

PCSHE Booklet

Topic 5 – Building Relationships

Name: _____

Class: _____

Teacher: _____

Year 7 Curriculum					
Topic 1: Resilience and Self-Esteem Personal identity, positive thinking, confidence, self-esteem and resilience.	Topic 2: Political Systems Political system in the UK, Parliament, voting and elections, liberty.	Topic 3: Diversity and Relationships Diversity, prejudice, and bullying	Topic 4: Your Changing Body Puberty, body image, unwanted contact, and FGM	Topic 5: Building relationships Self-worth and sexting, romance and friendships (including online) and relationship boundaries	Topic 6: Financial decision making Saving, borrowing, budgeting and making financial choices

If you need further support...

- Safeguarding team – Mr Ogden, Mrs Jones, Mrs Loveridge, Mrs Aston, Mr Hayward, Mrs Toulson
- Parents/Friends
- Tutor/Teachers

Outside organisations:

- NSPCC: Helpline: 0808 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>
- CEOP: www.ceop.police.uk/Safety-Centre

Knowledge Organiser

PCSHE – Year 7 Term 5 – Building 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 lawProsecuted: to bring legal action against a crime or punishment of a crime for the breaking of a law.Affirmative consent: consent is only given when a person agrees verbally to engage in sexual activitiesCoercion: The action or practice of persuading someone to do something they wouldn't normally do or something they don't want to do by using force or threatsA person who is a minor: A person who is under the age of 18 and legally considered a child.	<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>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) <u>are able to consent</u> 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 <u>actually</u> 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>	<table><tr><th>KPI5: Healthy and Unhealthy Relationships</th><th></th></tr><tr><td>Healthy Relationships</td><td>Unhealthy Relationships</td></tr><tr><td>You know when you're in a healthy relationship because you feel happy to see and spend time with certain people</td><td>The signs of an unhealthy relationship are easy to spot. People stop communicating, becoming less close, argue more frequently and show less love and respect for each other.</td></tr><tr><td>No relationship is perfect, and you will definitely have moments with minor disagreements causing frustration</td><td>There are many ways to deal with/improve an unhealthy relationship<ul style="list-style-type: none">we could try listening more to others and becoming more aware of their needs.We could examine our own behaviour honestly and try to identify aspects of it which is causing conflict with others.However, the best way to improve an unhealthy relationship between partners is by getting advice.</td></tr></table>	KPI5: Healthy and Unhealthy Relationships		Healthy Relationships	Unhealthy Relationships	You know when you're in a healthy relationship because you feel happy to see and spend time with certain people	The signs of an unhealthy relationship are easy to spot. People stop communicating, becoming less close, argue more frequently and show less love and respect for each other.	No relationship is perfect, and you will definitely have moments with minor disagreements causing frustration	There are many ways to deal with/improve an unhealthy relationship <ul style="list-style-type: none">we could try listening more to others and becoming more aware of their needs.We could examine our own behaviour honestly and try to identify aspects of it which is causing conflict with others.However, the best way to improve an unhealthy relationship between partners is by getting advice.	<p>Where to get more help and support:</p> <ul style="list-style-type: none">Parents and trusted family membersTeachers and School Staff including School Nurse and Safeguarding TeamYour Doctor or Community NurseNHS OnlineNSPCC: Helpline: 0808 800 5000 (24 hours, every day) nspcc.org.ukChildline: Helpline: 0800 1111(24 hours, every day) https://www.childline.org.ukCEOP: www.ceop.police.uk/Safety-Centre
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Low Stake Quiz

1. _____

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Sliding Scale – Lesson 1

Healthy versus Unhealthy Relationships

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

Sliding Scales

I can identify healthy and unhealthy relationships behaviours.



I can describe the consequences of different relationship communication styles

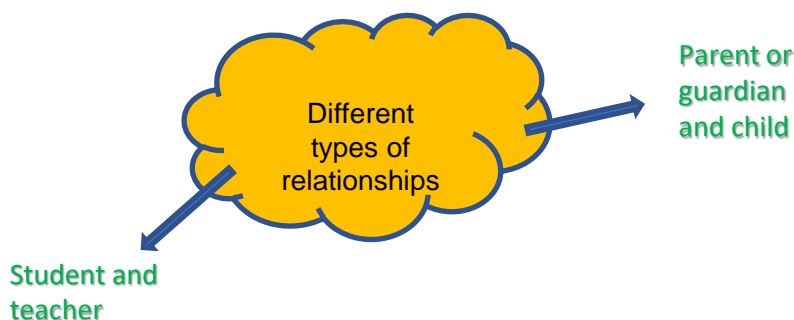


I can demonstrate active listening and assertiveness skills



Key words: Relationship, romantic, intimate relationship, healthy, unhealthy, assertive, controlling, compliant, submissive, passive, aggressive

Task: When we talk about healthy relationships in PSHE, we aren't just talking about relationships with partners. We're talking about ANY and ALL relationships. When you think about it, there are so many different relationships in our lives which we need to be healthy. **How many can we think of?**



Healthy relationships are built on a number of factors. Below are some of the most important aspects of any healthy relationship.

- Support
- Trust
- Honesty
- Kindness
- Generosity
- Boundaries
- Privacy
- Consent

Task:

1. In pairs, discuss what you think the definition of each word is and write it down.
2. Describe how each of the qualities could be demonstrated.

For example – a person could demonstrate consent by asking a person if they'd like a hug before actually hugging them.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Task: Watch the video clip and answer the following questions.

1. What changes as you get older? How might you feel?
2. What are unhealthy relationships like?
3. What are healthy relationships built on?
4. What might a person do in an unhealthy relationship?
5. Why is equality so important?
6. What are bad signs in a relationship?
7. How should you handle disagreements?

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Task: Most of the relationships we create through school and college are friendships. Not many of us think about keeping our friendships healthy, they sort of just happen. But often, not thinking at all can lead to falling out – or friendships turning into relationships when you didn't ever intend them to! **So how do we keep healthy friendships?**



Task 4: Read the magazine-style quiz handout which asks you to give advice in different situations. Complete the quiz.

Q1: Asha's mum is constantly nagging her to pick up her things in the lounge. She just is really busy with school work at the moment and forgets to sort things out when she is tired. Yesterday it turned into a big row and Asha told her mum she hates her then stormed out to hang out with a friend whilst things cooled down.

- Do you advise Asha to:
- A. Yell at her mum to make sure she knows how strongly she feels.
 - B. Not say anything and hope things improve.
 - C. Organise a shopping trip to smooth things over.
 - D. Ask to talk with her mum after school.
 - E. Something else...

Q2: Joe and Lara are part of a group of friends who laugh and joke around all the time, share lots of things in common, and do nice things for each other like sharing equipment in lessons and exchanging playlists. After a really fun day by the coast, Lara asks Joe out. Joe really likes Lara so says yes but is worried about things going too quickly and ruining the friendship group. He says this to one of their mutual friends and Lara found out; she seems really hurt.

- Do you advise Joe to:
- A. get angry at their friend and hope Lara sees this was a secret.
 - B. ignore each other for a bit and hope things get back to normal.
 - C. plan a nice day out for their group of friends and make an effort with Lara in the hope that things will go well.
 - D. talk with Lara about how they feel and make a decision together.
 - E. something else...

Q3: Jess's brother is a few years older than her. He often brings his mates over to watch a film or play on the PC. But Jess has coursework to do – she left it till the last minute as usual – so Jess needs the PC but her brother has taken it over with his mates and initially ignores Jess when she asks to use the computer.

- Do you advise Jess to:
- A. start shouting at her brother that he is a selfish idiot and has to get off the PC so she can do her coursework.
 - B. Just give up and think of a good excuse for her teachers in the morning; Jess didn't really want to do it anyway.
 - C. Go to the library to work instead.
 - D. Ask her brother if he can help her out by letting her work on her coursework, maybe come to an agreement about who gets to use it for the rest of the week.
 - E. Something else...

Q4: Kev has never been out with anyone before. So when Dionne - a girl he really likes - spends lots of time with him on a school trip, he wonders whether she might want to go out with him. He's worried about making a mistake but friends say he should just go for it; she must really like him as she puts up with all his boring stories. So when she goes off on her own to get her bag, he goes after her and kisses her, like they do in the movies. Dionne looks really shocked then runs away, back to her friends.

- Do you advise Kev to:
- A. Accuse Dionne of leading him on.
 - B. Try and forget about the whole thing and hope Dionne does the same.
 - C. Give Dionne a gift via her friends.
 - D. Apologise to Dionne and explain the error honestly. Kev should also check in on how Dionne is feeling.
 - E. Something else...

Q5: Georgie really likes Yana and they got on great at a recent party. But they rarely see each other and the usual online ways of contacting her haven't worked—she must have good privacy settings. That weekend, Georgie spies Yana in the shopping centre.

Do you advise Georgie to:

- A. Shout over to Yana and swear at her when she doesn't respond.
- B. Hope Yana notices her by looking up occasionally.
- C. Invite Georgie's friends to a party that night, hoping they'll bring Georgie too.
- D. Go over to Yana and ask if she has time to grab a smoothie.
- E. Something else...

Q6: Sohail's best friend teases him about a selfie he posted online last night. He doesn't want to blow things out of proportion but it really hurt his feelings.

Do you advise Sohail to:

- A. Post something negative on their friend's profile page so they know how it feels.
- B. Just try and get over it. If their friend mentions it, just say it was no big deal.
- C. Post a new photo which you hope they'll say something nice about this time.
- D. Mention it when you next see them – using your usual charms to make sure it doesn't sound too mean.
- E. Something else...

Q7: Jayden's friend Zeek really fancies his sister. But he knows his sister is already in a relationship and doesn't think it is right to split them up – even for his friend. Zeek starts to put pressure on Jayden to set him up with his sister.

Do you advise Jayden to:

- A. Push Zeek and tell him to shut up.
- B. Avoid Zeek for a few weeks hoping the situation will resolve itself.
- C. Invite Zeek over to his place hoping that his sister will be there.
- D. Tell Zeek how unacceptable it is that they don't respect their existing relationship and ask them to stop going on about it.
- E. Something else...

Q8: Drizee's girlfriend keeps borrowing money off him. When Drizee says 'no' one day, Shana humiliates him in front of their group of friends and threatens to tell everyone Drizee is a really bad kisser if he can't help her out when she needs money to buy cigarettes.

Do you advise Drizee to:

- A. Dump her – preferably publically so she knows how poor her behaviour is.
- B. Lend Shana money, however much it annoys him.
- C. Buy a round of drinks to get everyone back on side.
- D. Tell Shana it's not okay and that he's not prepared to lend her money.
- E. Something else...

What are healthy relationships?

Keiron and Sherelle have been dating on and off for six months. Keiron says he's happy with Sherelle, apart from the fact she has cheated on him twice.

Sherelle says she loves Keiron, but wishes he wouldn't shout and swear in her face when he gets angry.

TIN task: Using the scenario, explain what a healthy relationship should be. Use specific examples in your answer.

*In my opinion a healthy relationship is when...
For example... This is healthy because...*

An unhealthy relationship might include... For example... This is unhealthy because...

In the scenario, the relationship is...

Relationships can be kept healthy by...

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Low Stake Quiz

1.

2.

3.

4.

5.

6.

7.

8.

Sliding Scale – Lesson 2

Introducing Consent

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

Sliding Scales

I can explain what consent means, both legally and ethically, and why it is so important.



I can identify the signs of when someone is consenting and when they are not.



I can describe how consent is sought, given and not given in a healthy relationship.



I can give reasons why most young people do not have sex until after they have passed the age of consent.



Key words: Consent, choice, freedom, capacity, age of consent.

CONSENT

Context

What situations have you heard the word consent used?

Synonyms

What other words could you use instead of consent?

Examples

When do you have to ask for consent?

Behaviours

How do you know if consent has been given?

Task 1: In pairs, discuss your definition of consent and write it down in your booklets.

SIGNS OF CONSENT

- Task 5:**
- 1. With your partner, sort the ‘Signs of consent’ cards into two categories: signs of consent and signs of non-consent
 - 2. Now sort each statement into visual signs and verbal signs.

I want to do this	Shaking head	I feel good about this
I thought I wanted to, but...	I’m sure	Avoiding eye contact
This is the wrong thing to do	I’m ready	<input type="checkbox"/> Signs of consent <input type="checkbox"/> Signs of non-consent <input type="checkbox"/> Visual signs <input type="checkbox"/> Verbal signs
Avoiding touch	Laughter and/or smiling	
Direct eye contact	I’m not sure	
Nodding	I don’t want to do this.	
Looking comfortable and relaxed	Not activity taking part	

Task: Using the information, we have covered so far, complete this table with your partner.				
Scenario	Is this person's space being invaded?	Why might they feel uncomfortable?	Has the young person given consent for them to be this close or touch them?	What does this young person say or do to be clear that they are uncomfortable? Do they need to take further action? What might that be?
Tommy was riding the bus with his mum and his sister. Tommy liked to sit by the window, so he sat behind his mum and his sister's seats. After five minutes, a man came and sat in the space next to Tommy. The man seemed to also want to look out of the window. Tommy had a strange feeling of being uncomfortable. The man seemed to be leaning towards the window, a bit too close to Tommy. Tommy could feel the man leaning against him, pushing him a little. Tommy wanted to get out of the situation right now.				
Terri had been around her nan's house for a family birthday party. She always gave her grandparents, aunties and uncles a kiss on the cheek and a hug goodbye. She was happy to do this, she wanted to, and always did it without being asked. This time, her auntie had bought a new boyfriend with her. After Terri had kissed her family goodbye, he said, 'hey, where's mine?' Terri felt very uncomfortable.				
Clara was getting changed for PE. The girls always got changed in their toilets, and the boys did in the boys' toilets. Suddenly a boy called Ryan came running into the girl's toilets, smacked Clara on the bottom and ran back out again shouting, 'hey, I did my dare!'. Clara was very upset and angry. She felt horrible.				
Ali's dad was busy cooking dinner. Ali had been asked to keep his remote-control car out of the kitchen whilst his dad was cooking, but he didn't listen. The car whirred around Ali's dad's feet. Carrying a kettle, his dad tripped forward. As he tripped, Ali's dad pushed Ali by the shoulder, out of the way of the boiling water that was spilling forward. 'Agh!' cried Ali! 'Why did you push me? That hurt!'				

Low Stake Quiz

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

- 6. _____

- 7. _____

- 8. _____

Sliding Scale – Lesson 3

Sexting

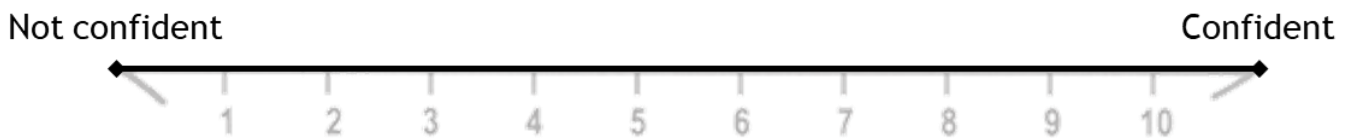
Task: Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

Sliding Scales

I can understand the pressure on young people to send naked pictures



I am able to give advice to others to avoid sending a 'sext'.



I am able to understand the possible consequences of sending a 'sext', including the legal consequences.



I am able to describe or demonstrate how to manage risks and how to reject unwanted requests to share sexual images.



Key words: nudes, selfies, explicit images, online, consent, social media.

Task 1: Read the scenarios and identify the possible risks/consequences in each scenario.

1. Brian takes a half-naked photo of his girlfriend and posts it online without her permission
2. After Sally breaks up with her boyfriend, she uses his password to open his social media profile and changes his details, including editing lots of his pictures
3. Mustafa takes a picture of his genitals and posts it online to entertain his friends
4. Marla always uses a webcam when she is talking to people she has met in chatrooms
5. John accepts all friend requests, he currently has 950 friends
6. Georgia kissed Duncan when he was passed out at a party. She has a photo on her phone to prove it and shares it with her friends in a group chat
7. A couple decide to take naked photos of themselves and send them to each other. Both of them have promised they will never show the photos to anyone else
8. Shahima shares a tablet with her older brother, they both use it to check social media every evening

Task 3: Discuss the following questions with your partner.

1. What do you think Paul (the main character) is thinking at the moment the film ends?

2. What concerns does Paul have?

3. What do you think JJ's motives are?

4. How do you think Paul and JJ know each other?

5. Why might Paul feel he has to do what JJ is asking him to do?

6. What might make Paul less likely to send the picture?

Task 4: With the person next to you, mindmap the different decisions might Paul make at the moment the film ends.



Task 5:

- 1. Plot out what might happen in the future if Paul makes each of the three decisions – in one hour, two days, a week, three months.
- 2. Which decision do you think would be best? Why?

Task 6: Complete the quiz to show your current understanding of the law.

1 You have to be careful about what you post online, because it could be against the law.

TRUE FALSE NOT SURE

2 If a child under the age of 18 sends a naked picture of themselves to someone else, it is against the law.

TRUE FALSE NOT SURE

3 If a child forwards on a naked picture of someone else to embarrass or upset them, there could be serious legal consequences.

TRUE FALSE NOT SURE

4 If someone spreads nasty rumours or threats online about someone else, the police could get involved, depending on the severity of the case.

TRUE FALSE NOT SURE

5 Cyberbullying is not against the law.

TRUE FALSE NOT SURE

6 It is against the law to pose as someone else online, without their permission.

TRUE FALSE NOT SURE

This image shows a full page of white paper with horizontal black ruling lines, typical of notebook paper. In the bottom right corner, there is a logo consisting of a green leaf icon next to the text "GREENSHAW LEARNING TRUST".

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