

YEAR 11 LESSON 5 TITLE Risk/Getting Help

KEY CONCEPTS

- ◆ Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations
- ◆ Appreciating that pressure can be used positively or negatively to influence others in situations involving risk

KEY PROCESSES

- ◆ Reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour, acting positively on them
- ◆ Develop self-awareness by reflecting critically on their behaviour and its impact on others
- ◆ Use knowledge and understanding to make informed choices about safety, health and well-being – evaluating personal choices and making changes if necessary
- ◆ Assess and manage risk in personal choices and situations, minimise harm in risky situations and demonstrate how to help others do so
- ◆ Use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences
- ◆ Demonstrate respect for and acceptance of the differences between people and challenge offensive behaviour, prejudice and discrimination assertively and safely

CONTENT

- ◆ The benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse and their short and long-term consequences for the health and mental well-being of individuals, families and communities
- ◆ Characteristics of positive relationships, awareness of exploitation in relationships and knowledge of statutory and voluntary organisations that support relationships in crisis

LEARNING OUTCOMES

by the end of the lesson, pupils will be able to:

- ◆ Understand the difference between supportive and abusive behaviours in relationships
- ◆ Understand the law as it relates to relationships and domestic abuse
- ◆ Understand the differences in learning about sexual relationships through SRE and pornography
- ◆ Know where and how to access support and help on sex and relationships
- ◆ Know who to approach in the school for help on sexual health, relationship and alcohol/drugs issues

RESOURCES

- 'Behaviour' cards
- 'Domestic Abuse – It's Criminal' Quiz and Answer Sheet
- 'Porn vs. Sex Education' Questions
- Post-its
- Question box
- Large sheets of paper;
- Website links and leaflets
- Brook/4YP drop-in worker and Schools Drug Intervention worker

LESSON PLAN

Activity 1 – Behaviours – OK to Not OK

Timing

30 mins. approx

Resources

'Behaviour' cards

Divide the class into small groups, giving each one a set of 'Behaviour' cards. Then ask the students to sort these cards into 'abusive'/'supportive'/'depends' piles. Stress the importance of being inclusive of all sexualities, and also get them to consider how supportive behaviour could become abusive.

When each group has finished, ask them to discuss what it would be like to be in an abusive relationship. How would the abused partner feel? How about the abuser? How could these behaviours be challenged? How could someone in such a relationship get help?

Next, ask them to consider what it would be like to be in a relationship with supportive behaviour. How would the supported partner feel? How about the supporter?

Finally, consider relationships with dependent behaviours. What does it depend on? Is it about how much/ how often things are done? Is it about how things are done? What is the reason behind this behaviour?

Activity 2 – Domestic Abuse – It's Criminal Quiz

Timing

15 mins. approx

Resources

'Domestic Abuse – It's Criminal' Quiz and Answer Sheet

Divide the class into pairs and give each pair a copy of the 'Domestic Abuse – It's Criminal' Quiz. When all the pairs are finished, come together as a class to go through the answers.

Activity 3 – Porn vs. Sex Education

Timing

25 mins. approx

Resources

'Porn vs. Sex Education' Questions; Post-its; Question box; Large sheets of paper

Divide the class into small groups and give each a set of post-its. On the wall, put up two large sheets of paper – one headed 'Porn' and the other headed 'Sex Education'. Ask the groups to answer the questions on the 'Porn vs. Sex Education' resource, giving one answer for each heading and attaching this to the posters on post-its. Be careful not to imply that they have all looked at porn; phrase the questions to imply that they've all **heard** about porn.

When all the groups have finished, consider as a class:

- ❖ What benefits are there from SRE?
- ❖ What benefits are there from porn?
- ❖ What is missing from porn?
- ❖ What is missing from SRE?
- ❖ Does SRE do any harm?
- ❖ Does porn do any harm?

Activity 4 – Local Help

Timing	Resources
5 mins. approx	Below

Remind the class of sources of help – including specialist drug/alcohol workers. To do this, show the following information on the white board:

ruthinking.co.uk – national website with advice and information on sex and relationships

likeitis.co.uk – national website with advice and information on sex and relationships

stonewall.org.uk – national website offering advice to lesbians and gay men

eachaction.org.uk – for young people affected by homophobia, offering help and support

4ypbristol.co.uk – local website with advice and information on sex and relationships

Brook Bristol 1 Unity Street, Bristol, BS1 5HH 0117 929 0090 – running drop-in services in schools on sexual health

Opening Doors – Bristol young people’s substance misuse service with workers in Bristol secondary schools offering advice and support

Activity 5 – Local Help - Visitors

Timing	Resources
10 mins. each approx	Large paper sheets, PPT ('Ground Rules')

Arrange for the Brook/4YP drop-in worker and Schools Drug Intervention worker to attend the lesson and do a short introduction to their services.

Activity 6 – Question Box

Timing	Resources
5-10 mins. approx	Large paper sheets, PPT ('Ground Rules')

If you have gathered anonymous questions in your box over the SRE programme, take the time now to answer these. Invite pupils to add their views, too. Add a few sensible sample questions of your own if necessary!

Emphasise that everyone has questions like these (add a few of your own if you like to ensure a range of topics are covered!), and also stress that young people’s questions and concerns about sex and relationship need to be answered.

Extension Activities

1. **'Expect Respect – Education Toolkit', Women’s Aid** – Contains exercises on domestic violence and abusive relationships. Aimed at young people.
2. **'Spiralling – Safer, healthier relationships project'** – DVD.
3. **'Sticks and Stones', Rural Media Company** – DVD looking at sexual bullying.
4. **Sexperienceuk.channel4.com** – It may be possible to use some of the extracts for the 'Porn vs. Sex Education' topic. Be aware that some of the material and images are explicit.

Holding my hand and cuddling me all the time	Putting me down, especially in public	Giving me a hug when I'm upset
Taking me out somewhere I really want to go	Telling me I'm loved	Having to do what he/she wants to avoid arguments
Phoning and texting me all the time	Telling me I look nice	Smiling at me
Ignoring me when we're out with his/her friends	Expecting me to wait in for calls	Turning up to surprise me
Helping me to choose clothes when I go shopping	Telling me I'm putting on weight	Buying me a present after an argument
Making me feel really special	Treating me as an equal	Questioning what I wear when I go out
Expecting me to pay for everything when we're out	Cooking my favourite food for me	Making me feel nervous when we're together
Asking me where I am or where I've been	Making fun of everything I say	Looking after me when I'm ill
Shouting at me when I do things wrong	Always interrupting me and correcting me	Doing things that he/she doesn't like just to please me
Having pet names for me	Sulking when I have a night out with my mates	Asking me what I want
Getting angry over something small because he/she has been drinking	Texting me little love messages all the time	

Domestic Abuse – It's Criminal Quiz

	True	False
1. 10% of all violent crimes in the UK are domestic violence-related		
2. If the police are called to a house to deal with a domestic violence incident, they cannot do anything		
3. One in four women are estimated to experience some form of domestic violence by their partner or ex-partner at some point in their adult lives		
4. Children living with domestic violence are much more likely to become violent or abusive to their own partner when they grow up than someone who has had no experience of domestic violence		
5. A man can be prosecuted for having sex with his wife against her will		
6. Women in the over-40s age group are at the greatest risk of domestic abuse		
7. If a women reports domestic violence to the police and then changes her mind, the case cannot go to court		
8. Regularly following someone to and from their workplace and sitting outside their house when they're at home is against the law		
9. If someone regularly threatens to hurt someone but doesn't actually do anything, it's against the law		
10. Approximately two women are killed each year by their partner or ex-partner in England and Wales		

Domestic Abuse – It's Criminal Quiz Answers

1. 10% of all violent crimes in the UK is domestic violence

False – the current rate is 24%. However, not all cases are reported to the police.

2. If the police are called to a house to deal with a domestic violence incident, they cannot do anything

False – assault is a crime wherever it happens. The police receive an average of 1440 calls per day for assistance with domestic violence.

3. One in four women are estimated to experience some form of domestic violence by their partner or ex-partner at some point in their adult lives

True

4. Children living with domestic violence are much more likely to become violent or abusive to their own partner when they grow up than someone who have had no experience of domestic violence

False – in fact, some research has shown the opposite.

5. A man can be prosecuted for having sex with his wife against her will

True – rape within marriage is a crime. However, the law was only changed in the 1990s!

6. Women in the over-40s age group are at the greatest risk of domestic abuse

False – Home Office statistics show that the group most at risk is young women 16-24

7. If a women reports domestic violence to the police and then changes her mind, the case cannot go to court

False – the case may still go to court. It is up to the police and Crown Prosecution Service to make the decision, based on the evidence available.

8. Regularly following someone to and from their workplace and sitting outside their house when they are at home is against the law

True – if that person is an adult and it is causing them distress or fear. This is called harassment.

9. If someone regularly threatens to hurt someone but doesn't actually do anything, it's against the law

True – this is called threatening behaviour or harassment if it gets repeated.

10. Approximately two women are killed each year by their partner or ex-partner in England and Wales

False – approximately two women a week are killed by a violent partner or ex-partner. This is about 40% of all women killed in England and Wales.

Porn vs. Sex Education Questions

- ❖ What do we learn about men’s bodies (e.g. penis size)?
- ❖ What do we learn about women’s bodies (e.g. breast shape, pubic hair)?
- ❖ What do we learn about what men want from sex?
- ❖ What do we learn about what women want from sex?
- ❖ What do we learn about STIs?
- ❖ What do we learn about contraception?
- ❖ What do we learn about relationships?
- ❖ What do we learn about enjoying sex?

