



MY



Y11

# BALFOUR JOURNEY



## RELATIONSHIPS AND SEX EDUCATION

### CORE THEMES

RESPECTFUL RELATIONSHIPS INCLUDING FRIENDSHIPS

SCHOOL VALUE: RESPECT, KINDNESS AND  
COMPASSION FOR OURSELVES AND OTHERS

NAME: \_\_\_\_\_

RSE TEACHER NAME: \_\_\_\_\_

CLASS ROOM: \_\_\_\_\_

## LEARNING INTENTION:

To have the confidence to report abuse when it happens, support others and where to find support from trusted adults

## SUCCESS CRITERIA:

To understand what different rights a person should have within different relationships and see how they are similar

To show that I can identify what abuse can look like in different relationships

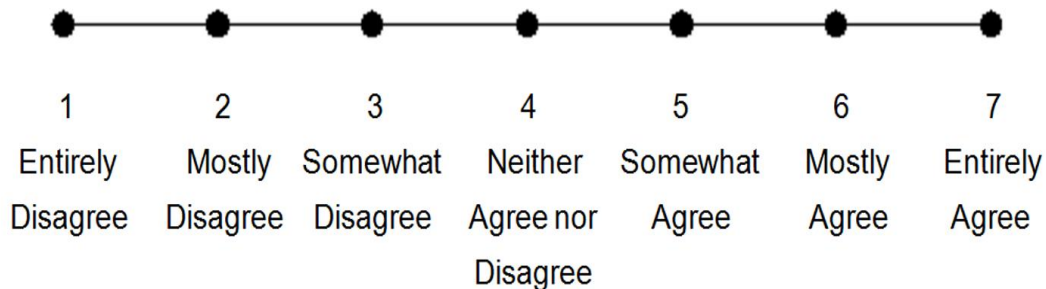
To identify what the barriers to reporting abuse are

To be able to provide advice to someone who has been abused when they may not want to report is

## BASE LINE ASSESSMENT:

NOTE ON THE CONTINUUM BELOW YOUR OPINION ON THE STATEMENT BELOW.

'I KNOW WHERE AND HOW TO REPORT ABUSE IN ALL IT'S FORMS'



# LESSON 1

Read through the rights outlined below. Why do you think rights in family relationships differ from those in personal relationships?

- Rights in family relationships – to be cared for by parents, to not be illegally separated from parents, to an adequate standard of living, to have their basic needs met, to have opportunities relax and play, for others to act in their best interests
- Rights in personal relationships – to set boundaries around intimacy, to be an individual as much as part of a couple, to choose how and when to spend time together, to consent to different levels of intimacy
- Shared rights in both relationships - to feel safe, to be respected, protection from violence or abuse, to express views and be listened to, right to privacy

Read through the scenarios and answer the questions for each below.

## Scenario 1

Stacey's older cousin came to stay at her house with the rest of her family. He lived in a shared house and couldn't afford the rent, so everyone thought it would be better for him to be with them. At first Stacey was pleased; she looked up to her cousin and he made her laugh. But as the time went on, Stacey started to feel unsettled around him. She felt like he was looking at her strangely across the dinner table, and always seemed to end up sitting next to her on the sofa and pushing really close against her, which made her feel uncomfortable. One evening he came into her room after everyone else was asleep and climbed into her bed... The next morning, he acted like everything was normal, and a few days' later he went back to his house. Stacey hasn't told anyone what happened that night and isn't sure what her parents will say. She's starting to wonder if maybe it was a dream and didn't happen at all?

1. What rights are being denied in each of the characters' situations?
2. What might indicate to the character that what is happening to them is abuse?
3. What might indicate to someone else that the character is experiencing abuse?

## Scenario 2

Over the summer, Ajay started receiving some really aggressive messages online. They were making offensive comments about where he is from and commenting on the colour of his skin. Someone set up a website dedicated to making jokes about him called 'We hate Ajay' and has posted loads of photos of him with offensive language scribbled all over them. People have been commenting on them anonymously and he's feeling really humiliated and angry. He's pretty sure it's someone from school who must have started it, but he doesn't know who. Now he's back at school it seems like everyone is talking behind his back and laughing at him. Yesterday, there was a death threat left in his locker. He's feeling really afraid and doesn't know how to deal with the situation without looking weak or making everything worse.

1. What rights are being denied in each of the characters' situations?
2. What might indicate to the character that what is happening to them is abuse?
3. What might indicate to someone else that the character is experiencing abuse?

### Scenario 3

Ryan has been in a relationship with Dina for a few months but did not live close to one another. At first it was fine because they were messaging and face-timing loads. But as time went on, Dina started accusing Ryan of not having any time for her, ignoring her messages and taking ages to reply. Ryan didn't think that was fair; he usually only left it for a few minutes, and sometimes he couldn't reply straight away because he was doing online lessons. When he tried to explain, Dina started saying nasty things about him and criticising everything about him, saying he was a lousy boyfriend and she deserved better. A few weeks later, she posted on her social media that she suspected he was cheating on her. Loads of their friends got involved and some people have fallen out with Ryan about it, even though it wasn't true. When Ryan met up with her to talk it through, she called him a liar and slapped him, leaving a mark. He wants to tell his friend about what is going on but is worried he will laugh at him for being hit by a girl, and maybe everyone has already taken Dina's side anyway?

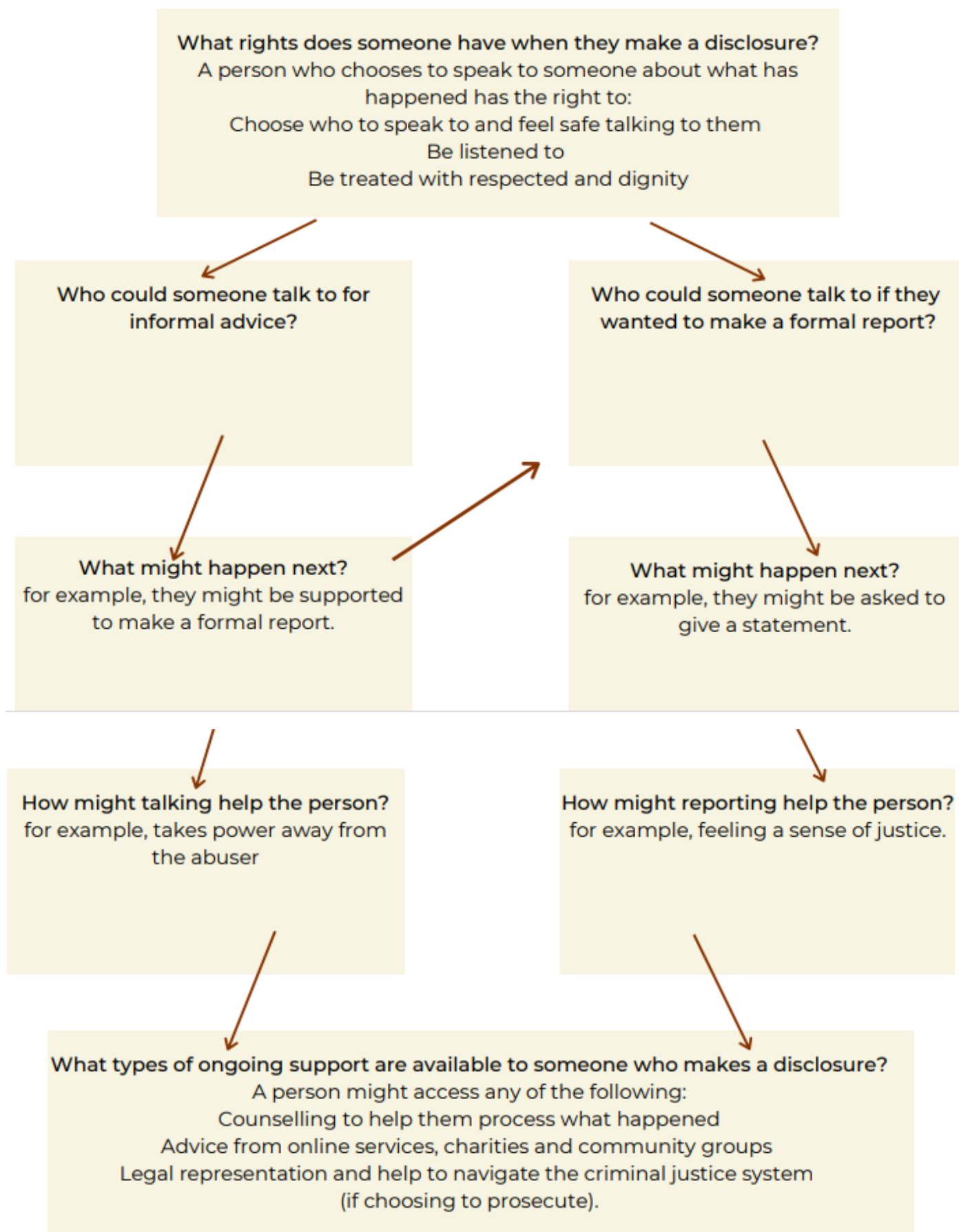
1. What rights are being denied in each of the characters' situations?
2. What might indicate to the character that what is happening to them is abuse?
3. What might indicate to someone else that the character is experiencing abuse?

We will then have a class discussion

What barriers may prevent the individuals from disclosing their abuse?

## Resource 2: Disclosure flowchart

What happens when someone chooses to make a disclosure?



## Sources of Support

- Something's Not Right: [www.childline.org.uk/somethings-not-right](http://www.childline.org.uk/somethings-not-right)
- Childline: [www.childline.co.uk](http://www.childline.co.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Make a report to CEOP: <https://www.ceop.police.uk/safety-centre>
- Make a report to the Police [www.police.uk/pt/contact-the-police/report-a-crime](http://www.police.uk/pt/contact-the-police/report-a-crime)

## LESSON 2

### LEARNING INTENTION:

To be able to identify signs of abusive behaviour

### SUCCESS CRITERIA:

To be able to describe warning signs of abusive behaviours in different contexts, including online

To confidently explain or demonstrate when, why and how to report abuse

To evaluate the appropriateness of different sources of support and identify most relevant support in different circumstances

Write below add any knowledge, understanding, opinions and beliefs of the following;

- What 'abusive behaviour' means
- Warning signs of abusive behaviours
- Where and how to seek support

Read through the three scenarios and, in pairs, underline /annotate what they think all the 'warning signs' might be that the individual in each scenario is experiencing some form of abusive behaviour.

We will then discuss what the scenarios have in common and take some feedback.

Remember the different types of abuse;

- Neglect - the ongoing failure to meet someone's basic needs, for example food, clothing, providing shelter
- Physical abuse – intentionally hurting or harming someone (including making up the symptoms of an illness or causing someone to become unwell)
- Emotional abuse - any type of abuse that involves the continual emotional mistreatment of a someone. This can involve deliberately trying to scare, humiliate, isolate or ignore them
- Sexual abuse – when someone is forced or tricked into sexual activity. This can happen in person or online
- Financial abuse – controlling someone's finances by withholding money or stopping someone earning. [2]

### Scenario 1

Nula got a part time job last year, working for a friend of her Dad's. She works in quite a small office and, found herself alone with just her boss during several shifts. While her boss has made comments about her body in the past that have made her uncomfortable, she's always brushed them off as being 'banter' and joined in the jokes with her other colleagues. However, since the two of them have been alone, her boss has made more explicit comments and has found opportunities to touch her body when moving around the office. Although she was really upset after the most recent incident, she received a text from her boss later joking about it. Now she wonders if she's just being too sensitive.

### Scenario 2

Lance moved in with his boyfriend, it was rushed — they'd only been going out for a few months — but it felt right in the circumstances. But Sam started acting oddly — he really didn't like Lance speaking to friends, saying he needed to study, so loud conversations were distracting. He also made lots of negative comments about Lance's appearance, but then was always kind to him afterwards. This felt really odd and upsetting, but Sam kept telling him that he loved him, even though everyone else was always talking about Lance behind his back. Lance had planned to move back home after lockdown, but Sam keeps telling him that his parents won't want him back. Lance is starting to think that Sam is right and that he should be glad that at least Sam wants him.

### Scenario 3

Katie and her boyfriend broke up. She was the one to initiate the break up and her boyfriend didn't take it very well. Initially he kept messaging her to ask if they could get back together because he couldn't live without her, and making her lots of promises about how good things would be once they could see each other in person again. However, when she asked him to leave her alone, he became more aggressive. Now he's sending her messages saying nasty things about her and threatening to post some intimate images of her online, if they do not get back together. Katie knows he has the images and is really worried about what people will think of her if the pictures go live, but she doesn't know if he'll really go through with it.

In 3s choose one of the scenarios and follow the flow diagram to decide the pros and cons of making a disclosure

Option	Pros	Cons
Reporting it to a parent/carer, family member, friend, teacher, or other trusted adult	They will ensure that appropriate help and support is found.	
Reporting it to the police		The Police might seem intimidating or scary.
Reporting it online, for example to Childline, NSPCC, CEOP		
Seeking support online through charities/other organisations	The person reporting can retain some anonymity until they are ready to report the problem.	
Ignoring it		The problem is unlikely to go away.
Confronting the abuser		This may put an individual in danger.
Removing self from the situation	This removes the immediate threat/harm/danger.	



Take what you learnt this lesson and note below why CJ would not want to disclose their abuse.

CJ has been fighting with their parents a lot. They have always argued, but recently the fights become more frequent and recently turned violent. CJ's parents won't let CJ go out and are always making negative comments about CJ's friends. It was easy for CJ to hide their injuries during lockdown, but now they are back at school it's becoming increasingly difficult to act like nothing is wrong. CJ's friends have noticed that CJ is more subdued than usual and one day CJ's friend Amber asks what is going on. CJ tells Amber about the fights, but tells her not to worry as they will be leaving home soon to go to university, so there's no point 'causing a fuss' and making the situation any worse.

## LESSON 3

### LEARNING INTENTION:

To understand what is meant by consent and the consequences that someone may face by not receiving consent within a sexual relationship

### SUCCESS CRITERIA:

To be able to explain what is meant by the term consent

To be able to organise myths and misconceptions of consent into true, false or maybe

To be able to identify the non-verbal signs of consent

Write down below what you think is meant by the term consent

## Activity 2

### Myths and misconceptions: true or false?

A rapist is usually a stranger in a dark alley.

If two people have had sex before, it is always ok to have sex again.

People who are raped usually 'ask for it' by wearing revealing or provocative clothing.

If someone is raped while they are drunk, they are also somewhat responsible.

When it comes to sex, 'no' sometimes means 'yes'.

Alcohol and drugs turn people into rapists.

If you go back to someone's house, you are saying you want to have sex with that person

Rape is only rape if someone gets physically injured.

It is not rape if the target doesn't clearly say 'no'.

Men don't usually mean to force sex on anyone but sometimes they get carried away.

People often lie about being rape if they regret having sex with someone.

It is only rape if someone is physically or violently forced into having sex.

Boys and men don't get raped.

## Activity 3

### Key consent messages

Match each quotation with the key message about sex or intimate sexual behaviour that relates to it (write the letter under the number in the left hand column (e.g. 1 F))

<b>1</b>	<i>"It's only illegal if one of you's over 16 and the other's under 16. We were both under 16, so it's fine"</i>	<b>A</b>	Consent to one sort of sexual activity does not mean consent to everything. Consent is required for each sexual activity.
<b>2</b>	<i>"She's very quiet and isn't making eye contact – does she want me to go ahead?"</i>	<b>B</b>	A partner has the right to change their mind and withdraw consent to sexual activity at any time.
<b>3</b>	<i>"They didn't say no, so I think it was fine"</i>	<b>C</b>	Always be sure that you have consent. If a person wants to be intimate with you, they'll show it through their words and body language.
<b>4</b>	<i>"Oh come on – you were fine when it was just touching. Why don't you want to do more?"</i>	<b>D</b>	Even if two people have had sex before, consent is still required each time.
<b>5</b>	<i>"Of course we can stop. Shall we just cuddle and watch the rest of the film?"</i>	<b>E</b>	Giving oral sex to someone without their permission is illegal. In law, if a male forces someone to perform oral sex on him, that is rape.
<b>6</b>	<i>"I like her but I'm going to wait – just not sure it's the right time and I don't really know her well enough to talk about contraception and stuff"</i>	<b>F</b>	Sex with anyone under 16 is unlawful, including oral sex. This is true whether or not consent is given.
<b>7</b>	<i>"We've done it before so I can't see the point in asking – it must be ok"</i>	<b>G</b>	There are many ways for someone to show that they don't consent to sexual activity: they don't just have to say 'no'.
<b>8</b>	<i>"It wasn't rape 'cos it was only oral. It's different, isn't it?"</i>	<b>H</b>	When it comes to sex or physical closeness, both people should feel safe with a partner, trust them and have mutual respect for decisions.

## REMEMBER

- *Good communication between both partners ensures understanding about sex or physical closeness. Check with your partner by asking if they are enjoying what you are doing and asking if they want to continue.*
- *Reading body language is also important. If your partner is relaxed it is likely that they feel comfortable. If they are tense, they may be nervous or frightened and trying to hide how they really feel.*
- *Look out for signs of someone not consenting to sex – sometimes people might find it hard to say anything at all if they don't want to have sex, If someone stops kissing you or doesn't want to be hugged or held, this could be a sign of non-consent. Don't ignore it.*
- *If one person doesn't want to have sex, the other person needs to accept that. It's not ok to try and change their minds, as pressuring someone into sex is rape. This also applies to pressurising someone to have sex without using contraception.*

Every action has consequences – an effect on something or someone.

Consequences can be positive or negative, and can have a lasting impact on people's lives. Sex or physical closeness without consent can have extremely damaging consequences for both people involved

Identify on the 'Consequences' cards: 'physical', 'emotional' and 'legal'

## Activity 4

### Consequences

Having sex without consent and sexual assault could result in the perpetrator being added to the Sex Offender Register	Physical injury	Mental health problems including depression and anxiety
Emotional upset	Fear	Internal injury

Sexually transmitted infections (STIs) for both people and any other future partner

Possible custodial sentence if found guilty of rape or sexual assault

Problems trusting future partners/forming new relationships

Sexual assault could lead to a community order, fine or prison sentence

Unwanted pregnancy

Embarrassment or shame

Lower self-esteem and sense of worth

Humiliation

Having a criminal record, and/or being put on the Sex Offenders' Register will have major impact on future life events such as getting work

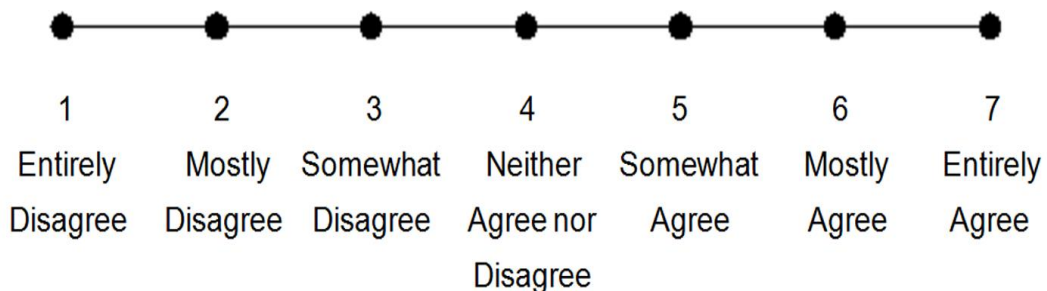
**WHAT WAS OUR SUCCESS CRITERIA AND HOW DO WE KNOW WE HAVE BEEN SUCCESSFUL?**

**'I KNOW WHERE AND HOW TO REPORT ABUSE IN ALL IT'S FORMS'**

**END OF UNIT ASSESSMENT:**

**NOTE ON THE CONTINUUM BELOW YOUR LEVEL OF UNDERSTANDING FOLLOWING THESE SERIES OF LESSONS**

**'I KNOW WHERE AND HOW TO REPORT ABUSE IN ALL IT'S FORMS'**



**STUDENT COMMENT: WHAT IS THE MOST IMPORTANT THING YOU LEARNT DURING THIS TOPIC?**

**RSE TEACHER ACKNOWLEDGEMENT**

1 The student frequently makes a valuable contribution to RSE lessons and is able to engage with challenging / sensitive topics with maturity, showing respect for the opinions of others	
2 The student is attentive during RSE lessons and willing to engage with class discussion of challenging / sensitive topics	
3 The student's approach to RSE lessons is inconsistent, finding it difficult to engage with challenging / sensitive topics with maturity	
4 The student does not engage in RSE lessons	