

LYMM HIGH SCHOOL
YEAR 10


Pastoral Curriculum
Autumn Term: Attitudes to Sex and
Relationships




Task 1: Read the two posts...

- Are the behaviours shared healthy or unhealthy?
- Is the advice provided appropriate or not?


Write your own reply, giving high quality advice.




I've just started dating and it's not like I thought it would be. They're constantly hassling me for nudes and pushing me to go further than I'm ready for. Is this what it's supposed to be like?



Some people are like that – take no notice. It's always weird when you first start dating. You'll get used to it.



I really like someone but I've heard they weren't very nice to their last partner – they made their partner feel quite bad about themselves and they haven't been the same since. Maybe it's just gossip...



There's always lots of gossip when people split up and, anyway, every relationship is different - so just ignore it! Why not go out with them and find out what they are like for yourself?!

Task 2: Write on post-it notes any signs, words and signals that a person might give, that they are/are not comfortable with physical intimacy.



What are the roles of intimacy, readiness and pleasure in consensual relationships?

Task 3: Look at the examples of intimacy and tick the column you think each demonstrates

There are links here to British Values of 'respect' and 'individual liberty'



	Enthusiastic consent	May be consent but check to be sure	Not consent
Ty and Jamie say they love each other and they both kiss for a long time before they both feel ready to go further.			
Irene tells Jay he needs to hurry up and say yes as she is bored waiting for him to be ready. Jay thinks he might be ready but feels really nervous.			
Jeff tells Carly that he will share a private video of her unless she sends him more.			
Suzanna asks Mali "Do you like this?" Mali moans with pleasure and says "Yes!"			
Simon tells Ade he thinks it would be sexy to watch porn together. But Ade feels really embarrassed about it.			
Greg's partner asks "How does that feel?" He says: "Keep going. That feels good."			
Mario is stroking Tabitha's arm. She winces and pulls her arm away, saying "It feels tickly."			
As they're about to have sex, Demi says she needs the toilet and disappears for a while. Then she says she's distracted by the noise, then she says the sofa is uncomfortable.			
Taylor jokes that he'll start sleeping around with other girls if Lily doesn't do what he wants in bed.			
Mimi says "No" at first, but after Ed talks to her about it, she finally agrees to have sex.			
Alexis and Gia have spoken about contraception and gone to get some together. They are laughing, smiling, kissing and decide to take things further.			
Aya has been exchanging sexy messages with her girlfriend about things she'd like to do when they're next together. They're meeting up at the weekend and she is really excited.			

Signposting support

If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted member of staff in the school
- **A Better Medway:**
www.abettermedway.co.uk
- **Brook:** www.brook.org.uk 0808 802 1234
- **Childline:** www.childline.org.uk 0800 1111



Consent and the law

LO: Do I understand the law around consent and its implications for me?

DO NOW:

1. From what you remember what do we mean by CONSENT?
2. Why is it important to understand what consent is and how it is given?

Let's start with some understanding of British Law in general.

In Britain the following principles should always be applied:

- You are innocent until proven guilty
- You have to prove guilt beyond reasonable doubt
- The burden of proof is with the prosecution



Why might this be difficult to follow in case that involved rape and sexual harassment?

Remember when we talk about Consent we can link it to British Values

Rule of Law: There are specific laws that link to consent and breaking these laws can result in criminal prosecution and a criminal record



Respect: The best way of approaching consent is from a stance of mutual respect between yourself and the person you are seeking consent from



Individual Liberty: Consent gives us all autonomy to make our own decision and decide what we want to do with our own bodies.



The law states the following:

The Sexual Offences Act 2003 states that a person has consented *'if she or he agrees by choice, and has the freedom and capacity to make that choice'*.



What do the underlined words mean?

1. CHOICE:

2. CAPACITY

3. FREEDOM



So how do you know if the laws has been broken?

According to the law, when has an *offence* been committed?

The Sexual Offences Act states that certain things must have happened to *prove* that an offence has taken place. Person A is seen to have committed an offence against Person B when:

- 1) Person A does the relevant act
- 2) Person A acts intentionally
- 3) Person B does not consent
- 4) Person A does not reasonably believe that Person B consented.

Deciding on 'reasonable' belief means taking into consideration factors such as whether Person A has the capacity to determine consent and what steps they have taken to assure themselves that Person B consents and continues to consent.

Consider how Person A is responsible in this situation. How can person a be certain they have consent?
How would they know or be certain?





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Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography



Information Part 1

- Tom, 18, spots Gemma, 17, a girl he once briefly went out with, at a party chatting to his friend Phil. Gemma and Tom meet in the kitchen, where they have a friendly chat while getting some drinks.
- Gemma dances with her friends. She shoots off flirty glances in the direction of Tom and Phil. Later Tom walks in on Phil and Gemma kissing in the bathroom. They laugh, he appears upset. Tom continues to drink then falls asleep in the kitchen. The party ends and Gemma makes up a bed for herself in the living room. Tom wakes up and stumbles in. A while later, Tom asks Gemma, who is dozing, if he can share the sofa with her as he is cold. She agrees but insists he must be quiet as she wants to sleep.
- Tom moves closer to her and she stirs slightly. He tells her how gorgeous she looked at the party and reminds her of a previous episode when they had "ended up getting off" with each other. Gemma drifts off. Tom moves even closer and Gemma briefly opens her eyes but doesn't respond. Tom puts his hand on her face - she very slightly tries to move away but doesn't say anything. Tom kisses Gemma's face and she remains unresponsive. He maneuvers himself on top of Gemma, who remains rigidly still and silent. Tom remove his and Gemma's trousers and has sex with her.
- Two weeks later, Gemma contacts the police to say that someone she knew "did something" to her.



My current thoughts on the scenario



What happens to Tom?

Tom is arrested on a charge of rape. He maintains that he believes Gemma had consented. He says she sent him a text message inviting him to the party, which was signed off with three kisses. But the text message was sent to a group and not just to Tom. He points out that they got physically close when they chatted at the party. Gemma maintains the music was so loud they had to get close to hear each other. And he says she was flirting and constantly looking over at him. Tom, however, had been standing with Phil, whom it was revealed Gemma had had sex with the week before.



My current thoughts on the scenario



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Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography



What did Gemma do?

Tom says that he and Gemma had been kissing on the sofa, but when questioned about whether she had in fact kissed him back, he says he can't remember. He argues that at no point did Gemma say "stop", she didn't seem upset and that her lack of response indicated "she was into it". Gemma, however, says she didn't do anything because she hoped he would "get the message" and stop. She says she then "just froze".



My current thoughts on the scenario

TASK:

Read through the comments and highlight any points of concern you have with them. How would you address these points surrounding the law.

Think about:

- Consent and what it means
- Victim blaming
- Our understanding of criminals

- "It was a horrible case of miscommunication."
- "She didn't say no - it could have just been because she couldn't be bothered to say no. We've all been in a situation with a boy trying to force himself on us - in the end you just kind of [say] 'OK, fine whatever'."
- "It can be classified as rape, but it's not... as bad... as some other cases, [...] But we don't know the whole story. We don't know what she did in this to instigate the incident"
- "I said yes [she gave consent] because they'd been in a relationship in the past, they'd done sexual activity in the past... and she let him into her bed."



LIFE PROGRAMME

Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography



Now let's look at what the Abigail Husbands said in response to these comments. Take sometime after to reflect on your own thoughts and ideas...

- "What you've got to look at is what she was doing. She was doing nothing. She wasn't responding, she had her arms down by her side. She wasn't kissing him, she wasn't inviting any of that. Looking at that, I'd say there was no reasonable belief in consent there."
- "There is certainly a feeling that jurors are reluctant to convict a young man of good character in these circumstances of rape. It comes back to the misconception of what a rapist is. It can be thought that rapists have to go out that evening intending to rape someone which is simply not the case. Like many serious crimes, wrong decisions made on the spur of the moment can have devastating consequences for all."
- "What's important is whether she consented that night to that act. It doesn't matter how much they've been together beforehand. It doesn't matter that she had previously sent intimate pictures on Snapchat. None of that has a bearing on whether Gemma consented."
- "There is a label of rape which can sometimes be unhelpful I think in these sorts of cases, because everybody's got a picture of a rapist in their mind, and it isn't a 17 or 18-year-old boy who has had a bit too much to drink at a party."



REFELCTION

Think about the characters of Tom and Gemma and the scenario.

What do you think the impact of this will be on them:

- In a week
- In a Year
- In 10 Years



The Impact of Pornography: Perceptions of Sex and Relationships

DO NOW:

Think about the TV Shows, Adverts. Music videos and films you watch.

How are romantic relationships, sexual relationships and sex presented to us an audience, or even to you as a teenage audience?



Sex can be different things to different people. It can be different if you are heterosexual, gay, lesbian, questioning or unsure. It can refer to anything which someone feels is sexual, not just intercourse and your thoughts and feelings on sex can change as you get older.

It is important to think about your own views on sex and to be mindful of the views of others. It is really important that in any situation that all those involved must be comfortable with the sexual activity.

Teenage relationships often revolve around physical intimacy and sexual feelings. External factors, such as the media we consume, have often pictured romantic and sexual relationships as a milestone within a person's life. Also the changes in a teenager's body, with the mix of intense feelings and hormones often leaves the brain playing catch up when it comes to decision-making.

There is no one set way to think or feel about sex. Some people experience no sexual attraction or feel no desire to have sex, others see it as an essential part of a relationship. There will be people all the way along a very broad spectrum. It always comes down to personal choice and feelings, no one should be forced or pressured, sexual relationships should only occur when both people are ready, regardless of gender, sexuality or feelings.

- a. "I don't want to regret the first time"
- b. "I could say no and that would be OK - but I'd still like to do it"
- c. "I've talked about it with my partner. We're in love with each other and want to take it to the next step"
- d. "I don't need to have sex just to have a boy or girlfriend, or just to be popular"
- e. "I need to find out more about contraception before agreeing to what happens next in our relationship"
- f. "I wouldn't want my relationship to be a topic of gossip and school news"
- g. "I know my own mind - and it's the right time for me"
- h. "I'm just not ready for that"
- i. "I want to have sex when I am ready - not just to please someone else"
- j. "It doesn't feel right to me - it's the way I have been brought up"

The three I most closely relate to are:

I feel that sex is:

When is the right time?

If you think you might have sex, ask yourself:

- Does it feel right?
- Do I love my partner?
- Does he/she love me just as much?
- Have we talked about using condoms to prevent STIs and HIV, and was the talk OK?
- Have we got contraception organised to protect against pregnancy?
- Do I feel able to say "no" at any point if I change my mind, and will we both be OK with that?

If you answer yes to all these questions, the time may be right. But if you answer yes to any of the following questions, it might not be:

- Do I feel under pressure from anyone, such as my partner or friends?
- Could I have any regrets afterwards?
- Am I thinking about having sex just to impress my friends or keep up with them?
- Am I thinking about having sex just to keep my partner?



Read the Article and summaries and make note of important issues you may want to consider:

Perceptions of Sex and Pornography

Read the text below and as a from try and fill in the gaps:

The online pornography industry is worth _____ per year globally. One pornographic website revealed that in 2017 that its videos were watch _____ times in one year by _____ daily visitors. That works out at about _____ videos for every person on the planet.

What is important when you come into contact with pornography?

It needs to be made clear that it is not reality and is a representation

Perceptions of Sex and Pornography

Who has seen online pornography?

Just under half of children surveyed reported seeing online pornography:

- At 11, the majority of children had not seen online pornography (28 per cent of 11–12 year olds).
- By 15, children were more likely than not to have seen online pornography (65 per cent of 15–16 year olds). Almost all of this group (94 per cent) had seen it by age 14.
- Boys actively searched for pornography (59 per cent) more than girls (25 per cent) of those who answered the question.

What do young people say that they feel?

- On first viewing pornography, young people reported a mixture of emotions, including curiosity, shock and confusion: curious (41 per cent), shock (27 per cent) and confused (24 per cent).
- Shock and confusion subsided on repeated viewing, whether or not pornography was deliberately sought out.
- Just over half of boys (53 per cent) who had seen pornography thought it was 'realistic' compared to 39 per cent of girls.

Some want to act out what they have seen:

- A higher proportion of the older cohort reported that they want to act out what they had seen (21 per cent of 11–12 year olds; 39 per cent of 13–14 year olds; 42 per cent of 15–16 year olds).
- Boys were more likely to want to copy activity they had seen (44 per cent compared to 29 per cent of girls).

How do young people perceive pornography?

- 50 per cent of the sample agreed or strongly agreed that online pornography 'led me to believe that sexual activities should be enjoyable for everyone involved' (54 per cent of boys answering the question and 45 per cent of girls).
- 44 per cent agreed or strongly agreed that online pornography 'led me to believe that sexual activities should be safe for everyone involved' (54 per cent of boys answering the question and 30 per cent of girls).
- 49 per cent agreed or strongly agreed that online pornography 'led me to believe that sexual activities should be agreed by everyone involved' (55 per cent of boys answering the question and 35 per cent of girls). Most young people thought pornography was a poor model for consent or safe sex and wanted better sex education covering the impact of pornography.

Source 1 The Impact of Online Pornography on Children

**How do you feel about the information in this study?
(Use the questions on the slide to help you)**

Read the sources carefully and answer the following:

1. Does anything surprise you in the sources?
2. What concerns you the most about what you have read?

those watching, ...

A report looking at teenagers' pornography use in the UK revealed that many young men refuse to wear condoms during sex, because it doesn't happen in the online videos they watch. There was also an increase in the number of people practising anal sex. More concerning is another report which stated that 40 per cent of college students in India regularly watched 'rape porn' with over 75 per cent admitting that it 'instils a desire to rape women'. Young women were also affected by watching porn as they compared themselves to the women in the video, reflecting on their own body appearance and sexual performance and acts against what they saw online.

Source: Adapted from an article by Paula Beaton www.experttrain.com.

EX-PORN STAR TELLS THE TRUTH ABOUT THE PORN INDUSTRY

Adult film performers, who have to engage in prolonged sexual acts with several partners, are at particular risk of contracting HIV and other sexually transmitted infections. In addition, many 'porn stars' report heavy use of drugs, including ecstasy, cocaine, marijuana, xanax, valium, vicodin and alcohol, leading to addiction. This, coupled with degradation and abuse (both physical and mental), means that many performers in the porn industry experience severe mental health issues.

Adapted from an article by www.covenanteyes.com

so, what are the ...

The following have been identified as impacts of regularly viewing pornography:

- affects intimacy in relationships
- reduce sexual connection with a partner
- contributes to increased relationship breakdowns (pornography is cited in 50 per cent of divorces)
- less likely to be sexually satisfied
- think about sex more frequently
- affects self-esteem when comparing own body to actors in videos
- children becoming more sexually active at a younger age
- promotes 'bad attitudes' particularly towards women – 'sex objects'
- less progressive attitudes towards gender roles
- increases craving for more pornography as dopamine is released in the brain – teenagers are particularly susceptible
- may find it difficult to form relationships in the future
- more likely to engage in risky sexual behaviour, for example, not using a condom which may contribute to a rise in STIs.

Mental health issues have always been a big problem in the porn world, but a spate of deaths of such young porn performers raises serious questions for how women are treated in the industry.

Steve McKeown, a psychoanalyst, founder of MindFixers and owner of The McKeown Clinic, told UNILAD:

Nearly 90 per cent of women in the sex industry said they wanted to escape, but had no other means for survival and also experienced post traumatic stress disorder at rates of nearly 70 per cent, equivalent to veterans of combat war.

Most of the adult actresses should not be called 'porn stars', but instead 'porn performers', due to the fact that most of them never make it to the level of being a 'star' and are simply forced to perform, before 'ending up in poverty' and 'lucky to leave the industry with the clothes on their backs'.

These women are experiencing this constant emotional and physical trauma of sexual assault but are 'forever silenced by virtue of some decision you made at 18 to go into the sex industry, not understanding the ramifications'.

Source: Adapted from an article by www.unilad.co.uk.

1. Does anything surprise you in the sources?

2. What concerns you the most about what you have read?

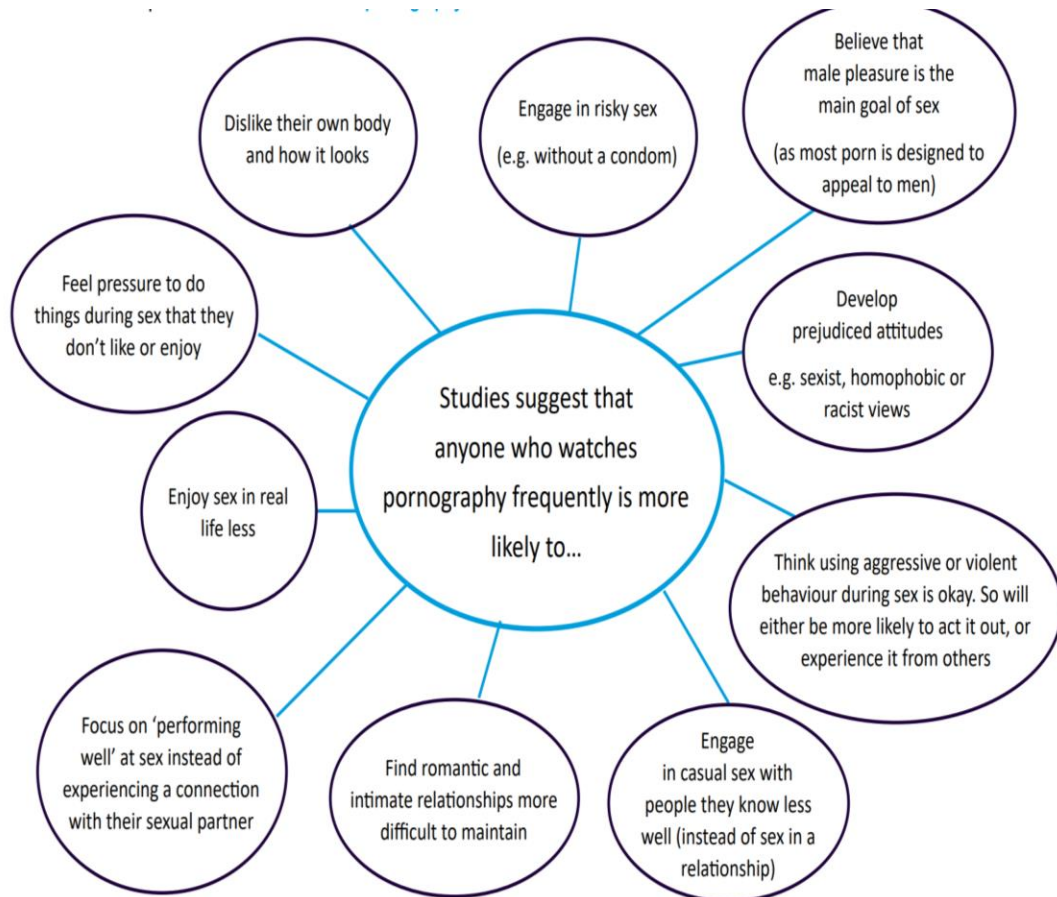
From what you have read what do you think the impact could be on people with the following views on sex and sexual relationships

- a. "I don't want to regret the first time"
- b. "I could say no and that would be OK - but I'd still like to do it"
- c. "I've talked about it with my partner. We're in love with each other and want to take it to the next step"
- d. "I don't need to have sex just to have a boy or girlfriend, or just to be popular"
- e. "I need to find out more about contraception before agreeing to what happens next in our relationship"
- f. "I wouldn't want my relationship to be a topic of gossip and school news"
- g. "I know my own mind - and it's the right time for me"
- h. "I'm just not ready for that"
- i. "I want to have sex when I am ready - not just to please someone else"
- j. "It doesn't feel right to me - it's the way I have been brought up"

How might different people respond to the information we have just looked at?

For many years, researchers have been exploring how viewing pornography can affect teenagers and adults, and their relationships. Below are some of their findings.

How do you think pornography leads to some of these attitudes and behaviours?





LIFE PROGRAMME

RELATIONSHIPS (HEALTHY RELATIONSHIPS): Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography



So what does the law say?

Many people are concerned with the ease of access of pornography, especially for the under 18s. In 2018 the UK government put forward the Digital Economy Act that proposed:

- A new age check built into websites that provide pornography on a commercial business
- A fine of £250,000 for business who fail to comply
- To access pornography you would need to give credit card details on the websites homepage

In 2019 these plans were dropped as they could be easily by passed.

TASK:

1. Do you think that pornography is too easy to access?
2. Do you think the 2018 plan would have worked?
3. What do you think could be done to restrict access to pornography for the under 18s?

What do you think about the proposed changes?



LIFE PROGRAMME

RELATIONSHIPS (HEALTHY RELATIONSHIPS): Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography



Review:

Take time to reflect on what you have covered in this session (there has been a lot covered). Consider what your take aways are from this and how they have impacted on your own thoughts and feelings around sex and sexual relationships. Is there something you would like to cover more or ask advice on?

Remember the key message is that both people are safe and no one should feel forced into feeling or thinking a specific way.



Pressure, Persuasion and Coercion

LO: Do I understand how seeking consent through pressure and coercion is wrong and that it is not genuine consent

DO NOW:

Consent is defined in law as agreement by **choice** made by someone with the **freedom** and **capacity** to consent. Under the law, it is the person seeking consent who is responsible for ensuring that these conditions are met.

Use the tables in your booklet to give examples of statements seeking permission and those applying pressure

Permission	Persuasion
<i>"Would you like to...?"</i>	<i>"You know you want to..."</i>

Person A: 'Go on, it'll be ok.'

Person B: 'I'm not sure ...'

Person A: 'I am, it'll be great!'

Person B: 'I'm not sure ...'

Person A: 'Look, you know I really care about you, and everyone is doing it. Don't you trust me?'

Person B: 'I do... I just... I don't want to.'

Person A: 'That's not normal, you're not normal!'

Person B: 'I just don't want to! I don't like it!'

Person A: 'I'll tell everyone there's something wrong with you!'

Person B: 'Why would you do that?'

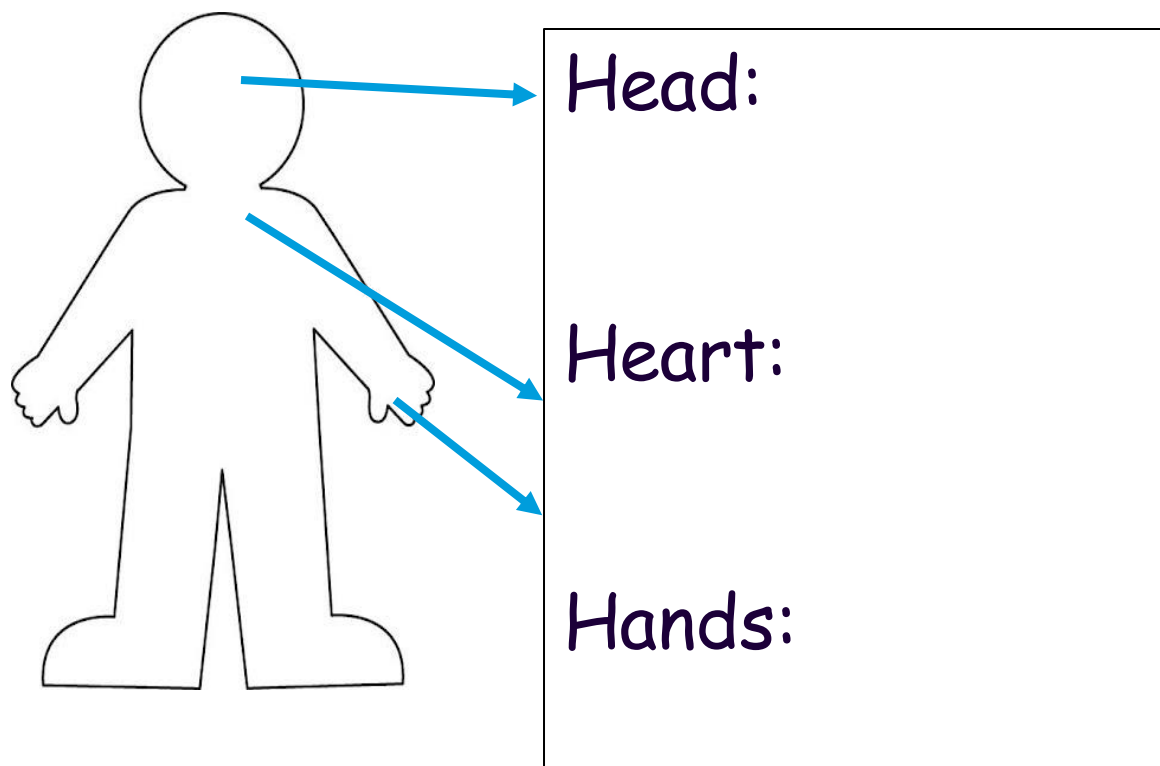
Person A: 'It's your fault! You're making me angry!'

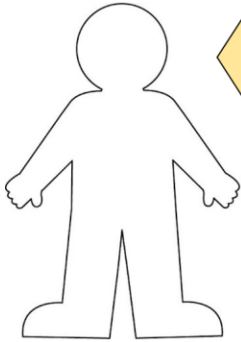
Person B: 'I'm sorry.'

Person A: 'I don't care – I'm not going to keep your secret any more'

Person B: 'No, please don't!'

Person A: 'So are you saying yes...?'





Last night I had sex with this person I've fancied for a while. I was excited when they came over, but then they started putting loads of pressure on me to have sex. I wasn't ready and didn't want to, but they wouldn't stop going on about it and kept telling me I'd been leading them on. I tried to push them away but they said it was 'too late now' because they were already turned on.

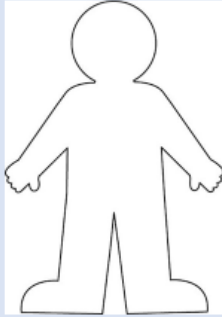
Anyway, eventually I just did it, as it didn't feel like I had a choice. I've woken up feeling upset, angry and confused, and wishing it hadn't happened. I'm not sure what to do now or who to speak to.

When I messaged my friend about it, she said it was my own fault for inviting them over. And I'd sent a nude before too, so it was obvious I wanted more. Maybe she's right?

1. What might the consequences be for Person A?
2. Why is victim-blaming so harmful?
3. What could the person's friend have said or done that would be more helpful?
4. What could Person B do now to get help?



Getting help



Person B: ...So that's what happened. I can't stop thinking about it.

Cousin: Thank you for telling me. I'm so sorry that happened to you. You know that's rape, right? I think we need to get you some help.

Person B: Really? But it was last week; what can I do about it now?

**What might Person B do next?
What might their cousin do next to help?**

Three ways people show they are giving consent:

- 1.
- 2.
- 3.

Three things that would indicate that someone is being pressured, persuaded, coerced, or manipulated to give consent:

- 1.
- 2.
- 3.

Three bits of advice - where someone could seek help, guidance, or support if they were feeling pressured in a relationship:

- 1.
- 2.
- 3.

TIF:

**LIFE PROGRAMME**

Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography

Today we are looking at some challenging topics. Please feel free to access any support you need.



If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted member of staff in the school
- report a crime by calling 999 in emergencies, or 101 to make a non-urgent report
- Contact Childline www.childline.org.uk 0800 111
- Explore advice on Brook website www.brook.org.uk
- Contact Victim Support: www.victimsupport.org.uk
- Contact Rape Crisis: www.rapecrisis.org.uk
- Call the police (999 for an emergency, 101 to report a non-urgent crime)

Managing relationship Conflict and Breakups

LO: Do I understand how to identify and manage appropriate and inappropriate conflict behaviours and to manage breakups respectfully and safely?



LIFE PROGRAMME

Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography



Jocinda and Kai



Jocinda really loves Kai - they've been together for nearly six months. They met at work and have just started sharing a flat. But Jocinda gets really upset when Kai makes jokes about their relationship when they hang out with friends.

Last night it happened again and Kai didn't even seem to notice how hurt she was. She knows Kai doesn't really mean anything by it - people are always saying things like that in relationships on TV - but it makes her feel embarrassed.

What might Kai's reasons for making jokes be?

Is this acceptable or not? Why?

What could Jocinda say to resolve things without damaging the relationship?

Lined writing area for student response.



LIFE PROGRAMME

Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography



What if..?



Kai laughs at Jocinda, says she is being paranoid, then refuses to talk anymore and goes out. When Kai comes home, it's as if they never had any discussion at all - the whole thing seems forgotten.

How could Jocinda safely respond?



What if..?

Kai tells Jocinda they make fun of their relationship because it's a bad relationship. Kai lists all Jocinda's 'flaws' and tells her she's lucky to have Kai as no-one else would have her. Jocinda is left in tears while Kai stays at a friend's that night. In the morning, Kai comes home with a bunch of flowers and apologises for everything.



How could
Jocinda safely
respond?



What if..?



Kai cries, says nothing like that will ever happen again, and begs Jocinda on hands and knees not to leave. Kai says 'I'd never cope without you. It's you and me forever now'. At first Jocinda thought this was sweet but she's left feeling uncomfortable by Kai's overreaction. She can't put her finger on why exactly...

How could Jocinda safely respond?



LIFE PROGRAMME

Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography



What if..?



Kai apologises to Jocinda and they agree to do things differently in future. Kai appears to be sticking with this agreement but accidentally makes a joke at a barbeque with friends. Kai instantly takes it back and makes sure his friends know he was only joking. He then takes Jocinda aside and apologises. Nothing similar has happened since.

How could Jocinda safely respond?

Thoughts and feelings of person breaking up with a partner

Thoughts and feelings of the person being broken up with

Ways to manage a breakup positively

Behaviours which suggest the need for support to manage the breakup

MY TOP 5 TIPS



Today we are looking at some challenging topics. Please feel free to access any support you need.

LIFE PROGRAMME

Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography



If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted member of staff in the school
- report a crime by calling 999 in emergencies, or 101 to make a non-urgent report
- **Domestic Abuse Support in Medway:** www.domesticabuseservices.org.uk
- **Childline:** www.childline.org.uk 0800 1111
- **Refuge:** www.refuge.org.uk
- **Women's Aid:** www.womensaid.org.uk
- **Mankind:** www.mankind.org.uk
- **Domestic abuse helpline:** 0808 2000 247

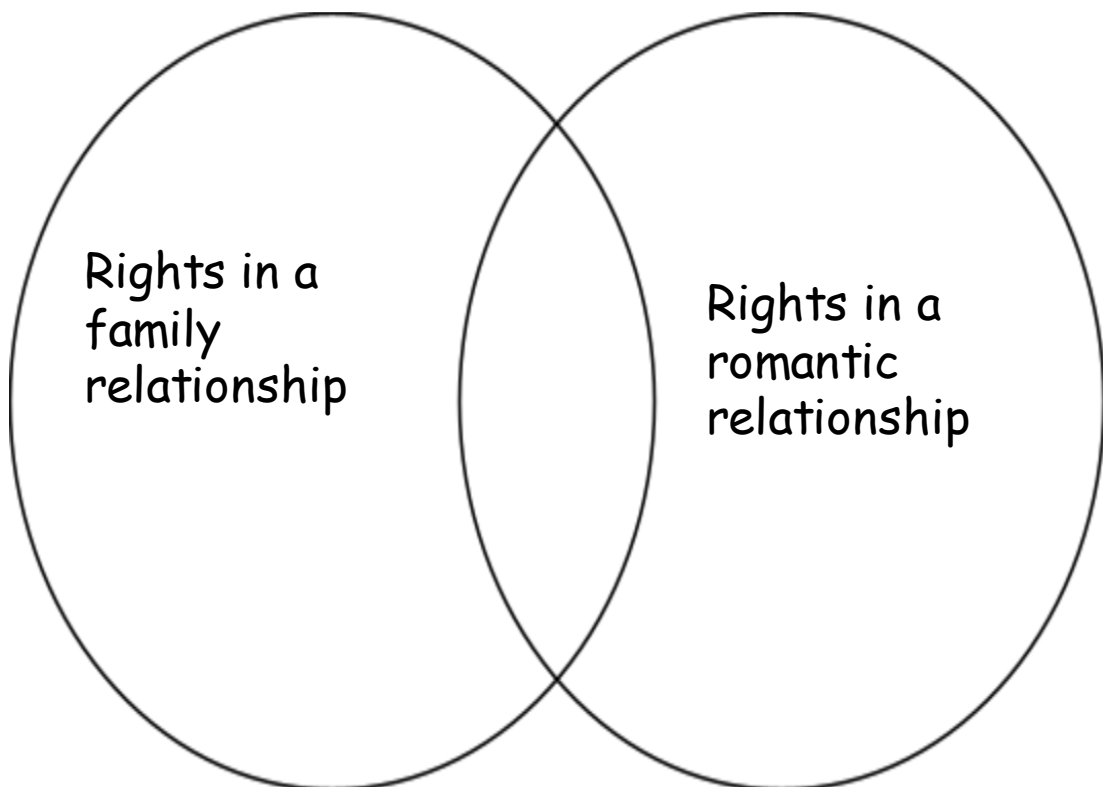
Dealing with Unwanted Attention and Abuse

LO: Do I understand what unwanted attention is and how to deal with abuse?

DO NOW:

Task: Individually, fill in your Venn diagram. Think about the rights young people have in family relationships, and in personal/romantic relationships. Some rights will be specific to these different types of relationships, and others will be shared rights; which should be added where the circles overlap.

For example: Rights in a family = the right to be cared for



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. Emphasise that everyone is entitled to these rights and that it is everyone's responsibility to treat people according to these rights.



RELATIONSHIPS
(COMMUNICATION
IN
RELATIONSHIPS)
Personal values,
assertive
communication
(including in relation
to contraception and
sexual health),
relationship
challenges and abuse

Reminder: These rights and standards relate to **online relationship just as much** as in person ones

You should not say anything online that you would choose not to say to someone's face.

If someone is abusing your rights online you must report this so that it can stop and that person can be reeducated about rights and behaviours.

DISCUSS:

How can we maintain high standards in our relationships both in person and online?





Abuse: Anything another person does that is meant to cause harm. This can be emotional, sexual, financial, spiritual and/or physical

Task: When someone's rights are not respected, or are denied, this is a form of abuse.

Get into small groups and each group read through one of the three scenarios in your workbook.

Read through the scenario together and discuss the following questions:

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?

NOTES

Scenario 1

When it was announced that the country was going into lockdown, 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 lockdown lifted and 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?

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.

Scenario 3:

Ryan had been in a relationship with Dina for a few months before lockdown happened. At first it was fine because they were still 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?

What barriers do each of these characters face in reporting/talking about their abuse?

NOTES

What happens when someone chooses to make a disclosure?

What rights does someone have when they make a disclosure?

A person who chooses to speak to someone about what has happened has the right to:
Choose who to speak to and feel safe talking to them
Be listened to
Be treated with respect and dignity

Who could someone talk to for informal advice?

Who could someone talk to if they wanted to make a formal report?

What might happen next?
for example, they might be supported to make a formal report.

What might happen next?
for example, they might be asked to give a statement.

How might talking help the person?
for example, takes power away from the abuser

How might reporting help the person?
for example, feeling a sense of justice.

What types of ongoing support are available to someone who makes a disclosure?

A person might access any of the following:
Counselling to help them process what happened
Advice from online services, charities and community groups
Legal representation and help to navigate the criminal justice system (if choosing to prosecute).



Reminder: Being assertive can help communicate what you want to happen. Being aggressive can bulldoze the needs of others and make it seem like you're not listening to what they want. Being passive means you may not say what you need and what you want.

The Passive Person	The Aggressive Person	The Assertive Person
Is afraid to speak up	Interrupts and 'talks over' others	Speaks openly
Speaks softly	Speaks loudly	Uses a conversational tone
Avoids looking at people	Glares and stares at others	Makes good eye contact
Shows little or no expression	Intimidates by using expressions	Shows expression which matches the message
Slouches and withdraws	Stands rigidly, crosses arms, invades the personal space of others	Relaxes and adopts an open stance and expressions
Isolates self from groups	Controls groups	Participates in Groups
Agrees with others despite personal feelings	Only considers own feelings and/or makes demands of others	Keeps to the point
Values self less than others	Values self more than others	Values self equal to others
Hurts self to avoid hurting others	Hurts others to avoid being hurt	Tries to hurt no one [including self]
Does not reach goals and may not even know goals	Reaches goals but hurts others in the process	Usually reaches goals without hurting others
You're okay, I'm not	I'm okay, you're not	I'm okay, you're okay

Reporting Abuse

There are many sources of support available to you including at home (for example, parents/family members) in school (for example, tutor, head of year, safeguarding lead, teacher).

Online services include:

- **Something's Not Right:** www.childline.org.uk/somethings-not-right
- **Childline:** www.childline.co.uk
- **Victim Support - support victims of crime:** www.victimsupport.org.uk
- **Make a report to CEOP (Child Exploitation and Online Protection Command) - responsible for online child sexual abuse:** <https://www.ceop.police.uk/safety-centre>
- **Make a report to the Police** www.police.uk/pu/contact-the-police/report-a-crime-

FORM TIME ACTIVITIES

Responses to Consent

LO: Do I understand the law around consent and its implications for me?

DO NOW:

Think back over the scenario that you discussed in your recent Life Programme session.

- 1. What surprised you in the scenario?**
- 2. How has your understanding of consent been changed by what you looked at in the session?**



Student Comments:

- "It was a horrible case of miscommunication."
- "She didn't say no - it could have just been because she couldn't be bothered to say no. We've all been in a situation with a boy trying to force himself on us - in the end you just kind of [say] 'OK, fine whatever'."
- "It can be classified as rape, but it's not... as bad... as some other cases, [...] But we don't know the whole story. We don't know what she did in this to instigate the incident"
- "I said yes [she gave consent] because they'd been in a relationship in the past, they'd done sexual activity in the past... and she let him into her bed."



What are your thoughts on these comments? What are the misconceptions?



LIFE PROGRAMME

Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography



Now let's look at what the Abigail Husbands said in response to these comments. Take sometime after to reflect on your own thoughts and ideas...

- "What you've got to look at is what she was doing. She was doing nothing. She wasn't responding, she had her arms down by her side. She wasn't kissing him, she wasn't inviting any of that. Looking at that, I'd say there was no reasonable belief in consent there."
- "There is certainly a feeling that jurors are reluctant to convict a young man of good character in these circumstances of rape. It comes back to the misconception of what a rapist is. It can be thought that rapists have to go out that evening intending to rape someone which is simply not the case. Like many serious crimes, wrong decisions made on the spur of the moment can have devastating consequences for all."
- "What's important is whether she consented that night to that act. It doesn't matter how much they've been together beforehand. It doesn't matter that she had previously sent intimate pictures on Snapchat. None of that has a bearing on whether Gemma consented."
- "There is a label of rape which can sometimes be unhelpful I think in these sorts of cases, because everybody's got a picture of a rapist in their mind, and it isn't a 17 or 18-year-old boy who has had a bit too much to drink at a party."



REFLECTION

1. How has what Abigail Husband said impact on your own thoughts and understanding around consent?
2. What dangers does she highlight are the issue of consent?
3. How does this discussion link to ideas around the key British Values?



LO: Do I know how to think about attitudes towards sex and relationships and the eternal factors that contribute to them?

Diego's Story: How Pornography can impact your views?

LO: Do I know how to think about attitudes towards sex and relationships and the eternal factors that contribute to them?

DO NOW:

To start with think about how someone may access pornography:

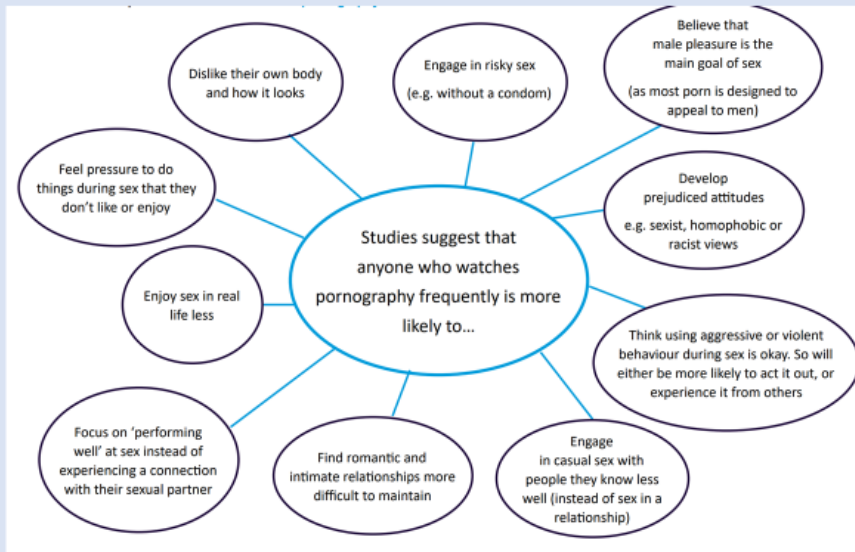
- 1. When might this start?**
- 2. How would they first see it?**
- 3. What might there initial thoughts and feelings be about it?**
- 4. How might this develop?**

Age 12	Diego was 12 years old when he first saw pornography. Some of his friends had been making jokes about 'porn' at school so he looked it up online to see what it meant. What he saw grossed him out and made him feel weird and disgusted.
Age 13	The next time he saw pornography, he was 13, and a friend sent him a link to a video. He clicked on it without knowing what it was. He was out with his mum shopping. It was really embarrassing, and his mum confiscated his phone for a week. His dad gave him a 'serious talk' when he got home.
Age 14	By the time Diego was 14, he was looking at pornography once every couple of weeks. Sometimes his friends shared pictures or videos on their chat group, sometimes he looked it up online himself. Most of the time, he wasn't even thinking about porn when an advert would pop up on another website, and he couldn't help but click on them.
Age 15	<p>In year 10, Diego watched pornography every week, usually several times a week. The pornography he was viewing was also changing; often the people in the videos performed sex that was aggressive. He found some porn 'boring' so was searching for things that were a bit 'different' from typical sex. He found he was distracted and thinking about sex – and the sex he had seen in porn – often during the day.</p> <p>Diego was interested in a few girls at school but was shy about speaking to them. He also wasn't interested in getting into a relationship; he just wanted some 'fun'. Diego's friends started to make jokes about him being a virgin and no girls being interested in him. He decided to upskirt one of the girls to share with his friends.</p>
Age 16	<p>Diego met a girl that he really liked and they started dating. She didn't want to have sex right away, and said they should get to know each other first, so he ended up watching lots of porn at home instead. He was feeling pressure to get it right when they did have sex together, so wanted to pick up some tips. The women in the porn he watched seemed to like being shoved around and told what to do.</p> <p>The first time Diego thought they might have sex together, his girlfriend had come over to hang out and revise with him one day after school when his parents were out at work. They got quite close, then out of nowhere she asked him if he watched much porn. It felt like a weird question, but Diego said he watched it sometimes. She got kind of weird about it and they ended up having an argument. Diego said it was his choice to watch whatever he wanted, and she couldn't control him. She said he was over-reacting. She ended up storming out and Diego decided to watch a series of porn videos. He wondered if he would rather break up with his girlfriend than stop watching porn.</p> <p>Three weeks later they had made up after the argument. Diego was really in the mood so kept nagging his girlfriend to have sex with him. She eventually agreed, and they started kissing and touching each other.</p> <p>Diego wanted to prove he knew what he was doing and tried out some things he'd seen that had turned him on.</p> <p>His girlfriend started pushing and yelled at him to get off. Diego wasn't sure if she meant it or was just acting like the women in the videos he had seen.</p>

My thoughts and feelings



Think back to what different studies have said about the impact pornography has on us. Can you see any links to Diego's behaviour?



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