



MY



Y10

BALFOUR JOURNEY

IMAGE LINKED TO TOPIC

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: _____

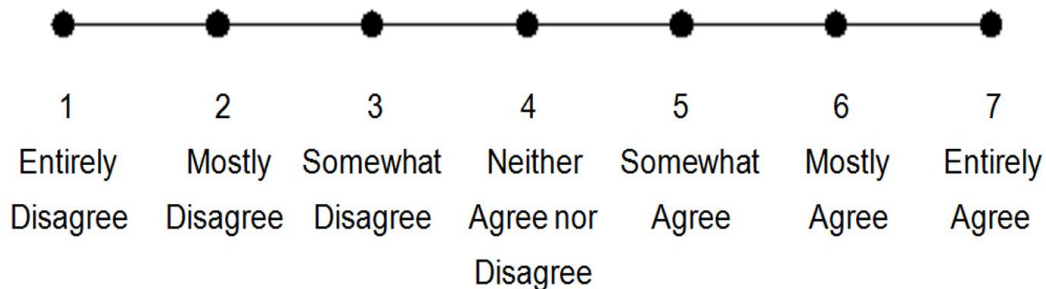
**LEARNING INTENTION: TO BE ABLE TO IDENTIFY
WHETHER A RELATIONSHIP IS HEALTHY OR
UNHEALTHY**

SUCCESS CRITERIA:

- **TO BE ABLE TO IDENTIFY THAT DIFFERENT PEOPLE
HAVE DIFFERENT BOUNDARIES IN A RELATIONSHIP**
- **TO BE ABLE TO GIVE ADVICE TO SOMEONE IN AN
UNHEALTHY RELATIONSHIP**
- **TO BE ABLE TO GIVE ADVICE ON HOW TO END A
REALTINSHIP WELL**

BASE LINE ASSESSMENT:

**I WOULD BE ABLE TO IDENTIFY WHAT AN
UNHEALTHY RELATIONSHIP IS AND HAVE THE
CONFIDENCE TO END IT**



How far do you agree or disagree with each statement?

Would you make up or break up? Add why?

Shelly and Tiegan had been going out for a few months when Shelly noticed that Tiegan was acting in odd ways that made her feel uncomfortable. Tiegan started turning up at places she knew Shelly would be then claimed it was just a coincidence. Recently Tiegan's been buying Shelly clothes that she expects Shelly to wear and gets upset if she doesn't, saying it shows she doesn't like her gifts

Earlier in their relationship, Rajesh was labelled by his partner, Shari, as 'useless with money' as he often ran out of cash before pay day. Since then Shari has controlled their joint finances which makes it very difficult for Rajesh to live the life he wants to lead.

Leila has always wanted to go to university to study law. But her partner didn't want to move so asked her to try something different so they could stay together. As the relationship seemed really loving, Leila deferred her UCAS application for a year. Recently her partner has been downplaying her grades and accomplishments so Leila isn't sure she should apply – perhaps she isn't good enough to study at university

Devon really loves her partner but sometimes feels upset when they don't want the same things. It's really frustrating that they can't seem to agree on where they should go on holiday. They are arguing a lot over it and it makes Devon feel insecure and unloved

Locke and Gianna had been a couple for a long time. When Gianna said she wasn't happy with some things in the relationship and was thinking it was time to end things, Locke tried to get her to change her mind. When this didn't seem to work, Locke said he felt really emotionally unstable so he didn't know what he'd do if she left him. So Gianna had agreed to stay together whilst Locke got some help but secretly felt uncomfortable about this as she really wasn't interested in seeing Locke any more

How do people feel after a break up?

In their heart?	In their head?	With their hands?

LESSON 2

LEARNING INTENTION

To be able to identify whether a person is a target of person who is stalking or harassing them

SUCCESS CRITERIA

To be able to say what are the definitions for stalking and harassment

To identify what are acceptable and unacceptable behaviours in a relationship

To be able to identify how different behaviours can have an impact on an unhealthy relationship

Definition of harassment	Definition of stalking
Likely behaviours of stalking	Likely feelings of someone being stalked

Put a tick by behaviours you think are acceptable, a cross next to unacceptable behaviours, and a question mark next to those where more information is needed.

1. Getting upset when a person says they don't want to see them	
2. Telling an ex they miss them when they next meet up as part of a friendship group	
3. Sending abusive messages if someone is 'ghosted' after two dates	
4. Looking at an ex's social media profiles to find out if there is any chance of getting back together	
5. Looking at a crush's social media profiles to find out where they are and going along hoping to 'bump into them'	
6. Sending abusive messages to an ex's new partner	
7. Hacking a workmate's computer to get more information about them again	

8. Turning up at work with flowers every day for a week in the hope of changing someone's mind about dating them	
9. Going to an ex's home to talk and then switching between compliments and insults when they don't agree to try again	
10. Threatening to post compromising photos in revenge for ending a relationship unless they meet for coffee	
11. Ringing an ex three times using friends' phones after their ex said they did not want to hear from them and blocked their number	
12. Trying to apologise/win someone back by ringing them once or twice	

What could they do?

Jayden and Soraya are part of a big friendship group. Soraya agreed to go with Jayden to the cinema as she thought he was cute, even though he had a reputation for getting angry over small things. On the date Soraya felt uncomfortable as Jayden expected to go back to his house together afterwards but she didn't want to and wasn't interested in seeing him again. Soraya rang a friend to meet her at the end of the date so she felt safe getting home. He shouted at her that she was a tease then slammed the door on his way out. A few days later, she started receiving flowers and chocolates from Jayden saying that he was sorry for the way he acted and that it was only because he liked her so much. He asked her for another chance. Soraya was worried about his reaction if she said no so said she was busy but said they'd hang out when they were out with friends. Jayden turned up every time she went out as lots of plans were made in their group chat. She did her best to avoid him and make her feelings clear but this wasn't working so she started saying 'no' to nights out in order to avoid him. He started to come into the coffee shop where she worked and tried to flirt with her. This has all been making Soraya feel really uncomfortable.

It is never a person's fault if someone is behaving in an unhealthy way towards them but there were times when Soraya could have made different choices.

- What actions helped to diffuse the situation and/or keep Soraya safe?
- How could Soraya have acted differently to try to stop the stalking behaviour earlier?
- What could she do now to help keep safe and try to stop the unhealthy behaviour?
- What could Jayden do to change his behaviour?
- How could the friendship group help the situation, in particular what could Jayden's best friend say/do?

LESSON 3

LEARNING INTENTION

Explain how perpetrators and their peers can safely address potential perpetrator behaviours

SUCCESS CRITERIA

To understand what are unacceptable behaviours

To know that people will look at situations differently

To understand that barriers exist when reporting stalkers and to identify advice on how to remove them

Below is an overheard conversation – do you agree or disagree with what is said? Why?

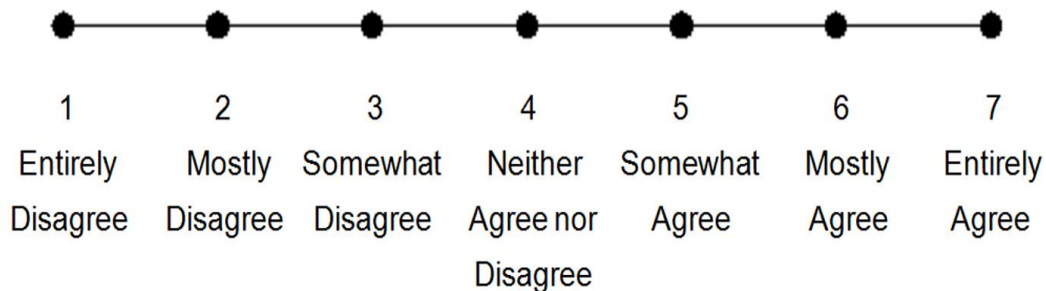
People play hard to get, so it's important not to give up at the first 'no'. It's expected you'll keep asking to show you really like someone.

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

LEARNING INTENTION: TO BE ABLE TO IDENTIFY WHETHER A RELATIONSHIP IS HEALTHY OR UNHEALTHY

END OF UNIT ASSESSMENT:

I WOULD BE ABLE TO IDENTIFY WHAT AN UNHEALTHY RELATIONSHIP IS AND HAVE THE CONFIDENCE TO END IT



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: _____

