

PCSHE Booklet – Year 8

Topic 2 – Identity and Relationships

Name: _____

Class: _____

Teacher: _____

Year 8 Curriculum

Topic 1: Drugs and Alcohol

Alcohol and drug misuse and pressures relating to alcohol use

Topic 2: Identity and relationships

Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception

Topic 3: Mental Health

Influences on mental health, coping with bereavement, and digital resilience

Topic 4: Equality and Discrimination

Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia, and visual differences.

If you need further support...

- Home/School Support: Parent, Tutor, Mr O'Leary, Mrs Aston, Mrs Loveridge, Mrs Jones.

Organisations:

- NSPCC: Helpline 0808 800 5000 (24 hours, every day) www.nspcc.org.uk
- Rape Crisis: Helpline: 0808 802 9999 (12-2:30 and 7-9:30) www.rapecrisis.org.uk
- RASAC (Rape and Sexual Abuse Support Centre) National Helpline 0808 802 9999 (12-2:30 and 7-9:30) www.rasasc.org.uk
- Childline: Helpline 0800 1111 (24 hours, every day) <https://www.childline.org.uk>
- Women's Aid: Helpline: 0808 2000 247 **24hr** <https://www.womensaid.org.uk>
- Men's Advice Line: Helpline: 0808 801 0327 Monday-Friday 9am-5pm <http://www.mensadvice.org.uk/>
- Your Doctor, Community Nurse, School Nurse (Ask at reception for appointment), NHS Online, www.nhs.uk
- www.brook.co.uk
- CEOPS - <https://www.ceop.police.uk/safety-centre/>

Knowledge Organiser

PCSHE – Year 8 Term 2 – Identity and Relationships

<p>KPI1: Key Terms</p> <ul style="list-style-type: none"> • Consent: Consent is a person's permission or agreement by choice to anything that informs them. Consent must be freely given, it is reversible, it must be informed, enthusiastic and very specific. • Underage: Under the age of 16. • Age of consent: The age where someone can legally agree to taking part in sexual activity. In the UK the age of consent is 16. • Legislation: the law • Prosecuted: to bring legal action against a crime or punishment of a crime for the breaking of a law. • Contraception: Birth control, also known as contraception, is the use of methods or devices used to prevent unintended pregnancy. • Gender Identity: Gender Identity is an individual person's sense of their gender; it is how they experience, feel, view and label it. It is unique to each person and is separate from the sex they were registered with at birth, although someone's gender identity may align with this. • Sexual Orientation: Sexual Orientation relates to romantic attraction. Examples of sexual orientation can include: <ul style="list-style-type: none"> • LG2TQA+: The letters stand for: lesbian, gay, bisexual, transgender, queer/questioning, asexual, and many other terms that people may use to define their sexual attraction or gender identity. • Cisgender: Someone whose gender identity is the same as their birth sex. • Transgender: Someone whose gender identity is the different to their birth sex. 	<p>KPI2 – What is consent?</p> <p>Consent is a person's permission or agreement by choice to anything that informs them. For example, their body, personal space, time, money and belongings.</p> <p>We all have the right to be asked for consent in situations that involve us, and the responsibility to ask others for consent in situations that involve them. Consent is important because it gives people choice and control over decisions that affect them.</p> <p>Consent is:</p> <ul style="list-style-type: none"> • Freely given. It's not okay to pressure, trick, or threaten someone into saying yes. • Reversible. It's okay to say yes and then change your mind — at any time! • Informed. You can only consent to something if you have all the facts. • Enthusiastic. You should do stuff you WANT to do, not things people expect you to do. If someone doesn't seem enthusiastic stop and check in. • Specific. Saying yes to one thing (like going to the bedroom to make out) doesn't mean you're saying yes to other things (like having sex). <p>Consent cannot be given when:</p> <ul style="list-style-type: none"> • When a person is drunk or high, to the point that they are unable to speak or look after themselves. • Asleep or Passed Out – if they are not conscious, they are unable to agree to any sexual activity. If someone passes out whilst engaging in sexual activity – STOP! • They are Underage – Legally a person under the age of 16 cannot give consent to any sexual activity. • Mental disability or learning difficulties which mean they are unable to fully understand what they are consenting to. 	<p>KPI3 – Consent and the Law</p> <p>In the UK, the age of consent is 16. This means that a person under the age of 16 cannot legally consent to sexual activity because they are seen as not having the capacity to do so. The law applies to everyone, regardless of gender or sexual orientation in England, Wales, Scotland and Northern Ireland.</p> <p>The law is designed to protect young people from abuse, harm of being taken advantage of. If someone is under the age of 16 and decides to have sex anyway, it is still vital that they and their partner(s) are able to consent to sex in every other capacity.</p> <p>According to the law, there are no circumstances in which someone under the age of 13 can consent to any sexual activity or act.</p> <p>KPI4: Sexting</p> <p>Sexting: Sexting is the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's Airdrop which works offline.</p> <p>What is the law about sexting?</p> <p>In the UK the age of consent for sexual intercourse is 16. However, it is an offence to make, distribute, possess or show any indecent images of anyone aged under 18, even if the content was created with the consent of that young person. The law is contained in Section 1 Protection of Children Act 1978. 'Indecent' is not defined in law. When cases are prosecuted, the question of whether any photograph of a child is indecent is for a jury, magistrate or district judge to decide. Indecent imagery does not always mean nudity.</p> <p>Will I get in trouble?</p> <p>You can get in trouble if you threaten to share a nude, even if you don't actually do it. Only the police can decide if they're going to charge you with an offence after sexting. But it's important to remember that the law is there to protect you, not get you into trouble.</p>
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Knowledge Organiser

PCSHE – Year 8 Term 2 – Identity and Relationships

KP13 – Types of Contraception			
Birth control, also known as contraception, is the use of methods or devices used to prevent unintended pregnancy.			
Birth control	How to use	Prescription Needed	Protects against STIs
Oral Contraceptive	Take one pill every day as directed	Yes	No
Injection	Get injections every three months	Yes, injection given in health care providers office	No
Female condom	Insert every time before sex	No	Yes
Male condom	Partner must wear every time during sex	No	Yes

KP15: Sexual Orientation and Gender Identity

Gender Identity:

Gender Identity is an individual person's sense of their gender; it is how they experience, feel, view and label it. It is unique to each person and is separate from the sex they were registered with at birth, although someone's gender identity may align with this.

Important definitions:

- **Biological Sex:** The physical anatomy and gendered hormones one is born with.
- **Cisgender:** A description for a person whose gender identity, gender expression and biological sex all align.
- **Gender Dysphoria:** where a person experiences distress due to a mismatch of their biological sex and their gender identity.
- **Intersex:** A person with a set of sexual anatomy that doesn't fit within the labels of female or male (e.g. XXV phenotype, uterus, and penis)
- **Transgender:** A person whose gender identity is the binary opposite of their biological sex, who may undergo medical treatments to change their biological sex.
- **Gender Identity:** A way to describe how you feel about your gender. You might identify your gender as a boy or a girl or something different. This is different from your sex, which is related to your physical body and biology.

People do not necessarily identify as only 'male' or 'female'. There are a number of different labels that people may use to describe their gender.

Sexual Orientation:

Sexual Orientation relates to romantic attraction. Examples of sexual orientation can include:

- **Asexual:** A person who generally does not experience sexual attraction to any group of people.
- **Bisexual:** A person who experiences sexual, physical and/or spiritual attraction to people of their own gender as well as another gender.
- **Heterosexual:** A person who is attracted to someone with the other gender.
- **Homosexual:** A person who is attracted to someone with the same gender.
- **Pansexual:** A person who experiences sexual, romantic, physical, and/or spiritual attraction for members of all gender identities/expressions.

KP16 – Legal Changes that have affected LGBTQ+ people in the UK:

- 2000: Government lifts the ban on lesbians and gay men serving in the Armed Forces.
- 2001: Age of consent for gay/bi men is lowered to 16.
- 2002: Equal rights are granted to same-sex couples applying for adoption.
- 2003: Repeal of Section 28 - Section 28 was a law that made it illegal to talk positively about homosexuality in schools.
- 2003: A new law comes into force protecting LGBT people from discrimination at work. Until 2003 employers could discriminate against LGBT people by not hiring them or not promoting them, just because of their sexual orientation or gender identity.
- 2004: Civil Partnership Act is passed.
- 2004: Gender Recognition Act is passed - This Act allowed trans people to change their legal gender. This means that they can get a new birth certificate that reflects who they really are, which helps for future legal processes like marriage.
- 2007: It becomes illegal to discriminate against people because of their sexual orientation or gender identity when providing them with goods or services.
- 2008: The Criminal Justice and Immigration Act makes 'incitement to homophobic hatred' a crime.
- 2009: A new law gives better legal recognition to same-sex parents.
- 2013: The Marriage (Same-Sex Couples) Act is passed.

Where to get more help and support:

- Parents and trusted family members
- Teachers and School Staff including School Nurse and Safeguarding Team
- Your Doctor or Community Nurse
- NHS Online
- Young Stonewall: <https://www.youngstonewall.org.uk/>
- The Proud Trust – Local Support groups: <https://www.theproudtrust.org>
- Friends and Family of Lesbians and Gays: <https://www.ftlag.org.uk/>
- www.healthforteens.co.uk
- www.brook.co.uk
- NSPCC: Helpline: 0800 800 5000 (24 hours, every day) [nspcc.org.uk](https://www.nspcc.org.uk)
- Childline: Helpline: 0800 1111 (24 hours, every day) <https://www.childline.org.uk>

Low Stake Quiz

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Sliding Scale – Lesson 1

Positive Healthy Relationships

Sliding Scales

I know which values are important for me in relationships.



I can identify when a relationship can be improved with effective communication or when the relationship is no-longer healthy and should be ended.



I can suggest safe and constructive ways of ending a relationship



Key words: Relationship, values, communication, negotiation, body language, passive, aggressive, assertive, passive-aggressive.

Task 1: Discuss with the person next to you – what do we mean by values?



Scenario

Prima has been dating Dee for 6 months and they've had a great time so far. But there's been one big row – Prima has been hanging out with her ex and it's making Dee feel uncomfortable.

When Dee complains about it, Prima accuses Dee of being paranoid and dictating who she spends time with. Prima feels her social life and freedom are too important to her to compromise on.

Dee's now feeling really unsure as Prima didn't mention she'd met up with her ex last night – as if Prima's keeping it a secret.

Task 2: Discuss the following questions with the person next to you.

1. What values seem important to each of the characters in this relationship?
2. What advice would you give to the characters?

Own Moral Compass

Task 3: Place the values statements in your booklet on a continuum line to indicate those you most agree or disagree with. Annotate their continuum with the reasons for their decisions.

People should get to know each other before they have sex.	Marriage is sacred so we should wait to have sex.
It is important to talk about contraception before you have sex.	It's okay to see other people as long as you are only having sex with one person.
You can call a person your boyfriend or girlfriend as soon as they start going out with you.	It's okay to fight with your partner as long as you don't use violence.
Sometimes you need to lie to your partner to keep the peace.	It is nice to do things just to make your partner happy.
It's OK to be attracted to someone else whilst in a relationship, as long as you don't act on it.	If you really like a person, it is worth waiting to have sex with them.
You should always respect a person's boundaries when they say they don't want to do something – 'no' means 'no'.	If you respect someone, you use a condom when you have sex so you reduce the risk of passing on a sexually transmitted infection.
As sex is legal at 16, you should start having sex with your partner when you get to 16.	In committed relationships, you should try to get a balance between going out with friends on your own, going out with friends and your partner, and going out as a couple.

Agree



Disagree



Task 4: Read the issues and consider which can be resolved using effective communication and which suggest a relationship should be ended.

	Can be repaired	Should be ended
Their partner doesn't respect their right to their own space so always want to hang out together, message to find out what they are doing etc.		
They overreact to minor things		
They overreact to minor things		
Their partner lies or they can't trust them		
Their partner gets too close too soon		
Their partner treats them or other people disrespectfully		
Their partner makes "suggestions" on how to improve their appearance or life		
Their partner always wants something from them		
Their partner will never accept they're in the wrong – it's never their fault		
Their friends really dislike their partner		
Their partner really dislikes their friends		
Their partner manipulates things when they argue so sometimes they feel like they are going mad		
They have an intuition or 'gut feeling' that this isn't a healthy relationship		

Challenge: How could you end a relationship safely and constructively?

Task 5: Read the relationship scenarios. Highlight in red any behaviours which are concerning, in orange anything which is not quite right, and in green any positive relationship behaviours.

Scenario 1

Jamil and Amari met at a swimming club recently. They have only recently started dating so they have had some awkward conversations to figure out what each other is happy with – Jamil calls it 'checking in'. At first this felt a bit strange but it helped them both feel respected and they have both said they feel much more relaxed than in previous relationships. At the weekend Jamil went to a party with friends and didn't invite Amari. Amari was upset so he didn't go and support Jamil at a swimming gala he had promised to go to.

Scenario 2

Jenna and Harry have been friends for a while – they are part of a group of year 10's who hang out together all the time – but they have only just started dating. Jenna's parents are away at the weekend so she invites Harry over, suggesting they can 'do whatever they want and no-one will find out'. From her body language and tone, it's clear she wants to do more than just watch a film together. Harry is hesitant as he is not sure it's the right thing yet. Jenna has gone further in previous relationships so tells Harry to hurry up and figure out whether he really likes her or not.

Scenario 3

Ayesha and Amir's parents are good friends and think they would make a good couple. Their families believe in arranged marriages as a way of making good matches that will form lasting, loving relationships. Last month Ayesha and Amir sat together at a family dinner and enjoyed the evening – both complemented the other, laughed a lot at shared experiences, and had plenty to talk about as they had similar interests. They both would like to continue seeing each other as they are attracted to each other and enjoy each other's company. They also agreed that there will be no intimacy before marriage as this is in keeping with their culture and faith. However, when they met at a family event recently, Amir said he wanted to get married quickly and wanted them to have a big family. Ayesha is not sure she wants the same thing. Amir and her parents have started to apply pressure on her to get married quickly and want her to marry Amir at a joint ceremony when they visit their relatives abroad over the summer.

Scenario 4

Taylor and Addison have been seeing each other for some time and seem quite happy together. Addison was slightly worried that Taylor got so upset when Addison went out with friends but cut down on doing so to make Taylor happy. This seemed to have helped. But last week they got into an argument about it again. Taylor was furious, throwing plates and cutlery and even kicking Addison.

Task 6: Reflect on the lesson today by answering the questions below in your booklet.

1. What do you think is important in relationships?

2. Is there anything that is too important in a relationship to compromise on?

3. How could you improve your communication skills to ensure your values are respected whilst respecting others' as well?



Reflection Task: Write something you didn't know before today...



Reflection Task: Use this space to write any questions that you might still have

Go back and complete your end of lesson Sliding Scale squares

Low Stake Quiz

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Sliding Scale – Lesson 2

Introduction to Contraception

Sliding Scales

I can explain what is meant by contraception.



I can explain how and why condoms are used.



I can explain how and why other methods of contraception are used.







I can explain where and how to get contraception and advice on contraceptives.



Key words: Contraception, Conception, Condom, Pill and Ovulation

Task 1: What are these forms of contraception? What do you know about them?

<p>Type:</p>	<p>What is it?</p>	<p>Type:</p>	<p>What is it?</p>
	<p>How does it work?</p>		<p>How does it work?</p>
<p>Type:</p>	<p>What is it?</p>	<p>Type:</p>	<p>What is it?</p>
	<p>How does it work?</p>		<p>How does it work?</p>

Task 2: Match the description cards to the images, then answer the following questions below in your booklet.

These are made of very thin latex and are used to cover the penis during sexual intercourse. It stops pregnancy by catching the sperm and preventing it from meeting the egg.



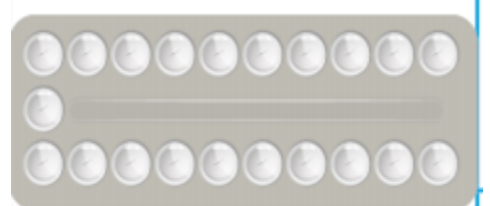
This is a small tablet taken once a day to prevent pregnancy by stopping ovulation (an egg being released each month into the uterus). It can also reduce the heaviness of periods.



This is given by a doctor or a nurse once every 3 months. It releases a hormone into the blood stream that stops an egg being matured within the ovary. It also makes it harder for sperm to enter the uterus and thins the uterus lining.



Femidoms are made from soft thin plastic called polyurethane. They are worn inside the vagina. A thin rubbery band at the end is squeezed and inserted into the vagina to position it correctly. It prevents pregnancy by stopping the sperm from entering the uterus.



Task 2: Answer the following questions in your booklet.

1. What is contraception and why would a person use it?

1. What do methods 2 and 3 have in common?

1. Why might a couple decide to use the pill and a condom?

1. Are there are there other combinations that would be effective?

Task 3: Read each scenario. With your partner decide which method of contraception is the most suitable and why.

Jasmin and David have just started going out and are planning to have sex. Neither has had sex before. Jasmin is very bad at remembering to take any medication.

Jasmin and David should use _____ because

Nico is single and regularly goes out clubbing where he gets drunk and often has sex with people he just met that night.

Nico should use _____ because

Sonia used to be in a long term relationship with a man who was unfaithful to her but is now going out with Daisy.

Sonia should use _____ because

Task 4: Complete the flowchart by filling in the gaps to demonstrate your understanding of using a condom.

Before sex

Check the _____ and _____ on the condom



Open the packet by tearing from the _____ side



Check the condom is the right way round



Squeeze the _____ and roll the condom down to the _____



After sex

Ensure condom stays on when the penis is _____



Remove condom from the base to ensure ejaculate does not _____



Wrap condom in tissue and dispose of in the _____



MISSING WORDS

expiry date ridged tip base
withdrawn safety mark bin leak

There are a number of ways to get hold of contraceptives and that everyone is entitled to free contraception (although some e.g. condoms, can also be bought).

Task 5: With your partner, complete the table to explain the advantages and disadvantages of each method.

Scenario 1: Person A goes into a shop to buy condoms.		Scenario 2: Person B goes to their GP surgery to discuss contraception.	
Advantages	Disadvantages	Advantages	Disadvantages
Scenario 3: Person C goes with their partner to discuss contraception at a sexual health centre.		Scenario 4: Person D uses a machine dispenser in a public toilet	
Advantages	Disadvantages	Advantages	Disadvantages

Task 6: Complete the postcard to someone advice about using contraception. You might consider answering the following:

1. Where is the best place to access contraception?
2. What should a person think about before they choose a method of contraception?
3. Why is it important to use contraception correctly?
4. What are the most important things to remember when using a condom?
5. Where can a person find more information and advice?

A large rectangular area containing 18 vertical lines, intended for writing the answers to the five questions listed above.

A smaller rectangular area containing four vertical lines, likely intended for a signature or name.





Reflection Task: Write something you didn't know before today...



Reflection Task: Use this space to write any questions that you might still have

Go back and complete your end of lesson Sliding Scale squares

Low Stake Quiz

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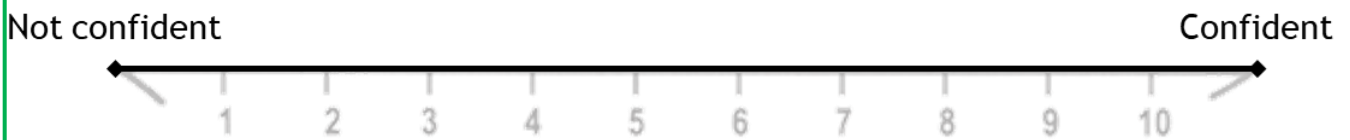
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Sliding Scale – Lesson 3

Persuasion, Pressure and Coercion

Sliding Scales

I can explain that no one has the right to intimidate someone into giving their 'consent' (as such an agreement is not consent) and that sexual activity following such a threat is illegal.



I can explain how to ask someone for their consent without putting them under pressure.



I can demonstrate understanding of a person's right to say no and to have their decision respected; and that they do not have to justify it.



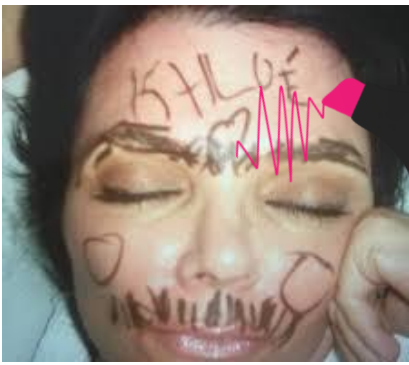
Key words: Consent, choice, freedom, capacity, manipulation

What is consent and why is it so important that we learn about it?

Scenario

Hannah went to a friend's sleep-over. After staying up late and having fun, she fell asleep first. As Hannah slept, her friends decided to draw on her face with marker pens.

The next day Hannah was furious. Not only could she not get the pen off but she felt horrible and weird about her friends doing things to her while she was asleep.



Task 1: Discuss the following questions.

1. Why did this make Hannah feel so horrible?
2. Would she have felt different if she couldn't get the pen off but had allowed them to draw on her?
3. Explain the meaning of the word 'consent'.



Definition for Consent

Sexual consent refers to a person who is **of age (16)** who has **capacity** to agree, **freely** and **willingly** engaging in any sexual behaviours.

Task 2: Discuss the following questions:

1. How do we know when a choice is freely made?
2. What sort of things can affect our capacity to make decisions/choices?
3. What kinds of phrases could be used to check another is consenting?
4. Suggest language that could be seen as persuasion.

IMAGINE YOU OVERHEARD THIS CONVERSATION

Go on, it'll be okay

I am, it'll be great!

Of course its safe, everyone knows it's safe, you'll like it

I'm not sure...

Are you sure it's safe?

I'm still not sure...

Look, you know I care about you. I'd never suggest doing anything that could hurt you. What's the matter? Don't you trust me?'

Task 3: Answer the following questions

1. What are all the possible things they could be talking about?

2. What are the two characters feeling at the moment?

3. What techniques is the first character using to obtain consent?

Sexual harassment - Sexual harassment is any kind of unwanted behaviour of a sexual nature that makes you feel humiliated or intimidated, or that creates a hostile environment.

So, what is sexual harassment...

Task 6: Rank the different unwanted behaviours on a scale of one to 10, with ten signifying 'worst' and one signifying 'least bad'.

Unwanted Behaviour	Rating
A student flicks another student's bra strap without permission.	
A student sends images of a sexual nature to another student online. The recipient did not express any interest in receiving pictures of this sort.	
Four students play a game in which they dare each other to describe what they want to do to another student in more and more graphic detail. The student they are discussing is present.	
A student deliberately pressing themselves up against another student whilst in a crowded hallway.	
A student grabs another student's genitals whilst in a crowded hallway.	
A student makes a lewd, sexual joke about another student in front of them.	
A student messages another student online five times in two weeks, asking them for naked pictures each time.	
Two students engage in consensual sexual activity at a party. A third student films the pair without them knowing, and sends the clip to other students in their year group.	

Task 7: Where on the scale would you put the threshold point for sexual harassment?

e.g. at what number does unwanted behaviour become sexual harassment?

Case report from employee:	Is it sexual harassment?	Explain why you have decided this is the case:
<p>'I was unpacking the boxes with Claud, and he kept talking about his wife – I was trying to work, but ok, whatever, I didn't mind listening. Then he started talking about how he wishes she'd do this that and the other with him in bed. I didn't want to hear about that, and I told him so. He said sorry, he understood. Then asked me, (he reckoned, to get a better understanding of women), what I wore to go to bed.' Avril Smith – Warehouse Operate, Floor 5.</p>		
<p>'I was on the work's night out with Amy and Clarissa and they were drunk and thought it would be funny (it wasn't), to do dares. I was dancing in a club on the dancefloor and Amy came up behind me and pulled my jeans down. I had boxers on, but it was still humiliating.' Gene Pascal – Admin Assistant, Warehouse 2B.</p>		
<p>'I feel really unsafe around Craig. I was walking up the stairs and he was behind me and put his hand up my skirt. I turned around in pure terror and he actually smiled at me and said, 'what? You love it.' – Emma Windsor, Finance Assistant, Floor 4.</p>		
<p>'I'm not entirely sure about this but I thought I'd report it to be on the safe side. Trevor always comes and sits next to me at lunchtime. He always asks me how I am and how my cats are. I wouldn't care but he's like, my grandad's age. Why would I wanna' talk to him? What a creep.' Joshua Peters, Reception, Floor 5.</p>		
<p>'Mr Ferguson from Floor 4 has just offered me a promotion if I sleep with him. This is not a joke. Someone needs to expose this pervert immediately. I have a recording of it all on my phone – this isn't the first time he's said something like this.' Karen Gibble, Floor 4.</p>		



Reflection Task: Write something you didn't know before today...



Reflection Task: Use this space to write any questions that you might still have

Go back and complete your end of lesson Sliding Scale squares

Low Stake Quiz

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Sliding Scale – Lesson 4

Sexting

Sliding Scales

I can identify the dangers of sexting and image sharing.



I can describe the consequences of sexting, image sharing and the legal consequences for those breaking the law.



I know ways of coping if under pressure to share images and know how to get help.



Key words: Sexting, pressure, consent, coercion, law, illegal.

Ella is 14. She's been going out with Alex for two weeks. He's 15. Alex pays Ella lots of attention, is kind to her and bought Ella her favourite chocolates yesterday. Alex has just sent Ella a picture of himself, posing, with his shirt off. He's sent a cheeky text with it: 'Feel free to return the favour, babe'

Task 1: Answer the following questions in your booklet.

1. What does Alex mean by 'return the favour'? Is this a good idea?

2. Let's say Ella does return the favour and the couple split up. Describe what the consequences could be.

3. Explain one long term and one short term impact of putting your personal pictures and information in someone else's hands.

What is Sexting?

'Sexting is when someone sends or receives sexually explicit texts, pictures or videos on their mobile phone/device; usually a text message but nowadays more so by pictures.'

1. Naked pictures: known as 'nudes'
2. Underwear pictures: known as sexy pics
3. Sexual poses/acts: known as 'dirty pics'
4. Text messages or videos with sexual tone

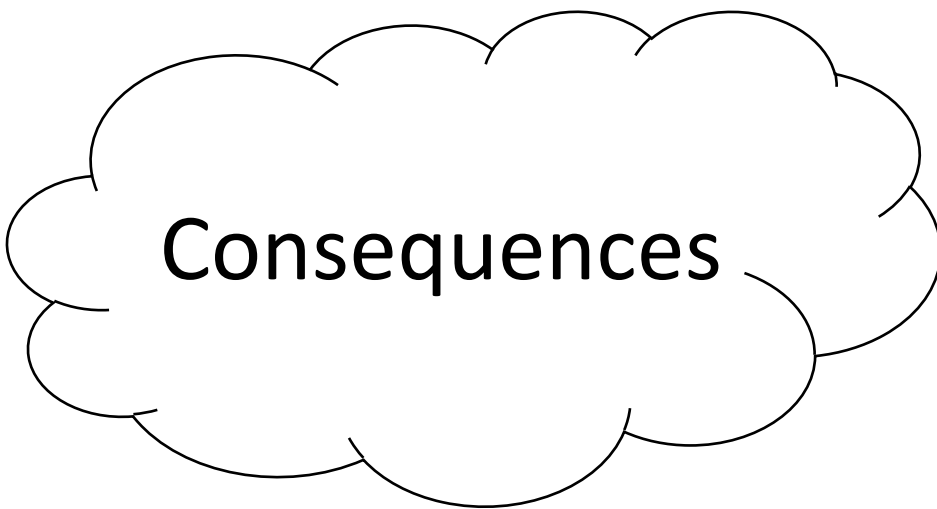
Often they are sent to boyfriend, girlfriends or someone you've met online and are likely to be shared with other people who you didn't intend to see them

Why Sext?

Task 2: Complete the mindmap in your booklet to discuss why someone might agree to send a sext.

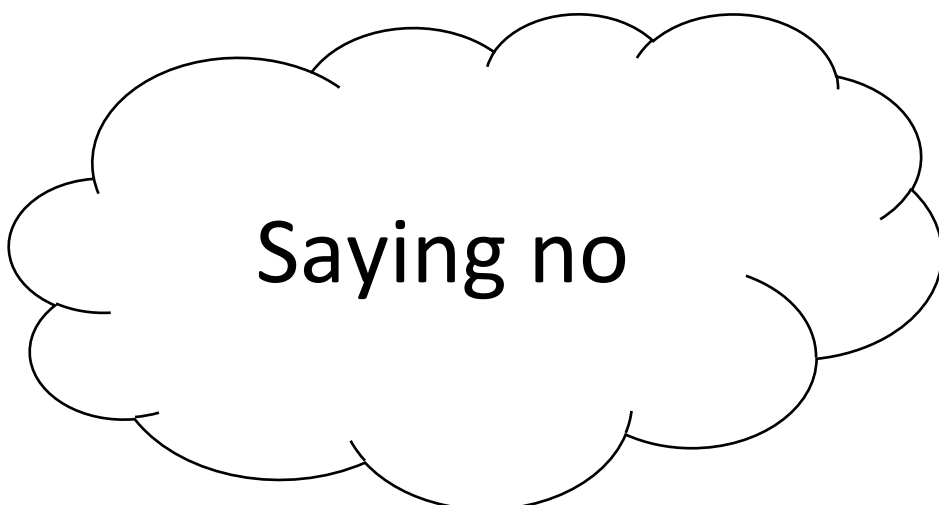


Task 3: Brainstorm the possible consequences of sharing sexual images.



How do you say no?

Task: In a classroom environment it's easy to just say no, but we know how hard it is to do this in real life, especially if the person asking you is someone you like and trust. So how can you stand up to this? – Brainstorm your ideas.



What to do if it all goes wrong?

Task: Discuss the following questions with the person next to you.

1. What did the victim do in the film you watched?

1. What else could you do?



Reflection Task: Write something you didn't know before today...



Reflection Task: Use this space to write any questions that you might still have

Go back and complete your end of lesson Sliding Scale squares

Low Stake Quiz

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Sliding Scale – Lesson 5

Relationship Abuse

Sliding Scales

I can explain what is meant by 'relationship abuse'.



I can identify the different types of abuse that can affect relationships.



I can describe ways to get help with relationship abuse.



Key words: Controlling, unhealthy, abuse, relationship, consent, manipulative, boundaries.

Relationship abuse can happen within any relationship, this includes heterosexual relationships where the female is the abuser and the male is the victim, as well as within lesbian, gay and bisexual relationships. Additionally, we know that trans people are also disproportionately vulnerable to abuse

Task 3: What do you think are abusive behaviours?

1. From what you have just seen in the film, and thinking about how relationships can sometimes not be so good, what sort of things do you think are 'abusive' or disrespectful (unhealthy) relationship behaviours?

2. Is it possible that while there is attraction between two people, it may be that one of them can still behave abusively towards the other (or both towards one another)?

Understanding healthy and unhealthy behaviours

Task 4: Discuss, what do you think the difference is between being controlling and manipulative versus having a 'normal' healthy argument?

Controlling and
Manipulative
Argument

'Normal' Healthy
Argument

Understanding emotional abuse versus physical abuse

Task 5: Read the statements above the continuum line. Mark your opinion on these lines.

It isn't really abuse if it's not physical

Strongly agree Strongly disagree

It is sometimes justified to hit your partner during an argument.

Strongly agree Strongly disagree

Physical abuse is more serious than emotional abuse

Strongly agree Strongly disagree

Understanding Controlling Behaviours

Task 6: Brainstorm the controlling behaviours you saw in the film.



Understanding Controlling Behaviours

Task 7: In your pairs, sort the Abuse true and false cards into three categories: *True, False, Not sure.*

Relationship abuse happens when one person hurts or bullies another person with whom they are in a relationship.

Abuse can be physical, emotional, sexual and financial.

The abuser is always responsible; no one else is to blame.

Abuse is a way of controlling other people.

Abuse can happen between people of any age, nationality, religion, race or family background.

People who use controlling behaviour are not violent.

Relationship abuse can happen between young people young people who are going out together, people who are living together, have children together or are married to each other.

Abuse can happen in same-sex relationships and in relationships involving a trans person.

Abuse doesn't happen again after a relationship has ended.

Women/girls are always the target of abuse.

If someone is abusive in one relationship, they won't necessarily be abusive in future relationships.

It takes two to tango – someone who is the target of abuse also has to take some responsibility for the behaviour.

Warning signs and asking for help

Task 8: Discuss and write down your responses in your booklet

1. What are the warning signs that someone might be in an abusive relationship?

1. What stops people asking for help?

1. Why might a target of abuse find it difficult to leave an abusive partner or take other action to protect themselves? (think about the practical and emotional consequences of leaving or taking action.)



Reflection Task: Write something you didn't know before today...



Reflection Task: Use this space to write any questions that you might still have

Go back and complete your end of lesson Sliding Scale squares

Low Stake Quiz

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Sliding Scale – Lesson 6

Gender Identity and Sexual Orientation

Sliding Scales

I can define gender and sexuality and describe how they are different.



I can name the basic terminology for gender and sexuality and explain why these are important.



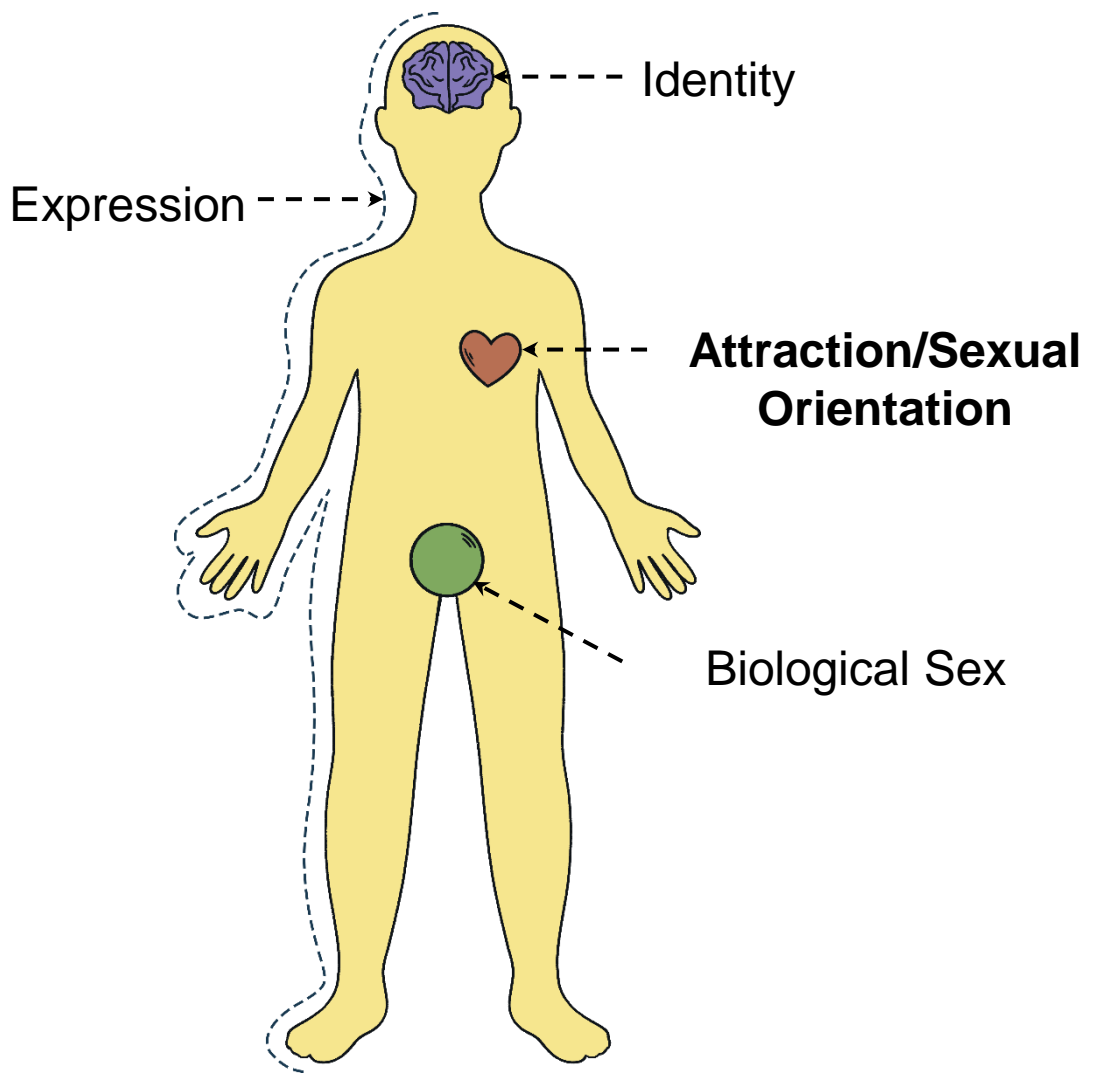
I can describe the stereotypes and norms relating to gender and sexuality.



I can explain the meaning of heteronormativity, cisnormativity and gender binary.



Key words: Gender, sexuality, orientation, stereotypes, norms, identity.

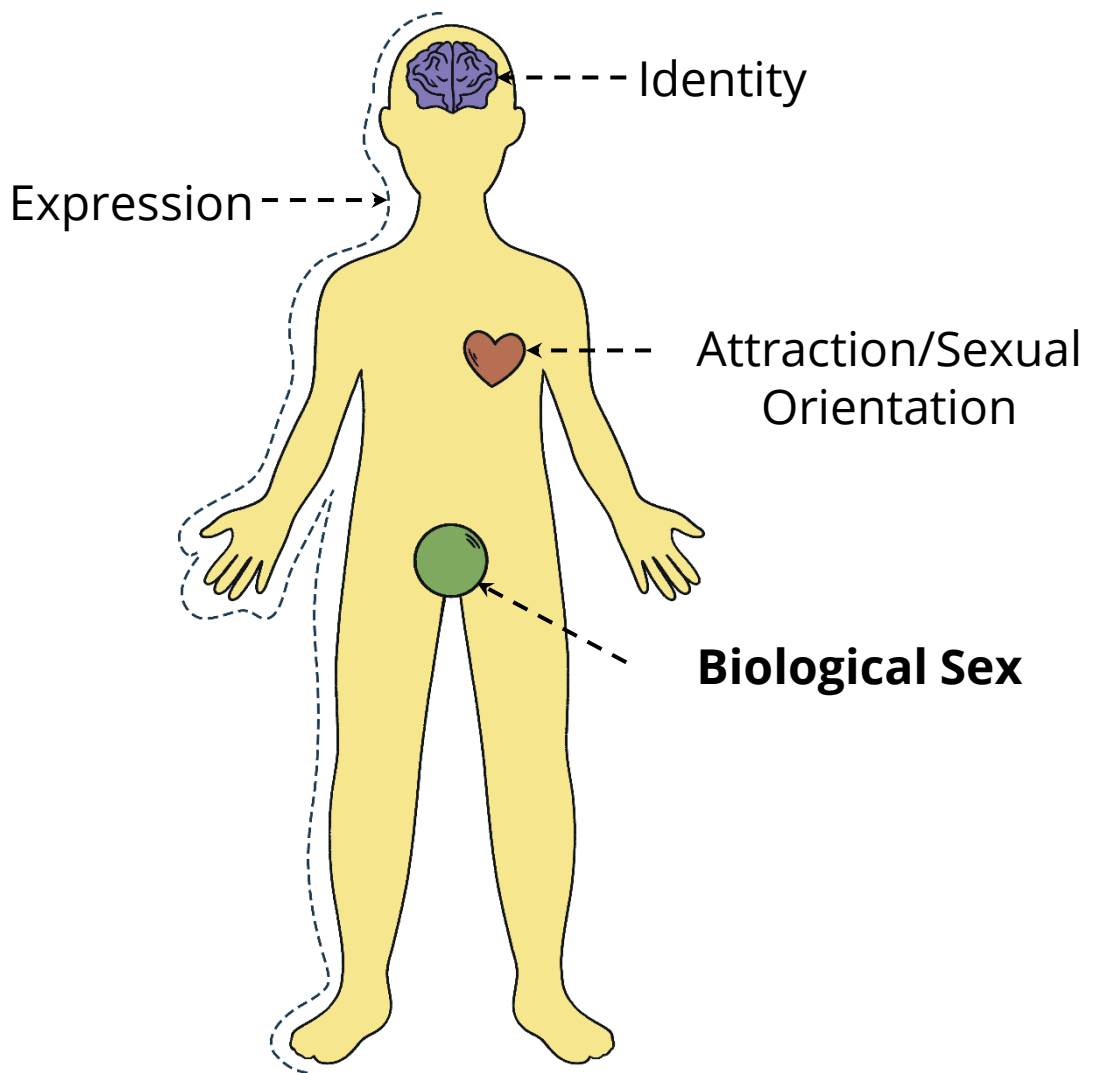


Attraction is a feeling of _____
 or _____ towards another person. An
 attraction might be _____,
 _____, _____,
 _____ or _____.

Orientation is the _____ or
 _____ that someone is attracted to.

A person's _____
 may be different to their
 _____.

Missing words: interest, romantic, physical,
 aesthetic, sexes, genders, romantic orientation,
 sexual orientation, excitement, sexual, platonic,

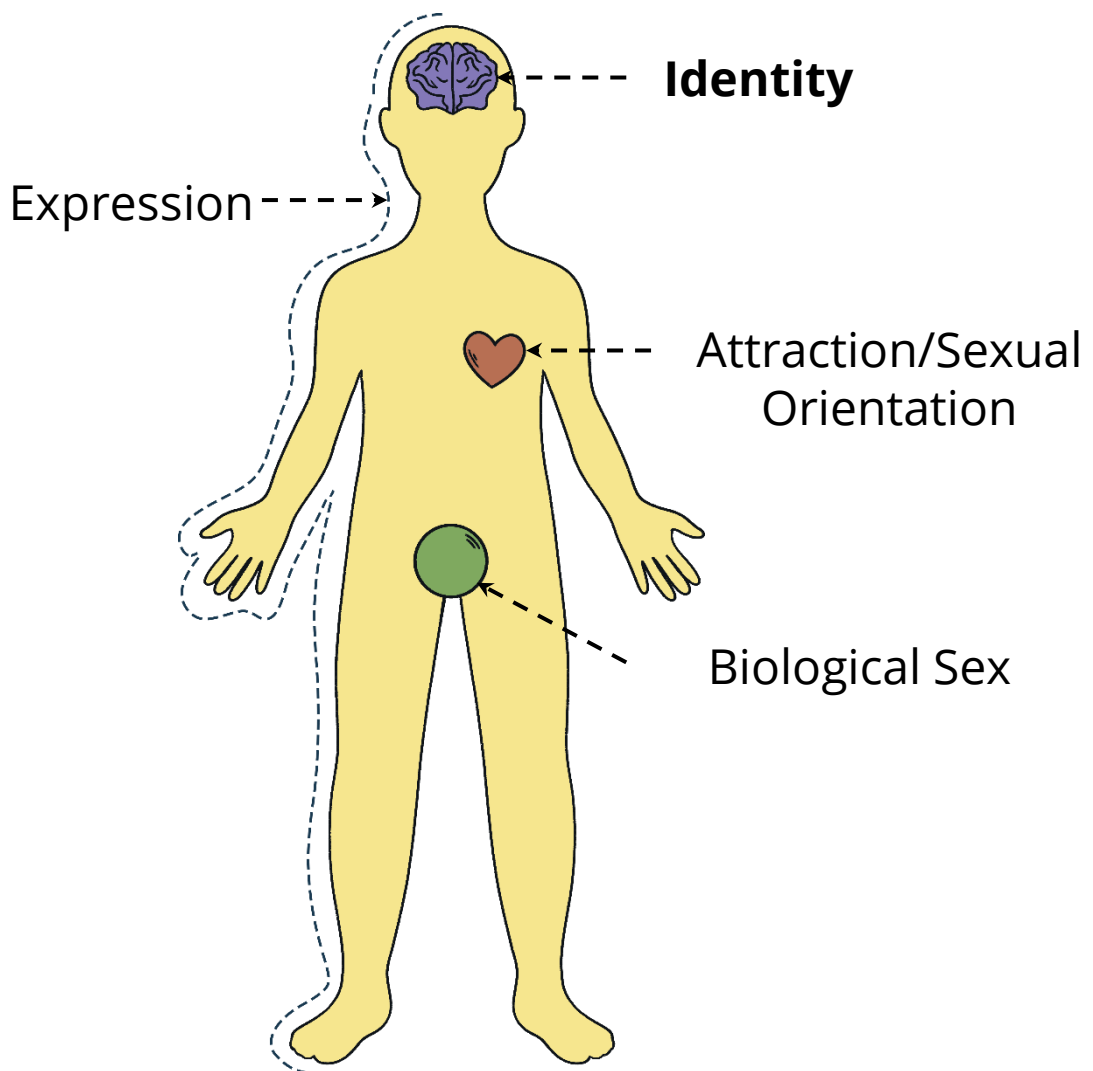


Relating to _____ and _____ which are involved in sexual activity, sexual intercourse and reproduction.

This is usually determined by a person's _____, their _____, the _____ and the _____ they produce.

People can change parts of their _____ by taking _____ or having _____.

Missing words: surgery, body parts, biological genitalia, sex chromosomes, hormone levels, biological sex, reproductive system, hormones, human organs



This is a person's

_____ of their gender and what they see their gender as. It is not determine by a person's _____.

It can influence someone's

_____.

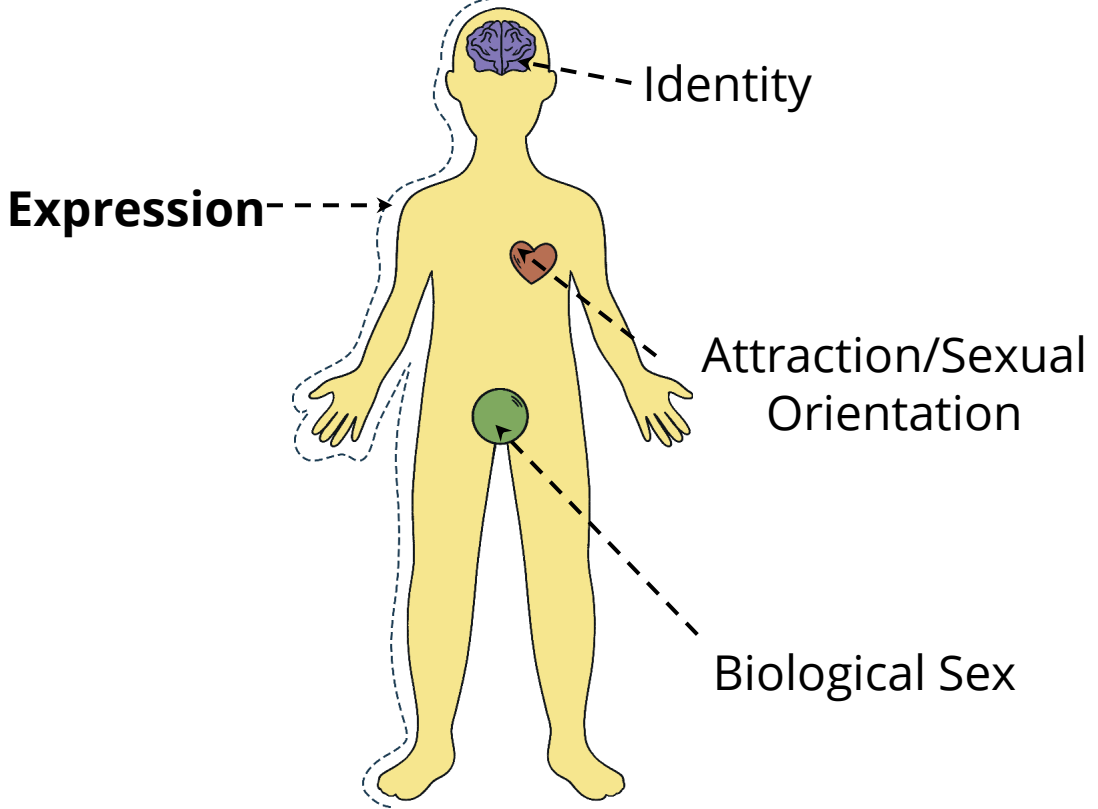
It may _____ throughout someone's life.

Missing words: change, gender expression, Individual sense, biological sex.

Gender Identity

Task 4: Match the range of terms people use to identify their gender with the definition in your booklet.

Transgender	A person whose gender identity matches the biological sex they were assigned at birth may identify as this.
Cisgender	A person who does not identify as a man or women, or solely as one of those two genders may identify as this.
Non-Binary	A person whose gender identity is different from the biological sex they were assigned at birth may identify as this.
Gender-Fluid	A person who moves between two or more different gender identities or expressions at different times or in different situations.



This is how someone chooses to _____
 express their gender. It is not determined by a
 person's _____ or
 _____, but can be influenced by
 it. It could be conventionally _____,
 _____, _____,
 _____ or another type of expression
 entirely.

It might include things such as _____,
 _____, _____ and what
 someone calls themselves.

Some of the main forms of gender expression are
 _____, _____,
 _____/
 _____.

Missing words: , biological sex, masculine, feminine,
 neither, behaviour, mannerisms, outwardly,
 Feminine, Masculine, gender identity, Gender-
 Neutral/Androgynous, appearance.

Task 7: Discuss the following questions with the person next to you.

1. What concerns have the speakers identified in their discussion?

2. What solutions do they suggest?

3. What can society do to support individuals who do not fit the stereotype?



Reflection Task: Write something you didn't know before today...



Reflection Task: Use this space to write any questions that you might still have

Go back and complete your end of lesson Sliding Scale squares

Extra Paper:

Lined writing area consisting of 35 horizontal lines.



