

Name

Class

Tutor
Group

Year 11 – Personal Development

Relationships: Families and Relationships



KEY VOCABULARY LIST

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Ground Rules	Boundaries that a class sets at the start of a Personal Development lesson
Committed relationship	A serious and lasting romantic relationship with someone
Civil Partnership	Legally recognised union between two people. They benefit from the same rights as married couples in terms of tax benefits, pensions and inheritance.
Marriage	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
Forced Marriage	When a person is put under emotional pressure or exposed to violence or sexual abuse to accept a marriage proposal
Human Rights	Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death.

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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:

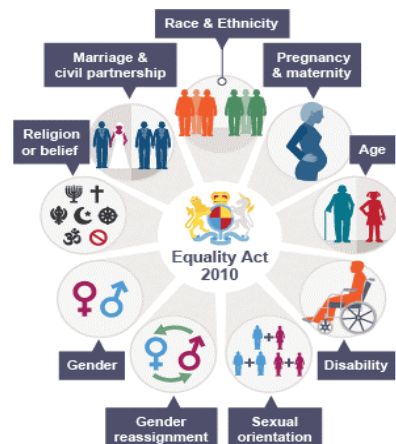


1. Democracy
2. Rule of Law
3. Tolerance of different cultures and religions
4. Mutual respect
5. Individual liberty

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 – Parenting and family conflict

Learning Objectives

- Understand and explain key parenting responsibilities and challenges
- Suggest aspects of parenting which may lead to conflict and how to manage this effectively



Silent & Solo

Baseline Activity: Before someone decides to have a baby, what should they consider?



Are they emotionally ready?

Turn and Talk: Having a baby is one of the best things you can do – do you agree or disagree?



Stop and Jot:

Parenting responsibilities

There are some key legal rights and responsibilities that parents have called ‘parental responsibilities’. According to the government these are:

- Providing a home for the child
- Protecting and maintaining (caring for) the child
- Disciplining the child
- Choosing and providing for the child’s education
- Agreeing to the child’s medical treatment
- Naming the child and agreeing to any change of name
- Looking after the child
- Looking after the child’s property



Children have further rights in wider society which are part of the **United Nations Convention on Rights of the Child**. There are 54 articles which link to a child’s rights. For example:

- **Article 13** Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- **Article 29** Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

The UN Convention sets out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

Task 1: Read through the responsibilities of a parent, according to the government. What responsibilities do you think are missing?

Challenges of being a parent



New parents normally have questions on everything from breastfeeding to bathing a baby and changing their nappy. Looking after a newborn baby can mean many sleepless nights as babies rarely want to sleep when their parents do – even with lots of encouragement! A newborn baby grows quickly and parents will experience very different challenges as their child moves from being a newborn, to a toddler, to a young child and later, a teenager. For example, supporting a toddler is very different to looking after a teenager (who might not want looking after!), which means that parents must constantly adapt and change over time. It is not an easy job!

Task 2: Write down the responsibilities of parents at each stage of a child’s life on the timeline provided and potential challenges that parents might face

Parental responsibilities						0-1 years old	Challenges
Parental responsibilities						2-4 years old	Challenges
Parental responsibilities						5-10 years old	Challenges
Parental responsibilities						11-15 years old	Challenges
Parental responsibilities						15-18 years old	Challenges
Parental responsibilities						18+ years old	Challenges

Task 3: Are there any common challenges parents face across the age ranges?

Task 4: Which age range do you think is the most challenging and why?

Managing conflict

There will be times of conflict in all families for a variety of different reasons. Relationships require work, especially when disagreements and conflict occur. There are several different conflict management strategies:

- **Avoidance:** might be useful if someone is feeling threatened, but it will not make a problem go away.
- **Diffusion:** staying calm, allowing time to be able to think and to try to resolve the problem.
- **Negotiation:** compromising with each other - nobody gets everything they want, but everyone gets something.
- **Confrontation:** one person might use power over the other person in order to win. This might be physical force, using threats or another type of abuse – some types of confrontation are a criminal offence



Reflection: Explain which strategies you think are the most effective when trying to resolve a conflict and why?

Subtopic 2 – Long term commitment

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. Name 3 parental responsibilities

2. The United Nations produce 54 articles to protect children. What is this known as?

3. Name 3 challenges faced by parents?

4. Name 2 conflict management strategies

5. What is a work-life balance?



Silent & Solo

Baseline Activity: Answer the questions using your own knowledge

Define commitment

What commitments might people make?



Watch me: Watch the video on ‘Commitment and Families’

Task 1: Which stories about commitment were particularly powerful?

Long term commitments

Long term commitments should demonstrate a strong emotional bond between two people. They should only be entered into freely and after much consideration. Different long-term commitments have different laws which apply to them. These laws are in place to protect people and ensure these commitments are taken seriously.

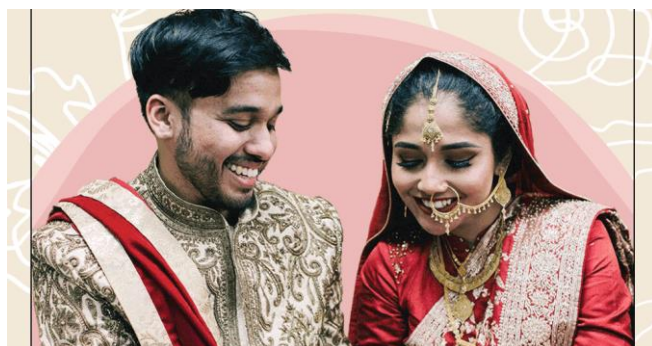


Task 2: Answer the questions using your own knowledge

Question	True or False		Explain your answer
1. I'm under 18, can I get married?	True	<input type="checkbox"/>	
	False	<input type="checkbox"/>	
2. I recently split up with my fiancée; can I keep the ring?	True	<input type="checkbox"/>	
	False	<input type="checkbox"/>	
3. I want to get married, but I'm not religious. What are my options?	True	<input type="checkbox"/>	
	False	<input type="checkbox"/>	
4. I've been living with my partner for years; do we have the same rights as married couples?	True	<input type="checkbox"/>	
	False	<input type="checkbox"/>	
5. Do I have to have a wedding ceremony to get married?	True	<input type="checkbox"/>	
	False	<input type="checkbox"/>	
6. I want to get married in a ceremony outdoors; is that allowed?	True	<input type="checkbox"/>	
	False	<input type="checkbox"/>	
7. Can someone force me to get married?	True	<input type="checkbox"/>	
	False	<input type="checkbox"/>	

Task 3: Read through each scenario and decide whether the marriage will be legally recognised or not.

Scenarios	Legally recognised	Not legally recognised
a. Sam and Alex are getting married. Sam was in a civil partnership for several years but the relationship ended 5 years ago. As Sam is now getting married, not forming another civil partnership, he never legally dissolved his civil partnership.	<input type="checkbox"/>	<input type="checkbox"/>
b. Dev and Kiara are excited about getting married. Both of them are very close to their families and were confident in their parent's match-making skills when they were first introduced to each other. They know their marriage will be a happy event.	<input type="checkbox"/>	<input type="checkbox"/>
c. Adeel and Roxanna had a Nikah (a traditional Islamic wedding ceremony). Shortly afterwards, they had a civil marriage ceremony in register office too.	<input type="checkbox"/>	<input type="checkbox"/>
d. Jas and her brother went away with their family, for what they thought was a family holiday. When they arrived, Jas was told she was getting married. She was not happy about this but was worried about what her family would do if she tried to say no.	<input type="checkbox"/>	<input type="checkbox"/>
e. Ella and Tilly were married last week. They had a small civil ceremony at a local hotel, followed by a big party with all their families and friends.	<input type="checkbox"/>	<input type="checkbox"/>
f. Tom is 17. Li is 18. They really want to get married and although Tom's parents think he's too young they have agreed.	<input type="checkbox"/>	<input type="checkbox"/>



The **Nikah** is the Islamic marriage ceremony, whereby the Muslim couple legitimise their marriage in the eyes of God by signing the marriage contract in the presence of an Imam and at least 2 witnesses. This element of a Muslim marriage is often carried out as part of the wider wedding celebrations but can also be carried out separately beforehand.

Task 4: People choose to enter or not enter long term commitments for a variety of reasons. Explain some of these in the table below:

 	 
Reasons someone might choose to marriage or enter a civil partnership	Reasons someone might choose not to marry or enter a civil partnership

Reflection: What are 5 characteristics of a healthy, stable marriage or civil partnership?	
	1.
	2.
	3.
	4.
	5.

Subtopic 3 – Honour based violence

Learning Objectives

- Be able to identify and explain honour based violence (HBV) and honour based abuse (HBA)
- Suggest ways to combat honour based violence

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 a definition for each of the following words

Respect

Equality

Honour

Dishonour



British Values



Protected Characteristics
& Equality Act 2010


Honour-based violence can occur within various cultural, religious, and ethnic communities around the world, although it is more commonly associated with certain regions and communities.

- Forced marriages
- Physical assault (Including FGM)
- Threats
- Intimidation
- Sexual violence
- Honour killings



'Honour'-based violence is prevalent in **all** cultures, countries and communities. It is **not specific to any one** religion, race or community.

Despite the term, **there is never honour in abuse.**

First and second-
generation migrants

Type of Abuse	Percentage
Controlling behaviour	90%
Physical abuse	70%
Harassment/stalking	68%
Sexual abuse	35%

76% of HBV victims* are women

A person regularly has bruises, cuts, marks or other injuries which can't be explained

A person is often withdrawn, emotional or nervous

A person's partner/relative is jealous or controlling

Call 101 if you think someone is being abused, or 999 if it is an emergency

Turn and Talk: Why might someone do that is deemed to bring 'dishonour' to the family?

Stop and Jot:



Watch me: Shahina's story

Task 1: As you watch the clip, answer the questions below?

1. What was Shahina's childhood like?

2. What happened on her holiday to Bangladesh?

3. How did she feel when she read the card?

4. Who helped Shahina?

5. What was Shahina afraid of?

6. How did this impact her life?

7. What advice does Shahina give to other HBV/HBA victims?

Honour Based Killings

The murder of, most commonly, a woman or child by a father, brother or uncle for bringing perceived shame on the family is a form of domestic abuse perpetrated in the name of ‘honour’. It is usually based around a set of rules by male members of the family/community.

- The UN estimates there are around 5,000 honour killings every year.
- The BBC believes there to be 20,000 honour killings each year (due to serious underreporting).
- According to UNICEF, over 200 million girls have undergone female genital mutilation (FGM), which can sometimes lead to the death of the victim.










Human Rights

Task 2: Documented below are 30 human rights. Select the rights violated by Honour Based Violence and Killings.				
<input type="checkbox"/> 1. We are all born equal and free	<input type="checkbox"/> 2. Don't discriminate	<input type="checkbox"/> 3. The right to life	<input type="checkbox"/> 4. The right not to be a slave	<input type="checkbox"/> 5. No one should be tortured
<input type="checkbox"/> 6. Having rights, not matter where you go	<input type="checkbox"/> 7. We are all equal before the law	<input type="checkbox"/> 8. Your human rights are protected by law	<input type="checkbox"/> 9. No unfair imprisonment	<input type="checkbox"/> 10. The right to a fair trial
<input type="checkbox"/> 11. You are innocent, until proven guilty	<input type="checkbox"/> 12. The right to privacy	<input type="checkbox"/> 13. The right to move	<input type="checkbox"/> 14. The right to seek a safe place to live	<input type="checkbox"/> 15. The right to a nationality
<input type="checkbox"/> 16. The right to marriage and a family	<input type="checkbox"/> 17. The right to own things	<input type="checkbox"/> 18. Freedom of thought	<input type="checkbox"/> 19. Freedom of expression	<input type="checkbox"/> 20. The right to public assembly
<input type="checkbox"/> 21. The right to democracy	<input type="checkbox"/> 22. The right to social security	<input type="checkbox"/> 23. Workers' rights	<input type="checkbox"/> 24. The right to play	<input type="checkbox"/> 25. Food and shelter for all
<input type="checkbox"/> 26. Right to an education	<input type="checkbox"/> 27. Copyright	<input type="checkbox"/> 28. The right to a fair and free world	<input type="checkbox"/> 29. Right to responsibility	<input type="checkbox"/> 30. No one can take your human rights away

Honour Based Violence

Honour Based Violence is against the law and should be reported to a trusted adult or reported via 101 or 999. There are, however, lots of other ways we can try to reduce honour-based violence and empower victims in the UK and around the world.

Task 3: Read through the suggestions to stop HBV and explain how each one might help.

	Report and intervene	
	Education and awareness	
	Support and empower survivors	
	Advocate for greater legal measures	
	Engage in dialogue	
	Foster cultural change	
	Support organisations and campaigns	

Reflection: Explain what HBV and HBA is, providing specific examples.

Subtopic 4 – Caring for a newborn baby

Learning Objectives

- Understand some of the challenges of a newborn baby
- Be able to explain what a parent can do to sooth a newborn baby

Do Now:

1. What does HPV and HPA stand for?

2. What is FGM?

3. 3 signs of HBV or HBA?

4. 3 ways HPV/HBA can be prevented or reduced

5. Is an arranged marriage legal?



Silent & Solo

Baseline Activity: A baby is crying. Annotate the picture to suggest what might be wrong.





Caring for a newborn baby

Caring for a newborn baby is a big responsibility. You will need to learn the basics of baby care such as how to hold a baby, change a nappy and how to comfort them. The early days with a new baby can feel overwhelming. Getting to know and care for a little one is a steep learning curve as your life will change completely to how it once was.

Task 1: Read through the information and answer the questions which follow:

Lara loves her new daughter, Eva – who is happy and thriving. However, Lara herself is struggling. She hasn't slept properly in month, she is living on ready meals and she has very little money left in her bank account.

a. Why might Lara not be sleeping?

b. Why might Lara be living on ready meals?

c. Why might Lara be struggling with money?

d. Lara does not say she is unhappy? Why might this be?

Turn and Talk: What might Lara's partner be able to do to support her?



Stop and Jot:

Task 2: Read Adam's (Lara's partner) diary and answer the questions which follow?

3rd November. I can't believe little Eva is already three weeks old! She is so, beautiful and I feel this weird outpouring of love whenever I hold her. However, I am so, so tired and I feel like I'm really taking my eye off the ball at work. Last night I got about two hours sleep. My boss called me in this morning and told me to sort myself out. He's worried about me working on any more cars until I am well rested. It's tough being a mechanic when you can barely keep your eyes open. Still, we only get two weeks paid paternity pay and there's no way Lara wanted to share her maternity leave!

5th November. Seriously – this is just getting ridiculous. I have spent £100 this month just on nappies. I'm so glad Lara has found it easy to breastfeed (many women, I know aren't so fortunate) as otherwise we would be spending another £80 a month on formula! Eva slept for four hours in a row last night! It felt like a mini-miracle!

10th November. Eva had a temperature of 38 degrees last night at 2am so we had to drive her to the hospital. I was terrified, but the doctors were very reassuring and said this is really common – she possibly has a virus though, so Lara has stayed with her in the hospital. I have work now. I don't think I slept at all last night. I will have to ask my boss if I can take the afternoon off unpaid. I've already used up all my holiday pay on the days I took off to help Lara when she was about to go into labour.

11th November. Eva out of hospital but still a little sick. She has diarrhoea and vomiting. Lara has been asleep upstairs all morning, so I've been on clean up duty. Lucky it's a Saturday! My friends have asked if I want to go to watch the football tonight but I think I will be asleep by 7pm!

a. Why is Adam struggling at work?

.....
.....
.....

b. How do you think Adam is feeling about caring for a newborn? Explain your answer.

.....
.....
.....

c. Adam is sharing responsibility for his daughter with Lara. How might this be different if Adam was a single dad? What additional problems might he face?

Newborn babies and sleep

There are a few rules to learn for putting a baby down to sleep. Always place the baby on their back to sleep and follow safe sleeping guidelines. You'll should put them in the 'feet to foot' position in their cot.

In the early days, a baby will wake around the clock to feed and to be held and comforted. But this won't last forever. As a baby's tummy grows and they learn the difference between day and night, they will eventually feed less often and sleep for longer at a time.

For some babies, movement helps them sleep. They might like being carried or they may sleep while moving in a baby carrier, sling or pram. Some parents say white noise, swaddling or holding their baby skin to skin can also help.



Watch me: Newborn babies and sleep

Stop and Jot: Whilst watching, write down different ways to soothe a baby

Reflection: Imagine you knew someone who was considering being a parent. What advice might you give them?

1.
.....
.....
2.
.....
.....
3.
.....
.....

Learning Objectives

- To understand the importance of the rule of law in Britain

Do Now:

1. Can you name the 5 British Values?

--	--	--	--	--

2. Choose one of the British Values and define it

--

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?

--	--	--

Baseline Activity: Think about the phrase **rule of law**. What do laws protect us from in the UK?

Rule of Law



Rule of Law

Laws are designed to protect everybody in Britain.


Everyone is equal before the law. The actions of individuals, organisations, governments and even rulers can be challenged in court; in a fair society no-one is above the law.

What are human rights?

Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life. They can never be taken away, although they can sometimes be restricted – for example if a person breaks the law, or in the interests of national security.

These basic rights are based on shared values like dignity, fairness, equality, respect and independence. These values are defined and protected by **the rule of law**. In Britain our human rights are protected by the Human Rights Act 1998.

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





Watch me: What are universal human rights?

Task 1: a. After watching the video, explain what are human rights?

b. Human rights are still not respected everywhere, why is this?

Where did Human Rights originate from?

- In the past powerful Kings only gave rights to people they liked.
- Over thousands of years, people fought for equality, and from every hard earned right came a new law or new protection. In Britain, there were a number of landmark developments such as
 - **Magna Carta** – the first document which put into writing that the King was not above the law
 - **Habeas Corpus Act 1679** – continues to ensure no-one can be imprisoned unlawfully
 - **The Bill of Rights 1689** – established regular parliaments, free elections and free speech.
- In the 20th century, brutal dictators came to power and ruled through fear (Hitler and Stalin)
- Hard earned rights were dismantled on an unimaginable scale during the Second World War. Millions were killed and faced terrible torture in Nazi death camps.
- After World War Two, democracies worked together and declared that this should never happen again. The United Nations passed the **Universal Declaration of Human Rights** in 1948 which outlined the rights and freedoms everyone is entitled to.
- In 1950, the Council of Europe passed the **European Convention of Human Rights** which protected the human rights of people in the countries which belong to the Council of Europe.
- In 1998, The UK Parliament passed the **Human Rights Act**. This meant that human rights were protected by UK law and forced public bodies such as hospitals and schools to respect rights and gave everyone power to go to court, if necessary, to uphold the law.



King John signing the Magna Carta in Runnymede, 1215





Engraving of William and Mary being presented with the Bill of Rights in 1689, known today as **Parliamentary privilege**

Turn and Talk: ‘My human rights are well protected’ – How far do you agree?



Stop and Jot:

Task 2: ‘Human Rights are protected across the world’. Consider this statement and write down arguments which support this view, and arguments which are against this view. There are some ideas in the support box below to help.

<div>Arguments for</div>	<div>Arguments against<div></div></div>

Ideas			
European Convention on Human Rights	Poverty	Universal Declaration of Human Rights 1948	Amnesty International
Racism	Dictatorship	Conflict in Gaza	Equal rights of men and women

Reflection: Using the information from the table above to explain whether you think human rights are protected across the world. Use the phrase **rule of law** in your answer.

ASSESSMENT

What should someone consider before having a baby?

1.

2.

3.

4.

5.

According to the government, what are 5 parental responsibilities?

6.

7.

8.

9.

10.

The UN wrote 54 articles to protect children, what is this known as?

11.

What are 5 challenges a parent might face?

12.

13.

14.

15.

16.

3 different conflict management strategies

17.

18.

19.

Define consent

20.

4 types of commitment someone might make in a lifetime
21.
22.
23.
24.
What is the legal age to marry in the UK?
25.
What is the legal age to enter a civil partnership in the UK?
26.
Is an arranged marriage legal?
27.
Give 3 reasons why someone might marry or enter a civil partnership?
28.
29.
30.
Give 3 reasons why someone might not marry or enter a civil partnership?
31.
32.
33.
Explain the term HBV or HBA
34.
Describe 4 different types of HBV or HBA
35.
36.
37.
38.

Who is most at risk of HBA or HBV?			
39.			
40.			
Give 3 examples of human rights			
41.			
42.			
43.			
Provide 2 ways to stop HBV or HBA?			
44.			
45.			
Name 3 British Values			
46.			
47.			
48.			
Explain the phrase protected characteristics			
49.			
Give 1 example of a protected characteristic			
50.			
Total		%	

[illegible]

[illegible]

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 or itstopsnow@astrea-Longsands.org



- For accurate, reliable health information, visit www.nhs.uk



- For support around mental health, visit Young Minds at www.youngminds.org.uk For help, text SHOUT to 85258 or call



- For advice on drugs, their effects and the law, visit talktofrank.com



- For advice on a range of issues from bullying, mental health, relationships and more contact Childline www.childline.org.uk 0800 1111



ONLINE, ON THE PHONE, ANYTIME
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

