

Respectful Intimate Relationships

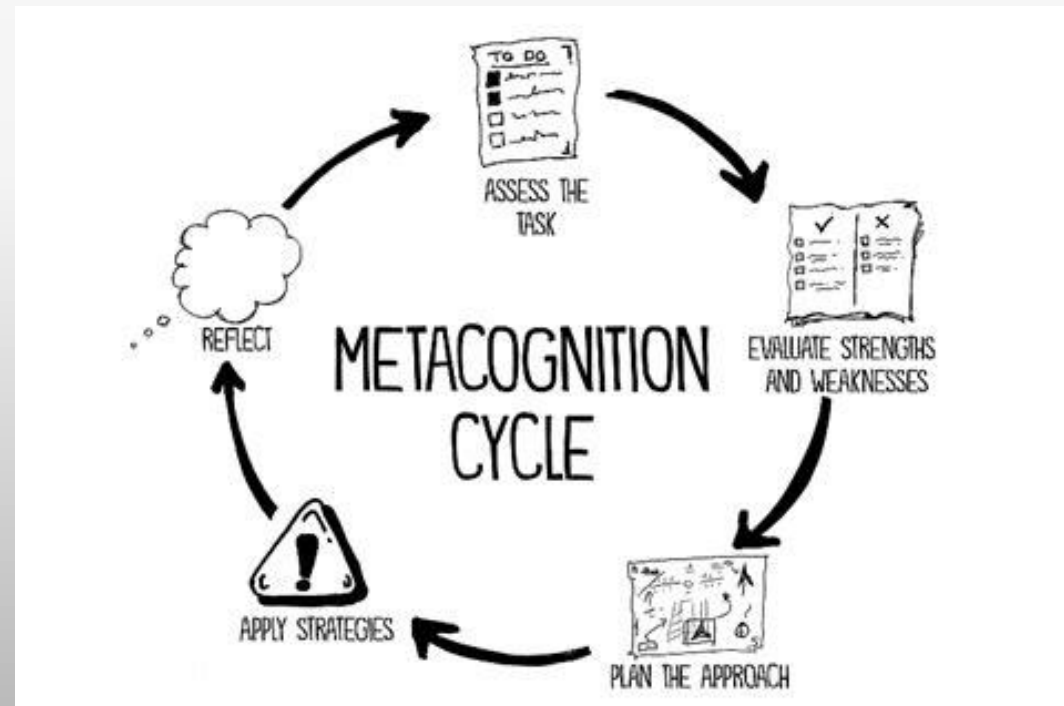
16/07/2026

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 metacognition



Thinking back which features of a healthy relationship, e.g. a friendship, are the most important to you? Why?



Respectful Intimate Relationships

16/07/2026

Key Vocabulary: Metacognition, self-regulated learning, growth mindset
Intimate, healthy relationships, respectful relationships, abusive relationships,
consent, negotiation



Explain how young, or older, people can use positive features of a relationship to help make choices when considering moving towards an intimate relationship?



Explain the features of a relationship that help people negotiate a safe intimate relationship?



Which features are required to make a healthy relationship, explain why?

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



Key Task: How far do you agree that If you love someone you have to be intimate with them?

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).

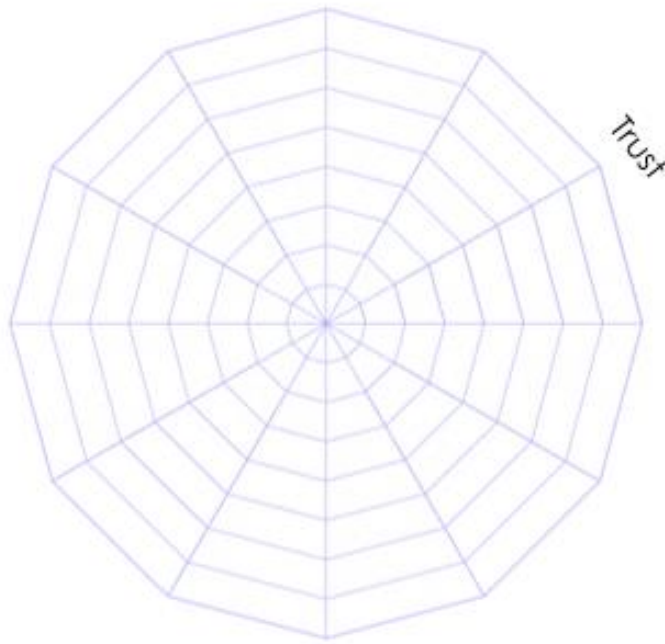
Either on your own,
or in a pair, write at
least three features
you want from a
relationship with a
friend or a partner
e.g. you want them
to be funny



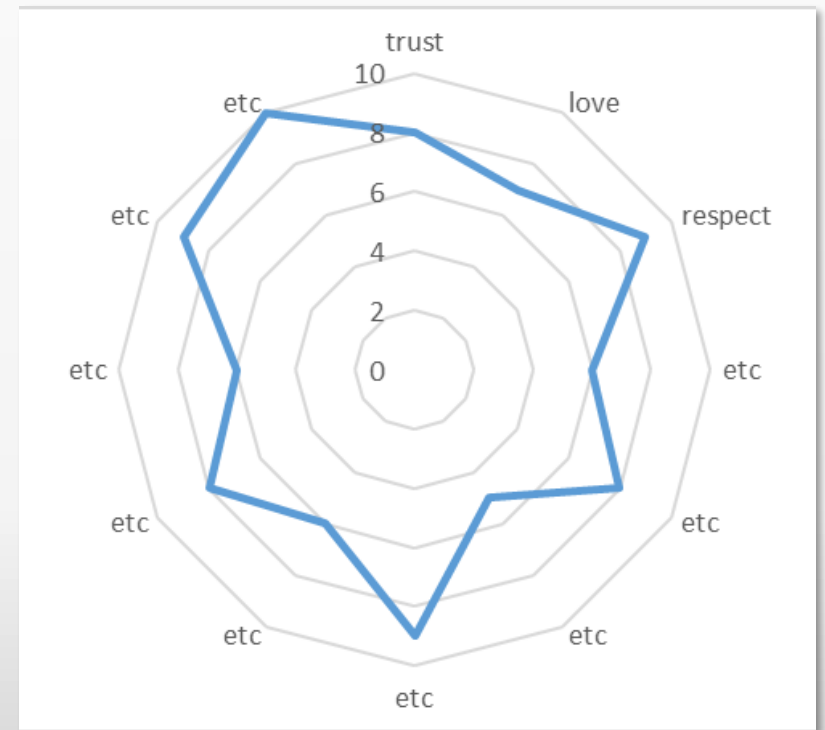
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Positive Relationship Web



- 1- Label the radar graph with 12 features of positive relationships e.g. trust.
- 2- Now choose one relationship you have e.g. best friend and score that relationship- put a dot
- 3- Now join up those dots
- 4- Repeat for a different relationship using a different colour pen

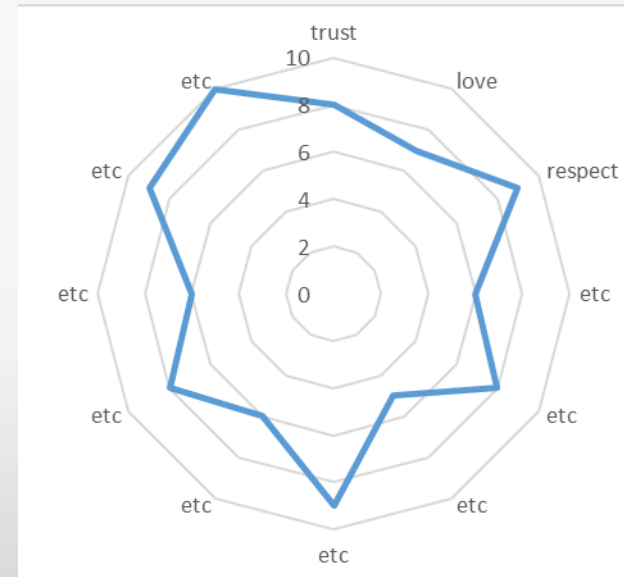


Instructions:

1. Follow the instructions on the sheet to WEIGH UP some of your current relationships.
2. Which relationships are the most well-rounded and healthy?
3. Swap webs and ask your table partner to JUSTIFY their relationship choices.

'The positive relationship web could be a useful tool to help me decide...

This would be the same / different if I am thinking about a partner or a friend because...

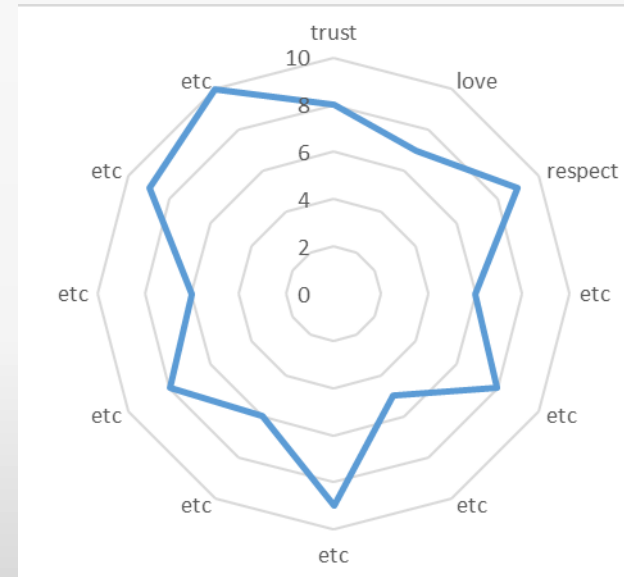


Instructions:

1. Copy and complete the sentences above.
2. Explain how you might WEIGH UP any future relationship with someone you fancy.
3. Explain why respect and consent are so important in intimate relationships.

'The positive relationship web could be a useful tool to help me decide...

This would be the same / different if I am thinking about a partner or a friend because...



Instructions:

1. Copy and complete the sentences above.
2. Explain how you might WEIGH UP any future relationship with someone you fancy.
3. Explain why respect and consent are so important in intimate relationships.

Pets and Consent: Retrieval

1. How do you know your pet wants to be petted?
2. **What noises do they make when they want petting?**
3. What is their body language like?
4. How do you know HOW to pet them?
5. **What signals do they give to stop or change how you are petting them?**
6. How is this similar or different to an intimate relationship with another human?

In a minute we will watch a short video on pets and consent. Afterwards we will review and improve our answers using green pen.



Pets and Consent



Pets and Consent: Retrieval

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5. **What signals do they give to stop or change how you are petting them?**
6. How is this similar or different to an intimate relationship with another human?

**Having watched the video what might we add?
Pay particular attention to question 6. Use a
green pen.**



When you were visiting a park when you were little, how did you know if you should or could make a fuss of a dog you met? What were you taught to do?



Structured Talk Instructions:

1. Read and consider the above.
2. Discuss with a neighbour, ensuring you both participate.
3. No hands for feeding back, random name picker will choose you.

WHAT DOES ASKING FOR
CONSENT SOUND LIKE?

HOW DO
YOU FEEL
ABOUT...

CAN WE...

WOULD
YOU
LIKE IT
IF I...

MAY I...

IS IT OK
IF...

ARE YOU
OPEN TO...

IS IT ALRIGHT IF
WE...



LEARN MORE AT
NOMORERI.ORG

**Looking at
the
information
on the left,
what might
we add to
our answers
now?**



WHAT DOES ASKING FOR
CONSENT SOUND LIKE?

HOW DO
YOU FEEL
ABOUT...

CAN WE...

WOULD
YOU
LIKE IT
IF I...

MAY I...

IS IT OK
IF...

ARE YOU
OPEN TO...

IS IT ALRIGHT IF
WE...



LEARN MORE AT
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**Looking at the
information on the
left, what might we
add to our answers
now?**

**Thinking back to how our language
matters, can we explain why these
words are important?**



WHAT DOES ASKING FOR
CONSENT SOUND LIKE?

HOW DO
YOU FEEL
ABOUT...

CAN WE...

WOULD
YOU
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IF I...

MAY I...

IS IT OK
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LEARN MORE AT
NOMORERI.ORG

Looking at the information on the left, what might we add to our answers now?

Again thinking back to the importance of language, and the video we just watched, how does our body language also make a difference?

Thinking back to how our language matters, can we explain why these words are important?

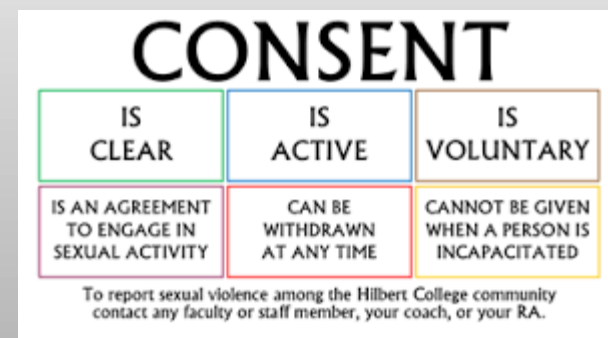


Consent involves a person having the freedom and capacity to agree to sexual activity

‘Freedom’ means a person’s ability to say yes or no of their own free will (and this being respected).

‘Capacity’ means a person understanding that they have choices, being able to make and communicate decisions and understanding consequences

Write your own definitions of consent, freedom and capacity in your books.



Here are some examples of when consent cannot be given:

Add these to your notes.



Age

In the UK, the legal age of consent for any sexual contact is 16, which means nobody under this age can legally agree to sex.



Alcohol/drugs

Someone can't legally consent to sex if they've had alcohol or drugs. This is because these affect someone's ability to make decisions.



Pressure

Consent to sex needs to be given without feeling pressured or threatened. If a "yes" is given under pressure, it's not consent.



Understanding

Someone needs to understand what they're agreeing to, including the type of sex and what could happen if they do have sex.



CONSENT IS



ACTIVE

Unmistakable via words or actions

NO always means **NO**
Only YES means **YES**

CLEAR

Direct communication

KNOWING

Fully conscious, not impaired by drugs or alcohol

ONGOING

Confirmed at each level of sexual activity

VOLUNTARY

All are willing participants

REQUIRED

Not inferred from clothing, alcohol consumption or dancing

Instructions:

Read through the information above. They all matter equally.
Decide how to show this in your book.

Key Task: How far do you agree that If you love someone you have to be intimate with them?

JUSTIFY your answer in your books
We will add to it during the rest of the lesson.



Structured Talk Instructions:

1. Read and consider the above.
2. Discuss with a neighbour, ensuring you both participate.
3. No hands for feeding back, random name picker will choose you.

Discuss and list
what you think are
age-appropriate
sexual behaviours



Structured Talk Instructions:

1. Read and consider the above.
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Age-Appropriate Sexual Behaviours

- Growing need for privacy
- Masturbating in private
- Kissing and flirting with peers
- Talking about genitals or reproduction
- Using dirty words or telling dirty jokes
- Having own social media accounts
- Using photos, videos to record your life
- Playing age-appropriate games online
- Ability to make choices about explicit content

Some people see some of these behaviours as appropriate at your age, can you explain why? Can you explain why some may not agree?



Discuss and list what you think are concerning sexual behaviours, and which are very concerning.



Structured Talk Instructions:

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Concerning Sexual Behaviours

- Attempting to expose other peoples' genitals
- Preoccupation with masturbation
- Simulating foreplay or intercourse with peers, with clothes on
- Sexual knowledge too great for your age
- Talking about fear of pregnancy or sexual transmitted infection
- Seeking out pornography
- Taking nude, sexual images of themselves
- Secretive about using the internet/social media

Some people see some of these behaviours as worrying, can you explain why? What can you do if you are worried about someone?



Very Concerning Sexual Behaviours

- Making others watch pornography
- Degrading/humiliating self or others using sexual themes
- Touching other people's genitals without permission
- Forcing others to expose their genitals
- Making written or verbal sexually explicit threats
- Simulating intercourse with peers, unclothed
- Taking/sharing nude sexual images of others
- Sharing nude sexual images of themselves
- Having suggestive avatars or usernames online
- Meeting online 'friends' face to face

Do any of these surprise you? Can you explain why many people are worried about them?



Where can you seek
advice about being
more intimate with
someone else
safely?



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Get **STI Test Kits** and **condoms** posted to your house, in discreet packaging



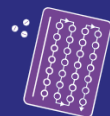
To request a test



Emergency contraception



Free condoms by post



Oral contraception



Service finder



**Sexual Health Practitioner
1:1 virtual consultation**

Clinic	Opening Hours	LGBT+	Contraception	Pregnancy
Alfreton	Tuesdays 11 – 7pm	Yes	Yes	Yes
Bolsover	Wednesdays 9:30 – 5pm (Alternative weeks)		Yes	Yes
Buxton	Wednesdays 9-6pm	Yes	Yes	Yes
Darley Dale	Fridays 9 – 5pm	Yes	Yes	Yes
Long Eaton	Fridays 9-5pm	Yes	Yes	Yes
Chesterfield	Monday - Thursdays 8am - 5pm Fridays 8am - 5pm Saturdays 10am – 1pm	Yes	Yes	Yes

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Explain how young people can use positive features of a relationship to help them make choices when considering moving towards an intimate relationship?



Explain the features of a relationship that help young people negotiate a safe intimate relationship?



Which features are required to make a healthy relationship, explain why?

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.

