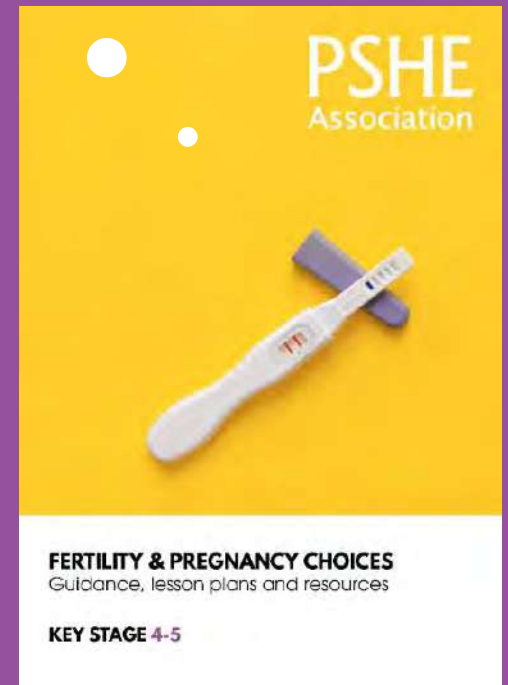


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The slides in this presentation are divided into two sections:

- (i) **Teacher slides** (purple) – provide key information regarding lesson preparation
- (ii) **Pupil slides** (white) – provide a visual focus point for pupils during the lesson and delivery notes for teachers about the activities. Click ‘notes’ to view these.

Ensure that you select ‘Use Presenter View’ under the ‘Slide Show’ tab – this will allow you to preview the teaching notes on your monitor while the main presentation is displayed on a screen/smartboard.

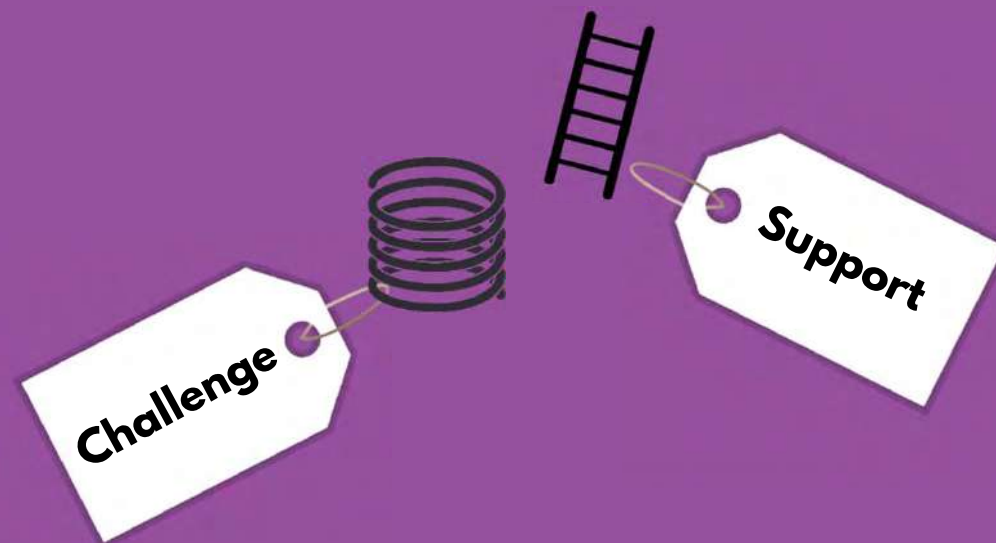


The lesson includes suggestions for challenge and support activities, to help you differentiate appropriately for your class.

Challenge activities deepen and extend the learning for those who need more challenge or who finish the activity quickly.

Support activities are adapted to be more accessible for those who need it.

Look for the logo on the pupil slides. See delivery notes for details of the activities.





This is the second of three lessons for key stage 4 and 5 students focusing on fertility and pregnancy choices. This lesson teaches students about the possible outcomes in the event of an unplanned pregnancy and how to access advice and support.

Neither this, nor any of the other lessons, is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme, as part of wider learning on families and parenting.

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Key information on content related to these lessons can be found in the *Knowledge Organiser*.

Advice on safe practice, ensuring inclusivity and other important information can be found in the *Teacher Guidance*.



- ✓ identify the range of options available in the event of an unplanned pregnancy
- ✓ describe the range of emotions someone might feel in the event of an unplanned or unwanted pregnancy
- ✓ evaluate the different influences that might affect decisions about pregnancy
- ✓ recognise that miscarriage can occur and where to access support in the event of a miscarriage
- ✓ describe where and how to access impartial advice and support in relation to pregnancy



Make sure you have read the accompanying teacher guidance before teaching this lesson, which includes guidance on establishing ground rules, the limits of confidentiality, inclusion, communication and handling questions effectively.



- ✓ Box or envelope for anonymous questions
- ✓ Post-it notes
- ✓ Resource 1: *Pregnancy test* [1 per student]
- ✓ Resource 2: *Scenarios* [1 per class]



Duration

This has been designed to be taught as a sixty minute PSHE education lesson

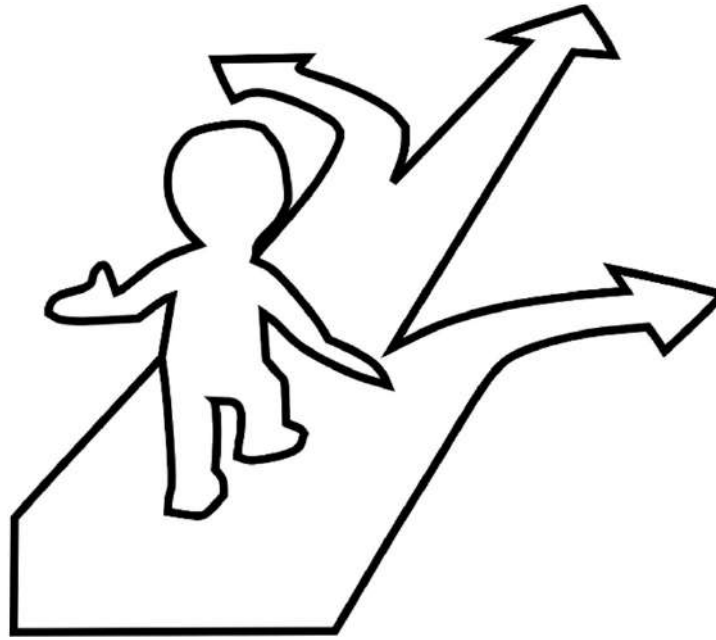


Further guidance

Members of the PSHE Association can access our website for further guidance
www.pshe-association.org.uk



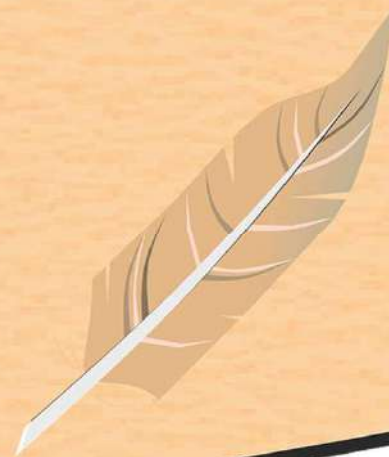
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o	Introduce learning objectives and outcomes and reinforce ground rules.	5 MINS
N	Students analyse their knowledge, understanding and beliefs about unplanned pregnancy by reviewing a scenario about a young couple facing an unplanned pregnancy.	10 MINS
.	Students list the factors that might influence the decisions made about an unplanned pregnancy.	10 MINS
	In groups, students evaluate the influences present in different scenarios.	10 MINS
6	Students analyse what the next steps might be for the characters in the scenarios.	5 MINS
5	Teacher explains what a miscarriage is and where to seek advice and support.	5 MINS
	Students return to the baseline scenario and advise the characters about their next steps.	10 MINS
	Signpost students to relevant support and how to access sexual health services.	5 MINS



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[Add your class rules here]





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Read the scenario on your handout & discuss the four questions.

Dan and Amalie are both 16 years old. Amalie missed her last period, so asked Dan to buy a pregnancy test and bring it round when her parents were out. She has just taken a pregnancy test and the result is positive.



How might Amalie be feeling?

How might Dan be feeling?

What options do they have?

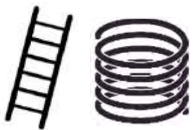
What might their next steps be?



In the case of an unplanned pregnancy, there are three possible options:

- Become a parent
- Have an abortion (also known as a 'termination')
- Relinquish the child for adoption

In pairs, come up with ten different factors that might influence the decisions someone makes about an unplanned pregnancy.



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- attitudes toward/feelings about having a baby (own and partner's)
- relationship status
- opinions of their family and friends
- community attitudes
- financial considerations
- religion or culture
- plans for the future, career goals, aspirations
- personal goals or aspirations
- education or employment
- physical or mental health.



In your group, read the scenario you have been given.

Your character has just discovered they are (or their partner is) pregnant – the pregnancy in each case was not planned.

As a group, discuss and write down your answers to the following questions:

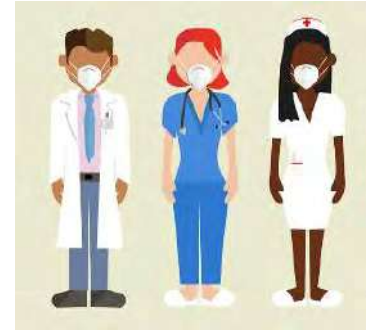
- 1. What might your character's initial reaction to the pregnancy be?**
- 2. What might influence the character's decision going forward?**
- 3. Which influence might your character prioritise above all others?**



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Write down a three-point action plan of next steps that your character might take.

This could include who the character might speak to, who they might turn to for emotional support, what conversations they might need to have, or where they might go for further help and advice.



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Miscarriage is the spontaneous loss of a pregnancy before the foetus is mature enough to survive outside the uterus.

For further advice and support in relation to miscarriage, visit:

- www.nhs.uk/conditions/miscarriage
- www.miscarriageassociation.org.uk
- <https://www.brook.org.uk/your-life/miscarriage/>





Return to Amalie and Dan's scenario from the start of the lesson.
On lined paper, **write a paragraph** of advice to Amalie and Dan explaining what they could do next and where they could go to access further help and support.

Now, share your ideas in small groups, and together decide what you think is the single most important piece of advice you could give someone in Amalie and Dan's position — write this on a post-it and stick it on the board.



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- Speak to a tutor, head of year, school nurse or other trusted member of staff in the school
- Contact GP surgery or local sexual health clinic
- Contact Childline www.childline.org.uk 0800 1111
- Visit www.nhs.uk/conditions/pregnancy-and-baby/teenager-pregnant
- Visit www.brook.org.uk/topics/pregnancy
- Visit www.nhs.uk/SERVICE-SEARCH/sexual-health

