

# PCSHE Booklet – Year 10

## Topic 3 - Interactions

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

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

### Year 10 Curriculum Overview

Topic 1:	Topic 2:	Topic 3:	Topic 4:	Topic 5:	Topic 6:
Financial decision making  The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Mental health  Mental health stigma, common types of mental ill-health, strategies to promote wellbeing.	Interactions  Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and revenge pornography	Exploring influence  The influence and impact of drugs, and the media, drugs and the law, sources of support.	Addressing extremism and radicalisation  Communities, belonging and challenging extremism	Democracy, Electoral Systems and the Law  Parliamentary democracy, executive legislature, judiciary, free press, electoral systems, forms of government, human rights, international law, UK legal system and community action.

#### Where to get further help and support:

- Parents and trusted family members
- Teachers and School Staff including School Nurse and Safeguarding Team
- Report any inappropriate images to the website.
- NSPCC - <https://www.nspcc.org.uk>
- Childline - Helpline: 0800 1111(24 hours, every day) / <https://www.childline.org.uk>
- CEOP (Thinkuknow programme) If someone has asked you to do things online that you don't feel comfortable with, you can report this directly to CEOP by clicking on their online CEOP 'report it' button here: [www.ceop.police.uk/safety-centre](http://www.ceop.police.uk/safety-centre). Following a report to CEOP, you will be contacted by a Child Protection Advisor who will work with you to make a plan to keep you safe. You can also report to CEOP if you are worried about a friend, or someone you know. Website: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- National Domestic Violence Helpline: Tel: 0808 2000 247 Website: [www.nationaldomesticviolencehelpline.org.uk](http://www.nationaldomesticviolencehelpline.org.uk)
- The Revenge Porn Helpline: Provides guidance, advice and support to victims of intimate image abuse – Phone 03456000459
- Get Safe Online: Offers unbiased, factual and easy-to-understand information on online safety. [www.getsafeonline.org](http://www.getsafeonline.org)

## PCSHE – Year 10 Term 3 - Interactions

<p><b>KPI1: Key terms:</b></p> <ul style="list-style-type: none"> <li><b>Healthy relationship:</b> A healthy relationship is one where both individuals respect and support each other, communicate openly and honestly, and feel safe and valued. It involves mutual trust, understanding, and cooperation, while promoting individual growth and happiness.</li> <li><b>Image Based Abuser:</b> Intimate image abuse is the act of sharing (or threatening to share) intimate images or videos of someone, either on or offline, without their consent and <b>in order to cause distress</b>. It is a form of online harassment and can have serious emotional and legal consequences.</li> <li><b>Pornography:</b> Printed or visual material containing the explicit description or display of sexual organs or activity, intended to stimulate sexual excitement.</li> <li><b>Revenge porn:</b> Revenge porn involves the distribution of intimate or sexual content, usually images or videos, without the consent of the person featured, often with the intention of seeking revenge, humiliation, or control over the individual.</li> <li><b>Grossly offensive:</b> Something is grossly offensive when it is highly inappropriate, disrespectful, or hurtful, causing strong negative emotions or distress to others.</li> <li><b>Obscene:</b> Obscene content refers to material that is offensive, indecent, or morally repugnant. It usually involves explicit sexual depictions or offensive language, and its distribution may be restricted by law.</li> <li><b>Public sexual harassment:</b> Public sexual harassment is any unwanted or unwelcome sexual behavior, comments, or advances directed at someone in a public space without their consent. It can make the recipient feel uncomfortable, unsafe, or violated.</li> <li><b>Sexism:</b> Sexism is the discrimination, prejudice, or stereotyping based on a person's gender, usually favoring one gender over the other.</li> <li><b>Racism:</b> Racism is the belief in and practice of discriminating against individuals or groups based on their race or ethnicity.</li> <li><b>Homophobia:</b> Homophobia is the fear, hatred, or discrimination against individuals who identify as homosexual or have same-sex attractions.</li> <li><b>Transphobia:</b> Transphobia refers to the fear, prejudice, or discrimination against transgender or gender-nonconforming individuals.</li> <li><b>Ableism:</b> Ableism is the discrimination, prejudice, or stigma against individuals with disabilities, whether visible or invisible</li> <li><b>Ageism:</b> Ageism is the discrimination or prejudice against individuals based on their age, often leading to unfair treatment or exclusion of older or younger people.</li> <li><b>Fatphobia:</b> Fatphobia is the fear, prejudice, or discrimination against individuals who are overweight or obese. It can lead to body shaming and the marginalization of people based on their weight.</li> <li><b>BAME:</b> BAME stands for Black, Asian, and Minority Ethnic. It is an acronym used to collectively refer to individuals from non-white ethnic backgrounds.</li> <li><b>LGBTQ+:</b> LGBTQ+ stands for Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and others</li> <li><b>Prejudice:</b> Prejudice is a preconceived opinion or judgment about an individual or a group based on factors such as race, gender, sexuality, or disability, without considering individual qualities or merits.</li> </ul>	<p><b>KPI2: Healthy Relationships</b></p> <p><b>Signs of healthy relationships:</b> A healthy relationship is one where a young person is respected and feels valued for who they are. Healthy relationships include:</p> <ul style="list-style-type: none"> <li>good communication</li> <li>mutual respect</li> <li>trust</li> <li>honesty</li> <li>equality</li> <li>being yourself.</li> </ul> <p><b>Impacts of Unhealthy Relationships:</b></p> <ol style="list-style-type: none"> <li><b>Mental health:</b> It can be very damaging to your mental health if your partner is disrespectful, doesn't encourage you, and undermines your trust. You may suffer low self-esteem or depression, which may affect all aspects of life</li> <li><b>Relations with others:</b> A poor relationship may harm your connections to other people. Your partner may try to control who you can see and speak to. This may harm your ability to maintain a healthy relationship with friends and family</li> <li><b>Physical health:</b> An unhealthy relationship is stressful. This may lead to unhealthy behaviours such as smoking, drinking and drugs. It may lead to a loss of appetite, a change in appearance, weight loss, or a sleep disorder.</li> </ol>	<p><b>KPI3: Public Sexual Harassment</b></p> <p><b>Public Sexual Harassment:</b> Unwanted and unwelcome sexual advances and attention in public spaces. It can include groping, sexual comments or jokes, being followed or being stared at.</p> <p><b>Who experiences PSH? – Usually directed towards women.</b> For example, Over 2/3 of girls have been harassed in public. 35% of girls have been publicly sexually harassed in their school uniform. <b>Other oppressed groups disproportionately include:</b></p> <ol style="list-style-type: none"> <li>the LGBTQ+ community (33% don't feel comfortable holding partner's hand in public)</li> <li>BAME community (43% of BAME young women report being harassed, compared to an age-wide average of 34%)</li> <li>Disabled community (Women with disabilities 5x more likely to have experienced sexual assault than men with disabilities).</li> </ol> <p><b>What can it include?</b> Unwelcome/unwanted attention. Sexual advances - of a sexual nature. Intimidation/intimidating behaviour (using power, anonymity etc. to intimidate). In a public place (on the street, in Gyms, bars and restaurants, at school etc.)</p> <p><b>Why does PSH happen? – PSH is about power and control.</b> It reflects types of prejudice and oppression including sexism, racism, homophobia, transphobia, ableism, ageism, fatphobia and others.</p>	<p><b>KPI4: Image Based Abuse</b></p> <p><b>Image Based Abuser:</b> Intimate image abuse is the act of sharing (or threatening to share) intimate images or videos of someone, either on or offline, without their consent and <b>in order to cause distress</b>.</p> <p><b>Why not call it 'revenge porn'?</b> - Intimate image abuse is also referred to as 'revenge porn', non-consensual pornography or image based sexual abuse. We try not to use the term 'revenge porn' as we believe it's misleading; it's not always an act of revenge and the content is not pornography. It is abuse.</p> <p><b>Laws:</b></p> <ul style="list-style-type: none"> <li>Sharing intimate images and videos without consent 'It is an offence for a person to disclose a private sexual photograph or film if the disclosure is made without the consent of the individual who appears in the photograph or film, and with the intention of causing distress.' (Criminal Justice &amp; Courts Act 2015)</li> <li>Threatening to share intimate images/videos: 'It is an offence to send matter that is grossly offensive or of an indecent, obscene or menacing character.' (Communications Act 2003).</li> <li>'Threats to disclose intimate material or sexual explicit images.'</li> </ul> <p>(Communications Act 2003 Sentencing Guidelines)</p> <p>Making intimate images or videos without consent ( voyeurism) 'It is an offence to record another person doing a private act... if they know that the other person does not consent to being observed for their sexual gratification.'</p> <p>(Sexual Offences Act 2003)</p>	<p><b>Where to get further help and support:</b></p> <ul style="list-style-type: none"> <li>Parents and trusted family members</li> <li>Teachers and School Staff including School Nurse and Safeguarding Team</li> <li>Report any inappropriate images to the website.</li> <li>NSPCC - <a href="https://www.nspcc.org.uk">https://www.nspcc.org.uk</a></li> <li>Childline - Helpline: 0800 1111(24 hours, every day) / <a href="https://www.childline.org.uk">https://www.childline.org.uk</a></li> <li>CEOP (Thinkuknow programme) If someone has asked you to do things online that you don't feel comfortable with, you can report this directly here: <a href="http://www.ceop.police.uk/safety-centre">www.ceop.police.uk/safety-centre</a>. Following a report to CEOP, you will be contacted by a Child Protection Adviser who will work with you to make a plan to keep you safe. You can also report to CEOP if you are worried about a friend, or someone you know. Website: <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></li> <li>National Domestic Violence Helpline: Tel: 0808 2000 247 Website: <a href="http://www.nationaldomesticviolencehelpline.org.uk">www.nationaldomesticviolencehelpline.org.uk</a></li> <li>The Revenge Porn Helpline: Provides guidance, advice and support to victims of intimate image abuse – Phone 03456000459</li> </ul>
--	---	--	--	--

# Knowledge Organiser

# Low Stake Quiz

1.

---

---

2.

---

---

3.

---

---

4.

---

---

5.

---

---

6.

---

---

7.

---

---

8.

---

---

# Sliding Scale – Lesson 1

## Positive and Healthy Relationships

**Task:** Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

### Sliding Scales

I can evaluate whether a relationship is healthy or unhealthy.



I can identify strategies to build a healthy lasting relationship



I can define what is a healthy relationship.



**Key words:** Healthy relationship, foundations, balance, communication, compromise, teamwork.

**Task:** Read this relationship scenario. Jess and Ethan aren't looking for a serious relationship yet, but what is it about their relationship that makes it healthy?

---

---

---

---

---

---

---

---

---

---

Jess and Ethan are both 16. They met at their school drama club 6 months ago. They chatted for a month or so before Ethan plucked up the courage to ask Jess out. Ethan likes that Jess is confident and they can talk about silly things and serious things for hours. Jess thinks that Ethan is funny and kind. Jess and Ethan enjoy drama club and hanging out watching box-sets together. Ethan is mad about football and plays three times a week. Jess isn't into football but she likes to go to watch Ethan play sometimes. When he is at football she goes out with her friends or catches up on school work. Ethan used to get a bit upset that Jess didn't come to watch him play more often but they had a chat and Jess explained that she really wants to do well at school this year so she has to work hard. Ethan likes that Jess is ambitious and so is not okay about her not coming to watch him play often.

**Task:** As you watch this video, make a note whether Jess and Ethan's relationship displays the four things that it suggests are needed to keep a relationship strong.

- 1.
- 2.
- 3.
- 4.

**Task:** Which of the ten attributes of healthy relationships do Jess and Ethan's relationship display now? Which apply to longer term relationships?

1. Are they a 'good fit'? (Can they work well as a team? Do they have similar values and outlook on life?)
2. Do they have a strong basis of friendship? (Do they have fun together? Share interests and humour? Appreciate each other?)
3. Do they want the same things in their relationships and out of life? (Do they each feel that they can jointly agree a plan for their lives together? Can they negotiate?)
4. Are their expectations realistic? (Do they accept there will be ups and downs? Understand the need to make an effort?)
5. Do they generally see the best in each other? (Can they accept each other's flaws? Respect their differences?)
6. Do they both work at keeping their relationships vibrant? (Do they spend time together and apart? Each show the other that they care?)
7. Do they both feel they can discuss things freely and raise issues with each other? (Do they deal with issues promptly and constructively? Enjoy talking and listening to each other?)
8. Are they both committed to working through hard times? (Do they both 'give and take'? Work on themselves? Look to a positive future together?)
9. When they face stressful circumstances would they pull together to get through it? (Can they each adapt well to change? Would they seek professional help if needed?)
10. Do they each have supportive others around us? (Do they each have a good support network they can turn to or call on for help if needed?)

**Task:** Below are an example of a ‘harsh’ start-up and a ‘soft’ start-up to Ethan and Jess’s conversation about Jess watching Ethan playing football. In Your pairs suggest how Jess might reply and what Ethan says next.

### **‘Harsh’ start-up**

*Ethan: Why do you never come to watch me play football? All the other lads’ girlfriends come to watch them play. Maybe that’s because they like their boyfriends more than you like me.*

*Possible response:*

---

---

---

---

---

---

---

### **‘Soft’ start-up**

*Ethan: I wish you could come to watch me play football more often. I like it when you come to watch me play.*

*Possible response:*

---

---

---

---

---

---

---

**Task:** Decide which of these are signs of a healthy relationship and explain why.

Signs of Healthy Relationships	Why is this a sign of a healthy relationship?
The relationship is built mostly on friendship and fun	
Expect perfection – if it's anything less move on	
Partners feel able to talk openly to each other and deal with conflict at an early stage	
If it's the 'right' relationship you only need each other.	

**Task:** Identify which are the skills and strategies needed for building lasting healthy relationships.

Skills/Strategies	/ or x
Know yourself and <u>work out</u> if you'd make a good team	
Put <u>work in</u> to develop a good relationship	
<u>Work to</u> change yourself to be the person your partner wants	
<u>Work at</u> problems as they arise to reach a compromise	
<u>Work through</u> hard times with help from family and friends	



# RELATIONSHIP QUALITIES & BEHAVIOURS

Are these features of a healthy or unhealthy relationship?

**Task:** Place the statements along a continuum drawn in your books.

Unhealthy



It depends

Healthy

Common interests

Buying each other gifts and tokens of affection

Spending a lot of time together

Complimenting someone

Helping a person feel valued by cancelling plans to be with them

Laughing with a partner

Able to flirt with other people without it being a problem

Physical contact with a partner e.g. hugs and kisses

Clear communication if a partner does something upsetting

Splitting the bill when going out

Lots of texts, messages or calls each day from a partner

Taking time to listen when a partner talks about something

Friends in common

Changing clothing style to suit a partner's wishes

Agreeing with a partner on almost everything

Compromising on activity choices when spending time together

**Task:** Define a 'healthy relationship' in 30 words or fewer.

---

---

---

---

---





# Lesson 2 Low Stake Quiz

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_

7. \_\_\_\_\_  
\_\_\_\_\_

8. \_\_\_\_\_  
\_\_\_\_\_

# Sliding Scale – Lesson 2

## Image Based Abuse

**Task:** Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

### Sliding Scales

I can clarify what the term 'revenge porn' means

Not confident

Confident



I know that blackmailing, threatening to use or actually using photos, films or other materials given within a private personal relationships are all illegal and can lead to prosecution.

Not confident

Confident



I can discuss the moral rights and wrongs of betraying relationship trust in this way.

Not confident

Confident



**Key words:** Revenge porn, image based abuse, trust, positive relationship.

**A famous actor wins a legal ban on 'revenge porn'** *The judge said the incident was motivated by revenge and possibly blackmail.*

A famous actor who won a High Court ruling preventing sexually explicit material, often called 'revenge porn', from being published after a bitter break up with an ex-partner.

The couple had been in a relationship for several months and during that time the actor had allowed his partner to take nude photographs and video them having sex together. The actor trusted his partner and did not expect the pictures and films to be seen by anyone apart from them.

After they split up, the now ex-partner contacted the actor threatening to post their private images on social media or to sell them to a magazine if they didn't get back together. When that didn't work, some of the photos were posted on a website and the actor was informed that locked files with copies of the images had been placed with two unidentified friends who would be authorised to get them published if the police became involved.

The judge ruled that there was clear evidence that if the photos were made public they could damage the actor both emotionally and financially. He said that it was not in the public interest to see the photos and that they should remain private as no laws had been broken.

He concluded that the motive for making the threats and posting the photos was revenge for the actor ending the relationship.

The actor managed to get the images removed from the website and a legal ban placed on further publication, but still fears that some photos have been missed and could go viral at any time.

**‘Revenge porn’, a name developed by the media to describe someone who uses photos or films taken in private to shame, humiliate or embarrass an ex-partner, sometimes in retaliation for something they have done, or to profit financially.**

**Task 2:** In pairs read the News Article in your booklet. In this article a ‘Top Actor’ won a High Court ruling preventing sexually explicit material and revenge porn from being published.

*Please note, this story involves consenting adults and it is illegal for those under 18 to take, keep or share similar images.*

Discuss the following questions:

1. Why do you think a famous person agreed to the photos being taken in the first place?
2. Why do you think the other person decided to share them?
3. What do you think they were hoping to achieve by it?
4. Do you think justice was done?
5. How do you think a) the actor and b) his ex-partner feel now?



Watch the video carefully and complete the comprehension questions and activities.

1. Explain why Captain Terry Tuna-Toes is angry and upset in the opening scene.

---

---

---

---

2. All of the pirates praise Terry's doodle, even though it is amateurish.

- True       False

3. Charlie, the actor playing Terry, thinks that he would react in the same way as Terry in a similar situation because he is sensitive about his poor drawing skills.

- True       False

4. What does Dylan, the actor playing Peggy, think is the problem in the scene?

---

---

---

---

5. What does Dylan think her ex-partner was trying to achieve by sharing her intimate images with his friends?

- a) He wanted to show her off to his friends.  
 b) He wanted her to break up with him.  
 c) He wanted to hurt her.  
 d) He wanted her to share his intimate images with her friends.

6. All of Dylan's friends supported her when her ex-partner shared her intimate images.

- True       False

7. Charlie's suggestion that \_\_\_\_\_ is partially at fault for sending intimate images in the first place is an example of \_\_\_\_\_ blaming.

8. How did most of Dylan's friends react to her situation?

---

---

---

---

9. Name two reasons why Dylan chose not share her ex-partner's intimate images as revenge, despite being encouraged to do so by some of her friends.

- \_\_\_\_\_
- \_\_\_\_\_

10. In the next scene, who does Peggy Legless say should be ashamed?

- a) Captain Terry Tuna-Toes  
 b) Peggy Legless  
 c) The other pirates  
 d) All of the above

## Questions:

1. Why is 'revenge porn' a difficult term for some people to use?

---

---

---

2. Why do some people prefer to use the term 'image based sexual abuse'?

---

---

---

What is the law for image based sexual abuse?

---

---

---

3. What is the impact on the victim of image based sexual abuse?

---

---

---

4. What should you do if someone is threatening you with image based sexual abuse?

---

---

---

5. How could you support victims of image based sexual abuse?

---

---

---

# Lesson 3 Low Stake Quiz

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_

7. \_\_\_\_\_  
\_\_\_\_\_

8. \_\_\_\_\_  
\_\_\_\_\_

# Sliding Scale – Lesson 3

## Public Sexual Harassment

**Task:** Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

### Sliding Scales

I can define what public sexual harassment is and who it affects.

Not confident

Confident



I can explain the cumulative impact of public sexual harassment on those who experience it.

Not confident

Confident



I am able to dismantle the myths around victim-blaming.

Not confident

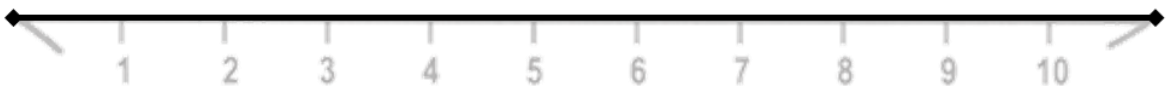
Confident



I understand how to intervene as a bystander.

Not confident

Confident



**Key words:** PSH, bystander, cumulative impact, victim-blaming, legislation,

## Testimonies:

- 1. I was in the underground train and it was really crowded, when a man behind me took advantage of the closeness and pushed his body against mine, really making me feel uncomfortable for several minutes.*
- 2. Cars have slowed down and/or beeped and looked at me in an uncomfortable manner when walking around the campus and around Sheffield in the day and night. I get whistled and shouted at from these cars sometimes and all too often don't see who is the culprit because they have already driven away.*
- 3. I used to jog through York to clear my mind, but every single time I went for a run I used to get shouted at by a drunk stag do in the centre of York. It became so graphic and so upsetting that I had to cease (stop) exercising in the centre of York entirely.*
- 4. A boy saw me and my female friend having a friendly cuddle whilst on a night out. Neither of us knew him but he came up to us and asked us to kiss so he could watch.*

## **What is public sexual harassment?**

---

---

---

---

---

---

---

---



**Task 5:** Jot down as many ideas you can think of for how each of these categories could tackle PSH:



**Victim Blaming:** saying or treating a person who has experienced harmful or abusive behaviour like it was a result of something they did or said, instead of placing the responsibility where it belongs: on the person who harmed them.

**Task 7:** Now return to the unhelpful statements we just looked at and see if you can correct them. The first one is done for you.

“Schools should be strict about not allowing girls to wear short skirts to protect girls from public sexual harassment.”

**People experience PSH despite the clothes they are wearing. PSH is always wrong, regardless of outfit choice**

“We alone have the responsibility for our own safety and it is better to never travel home alone, avoid walking outside after dark and walk a longer route or take a taxi to avoid certain streets”.

“If someone tells you they have experienced PSH, you should suggest ways they can keep themselves safer in the future.”











