

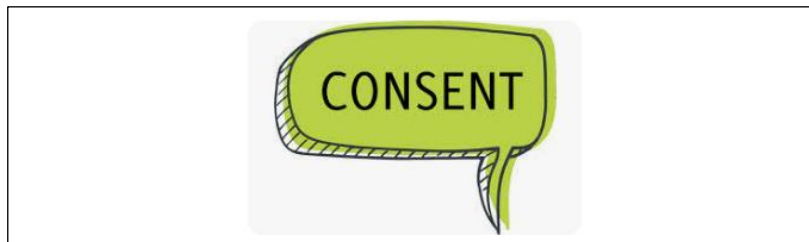


MY



Y9

# BALFOUR JOURNEY



## RELATIONSHIPS AND SEX EDUCATION

CORE THEME: RESPECTFUL RELATIONSHIPS INCLUDING FRIENDSHIPS

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

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

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

FORM ROOM: \_\_\_\_\_

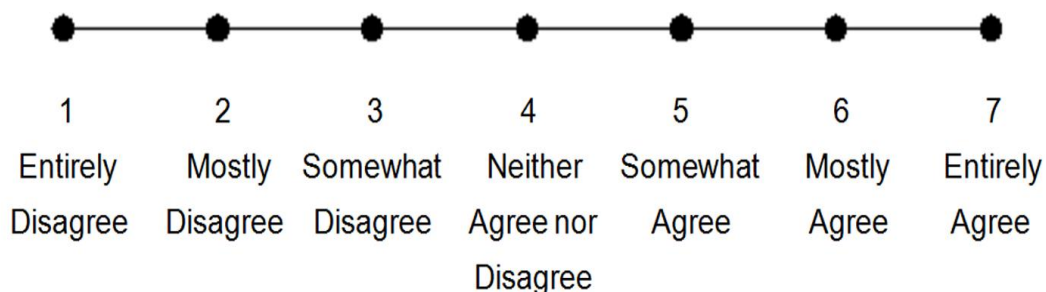
**LEARNING INTENTION: TO BE ABLE TO IDENTIFY POSITIVE BEHAVIOURS IN A RELATIONSHIP AND HAVE A COMPLETE UNDERSTANDING ABOUT THE COMPLEXITIES REGARDING CONSENT**

**SUCCESS CRITERIA:**

- **EXPLAIN WHAT IS MEANT BY 'RELATIONSHIP ABUSE'**
- **IDENTIFY THE DIFFERENT TYPES OF ABUSE THAT CAN AFFECT RELATIONSHIPS**
- **DESCRIBE WAYS TO GET HELP WITH RELATIONSHIP ABUSE**

**BASE LINE ASSESSMENT:**

**I UNDERSTAND FULLY THE COMPLEXITIES AROUND CONSENT**



**After viewing the film, discuss:**

- what are your initial thoughts?
- what do you think about the way the characters (puppets) in the film are behaving?
- what do you think about the behaviours which were mentioned in the film?

**Further discussion of the film:**

- What kinds of abusive or disrespectful (unhealthy) behaviours does the film show?
- When two people are attracted to one another, can one of them still be abusive towards the other (or both towards one another)?

What is the difference between abusive behaviour versus having a 'normal' healthy argument?

A 'normal' healthy disagreement can happen between people who feel able to express their views and opinions, but also respect those of others. A healthy disagreement normally involves negotiation, and no one emerges as the 'winner' or the 'loser'.

Read through the statements and decide whether they are true or false.

Relationship abuse happens when one person hurts or bullies another person with whom they are in a relationship.

Abuse can be physical, emotional, sexual and financial.

The abuser is always responsible; no one else is to blame.

Abuse is a way of controlling other people.

Abuse can happen between people of any age, nationality, religion, race or family background.

People who use controlling behaviour are not violent.

Relationship abuse can happen between young people young people who are going out together, people who are living together, have children together or are married to each other.

Abuse can happen in same-sex relationships and in relationships involving a trans person.

Abuse doesn't happen again after a relationship has ended.

Women/girls are always the target of abuse.

If someone is abusive in one relationship, they won't necessarily be abusive in future relationships.

It takes two to tango – someone who is the target of abuse also has to take some responsibility for the behaviour.

What are the warning signs that someone might be in an abusive relationship?

What stops people asking for help?

Why might a target of abuse find it difficult to leave an abusive partner or take other action to protect themselves?  
(think about the practical and emotional consequences of leaving or taking action)

Reflection on learning.

Do you feel differently about anything as a result of what you have seen and heard in this session? #

Has anything surprised or shocked you?

Can you describe what 'abuse' is?

If someone you knew was experiencing any form of abuse would you know how to get help?

Do we have a responsibility to help someone who is being abused or is it 'up to them'? What might happen if we do nothing? How might we feel about that?

How can someone end an abusive relationship? What could happen if they didn't?

What might stop someone seeking help with an abusive relationship? What might encourage them to seek help?

## LESSON 2

### LEARNING INTENTION

To explain what we mean about the term 'consent'

### SUCCESS CRITERIA

Explain what is meant by 'consent', and what this means within healthy relationships

Explain some consequences of someone not receiving consent for sexual behaviour within a relationship

Describe how and from where to access support, and how to support a friend who may be experiencing abuse

### BRAINSTORM IN PAIRS/GROUPS:

WHAT ARE THE FEATURES OF A HEALTHY, POSITIVE RELATIONSHIP?

**IN YOUR GROUPS, COME UP WITH A DEFINITION FOR 'CONSENT'.**

**WRITE DOWN THE ACTUAL MEANING**

**After viewing the film, discuss:**

What are your initial thoughts about what is said in the film?

What do you think about the way the characters (puppets) in the film are behaving?

What do you think about the behaviours which were mentioned in the film?

**Further discussion of the film:**

Using both our class and official definitions of consent, discuss where or how in the film consent was or was not given.

## 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.



## 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.

## 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

# LESSON 3

## LEARNING INTENTION

To understand the risks associated with sharing sexual images and identify ways to manage pressure to share sexual images

## SUCCESS CRITERIA

To describe some of the risks in relation to sharing sexual images

To explain the implications, including legal implications, of sending or forwarding sexual images

To explain how and from where to get help if someone I know is being pressured to send or share inappropriate images

Starter

Give one key message from either of the previous sessions.

List features of a healthy relationship.

Brainstorm the term 'nude selfie'. Include all words and phrases that might be associated.

**Whilst watching the film make notes then we will discuss:**

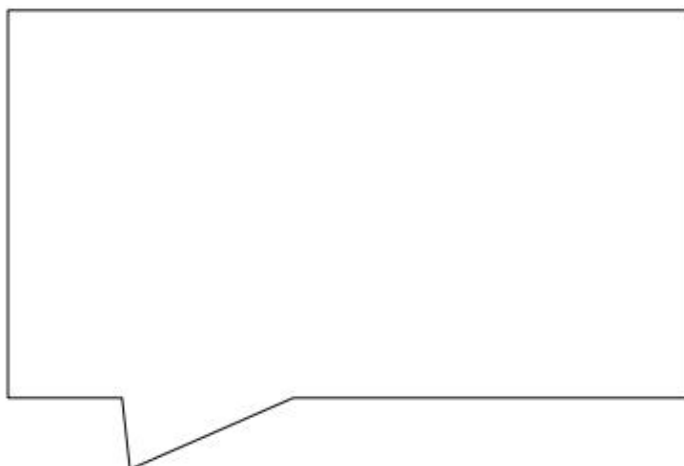
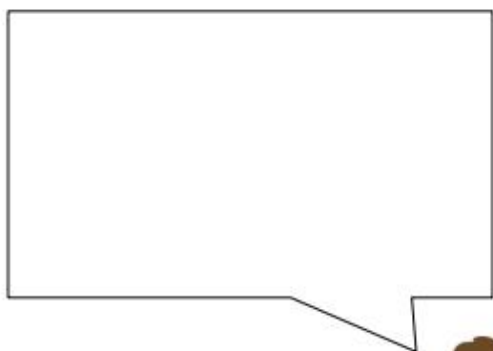
What are your initial thoughts about the film?

What do you think about the way the characters (puppet) in the film behave?

What do you think about the person asking for the pictures

Why might people send nudes?

### Speech bubbles



Why would someone send nudes?	What would the consequences be?

Read the scenarios below.

Around the outside, write any reactions to it.

Around the outside, write your group's responses to these questions:

1. **Is the scenario consensual at any point? If so, when?**
2. **Did the scenario change to become non-consensual? If so, when?**
3. **Is the scenario illegal?**

**A couple send explicit images to each other during the course of their relationship.**

**After they break up, one of them shares the images as revenge for being hurt.**

**At a party someone gets very drunk. They end up naked in bed with someone else, and pass out.**

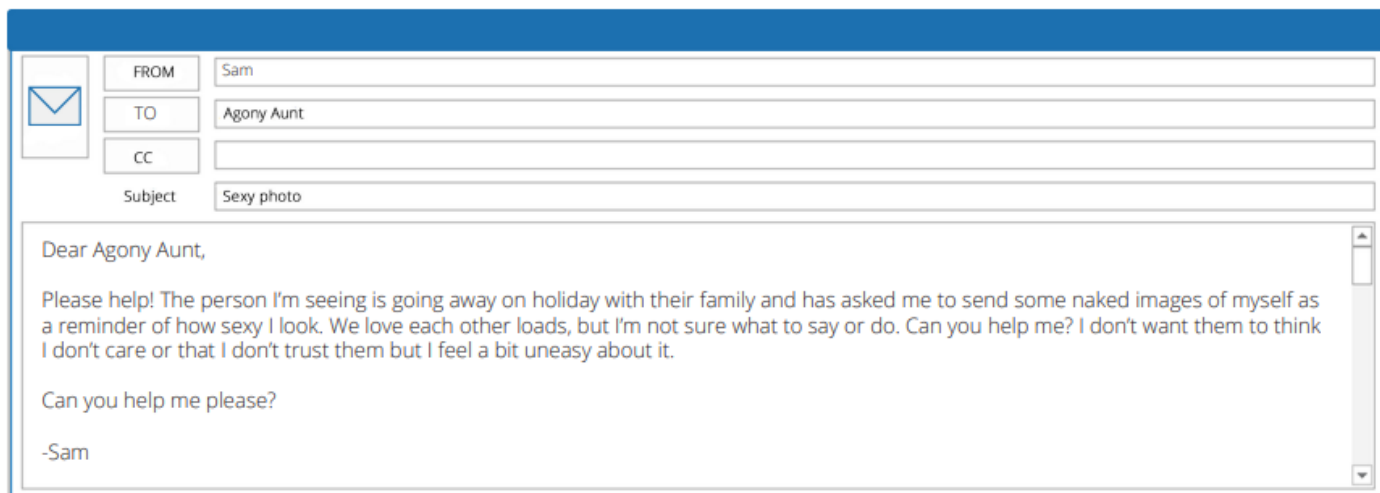
**The other person takes photos of them naked and shares them on social media**

**Someone puts a selfie on Facebook of themselves in their underwear.**

**Someone they know prints out the photo and passes it around school with abuse written on it.**

Look at the online problem pages below. Write an email response to the sender. Make sure you include information about:

- *the consequences of sending the image*
- *anything else they could say or do*
- *how they could respond in a way that keeps them safe*
- *where else they could look for help*



FROM: Sam

TO: Agony Aunt

CC:


Subject: Sexy photo

Dear Agony Aunt,

Please help! The person I'm seeing is going away on holiday with their family and has asked me to send some naked images of myself as a reminder of how sexy I look. We love each other loads, but I'm not sure what to say or do. Can you help me? I don't want them to think I don't care or that I don't trust them but I feel a bit uneasy about it.

Can you help me please?

-Sam


	FROM	Alex
	TO	Agony Aunt
	CC	
	Subject	Long distance relationship

Dear Agony Aunt,

I am in love! It's a bit weird because I've never actually met the guy, but I know he feels the same way about me too. We met online and we've got to know each other really well just through messages. We may never get to meet, because he lives in America, but we both want to take the relationship to the next level. He suggested that I send him a naked picture of me doing stuff (I'm too embarrassed to say what). It's stuff I'd really like to do with him in real life, so it's ok to send him the picture isn't it?

Thanks!!!

-Alex

	FROM	Noor
	TO	Agony Aunt
	CC	
	Subject	They're going to share!

Dear Agony Aunt,

Something awful has happened to me. I was with someone - we really liked each other and we sent lots of photos to each other which we probably shouldn't have. In some of them we were naked. Now we've split up and the other day one of my friends told me that my ex is saying they'll put a naked photo of me on Instagram. I'm so worried I can't sleep - how can I stop this from happening? What will happen to me if they do share it?

Please help me!

-Noor

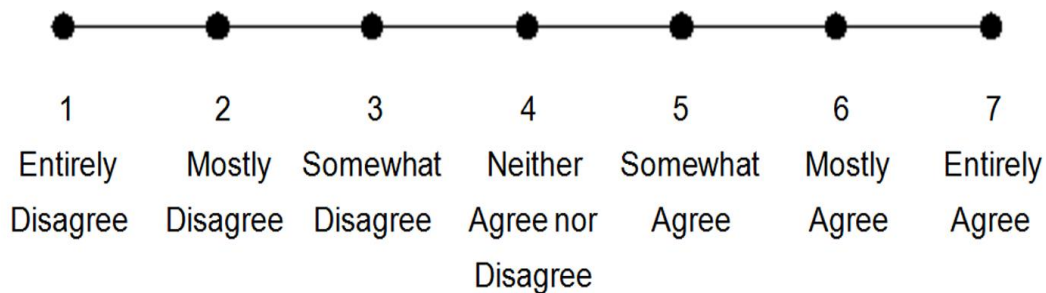


**WHAT WAS OUR SUCCESS CRITERIA AND HOW DO WE KNOW WE HAVE BEEN SUCCESSFUL?**

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**END OF UNIT ASSESSMENT:**

**I UNDERSTAND FULLY THE COMPLEXITIES AROUND CONSENT**



**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 PSHE 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 PSHE lessons and willing to engage with class discussion of challenging / sensitive topics	
3 The student's approach to PSHE lessons is inconsistent, finding it difficult to engage with challenging / sensitive topics with maturity	
4 The student does not engage in PSHE lessons	

**RSE TEACHER SIGNATURE: \_\_\_\_\_**

