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Relationships and Sex Education

Lesson plans and resources for Year 10

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This is the first of five lessons for year 10 students. This lesson explores the role of intimacy and pleasure in consensual relationships, and what ‘readiness’ for sexual intimacy means - for an individual and a couple. This lesson examines the features of a healthy relationship and explores attitudes around different relationship behaviours.

Learning objective	We are learning: <input checked="" type="checkbox"/> about the role of intimacy, readiness, and pleasure in consensual relationships.
Learning outcomes	<input checked="" type="checkbox"/> I can recognise what enthusiastic consent looks and feels like <input checked="" type="checkbox"/> I can assess the importance of readiness for intimacy as an individual and as a couple <input checked="" type="checkbox"/> I can explain the role that communication and respect play in healthy relationships and consent
Resources required	<input checked="" type="checkbox"/> Box or envelope for anonymous questions <input checked="" type="checkbox"/> Post-it notes <input checked="" type="checkbox"/> Resource 1: Online posts (1 copy each) & Resource 1a: Online posts teacher notes <input checked="" type="checkbox"/> Resource 2: Enthusiastic consent (1 copy per pair) <input checked="" type="checkbox"/> Resource 2a: Teacher answers (1 teacher copy) <input checked="" type="checkbox"/> Resource 2b: Enthusiastic consent (optional support)

Activity	Description	Time
Unit baseline	Students respond to two online posts which have been commented on by another user.	15
Baseline assessment	Students add post-its to the whiteboard to demonstrate their understanding of intimacy.	15
Enthusiastic consent	Students review scenarios to decide if authentic, enthusiastic consent has been given.	10
Communication skills	Students suggest ways that communication can help check whether consent has been given or not.	10
Endpoint assessment and signposting	Students respond in 3,2,1 format to demonstrate learning. Revisit signposting.	10

Climate for learning	Ensure you have read the Medway Teacher’s Guide to this programme and have considered any sensitivities and prior knowledge about specific students’ circumstances. Remind students to use the question box if there is anything they wish to ask anonymously.
Key words	Pleasure, consent, intimacy, readiness, respect, communication, enthusiastic

Share the objectives and intended learning outcomes for the lesson, explaining that this lesson will explore the role of intimacy, pleasure, and communication in consensual relationships.

Revisit and reinforce ground rules for the lesson, emphasising those that are particularly relevant for this lesson, such as listening respectfully to the views of others.

Unit baseline activity - online posts

15 mins

Give each student **Resource 1: Online posts** and ask them to work on their own to reply to the two posts with follow-up responses on. Students should:

- assess whether the behaviours shared are healthy or unhealthy
- decide if the advice provided is appropriate or not
- write their own post to give high quality advice.

Review responses as students are working and, afterwards, read the responses more fully to inform teaching of this scheme of work. These will be returned to at the end of the series of lessons to assess progress, so ensure these are named and kept safe.

Once students have finished, take brief feedback, using the teacher notes for support (**Resource 1a**). Ask students not to add anything to their work whilst you're taking feedback as this is intended to show their ideas before any new learning.

Intimacy post-its

15 mins

Display a definition of intimacy (slide 4) and briefly discuss as a class.

Ask students to write on post-it notes any signs, words and signals that a person might give, that they are/are not comfortable with physical intimacy. Either provide two different post-it note colours or divide a board into two headings for students to add their post-its to.

Take brief feedback, collate key ideas, and challenge any myths or misconceptions. Use this to inform teaching of this (and future) sessions.

Ask students what emotional intimacy is and what this might look like in a relationship. Take feedback.

Examples might include:

- being exclusive/committing to each other
- having similar interests or hobbies
- getting to know each other's friends or family
- sharing secrets and memories
- talking about dreams and ambitions

Enthusiastic consent

10 mins

Explain to students that people have different preferences about what intimacy they enjoy, and this can affect consent. So knowing what enthusiastic consent looks and feels like is important, as people build intimacy together. Working in pairs, ask students to look at the examples of intimacy on **Resource 2: Enthusiastic consent**, and tick in the appropriate column to demonstrate which constitute enthusiastic consent, which may be consent but some checking-in needs to happen to make sure, and which are not authentic consent.

Take some feedback, using **Resource 2a: Teacher answers** to support discussion.

NB: In the final scenario (Aya), remind students that consent in theory (e.g. when discussing it days in advance) is different from consent in person/in the moment, so Aya will still need to confirm consent with her girlfriend when they are together.

Support: **Resource 2b** has a reduced number of examples for students to consider.

Challenge: In their books, ask students to explain their opinion in cases where they have ticked 'might be consent but needs to be checked'.

Communication skills

10 mins

Ask students to choose one of the scenarios that they felt 'May be consent but needs to be checked'. Ask them to think of different ways the person could check consent in this situation, to ensure their partner was enthusiastically consenting in the moment.

Take some feedback, highlighting key suggestions such as:

- Asking for consent, e.g. "Do you want to do this?" "Are you sure?" "Is this what you want?"
- Not putting pressure on the person, e.g. "Is this too much?" "Do you want to stop?"
- Checking body language e.g. is the person smiling, making eye contact, relaxed, enthusiastic?
- Offering alternatives, e.g. "If you don't want to/aren't in the mood, we can do something else."

Students could also reflect on how the character involved could assertively communicate their feelings and explain concerns they might have, for example:

- Jay could explain to Rene he feels nervous and wants to take things slowly, and that rushing him is making him more nervous.
- Ade could explain he doesn't like watching porn and doesn't want to do it together as it makes him feel embarrassed.
- Demi might be making excuses to avoid having sex. If this is the case, she could tell her partner that she doesn't want to have sex, so it is clear this is how she feels. However, she might just be nervous and want everything to be 'right' before they have sex, so could explain this too.
- In Mimi and Ed's situation, it is hard to know if Ed has persuaded/pressured/coerced Mimi, or if she has changed her mind freely. If she does not want to have sex, she might choose to leave.

Endpoint assessment

5 mins

Ask students to show learning using the 3, 2, 1 format (in their books/through discussion/on an exit card):

- Name **three** ways to check someone is happy with different types of intimacy.
- Name **two** skills that people their age might practise to become better at communicating in healthy relationships.
- Name **one** thing that the lesson has prompted them to reflect more deeply on or think differently about.

Signposting support

5 mins

Ensure that students know where they can seek help and advice, both now and in the future, if they are concerned about healthy relationships or consent. Students wishing to seek further guidance can speak to a parent, tutor, head of year, school nurse/counsellor or other trusted member of staff in the school

Highlight local and national services, such as:

- A Better Medway: www.abettermedway.co.uk
- Brook: www.brook.org.uk Contact number: 0808 802 1234
- Childline: www.childline.org.uk Contact number: 0800 1111

Traffic lights

Ask students to create ‘traffic light’ posters, with their own examples of situations where consent is enthusiastic and clearly communicated (green), consent is possible but uncertain and needs more communication to check (amber), and lack of consent (red).

Screwball!

As a class, watch the film Screwball on TrueTube [www.truetube.co.uk/film/screwball] and ask students to identify key learning from this film about consent. This might include some of the following key points:

- Start of the film – clear enthusiastic consent demonstrated from both young people (e.g. laughing, kissing, eye contact, enthusiasm)
- Conversations about how it feels – e.g. ‘that’s too hard’
- Conversations about asking questions / talking during sex
- Assumptions both characters are bringing to the relationship from pornography (e.g. noises, what it’s supposed to feel like)
- Taking a picture / sending ‘updates’ to friends
- Opening up about how they feel the pressure they feel, etc.
- Being able to talk about sex together

Lesson 2: The impact of pornography

KS4 Year 10

This is the second of five lessons for year 10 students. This lesson explores the impact of pornography on young people's understanding of consent, and challenges inaccurate messages and misconceptions about sexual relationships that result from this.

Learning objective	<p>We are learning:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> about pornography and its impact on understanding consent.
Learning outcomes	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> I can evaluate the impact of pornography on people's understanding and expectations of consent <input checked="" type="checkbox"/> I can challenge inaccurate and dangerous messages perpetuated by pornography about sexuality, gender, and consent <input checked="" type="checkbox"/> I can explain the law relating to pornography and sharing explicit images
Resources required	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Box or envelope for anonymous questions <input checked="" type="checkbox"/> Red and green colouring pencils or highlighters <input checked="" type="checkbox"/> Resource 1: Pornography definition (1 copy each – 3 copies per page) <input checked="" type="checkbox"/> Resource 2: A relationship with pornography (1 per pair) <input checked="" type="checkbox"/> Resource 2a: A relationships with pornography (optional support) <input checked="" type="checkbox"/> Resource 3: The harms of pornography (1 per pair) <input checked="" type="checkbox"/> Resource 4: Sexual imagery scenarios (1 per group)

Activity	Description	Time
Baseline assessment	Invite students to submit anonymous questions about pornography and consent.	10
Diego's story	Students respond to questions about a case study of a teenager's pornography use.	10
What is the impact of porn?	Students work in pairs, identifying consequences of viewing porn experienced by Diego.	15
Youth produced sexual imagery	Students respond to scenarios focusing on youth produced sexual imagery, and discuss issues relating to consent and the law.	10
Endpoint assessment and signposting	Make students aware of where they can find information and advice in relation to pornography, and support for those affected by sexual violence or harassment.	5
	Students write advice to Diego about how to reduce or manage his pornography use.	10

Ensure you have read the **Medway Teacher's Guide** to this programme and have considered any sensitivities and prior knowledge about specific students' circumstances.

Remind students to use the question box if there is anything they wish to ask anonymously.

Pornography, consent, youth produced sexual imagery

Introduction

Share the objectives and intended learning outcomes for the lesson, explaining that this lesson will explore the impact of pornography on people's understanding of consent, including gender double standards and relationship expectations.

Revisit and reinforce ground rules for the lesson, emphasising those that are particularly relevant for this lesson, such as not making assumptions about others and avoiding using slang terms.

Baseline assessment activity

10 mins

Lay out copies of **Resource 10 Pornography definition** on the desk before students enter the room. Ask them to try to work out the puzzle to 'decode' the definition. Once students have had some time to work out the puzzle, share the definition with students:

Pornography is a video or picture that's been designed to make someone feel aroused.

Explain that all porn is a fantasy, meaning it can be very different from real life sex.

Next, using an anonymous question box, ask students to share any questions they have on the theme of pornography and consent. To make sure students do not feel self-conscious about being seen to be asking a question, tell the class that everyone has to write something - this can be 'no question'.

Explain that if you can't answer a question in the lesson, wherever possible you will answer it in a subsequent lesson or signpost them to somewhere they can find the answer.

During the next group discussion activity, sort the questions into ones that are relevant and you feel confident answering during the lesson, and others to be revisited later. The questions should give you an indication of students' current level of understanding in relation to pornography, and the gaps they would like to be addressed.

NB: If you are at all unsure how best to answer a question, it is better to leave it until the next lesson to allow you to reflect on it and ask colleagues or your leadership team for guidance if necessary.

Always acknowledge the question and explain you want to make sure you give the best answer you can, so you need some time to reflect on it.

Diego's story

10 mins

Explain to students that in recent years, pornography has become more accessible online, and as a result more young people have viewed it, often unintentionally¹. Explain that they are about to read a case study of a young person's experiences with pornography. While this story centres on a male character, make students aware that research indicates that girls are also regularly exposed to, and seek out, pornography.

Ask students to work in pairs to read **Resource 2: A relationship with pornography** and to discuss or write their answers to the following questions:

1. What happened to Diego's viewing habits around pornography throughout his teenage years? Why do you think this happened?
2. How do you think Diego's pornography use affected his real-life relationships?
3. How do you think Diego's pornography use affected his girlfriend and others around him?
4. What does Diego need to do at the moment the story ends? What might be the consequences of his actions?

Take feedback, focusing on the following key learning:

1. *His viewing habits have gone from accidental to intentional – he now seeks pornography out. He is watching it much more frequently, and looking at increasingly extreme and violent pornography. The porn industry, as with any online platform, is likely to be using persuasive techniques to encourage more views. Through gentle 'nudges' such as recommendations, choice of thumbnail images etc., websites tend to move viewers towards more extreme content to encourage them to access paid-for content.*
2. *He is beginning to objectify girls for his own sexual gratification, for example, upskirting the girl he fancied at school. He feels the need to prove his sexual prowess to his friends. His viewing of pornography was beginning to cause arguments with his girlfriend and led to him engaging in unwelcome sexual behaviours without her consent.*
3. *Diego's pornography use has affected the ways he views others – especially women – and the way he thinks it is acceptable to treat them. They are experiencing abuse and sexual harassment from him. Upskirting is a criminal offence², as is non-consensual behaviour during sex.*
4. *Diego's story ends at a moment when his sexual partner is telling him to stop and trying to forcibly move him off her. These are clear signs that she is no longer consenting and isn't enjoying the experience. It should be clear to Diego that his responsibility is to stop and check in with his partner. If he continues against her will, he is committing sexual assault or rape, serious criminal offences.*

NB: Remind pupils of prior learning on consent and the onus being on the seeker of consent to check their partner is consenting. Even without his girlfriend's clear reaction, Diego should have checked in with his new partner to be sure she is consenting to different behaviours.

Support: Use **Resource 2a** for students who require reading support.

Challenge: There is a suggestion that Diego's girlfriend asked him to stop watching porn. Why do you think she did this and do you think she was right to?

¹ In a BBFC study from 2020, only 18% of 11-13 year olds and 29% of 16-17 year olds who had seen pornography had searched for it intentionally.

² <https://www.gov.uk/government/news/upskirting-law-comes-into-force>

What's the impact of porn?

15 mins

Explain to students that for many years, researchers have been exploring how viewing pornography can affect teenagers and adults, and their relationships. Ask students what they think the possible harms might be from frequent pornography use and collate ideas as a whole class list or mind-map on the board.

Still working in their pairs, hand students **Resource 3: The harm of pornography** and ask them to discuss each statement in turn. Which do they think Diego experienced in the story? Ask them to shade in the circle green if they think it was a consequence for Diego, and red if they think it was not.

Ask students how these harms compare to those they suggested in the class list/ mind map. Then ask them individually to decide which of the harms of pornography they consider to be the most serious and explain why in their exercise books.

Take feedback, highlighting the following key points:

- All these statements have been proven to be possible consequences of frequent viewing of pornography. However, this does not mean all consequences will happen to all people who view pornography. They also might not develop for some time. What we do know is, regular viewing of pornography can have harmful effects on those who watch it.
- Researchers are particularly concerned about people who watch a lot of pornography in their teenage years, as this is when they are just beginning to develop their understanding of sex, sexual relationships and their expectations of what sex will be like in the future.
- For more information, research is available here: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/addressing-pornography-through-pshe-education-%E2%80%93>

Youth produced sexual imagery

10 mins

Explain to students that another consequence of pornography being easily accessible, is that it leads to young people feeling increased pressure to create and share their own sexual imagery.

Ask students to work in small groups to read the three scenarios on **Resource 4: Sexual imagery scenarios** and decide:

- Were any of the scenarios consensual at any point?
- When did any of the scenarios change to become non-consensual?
- Are any of these scenarios illegal?

Key learning:

- Scenario 1 - sending images to each other during the relationship may have been consensual.
- Scenario 2 - is not consensual at any point because one person is drunk to the point of passing out.
- Scenario 3 - posting a semi-nude photo of themselves may be a free choice or it may have been done under pressure or manipulation. We do not know the person's level of vulnerability and their capacity to make choices.

- Scenario 1 - the situation clearly becomes non-consensual when the images are shared as revenge without the person's permission.
- Scenario 2 - the pictures are both taken and shared without the person's permission.
- Scenario 3, the printing and sharing of the photos with abusive language is clearly non-consensual.
- The scenarios above would be illegal and could be prosecuted under various laws including the Sexual Offences Act (2003), Malicious Communications Act (1988), Obscene Publications Act (1959) and Protection of Children Act (1978). If the person whose image has been shared is under 18, it could also lead to the perpetrator being added to the Sex Offender Register.

Signposting support

5 mins

Ask students if they can suggest anywhere that either Diego, his girlfriend, or anyone else in the story (e.g. Diego's friends, the girl who was upskirted) could get help or support in relation to pornography, its consequences or any unwanted sexual behaviour. Record their ideas (for example on the whiteboard), and reinforce that there are a range of places where young people can get help and support to manage their pornography use or unhealthy relationships.

For example, students can:

- Speak to a parent, tutor, head of year, school nurse/counsellor or other trusted member of staff in the school
- Contact Childline www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/online-porn 0800 1111
- Find out more on https://www.thinkuknow.co.uk/14_plus/need-advice/porn/
- Contact CEOP www.ceop.police.uk/Safety-Centre (to report abuse online)
- Call the police (999 for an emergency, 101 to report a non-urgent crime)
- Contact Victim Support: www.victimsupport.org.uk

Endpoint assessment

10 mins

Ask students to imagine that Diego wants to manage his pornography use, and ideally stop watching it all together, but he doesn't know where to start. Ask them to write him a short letter / postcard / forum post giving him some advice about what he could do. They should try to include:

- Reasons why watching pornography is not good for Diego's own best interests and his sexual development
- Anything else Diego needs to know about the effects of pornography, for him or others
- Suggestions about how Diego could reduce his viewing of pornography
- Where Diego could get more support or advice

Review the questions that students asked at the beginning of the lesson and respond to any pertinent questions, which have not yet been answered. Let students know if you have chosen to keep any questions to respond to in the following lesson.

Who is responsible?

Ask students to think back to when Diego was just 12 or 13 and first coming into contact with pornography, without wanting to. Ask them to consider who they think is responsible for protecting young people online from seeing pornography, and what could be done.

They might consider:

- The role of the government (e.g. making laws, setting age verification)
- The role of the porn industry (e.g. to make websites less accessible or remove persuasive design features)
- The role of other tech and social media companies (e.g. to create a safer online environment, removing links to porn sites, banning the sharing of porn on their platform etc.)

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This is the third of five lessons for year 10 students. This lesson explores how getting someone’s consent differs from language and behaviours that put pressure on, or coerce, someone to do something they are not comfortable with. It also considers the possible consequences of persuasion and coercion.

Learning objective	<p>We are learning:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> how seeking consent through pressure and coercion is wrong and how to manage pressure to consent <input checked="" type="checkbox"/> that “consent” obtained in this way is not genuine
Learning outcomes	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> I can identify when asking for consent becomes inappropriately pressurising or persuasive <input checked="" type="checkbox"/> I can recognise everyone’s right to not give, or withdraw consent, and challenge victim-blaming narratives <input checked="" type="checkbox"/> I can explain the legal consequences of pressure, persuasion, and coercion in relation to consent and explain why, when, and how to seek advice or support
Resources required	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Box or envelope for anonymous questions <input checked="" type="checkbox"/> Resource 1: Overheard conversation (1 copy per 2-3 students) <input checked="" type="checkbox"/> Resource 2: What now? (1 copy per 2-3 students) <input checked="" type="checkbox"/> Flipchart paper and marker pens (to create two graffiti walls)

Activity	Description	Time
Baseline assessment	Students add phrases related to ‘permission’ and ‘persuasion’ on two graffiti walls. Ensure anonymous questions from previous lesson are answered.	15
Head, heart, hands	Students consider the thoughts, feelings and next appropriate actions of characters in a pressured scenario.	10
What now?	Students read thoughts from the morning after and explore victim-blaming, support and consequences for those involved.	10
Endpoint assessment and signposting	<p>Students explore how and why someone could report a sexual crime and access ongoing support.</p> <p>Students list three signs of consent freely given, three signs of pressure, and three suggestions of where a person could seek help.</p>	15 10

Climate for learning	<p>Ensure you have read the Medway Teacher’s Guide to this programme and have considered any sensitivities and prior knowledge about specific students’ circumstances.</p> <p>Remind students to use the question box if there is anything they wish to ask anonymously.</p>
Key words	Pressure, persuasion, coercion, manipulation, victim-blaming

Introduction

2 mins

Share the objectives and intended learning outcomes for the lesson, explaining that this lesson will analyse situations where pressure, persuasion or coercion are used to get someone's agreement, and how this can never constitute consent.

Revisit and reinforce ground rules for the lesson, emphasising those that are particularly relevant for this lesson, such as not using personal questions.

Reconnecting activity

13 mins

Using **PowerPoint slide 3**, remind the class of the definition of consent, and that the legal and ethical responsibility lies with the seeker of consent.

Prepare two 'graffiti walls' using flipchart paper; one headed 'Permission' and the other 'Persuasion'. Divide the class in half and ask one half to think of any phrases that someone might use to ask for someone's consent. Explain that this is the language of 'permission' (e.g. "Would you like to...?").

Ask the other half of the class to think of any phrases someone might use to convince someone to engage in sexual activity. This is the language of 'persuasion' (e.g. "You know you want to...").

Ask students to come up and write their ideas on the relevant graffiti wall.

Then, after three minutes swap the groups over and ask them to think about the opposite language and add any new ideas to the other graffiti wall.

Draw out and summarise the main ideas from the graffiti walls. Ask students to explain the difference between the two, emphasising that the language of permission avoids putting pressure on the person, allows them to say no and respects their decision, whereas the language of persuasion tries to take away the other person's choice and autonomy.

NB: This is also an opportunity to revisit any anonymous questions from the previous lesson (Lesson 2: The Impact of Pornography) that you did not answer then.

Head, heart, hands

10 mins

Give students **Resource 1: Overheard conversation** and read together as a class. Working in small groups, ask students to focus on Person B and complete a head, heart, hands activity – thinking about:

- Head: What is Person B thinking?
- Heart: How is Person B feeling?
- Hands: What might Person B do next?

Now ask them to switch and complete the same activity for Person A; what might they be thinking, and feeling, and what should they do next?

Key learning:

- Ensure that through feedback, students recognise the feelings associated with being under pressure (nervous, uncertain, uncomfortable, distressed, threatened, afraid) and how challenging it can be for people under pressure to assert themselves, especially when being threatened.
- Remind students of the seeker of consent's responsibility to ensure consent is being given freely, and the legal consequences of trying to manipulate, threaten, pressure, or coerce someone into sexual activity. Regardless of how Person A might be feeling (e.g. students might identify that they feel rejected, embarrassed, disrespected, led on) they have an ethical and legal duty to respect Person A's decision not to have sex. Even if it is difficult to do so, Person B is safest trying to remove themselves from the situation, as their partner is clearly not respecting them, their decision, or their right to not consent.

Support: Ask students just to focus on what each person is feeling, so they can recognise the emotions associated with being under pressure. If they are secure in this, they could move on to thinking about what each person should do.

Challenge: Person B is not at fault or responsible for what happened to them at all. However, it can be helpful to rehearse strategies for communicating assertively around consent. Ask students to select some of Person B's statements and change them for more assertive phrases. How - if at all - do they think this might have changed Person A's behaviour (remembering that if Person A's behaviour doesn't change it is not Person B's fault)?

What now?

10 mins

Now share **Resource 2: What now?** with students, explaining this is what Person B is thinking and feeling the next morning. Working in pairs, ask students to use a highlighter to identify examples of pressure or coercion and examples of victim blaming in what has been said.

Then ask students to discuss:

- What might the consequences be for Person A (encourage students to think widely about consequences, for example the legal, personal, and social consequences)?
- Why is victim blaming so harmful?
- What could the person's friend have said or done that would be more helpful?
- What could Person B do now to get help?

Take feedback, ensuring the following key learning is highlighted:

- Person A has broken the law and could face very serious legal consequences for pressuring someone to have sex or sexual activity when they have said no. In this scenario it is likely that Person A has committed rape (defined as 'when a person intentionally penetrates another's vagina, anus or mouth with a penis, without the other person's consent'), or at least a serious sexual assault (if penetration has not occurred).
- In addition, they have damaged their relationship with Person B forever and could suffer reputational damage (including a criminal record) and ongoing challenges with future relationships. They should seek support for their behaviour as they will not have fulfilling relationships if they continue to manipulate their partners in this way.

- Victim-blaming is when the fault is shifted from the perpetrator to the person who has been affected, (e.g. “it was your fault for inviting them over”). This suggests the person who has been assaulted should have changed their actions, rather than the perpetrator. But as the legal and ethical responsibility lies with the seeker of consent, this is a false narrative. It also excuses the perpetrator’s behaviour and reduces the chances they will face consequences for their actions, so they may continue to repeat such behaviour and affect more people.
- People who have been sexually assaulted often feel emotional and vulnerable in the aftermath and are badly affected by victim-blaming statements. It is inaccurate and morally wrong to suggest they are in any way at fault for what occurred. Person B did nothing wrong and should not have to put up with either Person A’s behaviour or this kind of reaction.
- The friend could have offered support; been more willing to listen; suggested Person B speak to a trusted adult (e.g. parent, teacher, medical professional) and/or report it to the police; offered to go with them; recognised that Person A was at fault and made that clear to Person B.

Signposting support

15 mins

Ask students to imagine it is several days later, and Person B has spoken to their cousin about what has happened. Display the following conversation using PowerPoint slide 8:

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?

Ask students to suggest what Person B could do next, including whom they might choose to speak to or any relevant sources of support. Encourage them to also think about what the cousin might do or say next to support Person B further.

Take feedback, drawing out the key learning:

- Person B could speak to a trusted adult, such as a parent or teacher. They could report what happened to police or speak to a medical professional (e.g. doctor or sexual health clinic). They might want to seek counselling support, for example from counsellors at Childline or Victim Support or through a referral from their GP.
- Person B’s cousin could support them to make a report, for example by offering to come with them to speak to an adult or the police, remind Person B they have a choice about what to do next, explain all the reasons why reporting is beneficial (e.g. for a sense of justice/closure, to start getting help, to take away power from the abuser, stops the behaviour repeating for others), remind them it is never too late to get help or to report a crime.

*NB: This lesson could be taught alongside the Home Office’s **Something’s not right** lesson for key stage 4 students, which further explores the challenges, benefits and procedures related to reporting abuse.*

Ensure that students know where they can seek help and advice, both now and in the future, if they are concerned about healthy relationships or consent. Students wishing to seek further guidance can speak to a parent, tutor, head of year, school nurse/counsellor or other trusted member of staff in the school.

Highlight local and national services, such as:

- A Better Medway: www.abettermedway.co.uk/
- Brook: www.brook.org.uk/; Contact number: 0808 802 1234
- Childline: www.childline.org.uk; Contact number: 0800 1111

Remind students that they can report a crime by calling 999 (for an emergency or as a crime is taking place) or 101 (to make a non-urgent report). They can also contact Victim Support: www.victimsupport.org.uk or Rape Crisis: www.rapecrisis.org.uk

Endpoint assessment and signposting support

Endpoint assessment

10 mins

Ask students to write in their book three ways people show they are giving consent, and three things that would indicate that someone is being pressured, persuaded, coerced, or manipulated to give consent, then write three bits of advice about where a person could seek further help, guidance, or support if they were feeling pressured in their relationship.

To end the lesson on a positive note, ask students to write a statement to summarise the kind of relationships they want for young people in the future, and an idea about how, as a society, we can all work towards this.

Extension activities / Home learning

Campaign for better relationships

Ask students to work in pairs or small groups to create a campaign for better relationships. This should include what positive, enthusiastic consent looks like; the features of healthy, trusting, loving relationships, and how young people can achieve better relationships (e.g. through high quality relationships and sex education). It should also highlight reliable sources where young people can find reliable advice about sex and relationships, for example Medway services, Childline, Brook, etc.

This is the fourth of five lessons for year 10 students. This lesson explores the features of disagreement in a healthy relationship and compares this with unhealthy relationship conflict. Through this, students develop a more sophisticated understanding of the signs of coercion and abuse in relationships. The lesson also considers how to manage breakups appropriately.

Learning objective	We are learning: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> to identify and manage appropriate and inappropriate conflict behaviours. <input checked="" type="checkbox"/> to manage breakups respectfully and safely.
Learning outcomes	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> I can evaluate the acceptability of a range of relationship behaviours and identify when a relationship may be unsafe. <input checked="" type="checkbox"/> I can differentiate between healthy and unhealthy behaviours when managing conflict in relationships. <input checked="" type="checkbox"/> I can suggest effective ways to respond to inappropriate conflict behaviours. <input checked="" type="checkbox"/> I can explain ways to manage breakups respectfully and safely, demonstrating awareness of the intense emotions which can be involved.
Resources required	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Box or envelope for anonymous questions <input checked="" type="checkbox"/> Resource 1: Conflict scenarios <input checked="" type="checkbox"/> Resource 15: Teacher notes

Activity	Description	Time
Baseline assessment	Students sort statements to distinguish appropriate from inappropriate ways to communicate in disagreements.	5
Conflict scenarios	Students analyse and compare scenarios showing conflict in relationships and summarise healthy ways to manage conflict resolution.	15
Different endings (What if...?)	Students discuss how a character might respond safely to different negative outcomes from relationship disputes.	15
Managing breakups grid	Students complete the grid to capture key considerations for managing breakups positively.	15
Endpoint assessment and signposting	Students suggest five top tips to assess and manage conflict in relationships.	5
	Students are signposted to local and national support services available.	5

Climate for learning	Ensure you have read the Medway Teacher's Guide to this programme and have considered any sensitivities and prior knowledge about specific students' circumstances. Remind students to use the question box if there is anything they wish to ask anonymously.
Key words	Abuse, psychological, harassment, stalking, coercion, manipulation, persuasion, controlling, exit strategies

Share the intended learning outcomes for the lesson with the group.

Revisit and reinforce ground rules for the lesson, emphasising those that are particularly relevant for this lesson, such as not using personal stories.

Conversation statements baseline

5 mins

Using **PowerPoint slide 3**, ask students to select examples of appropriate language when discussing disagreements. The slide can be printed to create a handout if preferred. During feedback, pick up on common misconceptions and statements which could indicate manipulation or disrespect.

Conflict scenarios

15 mins

Give pairs of students **Resource 1: conflict scenarios**. Ask them to analyse and compare the scenarios and explain which are examples of managing relationship conflict in a healthy way and which are unhealthy conflict styles.

They should then use this to create a list of features of constructive conflict in relationships and another list of other behaviours which are less likely to support healthy relationships.

Feedback as a group. It's important to point out that the behaviour in Lily's scenario shows signs of emotional abuse and Ianzy should seek help to manage this.

Different endings (What if...?)

Either display on the board, or read out to the class, the scenario below

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.

Discuss the following:

- 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?

Students may raise that Kai could be joking about the relationship in front of friends for a range of reasons including:

- to make them laugh
- to appear blasé rather than serious about the relationship to maintain 'street cred'
- embarrassment if friends don't think Jocinda's a 'catch'
- just something that friends sometimes do
- Kai thinks gentle teasing about relationships is normal and that it's clear from other comments that Kai really likes Jocinda.

Each person will have their own view on whether this is appropriate within a respectful relationship but it's important that if it's upsetting Jocinda, they talk about it and see if they can find a way forwards.

What if...?

Using **slides 6 to 10**, now show the following five outcomes from the above dispute. Ask students in groups or as a class, how the character could respond safely in each situation.

1. 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.
2. 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.
3. Kai gets very angry and raises a fist as though to hit Jocinda but doesn't. Kai tells Jocinda not to get them all riled up in the future then storms off.
4. 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...
5. Kai apologises to Jocinda and they agree to do things differently in future. Kai accidentally makes a joke at a barbecue with friends but instantly takes it back and makes sure everyone knows it was a joke. Kai takes Jocinda aside and apologises. Nothing similar has happened since.

Take feedback after each one. Use the notes in **Resource 1a** to support the discussion. Be sure to cover the following points:

- If we really care about someone, we will respect their concerns.
- Some people handle criticism less well than others and sometimes seem quite defensive - they may need time away from the conversation to 'regroup'. This does not excuse poor behaviour.
- The final scenario illustrates how a positive outcome might look.
- All the other scenarios contain warning signs of an unhealthy relationship.

Support: Select one of the unhealthy outcome scenarios and ask students to suggest (a) why this approach is inappropriate, (b) one thing Jocinda could do next, and (c) whom Jocinda could ask for help.

Challenge: Ask students to explain their thinking in the form of a post in response to a problem on a forum page.

Ask students to create a 2x2 grid in their books or on paper with the following four titles:

- 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

Encourage students to think about a wide spectrum of potential reactions e.g. a person ending a relationship may well feel upset and wonder if they are making the right decision, and some who face rejection may think it's a great opportunity to date someone new.

During feedback, acknowledge that some breakups are mutual, and many relationship endings are handled amicably, despite the feelings involved.

Explore the nature of grief and rejection in this context and how this can lead to strong feelings.

Encourage students to share positive strategies such as:

- Be respectful of others' feelings but be clear and assertive when ending a relationship.
- If the relationship is respectful, breaking up in person is often seen as showing respect. Try to break up without an audience to avoid someone feeling embarrassed.
- If there is a risk the person could react in an unhealthy way – do not have the conversation in person, or try to have people close by who can step in if needed. If the relationship is, or had the potential to be abusive, seek further advice as this should be handled very carefully to ensure safety.
- Agree boundaries on what happens next and respect them (e.g. not contacting each other, how to manage hanging out with mutual friends, what happens with videos/photos).
- If it's possible to repair the relationship rather than breaking up, agree what needs to change and ensure continuing the relationship is what both people want. Manipulating someone into continuing a relationship they don't want is unhealthy and will not lead to a fulfilling partnership.
- If someone is struggling with their feelings around a breakup, this is common and they should seek support.
- If someone's behaviour following a breakup becomes troubling (e.g. making abusive calls, turning up unexpectedly, cyberstalking), contact the police and/or a support organisation such as the **National Stalking Helpline** [www.suzylampugh.org/pages/category/national-stalking-helpline]. Seeking help early can reduce the chances of negative behaviour spiralling.

Assessing progress

5 mins

Individually or in small groups, ask students to suggest five top tips to help people assess whether a relationship behaviour is appropriate and to manage conflict in relationships.

Examples could include:

- Conversations should show respect for another person’s feelings.
- Using neutral, distanced statements such as ‘I feel...’ is often more likely to create a positive outcome than accusatory ‘You...’ statements.
- A partner gives someone a choice about how to behave.
- There is no violence, threats, manipulation, or coercion.
- It’s often helpful to seek advice from someone outside the relationship.
- It’s important to talk about things that might be causing upset – this avoids problems later in the relationship.

Signposting further support

5 mins

Ensure students are aware of the information and support available; for example, a teacher, parent, school nurse or GP.

Highlight local and national services such as:

- Domestic Abuse Support in Medway: <http://www.domesticabuseservices.org.uk/>
- Childline: www.childline.org.uk; Contact number: 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

News report

Create a 60 second news report for TV or radio about managing conflict in relationships. Highlight the key points from today’s lesson and tips for managing conflict.

This is the last of five lessons for year 10 students. This lesson focuses specifically on abusive relationship behaviours and strategies to address such behaviour, including sources of support and safe exit strategies. The lesson has a particular focus on domestic violence and its specific challenges and barriers to seeking support.

Learning objective	<p>We are learning:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> how to end and/or get support for abusive relationships.
Learning outcomes	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> I can identify signs of different types of abuse. <input checked="" type="checkbox"/> I can describe exit strategies and identify support for people in abusive relationships. <input checked="" type="checkbox"/> I can identify likely thoughts and feelings which can affect decision-making and suggest how to overcome barriers to seeking help. <input checked="" type="checkbox"/> I can explain how to help others who may be in an abusive relationship.
Resources required	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Box or envelope for anonymous questions <input checked="" type="checkbox"/> Resource 1: Hayley's Story (1 copy each or per pair) <input checked="" type="checkbox"/> Resource 2: Reflections (1 copy per student) <input checked="" type="checkbox"/> Resource 3: Teacher notes (1 copy) <input checked="" type="checkbox"/> Resource 4: Talking heads - seeking help (1 copy per pair) <input checked="" type="checkbox"/> Baseline assessment work from lesson 1

Activity	Description	Time
Baseline assessment	Students complete a grid in their books focusing on types of abuse, signs of abuse, the law, and sources of support/advice.	5
Hayley's story – parts A&B	Students analyse a story showing an abusive relationship, to help them recognise controlling behaviours.	15
Hayley's story – part C	Students analyse the strategies used to leave the relationship and seek help.	10
Hayley's story – part D	Students comment and reflect upon the character's thoughts and feelings after the relationship has ended.	5
Revisit the story	Students focus on how others could have supported Hayley at different points in the story.	5
Talking heads	Students comment on the different opinions shared about seeking help.	10
Endpoint assessment and signposting	Students revisit baseline grid and unit baseline activity, adding additional information and comments in a different colour pen to show learning and progress. Highlight support available.	10

Climate for learning	<p>Ensure you have read the Medway Teacher’s Guide to this programme and have considered any sensitivities and prior knowledge about specific students’ circumstances.</p> <p>Remind students to use the question box if there is anything they wish to ask anonymously.</p> <p>N.B. This lesson could be triggering for students with a family history of violence. Equally, you cannot know exactly who may be personally affected by this lesson, so a warning should be given to all students ahead of the lesson and appropriate arrangements put in place for those who need or wish to leave or miss the lesson.</p>
Key words	<p>Coercion, abuse, domestic violence, safety, refuge.</p>
Baseline assessment	<p>Share the objectives and intended learning outcomes for the lesson, explaining that this lesson will explore recognising and addressing abusive relationship behaviours, as well as strategies for getting help and leaving abusive relationships.</p> <p>Revisit and reinforce ground rules for the lesson, emphasising those that are particularly relevant for this lesson, such as no personal stories.</p> <hr/> <p>Key points baseline 5 mins</p> <p>Ask students to divide a page in their books (or a sheet of paper) into three columns and label the columns: Types of abuse, Signs of abuse, Sources of support/advice. Students then fill in the columns with everything they know about relationship abuse.</p> <p>This is an individual baseline activity, to be completed without further prompting, so you can gauge students’ starting points. Circulate around the room to gain insight into their current understanding, any misconceptions, and particular gaps in knowledge, to inform how you focus discussions during the lesson.</p> <p>Take feedback from the activity and ensure students are aware of different types of abuse, including physical, verbal, emotional, sexual and economic abuse, coercive/controlling behaviour; and that abuse can happen off and online, in the home (domestic abuse) and between peers.</p> <p>Ensure students understand that abuse is against the law and that the police can arrest, caution, or charge the perpetrator. Some people in abusive situations might be concerned about involving the police but many police forces have specially trained officers who will do their best to help. The lesson content does not cover the legal position in detail as prosecutions depend on the nature of the behaviours involved (e.g. physical abuse will be prosecuted as a physical assault/battery).</p>
Core activities	<p>How it started... 5-10 mins</p> <p>Ask students to read Resource 1: Hayley’s story part A, showing the beginnings of a relationship which, as is revealed, is abusive.</p>

Once they have read this part of the story, ask students:

- What signs did you notice that the relationship might not be a healthy one?
- Why might Hayley not have recognised, or have dismissed signs that the relationship was not healthy at this point?
- Hayley made a bold decision (to move to London) due to the strength of feeling she had for Jack. How did Hayley assess the different risks and benefits in this situation?

Encourage students to add notes to the story or summarise their responses in the first box on **Resource 2: Reflections**. See **Resource 3: Teacher notes** for a list of key points to consider. It is important to stress throughout all sections, but particularly here, that Hayley's decision to move in at this point may have involved a degree of personal risk but it in no way excuses Jack's behaviour and it **is vital not to unwittingly engage in victim blaming**.

What happened next...

5-10 mins

Ask students to read the next part of the story (**Resource 1: Hayley's story part B**) which shows how their relationship developed further.

Once finished, ask students:

- What additional signs did you notice that showed the relationship was not a healthy one?
- What barriers are there for Hayley which mean she does not seek help or leave the relationship at this point?

Consider Saskja's situation. What can she do here, even if the adults in the situation do not act to protect her welfare?

Once again, students should complete the relevant box on **Resource 2: Reflections** by noting down their responses to the questions. See **Resource 3: Teacher notes** for a list of key points to consider.

How things escalated...

10 mins

Ask students to read the next part of the story (**Resource 1: Hayley's story part C**) which shows how the abusive relationship has escalated.

Once finished reading this part of the story, ask students:

- What additional signs are there of abuse in the relationship?
- What barriers are there for Hayley which mean she does not seek help or leave the relationship at this point?

Encourage students to add notes to **Resource 2: Reflections**. See **Resource 3: Teacher notes** for a list of key points to consider.

After the breakup...

5 mins

Ask students to read the final part of the story (**Resource 1: Hayley's story part D**) which shows the aftermath of a domestic violence situation.

Once finished, ask students:

- Why was seeking support so important for Hayley?
- What are the challenges that Hayley is having to manage at this point?
- Why was it so important for Hayley to take steps to protect her safety even after she had left Jack?
- What are the positive aspects of Hayley's life now that she has left the abusive relationship?
- How will Hayley's choice to seek support for Saskja improve her wellbeing?

Encourage students to complete the final section on **Resource 2: Reflections**. See **Resource 3: Teacher notes** for a list of key points to consider.

Revisit the story

5 mins

For each part of the story, ask students to work in groups to consider how friends and family could have helped Hayley and Saskja. Ask one person from each group to feedback a selection of the group's ideas.

See **Resource 3: Teacher notes** for a list of key points to consider. Also pose the following question:

- This story focuses on a heterosexual relationship where a female is the target of male abuse, as this reflects the most common abuse dynamic. Would the issues and advice be any different if this were not a heterosexual couple, for example if the people involved were gay, lesbian, or bisexual, or if the perpetrator were female and the target male?

Ensure the class is clear that, although the majority of relationship abuse, especially domestic violence, is perpetrated by males, anyone can be a perpetrator or target of abuse.

Challenge: Ask students to consider what should happen next in Jack's case. During feedback, discuss the treatment services available and the potential legal ramifications of abusive behaviour.

Talking heads - seeking help

10 mins

In pairs, students read **Resource 4: Talking heads - seeking help** and note potential barriers and potential positives related to seeking help.

Take feedback. Suggestions might include:

Potential barriers:

- Fear (of the perpetrator; of having to relive the experiences; of change; of what friends/family/others may think etc.)
- Someone feeling it's not their place to 'interfere' (e.g. by saying something, or alerting police/teacher etc.)

Potential positives:

- New opportunities
- Feeling safe
- Feeling a sense of justice
- Rebuilding sense of identity, self-worth or confidence
- Being able to move on
- Becoming closer to people who care about them

Support: Students write down/ think about three people they might go to for support if someone was treating them badly in a relationship.

Signposting support

2-3 mins

Highlight local and national services, such as:

- Domestic Abuse Support in Medway: www.domesticabuseservices.org.uk/
- Childline: www.childline.org.uk; Contact number: 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
- Galop (LGBT anti-abuse charity): www.galop.org.uk
- National LGBT+ domestic abuse helpline: 0800 999 5428

Ensure students are aware of the full range of information and support available; for example, a friend, teacher, parent, school nurse or GP.

Assessing progress

2-3 mins

Ask students to revisit the baseline activity and make any revisions and additions to their original answers in a different coloured pen.

Revisiting unit baseline

2-3 mins

Ask students to revisit the initial activity from the first lesson and make any revisions and additions to their original answers in a different coloured pen. Pick up on any key points around relationship pressures and unhealthy relationships not covered as part of this series of lessons.

Wall of support

2-3 mins

In order to lift the mood after a difficult lesson and assess progress, ask each student to share an encouraging comment, piece of advice, or source of support on a post-it to create a wall of support to remind the class that positive relationships are an entitlement for all and that help is available. Present this as a display or a photo of the display to record and reinforce the positive techniques and opinions shared.

Alternatively, a graffiti wall where students can draw or write comments directly onto a shared board/sheet of paper could provide a stronger way to lift the mood and encourage students to build on each other's comments.

Core activities

Advice to older self

Ask students to create a short message for their older self in the future with advice about healthy relationships. This could include top tips, relationship mantras and suggestions for managing common issues. Students can present this work as a leaflet, poster or other creative way with text, images and colour.

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Year 10 Lesson 1 | Resource 1: Online posts

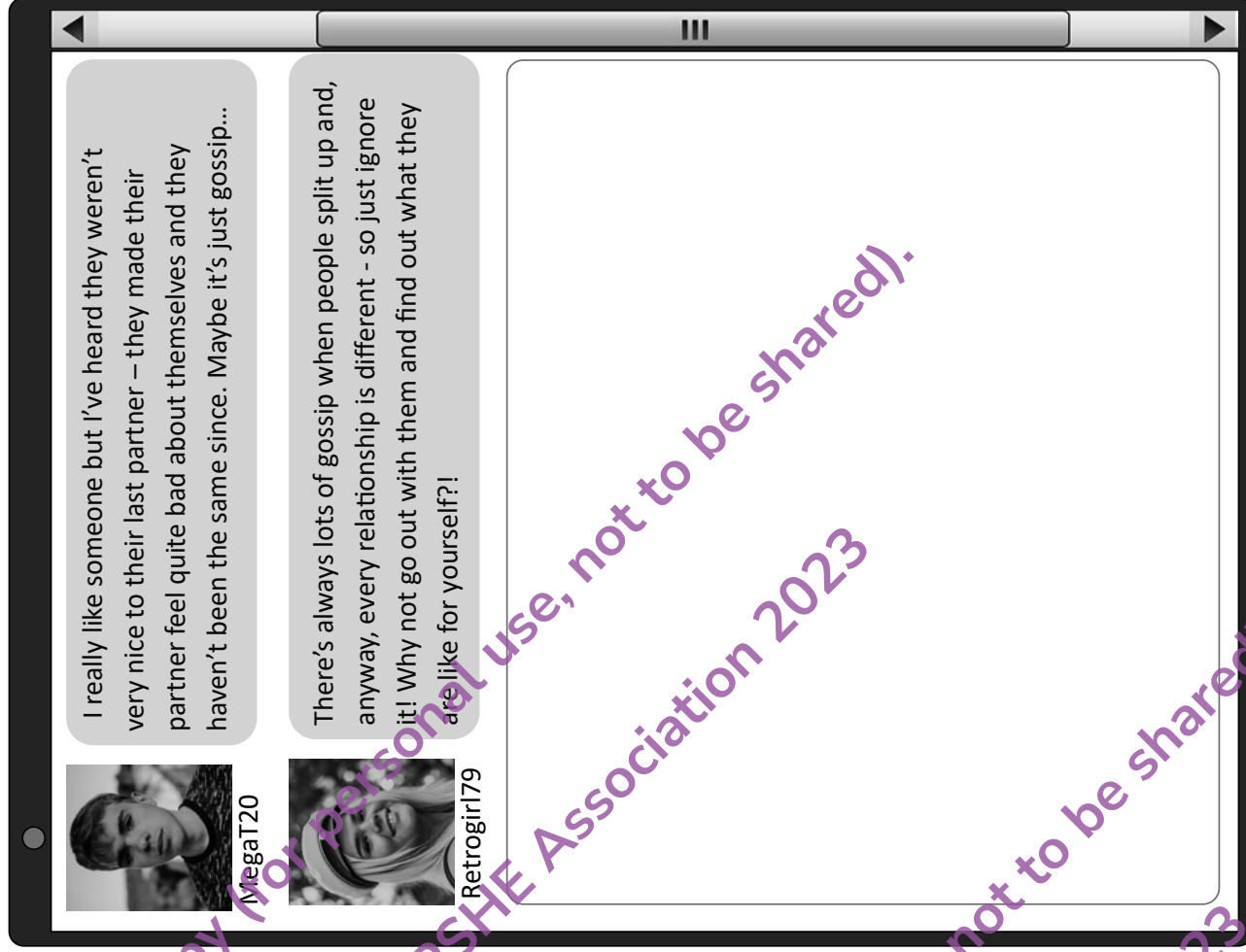


I've just started dating and it's not like I thought it would be. They're constantly hassling me for nudes and pushing me to go further than I'm ready for. Is this what it's supposed to be like?

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

Tamz456

Superstar30



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?!

MegaT20

Retrogirl79

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Tamz456's scenario

It's important to stress that this is not 'normal'. The behaviours she describes are quite controlling and suggest that this is not a healthy relationship. Superstar30 is right that it takes time to adjust and learn how to have healthy relationships, but she shouldn't feel she needs to 'get used to' such behaviours. Tamz456 should either end the relationship or talk to her partner about their behaviour to see if they are able to change their approach – perhaps by suggesting they speak to someone about why they are acting in that way.

MegaT20

Retrogirl79 is right – rumours are not a good basis for decision-making. But the fact that MegaT20 knows how changed the ex-partner was, suggests there is reason to find out more. Talking directly to the ex might help. There is a risk that they could be untruthful and relay things in a negative light, but this would at least help MegaT20 to know what to look out for. Talking to a potential partner's friends and getting to know the potential partner more might help MegaT20 to make a better decision. But it's important to remember that in many controlling relationships, there are very few signs to begin with and often friends aren't aware of what occurs.

	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.			

	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.	✓	✓	

	Enthusiastic consent	May be consent but check to be sure	Not consent
<p>Ty and Jamie say they love each other and they both kiss for a long time before they both feel ready to go further.</p>			
<p>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.</p>			
<p>Jeff tells Carly that he will share a private video of her unless she sends him more.</p>			
<p>Suzanna asks Mali “Do you like this?” Mali moans with pleasure and says “Yes!”</p>			
<p>Taylor jokes that he’ll start sleeping around with other girls if Lily doesn’t do what he wants in bed.</p>			
<p>Mimi says “No” at first, but after Ed talks to her about it, she finally agrees to have sex.</p>			
<p>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.</p>			

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
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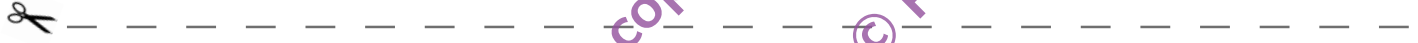
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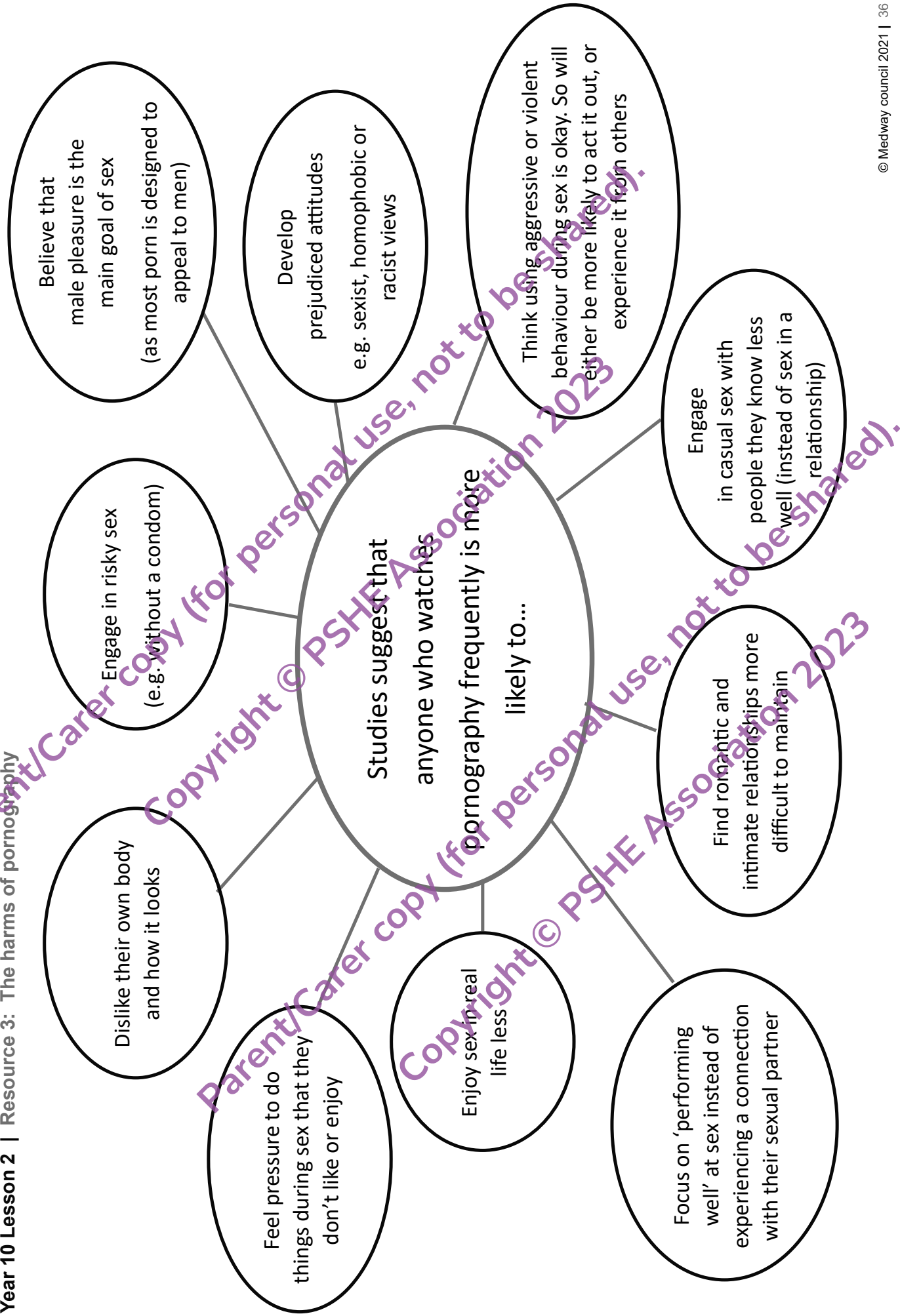
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Year 10 Lesson 2 | Resource 2: A relationship with pornography

Age 12	<p>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.</p>
Age 13	<p>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.</p>
Age 14	<p>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.</p>
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>

Age 12	<p>Diego first saw porn at 12.</p> <p>He heard the word 'porn' at school so looked it up online.</p> <p>What he saw made him feel weird.</p>
Age 13	<p>When he was 13, a friend sent him a link to a porn video.</p> <p>He opened it without knowing what it was. He was so embarrassed.</p> <p>His mum saw it and took his phone away for a week. His dad told him off.</p>
Age 14	<p>By 14, Diego watched porn now and then.</p> <p>His friends sent pictures or videos, and sometimes he searched for it online.</p> <p>Porn adverts popped up on other websites, and he couldn't stop clicking on them.</p>
Age 15	<p>At 15, Diego watched pornography several times a week.</p> <p>He found some porn boring so searched for things that were a bit different from normal sex. The porn he started to watch was violent.</p> <p>He was often distracted and thinking about sex and porn during the day.</p> <p>He fancied some girls at school but was too shy to speak to them. Diego's friends made jokes about him being a virgin and no girls being interested in him. So he took a photo up a girl's skirt without her knowing (upskirting) to show them.</p>
Age 16	<p>Diego met a girl he liked and they started dating.</p> <p>She didn't want to have sex right away, so he still watched lots of porn instead.</p> <p>He wanted to get it right when they had sex together, so wanted to pick up some tips. The women in porn seemed to like being shoved around and told what to do.</p> <p>Diego's girlfriend came over while his parents were out. He thought they might have sex. Then she asked him if he watched porn. He didn't know why she asked, but he said "Sometimes".</p> <p>She got angry and they had an argument. Diego said he could watch it if he liked. She ended up leaving.</p> <p>So Diego just watched more porn videos. He wondered if he would rather break up with his girlfriend than stop watching porn.</p>
	<p>Diego made up with his girlfriend. He was really in the mood so kept asking her to have sex with him. She agreed, and they started to kiss and touch. Diego wanted to show he was good at sex so tried out things he had seen in porn.</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.</p>



Scenario 1:

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.

Scenario 2:

At a party someone gets very drunk. They end up naked in bed with someone, but pass out before having sex. The other person takes photos of them naked and shares them.

Scenario 3:

Someone puts a photo of themselves on Facebook in their underwear. This photo is printed out and shared around the school with abuse about the person written on it.



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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?

Year 10 Lesson 4 | Resource 1: Conflict scenarios

Lily and Tanzy

Lily is angry that her girlfriend Tanzy broke the TV while dancing in the lounge. Lily yells at her, tells her she's stupid and can't dance as she's so fat, so it's no wonder she broke it.

Lily tells Tanzy she needs to buy a replacement but Tanzy worries this will take ages - she doesn't want to work extra hours while she's studying for exams. But Lily threatens to post embarrassing photos on her social media timeline if she doesn't replace the TV. She then says she might just do that anyway to teach her a lesson for being so clumsy.

Adrienne and Jamil

Adrienne and Jamil have been going out for nearly 8 months. Neither is particularly happy in the relationship, but they still really care about each other and think that breaking up would be awful.

Adrienne feels like Jamil always ignores her to spend time with friends and it makes her feel unwanted, so her self-esteem has suffered.

Jamil really likes spending time with Adrienne but found his last relationship really intense, so is intentionally spending more time with friends than with Adrienne, so the same thing doesn't happen again. Neither of them has said anything in the hope that things will just sort themselves out in time.

Zak and Joe

Zak and Joe have been seeing each other for three months and are really enjoying their relationship. But one night, Joe tells Zak about troubles he's having with a work colleague. Zak says he thinks the problems are all Joe's fault, which Joe finds really insensitive. Joe tells Zak he's upset, that Zak doesn't fully understand the situation, and that he's being really thoughtless. He storms out and goes for a walk to cool down. He then sees a message from Zak asking him to call him to talk when he's ready.

They have a really honest conversation about what happened. It feels uncomfortable and they're worried their relationship might not survive but they both listen to each other and realise there are things they could easily do differently that would show more respect. At first things feel strange but within days the relationship is back on track.

Jakub and Paula

Jakub and Paula have been going out for two years and are thinking of moving in together. They've spoken to their parents about it and feel they are emotionally and financially ready. But they can't agree on where to move to and on the kind of place they are looking for. Some places are too far from where Paula works and others are too far from Jakub's family, who he's really close to. Jakub thinks modern flats feel unwelcoming, but Paula wants somewhere with all the appliances they need and lots of space for her crafting. They can't seem to agree on anywhere.

They realise they are putting strain on their relationship, so they ask a trusted friend to help them decide some criteria for where they want to rent and what they are both looking for. Then they agree that they will wait to find the right place to rent rather than rush into it and argue over things.

It takes an extra month, but they find a lovely flat and their relationship continues to go well.

- 1.** Kai's behaviour minimises Jocinda's concerns and may impact her self-esteem and self-worth. This is a potential sign that Kai is using controlling behaviours to keep Jocinda in the relationship on Kai's terms.
 - When disputes go unresolved, it is likely they will be revisited later, often in a more heated manner. Jocinda would need to consider whether Kai is able to change this behaviour and respond more positively to conflict, or whether this is a sign that Kai is not a considerate partner who will build a healthy relationship with her.

- 2.** Jocinda's self-esteem and self-worth are also likely to be damaged by this encounter.
 - Such behaviour is a sign of coercive control – exhibiting push/pull techniques allows someone to gain power over their partner.
 - The controlling person often apologises quite quickly and with grand gestures to minimise the incident.
 - Jocinda should consider whether she feels respected and safe in this relationship.

- 3.** Violence in a relationship is always unacceptable. Jocinda might be tempted to stay in the relationship to see if Kai becomes violent, as opposed to threatening violence, but it's important to recognise that the threat of violence is abuse in and of itself.
 - It's important Jocinda exits the relationship.
 - If Jocinda decides to continue to speak with Kai at this point, she should be sure not to escalate the situation by being confrontational in response. This will help keep her safe in that moment.
 - However, targets of abuse often explain that they take on responsibility for trying to ensure they don't do anything to upset their partner – things become entirely dependent on their partner's mood, so their own needs are ignored.

So placating Kai to ensure her safety in this situation is sensible, but is not a long term strategy for Jocinda's safety and happiness.

- 4.** Kai's overreaction is unsettling because it manipulates Jocinda into staying in the relationship, whatever the disagreement now, or in the future.
 - If Jocinda fears similar reactions from every discussion, she may avoid bringing up conflicts which will affect the quality of the relationship.
 - It's important for Jocinda to talk about what Kai has said and understand whether Kai may need some support. She should assess whether there are other unhealthy relationship signs which could indicate that she might need further help to leave the relationship safely.

- 5.** It is common for there to be a learning curve when people initially change behaviour habits. Kai's response when slipping into old habits seems appropriate and proportionate.
 - Jocinda will probably feel more confident the relationship is now on a positive track.

Hayley's Story Part A

Jack and Hayley enjoyed an amazing holiday romance. The age gap wasn't an issue - they had so much in common! Jack often said he liked what Hayley was wearing but sometimes suggested a few changes to her outfit, so she 'looked her best'. He also had a strong personality, so people didn't mess Jack around, which seemed impressive at first (although sometimes it could feel uncomfortable if he spoke disrespectfully). Sometimes there was a sense that things weren't quite right but they were having so much fun most of the time, Hayley put any doubts aside and they continued the relationship long-distance when they got back to the UK.

It was hard as Jack lived in London while Hayley was finishing her degree in Manchester. Jack had a daughter (Saskja) from a previous relationship, so it often meant Hayley travelled to London rather than Jack travelling to Manchester. This started to affect Hayley's studies, so Jack suggested she quit university and move to London with him. Jack hinted he was worried the relationship might not last unless she moved. Hayley was so caught up in how much this meant Jack must love her, that she set aside any worries and moved to London – after all, wasn't love more important than getting qualifications?

Hayley's Story Part B

Hayley found it difficult to get a job in London, so Jack was paying all the bills. This made things awkward as she didn't have money of her own. Jack told her not to claim Jobseeker's Allowance as it would affect the child benefit he received, so she relied on Jack to pay for everything, but he'd often become angry if she asked to borrow money. Hayley therefore struggled to build a life in London outside of their relationship, so she was feeling quite isolated and low.

Hayley helped look after Saskja and they got on really well. She began to notice how scared Saskja sometimes was if Jack raised his voice. One day Jack got angry about their food not being hot enough and shouted insults at Hayley. He threw his plate and stormed off, leaving both Hayley and Saskja feeling shocked and scared.

Hayley's Story Part C

One of Hayley's friends came to visit and noticed she seemed a lot quieter and less confident. Hayley told her friend she and Jack were happy and gave what she considered reasonable explanations for his behaviour. But the conversation made Hayley think:

Jack got very angry after her friend left. He damaged Hayley's phone, went to hit her, stopped himself but threatened violence if she invited friends he didn't know again. He later apologised, saying he only acted that way because he loved Hayley so much, but it had left Hayley very shaken. After that, there were more threats followed by apologies, especially if Jack had been drinking.

Without her phone, her friends and money, Hayley felt trapped in the situation. She thought about using online messaging to contact someone but Jack monitored her computer use.

Resource 1: Hayley's Story CONTINUED

Hayley recognised Jack's behaviour was controlling and abusive and that she needed to leave to protect herself. She used a library computer to access a chat feature on the Domestic Violence Helpline page to get some advice. The helpline didn't push her to do anything but discussed her options, including how to help Saskja.

Hayley still had feelings for Jack and was worried about Saskja's welfare if she left. There were also practical challenges to leaving – where would she go? How would she pay for travel? Would she be able to cope on her own again? How would Jack react if he discovered her gone? It all felt very complicated but the helpline supported her to see things more clearly.

Hayley's Story Part D

Hayley had found the courage to leave after Jack ruined Saskja's birthday. It had hurt her to see Jack's daughter so unhappy and it made her realise that Jack would never be able to treat her (or Saskja) with the respect and love they deserved.

It hadn't been easy to walk out. She'd had to leave behind most of her things and she really missed Jack and Saskja as they had shared some happy moments together. She'd been told these mixed feelings were normal but that difficult feelings would pass - she would have fun, loving times again.

Hayley had contacted the school who had involved social services for support for Saskja. They had placed her with extended family immediately and had provided further support. For lots of reasons, Hayley hadn't been able to visit Saskja yet, but she'd spoken to her online and it was clear she'd made the right decision.

A police caseworker helped with legal options and gave her some further safety advice. Hayley found a temporary place to stay in a new area where Jack would not be able to find her. A friend gave her an old phone – free of tracking apps. When she'd moved to a new flat-share, Hayley's name had been anonymised on the electoral roll, just in case.

She was able to access support for her mental health and her old university reassured her she could transfer some study credits to a new place of study if she wished, somewhere Jack wouldn't think to look for her.

Hayley hadn't realised how much of herself and her life she'd given up while she was in a relationship with Jack. As hard as it was to manage her feelings about what had happened, she liked how she was feeling more and more like herself.

Part A: How it started

Part B: What happened next



Part C: How things escalated

Part D: After the breakup

Important points to cover in part A:

- There is a fine line between giving someone advice about their style and being controlling about what someone wears. Often small behaviours like this are the start of undermining a person's confidence.
- Jack's strong persona could simply have been a sign of confidence at this stage, but the fact Hayley feels uncomfortable suggests his behaviour may cross the line at times. If someone changes their behaviour around different people (e.g. is rude towards shop assistants, is intimidating towards colleagues), they may be masking their personality in some way.
- Sometimes in relationships, people ignore things that don't feel right, as the relationship is enjoyable and they don't want it to end, or for the other person to feel hurt by them raising issues.
- Strength of feeling means people sometimes make bold decisions without fully thinking about their safety and wellbeing. It's important to think things over and perhaps talk to friends and family first.
- People with controlling personalities often engineer situations where they have more control over their partner. People move in together after varying amounts of time, so this is not the main issue here - the key point is that there are already indicators of a power imbalance. Hayley has been doing most of the travelling – perhaps for fair and reasonable reasons regarding Jack's daughter – but when Jack suggests the move without considering the consequences for Hayley and then adds emotional pressure, this suggests there could be a problem.
- A big age gap in teen relationships is often a concern but in a mature relationship, an age difference is not a problem, if the relationship is healthy and enjoyable. However, in this situation, this may have reinforced a power imbalance, as Hayley's career and financial stability is less established, and she may have had less experience in building long-term relationships.
- In this situation, Hayley focused on the benefits of what she hoped was a loving relationship and weighed this up as more important than the risks to her studies, friendships, and financial wellbeing. Many successful relationships involve taking risks like moving in together and getting married. But Hayley's choice places all the focus on one aspect of her life which she'd not had time to fully assess. It is helpful to talk big decisions through in more detail before making those choices.
- Regardless of whether the decision to move in at this point in the relationship was the right one, the reason it didn't work is Jack's abusive behaviour (which we will see in more detail later in the story), so it's important not to be seen to judge Hayley's actions. **It's vital not to unwittingly engage in victim blaming.**

Important points to cover in part B:

- The relationship imbalances have allowed Jack to gain a degree of control over Hayley and have socially isolated her.
- The plate incident and Saskja's reactions are signs that Jack cannot control his temper and needs help with this. Hayley and Saskja are not safe and it's important that Hayley acts to protect their wellbeing.

Teacher notes CONTINUED

- Hayley still cares for Jack and has become dependent on him. It is quite common for people in such situations to rationalise extreme behaviours, as the alternative is that they have to leave what is often an enjoyable relationship in the 'good times'.
- Hayley may also be feeling overwhelmed by everything that leaving Jack would mean and by having to take responsibility for helping Saskja.
- Saskja's teachers are trained to get help in these situations. If a student ever tells them something isn't right at home, teachers will speak to a safeguarding specialist in the school who will decide on the best thing to do. They may speak to social services who can find out more and get appropriate help. In this scenario, there may be other trusted adults in Saskja's life, such as grandparents or a neighbour, who can call a helpline for guidance. Saskja may not yet feel able to call for help herself but if she did feel able to, she can always call a helpline. Childline is free and does not appear on any phone bills, so is particularly helpful.

Important points to cover in part C:

- Hayley's friend sees that her personality has changed. This is often a sign that other people pick up on rather than the individual concerned.
- Jack's behaviour shows he is continuing to isolate Hayley and stop her from getting help or hearing different opinions on what is happening.
- This is clearly domestic abuse, and the escalation of violent behaviours highlights the risks to Hayley and Saskja.
- Often after some time in a controlling relationship, a person's self-esteem can be so affected that they may take time to accept what is happening and choose to change it, particularly when so much of their life has become invested in the relationship.
- So, Hayley may not be able to see a way out at this point, as her life is now controlled by Jack – that's why it is so important to seek help.

Important points to cover in part D:

- Coercive control often develops gradually over time, so the person in that situation almost doesn't realise it. Hayley needed to hear a neutral perspective to help her fully understand the situation.
- During the course of an abusive relationship, a person can become, paradoxically, very attached to their abuser. This can lead to them feeling a strong sense of grief and regret over the ending of the relationship, even though to an outside observer this might not make sense. So it's really important that there is emotional support in place for someone in this situation.
- Hayley is now looking to rebuild all aspects of her life – her emotional health, her financial wellbeing, her friendships, her studies/career and living situation. This is why it's so important to seek help. There are people who specialise in supporting those who have experienced abusive relationships, which can make a big difference.

Teacher notes CONTINUED

- Hayley is likely to feel emotional, but she is starting to regain her sense of self and feels safer. This will allow her to rebuild her life with stronger foundations.
- Saskja would not have been safe with Jack. Hayley leaving would likely have made her home situation even worse, so Hayley was right to seek help for her. Schools are not the only source of support, but they often know the best ways to find help and, given Hayley was not a legal guardian for Saskja, contacting them was a good strategy. If Hayley had been a legal guardian, she could have taken Saskja to a shelter to get to safety quickly.
- Saskja will probably miss her father – this is a normal reaction, despite her past experiences. But there are often ways to maintain a connection, particularly if Jack commits to getting help for his behaviour. The stability she is likely to find with her relatives means she can now live without a daily sense of fear, which will make a big difference to both her mental and physical wellbeing.

Revisiting the story - points to cover:

- In part A, friends and family might have been able to meet Jack and help Hayley to fully consider any unsettling behaviours. Visiting and calling regularly can also be a way of supporting Hayley's choices and also looking out for her. Speaking to the university about the problems Hayley had been facing with her studies and asking for a deferment or transfer might have supported other aspects of her life. Thinking creatively about solutions, and considering the long-term goals for her future, may have helped her to see other options.
- In part B, Hayley could seek advice from organisations such as Citizens Advice regarding her financial situation. Again, friends and family can check in with her. Often people can feel ashamed or worried about letting others know what is going on but it's important she tells a trusted person about any concerns or worries. After Jack's violent outburst, it is important for her to get help from one of those suggested in the signposting section. If at any point Hayley feels she or Saskja are in imminent danger, she should ring the police on 999.
- In part C, Hayley's friend could perhaps have found a way to keep the door open for further discussion. Often those who are in abusive relationships may not be ready to accept or talk about their situation the first time someone says something. Signposting other sources of support is helpful as Hayley might not have thought of them herself. Sometimes a person can be open to going to a GP or advice centre to talk about their situation – having a friend with them often makes them more confident to do so. As before, it is important for Hayley to seek help from an organisation suggested in the signposting section, and, if at any point Hayley feels she or Saskja are in imminent danger, she should ring the police on 999.
- In part D, Hayley has a range of people supporting her, but it will take time for her to rebuild her confidence and improve her mental wellbeing. So friends and family can provide emotional support and by help her talk through practical options. It is important they are led by Hayley as to what support she needs, and about how much she wants to talk about what happened. It's very important to reassure Hayley that none of what happened is her fault. The scenario outlines steps to ensure Hayley's future safety and to avoid further abuse and stalking now the relationship has ended.

Teacher notes CONTINUED

Additional information and advice to support those experiencing abuse can be found here:

www.citizensadvice.org.uk/family/gender-violence/domestic-violence-and-abuse/

www.nationaldahelpline.org.uk/

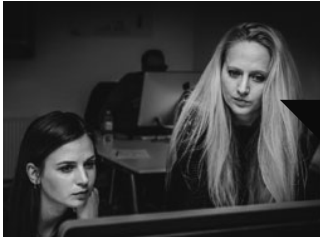
www.womensaid.org.uk/the-survivors-handbook/im-worried-about-someone-else/

For the additional challenge activity focusing on the consequences for Jack, you may wish to consult the following sources:

www.cps.gov.uk/legal-guidance/domestic-abuse-guidelines-prosecutors (Annex C provides details of the different crimes a person may be prosecuted for, if it is in the public interest to do so. There is also a wealth of information on the safeguards in place to support those who have experienced abuse.)

www.thehotline.org/2013/09/05/is-change-possible-in-an-abuser/ (Considers the question of whether it is possible for a person to get treatment and change their abusive behaviour.)

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We met at a support group for people who'd been in abusive relationships. Years later, we now own a business together. We have regained our sense of identity and self-confidence which has allowed us to be happy again.

I worked with the police to help get justice and protect others from facing the same violence. I was scared about the process, and I admit, it was an experience I'd rather forget. But it felt the right thing to do and there were really supportive people in the specialist police unit who helped me through it.

Now the trial is over, I feel I can move on.



I was worried about a friend so I spoke to my teacher. Others told me it wasn't my business but I knew what was happening wasn't right. I was worried my friend would be angry with me, but he said it meant a lot that I cared enough to find him help, when he felt too confused and scared to get help himself.

I'm so pleased my mum and brothers are safe. Once the police knew what was happening, they helped us find a new home. Now my mum doesn't have to worry so much.



Looking back, I'm proud of myself for having the courage to find a women's shelter and leave behind the abuse I was experiencing. Their support, advice and guidance made a real difference – they were a lifeline for me and helped me to leave a dangerous situation knowing that I would be supported through it all.

I didn't want my family to know what I'd been through, and I didn't think they'd understand. But they were really supportive and helped me to leave on my own terms. It turns out I'd underestimated them. It's brought us closer and now I can talk to them about anything.

