



**Solihull**  
METROPOLITAN  
BOROUGH COUNCIL

# Healthy and Safe Relationships



A unit of learning for secondary aged young people in Solihull schools and settings. Building upon learning about healthy relationships and keeping safe in primary schools.

## Acknowledgements

With thanks to the learning community of Solihull, particularly the children and young people who inspire our work. Particular thanks are due to those colleagues who commissioned this work; this would not have happened without their commitment. Thanks also to Solihull's Local Safeguarding Children Board who provided support and encouragement.

Resources that have supported this piece of work have been cited and fully acknowledged throughout. We are happy for this work to be shared widely in order to in order to have the maximum potential for impact on the lives of young people. We would, however, ask that organisations using this resource:

- Keep the resource in a complete format at all times, with no additions, deletions or alterations - thus protecting the integrity of the original document;
- Acknowledge Solihull MBC fully when using this resource.

*Thank you.*

For further details please contact:

Bev Petch, Education Improvement Adviser, Health and Wellbeing  
[bpetch@solihull.gov.uk](mailto:bpetch@solihull.gov.uk)



## Introduction and context

This unit of learning was originally written to support teachers of personal, social, health and economic education (PSHE) in addressing some often very sensitive issues pertaining to teenagers and relationships. However, it is clear that in addition to being used as part of a universal, planned programme of PSHE in schools, it is also appropriate for use in group and/or individual interventions in schools and in a wide range of other settings.

The issues herein are not easy to teach or to address and yet, they are vital for young people when we consider that:

- Several independent studies have found that 40% of teenagers are in abusive dating relationships (Home Office Teenage Partnership Abuse campaign);
- Many young people report levels of regret after first sex, often citing pressure as the reason for having sex;
- There is growing evidence of widespread sexual exploitation of young people in the UK with increasing risks posed by new communication technologies;
- There is a woeful lack of understanding and empowerment with regard to sexual consent - a third of girls aged between 13 and 17 who were in relationships had experienced unwanted sexual acts, and one in 16 had been raped (NSPCC 2009, [www.nspcc.org.uk/inform](http://www.nspcc.org.uk/inform)).

Children in their early years and, subsequently, in primary schools learn about the features of happy, caring, respectful and safe relationships. Secondary schools and learning providers should continue to build on this knowledge and understanding. Learning about relationships is a lifelong pursuit.

This specific unit of learning is predominantly aimed at Key Stage 4 students (aged 14-16) in schools as *some* of the language and activities are not likely to be deemed appropriate for whole classes at Key Stage 3 (aged 11-13).

**However, the learning could and should be adapted appropriately for use in a range of settings and to meet the needs of young people from the ages of 11-18.**

This is particularly important where specific groups or individual males and females have been identified, through a risk assessment, as being at heightened risk of child sexual exploitation. A range of recent research and reports indicate that there are some compelling arguments for children and young people to learn

about healthy and safe relationships at all ages and stages. Some of these are detailed further in subsequent pages.

Resources and activities that have been suggested throughout this unit of learning are broadly appropriate for Key Stage 4 students. The learning is also vitally important and appropriate for Key Stage 3 students, but will necessitate some adaptation by staff. Schools know their students and will need to be discerning about selecting what is appropriate for their cohorts, for smaller groups and for specific individuals as part of a planned intervention strategy.

Schools are responsible for the resources that they select to support teaching and learning and staff must follow policy as well as any criteria that are specified for selecting resources. By law, schools must protect pupils from inappropriate images. Therefore, all media clips must be viewed by staff in their entirety and use of suggested clips must be fully considered. It is recommended that senior leaders are involved in this process.

## Child Sexual Exploitation

We know that child sexual exploitation (CSE) is widespread. We also know from a range of reports and enquiries that sexual exploitation happens to boys and to girls from all communities across the 11-18 age range and, at times, to even younger children. In the call for evidence that supports the Office of the Children's Commissioner's Inquiry into Child Sexual Exploitation in Gangs and Groups, respondents:

*'Identified sexually-exploited children and young people as ranging in age from 4 to 19 with a peak age of 15.'*

(Interim Report, November 2012).

We also know that children and young people are often targeted and groomed prior to this peak age.

In terms of online child sexual exploitation, analysis of reports to the Child Exploitation and Online Protection Centre reveals that 13 and 14 year olds represent the largest single victim group.

(Threat Assessment of Child Sexual Exploitation and Abuse, CEOP, June 2013).

In a Barnardo's report (Cutting Them Free: How is the UK progressing in protecting its children from sexual exploitation, 2012), it is stated that:

*'Services are still seeing young children drawn into this form of abuse. Five services raised it as a major concern, identifying children as young as 11 at high risk of sexual exploitation although the majority were working with children from 13 years old.'*

Thus, it is clear that it is crucial for all children and young people to learn about healthy and safe relationships from a young age, building on their learning as they develop and grow. Delaying this learning could potentially leave children and young people vulnerable to abuse.

It is vitally important that we maximise every opportunity to challenge children and young people's perceptions of what constitutes a healthy and respectful relationship. A recent report from Girlguiding provides an insight into girls' understanding of relationships.

*'Although most felt they could recognise different types of controlling behaviour in theory... they were quick to make excuses for the controlling behaviour. They readily imagined situations where it might be acceptable or even their fault. Some even found this behaviour endearing.'*

(Care Versus Control: Healthy Relationships, 2013)

## Relationships and Sex Education in Schools

In schools, it is intended that this learning is woven into the universal provision for Relationships and Sex Education (RSE), or Sex and Relationships Education (SRE) as it is referred to nationally, as part of the planned personal, social, health and economic education (PSHE) curriculum.

This work supports a school's 'moral purpose' as well as aspects of a school's legal obligations:

- ✓ It is compulsory for all maintained schools to teach some aspects of sex education as detailed within National Curriculum Science;
- ✓ Secondary schools are required to teach about HIV and AIDS and about sexually transmitted infections;
- ✓ The broader topic of Sex and Relationships Education (SRE) is contained within non-statutory PSHE and is strongly recommended within Government SRE Guidance (2000). School governors are, in law, expected to give 'due regard' to this guidance. This includes Academies;
- ✓ Both primary and secondary schools are legally obliged to have an up-to-date policy for Sex and Relationships Education;
- ✓ It is the responsibility of the school's governing body to ensure that the policy is developed and made available to parents. Parents have a right to withdraw their children (until the age of 19) from any school SRE outside the Science Curriculum;
- ✓ Schools have a legal duty to promote the wellbeing of their pupils (Children's Act 2004) and SRE contributes to this duty;
- ✓ The Equality Act (2010) applies insofar as issues pertaining to SRE should be taught in a way that does not subject pupils to discrimination e.g. because of sexual orientation, gender or other protected characteristics.

## Ofsted requirements

In Ofsted's most recent Inspection Framework (September 2012), inspectors evaluate the extent to which pupils are able to assess and manage risk as part of the judgement for 'Behaviour and Safety.'

Ofsted recognises the importance of SRE in helping children and young people to stay safe: ‘

*‘Failure to provide high quality, age-appropriate sex and relationships education may leave young people vulnerable to inappropriate sexual behaviours and exploitation.’*

(Not Yet Good Enough: personal, social, health and economic education in schools. Ofsted, May 2013)

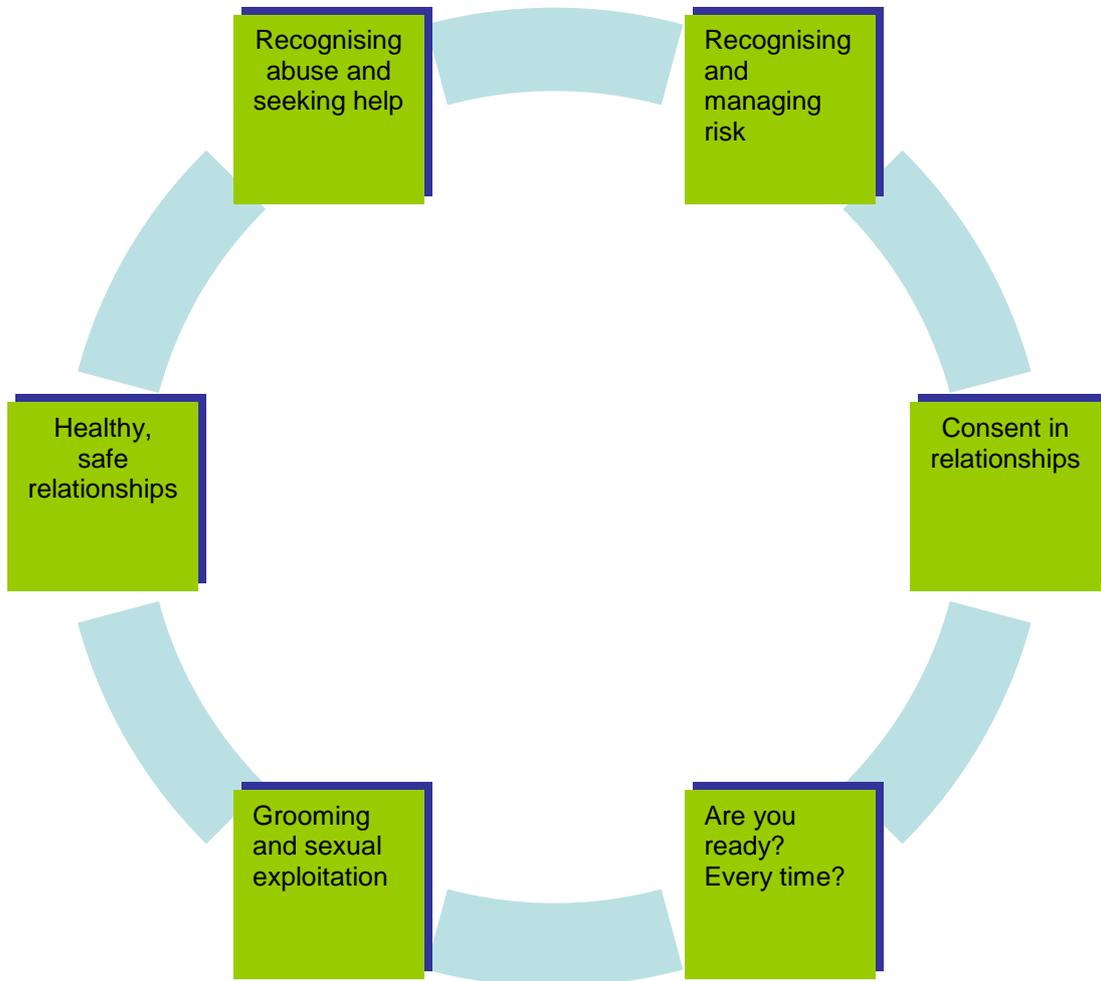
Before embarking upon the teaching of this unit, it is imperative that schools and other learning providers check, and are fully cognisant with, their organisation's:

- RSE / SRE policy, ensuring that the content is fully permissible within that policy. Any content that goes beyond the policy will need to be agreed with Governors and shared appropriately with parents;
- Safeguarding policy and procedures.  
Also see <http://www.solihull.gov.uk/staysafe>



## Learning

There are 6 lessons within this unit, addressing:



Each of the 6 lessons that are provided here could be extended to a whole unit of learning in its own right. Indeed, each aspect is addressed quite minimally with a view to schools and other learning providers building upon students' prior learning and expanding opportunities to further and deepen that learning. Additional resource ideas are provided for each lesson in order to support further planning and delivery.

This unit of learning is rooted within the PSHE curriculum for schools. PSHE is a non-statutory subject. However, PSHE makes a clear contribution to the stated aims of the school curriculum, as detailed in the Department for Education's statutory guidance.

(National curriculum in England: framework for key stages 1 to 4, published September 2013).

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, mental and physical development of pupils at the school and of society;
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

It is clear that there is a continuing expectation upon all schools to teach PSHE. The above document states that:

*'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.'*

It is anticipated that schools may continue to find the PSHE Personal Wellbeing programmes of study helpful as a starting point for planning their provision to meet the changing needs of their students. These are available from the Department for Education website:

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00198880/pshee/ks3/personal/programme>

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00198880/pshee/ks4/personal/programme>

The PSHE Association has also recently developed a programme of study for PSHE, at all Key Stages, as well as guidance for schools on developing their own PSHE curriculum:

[http://www.pshe-association.org.uk/resources\\_search\\_details.aspx?ResourceId=495](http://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=495)

## Best practice in PSHE

This unit is built upon best practice in PSHE. Whilst that best practice cannot be fully documented here, the activities, for example, are interactive. They make use of a wide range of teaching and learning styles that fully engage students in the learning process with the teacher as facilitator. Importantly, in addressing such sensitive issues with young people, this work is particularly mindful of one of the 10 Principles of PSHE Education, as identified through an academic literature review of research by Dr Jenny McWhirter (PSHE Association, 2009):

*‘Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to be healthy, stay safe...’*

### Investing time in establishing a safe learning environment

It is crucial that wherever this learning is facilitated, it takes place within a carefully orchestrated, safe, positive and supportive learning environment where young people:

- Feel able to take risks with their thinking;
- Can develop the confidence to ask questions, challenge the information they are offered and can contribute their own experience, views and opinions appropriately;
- Are enabled to put what they have learned into practice in their own lives, in a range of contexts;  
(The above points are adapted from the work of Dr Jenny McWhirter)
- Feel safe. It is important to be very clear that a safe learning environment is one that does **not** lead or encourage students to publicly self-disclose that they are being abused or exploited. Rather, young people should understand the ground rules that have been negotiated and established and recognise how they keep us all safe. They should also understand the inherent boundaries around confidentiality and when, where and how to access someone to talk to for support.



In terms of **confidentiality**, variations on the following ground rules may be useful:

☺ We all have a right to privacy and nobody will be asked personal questions, nor will personal comments be made;

☺ We all have a responsibility to think about issues pertaining to confidentiality - what we share, where and with whom;

☺ Share the story, not the people (i.e. we can share something but depersonalise to ensure that the people are not identifiable e.g. I know / heard of / read about someone who...)

Additionally, young people need:

- Reassurance that it is good to talk and that they belong to a supportive school where staff will always listen to and respect what students share with them;
- To know and understand that staff in school will not gossip about what is shared with them, but that they do have a professional duty to share information with the safeguarding lead if they are worried that a young person is at risk of significant harm. Students also need to be clear that the young person concerned will always be supported.

All organisations and agencies need to be completely clear and transparent with children and young people about confidentiality. Clarity of understanding plus consistent and coherent practice should enhance trust, giving children and young people the confidence to access support and advice, thus promoting wellbeing and safety.



## **Lesson 1: Healthy, positive and safe relationships**

### **Objectives:**

- To explore the range of relationships that we enjoy in our lives
- To consider the features of positive relationships, and less positive ones

### **Learning outcomes:**

- We will be able to identify the range of people who are important in our lives and the different relationships that we have
- We will know some of the important features of positive relationships and understand that most relationships change over time and have some positive and negative aspects
- We will know what makes a healthy, positive and safe relationship and that we can make positive choices in our own relationships

### **Starter**

Negotiate Ground Rules to keep us all safe and to ensure that we all feel able to participate fully. If these have already been established prior to the lesson, reinforce with specific emphasis upon support and confidentiality.

A to Z of relationships words – this can be facilitated in a circle, around the room with students sitting at desks or by throwing an appropriate object e.g. sponge ball to chosen students. Going through the alphabet, from A to Z, students contribute relationships words e.g. **a**unt, **b**oyfriend, **c**aring, **d**ecisions etc.

What different types of relationships featured?

How far are our relationships with different people similar or different?

### **Main Activity**

(Adapted from the Relationship Grid, 'Friend or Foe. Who can you trust?')  
[combattrafficking.eu/sites/default/files/Friend%20or%20Foe.pdf](http://combattrafficking.eu/sites/default/files/Friend%20or%20Foe.pdf)

### ***Our relationships***

- Each student to be given an individual grid comprised of 3 or 4 concentric circles, and to put themselves at the centre. Invite students to split the grid into sections such as home, school, peers, wider family etc according to what works for them. The circles that branch out from the centre represent how close they feel to a person. Students place the people with whom they have relationships, naming the relationship rather than the person, in the appropriate sections e.g. brother will usually be closer to you than teacher.

- Discussion: How did you decide where to place people?  
Thinking of one of the 2 people closest to you, what are the positives in that relationship? Is it mutual? What characterises close relationships?  
How far have these closest relationships changed over time?  
If you had completed this 3 years ago, how might it have looked different?  
Even in those closest relationships, are there any less positive aspects e.g. parents being over protective at times? Emphasise that relationships are not ideal all of the time and we have to work at them.  
What skills do we use in order to improve our relationships and make them as effective and positive as possible, e.g. compromise?
- *Important things to look for in the ideal partner.*

The following activity, Partner Barter, is taken from Barnardo's 'Bwise to Sexual Exploitation' (page 40):

1. In small groups, each group with a team name A, B, C etc. The groups have 2 minutes to write a list of all the qualities they can think of that would make the ideal partner e.g. sense of humour, kind.
2. Collect the lists but keep them hidden – these will form the basis of the bartering. Each group is allocated 30 points to 'spend' on qualities. Prepare a column for each team on the board.
3. Explain that groups can bid points for qualities, but cannot bid once they have run out of points. Groups will negotiate and decide if, and how much, they wish to bid for each quality. Suggest opening bids of less than 5 points.
4. Read out 1 quality from one of the lists – groups have 10 seconds to agree starting and maximum bid.
5. Open the bidding. Once sold, that quality can be written in the team's column on the board, along with the points that they paid.
6. Choose another quality and repeat bidding process, varying the types of qualities. Do not give any ideas as to what qualities will be available later.
7. Once all groups have spent their points, ask each group to read out the list of qualities they have won. Whole group then discusses who has negotiated most successfully to achieve the best combination of qualities.
8. Now offer the opportunity to barter qualities between groups. Ask each group if there are any qualities that they would be willing to give up from their list and ask other groups what they would swap for. E.g. group A may ask group B if they will swap a nice car and good taste in music for a sense of humour.

## Plenary

Can we agree together 5 qualities they would all look for in a partner in order to have an equal and respectful relationship? Equal and respectful are not the ideal, they are what everyone **deserves** to have.

Review the learning outcomes:

Closing round: 'I would like a partner to be...'

### **Further teaching and learning opportunities, resources and support**

- ♥ The 'ideal partner' activity can alternatively be facilitated using a range of cards that groups of young people discuss and subsequently rank in order of importance. An example can be found in the 'Friend or Foe, Who can you trust' resource, with different cards for each gender to prioritise.  
[combattrafficking.eu/sites/default/files/Friend%20or%20Foe.pdf](http://combattrafficking.eu/sites/default/files/Friend%20or%20Foe.pdf)
- ♥ This is an ideal opportunity to explore the features of key relationships in literature, television programmes etc. Using well known characters depersonalises the learning.
- ♥ Positive Relationships poster, available to download from the professionals pages of Solihull's Just For You website  
<http://www.j4usolihull.co.uk/professionals/resources.html>

## **Lesson 2: Help, that's abuse**

### **Objectives:**

- To further explore the characteristics of positive relationships
- To develop awareness of abuse in relationships and of statutory and voluntary organisations that support relationships in crisis

### **Learning outcomes:**

- We will know and be able to recognise some of the signs of abuse in relationships and know that abuse is unacceptable
- We will know where and how to access information, advice and support about abuse from a variety of sources and be able to support others in doing so

### **Starter**

Refer back to Ground Rules and learning from last session.

Round: 'One quality I bring to relationships is...'

### **Main activity**

#### ***Relationship issues***

(Taken from year 10, lesson 1, 'Christopher Winter Project' resource, which Solihull schools have)

In pairs, each pair to be given the six Relationship Issue cards. Ask them to look at the issue and decide:

- Is this a positive or negative relationship? Is the person happy or unhappy? What is their self-esteem like?
- What could each person do to improve the relationship?
- How could they do this?
- How long do you think the relationship will last?
- Should the person stay in the relationship?

Ask the pairs to prioritise the cards according to which relationship they think is most healthy, discussing the reasons why. Is it the same for males and females? What about same sex relationships?

#### ***Abuse***

(Adapted from Lesson 5, activity 2, Expect Respect: A Toolkit for Addressing Teenage Relationship Abuse in Key Stages 3, 4 and 5, Home Office and Women's Aid, 2010)

Introduce the term 'abuse' and share the definition:

***Relationship abuse is when someone hurts or upsets someone else that they are in a relationship with.***

1. Take pupils to a large space. (If this is not possible, an alternative method is outlined in the resource).
2. Label one side of the room 'ABUSIVE,' another side 'SUPPORTIVE' and a third side 'DEPENDS'.
3. Using the behaviour statements from Appendix 2, ask students to decide whether the behaviour is abusive, supportive or whether it depends – moving to the appropriate side of the room.
4. Invite comments from students standing in different places and pose questions appropriately, sometimes playing devil's advocate to elicit responses:
  - Who would feel good/bad?
  - Who would have the power/no power?
  - Is the relationship likely to be equal and fair?

Where the consensus seems to be that 'it depends', what does it depend upon:

- Is it about how much/how often?
- Is it the way that it is done?
- Is it about the reason or intent behind the behaviour?

Draw out during this activity, or explain to students, that abuse:

- happens across family backgrounds, race and culture;
- happens to males as well as females;
- in relationships is often a repeated behaviour, often including several types of abusive behaviour such as physical, emotional, sexual and financial abuse. Emotional abuse includes intimidating and controlling behaviours;
- can also, and often does, continue after a relationship is over.

***Every minute in the UK, the police receive a call for help with relationship abuse.***

Source: Women's Aid, NSPCC and Parity

## **Plenary**

Stress that nobody ever deserves to be abused and that anyone affected by the issues should talk to an appropriate person. Ask students to suggest how someone could get help and support if they were experiencing abusive behaviours.

Explore sources of support:

- ✓ Staff in school (with clear understanding of the caveat with regard to staff and their professional duty to share if they are worried about risk of significant harm, and what this means **specifically** at your school)
- ✓ Specialist services, including ChildLine and others included in the information on the following page
- ✓ Parents and family

Review the learning outcomes.

Circle round: 'One thing I have learnt today...'

### **Further teaching and learning opportunities, resources and support**

- ♥ Expect Respect: A Toolkit for Addressing Teenage Relationship Abuse in Key Stages 3, 4 and 5 (Home Office and Women's Aid, 2010) <http://www.homeoffice.gov.uk/publications/crime/teen-relationship-abuse/teen-abuse-toolkit>
- ♥ Teacher's Guide to Violence and Abuse in Teenage Relationships <http://www.homeoffice.gov.uk/publications/crime/teen-relationship-abuse/teen-abuse-teachers-guide?view=Binary>
- ♥ Abuse in Relationships: A Leaflet for Teenagers <http://www.homeoffice.gov.uk/publications/crime/teen-relationship-abuse/teen-abuse-leaflet?view=Binary>
- ♥ <http://www.direct.gov.uk/thisisabuse> Excellent information for young people, signposting and movie clips, including the 'If you could see yourself' clips which could be used to support further teaching and learning
- ♥ Spiralling Toolkit and DVD (Bristol Domestic Abuse Forum). This excellent toolkit contains a specially created film, which can be downloaded, featuring domestic abuse in a teenage relationship <http://www.bdaf.org.uk/professionals/spiralling-dvd-and-toolkit>
- ♥ Students can and should be signposted to the Women's Aid dedicated website for children and young people, [www.thehideout.org.uk](http://www.thehideout.org.uk) and to ChildLine [www.childline.org.uk](http://www.childline.org.uk) or 0800 11 11
- ♥ Birmingham and Solihull Women's Aid can provide support in Solihull schools. Tel: 0121 742 4515
- ♥ Positive Relationships poster, available to download from the professionals pages of Solihull's Just For You website <http://www.j4usolihull.co.uk/professionals/resources.html>

## Lesson 3: How risky?

### Objectives:

- To explore risk, in both positive and negative terms
- To understand the need to manage risk for ourselves in a range of personal and social situations
- To consider that pressure can be used positively or negatively to influence others in situations involving risk

### Learning outcomes:

- We will be able to recognise some risky situations, assess the risks and identify ways of managing those risks

### Starter

Refer back to the Ground Rules and learning from last session. As a large group, explore what is meant by the term 'risk'. Capture ideas. One definition could be 'the possibility of experiencing harm'

### Main Activity

In groups of 4, give each group a picture of a bus stop. Explore: what risky behaviours are some young people at the bus stop thinking and talking about?

Discuss

- Are some of these behaviours more risky than others? Why?
- Are these only pertinent for young people?

Students work in pairs to write one risky behaviour in a speech bubble e.g. drinking alcohol. Using prepared notices, designate one end of the room as 'most risky' and the other end as 'least risky.' Ask the pairs in turn to stand on the risk continuum with their speech bubble, with the group discussing and negotiating where each pair stands. When all the statements are on the continuum ask the students to put their slips of paper down. Review and discuss the continuum and what affects the level of risk e.g. context in which the behaviour happens.

**Media clip:** Me, Jenny and Kate. <http://www.youtube.com/watch?v=j3xD58e6wA4>  
Whilst students watch this clip, give opportunity for them to jot down the different risks that the characters took.



Discussion. What risks did the characters take? Did we have some of these on our continuum? Were the characters under any pressure to behave in certain ways? How could they have minimised the risks that they took?

When are risks worth taking? When are they not? If people decide to take a risk, how can they minimise the possibility of harm resulting?

Look at definitions of risk.

(Taken from Health for Life 11- 14, Noreen Wetton and Nick Boddington,)

### Risky –

The outcome is uncertain; things could go right or wrong. The greater the odds of it going wrong, the higher the risk is. The more control we can exercise, either by increasing our knowledge or our skills, the more we lower or manage the risk.

### Dangerous –

The action will end in harm, either physically or emotionally e.g. putting a hand in a fire and holding it there. We can't use our knowledge or skills, no matter what we know or do; putting a hand into flame and holding it there will hurt us. The fire is not dangerous; it is our decision or action that makes it dangerous. We can only decide not to do it.

### Challenging –

Something that is often risky and that encourages us to do something that we maybe haven't done before, but through achieving it we gain something either physically or emotionally. It usually requires effort and afterwards we are usually changed in some way. What is easy for one person can be a challenge for another.

Thinking of our speech bubble risks, which behaviours/activities might be categorised as a challenge? Generate some further ideas for challenge.

Which might be categorised as dangerous and which as risky?

Taking one of the 'risky' behaviours, students are asked for one way in which that risk could be managed so that the possibility of harm is reduced. Give students 15 seconds of thinking time for each risky behaviour so that everyone has an answer. Then invite quick-fire responses using a sponge ball or similar to determine whose turn it is to share an answer. The idea is that students will come up with a range of risk management strategies for various behaviours.

## Plenary

Review the learning outcomes.

In pairs, students create a joint 'text message' or 'tweet' summarising 2 things that they have learnt from this lesson.

## **Further teaching and learning opportunities, resources and support**

This lesson links to a wide range of focussed learning opportunities pertaining to risky behaviours, e.g.

### ♥ **Drug and alcohol misuse:**

[www.talktofrank.com](http://www.talktofrank.com)

[www.drinkaware.co.uk](http://www.drinkaware.co.uk) . If you register and log in, you will be able to download the 'Alcohol and Taking Risks' and 'Alcohol and Sexual Health' workshops <https://resources.drinkaware.co.uk/workshops>  
<http://alcoholeducationtrust.org/>

### ♥ **E-safety:**

[www.thinkuknow.co.uk/staysafe](http://www.thinkuknow.co.uk/staysafe)

### ♥ **Safer sex:**

The Christopher Winter Project, Year 11, lesson 1, 'Safer Sex'  
Take a virtual tour of one of the clinics at Solihull's free and confidential Just For You service for under 25s. Advice and guidance is provided about relationships and sexual health.

<http://www.j4usolihull.co.uk/virtualtourweb.html>

## **Lesson 4: Consent – it's up to you!**

*N.B. The media clips used in this lesson are taken from the Home Office 'This is Abuse' campaign. The target audience is 13 to 18 year olds.*

### **Objectives:**

- To understand the need for mutual consent in intimate relationships and that sex without consent is rape
- Begin to consider how to negotiate consent within an equal and respectful relationship

### **Learning outcomes:**

- We will know the meaning of consent in law and understand some of the implications in relationships
- We will understand that consent is a positive act and that we can choose to give or to withhold consent

### **Starter**

Refer back to the Ground Rules and learning from last session.

Partner sharing – 1 minute to come up with some key words that you associate with the word 'consent'.

Random pairs to be passed a light object e.g. sponge ball and choose the word or short phrase that they would like to share. The challenge is to have no repetition!

### **Main activity**

What do we mean by consent? Examples that may emerge include medical consent, parental consent for school trips, sexual consent.

Emphasise that consent is a positive act, it cannot be assumed e.g. not saying 'no' doesn't mean yes.

Sexual consent –

(Taken from page 38, Barnardo's 'Bwise2 Sexual Exploitation' resource)

Present the definition of consent from the Sexual Offences Act 2003:

**'A person consents if she/he agrees by choice and has the freedom and capacity to make that choice'**

Underline or highlight the key words: choice, freedom and capacity.

Ask students what might affect a person's freedom or capacity to choose?

Discuss e.g.

Freedom to choose - Pressure, fear or threats  
Force, inability to get away

Capacity to choose - Alcohol, drugs, being unconscious  
Age – under 13s cannot legally consent to *any* sexual activity  
Having a learning disability

Use scenarios A, B, C and D in the 'Is there consent?' cards (Barnardo's Bwise2 Sexual Exploitation, appendix 14).

Explore whether there was consent in the scenarios.

N.B. there is **no consent** in any of the scenarios.

Carefully highlight the following:

**Scenario A** - Lindsey has clearly stated that she does not want to have sex. Asleep, she does not have the capacity to make a choice. The fact that Mal is her husband makes no difference, this is not consensual.

**Scenario B** – Tim says no, making it clear that he does not consent. It makes no difference that Tim and George are going out or have previously had sex. Tim only stops protesting because he feels threatened and so he does not have freedom of choice.

**Scenario C** – Paul's freedom to make a choice is limited because Maria is threatening him. Also, because he is under 13, he does not legally have the capacity to consent to any sexual activity so Maria is automatically committing sexual assault.

**Scenario D** – Nita is under the influence of alcohol and is unconscious, so she has no ability/capacity to make a choice. It makes no difference that Greg is her boyfriend.

Media clip <http://thisisabuse.direct.gov.uk/videos/view/11> (Sex without consent is rape)

It is crucial that school staff view this short clip in its entirety and consider its appropriateness for use with students in school, in line with your policy for Relationships and Sex Education. If the decision is made to view this clip, which has been televised as part of the Home office campaign, it is important to think about how you might offer an appropriate opt-out for students.

Share the 'Wheel of equal, consensual and respectful relationships' (Barnardo's 'Bwise2 Sexual Exploitation' resource, page 107).

Thinking about the characters in the media clip, how far was this relationship equal, consensual and respectful?

In groups with flipchart paper headed with either, EQUAL, CONSENSUAL or RESPECTFUL, students identify evidence for and against this relationship being e.g. equal.

Share the key points from each group drawing out issues of power and control featuring in some relationships that are less healthy and safe. Highlight the messages below:

## Key messages for the Teenage Rape Prevention campaign

- pressurising someone to have sex or take part in sexual activity (i.e. groping and sexual touching) who doesn't want to or hasn't given their consent is never acceptable for any reason
- sex with someone who doesn't want to or someone who has not given their consent and permission, is rape. It does not make a difference whether the people know each other or not, or what relationship they have
- rape does not have to involve physical force - using verbal pressure or emotional blackmail to have sex with someone when they don't want to is rape
- consent is someone giving permission and someone feeling comfortable in giving that permission
- you should never have to do something sexual that you don't feel comfortable with, even if many of your friends are comfortable with similar situations
- being sexually assaulted or raped is never the victim's fault
- you should always challenge sexual abuse or get help from someone you trust. Information and help is available - visit [www.direct.gov.uk/thisisabuse](http://www.direct.gov.uk/thisisabuse)

Watch the clip, Zoe's story, which gives the perspective of the young woman from the clip that was used earlier.

<http://thisisabuse.direct.gov.uk/videos/view/12/zoes-story>

## Plenary:

Review the learning outcomes.

In pairs or groups, students discuss and complete the statement 'Consent in relationships is important because...'

Direct students to help and advice, displaying the 'This is Abuse' website:

<http://thisisabuse.direct.gov.uk/need-help>

### **Further teaching and learning opportunities, resources and support**

For further information for young people about consent:

- ♥ See Solihull's Just For You website  
<http://www.j4usolihull.co.uk/wheresyourheadatweb.html>
- ♥ <http://thisisabuse.direct.gov.uk/need-help> provides help, support and information for young people, including websites and helplines
- ♥ <http://www.brook.org.uk/my-rights/sex-relationships-and-your-rights/having-sex> enables young people to understand their rights and responsibilities when it comes to sex

## Lesson 5: Are you ready? Every time?

Solihull would like to acknowledge the seminal work of Jo Adams and the approach that she developed to help and empower young people to delay early sex. This underpins the 'Are you ready? Every time?' approach in Solihull.

### Objectives:

- To understand that our sexual and emotional health affect our ability to lead fulfilling lives and that there is help and support available
- To appreciate that pressure can be used positively or negatively to influence others

### Learning outcomes:

- We will know that we have the right to say no and to make positive decisions for ourselves

### Starter

Refer back to the Ground Rules.

Introduce the objectives and learning outcomes for the session, emphasising the word **pressure**.

This activity is based on an activity first seen in Channel 4's Sex Education Show. You will need to have access to photos of 5 celebrities, printed or projected:

Daniel Radcliffe, actor	(16)
Dermot O' Leary, television presenter	(19)
Jimmy Carr, comedian	(26)
Kelly Osbourne, television personality	(16)
Chris Martin, musician, Coldplay	(22)

Pair students. Show each celebrity photo in turn establishing who the person is. Ask pairs to discuss their thoughts as to what age this person might have been when they first had sex (i.e. penetrative sex) and to come up with an agreed age. Give students 1 minute to discuss and agree, then each pair holds up their individual whiteboard /A4 sheet of paper with the agreed age written on it. (The actual ages are given in brackets above).

Summarise the range of ages held up.

Repeat for each celebrity photo.

Are there any surprises here? What assumptions may we have made? Why might this be?

Key messages to emphasise:

- Most teenagers do not have sex under the age of 16. The average age of first sex in this country is 16 for males and for females
- Not every teenager has sex (even if they say they do)
- It's okay for young people to decide to wait until they feel ready

## **Main activity**

### ***Pressure***

Introduce a scenario: Tess and Jake are both nearly 16 and they are at a party. Jake wants to go upstairs with Tess and take their relationship further. Tess is not sure...

What pressure might Jake be under to have sex?

What pressure might Tess be under to have sex?

Using thinking bubbles and speech bubbles, small groups think about and capture what both Jake and Tess might be thinking or saying about pressure.

Capture the thinking bubbles around pictures / stick figures of each character.

How might Tess feel if she says 'yes' when what she really wants to say is 'no'?

Further key messages to emphasise:

- One in five young men and nearly half of young women aged 16-24 said they wished they had waited longer to start having sex. They were twice as likely to say this if they had been under the age of 15 when they first had sex. (The Second National Survey of Sexual Attitudes and Lifestyles, Natsal 2000)
- Both males and females can feel under pressure to have sex.
- Young people often express regret that they have not waited to have sex until the time is right for *them*.
- Regret is more likely to be expressed where alcohol has been a factor.

### ***Diamond 9 activity***

We are going to look at how saying 'no' can be positive and empowering.

Establish small groups or pairs with a set of 9 statement cards (statements chosen and prepared from the list below):

- Making positive choices for yourself
- Making decisions
- Saying 'yes' to your own needs and wishes
- Not just going along with the crowd

- Weighing up possible outcomes and choosing between them
- Standing up for your beliefs
- Sticking up for yourself (or others)
- Refusing to be a doormat
- Taking more control of your life
- Taking responsibility for yourself
- Facing up to your fears of disapproval or rejection

The task is to rank the statements in order of importance, putting the ones they think are most important in terms of describing what ‘no’ truly means at the top of the diamond and the ones they think are least relevant last.

Stress that there is no right answer or order. This is simply a way of discussing what is important to them in terms of what ‘no’ can mean. At the end of the activity, the shape should resemble a diamond:

```

      X
     X X
    X X X
     X X
      X
  
```

Possible questions to stimulate discussion:

- Which aspects did you have most discussion over?
- Which was the most difficult to agree about, and why?
- What were your reasons for choosing the one that came top?
- If you had a blank card, what would you write on it and why?

### Plenary

Ask: how is the following scenario different to the Jake and Tess scenario?  
 Watch this media clip about young people and pressure to have sex.

*N.B. This media clip is taken from the Home Office ‘This is Abuse’ campaign. The target audience is 13 to 18 year olds.*

<http://thisisabuse.direct.gov.uk/videos/view/3/party>

Discuss – Is putting pressure on a partner to have sex abuse? How far is this likely to be an equal, consensual and respectful relationship?

Watch the two options for endings that appear after the clip.

Review the learning outcomes.

Circle round: 'One thing I have learnt today...'

**Further teaching and learning opportunities, resources and support**

- ♥ 'Are You Ready?' checklist on the professionals page of the Just4You website <http://www.j4usolihull.co.uk/professionals/resources.html>

## **Lesson 6: Grooming and exploitation in 'relationships'**

*N.B. Grooming is the manipulation and/or coercion process that involves the perpetrator befriending a child or young person and gaining their trust, albeit false trust, before the abuse begins. As such, grooming should be seen as the prelude to child sexual exploitation.*

### **Objectives:**

- To understand that grooming can be difficult to recognise as perpetrators are skilled at building 'trust'
- To explore further that control and manipulation are not features of healthy, safe relationships

### **Learning outcomes:**

- We will know what grooming is
- We will be able to recognise signs of grooming, both online and face to face
- We will know that grooming can lead to sexual exploitation

### **Starter**

Refer back to Ground Rules and the learning from the last session. Pairs identify features of healthy, safe relationships. Share around the room.

### **Main activity**

Watch the film about grooming and sexual exploitation, based on a story line involving Whitney in Eastenders and her abuser Rob.

<http://www.cse.siyonatech.com/>

The film is introduced by a police officer as the film is used by the police force to train frontline staff. Starting the clip one minute into the film will enable you to avoid this introduction. Ending the clip at 17.30 minutes will avoid the summary by the police that is aimed at professionals and is unlikely to be of interest to young people.

(The press release for this can be viewed at: <http://www.ceop.police.uk/Media-Centre/Press-releases/2012/Actress-teams-up-with-the-police-service-to-raise-awareness-of-child-sexual-exploitation/>)

Introduce the 'Grooming Line' poster / appendix 3 from the Barnardo's 'B Wise to Sexual Exploitation' resource. Use Appendix 2 to talk through the stages of the grooming line. Emphasise that children and young people often find it difficult to recognise grooming because the process mirrors, to some extent, how people behave when they are building new relationships. At the initial stages, the behaviours do not appear to be sinister. The initial subtlety of the process is hard

to spot. Someone who appears to be a friend may in fact be behaving in a way that masks their true intentions.

In pairs or small groups with a copy of the grooming line, students discuss and identify the behaviours that Rob adopted to trick Whitney. Students record these by highlighting the behaviours on the grooming line and by adding detail e.g. what Rob actually did to befriend Whitney at the targeting stage.

Share findings and ensure that discussions include:

- Rob's possible motivations;
- the illusion of love;
- Whitney's vulnerability and the fact that many adolescents are vulnerable; just being an adolescent can lead to vulnerability;
- that grooming can, and often does, happen online;
- that manipulation by abusive adults is never a young person's fault and that nobody can consent to their own abuse.

Using the whiteboard, projector and CD in the Bwise pack, project the image in Appendix 6 'Real Face or Mask [what you see]' (Barnardo's 'Bwise to Sexual Exploitation' resource). Explore what a young person might see and hear from an abuser in order to manipulate them and to build false trust. Is it likely to be the same or different online?

What did Whitney see and hear from Rob? Capture ideas on the whiteboard around a picture of Rob.

In a different colour, capture Rob's actual intentions. Appendix 6 'Real Face or Mask [groomer]' provides some ideas.

## **Plenary**

We all deserve healthy, safe relationships; nobody deserves to be in an abusive relationship. Display Appendix 6 'Real Face or Mask [healthy relationship].

Talking pairs – what do we deserve and what should we expect in every relationship?

Round: 'I deserve....'

Review the learning outcomes for the session.

### Further teaching and learning opportunities, resources and support:

- ♥ There are important links here with e-safety  
[www.thinkuknow.co.uk/staysafe](http://www.thinkuknow.co.uk/staysafe)  
'Claire thought she knew' - online grooming and how to report it  
<http://www.youtube.com/watch?v=vOkOpRWK300>
- ♥ 'Thistle' resources - a film about sexual exploitation made by young people in Wales.  
<http://www.youtube.com/watch?v=m838irSbQk0> for the film, with teaching materials available at  
<http://www.blaenau-gwent-lscb.org.uk/thistle.html>
- ♥ Information for young people about grooming / Child Sexual Exploitation (CSE) on Solihull's Just For You website  
<http://www.j4usolihull.co.uk/isthisyou.html>
- ♥ 'My Dangerous Loverboy' official music video  
[http://www.youtube.com/watch?v=YEgBx6qJMyA&context=C3255587ADOEgsToPDskJwaorHc-L0VtSZd\\_7W9qb-](http://www.youtube.com/watch?v=YEgBx6qJMyA&context=C3255587ADOEgsToPDskJwaorHc-L0VtSZd_7W9qb-)  
A full DVD of 'My Dangerous Loverboy' is also available. However, use of this in schools needs to be very carefully considered given the use of language and explicit sexual imagery. Many schools will not consider this to be universally appropriate. Full guidance should be downloaded from  
<http://www.solihull.gov.uk/staysafe/26396.htm>
- ♥ Leaflets for young people and for parents and carers can be downloaded from <http://www.solihull.gov.uk/staysafe/26396.htm>
- ♥ NSPCC film 'Losing control: Jay'  
<http://www.youtube.com/watch?v=XasNkfQ5AVM>
- ♥ NSPCC film 'When someone cares'  
[http://www.youtube.com/watch?feature=player\\_embedded&v=zuzi2fqcfc4](http://www.youtube.com/watch?feature=player_embedded&v=zuzi2fqcfc4)
- ♥ **NEW** CEOP's latest film 'Exploited' and the accompanying resource aims to help young people, aged 12 and over, to stay safe from sexual exploitation by recognising the signs. It contrasts an exploitative relationship with the development of a healthy relationship giving educators scenarios to explore in discussions with young people. The resource provides clear information about how to report abuse and access support. Register now for free access to 'Exploited' and other educational resources from CEOP's Thinkuknow programme:  
[https://www.thinkuknow.co.uk/teachers/?dm\\_i=HSS,1YWHE,3W0CHX,72UM5,1](https://www.thinkuknow.co.uk/teachers/?dm_i=HSS,1YWHE,3W0CHX,72UM5,1)

**Solihull procedures for safeguarding children and young people from sexual exploitation, including potential risk indicators and a risk assessment framework, are available at:**

[http://solihulllscb.proceduresonline.com/chapters/p\\_safeg\\_sex\\_exploit.html](http://solihulllscb.proceduresonline.com/chapters/p_safeg_sex_exploit.html)

## Student / young person's evaluation: Healthy and Safe Relationships

Adapted from NCB publication: 'Assessment, Evaluation and Sex and Relationships Education'

<b>Learning about 'Healthy and Safe Relationships'</b>		
	<b>Before this unit of learning</b>	<b>After this unit of learning</b>
<b>I feel...</b>		
<b>I think...</b>		
<b>I wonder...</b>		
<b>I want to know/understand or be able to...</b>		
<b>The 2 most important things I learnt were:</b> <ul style="list-style-type: none"><li>•</li><li>•</li></ul>		
<b>One thing I am going to do as a result of this learning is...</b>		