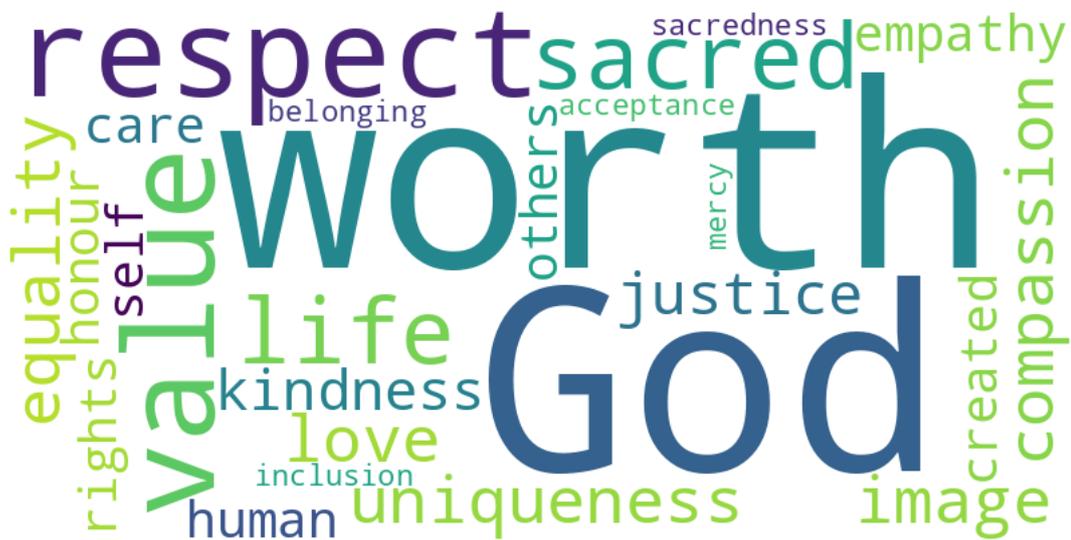


ST. BEDE'S CATHOLIC COLLEGE



Year 8 PSHCE

Term 5



Name: _____

Class: _____

Rules to safeguard everyone

<p>Openness: We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss general situations as examples but will not use names or descriptions which could identify anyone. We will not put anyone "on the spot".</p>	<p>Make no assumptions: We will not make assumptions about people's values, attitudes, behaviours, life experiences or feelings.</p>
<p>Non-judgemental approach: It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will "challenge the person".</p>	<p>Listen to others: We will listen to the other person's point of view and expect to be listened to.</p>
<p>Keep the conversation in the room: We feel safe discussing general issues relating to mental health within this space, and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy</p>	<p>Using language: We will use the correct terms for the things we will be discussing rather than the slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.</p>
<p>Seeking help and advice: If we need further help or advice, we know how and where to seek it confidentially, both in school and in the community. We will encourage friends to seek help if we think they need it.</p>	<p>Asking questions: We know that there are no stupid questions. We do not ask questions to deliberately try to embarrass anyone else. There is a question box for anonymous questions.</p>
	<p>Right to pass: Taking part is important. However, we have the right to pass on answering a question or participating in an activity.</p>

PSCHE Programme Term 5 Year 8

Lesson	Topic	In this unit of work, students learn...
Identity and advocacy  Human Dignity	14 Developing communication and negotiation skills, clarifying values and strategies to manage influence:	<p>Sharing nudes</p> <ul style="list-style-type: none"> while maintaining a focus on our innate human dignity and intimacy as a gift from God, consider strategies to assess readiness and manage relationship pressure learn how to stay safe and manage requests to share intimate images, including where, when and how to report concerns about sources of support and how to access them
	15 <ul style="list-style-type: none"> Healthy relationships Boundaries and consent 	<p>Relationships</p> <ul style="list-style-type: none"> about the Catholic theology of relationships about the features of healthy and unhealthy relationships, including online how to maintain respectful relationships, remembering the dignity of all humans
	16 <ul style="list-style-type: none"> LGBT+ inclusivity 'Sexting' Managing conflict 	<p>Personal identity and consent</p> <ul style="list-style-type: none"> considering our individual and others' identities as children of God and the impact of this on how we treat others, referencing key terminology around sexual orientation, gender identity and diversity in sexual attraction how to assertively and respectfully communicate and negotiate boundaries in relationships with skills and strategies to manage conflict about the UK law relating to consent and how to seek, give, and not give consent

Lesson 14 – Sharing nudes

DO NOW: Baseline assessment

Read the scenarios below and identify any risks or negative consequences for the characters, and for other people who may witness these behaviours or posts.

- How might these risks be managed?
- Which show consensual sharing of sexual images and which do not?

John accepts all friend and follower requests on social media apps - he has a lot of friends.

Elsie breaks into her ex-partner's account and publicly shares some nude photos from their private messages.

Brian takes a half-naked photo of his girlfriend and posts it online without her permission.

If someone asks her, **Marla** always goes on camera while gaming, even if it's a stranger.

Mustafa takes a picture of his genitals and sends it to someone he's interested in because he hopes they'll send a picture back.

Erin and **Kai** take naked selfies and send them to each other, promising to not share them.

Task 1: Micha's scenario

Read the scenario and answer the questions.

Micha has moved to a new school and has just started to make some new friends. Billie has been at the school for a while and is quite popular.

Micha felt quite pleased when Billie sent them a friend request online. Without Micha asking, Billie sent a nude. Billie seemed to think it would turn Micha on, but Micha just felt disgusted.

Billie started repeatedly asking for photos of Micha's body in return.

1. What might influence Micha's decision about whether to send the photos?
2. What might be influencing Billie's behaviour and is this behaviour ethical?
3. Has Micha given consent to receiving sexual images and does anything in the scenario affect whether Micha is freely consenting to sending sexual images?
4. What might Micha do next?

5. Who could offer support or help in this situation?

6. What could Billie and Micha's friends do if they were sent the photo themselves?

Task 2: Consequences

In your pairs, make a list of possible consequences of non-consensual sharing of sexual images.

This could include:

- Sending a nude (e.g. a picture of genitals) to someone who did not want to receive it.
- Taking or sharing a sexual image without someone's consent.
- Taking or sharing a sexual image of someone under the age of 18.

Task 3: Report Remove

Put the steps that happen using the Report Remove tool into order.

- A. Childline will inform the Internet Watch Foundation who help to remove sexual images of people under 18. They'll give the image a digital fingerprint meaning it can't be shared, even if it's cropped or changed a bit.
- B. Childline will keep the person updated about the image through their Childline locker (their personal space on Childline). They can also talk to a Childline counsellor about any concerns.
- C. The person is asked how old they are. If they're over 13 they'll be directed to a service called Yoti to confirm their identity in a safer way.
- D. Someone goes to [Childline.org.uk](https://www.childline.org.uk) and searches for "Report Remove".

Plenary: Reflection

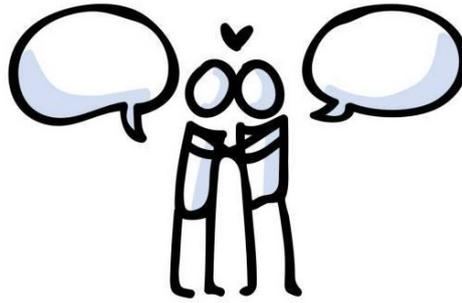
What one thing will you take away from today's lesson?

Lesson 15 – Relationships

DO NOW: What does a healthy relationship look like?

Two people in school have been going out for almost a year, they've got some friends in common and they're a really popular couple in the school. They're in a happy and positive relationship.

How can you tell they're in a positive relationship? What behaviours or signs might you see? Write around the picture all the things that make the relationship healthy.



Extension: How might you be able to tell if someone was in an unhealthy relationship? What behaviours or signs might there be?

Task 1: Values continuum

Place the statements on a continuum line to show the extent to which you agree or disagree with them.

Strongly agree

Strongly disagree



A. Marriage is sacred so we should wait to have sex.	B. Everyone has a soulmate and needs to find "the one".	C. If people are in love, they know what each other wants without being told.	D. Compromising is better than someone always getting their own way.
E. It's good to have a bit of time to yourself sometimes.	F. It's okay to fight with a partner as long as there's no violence.	G. Couples should be honest with each other about everything.	H. Someone's personality is more important than their looks.
I. Couples need to share the same interests and likes.	J. It's fine to call a person a boy/girlfriend as soon as they say yes to dating.	K. If you really like a person, it is worth waiting to have sex with them.	L. People should make their partner happy, no matter what it takes.
M. As sex is legal at 16, a person should start having sex with their partner when they get to 16.	N. Talking to a partner about being ready for sex or not, and about using contraception is embarrassing.	O. It's important people message their partner regularly so they know where they are.	P. Always respect a person's boundaries when they say they don't want to do something – 'no' means 'no'.

Task 2: Key characteristics of a healthy relationship

Following the class discussion, write up your own description of what a positive relationship looks like.

Key words:

Boundaries - help people define what they are comfortable with in a relationship and how they would like to be treated by others. Boundaries can be emotional, physical or even digital.

Privacy - having a right to private thoughts, feelings, or experiences without others being aware of them. The ability to share personal information without fear that it will be shared with others or used against you.

Consent - an agreement given willingly and freely without exploitation, threat or fear. It is the responsibility of the person seeking consent to ensure that consent is given. Given consent can be subsequently retracted. People can

Challenge questions:

Why is trust so important in a relationship?

Respect should always be reciprocal. What does reciprocal mean?

Let's discuss boundaries, privacy and consent. Why are these features essential to any positive relationship?

Task 3: Features of a relationship

How might the possible features below be either healthy or unhealthy in practice?

	Healthy	Unhealthy
Example: Giving gifts	Showing care and appreciation	Expecting things in return
Spending time together		
Being open and honest		
Knowing each other's family and friends		
Humour		
Having lots in common		
Never having an argument		

Task 4: Relationship scenarios

Read the relationship scenarios and highlight behaviours in the following colours:

- Red – behaviours which are concerning
- Orange – anything that is not quite right
- Green – positive relationship behaviours

Scenario 1

Jamil and Amari met at a swimming club recently and have just started dating. They have had some awkward conversations about what each other is happy with – Jamil calls it 'checking in'. At first this felt a bit strange, but it helped them both feel respected and they both feel much more relaxed than in previous relationships. At the weekend Jamil went to a party with friends and didn't invite Amari. Amari was upset so he didn't go and support Jamil at a swimming gala he had promised to go to.

Scenario 2

Jenna and Harry have been friends for a while – they are part of a group of year 9s who hang out together all the time – but they have only just started dating. Jenna's parents are away at the weekend, so she invites Harry over, suggesting they can 'do whatever they want and no-one will find out'. She sends suggestive messages and pictures, and it's clear she wants to do more than just watch a film together. Harry is hesitant as he is not sure it's the right thing yet. Jenna has gone further in previous relationships so tells Harry to hurry up and decide whether he really likes her or not.

Scenario 3

Veeda's and Edris's families believe arranged marriages make lasting, loving relationships. Their parents are good friends and think they would make a good couple. Last month Veeda and Edris sat together at a family dinner and got on well. They are attracted to each other but agreed there would be no intimacy before marriage, as this is in keeping with their culture and faith. However, when they met at a family event recently, Edris said he wanted to get married quickly and have a big family. Veeda is not sure she wants the same thing. Edris and her parents have started to pressurise her to get married quickly when they visit their relatives abroad over the summer.

Scenario 4

Taylor and Addison have been seeing each other for some time and seem quite happy together. Addison was slightly worried that Taylor got so upset when Addison messaged or went out with friends but cut down on doing so to make Taylor happy. This initially seemed to help but last week they got into an argument about it again. Taylor was furious - taking Addison's phone and throwing plates around and even kicking Addison.

Extension:

Write three examples in the speech bubbles for how a person might start a conversation to appropriately end a relationship.

The form consists of three empty speech bubbles. The first two are positioned side-by-side at the top, and the third is centered below them. Each bubble has a tail pointing to the left, indicating the speaker's direction.

Plenary: Concerning behaviours:

Choose one concerning behaviour, and draw a line to the positive characteristic that this affects.

Respecting each other Partners listen to each other and observe each other's boundaries.	1. Text messages: "Hey bbz, cn u send me a pic? Plz? xxxxxx" "Cn u show me more? ;)"
Trust Partners are able to be apart and spend time with other people without getting jealous.	2. One person repeatedly sends intimate photographs to their crush, without response.
Honesty One partner can be completely honest with their partner.	3. One person has asked their partner to stop seeing some of their friends because they don't like them hanging out with other people.
Communicating well Partners can say what they need to say.	4. Two people have been dating for 3 months. They have been hanging out with friends, and had their first kiss. One person wants to start kissing in public, but the other person is happy where things are. They're worried that if they don't do what their partner wants that they'll leave them.
Not being scared of each other Partners are able to be themselves around each other.	

Lesson 16 – Gender identity and consent

DO NOW: Overheard conversation

Answer the following questions about this overheard conversation.

"My mate started talking to me about gender and sexual orientation. I think they were trying to come out to me or something, but I don't really get the difference or know much about all that, so I changed the topic. I feel kind of bad now."

1. What is the difference between sexual orientation and gender identity?	2. Why might both people have found the conversation difficult?	3. How could the person have responded to be more supportive of their friend?
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Task 1: Keywords

Match the keywords to the definitions.

Male	Discrimination and prejudice towards people who are trans, or thought to be.
Female	Someone who is sexually attracted to more than one gender.
Trans/Transgender	A widely accepted term for anyone attracted to the same sex. Often refers to men.
Non-binary	Someone whose sex cannot be clearly identified as male or female at birth due to different sex development, with variations affecting genitalia, reproductive organs or chromosomes.
Cis-gender	Someone who experiences their gender as neither a man nor a woman (e.g. somewhere in between, or outside these terms)
Intersex	Umbrella term for people whose gender identity is different from their biological sex (as recorded at birth).
Heterosexual	Discrimination and prejudice towards people who are bisexual, or thought to be.
Gay	Someone whose gender identity matches their biological sex (as recorded at birth).
Lesbian	The sex that has sperm as the sex cells.
Bisexual	The sex that has eggs as the sex cells.
Asexual	Discrimination and prejudice towards people who are lesbian or gay, or thought to be.
Homophobia	Someone who is sexually attracted to someone of a different sex to themselves.
Biphobia	A woman who is sexually attracted to other women.
Transphobia	Someone who does not experience sexual attraction.

Task 2: Stereotypes

Add some common stereotypes to the table below and explain the possible consequences on individuals.

Stereotype	Consequence

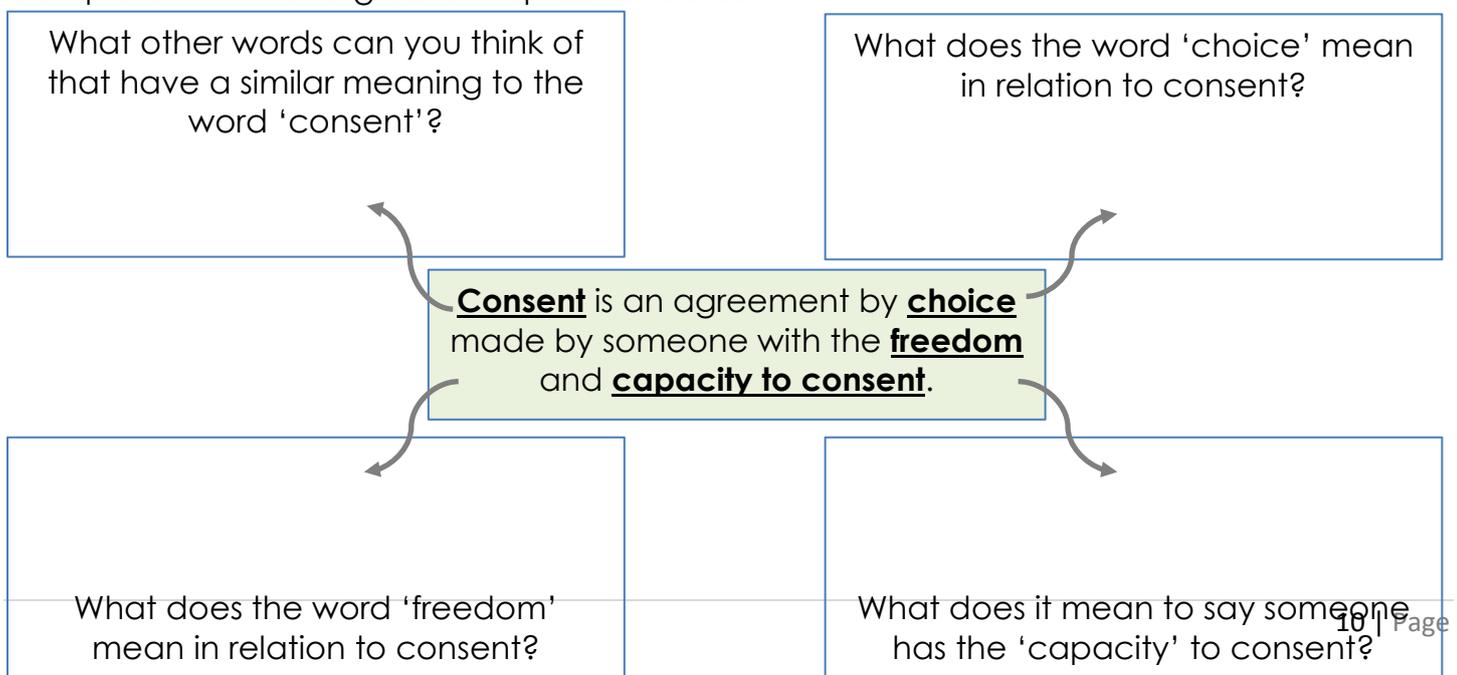
Task 3: Friend scenarios

For each example consider the following questions.

Example	What might the person saying this be thinking and feeling?	What might a friend who hears this be thinking and feeling?	What might a friend be able to do or say to the other person in response?
Hey, I know it's kind of out of the blue, but do you think you could use "he" and "him" when you talk about me rather than "she" and "her"?			
So I know I've had a boyfriend before, but I think I kind of like Disha. So I guess what I'm saying is that I think I'm bi.			
Look, I know you and the other guys have girlfriends and all of that, but I'm just not ready. I know you get it, but Toby keeps giving me a hard time about it and now he's saying I'm gay. I'm not, and it's starting to get on my nerves. Can you help me out?			

Task 4: Consent mind map

Complete the following mind map about consent.



Task 5: Possible signs

Possible sign	Consent	Not consent	Not sure
"Yes, let's do it!"			
Comfortable, relaxed body language			
Nodding			
"No. Stop."			
Pushing someone away			
"I want to."			
Making eye contact			
"I don't want to."			
Avoiding eye contact			
"I'm ready."			
"I'm not sure."			
"I'm not ready."			
Body is tense, stiff, or turned away			
Smiling / laughing			
"I feel good about this."			
"I've changed my mind."			
Crying or shaking head			

Task 6: Assumptions

Are these statements acceptable? Underline any parts of the statements that you think are inappropriate.

- "Why are you pulling away? You came out on a date with me. You must be ok kissing me!"
- "Look at what you're wearing. You must be in the mood."
- "What's wrong with you? You've been flirting with me all night. You must want more than a kiss."
- "You wanted to last week. You must want to do it again."
- "You've already done it with someone else before so you must be up for it with me, too."
- "You sent me a video. You must want to for real."

Plenary: No consent

Write a phrase or response that someone could use to not give, or to withdraw, consent.

