















# YEAR 11 – RELATIONSHIPS



Name: \_\_\_\_\_

**In the following booklet you will be focusing on  
aspects of the PSE and RSE framework.**



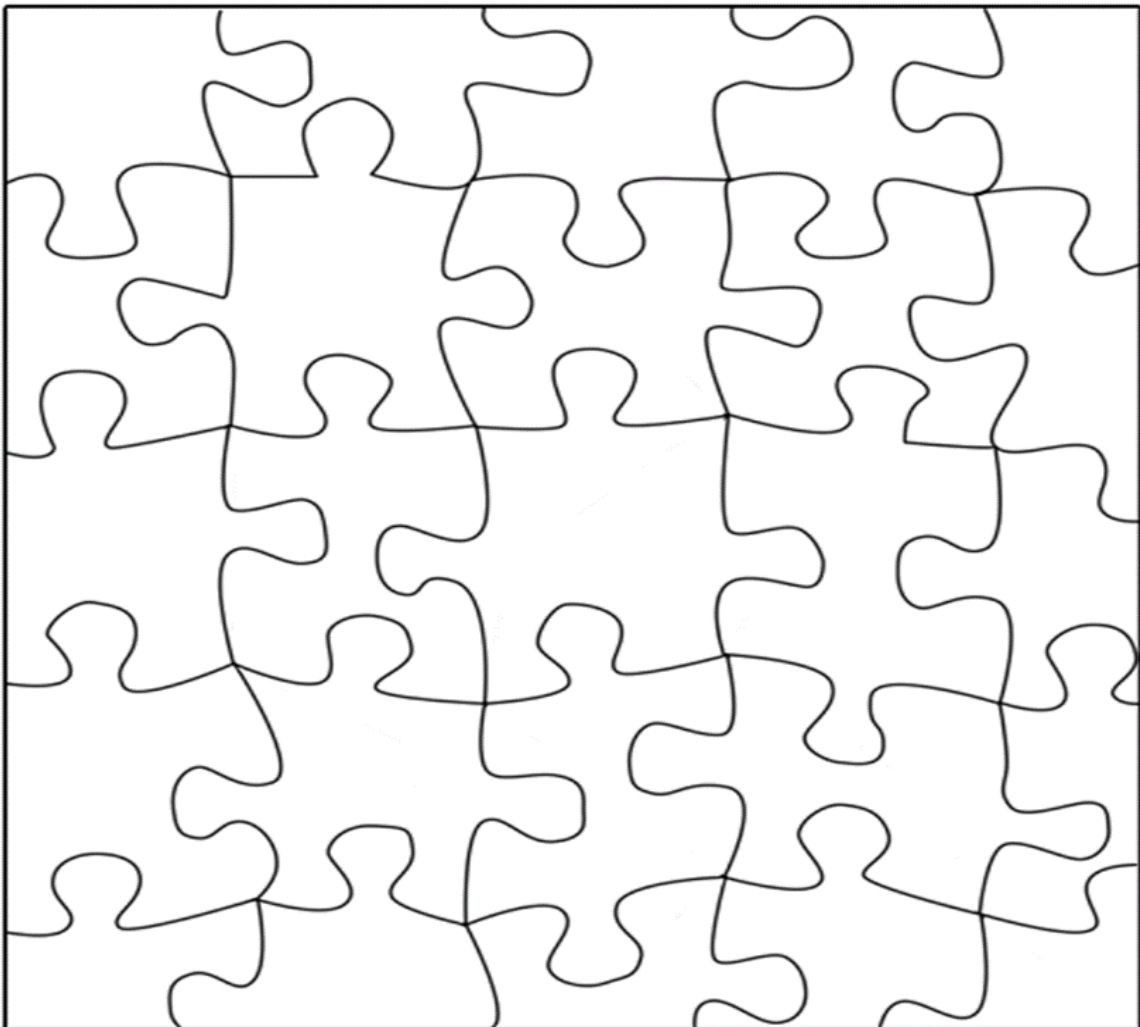
| PSE Framework Links  |   | RSE (Relationship Sexual Education)   |   | Cross curricular/integral skills    |   |
|--|---|---------------------------------------|---|-------------------------------------|---|
| Active Citizenship – Value diversity and equal opportunity and be affronted by injustice, exploitation and denial of human rights. |    | Relationships                         |  | Literacy                            |    |
| Active Citizenship – How to challenge assertively expressions of prejudice, racism and stereotyping.                               |    | Values, rights, culture and sexuality |  | Numeracy                            |   |
| Health & Emotional Well-Being – The range of sexual attitudes, relationships and behaviours in society.                            |    | Understanding gender                  |  | Digital Competence                  |   |
| Health & Emotional Well-Being – How beliefs and values affect personal identity and lifestyle.                                     |    | Violence and staying safe             |  | Creativity & Innovation             |    |
| Preparing for lifelong learning – Be well organised and take responsibility for their actions and decisions related to learning.   |    | Skills for health and well-being      |   | Critical Thinking & Problem Solving |    |
| Preparing for lifelong learning – Understand the relevant opportunities available to them in education and training.               |  | Human body and development            |   | Personal Effectiveness              |  |
|  |   | Sexuality and sexual behaviour        |   | Planning & Organisation             |   |
|  |   | Sexual and reproductive health        |   |                                     |   |

## What is a relationship?

**Give your own definition of the word 'relationship.'**



**Write all the different people that you have a relationship with. The people that you are closer to should be in the middle and less important people should be on the edges.**





## The difference between healthy and unhealthy love

### Katie Hood

In a talk about understanding and practicing the art of healthy relationships, Katie Hood reveals the five signs you might be in an unhealthy relationship -- with a romantic partner, a friend, a family member -- and shares the things you can do every day to love with respect, kindness and joy. "While love is an instinct and an emotion, the ability to love better is a skill we can all build and improve on over time," she says.

Write any words, phrases or statements that link to healthy or unhealthy relationships in the boxes below.

| Healthy Relationships | Unhealthy Relationships |
|-----------------------|-------------------------|
|                       |                         |



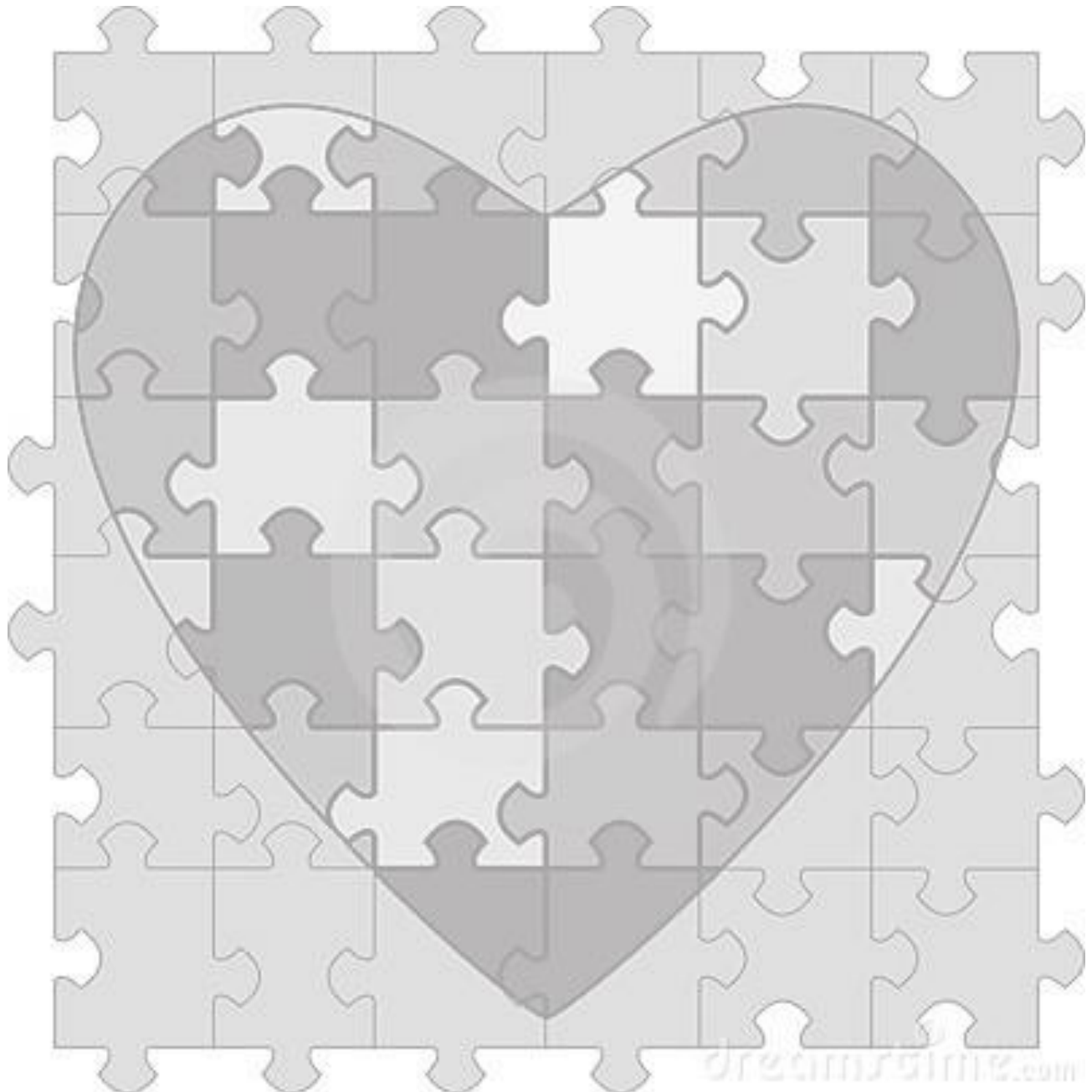
## Signs of a healthy relationship



## Signs of a unhealthy relationship

## **What qualities do you want in a relationship?**

**Think about the things that would make you happy, safe and secure. The word relationship can be used generically rather than specifically. As with the previous jigsaw, the inner part of the heart should be the qualities that you would definitely want.**



**Compare your heart with others in your class. Remember to respect the differences that you may have.**

## Sexual Exploitation, Consent and the Law Quiz

**Please mark whether you think each statement is true or false.**

1. Prostitution is illegal in the UK.

TRUE / FALSE

2. There are estimated to be around 500 prostitutes under the age of 18 in the UK.

TRUE / FALSE

3. Touching someone through their clothes still counts as sexual assault.

TRUE / FALSE

4. Teenage lads can be victims of sexual exploitation.

TRUE / FALSE

5. Girls with older partners are more likely to be victims of physical or sexual violence.

TRUE / FALSE

6. There is currently no law that prevents a pimp from earning money through sexual exploiting others.

TRUE / FALSE

7. A young person aged under 13 years old cannot give consent to sex.

TRUE / FALSE

8. If someone was drunk when they sexually assaulted another person then this wouldn't count and they could escape prosecution.

TRUE / FALSE

9. The maximum sentence for sexual grooming in the UK is 10 years.

TRUE / FALSE

10. The maximum sentence for rape is a fine and 12 month prison sentence.

TRUE / FALSE

# CONSENT IS EVERYTHING

## What is consent?

- Consent in simple terms means choosing for something to happen. The [legal definition](#) says a person gives consent when they *'agree by choice, and have the freedom and capacity to make that choice'*.
- For example, someone does not have the capacity to give consent if they are unconscious or asleep. They do not have the freedom to consent if they are forced to engage in sexual activity.
- If someone doesn't give consent, this could be sexual assault or rape. Consent needs to be given for any sexual activity or sexual touching, not just full sex.



IT'S SIMPLE AS TEA

What did you learn about consent in this lesson?



## Sexual Exploitation

The following definition of child sexual exploitation was developed by a group of young people:

‘Someone taking advantage of you sexually, for their own benefit. Through threats, bribes, violence, humiliation, or by telling you that they love you, they will have the power to get you to do sexual things for their own, or other people’s benefit or enjoyment (including touching or kissing private parts, sex, taking sexual photos).’

Young Women’s Group, the Nia Project & The Children’s Society

You will watch a short film about sexual exploitation. The following questions need to be considered at the end of each part.

### PART 1:

- 💬 Why does Lauren decide to go with them?
- 💬 What is wrong with the way Ryan treats Lauren?
- 💬 What does Chloe mean by ‘just play the game’? Should Lauren be worried?
- 💬 Why do Sophie and Danny like spending time together?

### PART 2:

- 💬 Why does Marcus have the highest status in the group? How does he keep it?
- 💬 Why does Ryan eat the salsa? Does he have a choice?
- 💬 How is Chloe feeling in this scene?
- 💬 What stops Ash from challenging Marcus?
- 💬 Why does Lauren decide to leave?

### PART 3:

- 💬 Why is Lauren worried about Chloe?
- 💬 Where does Lauren find help?
- 💬 How does Chloe get the help she needs?

# What if...?

...Ryan had given Lauren a stolen can of alcohol instead of a soft drink?

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...Lauren had accepted offers of drink and drugs at Marcus' flat?

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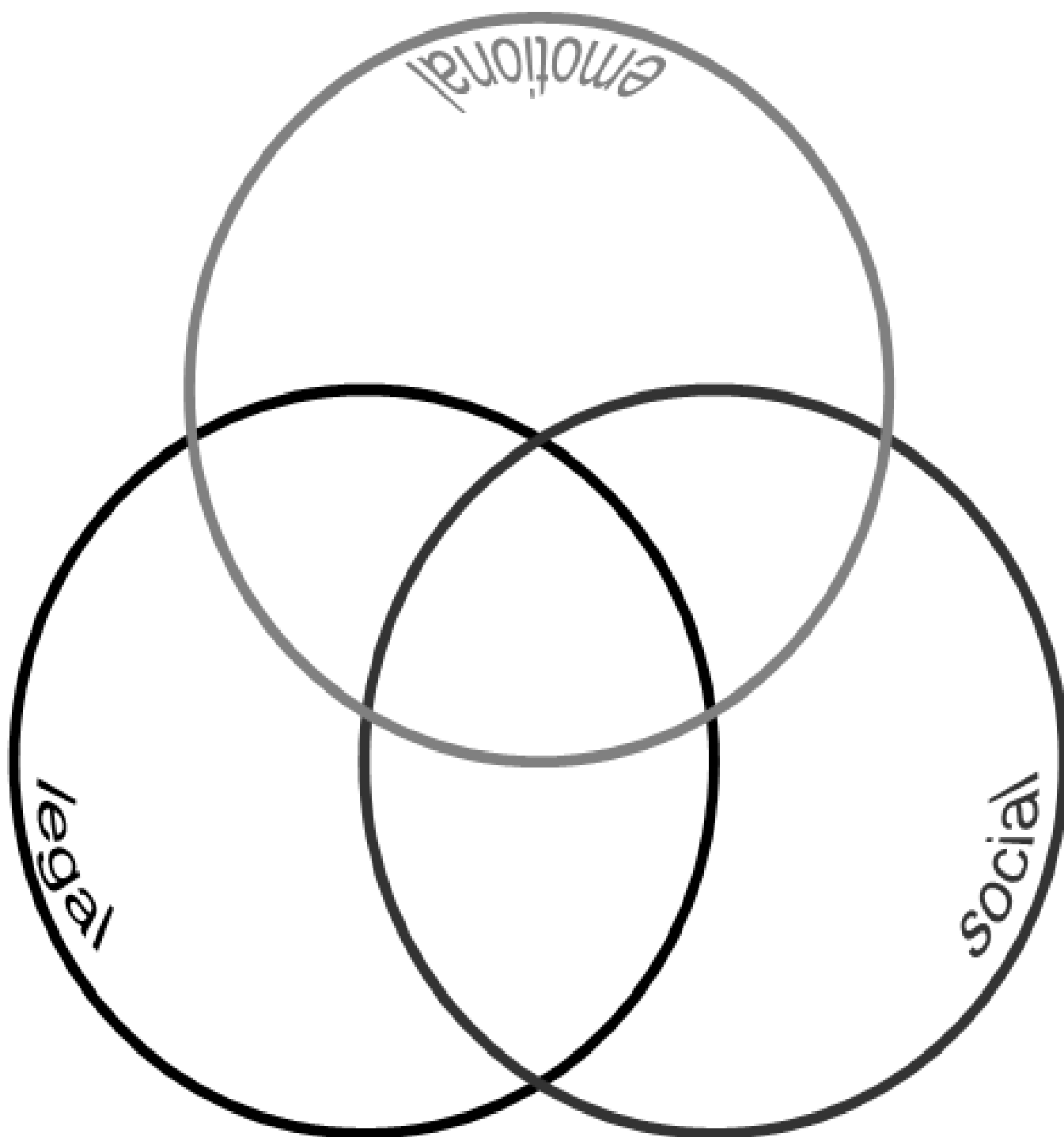
What additional power would Ryan and Marcus have gained over Lauren?

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## WHAT IS SEXTING?

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude pic can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

It's easy to think that everybody is sending these nude selfies – they're not! Putting pressure on someone to send a nude pic, or sharing someone's picture without their permission, even if it's a friend and they say it's just banter is wrong and [even illegal](#).





**Look at the following dilemmas. With the information that you have learnt on the topic of 'sexting', write a response to each of them.**

| Response -   |  |
|--|--|
| <div><div></div><div><div>FROM</div>Sam</div><div>TO</div>Agony Aunt</div> <div><div>CC</div></div> <div><div>Subject</div>Sexy photo</div>  |  |
| <div>Dear Agony Aunt,</div> <div>Please help! The person I'm seeing is going away on holiday with their family and has asked me to send some naked images of myself as a reminder of how sexy I look. We love each other loads, but I'm not sure what to say or do. Can you help me? I don't want them to think I don't care or that I don't trust them but I feel a bit uneasy about it.</div> <div>Can you help me please?</div> <div>-Sam</div> |  |

| Response -   |  |
|--|--|
| <div><div></div><div><div>FROM</div>Alex</div><div>TO</div>Agony Aunt</div> <div><div>CC</div></div> <div><div>Subject</div>Long distance relationship</div>   |  |
| <div>Dear Agony Aunt,</div> <div>I am in love! It's a bit weird because I've never actually met the guy, but I know he feels the same way about me too. We met online and we've got to know each other really well just through messages. We may never get to meet, because he lives in America, but we both want to take the relationship to the next level. He suggested that I send him a naked picture of me doing stuff (I'm too embarrassed to say what). It's stuff I'd really like to do with him in real life, so it's ok to send him the picture isn't it?</div> <div>Thanks!!!</div> <div>-Alex</div> |  |

| Response -  |  |
|---|--|
| <div><div></div><div><div>FROM</div>Noor</div><div>TO</div>Agony Aunt</div> <div><div>CC</div></div> <div><div>Subject</div>They're going to share!</div>   |  |
| <div>Dear Agony Aunt,</div> <div>Something awful has happened to me. I was with someone – we really liked each other and we sent lots of photos to each other which we probably shouldn't have. In some of them we were naked. Now we've split up and the other day one of my friends told me that my ex is saying they'll put a naked photo of me on Instagram. I'm so worried I can't sleep – how can I stop this from happening? What will happen to me if they do share it?</div> <div>Please help me!</div> <div>-Noor</div> |  |



**One thing I have learnt  
today is...**



**Something I'm still not  
sure about is...**

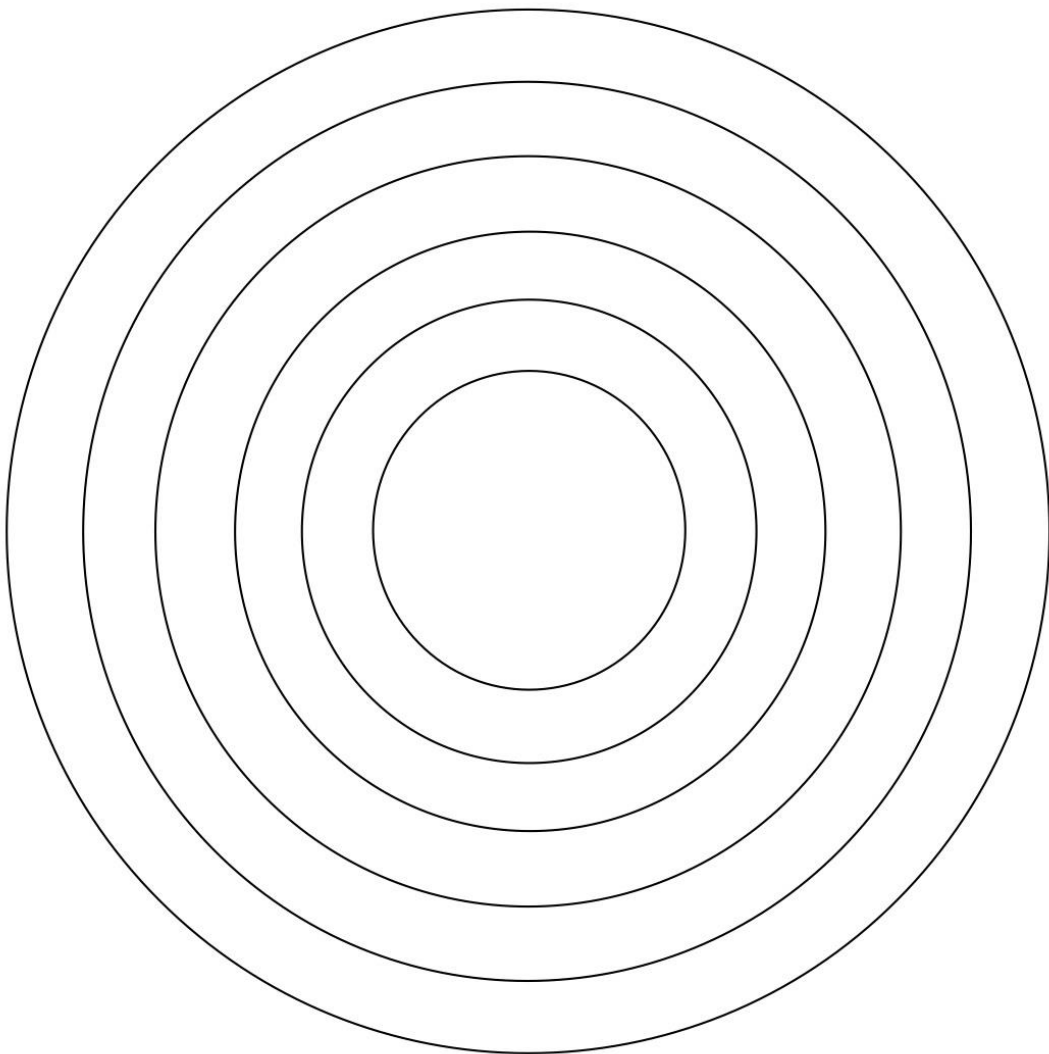
**A question I would like  
to ask is...**





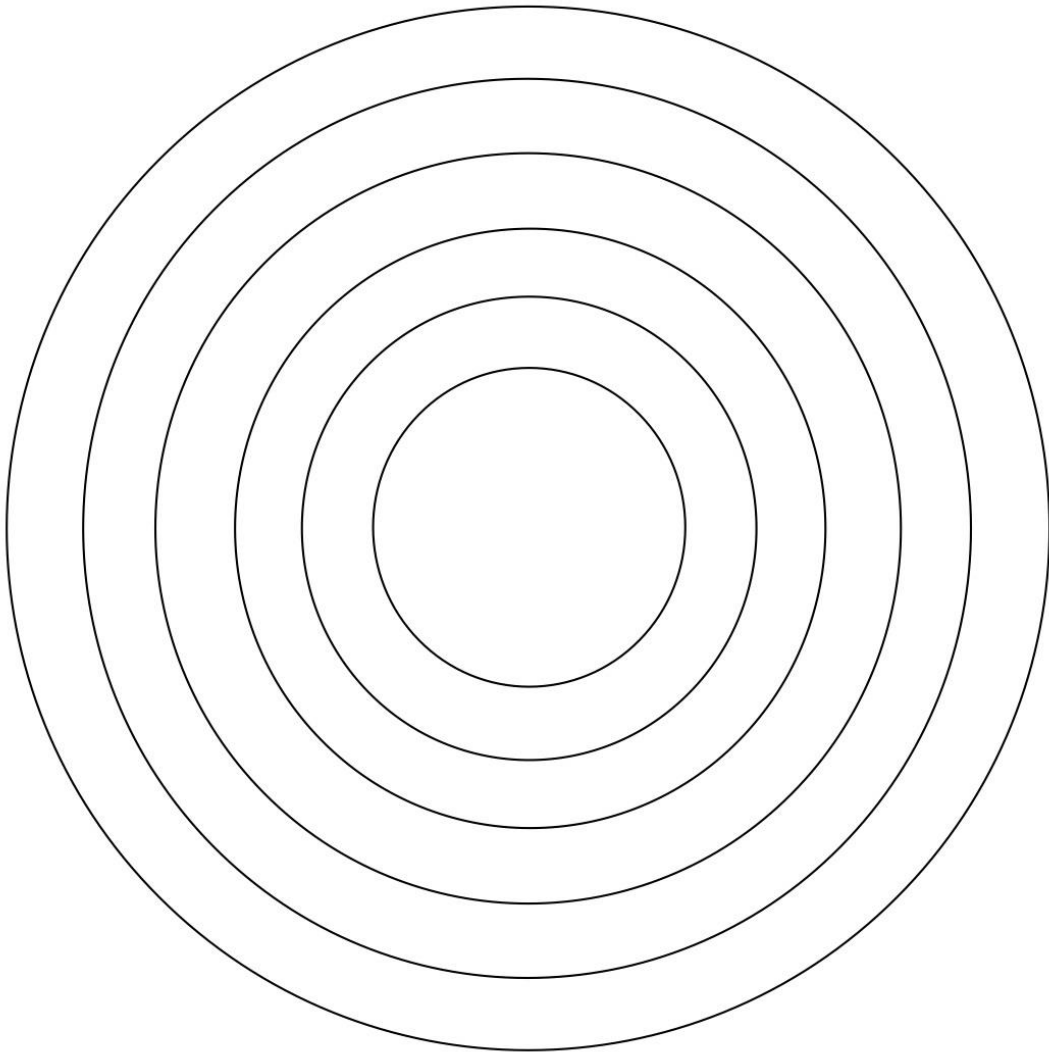
**What do we mean by boundaries?**

**In the following circle write the boundaries that you have to face in school.**



**What are the consequences for overstepping any of the boundaries?**

**How do you know if someone has overstepped a boundary? Think of an area in your life where you or someone else has set boundaries – it could be boundaries that have been set by your parents or boundaries that you have put in place for a sibling.**



**Are there any consequences for overstepping these boundaries?**

## **Relationship boundaries**

**Privacy – Can you look at each other's phones? Diaries? Bedside drawers? Can you be in the same room when one of you is on the loo/in the bath? What about talking about your relationships or sex life with other people?**

**Contact – How much contact do you want to have throughout the day? How many texts/phone calls is too much? Do you want any physical contact?**

**Why is it useful to have boundaries in relationships?**

**Fidelity – What does it mean to be unfaithful in a relationship? Can you be friends with others? Can you chat online to others? Can you be in group chats that exclude the other person? Would you have an open relationship? Is a drunken kiss a dealbreaker?**

**What can we do if we feel someone is crossing one of our boundaries?**

**Banter – Do you want to have banter in your relationship? At what point for you does gentle teasing become personal attacks? Are there any areas where nobody can comment (e.g. appearance, personality traits)?**

**Who has control over a relationship boundary?**

**Body and sex – Is it okay to touch your body? Are there any parts of the body that you do not want to be touched? Do you want to experiment sexually? Any sexual activities you do not want to try? Would you have unprotected sex? Would you have sex with more than one person?**

**How can we take care of ourselves in relationships where boundaries are difficult or not as we would wish?**

**Boundary crossing – Do you communicate your boundaries to the other person? Or are they assumed and unspoken? Does the other person have similar or different boundaries? What do you do when they clash? How would you feel if someone crossed one of your boundaries? How would you respond?**



Using a red, amber and green traffic light system, you will need to discuss the following signs and indicators of positive and of negative relationships. A relationship green light is an indicator of a positive relationship, an amber light will depend on the context of the situation and a red light is a clear indicator of an abusive relationship.

| Statement  | Red | Amber | Green |
|--|-----|-------|-------|
| Saying 'I love you' within the first few weeks of a relationship.        |     |       |       |
| Messaging every night for hours.   |     |       |       |
| Keeping in contact throughout the day.                                   |     |       |       |
| Using text to check where their partner is and that they are safe.       |     |       |       |
| Seeing friends less.   |     |       |       |
| One person pays for everything.  |     |       |       |
| A big age gap.   |     |       |       |
| A relationship with no arguments.  |     |       |       |
| Sending nudes to each other.   |     |       |       |
| Showing nudes of partner to friends.                                     |     |       |       |
| Buying lots of gifts for the other person.                               |     |       |       |
| Making plans for kids, marriage, moving in together.                     |     |       |       |
| Having enjoyable sex.  |     |       |       |
| Making comments about how you look.                                      |     |       |       |
| Always wanting to check in with the other person.                        |     |       |       |
| Being able to be yourself.   |     |       |       |
| Encouraging you to travel independently.                                 |     |       |       |
| Being physically violent.  |     |       |       |
| Not letting you pay for anything.  |     |       |       |
| Sharing social media passwords with partner.                             |     |       |       |
| Friends with an ex on Facebook   |     |       |       |
| Checking partner's phone without permission.                             |     |       |       |
| Relationship status says 'single' on Facebook (even though they are not) |     |       |       |

## Domestic Abuse

| Multiple choice – a, b or c   | Answer |
|---|--------|
| Of all violent crimes that take place in the UK (not just those reported to the police), how much is domestic violence?<br>a. 10% (that's 1 in 10 violent crimes)<br>b. 20% (that's 1 in 5 violent crimes)<br>c. 25% (that's 1 in 4 violent crimes are domestic violence) |        |
| How many adult women are estimated to experience some form of domestic violence by their partner or ex-partner at some point in their adult lives?<br>a. 1 in 4<br>b. 1 in 8<br>c. 1 in 10  |        |
| How many adult women are estimated to experience some form of domestic violence by their partner or ex-partner each year?<br>a. 1 in 4<br>b. 1 in 8<br>c. 1 in 10   |        |
| In which age group are women at greatest risk of domestic abuse?<br>a. 16 - 24<br>b. 25 - 33<br>c. 34 - 42  |        |
| During which decade did it become illegal for a man to rape his wife?<br>a. the 1970s<br>b. the 1980s<br>c. the 1990s   |        |
| True or False (T or F)  | T or F |
| If the police are called to deal with a domestic violence incident, they can't do anything if the couple is a married couple.   |        |
| Domestic violence happens much more in some cultures than others.   |        |
| An adult who witnessed domestic violence or was abused as a child is much more likely to become violent or abusive themselves than someone who did not.   |        |
| Threatening to kill someone is against the law.   |        |
| Regularly threatening to hurt someone is against the law.   |        |
| Regularly making a boyfriend/girlfriend/husband/wife etc wear things that they do not want to wear is against the law.  |        |
| If, after reporting domestic violence to the police, a woman decides she does not want the charges to go against her partner, the case cannot ever go to court.   |        |
| Multiple choice – a, b or c   | Answer |
| In the UK, how many calls do the police receive per day to assist with domestic violence incidents?<br>a. 950<br>b. 1440<br>c. 1710   |        |
| What proportion of domestic violence is reported to the police?<br>a. 3/4<br>b. 1/2<br>c. 1/3   |        |
| In England and Wales, what is the average number of WOMEN killed by their partner or ex - partner in one year?<br>a. 25<br>b. 50<br>c. 100  |        |

|  |  |
|--|--|
| When are women at greatest risk of being killed by an abusive partner?<br>a. Within the first few months of the relationship<br>b. just after having the first baby<br>c. At or shortly after the point of separating from their partner |  |
| Of all the women killed in England and Wales, the percentage who are killed by partner or ex-partner is usually close to the following:<br>a. 10%<br>b. 25%<br>c. 40%  |  |
| In England and Wales, what is the average number of MEN killed by their partner or ex-partner in one year?<br>a. 25<br>b. 50<br>c. 100   |  |
| Of all the men killed in total in England and Wales, the percentage who are killed by partner or ex-partner each year is usually closest to the following:<br>a. 10%<br>b. 25%<br>c. 40%   |  |

## Common Myths – Domestic Abuse

### **“Domestic abuse only happens in certain types of problem families.”**

Domestic abuse occurs in families of every class, race and culture. It occurs in families with children and without, in first marriages, second marriages, arranged marriages and between unmarried partners. It happens in both heterosexual and same sex relationships. It happens to council tenants, people who own their own homes, professional, working class and unemployed people. It is no higher in one particular type of relationship or family than another.

### **“Domestic abuse happens equally to men and women.”**

While both men and women may experience incidents of inter-personal violence, the vast majority of the victims of domestic violence are women and children; women are considerably more likely to experience repeated and severe forms of violence, including sexual violence. They are also more likely to have experienced sustained physical, psychological or emotional abuse, or violence which results in injury or death. However, controlling and abusive behavior can also occur in lesbian and gay relationships and by women against men. Domestic abuse is not acceptable and should not be tolerated whether the victim is male or female. Every person has the right to live a life free from violence. Support services for victims, by necessity and for safety reasons, are best provided separately for women and for men. There are separate men's advice lines for these reasons.

### **“A woman would never stay with a man who was abusing her.”**

Women stay in abusive relationships for lots of reasons ranging from love to terror. They may be afraid of further abuse if they try to leave or get help. They may be worried about money to support themselves and their children. They may be worried about losing their home or possessions and worry that their children may be taken away from them. They may be afraid of being alone, especially if they have to move away from friends and family. There may be feelings of guilt or shame which prevent her from leaving. They may have few friends or family and feel they have nowhere to go. They don't want to move the children away from their school.

### **“It's only drunks who are violent to their partners.”**

Domestic abuse cannot be blamed on alcohol. Some men may have been drinking when they are abusive, but drink cannot provide them with an excuse. Some men who are abusive do not drink. There is no one particular type of man who abuses women.

### **“Domestic abuse between adults does not affect the children”**

The majority of children witness the violence that is occurring, and in 90% of cases they are in the same or next room.<sup>1</sup> Children can 'witness' domestic violence in a many different ways. For example, they may get caught in the middle of an incident in an effort to make the violence stop. They may be in the room next door and hear the abuse or see their mother's physical injuries following an incident of violence. In 40 – 70% of cases where women are being abused, the children are also being directly abused themselves.<sup>2</sup> All children witnessing domestic violence are being emotionally abused.<sup>3</sup>



| Type of abuse | Examples of behaviour |
|---------------|-----------------------|
| PHYSICAL      |                       |
| SEXUAL        |                       |
| EMOTIONAL     |                       |
| ISOLATION     |                       |
| FINANCIAL     |                       |
| THREATS       |                       |

Take a look at the following offences. Use the information on page 23 and match the crime with the punishment. Write the number in the 'action' column.

Physical violence with or without weapons (including punching, slapping, pushing, kicking, headbutting, hair pulling) resulting in permanent damage.

Violence resulting in death.

Choking, strangling, suffocating.

Throwing things at someone, e.g. plates, even if they miss the person.

Repeated threats to cause injury.

Physical violence with or without weapons (including punching, slapping, pushing, kicking, headbutting, hair pulling) requiring medical treating but not resulting in permanent damage.

Physical violence including spitting or hitting without leaving a mark.

Sending someone offensive or obscene texts or emails.

Preventing someone from visiting relatives or friends.

Excessive contact e.g. persistent phone calls.

Persistent verbal abuse.

Locking someone in a room or a house or preventing them from leaving.

| Action (numbers link to action cards)   | Crime   | Maximum Sentence                 |
|---|---|----------------------------------|
| Killing someone without any legal defence for doing so  | Murder  | Life (mandatory)                 |
| Killing someone but not intending to or with valid legal defence (provocation, diminished responsibility) | Manslaughter                                    | Life                             |
| Physical violence causing long term damage (serious scars, disability)                                    | GBH   | Life                             |
| Physical violence or emotional abuse requiring medical or psychiatric treatment                           | ABH   | 5 years                          |
| Physical violence including spitting or hitting without leaving a mark                                    | Common assault                                  | 6 months                         |
| Conduct likely to cause fear or distress in victim (similar behaviour on two or more occasions)           | Harassment                                      | 6 months                         |
| Using phones or email to cause fear, offence, anxiety etc (   | Improper or malicious use of telecommunications | 6 months and/or fine up to £5000 |
| Illegally preventing someone from leaving a place, even with threats rather than actual physical violence | False imprisonment                              | Unlimited maximum penalty        |

Thinking about all that you have learnt about relationships, how would you respond to the following scenarios.

| <b>Scenario</b>  | <b>Things to consider</b>   | <b>What advice would you give?</b>  |
|--|---|---|
| Sam and Ali have been having a few arguments lately - and Sam's taken to shoving Ali, or throwing objects around the room. Sam always apologises afterwards. | Apologies do not fix violent behaviour.<br>Ensure you are not victim blaming. | Can they talk about what's causing the arguments? Why is Sam reacting in that way? If the situation doesn't improve then maybe Ali needs to remove herself from the relationship. |
| Cam buys Taylor an expensive video game. Later that night, Cam asks for sex.   |   |   |
| Jay and Kai have been dating for three months. Jay wants to meet Kai's parents, but Kai says, "I'm just not ready."  |   |   |
| Harper has sent Kel some nude photos - Kel's friends know this, and have asked to see the pictures.  |   |   |
| Nic and Lou go to a party, where Nic gets drunk. They end up in a situation where sex seems likely.  |   |   |



**These websites and telephone numbers also offer useful help and advice for anyone concerned about the topics that we have covered in this booklet.**



 [www.childline.org.uk](http://www.childline.org.uk)

 0800 1111

 Opening Times: Daily, open 24 hours a day



[www.ceop.police.uk](http://www.ceop.police.uk)



[www.thisisabuse.direct.gov.uk](http://www.thisisabuse.direct.gov.uk)



[0808 808 4994](tel:08088084994)

### Contact the NSPCC helpline

If you're worried about a child, even if you're unsure, contact our professional counsellors for help, advice and support.

Call us or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

0808 800 5000

<https://schoolbeat.cymru/>



**Live Fear Free Helpline**  
**0808 80 10 800**