

# PSHE Do Now



P

Previous Lesson

[Insert question here]



S

State two things you know about

[Insert key word or concept here]



H

Harder to recall from the past

[Insert question here]

E

Explain what is meant by

[Insert key words or concept here]

Saturday, 17 February 2024

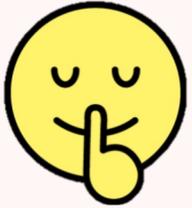
# In Control of My Choices



One to  
think  
about:

*What is the difference  
between  
'LOVE' and 'LUST'?*

# The PSHE ground rules:



**Listen to others** | Please do not talk over each other. It is okay to disagree, but we must show REGARD by not making assumptions and when we do disagree, challenge the statement and not the person.



**Respect and Privacy** | Use respectful language and body language. We might discuss examples, but we do not use people's names or identify people outside of the classroom.



**No judgement** | We will explore beliefs and misconceptions about a topic without being judged.



**Participation** | We ENDEAVOUR to take part in activities, share ideas and encourage others to do the same.



**Seeking help** | We will look at some challenging topics and find out where to get support. You can also talk to any adult at school to talk about a particular topic.

# Task 1: What is love? What is lust? You decide...



Love	Lust
<i>An intense feeling of deep affection.</i>	<i>An intense desire or craving for something or someone.</i>



1. A romantic, emotional, mental, and spiritual connection.
2. You may not want to spend much time with this person or find out about who they are.
3. The feeling is sometimes sexual and is based on feeling attracted to a person for several different reasons.
4. You enjoy spending time with this person, you care for them and are interested in what they have to say.
5. You think about this person a lot.
6. You are respectful of someone's boundaries, and you don't apply any pressure or coercion.
7. The relationship you have may be toxic and unhealthy.
8. You have a strong bond and friendship.
9. You communicate very well with one another.

**Key:**  
Read each quote. Hands on table for 'love'.  
Hands on lap for 'lust'.

# What does the research say?



According to a team of scientists led by Dr. Helen Fisher at Harvard University, romantic love can be broken down into **three categories**:

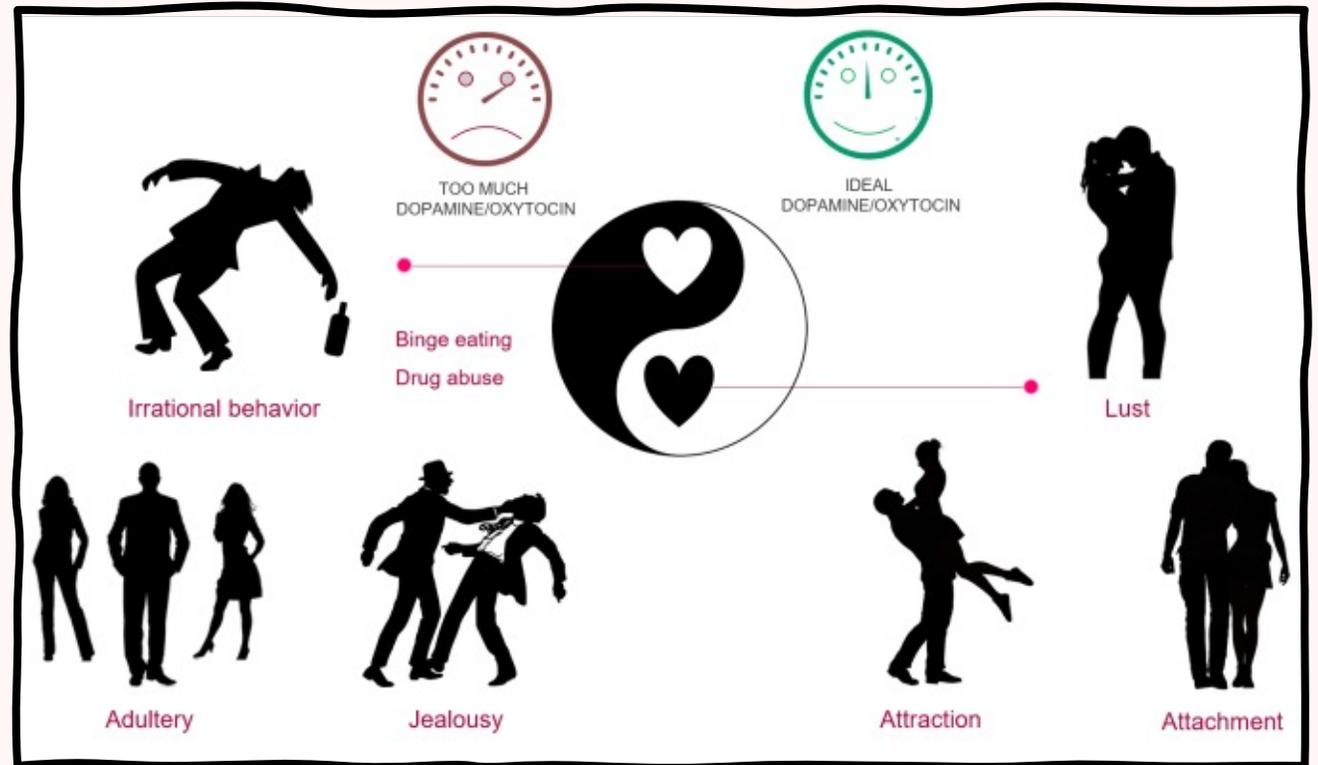
1. **Lust**
2. **Attraction**
3. **Attachment**

Each category is characterised by its own set of hormones stemming from the brain:

# What does the research say?

**Healthy relationships** are based on a balance of all three. If we focus too much on lust and attraction this can cause irrational behaviour which can damage relationships.

1. **Lust** is driven by the desire for sex.
2. **Attraction** describes your interest and desire for someone. This may be based on romantic, emotional, and sexual feelings.
3. **Attachment** is the important factor in a long-term relationship.



# Task 2: When are a couple ready to have sex?

- a. 2-minutes to mind map or list when a couple are ready to have sex.
- b. Can you add a '★' next to your ideas which are linked to a **healthy relationship**?

*Get ready to check your ideas –  
Challenge: Are any of these surprising  
and/or controversial? Why?*



It reinforces  
love in a  
marriage

They want  
to have a  
baby.

They 'fancy'  
each other.

They want  
to show  
how much  
they love  
each other.

They love  
each other.

'Having sex  
is always  
part of being  
in a  
relationship'

It gives  
them  
pleasure

## Task 3: What might other people say?

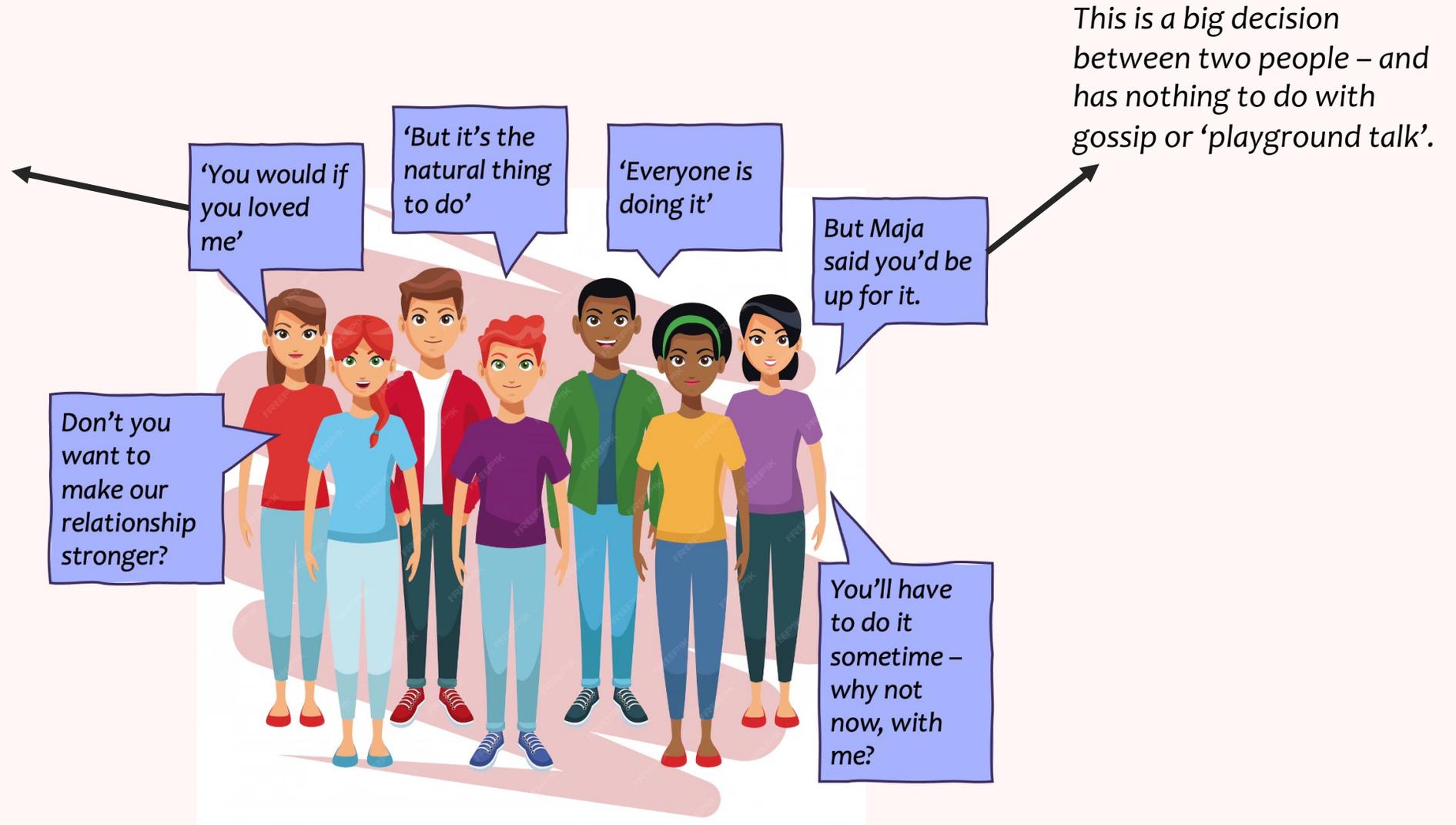
Look at the phrases in the speech bubbles opposite.

1. What do you think the people saying these things are trying to achieve?
2. Think of some possible responses to the statements and write them on your sheet.



# What a good one looks like [WAGOLL]

*This person is trying to make the other person feel guilty for perhaps not wanting to have sex. This is manipulative and is not a sign of a healthy relationship.*



*This is a big decision between two people – and has nothing to do with gossip or ‘playground talk’.*

# Task 4: Giving advice and making positive choices:

Pick a scenario and read it carefully. Create a short paragraph detailing the advice you would give the people involved.

**The advice I would give \_\_\_\_\_ and \_\_\_\_\_ is...**

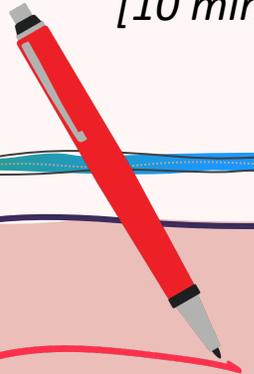
Kojo met Sandi at the club. They've been together for over a month. The two of them get on really well and Kojo's mates have accepted Sandi as a good friend too. When they've spent time alone there's been a lot of kissing but that's as far as things have gone. Recently Sandy has been suggesting that they take things further, but Kojo doesn't feel ready to do this...

Rach is 13 and her parents are letting her have a 14th birthday party at home. They are going out for the evening and leaving Rach's older brothers, Nick and Dan in charge. During the party, Nick and Dan are upstairs watching a DVD. Downstairs, Michael, who really fancies rage, suggest they go to her room - no one will notice. Rach fancies him too but isn't sure that this is what she wants.

Bailey and Gabe have been going out for six months now, since the start of year nine. Bailey really likes Gabe and enjoys every minute that they are together. They share many of the same interests and kiss and cuddle when they're alone together. Game isn't pushy but Bailey feels that Gabe would like to take things further. However, Bailey is worried about not having any sexual feelings for Gabe. Bailey is concerned that this is not normal.

# Task 5: Does this information change your advice?

[10 mins]



In England, the law states that people need to be 16 years old before they can choose to have a sexual relationship. This does not mean that you need to have sex when you are 16.

Despite 'playground talk' and the things that we might read about, the vast majority of people do wait until well over the age of 16 to have sex.

'Early sex' can be defined as 'having sex before the age of 16'. The law is the same for those in same sex relationships.

## CONSENT



**F**reely Given  
**R**eversible  
**I**nformed  
**E**nthusiastic  
**S**pecific

 Planned Parenthood®

### Red Pen Task:

Go back to your scenario advice.

How does this change the advice that you gave?

**Label/annotate or re-draft your advice.**

#### Need help:

- What age are the people involved?
- Are they able to consent to having sex?
- What other information might we need in the scenario?
- What could you say to each person to make them feel better about their situation?

# Where can you go for support?



If you need to talk to somebody after today's lesson, support is available inside and outside of school. You can contact the following people...

- *Your Form Tutor*
- *Your Head of Year*
- *The Wellbeing Team*
- *Seek confidential support from any of these agencies:*

