationships and non-sexual relationships with those around us and cultural/media based perceptions.</p>
Equal Opportunities & Social/Moral/Cultural Considerations		<p>Particular care should be taken by staff to ensure that images used are appropriate for the students in any class. Additional support may be required for certain students when discussing sensitive issues, such as rape, and staff should ensure that an appropriate support network is in place and accessible by all students should they require it, before commencing such a lesson.</p>

## Session Eight: KS4 Isis Breastfeeding Horus

(Factsheet 6 & DVD clip 'Why Breastfeed?')

PSHE 1.2 Healthy lifestyles. Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.

1.5 Diversity B) Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives.

Focus the Learning - Learning Objectives & Outcomes:	5 mins	All students will think about perceptions of breastfeeding. <ul style="list-style-type: none"> <li>• Most students should discuss the advantages and disadvantages of breastfeeding.</li> <li>• Some students will discuss why some people have different reactions to women breastfeeding in public.</li> </ul>
Begin the Learning – Starter:	10 mins	Look at the image of Isis and Horus. Ask the students for their first reactions to the sculpture. Do not, at this stage, tell the students that she is offering her left breast to Horus, but begin by seeing if students pick up on this themselves.
Continue the Learning – Main Activities:	40 mins	Isis is offering her breast to Horus.  Why do women breastfeed? Working in smaller groups ask the students to come up with a list of reasons why women breastfeed.  Watch the DVD clip 'Why Breastfeed?' of women talking about their experiences of breastfeeding.  Breastfeeding is vital to the health of babies and important for the health of mothers too.  Rates of breastfeeding in the UK are much lower than in most European countries. Why do you think that this is? See the Infant Feeding Survey online.  Do you think it is acceptable for a woman to breastfeed in public? In October 2010 the Single Equality Bill made it illegal to discriminate against women breastfeeding by asking them to leave or telling them that they couldn't breastfeed in public places. Is this a good thing?
Celebrating the Learning – Plenary:	10 mins	On the whiteboard ask the students to come up with two lists, advantages and disadvantages of breastfeeding. Ensure you are aware of evidence based health effects of breastfeeding.  Do people see breastfeeding as 'bad'? How are these opinions formed? If there are any extreme views allow these to be included, but try to ensure that other students are allowed the opportunity to counter such views with more balanced opinions.
Equal Opportunities & Social/Moral/Cultural Considerations		Breastfeeding is vital to the health and wellbeing of mothers and babies. However, circumstances in our society, including social/ cultural norms, influence of commercial considerations (e.g. the formula milk industry), the media, medicalisation of child birth and parenting mean that many women choose not to breastfeed or stop breastfeeding after a short time and before they would have wished. The statue of Isis offers an opportunity to consider how breastfeeding was and is valued and integral to other societies. You should be keen to ensure that an understanding is given of this and that decisions around infant feeding should relate to health rather than to moral considerations of what is good or bad.