

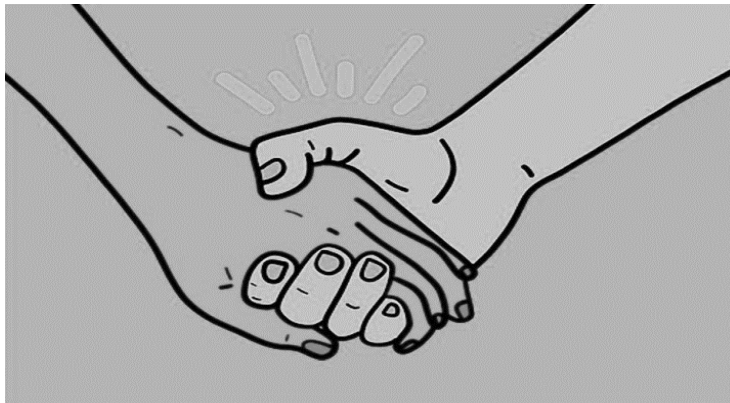
Name

Class

Tutor  
Group

# Year 9 – Personal Development

## Relationships: Respectful Relationships



### KEY VOCABULARY LIST

<b>Ground Rules</b>	Boundaries that a class sets at the start of a Personal Development lesson
<b>Family</b>	A group of two or more people who live together and/or are related by blood or marriage
<b>Relationship</b>	The way in which two or more people are connected, or the state of being connected
<b>Committed relationship</b>	A serious and lasting romantic relationship with someone
<b>Civil Partnership</b>	Legally recognised union between two people. They benefit from the same rights as married couples in terms of tax benefits, pensions and inheritance.
<b>Marriage</b>	A culturally and legally recognised union between people called spouses. It establishes rights and obligations between them, as well as between them and their children (if any), and between them and their in-laws
<b>Forced Marriage</b>	When a person is put under emotional pressure or exposed to violence or sexual abuse to accept a marriage proposal
<b>Arranged Marriage</b>	There is a choice to marry and consent from both people

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# EXPECTATIONS

- Always write in black or blue pen.
- Always use a ruler for straight lines.
- If you make a mistake, cross it out with a single line.
- Always draw diagrams, tables and graphs in pencil with a ruler if necessary.
- Always mark and correct your work in red pen.
- Respond to any feedback your teacher gives you in red pen.
- Take pride in your work, make it neat!
- All tasks should be completed in silence and by yourself unless your teacher tells you otherwise.

# What is Personal Development?

In Personal Development lessons you will be taught about three key topics. These include:

- **Health and Wellbeing** (E.g. Healthy eating, mental health, puberty and self examination)
- **Relationships** (E.g. Healthy relationships, respect for others, consent and sexual harassment)
- **The Wider World** (E.g. The law, citizenship, anti-discrimination, finance and careers)

Sometimes these lessons are called **PSHE**. This stands for **Personal, Social, Health and Economic Education**.

In Personal Development, you will learn about **British Values**. These are:

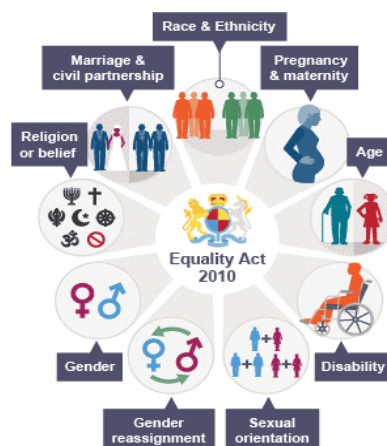


1. Democracy
2. Rule of Law
3. Tolerance of different cultures and religions
4. Mutual respect
5. Individual liberty

In Britain, our **British Values** are protected in the law. In Personal Development, you will learn to recognise **protected characteristics** which are part of the **Equality Act 2010**. This law helps to stop **discrimination** and ensure everyone is treated fairly. There are 9 protected characteristics, these are:



1. Race and ethnicity
2. Pregnancy and maternity
3. Age
4. Disability
5. Sexual orientation
6. Gender reassignment
7. Gender
8. Religion or belief
9. Marriage and civil partnership



# Personal Development – Ground Rules

Some topics in Personal Development may be challenging depending on your own experiences. Therefore, it is important that there are clear **ground rules** for every lesson. Every scholar will follow these in lessons so everyone feels comfortable.

**Class Task:** As a group, agree on your ground rules for Personal Development lessons and write these below. The teacher will refer to these ground rules regularly so that all scholars feel safe and able to share ideas.



## Ground Rules

1	
2	
3	
4	
5	

# Subtopic 1 – Different families

## Learning Objectives

- Identify different types of families
- Understand the roles and responsibilities of parents and guardians when raising children
- Describe how family relationships can affect wellbeing



Silent  
&  
Solo

**Baseline Activity:** Look at the picture below and answer the questions which follow:



Write a definition for the word family

What do all these families have in common?

Does a family always have to live together? Why might they live in different houses or places?

## Families

A **family** can be defined as a group of two or more people who live together and/or are related by blood or marriage. There are many functions of a family, some of these include:

- Emotional support
- Financial support
- A place for love and belonging
- Socialisation
- Learning.



Different types of family	
<b>Nuclear family</b>	A family unit consisting of two adults and any number of children living together. The children might be biological, step, or adopted.
<b>Extended family</b>	Grandparents, aunts, uncles, and cousins, either all living nearby or within the same household. For example, if a married couple lives with either partner's parents the family changes from a nuclear to extended household.
<b>Reconstituted family</b>	Also known as a blended family or step-family. A family where one or both adults have children from previous relationships living with them.
<b>Single parent family</b>	Consists of a parent not living with a partner, who has most of the day-to-day responsibilities for raising the children. The children will live with this single parent for most of the time but may still have contact with their other parent.
<b>Same sex family</b>	Since civil partnerships were legalised in 2005, the number of same sex families has been growing (same-sex marriage was legalised in 2014). Same-sex couples cannot conceive together, so their children may be adopted or be the biological children of one member of the couple. They may also be from a sperm donor or a surrogate birth mother.

**Turn and Talk:** The number of nuclear families are decreasing. What might be the reasons for this?



**Stop and Jot:**

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No family is perfect and there are all sorts of things that family members can do to promote positive relationships. These are some suggestions from members of one family:

Try and get on – make compromises. That way you get somewhere.

Just be honest with your family, because if you lie to them ... well they know, and it doesn't really help

My mum has a lot to cope with – the twins and me and my brother. But I do what I can to help, like washing up and stuff.

Just try not to fight with your brothers and sisters because that puts a strain on everything, especially your parents.

Don't be cheeky!

**Task 1:** Write a list of top tips for young people and adults who are living together as a family to help them to have a happy home. Suggest 5 positive things young people could do or say and 5 things that adults could do or say.

Adults	Young people
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

**Roles and responsibilities of parents and guardians when raising children**

In every family, even when times are difficult, everyone has a role to play. Different people have different responsibilities, and this helps to maintain healthy relationships and supports children within the family.



**Task 2:** Decide which roles are the responsibility of parents or guardians and which are not.

Role	Parent/Guardian	Explain your answer
1. Making sure the children are always happy	Yes <input type="checkbox"/>	
	No <input type="checkbox"/>	
2. Keeping your children safe from harm	Yes <input type="checkbox"/>	
	No <input type="checkbox"/>	
3. Giving your children everything they ask for	Yes <input type="checkbox"/>	
	No <input type="checkbox"/>	
4. Making sure your children are not hungry and thirsty	Yes <input type="checkbox"/>	
	No <input type="checkbox"/>	
5. Making sure your children are well-behaved	Yes <input type="checkbox"/>	
	No <input type="checkbox"/>	
6. Ensuring your children attend school	Yes <input type="checkbox"/>	
	No <input type="checkbox"/>	

**Reflection:** Some people who have known each other for a long time sometimes say they feel 'part of the family'. Sometimes joining a club, an activity or a faith group can also give us a 'family' to which we can belong. Reflecting on what you have learnt today, what do you think it means to be 'part of the family'?

.....

.....

.....

.....



## Subtopic 2 – Commitment in relationships

### Learning Objectives

- To consider the importance of commitment in different types of relationships, including in marriages or civil partnerships
- To understand the laws around different types of committed relationships

### Do Now:

1. Define the word family

2. What is a nuclear family?

3. When was same sex marriage legalised?

4. Give 3 examples of extended family members

5. What is a blended family?



**Silent & Solo**

**Baseline Activity:** Complete question below and match up the words to the correct definition.

Question	True or False	Explain your answer
If two people are in a committed relationship, they have to marry each other.	True <input type="checkbox"/>	.....
	False <input type="checkbox"/>	.....

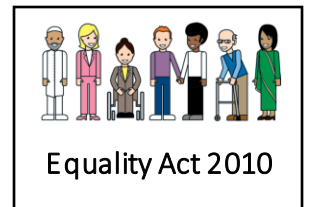
1. Marriage
2. Co-habiting
3. Civil Partnership
4. Vows

a. An arrangement where two people are not married but live together
b. Special promises that people make at important times in their lives
c. A culturally and legally recognised union between people called spouses. It establishes rights and obligations between them, as well as between them and their children (if any), and between them and their in-laws
d. Legally recognised union between two people. They benefit from the same rights as married couples in terms of tax benefits, pensions and inheritance

When two people live together, we talk about them having made a ‘commitment’ to each other. Some people choose to show their commitment to and love for another person by taking part in a ceremony. Marriage and civil partnership ceremonies are two examples of these, as shown in the images below:



**Common law husband and wife** is used to refer to couples who cohabit (live together) but are not married. Couples who cohabit, or those that marry in unregistered ceremonies, do not have the same legal rights and status as those in civil partnerships or who have married in registered ceremonies



**Marriage and civil partnerships** are legally binding and can only be ended if one partner dies, or by applying to court to bring the partnership or marriage legally to an end. In the case of marriage, this is called **divorce**. In the case of a civil partnership, this is called **dissolution**.

**Show me:** Why do people choose to be together?



**What is the legal age for getting married?**

In 2022, the legal age of marriage increased to 18 in England and Wales. Previously, people could get married at 16 or 17 if they had parental consent and there was no law against ceremonies for younger children which were not registered with local councils.



**Turn and Talk:** Why do you think the age for marriage has been increased to 18?



**Stop and Jot:**

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## Freedom to choose

Any relationships should be freely entered into. This means each person has the right to:

- Choose when and who they are with (if they decide they want to be with someone)
- Be able to end the relationship at any point, not being or feeling forced to stay together
- Withdraw their consent if they change their mind about taking their relationship to a legal stage (e.g. getting married)

A **forced marriage** is where a person is put under emotional pressure or exposed to violence or sexual abuse to accept a marriage proposal. A forced marriage is different to an arranged marriage, in **an arranged marriage** there is a choice and consent from both people. If anyone is found guilty of forcing someone into marriage they can be prosecuted for kidnap, false imprisonment or rape.



**Task 1: Read Nicky's story below and answer the question which follows:**

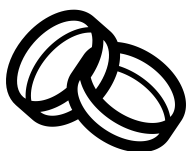
Nicky is 14. He has started feeling upset because everyone around him at school has started to get into relationships. He is starting to feel that being single is a bad thing.



What advice would you give to Nicky?

<hr/> <hr/> <hr/> <hr/> <hr/>
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**Reflection:** What 3 pieces of advice would you give someone who was thinking about getting married?



- 1.
- 2.
- 3.

## Subtopic 3 – Communication in relationships

### Learning Objectives

- Understand the importance of communication in a healthy relationship
- Know how to communicate feelings and opinions effectively to others

### Do Now:

1. What is marriage?

2. What are 2 responsibilities of a parent?

3. Give 3 reasons why people choose to be in a civil partnership or marriage?

4. What is the legal age for marriage in England and Wales?

5. What is the difference between an arranged marriage and a forced marriage?



**Silent & Solo**

**Baseline Activity:** Write down the features of a healthy and unhealthy relationship in the space below:



**Signs of a healthy relationship**

**Signs of an unhealthy relationship**

1.

1.

2.

2.

3.

3.

4.

4.

5.

5.

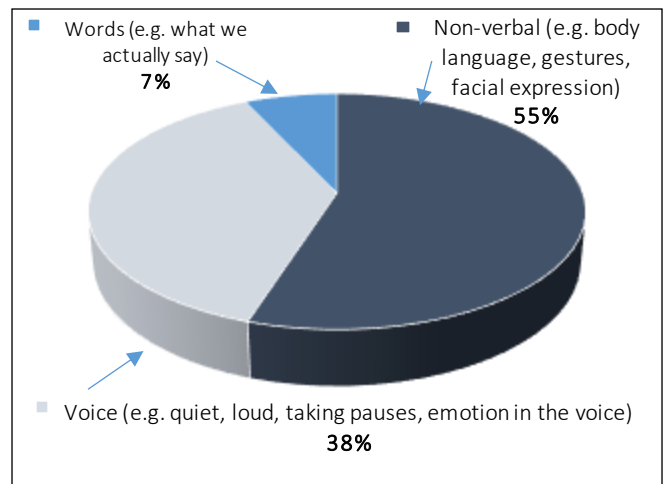
6.

6.

Relationships (friendships and romantic relationships) can be confusing. Especially if someone you like does or suggests things you're not comfortable with.

You have the right to say how you feel and to be respected. **Consent** in any relationship is about feeling in control and saying yes or doing things because you choose to, not because someone is pressuring you to.

Healthy relationships are about **good communication, trust and mutual respect**. If you ever feel unsure, unsafe or have a sick feeling in your stomach, it could mean you're not comfortable with what's happening.



How we communicate

**Turn and Talk:** What does good communication look like in a relationship?



**Stop and Jot:**

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Skills for being a good communicator	
<b>Listening</b>	Good communicators are <b>active listeners</b> . They pay attention to what the other person is saying and ask questions to check they have understood.
<b>Non-verbal communication</b>	Eye contact is important to show the other person you are focused on the conversation. (Avoiding staring as this can be uncomfortable!).
<b>Clarity</b>	Express yourself clearly and directly. Think carefully about what you are trying to say. If you talk at length, your listener may lose interest or forget your point.
<b>Confidence</b>	Being assertive and confident shows faith in what you are saying but avoid arrogance or aggression.
<b>Empathy</b>	Use simple phrases such as 'I understand what you are saying', to show that you have been listening and respect their opinions.
<b>Respect</b>	Show respect for the other person and their thoughts, ideas and feelings.

**Task 1:** Read through the scenarios and answer the questions which follow:

Galina is 15. She has known Si, who's 16 and part of her crowd, for a couple of years. Last time they were all together Si asked her out on her own. Galina was happy as she likes Si. At the end of the evening Si and



Galina went back to Galina's house. While they were sitting on the couch, she tried to kiss her... Galina doesn't want to fall out with her – she's known her for ages – but she isn't sure she's ready for or even wants this type of relationship.

Has a problem arisen between these two people

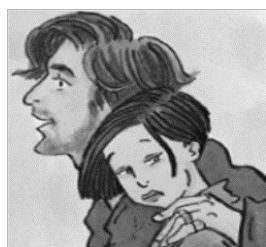
Yes

No

What has caused the problem?

How can the problem be solved?

What might happen if the problem isn't solved?



Ling is 14. She met Zak at the fair and they've been seeing each other for 3 weeks. He is quite a bit older than her and is really good looking – she's the envy of all her friends. Ling doesn't want to tell Zak how older she is in case he thinks she is too young to be going out with.

Has a problem arisen between these two people

Yes

No

What has caused the problem?

How can the problem be solved?

What might happen if the problem isn't solved?

**Turn and Talk:** Is it easy for someone to say no or tell someone how they feel? Why?



**Stop and Jot:**

**Reflection:** Explain why communication is important in a relationship and how you can be a good communicator.

Communication is important in a relationship because

You can be a good communicator by

## Subtopic 4 – Abuse in relationships

### Learning Objectives

- Understand what the features of a healthy and unhealthy relationship are
- Know and identify different types of abuse and where to seek support

### Do Now:

1. What are 3 qualities of a good communicator?

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2. What might be 3 barriers to good communication?

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3. Define the word marriage

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4. What are 3 reasons why a family might not live together?

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5. Can same sex couples get married?

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**Silent & Solo**





**Baseline Activity:** Identify appropriate language while avoiding inappropriate statements. Can you find all six **appropriate** examples? Tick the boxes with appropriate statements

1. If you really loved me you would do this for me... <input type="checkbox"/>	2. I get what you're saying but when that happened I felt... <input type="checkbox"/>	3. I really like you but something's really bothering me so can we talk about it? <input type="checkbox"/>	4. You're overreacting – grow up! <input type="checkbox"/>
5. I'm sorry I made you feel that way. Let me explain things from my point of view? <input type="checkbox"/>	6. I'm sorry. How can I make this better? <input type="checkbox"/>	7. It's easy to find someone else, so stop nagging me or we're through! <input type="checkbox"/>	8. Whoa – that didn't feel right. Let's talk about it <input type="checkbox"/>
9. I hadn't thought of it like that before <input type="checkbox"/>	10. I promise I'll never do it again, as long as you don't upset me like that again.... <input type="checkbox"/>	11. I don't like your friends so it's me or them! <input type="checkbox"/>	12. I don't understand why you are making this into such a big deal... <input type="checkbox"/>



Sometimes people force others to do things they don't want to. No-one has the right to hurt anyone else or make them do anything that feels wrong. This is abuse. It is not always easy to know if you, or someone you know, is being abused.

Abuse can be many different things: verbal, emotional, physical or sexual. The most important thing to know is that abuse of any kind in any relationship is never the fault of the person being abused.

Types of Abuse		
Verbal		Threatening someone or calling them nasty names. For example, someone who shouts at you all the time to make you feel bad.
Emotional (Coercive control)		Someone using their power to manipulate and control. They might feel scared to do something in case it upsets them, or they might constantly check up on them to demand to know where they are.
Physical		Physically hurting another person in any way. For example, by hitting or slapping
Sexual		Forcing someone else into sexual activity that they don't want or threatening if they don't have sexual contact with them (This includes kissing and touching, not just sexual intercourse)

In a healthy relationship there is fairness, trust, honesty, respect and good communication. In a good relationship, both people want what is best for each other.

Unfortunately, not all relationships are healthy:

- Some people use others
- Some make others feel special (for example, giving them gifts or paying them compliments) in order to gain control over them
- Some people use pressure and threats to gain control over others.

Some types of behaviour within relationships are criminal, including violent behaviour, abuse, sexual exploitation and grooming, and coercive control. Victims of these types of behaviour in relationships should be supported to report it to the police. The behaviour will have a negative effect on the victim's mental health and affect the relationships that victim has with other people.

Many young people have been made aware of the dangers of strangers. But reports suggest that most abuse is carried out by a family member, a friend or someone the family trusts. If the abuser is not a stranger it can be even more difficult for the victim to speak out and say something.

**Task 2:** Decide whether these examples show abuse or not

Is this abuse?	Yes	No	It depends
1. Calling someone names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Not giving a partner money or letting them go to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. A man sends his girlfriend a text to say he loves her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. A woman sends hundreds of texts to find out where her husband is and who he is with whenever he goes out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. A woman threatens her wife but never actually hits her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Someone pushing, kicking and hitting someone else	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. One partner tells the other they are putting on weight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. One partner always gets moody and shouts when the other wants to see their own friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. A man calls his ex-girlfriend all the time and asks her to go back with him	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. A boy gets jealous when his girlfriend speaks to other boys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. A man constantly tells his disabled partner that she is stupid and useless	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. A brother and sister argue about what to watch on TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Task 2:** Read through the scenario and answer the questions which follow:

Jaz suspects that Lily is being abused. She has mentioned how her partner doesn't allow her to use her mobile phone at home and she never goes out with her partner any more. Lily seems so much quieter than normal and is always worrying about what time she will get home. When Jaz asks Lily about her partner she tells him that she is happy and grateful for all her partner does for her.

a. How could Jaz support Lily in getting the right help?

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What if Lily tells Jaz that all that bad things that happen in her relationship are her fault?

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What is Lily tells Jaz that she is afraid what will happen if she talks about what is happening?

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When should the police be involved if Jaz suspects Lily is being abused?

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## Child Sexual Exploitation

Child Sexual Exploitation (CSE) is a type of sexual abuse. Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them.

Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed and exploited online.

Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

## Signs of CSE



- Lots of phone or online messages they are secretive about
- Regularly drinking and taking illegal drugs
- Gifts they can't afford, such as clothes and jewellery
- Sudden and unusual mood changes
- Trying to hide injuries
- Older friends
- Going missing or frequently returning home late
- Changes in friends, tastes or behaviour

**Turn and Talk:** How can you tell when a situation is unsafe, and set boundaries about what you want to do and what you don't want to do?



### Stop and Jot:


### Reflection: How can you tell the difference between a healthy and an abusive relationship?


## Learning Objectives

- To understand what is meant by the word
- To apply this to what you have learnt throughout this subtopic

### Do Now:

1. Can you name the 5 British Values?

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2. Choose one of the British Values and define it

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3. What are 3 signs of a healthy, respectful relationship?

--	--	--

4. What are 4 types of abuse?

--	--	--	--

5. What 3 people or organisations can abuse be reported to?

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**Baseline Activity:** Think about the word **respect**. What topics have been covered in this booklet that link to respect?

Respect




Silent &  
Solo

What is the definition of respect?


## Mutual Respect

The word respect originally comes from “respectus” which means “attention”, consideration, or regard. Respect plays a crucial role in both our personal identity and the relationships we have with others. It’s not just about showing respect to others but also about feeling respected ourselves. Being respected is an essential part of who we are as individuals and how we relate to those around us. In fact, feeling respected is often seen as a basic human right.

- Democracy
- Rule of Law
- Tolerance
- **Mutual respect**
- Individual liberty



When we value and appreciate someone else, even if we don’t always agree with or approve of everything they say or do, that’s what we call respect. It means accepting the other person for who they are and making an effort not to demonstrate disrespect towards them. When we respect someone, we don’t judge them based on their attitudes, behaviors, or thoughts, and we don’t expect them to be anything other than themselves. We respect their decisions and care about how they might feel. When we respect others and feel respected in return, it can foster positive relationships and a sense of belonging.

<b>Task 1:</b> Why is respect so important in relationships with partners and friends?
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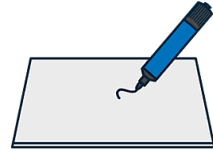
### Healthy, respectful relationships

<b>Task 2:</b> Read through the words below and decide whether these qualities should be present in healthy, respectful relationships. Use the symbols to show your decision.		
<b>●</b>	<b>Always</b>	Should always be present in a healthy, respectful relationship (a friendship, while dating, or in a romantic relationships)
<b>■</b>	<b>Sometimes</b>	Might sometimes be present in a healthy, respectful relationship
<b>▲</b>	<b>Never</b>	Should never be present in a healthy, respectful relationship

Trust	Getting even	Fun	Care
Rules	Equality	Freedom	Compromise
Forgiveness	Secrets	Humour	Pressure
Anger	Jealousy	Silence	Honesty

It is normal for relationships to have ups and downs, this can be caused by lots of different reasons maybe time apart, different opinions or stress.

**Show me:** What are good ways to manage conflict in relationships?



However, it is important to be able to recognise the warning signs of abuse in a relationships.

**Task 2:** Read through the incident in Jocinda and Kai’s relationship. Highlight the issue that has arisen between them:

Jocinda really loves Kai – they’ve been together for nearly six months. They met at college and have just started sharing a flat. But Jocinda gets really upset when Kai makes jokes about their relationship when they hang out with friends. Last night it happened again and Kai didn’t even seem to notice how hurt she was. She knows Kai doesn’t really mean anything by it – people are always saying things like that in relationships on TV - but it makes her feel embarrassed.



What might Kai’s reasons for making jokes might be?

.....

.....

Is this acceptable or not? (Explain your answer)

.....

.....

**Task 2:** On the next page are 5 possible outcomes to Kai and Jocinda’s conflict. Read through each outcome and explain how Jocinda might manage this effectively.

Possible outcome	How can Jocinda manage this effectively?
<p>1. Kai laughs at Jocinda, says she is being paranoid, then refuses to talk anymore and goes out. When Kai comes home, it's as if they never had a discussion - the whole thing seems forgotten.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>2. Kai tells Jocinda they make fun of their relationship because it's a bad relationship. Kai lists all Jocinda's 'flaws' and tells her she's lucky to have Kai as no-one else would have her. Jocinda is left in tears while Kai stays at a friend's that night. In the morning, Kai comes home with a bunch of flowers and apologises for everything.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>3. Kai gets very angry and raises a fist as though to hit Jocinda but doesn't. Kai tells Jocinda not to get them all riled up in the future and storms off.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>4. Kai cries, says nothing like that will ever happen again, and begs Jocinda on hands and knees not to leave. Kai says 'I'd never cope without you. It's you and me forever now'. At first Jocinda thought this was sweet but she's left feeling uncomfortable by Kai's overreaction.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>5. Kai apologises to Jocinda and they agree to do things differently in future. Kai appears to be sticking with this agreement but accidentally makes a joke at a barbeque with friends. Kai instantly takes it back and makes sure his friends know he was only joking. He then takes Jocinda aside and apologises. Nothing similar has happened since.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



**Reflection:** suggest five top tips to help people assess whether a relationship behaviour is appropriate and to manage conflict in relationships.

1.

2.

3.

4.

5.

# ASSESSMENT

What is a family?

1.

What do all families have in common?

2.

3.

Give 3 reasons why a family might not live together?

4.

5.

6.

What is a nuclear family?

7.

Name 3 people in an extended family

8.

9.

10.

Can a couple of the same sex get married?

11.

If a marriage is ended early, this is known as what?

12.

Why might a couple decide to commit to one another?

13.

14.

15.

What is consent?

16.

What is the difference between a forced and arranged marriage?

17.

When can someone legally marry in England and Wales?

18.

What are 5 signs of a healthy relationship?

19.

20.

21.

22.

23.

What are 5 signs of an unhealthy relationship?

24.

25.

26.

27.

28.

What are 3 signs of a good communicator?

29.

30.

31.

What might be 3 barriers to good communication?

32.

33.

34.

What are 4 types of abuse?

35.

36.

37.

38.

'Abuse only happens to women' – True or False?

39.

If a woman threatens her wife but never actually hits her, is this abuse?

40.

What is CSE?

41.

What are 4 signs someone might be involved in CSE?

42.

43.

44.

45.

How can you support someone you suspect might be involved in CSE?

46.

Which act protects everyone from discrimination?

47.

Name 3 protected characteristics

48.

49.

50.

Total

%

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# Where can you find support?

Remember, if you are concerned or have questions, there is always someone you can speak to

- At Longsands Academy, we are a Telling School. If you are experiencing any issues or problems either in or out of school, you can speak to your tutor, head of year or other trusted member of staff, write down the details and drop our note in one of the black postboxes or email: [tellus@astrea-Longsands.org](mailto:tellus@astrea-Longsands.org)
- For accurate, reliable health information, visit [www.nhs.uk](http://www.nhs.uk)
- For support around mental health, visit Young Minds at [www.youngminds.org.uk](http://www.youngminds.org.uk) For help, text SHOUT to 85258 or call
- For advice on drugs, their effects and the law, visit [talktofrank.com](http://talktofrank.com)
- For advice on a range of issues from bullying, mental health, relationships and more contact Childline [www.childline.org.uk](http://www.childline.org.uk) 0800 1111
- If you are worried about online abuse or the way someone is communicating, you can contact CEOP: <https://www.ceop.police.uk/Safety-Centre/>
- If you want to report a crime anonymously you can contact Crimestoppers on 0800 555 111
- You can also report concerns directly to the police by calling 101 or 999 in the case of an emergency



ONLINE, ON THE PHONE, ANYTIME  
[childline.org.uk](http://childline.org.uk) | 0800 1111



0800 555 111

100% anonymous. Always.

