

Intimacy: When it's Right for YOU

16/07/2026

Key Vocabulary: Metacognition, self-regulated learning, growth mindset
Intimacy, ethical relationships



How should young people WEIGH UP when intimacy is right for them and how can they assert themselves more when it comes to consent?



How does reflecting on our feelings about intimacy help us build healthier relationships?



Why is it important to avoid mistakes (but if they do, learn from them), when it comes to intimacy?

Instructions:

1. Check that you have written and underlined the title and date.
2. Assess the learning task you will be aiming for during the lesson.
3. Reflect on the progress questions and plan and monitor your approach to answering them by the end of the lesson.

Metacognition phases



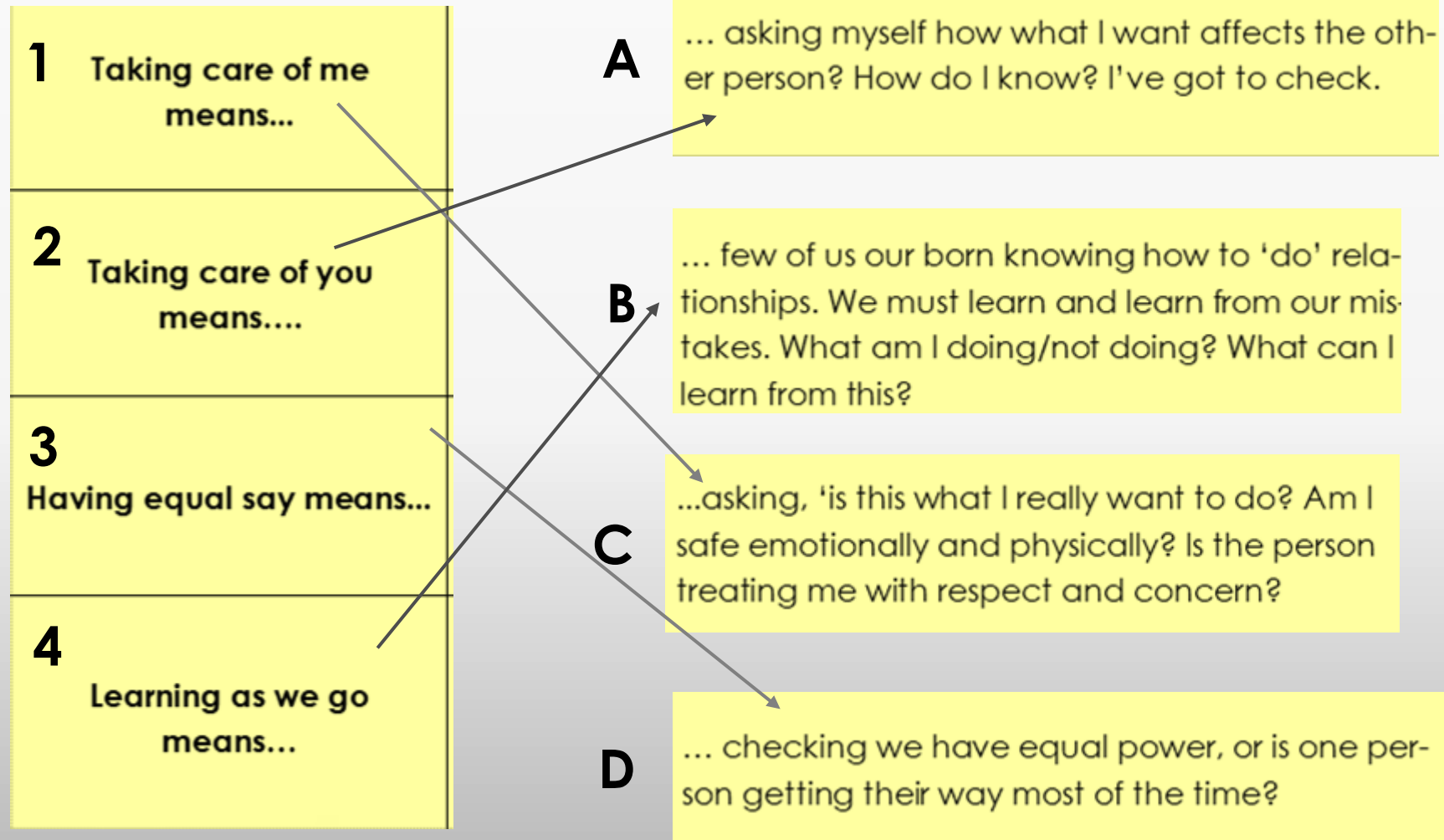
How far do you agree
that young people are
under greater pressures to
become intimate, or do
intimate acts **because of
modern technology?**



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).

Defining ethical relationships



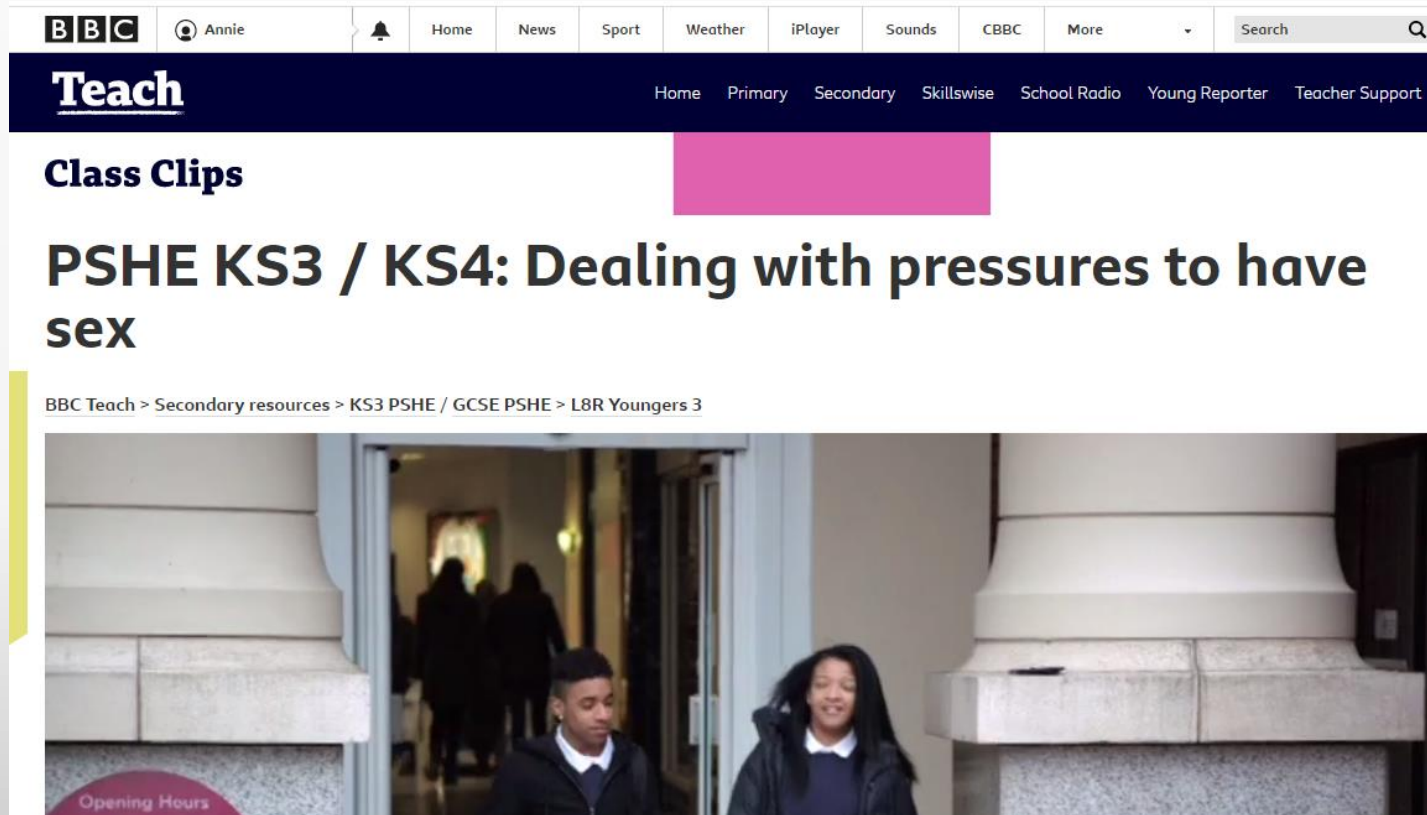
Instructions: On your whiteboard, match up the number with a corresponding letter to create a dictionary definition of the 4 key phrases

Instructions: Glue the A5 handout into your books

Taking care of me means...	...asking, 'is this what I really want to do? Am I safe emotionally and physically? Is the person treating me with respect and concern?
Taking care of you means....	... asking myself how what I want affects the other person? How do I know? I've got to check.
Having equal say means...	... checking we have equal power, or is one person getting their way most of the time?
Learning as we go means...	... few of us are born knowing how to 'do' relationships. We must learn and learn from our mistakes. What am I doing/not doing? What can I learn from this?



Peer and online pressure- a case study



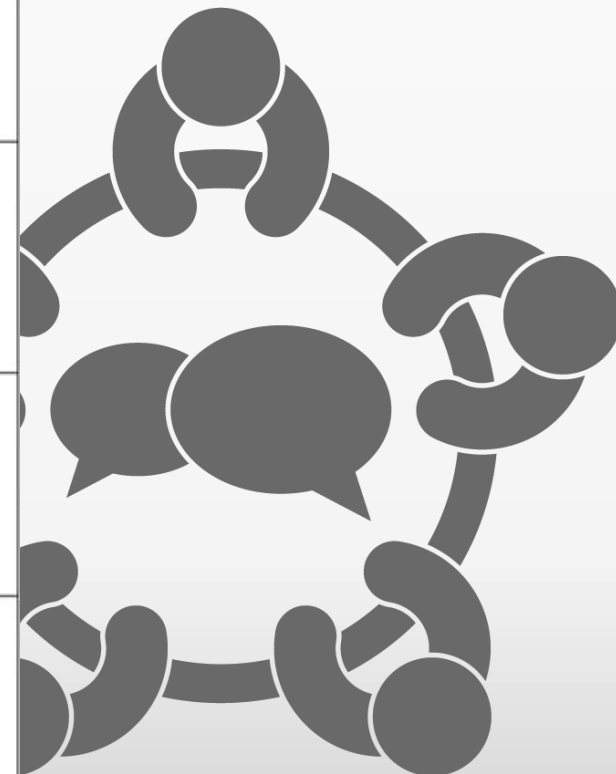
Instructions: Follow this case study carefully; there will be questions to answer afterwards.



1. In the film Shanice and her friends bump into Julian and his friends at the shopping centre. The boys are watching something on Julian's phone. When she asks to know what they are watching, his friend says, 'Relax girls, it's just a sexting thing'. What do they mean and is this acceptable?
2. **Shanice and Julian (an older boy) are going out. We learn that some of his peers just see her as fodder for their sexting games. How might this increase the pressure on Shanice?**
3. "He won't give up y'know. He's got to prove himself to his mates", says Shanice's friend Marcus. How far do you agree with this?
4. **Shanice discovers that Marcus may be attracted to boys but he won't talk about it. They are both under pressure for different reasons and this shared pressure create a bond. For Marcus this raises issues about how he feels and who he can or can't talk to. Why do you think it is that he can give Shanice support?**

Instructions: Discuss these questions with a partner and then be ready to share.

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Instructions: Use the ethical framework to give advice to Shanice and Julian's situation. Discuss with your neighbour first before sharing if you are asked.

Plenary

Young people are under pressure for a wide variety of reasons. These include...

I think the main reason is...

This is because...

One way to make sure this pressure is avoided might be...

My best bit of advice to others would be.....because...

Instructions: Final written task:

How far do you agree that young people are under greater pressures to become intimate or do intimate acts because of modern technology? Respond to this question in your book using the sentence starters above to help you.

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Why is it important to avoid mistakes (and to learn from them, when it comes to intimacy?)

Instructions:

1. Discuss all of the progress questions on your table.
2. Evaluate your thinking in today's lesson and how well you think you've answered your progress question in your discussion.
3. Prepare to feedback for your table if you're picked.

