

PCSHE Booklet – Year 7

- Topic 3 – Your Changing Body
- Topic 4 – Building Relationships

Name: _____

Class: _____

Teacher: _____

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

Who can you turn to for help and support:

- Parents or trusted family member
- Teachers or school staff
- Safeguarding Team – Mr Ogden, Mrs Aston, Mrs Jones, Mrs Loveridge, Mr Jones
- 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>
- NHS Live Well Website: www.NHS.UK/Livewell
- CEOPS - <https://www.ceop.police.uk/safety-centre/>
- Youth Access - www.youthaccess.org.uk
- The Mix - www.themix.org.uk Freephone: 0808 808 4994 (13:00-23:00 daily)
- B-eat - www.b-eat.co.uk Helpline: 0808 801 0711 (Daily 3pm-10pm)
- Men Get Eating Disorders Too - .mengetedstoo.co.uk
- Anorexia & Bulimia Care - exiabulimiicare.org.uk Helpline 03000 11 12 13 (option 1: support line, option 2: family and friends)

Knowledge Organiser

PCSHH – Year 7 Term 4 – Your Changing Body

<p>KPI1 - Key words:</p> <ul style="list-style-type: none"> Puberty: The process of physical maturity in a person that takes place in adolescence Menstruation: Also known as a period. The process in a woman of discharging blood and other material from the lining of the uterus at intervals of about one lunar month from puberty until the menopause, except during pregnancy. Hormones: A chemical substance produced in the body that controls and regulates the activity of certain cells or organs. Wet dream: An involuntary ejaculation that occurs whilst a person is asleep. Body Image: The perception that a person has of their physical self and the thoughts and feelings that result from that perception. Body Confidence: Body confidence is feeling comfortable with your appearance and accepting your body for how it looks and what it can do. Appearance Ideals: The way our society tells us is the ideal or 'best' way to look at a certain point in time. Female Genital Mutilation (FGM): Female Genital Mutilation (FGM) comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. Cellulite: A skin condition that causes dimpling on an area of body. 	<p>KPI2: Puberty</p> <p>What is puberty?</p> <p>Puberty is when a child begins to change into an adult. In biological females this is about 8-14 years of age (average 11) and lasts about 4 years. In biological males puberty starts around 9-14 years but takes around 6 years to reach sexual maturity.</p> <p>During this time many changes happen to your body...<u>physically</u> and <u>mentally</u>. Puberty starts when extra amounts of chemicals called hormones start to be produced in the body. The body produces the sex hormones OESTROGEN, PROGESTOGEN and TESTOSTERONE which are responsible for many different changes in the body.</p> <p>What changes do our bodies go through during puberty?</p> <ul style="list-style-type: none"> Biological Males: Growing Facial Hair, Voice Breaking, Erections, Wet Dreams, Widening of chest and Shoulders. Biological Females: Starts between 9 and 11 years of age. Menstruation / Periods begin. Breast growth, Stretch Marks, Cellulite, Hips widen Both: Grow taller. Sweat more. Changes to hair and skin. Spots and Pimples. 	<p>KPI3: Body Image</p> <p>Body image is the idea that someone has of their physical self (i.e. body) and the thoughts and feelings that they develop about their body.</p> <p>Factors affecting body image:</p> <ul style="list-style-type: none"> Puberty and the changing body. The Media Peers and Family <p>Ways to promote positive body image:</p> <ul style="list-style-type: none"> Accept Your Body. Remember Nobody's perfect. Don't body-shame yourself. Build a better habit. Like Your Body - Find things to like about your looks. Take Care of Your Body Eat healthy foods. Get a good night's sleep. Be active every day. Keep to a healthy weight <p>Pressure to look a certain way comes from the world around us. It is important to remember images of people that we see in all types of media aren't always real. It is unfair for people to compare themselves to this media.</p>	<p>KPI 4: FGM</p> <p>Female Genital Mutilation (FGM): Female Genital Mutilation (FGM) comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.</p> <p>What are the effects of FGM?</p> <p>Physical Effects</p> <ul style="list-style-type: none"> Bleeding Urinary tract infections Shock and pain Pregnancy complications Difficulty during childbirth Menstruation problems Painful sex Infertility Tetanus infections Loss of bladder control <p>Emotional Effects</p> <ul style="list-style-type: none"> PTSD Anxiety Trust Issues Anger Issues <p>FGM and the Law</p> <ul style="list-style-type: none"> Over 24,000 girls under the age of 15 living in the UK are at risk of undergoing the most severe form of FGM at any one time. Female Genital Mutilation Act 2003 makes it illegal for FGM to be performed in the UK or anywhere in the world on UK citizens or permanent residents of any age. If you carry out or help in carrying out FGM or if you arrange for someone to undergo FGM you face up to 14 Years in prison. It is also illegal to take a British national or permanent resident abroad for FGM or to help anyone trying to do this. 	<p>Who can you turn to for help and support:</p> <ul style="list-style-type: none"> Tutor Trusted family member or friend Safeguarding team: Mr. Ogden, Mrs Jones, Mrs Loveridge. Pastoral Team: Mrs Toulson, Mr Hayward NSPCC: Helpline: 0808 800 5000 (24 hours, every day) nspcc.org.uk Childline: Helpline: 0800 1111(24 hours, every day) https://www.childline.org.uk NHS Live Well Website: www.nhs.uk/LiveWell CEOPS - https://www.ceop.police.uk/safer-centre/ Youth Access - www.youthaccess.org.uk The Mix - www.themix.org.uk Freephone: 0808 808 4994 (13:00-23:00 daily) B-eat - www.b-eat.co.uk Helpline: 0808 801 0711 (Daily 3pm-10pm) Men Get Eating Disorders Too - mengetdstoo.co.uk Anorexia & Bulimia Care - exhibulimiacare.org.uk Helpline 03000 11 12 13 (option 1: support line, option 2: family and friends)
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PCSHÉ – Year 7 Term 5 – Building Relationships

<p>KP11: 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. • Affirmative consent: consent is only given when a person agrees verbally to engage in sexual activities • Coercion: 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 threats • A person who is a minor: A person who is under the age of 18 and legally considered a child. 	<p>KP12 – 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>KP13 – 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>KP14: 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>	<p>KP15: Healthy and Unhealthy Relationships</p> <table border="1"> <thead> <tr> <th data-bbox="682 2102 714 2471">Healthy Relationships</th> <th data-bbox="682 1274 714 2102">Unhealthy Relationships</th> <th data-bbox="682 2102 714 2471">Where to get more help and support:</th> </tr> </thead> <tbody> <tr> <td data-bbox="564 2102 682 2471"> <p>You know when you're in a healthy relationship because you feel happy to see and spend time with certain people</p> <p>No relationship is perfect, and you will definitely have moments with minor disagreements causing frustration</p> </td> <td data-bbox="564 1274 682 2102"> <p>The signs of an unhealthy relationship are easy to spot.</p> <p>People stop communicating, becoming less close, argue more frequently and show less love and respect for each other.</p> <p>There are many ways to deal with/improve an unhealthy relationship</p> <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> <td data-bbox="564 2102 682 2471"> <ul style="list-style-type: none"> - Parents and trusted family members - Teachers and School Staff including School Nurse and Safeguarding Team - Your Doctor or Community Nurse - NHS Online - NSPCC: Helpline: 0808 800 5000 (24 hours, every day) - NSPCC.org.uk - Childline: Helpline: 0800 1111(24 hours, every day) - https://www.childline.org.uk - CEOP: www.ceop.police.uk/Safety-Centre </td> </tr> </tbody> </table>	Healthy Relationships	Unhealthy Relationships	Where to get more help and support:	<p>You know when you're in a healthy relationship because you feel happy to see and spend time with certain people</p> <p>No relationship is perfect, and you will definitely have moments with minor disagreements causing frustration</p>	<p>The signs of an unhealthy relationship are easy to spot.</p> <p>People stop communicating, becoming less close, argue more frequently and show less love and respect for each other.</p> <p>There are many ways to deal with/improve an unhealthy relationship</p> <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. 	<ul style="list-style-type: none"> - Parents and trusted family members - Teachers and School Staff including School Nurse and Safeguarding Team - Your Doctor or Community Nurse - NHS Online - NSPCC: Helpline: 0808 800 5000 (24 hours, every day) - NSPCC.org.uk - Childline: Helpline: 0800 1111(24 hours, every day) - https://www.childline.org.uk - CEOP: www.ceop.police.uk/Safety-Centre
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Knowledge Organiser

Low Stake Quiz

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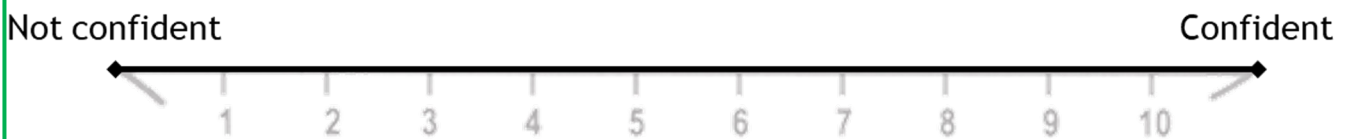
Sliding Scale – Lesson 1

My Changing Body

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

Sliding Scales

I can describe the physical and emotional changes that happen during puberty.



I can evaluate how emotional changes affect relationships.



I can develop strategies for managing the emotional changes experienced during puberty

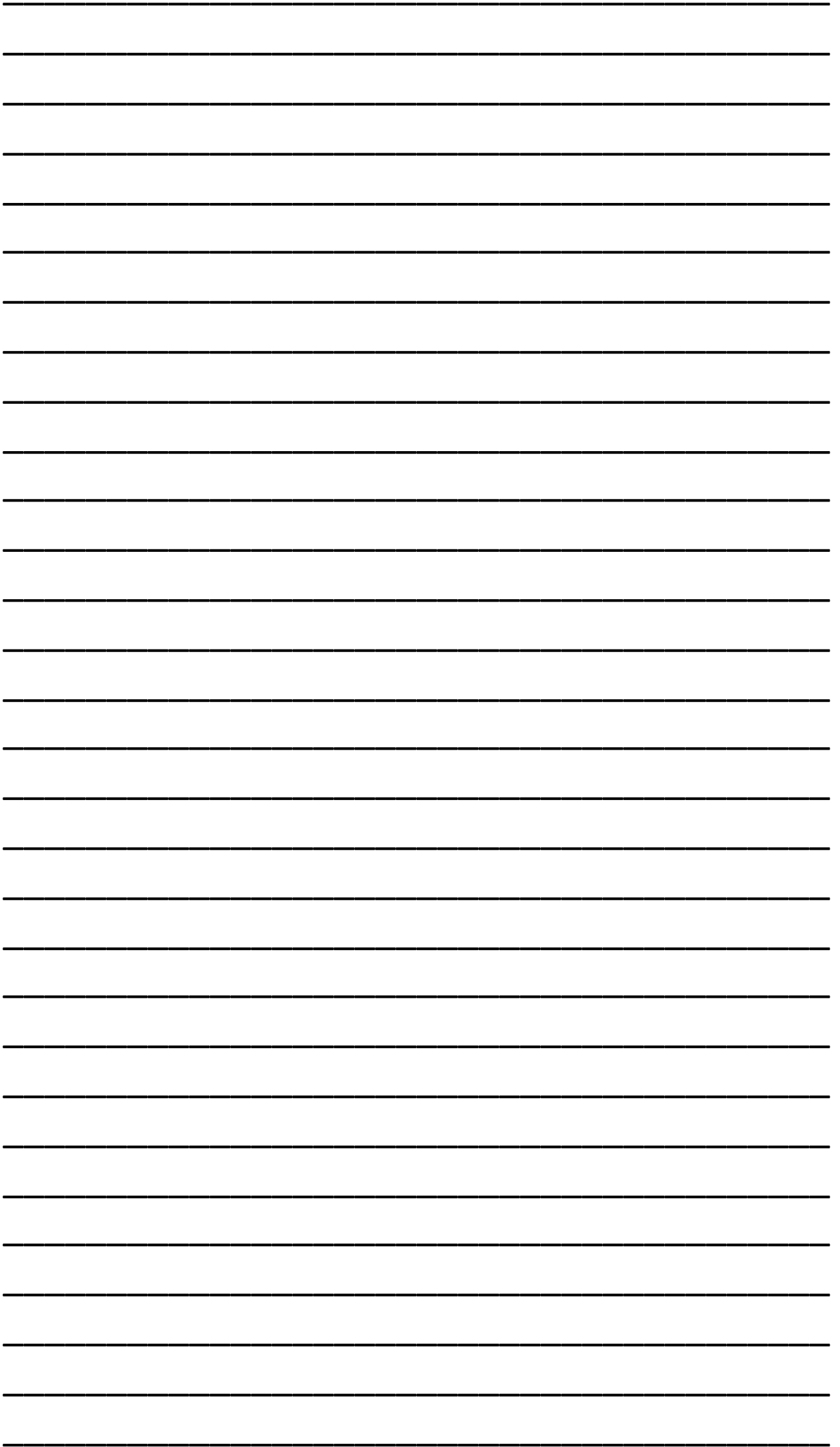


Key words: Puberty, emotions, parents, family, relationships, adolescence, independence

What is Puberty?

Task 1: Using the cards, arrange the changes that might occur during puberty into those which are 'biologically male', 'biologically female', and 'can happen to anyone during puberty'.

Voice changes to get deeper	Period starts	Sometimes nipples become fuller or darker
Moods seem to change a lot	Some people begin to masturbate	A white liquid (discharge) starts coming out of the vagina
Hair starts to grow under arms	Hair starts to grow on face	Hair starts to grow around the genitals (external organs of reproduction)
Start to sweat more and smell differently	The body starts to change shape and size	Shoulders become wider
Hips grow wider	Feeling intense emotions	Sexual feelings may begin
The penis and testes grow	Breasts begin to grow	May have spontaneous erections (penis becomes stiff and swollen) and wet dreams
Sperm starts being produced	Eggs start to mature	Hair may become greasy
Confusion about maturity	Can feel teary or angry for no reason	Spots might start appearing



Low Stake Quiz

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Sliding Scale – Lesson 2

Feeding the Algorithm and Body Image

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

Sliding Scales

To be able to explain what can affect the content someone sees on social media



To be able to analyse how social media use can impact someone's interests, wellbeing, and worldview



To be able to evaluate strategies to reduce potential negative impacts of social media use



Key words: Body Confidence, appearance, pressures, appearance ideals, editing, manipulation

Low Stake Quiz

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Sliding Scale – Lesson 3

FGM

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

Sliding Scales

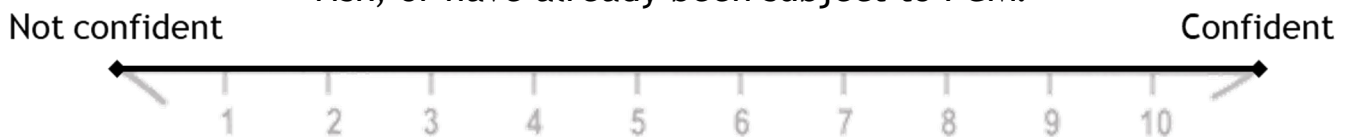
I can explain what is meant by FGM.



I can identify the risks, myths and facts associated with FGM.



I can describe how to safely access support for myself or others who may be at risk, or have already been subject to FGM.



Key words: Body, rights, human, female, genital, genitalia, mutilation, abuse, harm, harmful, illegal

Questions (to be answered at start of lesson):

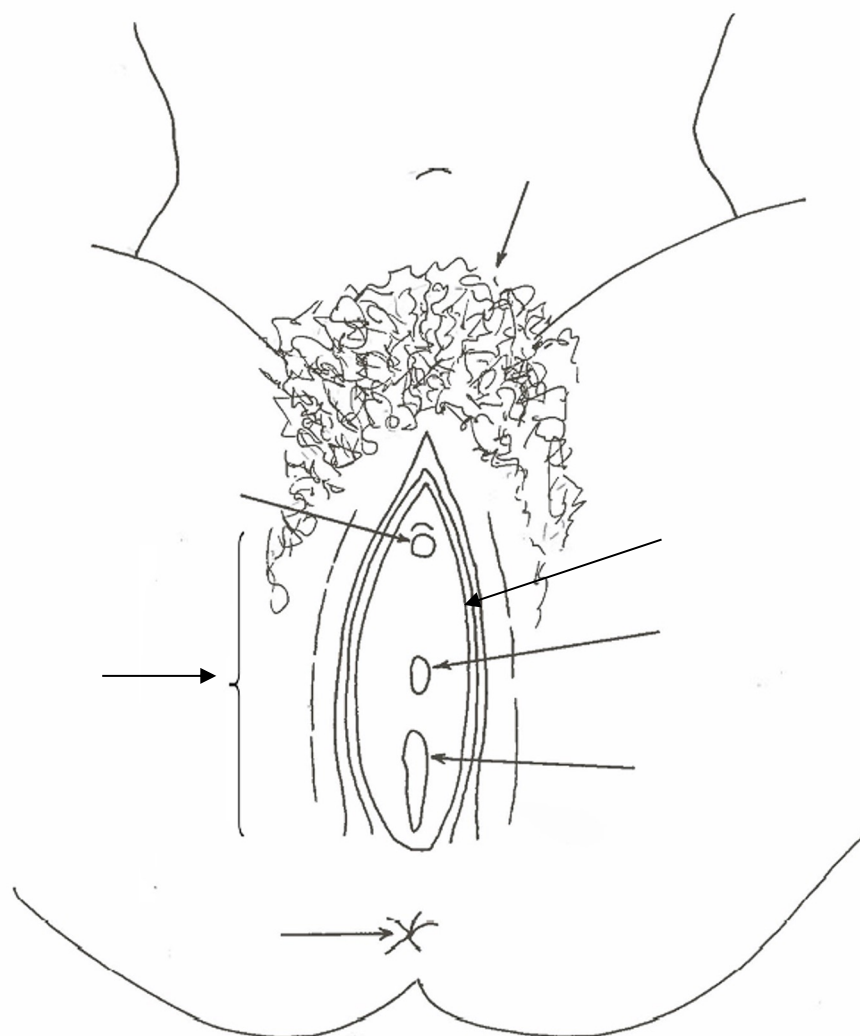
What do you know or have you heard about FGM?

Why might Amira not want to talk about it?

What could Oliver do?

Oliver just had a lesson on FGM in school. It's got him thinking about a conversation he had with his friend Amira recently. Amira was telling him that she went on holiday last year, and had to take part in a special ceremony. Amira said her little sister would go to the same ceremony next year, but then she got a bit upset and didn't want to talk about it anymore. Oliver wasn't worried at the time - he thought that if Amira and her sister were with their family everything must have been fine - but now he's not so sure. He doesn't know what to do.

Task: With the person next to you try and add in the missing labels.



What is FGM?

FGM means that someone changes or removes parts of the female genitals, such as the clitoris or labia. This is very harmful.

Discuss, Which rights in particular do you think FGM goes against?

The United Nations Convention on the Rights of the Child

Article 1

Everyone under 18 has all these rights.

Article 2

You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor.

Article 3

All adults should always do what is best for you.

Article 4

You have the right to have your rights made a reality by the government.

Article 5

You have the right to be given guidance by your parents and family.

Article 6

You have the right to life.

Article 7

You have the right to have a name and a nationality.

Article 8

You have the right to an identity.

Article 9

You have the right to live with your parents, unless it is bad for you.

Article 10

If you and your parents are living in separate countries, you have the right to get back together and live in the same place.

Article 11

You should not be kidnapped.

Article 12

You have the right to an opinion and for it to be listened to and taken seriously.

Article 13

You have the right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others.

Article 14

You have the right to think what you like and be whatever religion you want to be, with your parents' guidance.

Article 15

You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.

Article 16

You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.

Article 17

You have the right to collect information from the media – radios, newspapers, television, etc – from all around the world. You should also be protected from information that could harm you.

Article 18

You have the right to be brought up by your parents, if possible.

Article 19

You have the right to be protected from being hurt or badly treated.

Article 20

You have the right to special protection and help if you can't live with your parents.

Article 21

You have the right to have the best care for you if you are adopted or fostered or living in care.

Article 22

You have the right to special protection and help if you are a refugee. A refugee is someone who has had to leave their country because it is not safe for them to live there.

Article 23

If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.

Article 24

You have a right to the best health possible and to medical care and to information that will help you to stay well.

Article 25

You have the right to have your living arrangements checked regularly if you have to be looked after away from home.

Article 26

You have the right to help from the government if you are poor or in need.

Article 27

You have the right to a good enough standard of living. This means you should have food, clothes and a place to live.

Article 28

You have the right to education.

Article 29

You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Article 30

If you come from a minority group, because of your race, religion or language, you have the right to enjoy your own culture, practise your own religion, and use your own language.

Article 31

You have the right to play and relax by doing things like sports, music and drama.

Article 32

You have the right to protection from work that is bad for your health or education.

Article 33

You have the right to be protected from dangerous drugs.

Article 34

You have the right to be protected from sexual abuse.

Article 35

No-one is allowed to kidnap you or sell you.

Article 36

You have the right to protection from any other kind of exploitation.

Article 37

You have the right not to be punished in a cruel or hurtful way.

Article 38

You have a right to protection in times of war if you are under 15, you should never have to be in an army or take part in a battle.

Article 39

You have the right to help if you have been hurt, neglected, or badly treated.

Article 40

You have the right to help in defending yourself if you are accused of breaking the law.

Article 41

You have the right to any rights in laws in your country or internationally that give you better rights than these.

Article 42

All adults and children should know about this convention. You have a right to learn about your rights and adults should learn about them too.

This is a simplified version of the United Nations Convention on the Rights of the Child. It has been signed by 191 countries. The convention has 54 articles in total. Articles 43 – 54 are about how governments and international organisations will work to give children their rights.

The official text of the Convention can be obtained from Save the Children, Education Department, 17 Grove Lane, London SE5 8RD.

Task: Decide if each statement about FGM is a fact or myth.

Write down your answers in the boxes provided.

Statement	Myth or Fact?
1. FGM is part of becoming a woman	
2. FGM is illegal	
3. FGM makes the vagina more hygienic	
4. FGM can lead to medical problems	
5. If it is not cut, the clitoris will continue to grow	
6. FGM is child abuse	
7. FGM is a religious requirement	
8. FGM is an unsafe procedure	
9. If a girl or woman consents to FGM, the person performing the procedure can't get in trouble	
10. If a girl or woman has undergone FGM, nothing can be done to help her	

Questions (to be answered at end of lesson):

What do you now know about FGM?

What help could Amira get for herself?

What help could Amira get for her sister?

What could Oliver do?

Low Stake Quiz

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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: 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...

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

To be able to explain what consent means, both legally and ethically, and why it is so important.



To be able to identify signs of when someone is consenting and when they are not.



To be able to describe how consent is sought, given and not given in a healthy relationship.



To be able to 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?

Examples

When do you have to ask for consent?

Synonyms

What other words could you use instead of 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?
<p>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.</p>				
<p>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.</p>				
<p>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.</p>				
<p>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!'</p>				

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

