

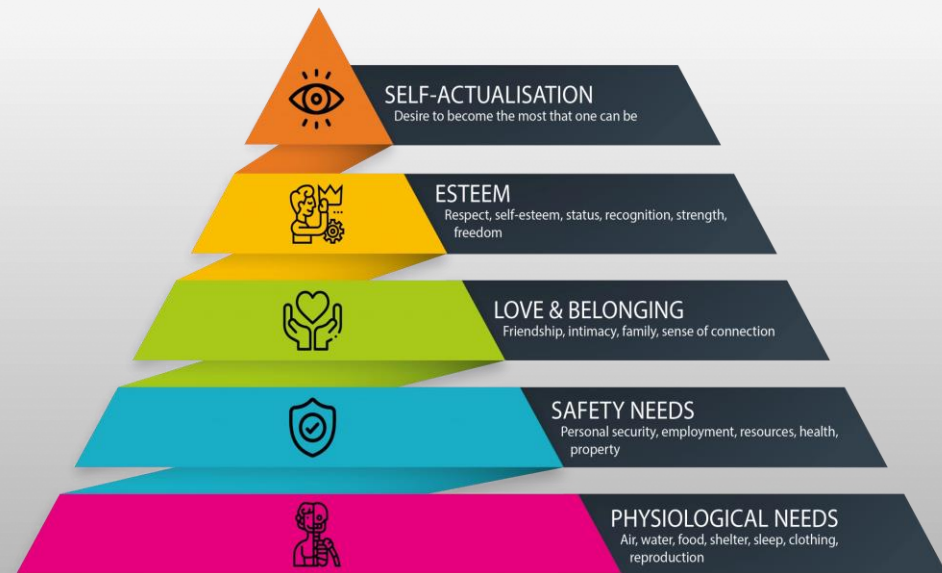
Normal? Safe?

Instructions for Every Lesson:

1. Get your equipment out and write the title and date
2. Underline both with a ruler
3. Silently start working on the task below without having to be asked
4. If you have completed all of the above to a good standard, you deserve a house point for self-regulated learning



Write one **red flag** [bad sign] or **green flag** [good sign] for a relationship on your whiteboard





Relationship

RED FLAGS AND GREEN FLAGS



RED FLAGS

Love
Bombing

Lack of
communication

Your loved one
notice red flags
that you don't

Conversations
are one-sided

They need
to know your
whereabouts at
all times

They try to
change who
you are

GREEN FLAGS

They respect
your personal
space

Open & honest
communication

They encourage
& support your
goals & dreams

They always
respect your
boundaries

You completely
trust each other

They love and
appreciate you
for who you are

Normal? Safe?

17/07/2026

Challenge

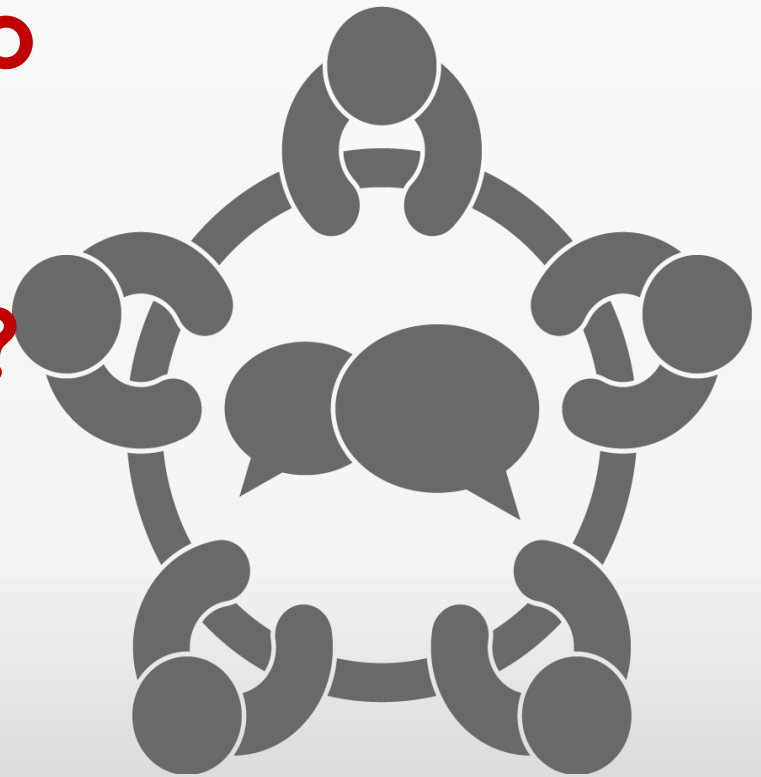
- How far is it true that there is no such thing as 'normal' when it comes to intimate relationships?
- Why might some young people fail to negotiate safe intimacy in a new relationship?
- Describe at least two ways in which we can distinguish between safe and unsafe relationships.

Instructions:

- 1) Write the title and date and underline with a ruler.
- 2) Read the progress questions and consider how well you can already answer any of them.
- 3) At the end of the lesson, you will need to be able to start to plan an answer to these questions. You should be able to answer all of them by lesson 4

Key Task: Based on all we have done, why do some young people fail to have safe intimate relationships?

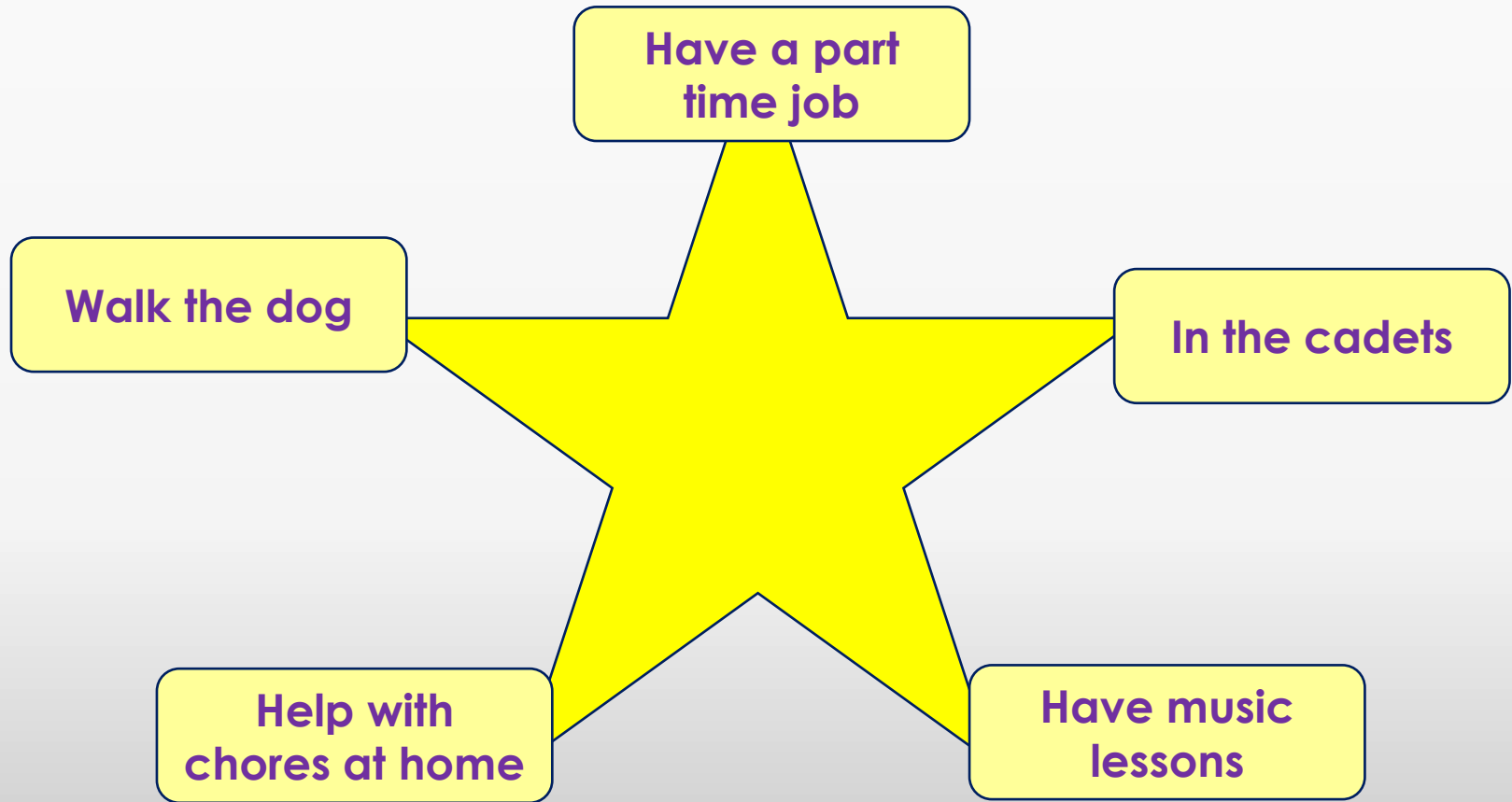
At the end of the lesson this will be our main written task



Structured Talk Instructions:

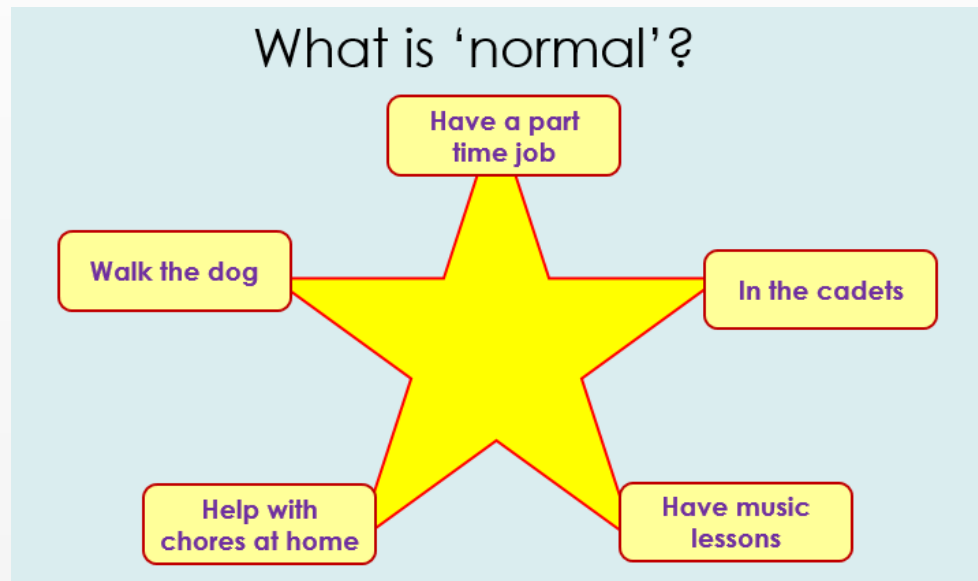
1. Read and consider the above question so that you can participate.
2. Discuss on your table, ensuring everyone contributes and can answer.
3. No hands for feeding back (if you can't answer it's an 'Off Task' negative).

What is 'normal'?



Instructions:

- 1) Draw a five-pointed star in your exercise book
- 2) By each point, list a 'normal' activity you regularly do e.g. go to church
- 3) Compare your list with your partner

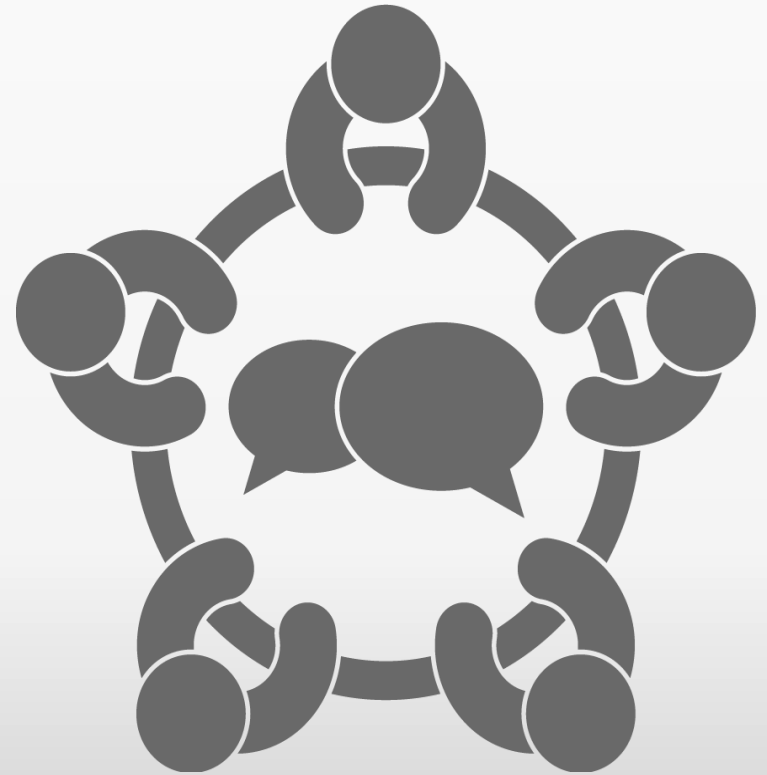


Class discussion time and then best notes:

1. Is everybody's normal the same?
2. How do we decide what is normal?
3. How would it make a person feel if what they enjoyed doing was described as 'not normal'?
4. Are there more positive, alternative, words we could use instead of 'normal'?



Why do people
have sex?
What are the risks?
Think of some
positives as well as
some negatives.



Structured Talk Instructions:

1. Read and consider the above question so that you can participate.
2. Discuss on your table, ensuring everyone contributes and can answer.
3. No hands for feeding back (if you can't answer it's an 'Off Task' negative).



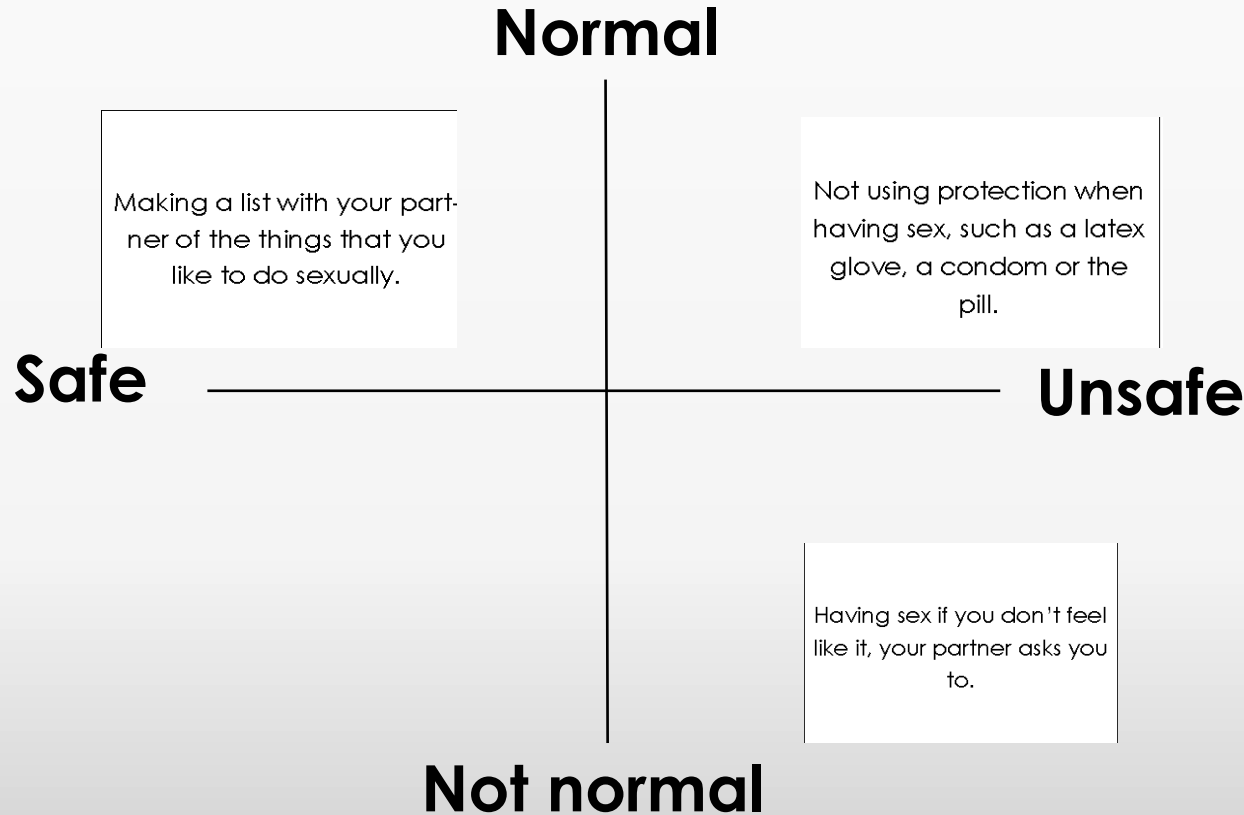
Discuss 'sex', or rather what counts as 'sex', in your pairs
What things do you think people count as a 'sexual act'?

Be ready to share your answers!

Which of these would people consider 'normal'?



Is it safe? Is it normal?



Instructions:

- 1) Underneath the heading, **draw a large grid** using at least **one whole page in your books**
- 2) **Work in pairs** to negotiate **where each example should be written**
- 3) Try to **find at least two examples for each quadrant**

Making a list with your partner of the things that you like to do sexually.	Having sex if you don't feel like it, your partner asks you to.	Having no desire to have sex.
Watching pornography.	Not using protection when having sex, such as a latex glove, a condom or the pill.	Having a sexual dream about: ⇒ A mythical creature. ⇒ Someone who isn't your partner.
Having a sexual relationship with somebody five years older than you.	Receiving a gift from somebody in exchange for sex.	Having sex if someone involved is on their period.



Key Task: Based on all we have done, why do some young people fail to have safe intimate relationships?

- **Start by listing all the things we might need to include in your answer**
- **Then decide on the order you will write about them**
- **When you start writing about them you will need a clear point for each, and some good evidence or reasons to back them up.**
- **Now run your ideas by someone else**
- **Finally write your best answer.**
- **Then finally, finally, judge the quality of your answer with some green pen.**



The background of the slide features a large, semi-transparent graphic of a smartphone with a warning triangle overlaid on its screen. The smartphone is tilted slightly to the right. The warning triangle is a large, dark red shape with a white exclamation mark in the center. The overall background is a gradient of orange and red.

Sending Intimate Images - Know The Law

It is Breaking the law if a Child Under 18

Takes, possess or shares a sexual photo

Shares an explicit image or video of another person under 18

Possess, downloads or stores an explicit image or video of an under 18 year old

Encourages or incites someone to take or send 'sexts'

Takes a photo of their own genitals whether the image is shared on or not

If I'm no good, ask your sexual health service for something new. ↗

There is no medical reason not to use me. Even people with **allergies** can use condoms. ↓

People who use me feel their experience is just as **pleasurable** as people who don't. ↖

I'm **free** use me! ↙

I'm **easy** to carry. ↙

I offer protection against sexually transmitted **infections**. ↙

I can **stop** unwanted pregnancy (if used properly). ↙

I come in lots of colours, flavours and **sizes**. ↗

I've been around for centuries. But don't worry I'm in date and **safe** to use now. →

When it comes to HIV, I make sex **10,000** times safer. ↗

your sexual health matters

yoursexualhealthmatters.org.uk

Booking & Information Freephone: 0800 328 3383

DERBYSHIRE
County Council

NHS
Derbyshire Community Health Services
NHS Foundation Trust

PAPYRUS
prevention of young suicides
HOPEline-UK 0800 088 41 41

ChildLine
0800 1111

NSPCC
HELPLINE
0800 800 5000
help@nspcc.org.uk

SupportLine
0800 778 330

TALK TO US
0116 122 1111

Help!

Where can you get help?

HOME
Try talking to your parents. If you feel that you cannot talk to them consider talking to another family member or a good friend.

MEDICAL
Ms Harman is trained to help with a wide range of young people's problems. You can talk to Ms Harman in confidence. Drop in to see her in Medical.

SCHOOL COUNSELLOR
If you feel you need to talk to a counsellor, please see your Head of Year.

SCHOOL
Friends, Form Tutors, Subject Teachers, Pastoral Support Assistants, Year Tutors or any member of staff who you feel comfortable talking to.

DOCTOR
Make an appointment with your GP.



We're all here to help



Progress Review Question

Challenge

- How far is it true that there is no such thing as 'normal' when it comes to intimate relationships?
- Why might some young people fail to negotiate safe sex in a new relationship?
- Describe at least two ways in which we can distinguish between safe and unsafe relationships.

Instructions:

1. Choose the most challenging progress question you can answer.
2. Aim to write a short paragraph using full sentences