

# LESSON PLAN

## GATHERING STUDENTS' VIEW

### CONTEXT

A lesson can be a powerful way to engage all young people in a student voice activity. This lesson has been designed to be suitable for both key stage 3 and 4 students, and can be adapted to suit either a 30 minute or a 60 minute lesson.

### LEARNING OBJECTIVES

We are learning:

- We are learning to express our opinions to inform curriculum planning

### INTENDED LEARNING OUTCOMES

- I can explain the purpose of RSE and PSHE education
- I can make thoughtful and meaningful suggestions about the ways in which RSE and PSHE education could be improved in our school
- I can prioritise the RSE and PSHE education issues that I consider to be most important

### RESOURCES REQUIRED

- Blank postcards or large post-it notes
- Flip chart paper
- Resource 1: Top ten card sort
- Resource 2: Class tally chart

### CLIMATE FOR LEARNING

Establish or reinforce existing ground rules. Add or emphasise any ground rules that are especially relevant to this lesson, such as listening respectfully to each other and commenting on what was said, not the person who said it.

5 MINS

## BASELINE ASSESSMENT

Ask students to reflect on their own experience of RSE and PSHE education and what they think PSHE might be like in different schools around the country. Then ask them to work in small groups to respond to the three sentence starters:

1. PSHE education, including RSE, is the school subject that teaches young people **about**...
2. PSHE education, including RSE, is the school subject that teaches young people how **to**...
3. PSHE education, including RSE, is the school subject which teaches young people to **be**...

These questions could be written on the centre of flipchart paper stuck up around the room as graffiti walls, or students could write their ideas down in small groups, or it could form part of a whole class discussion, recording students' ideas on the board.

During feedback, ensure that any misconceptions are clarified regarding subject content, for example reminding students that this lesson is focusing on PSHE education, rather than topics that might fall under Citizenship. It may be helpful to highlight the three core themes of PSHE education as set out in the PSHE Association Programme of Study: Health and wellbeing, Relationships and Living in the wider world.

You could take photos of these graffiti walls to support your own future planning.

## CORE ACTIVITIES

10 MINS

### OUR PRIORITIES

Hand students Resource 1: Top ten card sort which lists ten broad topic areas within PSHE education. Ask them to work in small groups of three or four to order these based on which they think are most important to learn about in PSHE and RSE education.

During this activity, circulate between the groups, or select a class representative to do so, and complete Resource 2: Class tally chart to record the order that each group has decided for their priorities. This will inform your future planning.

**Challenge:** Ask students to note down in their groups if there are other challenges and opportunities that young people face now and in the future that they would benefit from being taught about.

Collect these in and summarise on page 2 of the tally sheet.

5 MINS

### SHOUT IT OUT [OPTIONAL]

If time allows, ask each group to select a student to be their spokesperson, who will speak for 60 seconds to explain which topic they have chosen as their top priority for PSHE education, including RSE, and why they chose this. Give each spokesperson their 60 seconds to convince the rest of the class about their chosen 'top' priority.

5 MINS

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## RELATIONSHIPS AND SEX EDUCATION

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Ask students in pairs or small groups to create a mind map focusing on the question: “What do you think young people need to learn in order to have healthy and happy intimate/sexual relationships in the future?”

Take feedback from the class and create a group mind map on the board.

You could take a photo of the class mind map to inform your own planning of relationships and sex education topics.

5 MINS

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## IN CHARGE FOR A YEAR

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Ask students to imagine that they could be in charge of PSHE education, including RSE, in their school for a year, and that they have unlimited money and time to do whatever they wanted to improve PSHE including RSE education in the school. Students should create a list or mind map in pairs of all the things that they would change.

25 MINS

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## CREATIVE ACTIVITY [OPTIONAL]

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Once students have discussed their ideas, ask them to create a poster, or write a letter to the Head teacher explaining what they would change and why.

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## PLENARY/ASSESSMENT FOR AND OF LEARNING

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5 MINS

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## EXIT CARD

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Ask students to consider one wish they have for PSHE education including RSE for the future; thinking about something they hope the next generation of students can be taught. They should write their wish on a post-it note or blank postcard using one of the sentence starters:

*“One wish I have for the future of PSHE education including RSE is...”*

*“If I could improve one thing about PSHE education including RSE, it would be...”*

# Resource 1

## **Mental health and emotional wellbeing**

*Developing good mental health, self-esteem and resilience, dealing with stress, coping with change and loss, challenging stigma, recognising unhealthy coping behaviours e.g. self-harm and eating disorders, how to get support or support a friend*

## **Healthy and unhealthy relationships**

*Expectations of a partner, readiness for sex, consent, recognising positive, healthy relationships, recognising exploitation and manipulation, abuse, sharing explicit images, impact of pornography, online relationships, gender and sexual orientation*

## **Money**

*Money, savings and debt, gambling, ethical choices about how we spend our money, consumer rights, financial risk*

## **Careers and aspirations**

*Exploring different careers, goal setting, developing employability skills, enterprise projects (e.g. setting up your own business), preparing CVs and job interviews*

## **Physical health**

*Puberty, drug education including alcohol and smoking, healthy food choices and exercise, maintaining a balanced lifestyle, managing risks to health*

## **Personal safety and risk management**

*Online safety, first aid, recognising and responding to risks in different situations, developing independence, travel safety*

## **Media influence**

*Body image, influence of social media on attitudes and decisions, being a critical consumer of information, fake news, propaganda, stereotypes, finding reliable sources*

## **Friendships and anti-bullying**

*Making and maintaining friendships, conflict resolution, peer pressure and influence, recognising and responding to all types of bullying including online, managing change and transition e.g. to new school/leaving school*

## **Diversity and prejudice**

*Celebrating diversity, developing mutual respect and challenging prejudice and discrimination including racism, sexism, homophobia, biphobia and transphobia, human rights, British values, tackling extremism*

## **Sexual health**

*Maintaining sexual health, types and purposes of contraception, negotiating contraceptive use, STIs, choices following an unplanned pregnancy, changing fertility and conception options, how to access sexual health services*

## Resource 2

Collect student responses on this form by adding a tally mark to represent how each group prioritised the ten topics. For example, if three groups put mental health 1st, put three tally marks in '1st choice' for mental health and so on.

	1st choice	2nd choice	3rd choice	4th choice	5th choice	6th choice	7th choice	8th choice	9th choice	10th choice
Mental health and emotional wellbeing										
Healthy and unhealthy relationships										
Money										
Careers, enterprise and aspirations										
Physical health										
Personal safety and risk management										
Media influence										
Friendships and bullying										
Diversity and prejudice										
Sexual health										