

Name

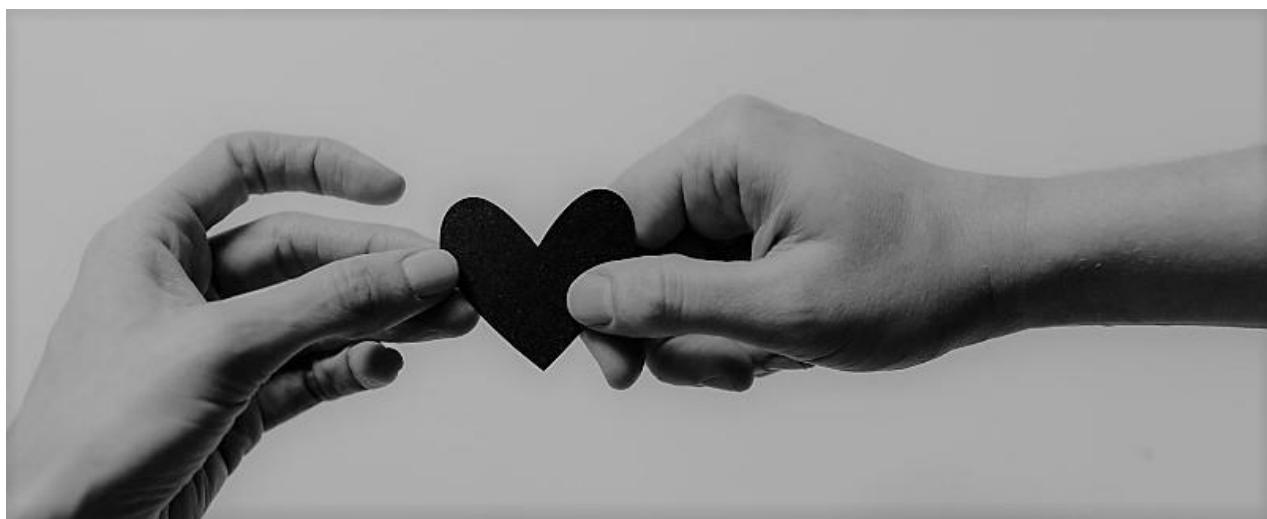
Class

Tutor

Group

# Year 10 – Personal Development

## Relationships: Healthy Relationships



### KEY VOCABULARY LIST

<b>Ground Rules</b>	Boundaries that a class sets at the start of a Personal Development lesson
<b>Pleasure</b>	A state of happiness or contentment that arises from engaging in activities that are pleasurable or fulfilling.
<b>Intimate relationship</b>	A close, familiar, and often affectionate or loving personal relationship with another person or group.
<b>Abstinence</b>	Personal decision to delay or refrain from sexual activity
<b>Violence</b>	An action that causes destruction, pain, and or suffering
<b>Abuse</b>	Refers to prolonged maltreatment that can cause emotional as well as physical trauma
<b>Rape</b>	Type of sexual assault involving sexual intercourse or other forms of sexual penetration carried out against a person without their consent
<b>Sexual coercion</b>	Unwanted sexual activity that happens when you are pressured, tricked, threatened, or forced in a non-physical way

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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 green pen.
- Respond to any feedback your teacher gives you in green 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:

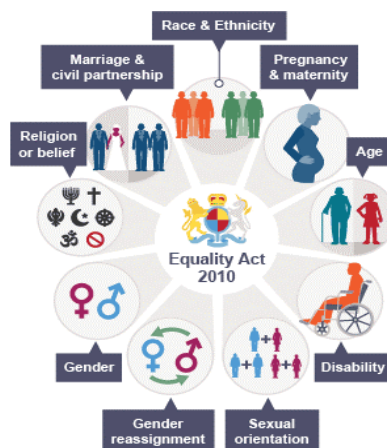


1. Democracy
2. Rule of Law
3. Tolerance of different cultures and religions
4. Mutual respect
5. Individual liberty

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 – Pleasure and Intimacy

## Learning Objectives

- Understand the importance of pleasure in any intimate relationship and how this effects consent
- Understand the term **abstinence** and why some people might choose to delay sexual activity

### Do Now:

1. Define consent

2. 3 reasons why someone might decide to have sex with someone

3. 3 potential risks of having sex

4. 3 benefits of having sex

5. Why might someone feel pressured to have sex?



Silent & Solo

Baseline Activity: Define consent

What signs, words or signals might someone give, that they **are** comfortable with physical intimacy?

What signs, words or signals might someone give, that they **are not** comfortable with physical intimacy?

The age of consent to any form of sexual activity is 16. The age of consent is the same regardless of the gender or sexual orientation of a person and whether the sexual activity is between people of the same or different gender.

British Values  
The Law



## Pleasure and Intimacy

### What is pleasure?

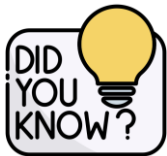
Pleasure is a state of happiness or contentment that arises from engaging in activities that are pleasurable or fulfilling.

Pleasure can be experienced in various aspects of life, including physical sensations, emotional states, social interactions, intellectual pursuits and creative endeavours.

From a biological perspective, pleasure is closely linked to the brain's reward system, which involves the release of certain neurotransmitters such as **dopamine**.

This system reinforces behaviours that are perceived as pleasurable, encouraging individuals to seek out and repeat those experiences.

Crucially, not all everybody find pleasure in the same things so in relationships, especially sexual relationships, it's important to check for consent.



**Did you know:** Pleasure is not synonymous with long-term happiness or wellbeing, as it is often temporary and may not necessarily lead to overall life satisfaction.

### What is intimacy?

**Intimacy:** a close, familiar, and often affectionate or loving personal relationship with another person or group.

**Task 1:** Sex is one pleasurable aspect of a loving relationship. How else might two people connect emotionally and physically which would bring pleasure?

Emotionally	Physically

## Pleasure and Intimacy

Different people have different preferences about what intimacy they enjoy, and this can affect **consent**. So, knowing what enthusiastic consent looks and feels like is important, as people build intimacy together.



<b>Task 3:</b> Look at the examples of intimacy and tick in the column you think each demonstrates.			
Example of intimacy	1. Enthusiastic consent	2. May be consent but should check	3. Not authentic consent
a. Ty and Jamie say they love each other and they kiss for a long time before they both feel ready to go further.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Irene tells Jay he needs to hurry up and say yes as she is bored waiting for him to be ready. Jay thinks he might be ready but feels really nervous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Jeff tells Carly that he will share a private video of her unless she send him more.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Suzanne asks Mali 'Do you like this?' Mali replies 'Yes'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Greg's partner asks 'How does that feel?' He says; 'Keep going. That feels good'.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Mario is stroking Tabitha's arm. She winces and pulls her arm away, saying 'It feels tickly'.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. As they're about to have sex, Demi says she needs the toilet and disappears for a while. Then she says she's distracted by the noise, then she says the sofa is uncomfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Taylor jokes that he'll start sleeping around with other girls if Lily doesn't do what he wants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Mimi says 'No' at first, but after Ed talks to her about it, she finally agrees to have sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Alexis and Gia have spoken about contraception and bought some together. They are laughing, smiling, kissing and decide to take things further.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Aya has been exchanging sexy messages with her girlfriend about things she'd like to do when they're next together. They're meeting up at the weekend and she is really excited.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Task 4: a.** Choose one of the scenarios that you felt 'may be consent but needs to be checked'. How could the person check consent in this situation, to ensure their partner was enthusiastically consenting in the moment?

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**b.** How could the character assertively communicate their feelings and explain concerns they might have?

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Although some people might feel comfortable in a physical, intimate relationship, this isn't the same for everyone. It is a very personal decision that should only be taken when both partners feel ready. Some people choose to delay sexual activity. This is called **abstinence**.



No-one should feel forced into an intimate, sexual relationship by a partner or peer pressure. Often delaying sexual activity can allow individuals to build strong emotional bonds and deeper connections with partners.



**Turn and Talk:** Why might someone choose to delay sexual activity

**Stop and Jot:**

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**Reflection:** Give 3 pieces of advice to someone considering a physical, intimate relationship

1.

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2.

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3.

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## Subtopic 2 – Impact of pornography

### Learning Objectives

- To evaluate the impact of pornography on consent and sexual relationships
- To explain the laws relating to pornography and sharing explicit images

### Do Now:

1. What is an intimate relationship?

2. What is the age of consent?

3. What does the word abstinence mean?

4. Why might someone decide to not have a sexual relationship?

5. What are 3 British Values?



Silent & Solo

**Baseline Activity:** Match up the words to the correct definition.

1. Pornography

2. Revenge  
Pornography

3. Child  
Pornography

4. Sexting

a. Sending or receiving sexually explicit messages. It is illegal for anyone under the age of 18 to do this

b. Sharing images or videos of someone else without their consent with the intention to cause them distress or embarrassment

c. A video or picture that's been designed to make someone feel sexually aroused

d. Pornography that involves anyone under the age of 18

### The law and pornography

In the UK, watching pornography when you're under 18 isn't against the law, but it is illegal to buy until you are 18. It is also illegal to:

- **Show pornography to a young person under 18**
- **Send or receive naked images of a person under 18** – Even if they were taken and sent with their permission
- **Anyone under 18 to take sexual videos of themselves or each other** – Even if those involved have consented, it is classed as child abuse imagery.

British Values  
The Law





**Turn and Talk:** Aside from in pornography, where might young people see sexualized images?

**Stop and Jot:**

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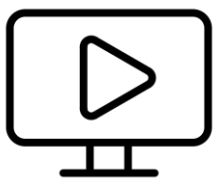


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**Task 2:** Read through each statement and decide whether you agree, disagree or not sure. You can explain your answers in the comment box.

Statement	Agree	Not sure	Disagree	Comments
1. Pornography makes people think unprotected sex is ok	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<hr/> <hr/>
2. Pornography can affect your behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<hr/> <hr/>
3. Pornography is sexist towards women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<hr/> <hr/>
4. Pornography leads to violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<hr/> <hr/>
5. Pornography is a lie and a fantasy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<hr/> <hr/>
6. All Pornography should be made illegal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<hr/> <hr/>

Statement	Agree	Not sure	Disagree	Comments
7. Pornography causes you to feel lonely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	..... .....
8. Pornography sex is like real sex	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	..... .....
9. Pornography can ruin your sex life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	..... .....
10. Pornography gives you unrealistic expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	..... .....
11. Pornography can be addictive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	..... .....
12. Pornography encourages men to treat women differently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	..... .....



Pornography has become more accessible online, and as a result more young people have viewed it, often unintentionally. Watching pornography can cause viewers to have an unrealistic view of what real sex should be like for both heterosexual and homosexual relationships. This is because pornography does not reflect what real human bodies look like, the clumsiness of sex at times and can also be violent.

Having such unrealistic expectations of sex can cause problems in intimate relationships. It might lead someone to expect their partner to behave in a certain way which they may not feel comfortable with.

**Task 3: What impact can pornography have on young people?**

Relationships	Sex life...	Addiction...

Body image...		Equality

Other...	Education about sex...	
		Since women are not treated equally in pornography, it could encourage men to adopt this attitude towards women in real life.

Exposure to pornography can also lead people to feel increased pressure to create and share sexual imagery.



**Task 3: Read the scenarios and answer the questions which follow:**

<p><b>Scenario 1</b> A couple send explicit images to each other during the course of their relationship. After they break up, one of them shares the images as revenge for being hurt.</p>	<p><b>Scenario 2</b> At a party someone gets very drunk. They end up naked in bed with someone but pass out before having sex. The other persons takes photos of them naked and shares them</p>	<p><b>Scenario 3</b> Someone puts a photo of themselves on Instagram in their underwear. This photo is printed out and shared around the school with abuse about the person on it.</p>
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Were any of the scenarios consensual at any point?

When did any of the scenarios change to become non-consensual?

Are any of these scenarios illegal? (If yes, which and why?)

**Reflection:** Explain why pornography can damage intimate relationships.

# Subtopic 3 – Pressure, Coercion and Abuse

## Learning Objectives

- Recognise a range of abusive behaviour in a relationship
- Know how to support someone and access help for abusive relationships

### Do Now:

1. What is the age of consent?

2. What is pornography?

3. Sending explicit messages (sexting), is illegal for anyone under the age of?

4. 3 ways pornography can be damaging to young people?

5. What is revenge pornography?



Silent & Solo

**Baseline Activity:** Complete the table below using your own knowledge



Types of abuse



Signs of abuse



Support for abuse

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.





## Domestic Abuse and Domestic Violence

- Unhealthy relationships can involve pressure, coercion, violence and abuse.

**Violence:** An action that causes destruction, pain, and or suffering

**Abuse:** Refers to prolonged maltreatment that can cause emotional as well as physical trauma

- In some relationships, both behaviours are used by one partner in an intimate relationship to control or exert power over another.
- Abusive behaviour can take many forms including physical, sexual, emotional or psychological.
- It can occur in any type of intimate relationship, regardless of gender, age, or sexual orientation.
- Both can have severe and long-lasting consequences for the victim, including physical injuries, mental health issues and social isolation.

Types of Abuse		
Emotional (Coercive control)		Someone using their power to manipulate and control. Can involve verbal attacks, manipulation or isolation.
Physical		Physically hurting another person in any way. For example, by hitting, choking or slapping.
Sexual		Involves any unwanted sexual contact or coercion, including rape or sexual assault.
Financial		One partner controls the other finances

- Both can also have a detrimental impact on children who witness the abuse or violence.

**Turn and Talk:** Can relationships come back from being abusive?



**Stop and Jot:**

<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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**Watch me:** Watch the first half of the film 'Can you see me?' and answer the question below as you view it

**Task 1:** Write down healthy and unhealthy relationship behaviours you see in the first half of Can you see me?




**Watch me:** Watch the second half of the film 'Can you see me?' where Jake becomes physically violent.

**Task 2:** a. Explain Jake's response after he hurts Ellie?


b. Why might Jake react in this way?




## Supporting a victim of domestic abuse

- Tell them you've noticed something is wrong.
- If someone tells you about domestic abuse: **listen**, and take care not to blame them
- acknowledge it takes strength to talk to someone about experiencing abuse **give them time to talk, but don't push them to talk if they don't**
- Acknowledge they're in a frightening and difficult situation and tell them nobody deserves to be threatened or beaten
- **Support them** – encourage them to express their feelings, and allow them to make their own decisions
- Don't tell them to leave the relationship if they're not ready – that's their decision
- Ask if they have suffered physical harm – if so, offer to go with them to a hospital or GP and help them report the assault to the police if they choose to



**Reflection:** How might Ellie's friends support her?


## Learning Objectives

- To understand what is meant by the word respect
- 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?

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4. What are 4 types of abuse?

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

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**Baseline Activity:** Think about the word **respect**. How might you show respect in a relationship?

Respect



What is the definition of respect?

## Mutual Respect

Respect is when we value and appreciate someone else, even if we don't always agree with or approve of everything they say or do. When we respect others and feel respected in return, it can foster positive relationships and a sense of belonging.

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



## Sexual relationships and respect

Respect is a key aspect of any healthy sexual relationship and ensures that both partners are equally happy, enjoy having sex and know how best to support one another. Sex must always be consensual, if not it is classed as **rape** which is a criminal offence. Sometimes people might not respect their partner's wishes in a sexual relationship and pressure them. This is called sexual coercion.

**Rape:** Type of sexual assault involving sexual intercourse or other forms of sexual penetration carried out against a person without their consent.

**Sexual coercion:** Unwanted sexual activity that happens when you are **pressured, tricked, threatened, or forced** in a non-physical way.

Task 1: Read through the examples and select what you think is the best description.			
Example	Abusive relationship	Sexual Coercion	Healthy relationship
1. Making you feel guilty for spending time with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Threatening to hurt to kill themselves if you break up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Putting you down all the time, using names like 'frigid' or 'slut' to control and humiliate you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Threatening to share intimate information or photos of you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Insisting on having access to your phone or social media accounts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Reading your personal messages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Pressuring you to 'sext' or share nudes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Threatening to spread rumours about you if you won't consent to sex	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Saying things like 'If you loved me you would..'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Turn and Talk:** Is it easy to identify sexual coercion in a relationship?



**Stop and Jot:**

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**What are the signs of sexual coercion?**

- Outright threats
- Emotional manipulation
- Badgering someone
- Using ‘guilt trips’
- Making you feel bad about yourself
- Insisting you have to follow through
- Over the top affection
- Not giving you the chance to say no



**Task 2:** Using a ruler, match the example of sexual coercion on the left to the right phrase.

1. Wearing you down by asking for sex again and again or making you feel bad, guilty or obliged
2. Making you feel like it’s too late to say no
3. Telling you that not having sex will hurt your relationship
4. Lying or threatening to spread rumours about you
5. Making promises to reward you for sex
6. Threatening your job, home or school career
7. Threatening to reveal your sexual orientation publicly or to family and friends

- a. ‘Everything’s perfect. Why do you have to ruin it?’
- b. ‘I’ll make it worth your while’
- c. ‘I really respect your work here. I’d hate for something to change that’
- d. ‘If you don’t do this, I will tell everyone you are gay’
- e. ‘But you’ve already gotten me all worked up’
- f. ‘Everyone thinks we already have, so you might as well’
- g. ‘If you really loved me, you’d do it’

**Task 3:** Complete the diagram to show what someone might do if faced with sexual coercion. Include some ideas about what you might say:

*'I said I don't want to have sex. Trying to pressure me won't make me change my mind'*

If faced with sexual coercion, someone could...

*'I don't owe you an explanation or anything at all'*

**Reflection:** Why is education about sexual coercion so important?

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# ASSESSMENT

Define consent

1.

What is the age of consent in the UK?

2.

What is an intimate relationship?

3.

What might bring someone pleasure?

4.

5.

6.

Describe 3 ways partners can connect emotionally to bring pleasure?

7.

8.

9.

Describe 3 ways partners can connect physically to bring pleasure (not including sex)

10.

11.

12.

Describe 3 ways a partner might show enthusiastic consent in the moment

13.

14.

15.

What is abstinence?

16.

Why might someone choose to abstain from sex?

17.

18.

What is revenge pornography?

19.

If a naked photograph of someone aged 16 is sent with their permission – is this legal?

20.

Is it legal to show someone pornography who is 17?

21.

What is the impact of pornography on young people?

22.

23.

24.

25.

Define the word abuse

26.

Describe 4 different types of abuse

27.

28.

29.

30.

What are 4 things an abusive partner might say?

31.

32.

33.

34.

Abusive partners are never affectionate – True or False?

35.

What are 4 potential signs of an abusive relationship?

36.

37.

38.

39.

Where can you get support or report an abusive relationship?

40.

41.

42.

What are 3 signs of a healthy relationship?

43.

44.

45.

Name 3 British Values

46.

47.

48.

Which act protects everyone from discrimination?

49.

Name 1 protected characteristic

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 or email: [tellus@astrea-Longsands.org](mailto:tellus@astrea-Longsands.org) or [itstopsnow@astrea-longsands.org](mailto:itstopsnow@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

**childline**

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

**CrimeStoppers.**  
**0800 555 111**  
100% anonymous. Always.

- You can also report concerns directly to the police by calling 101 or 999 in the case of an emergency

