



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 the following of all organisations using this resource:

- Please keep the resource in a complete format at all times, with no additions, deletions or alterations - thus protecting the integrity of the original document;
- Please do not use the resource for commercial gain;
- Please acknowledge Solihull MBC fully when using this resource.

Thank you.

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This resource, related information and any subsequent updates are available from our website: <http://www.solgrid.org.uk/wellbeing/safeguarding-through-the-curriculum/child-sexual-exploitation/>



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 adolescents and relationships. However, it is clear that in addition to being used as part of a universal, planned programme of PSHE in schools, colleges and other education providers, 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 the following:

- There is growing, well-documented evidence of the widespread sexual exploitation of children and young people in the UK with increasing risks posed by new communication technologies. Key Data on Adolescence, 2015 (Association for Young People's Health) recognises the difficulty in gaining robust data: 'Official estimates of the numbers of young people who are trafficked or are victims of sexual exploitation are very low, because so few cases become subject to official proceedings';
- There is a woeful lack of understanding and empowerment with regard to sexual consent. In a recent study, of the 16-24 year old group (1,700 young people), 16.4% reported that someone had attempted to have non-consensual sex with them, and 6.9% reported that they had experienced non-consensual sex, (Natsal-3, Mercer et al 2013). In an NSPCC study, a third of girls aged between 13 and 17 who were in relationships had experienced unwanted sexual acts, and 1 in 16 had been raped (NSPCC 2009, www.nspcc.org.uk/inform);
- 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.

Children in their early years and, subsequently, in primary schools learn about the features of happy, caring, respectful and safe relationships. Secondary schools and education providers for 11-18 year olds should continue to build on the knowledge, understanding and skills that young people need to develop, refine and practise. Learning about relationships is a lifelong pursuit.

A range of recent research and reports indicate that there are compelling arguments for children and young people to learn about healthy and safe relationships at all ages and stages.

Education as a universal service takes a leading role in preventing child sexual exploitation (CSE) through teaching young people about how to stay safe in a range of situations, how to assess and manage risks, decision-making and how to seek and access help and support. Education providers also have a duty to identify and protect those at risk.

The planned learning opportunities herein should be adapted appropriately to meet the diverse needs of young people from the ages of 12-18, and beyond. This is particularly important where specific groups or individual males / females have been identified, through a robust risk assessment, as being at heightened risk of child sexual exploitation.

Important note for schools and education providers:

- This learning is vitally important and universally appropriate for pupils aged 12 and above.
- All of the resources and activities that have been suggested throughout this unit of learning are broadly appropriate for pupils aged 14 plus.
- Most of the activities and resources are also appropriate for 12 and 13 year olds, but some will necessitate some adaptation by staff. This is a professional judgement.
- Schools and education providers know their pupils and will need to be discerning about selecting what is universally appropriate for their cohorts, for smaller groups and for specific individuals as part of a planned intervention strategy.
- Schools and education providers are responsible for the resources that they select to support teaching and learning and staff must follow their organisation's policies, as well as any criteria that are specified for selecting resources. By law, schools must protect pupils from inappropriate images. Therefore, all media or film clips must be viewed by staff in their entirety and the appropriateness of suggested clips must be fully considered. It is recommended that senior leaders are involved in this process.

Child Sexual Exploitation (CSE)

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. The University of Bedfordshire has produced a short film: '10 Key Facts about CSE' and an accompanying briefing note that would be helpful for raising awareness with all staff.

These can be accessed from <http://www.beds.ac.uk/ic/films>.

The Independent Inquiry into Child Sexual Exploitation in Rotherham states that:

'It is hard to describe the appalling nature of the abuse that child victims suffered. They were raped by multiple perpetrators, trafficked to other towns and cities in the north of England, abducted, beaten, and intimidated. There were examples of children who had been doused in petrol and threatened with being set alight, threatened with guns, made to witness brutally violent rapes and threatened they would be next if they told anyone. Girls as young as 11 were raped by large numbers of male perpetrators'.

(Alexis Jay OBE, August 2014)

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 take every opportunity to challenge children and young people's perceptions of what constitutes a healthy and respectful relationship. A 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)

Education providers have a significant role to play in the prevention of CSE (educating children and young people about keeping safe) and in protecting young people from harm. Project Phoenix in Greater Manchester has published a guidance document for schools outlining what secondary schools can do to prevent CSE. (<http://www.itsnotokay.co.uk/wp-content/uploads/Phoenix-education-guidance.pdf>) This includes teaching about healthy relationships in all year groups, providing information for parents and ensuring that staff have relevant CSE training. Effective monitoring of and responses to pupil absence and robust online safety procedures are also key features of prevention.

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.

Both the Department for Education and the Office of the Children's Commissioner recognise the role of schools and Relationships and Sex Education in enabling children to keep themselves and others safe.

'Governing bodies and proprietors should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or – for maintained schools and colleges – through sex and relationship education (SRE)'.

(Keeping children safe in education: Statutory guidance for schools and colleges, July 2015)

'The OCC identified that Relationships and Sex Education is an important means of equipping young people with the knowledge to recognise abuse, understand the issues around sexual consent and healthy relationships, and mitigate the impact of pornography on attitudes and behaviour. Schools have a vital role to play in delivering this educational content to all children in England.'

(“If it's not better, it's not the end” Enquiry into Child Sexual Exploitation, in Gangs and Groups: One Year On, Office of the Children's Commissioner, Feb 2015)

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;
- 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 students (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 students to discrimination e.g. because of sexual orientation, gender or other protected characteristics.

Ofsted Requirements

In Ofsted's most recent Common Inspection Framework (September 2015), inspectors passing a judgement of outstanding would expect to see evidence of pupils having; *'... an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation'* as part of the judgement for personal development, behaviour and welfare.

When evaluating the effectiveness of leadership and management, inspectors will consider, amongst other things;

'the work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism, and what the school does when it suspects that pupils are vulnerable to these issues.'

In a report into the state of PSHE across the country Ofsted noted;

'A lack of high-quality, age-appropriate sex-and-relationships education in more than a third of schools is a concern as it may leave children and young people vulnerable to inappropriate sexual behaviours and sexual exploitation. This is because they have not been taught the appropriate language or developed the confidence to describe unwanted behaviours or know where to go to for help.'

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

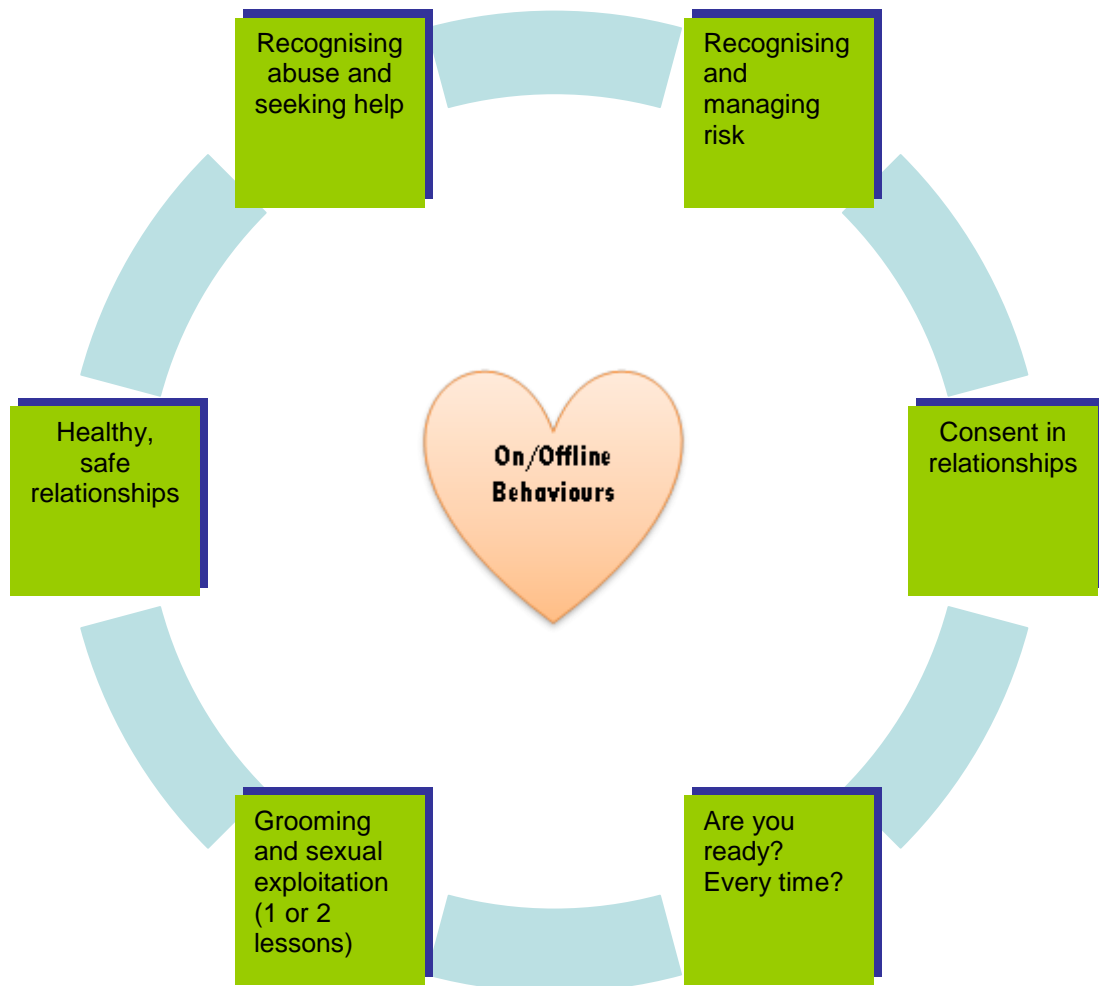
Before embarking upon the teaching of this unit, it is imperative that schools and other education providers check, and are fully cognisant with, their organisation's:

- 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 and child protection policies and procedures.
- Also see <http://www.solihull.gov.uk/staysafe>



Learning

There are 6 lessons within this unit of learning, addressing:



Each of the 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 education 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 planned learning opportunities. It is recommended that the learning about grooming and CSE is extended to two lessons.

Learning about healthy and safe relationships should include a focus on both online and offline relationships. It is intended that this should be threaded throughout the unit of learning as a central component. To support education providers, a range of websites containing high quality teaching and learning activities and resources that are focused on keeping safe online are cited on page 13.

In a report by the NSPCC's, online harm has a key focus. It states that:

'The internet can be extremely beneficial for children; they can use it to learn, communicate, develop, create and explore the world around them. However, too often, it also leaves them vulnerable to risks and exposes them to experiences that they find upsetting. These online risks are not always fully understood but it is essential for children's safety that they are addressed. For many children there is no distinction between their online and offline lives'.

(NSPCC, 2015, How Safe are our Children?)



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'.

The PSHE Association has 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



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:

- Have contributed to a negotiated working agreement/ground rules which act to ensure that everybody, including the teacher or facilitator, feels safe knowing that their contributions are valued and respected;
- Understand the inherent boundaries around confidentiality and when, where and how to access someone to talk to for support;
- Experience a curriculum that takes a positive approach which does not attempt to induce shock, fear or guilt but focuses on what children and young people can do to keep themselves healthy and safe and to lead happy and fulfilling lives;
- 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, applying the learning in a range of contexts.

(The above points are adapted from the work of Dr Jenny McWhirter)



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 relating 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 appropriately 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.



Safe online relationships

It is anticipated that schools and other providers will thread education about safe online relationships throughout the learning opportunities provided in this resource so that it is explicit in each of the lessons.

Teaching and learning opportunities, resources and support relating to keeping safe online

- ♥ Thinkuknow: www.thinkuknow.co.uk/staysafe
- ♥ UK Safer Internet Centre: <http://www.saferinternet.org.uk/advice-and-resources/young-people/11-19s>
- ♥ CEOP: (including reporting inappropriate online behaviour)
<http://www.ceop.police.uk/safety-centre/11-16/>
- ♥ Childnet International:
Resources for professionals working with young people
<http://www.childnet.com/resources> and advice for young people in the hub <http://www.childnet.com/young-people/secondary>
- ♥ Solihull's health and wellbeing website:
<http://www.solgrid.org.uk/wellbeing/online-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?'

<http://www.solgrid.org.uk/wellbeing/safeguarding-through-the-curriculum/child-sexual-exploitation/>

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.

An example of a grid for this activity can also be found on page 7 of Leicestershire's CSE resource pack:

http://www.leics.gov.uk/cse_resource_pack_for_santosh_verma_3_.pdf

- 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 is someone likely to place a person that they have only met online close to themselves in this activity? Why might that be?

How far have our 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.

Kind permission has been granted by Barnardo's for use of this resource:

(http://www.solgrid.org.uk/wellbeing/wp-content/uploads/sites/23/2015/01/Bwise2-Sexual-Exploitation.pdf?bcsi_scan_8077c155a3bdad59=0&bcsi_scan_filename=Bwise2-Sexual-Exploitation.pdf).

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. (Adapt the time given or limit the number of qualities according to time constraints).
2. Collect the lists but keep them hidden – these will form the basis of the bartering. Each group is allocated e.g. 15 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. For example, 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 the group agree together 3 or 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

- ♥ Young people could be directed to the Relationship Pyramid activity as homework or a follow up activity, helping them to think about what is important in a relationship with a boyfriend or a girlfriend.
<http://respectnotfear.co.uk/flash/pyramid.html>
- ♥ 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.
<http://www.solgrid.org.uk/wellbeing/wp-content/uploads/sites/23/2016/02/Friend-or-Foe-pdf-4-42MB-1.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.

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

Solihull schools could use the issue cards from the year 10, lesson 1, 'Christopher Winter Project' resource. If this resource is not available, cards could be devised to show a range of issues in relationships e.g. *'My partner is jealous if I speak to others and won't talk to me about it'* or, *'My partner is interested in me and really cares. If we argue, we can always talk about it afterwards'*.

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?

How would you know if an online relationship is healthy or unhealthy?

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 students 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>
- ♥ This is abuse: <http://www.direct.gov.uk/thisisabuse>
Excellent information for young people, providing signposting and movie clips including the 'If you could see yourself' clips which could be used to support further teaching and learning. On this website, there is also a clip from Hollyoaks that could be used in the classroom to spot signs of abuse. <http://thisisabuse.direct.gov.uk/videos/view/23>
- ♥ 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>
- ♥ 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>
- ♥ Students can and should be signposted to the Women's Aid dedicated website for children and young people, www.thehideout.org.uk and to ChildLine www.childline.org.uk or 0800 11 11
- ♥ Birmingham and Solihull Women's Aid: Tel: 0121 742 4515
- ♥ Birmingham LGBT: <http://blgbt.org/domestic-violence/> provide advice and support for LGBT people in Birmingham.

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 the 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?

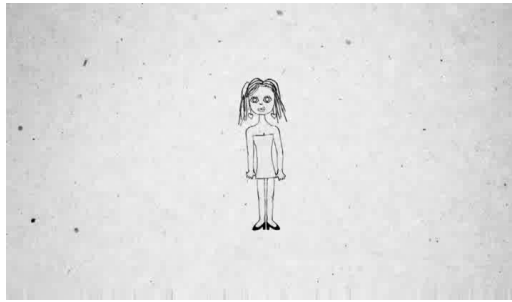
Students work in pairs to write one risky behaviour in a speech bubble e.g. drinking alcohol, meeting someone in real life that they have only met online or sending a nude photograph of yourself to your partner. If students do not suggest any risky online behaviours, it is suggested that they are added to the discussion by the teacher or facilitator.

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?

Which risks might young people feel under pressure to take?

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; a toolkit for staying safe.

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 learning about safety and risk could be extended and deepened using the 'Good night out' activity on pages 17 and 18 of Leicestershire's resource:
http://www.leics.gov.uk/cse_resource_pack_for_santosh_verma_3.pdf

This lesson links to a wide range of focussed, age-appropriate learning opportunities relating to risky behaviours, e.g.

- ♥ **Drug and alcohol misuse:**

www.talktofrank.com
www.drinkaware.co.uk
<http://alcoholeducationtrust.org/>

- ♥ **Online safety:**

Thinkuknow: www.thinkuknow.co.uk/staysafe

UK Safer Internet Centre: <http://www.saferinternet.org.uk/advice-and-resources/young-people/11-19s>

CEOP: (including reporting inappropriate online behaviour)
<http://www.ceop.police.uk/safety-centre/11-16/>

Childnet International: Resources for professionals working with young people <http://www.childnet.com/resources> and advice for young people in the hub <http://www.childnet.com/young-people/secondary>

- ♥ **Positive relationships and sexual health:**

<https://www.brook.org.uk/>

Umbrella – Sexual Health Services for Solihull and Birmingham:
<https://umbrellahealth.co.uk/>

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 have the right to choose to give or to withhold consent

Starter

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

Partner sharing – one 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' does not mean yes.

Sexual consent

Adapted from Barnardo's 'Bwise2 Sexual Exploitation' resource:

(http://www.solgrid.org.uk/wellbeing/wp-content/uploads/sites/23/2015/01/Bwise2-Sexual-Exploitation.pdf?bcsi_scan_8077c155a3bdad59=0&bcsi_scan_filename=Bwise2-Sexual-Exploitation.pdf)

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 a range of prepared scenarios and explore whether there was consent in each. Scenarios can be taken from Appendix 14, Barnardo’s ‘Bwise2 Sexual Exploitation’.

For older young people, the consent and consequences game includes a range of scenarios that could be used. Each provides information about the emotional, health and legal consequences:

<http://respectnotfear.co.uk/consentandconsequences/consent.html>

Media clip: Sex without consent is rape.

<http://thisisabuse.direct.gov.uk/videos/view/11>

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, Appendix 13.

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

Watch the very powerful short film, 'Tea and Consent' by Thames Valley Police, which uses the analogy of making someone a cup of tea to explain the concept of consent: <http://www.thamesvalley.police.uk/crime-prevention/keeping-safe/consent-is-everything.htm>

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:

- ♥ 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>
- ♥ Consent is everything, Thames Valley Police. The website includes information including definitions, the law, and downloadable posters
<http://www.thamesvalley.police.uk/crime-prevention/keeping-safe/consent-is-everything.htm>
- ♥ <http://thisisabuse.direct.gov.uk/need-help> provides help, support and information for young people, including websites and helplines

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 one 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: Charlie and Alex are both nearly 16 and they are at a party. Charlie wants to go upstairs with Alex and take their relationship further. Alex is not sure...

What pressure might Charlie be under to have sex?

What pressure might Alex be under to have sex?

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

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

How might Alex feel if they say 'yes' when what they really wants to say is 'no'? Emphasise that Alex does have a choice - if they say 'yes' to Charlie, when they really does mean 'no', they are actually saying 'no' to themselves and to their needs.

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

This activity looks 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 scenario with Charlie and Alex? 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?
Make links with the prior learning about consent in the previous session.

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

Review the learning outcomes.

Circle round: 'One thing that today's session has helped me to think about...'



Lesson 6: Grooming and sexual 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 sexual abuse begins. As such, grooming should be seen as the prelude to child sexual exploitation.

For learning to be effective and for the outcomes to be achieved, schools and providers may wish to consider this focused learning taking place over two consecutive sessions.

Objectives:

- To understand that grooming can be difficult to recognise as abusers 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 and that it can lead to sexual exploitation
- We will be able to recognise signs of grooming and sexual exploitation, both online and face to face

Starter

Refer back to Ground Rules and the learning from the last session.
Pairs identify features of healthy, safe relationships. Share around the room.
What do we remember about the words *abuse* and *consent*?
Today's session is about grooming and child sexual exploitation – these are abusive.

You cannot consent to your own abuse.

Main activity

Explore what the group already knows about grooming:
'What do you think grooming means? Discuss and record ideas.

Introduce the 'Grooming Line' poster, giving copies of Appendix 3, page 64, to each student:

(http://www.solgrid.org.uk/wellbeing/wp-content/uploads/sites/23/2015/01/Bwise2-Sexual-Exploitation.pdf?bcsi_scan_8077c155a3bdad59=0&bcsi_scan_filename=Bwise2-Sexual-Exploitation.pdf)

Ask them to individually begin to identify on the poster signs of grooming as they watch the film about grooming and sexual exploitation. The film is based on a story line involving Whitney, a character in Eastenders, and her abuser Rob.

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

(The film is introduced by a police officer as it 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).

After watching the film, 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 are positive and 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 one A3 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.

Share the image in Appendix 6 'Real Face or Mask [what you see]'

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).

What do we understand child sexual exploitation (CSE) to mean?

At what point did the sexual exploitation begin?

Why do you think that young people sometimes do not tell when they are being sexually exploited? Explore who they could tell e.g. teacher, youth worker, school nurse.

What could Whitney's friends have done if they were worried about her?

CEOP's 'Exploited' resource pack contains on page 11 some helpful advice for if a friend tells you something that worries you:

https://www.google.co.uk/url?url=https://www.pshe-association.org.uk/download/resource/node-field_download_all_files-194-0&rct=j&frm=1&q=&esrc=s&sa=U&ved=0ahUKEwiYn6K-iNXMAhUIJMAKHVXSCusQFggaMAE&usg=AFQjCNEmlV95nGRbOFKLgPM1JODdooMyxA

Emphasise that young people can report grooming and sexual exploitation using the ClickCEOP button at <http://www.thinkuknow.co.uk/>

Watch this 4-minute film from Barnardo's Real Love Rocks website. It will help students to further understand how grooming can lead to child sexual exploitation and that both males and females are groomed and sexually exploited. This needs clear emphasis. The film is a powerful visualisation of the illusion of love slipping away as the relationship becomes abusive. This learning can be extended and deepened using some of the resources identified on pages 34 and 35.

Please note that this film may not be appropriate for those under the age of 14.

<http://www.barnardosrealloverocks.org.uk/what-is-cse-young-person/>

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 / what should we expect in every relationship?

In pairs: write a short supportive text to Whitney. Share some of the texts.

Review the learning outcomes for the session.

Further teaching and learning opportunities, resources and support:

- ♥ CEOP's 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. Teachers can register for free access to 'Exploited' and other educational resources from CEOP's Thinkuknow programme:
<https://www.thinkuknow.co.uk/Teachers/Registration-Policy/>
- ♥ Emma's story provides a victim's perspective. It could be shown to help young people to identify the signs of grooming and sexual exploitation:
<http://www.itsnotokay.co.uk/what-is-it/videos/>
- ♥ For resources about the grooming and sexual of boys and young men, please visit the Blast project website. The film 'My New Friend' is particularly powerful at challenging the myth that CSE only happens to girls and young women.
<http://www.mesmac.co.uk/projects/blast/for-professionals/resources>
- ♥ Chatback Productions and Dudley MBC have produced an interactive film called 'Anybody's Child,' as part of a regional CSE awareness campaign. Visit the new 'See me, hear me' website:
<http://www.seeme-hearme.org.uk/>
- ♥ Leicestershire's CSE resource pack contains some useful ideas and activities to support teaching and learning about CSE:
http://www.leics.gov.uk/cse_resource_pack_for_santosh_verma_3_.pdf

Most of the following resources are aimed at young people aged 14+

- ♥ BAIT, an educational DVD and accompanying resource that could be used with older young people instead of the Eastenders film in lesson 6. The resource provides opportunity for extended learning about CSE. To apply for this free resource, schools and colleges should complete the contact information at <http://www.recre8now.co.uk/bait/bait-resource/index.html>. The official trailer for BAIT can be viewed at
https://www.youtube.com/watch?v=hKKN_7ksOiY
Online safety and grooming
www.thinkuknow.co.uk/staysafe
There is a useful article in the 14+ young people's section about online grooming
https://www.thinkuknow.co.uk/14_plus/Need-advice/Online-grooming/
'Tom's story'- online grooming and how to report it
<https://www.youtube.com/watch?v=qMtcqFU1RLQ>
'Claire thought she knew' - online grooming and how to report it
http://www.thinkuknow.co.uk/14_plus/Films/Claire/

- ♥ 'My Dangerous Loverboy' official music video
http://www.youtube.com/watch?v=YEgBx6qJMyA&context=C3255587ADOEgsToPDskJwaorHc-L0VtSZd_7W9qb-
 A full DVD of 'My Dangerous Loverboy' is available. However, use of this in schools needs to be carefully considered given the use of language and explicit sexual imagery which may deem it not to be universally appropriate
- ♥ NSPCC film 'When someone cares'
http://www.youtube.com/watch?feature=player_embedded&v=zuzi2fqcf4
- ♥ NSPCC film 'Losing control: Jay'
<http://www.youtube.com/watch?v=XasNkfQ5AVM>
- ♥ Understanding CSE and getting help: a short film entitled 'I didn't know' by young people in Essex: <https://www.youtube.com/watch?v=qQDYplpgdtA>
- ♥ 'Thistle' resources - a film about sexual exploitation made by young people in Wales. Film at <http://www.youtube.com/watch?v=m838irSbQk0> and resource available at <http://www.blaenau-gwent-lscb.org.uk/thistle.html>

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



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

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

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

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