

ST. BEDE'S CATHOLIC COLLEGE



Year 9 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>

Our class's rules

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Competencies	Lesson	Topic	In this unit of work, students learn...
Identity and advocacy  Human Dignity	14	Developing assertive communication, clarifying values and strategies to manage influence: <ul style="list-style-type: none"> Healthy/unhealthy relationships Consent Relationships and sex in the media 	Healthy/unhealthy relationships <ul style="list-style-type: none"> about the features of healthy, intimate relationships, including that they should be equitable, pleasurable and not simply about personal fulfillment but a partnership in God's ongoing work of love and redemption. how to recognise healthy and unhealthy relationship behaviours. about stable, committed relationships and features of family life, rooted in faithful love, open to life, and sustained by prayer marked by mutual respect, sacrificial service, and joyful solidarity.
	15		Freedom and capacity to consent <ul style="list-style-type: none"> how authentic human freedom in Catholic teaching is ordered toward the good of the person and grounded in respect for another's dignity, and to understand that genuine consent in relationships reflects both freedom and the inviolable worth of each individual about the legal and moral responsibilities in relation to personal freedom and seeking consent how to recognise factors that might affect capacity to consent
	16		Relationships and sex in the media <ul style="list-style-type: none"> about personal moral and religious values and their influence on decisions on what media to watch about the influence of the portrayal of sex in the media, including pornography, on self-concept, relationship values and expectations

Lesson 14 – Healthy/Unhealthy Relationships

DO NOW: Read the 4 posts on the board. With the person next to you write a response below to each post. (5 mins)

Post Lilz20:

Post Wiltz98:

Post BoomJT5000:

Post HeartLife30:

Task 1: Attitude Statements

Rate how much you agree or disagree with each of the statements
 For each statement give a number 0 to 5



1. Pinching someone's bum is okay.
2. Having sex after a first date is a bad idea.
3. Chat-up lines are corny and won't get someone a date.
4. Telling someone what's great about them, is a nice way to start asking them out.
5. Dating more than one person in the first few months of seeing someone is fine.
6. It's flattering if a person keeps asking someone out when they've said no.
7. Wolf whistling is okay if it's a compliment from someone known to that person.
8. Buying gifts can be a lovely way to show interest in someone.
9. Once a person starts sleeping with someone, they should break things off with anyone else they've been dating.
10. People like to share sexy images with a partner in the first few weeks of dating.
11. If someone really loves their partner, they will have sex with them.
12. Threatening to 'out' someone unless they kiss them is manipulative and illegal.

Task 2: Bystander timeline

Read each of the situations in the bystander timeline. Respond to the key questions on how bystanders can support people through reassurance & rejecting the norms.

1. How could Kinan's friends have reassured him, so he didn't feel he needed to share nudes or be embarrassed he's not dating yet?

2. How could Gina act to live more in line with her values? How can Gina's friends help her to do this?

3. How can Blake manage their feelings and this situation? How can Blake's friends help Blake to manage this situation?

Task 3: Being ready mind map

Make a mind map showing:

- The things that show people in a relationship are ready to have sex
- Feelings and practical implications of having sex



Task 4: Conscience Alley

Make a mind map showing

1. How might Charlie convince themselves it's okay to make out with Lisa?

2. Why are each of these arguments not valid reasons?

3. What other reasons are there that mean it's not okay for Charlie to pressure Lisa?

Plenary:

- Re-read your response to Liz20.
- Add any new ideas in a different colour pen.

Lesson 15 – Freedom & Capacity to Consent

DO NOW:

A person consents if they agree by choice, and have the freedom and capacity to make that choice.

1. **Write** what might stop this person from being able to give, not give or withdraw their consent to something.

2. **Circle** or **add** any that are to do with a **lack of choice** or **freedom**.

3. Put a cross by or add any that are to do with not having the **capacity to consent**.

Task 1: Overheard Conversation

1. What do you think the characters in the scenario are thinking and feeling?

2. What do you think Alex is thinking and feeling?

3. Is what happened acceptable? If Alex was drunk, was it really consent?

Task 2: Scenario Analysis

Read each of the scenarios.
Answer the following questions.

Rex and Hannah are at a party, and they are both drinking beers. Rex spikes Hannah's drink with a white powder.

1. Is this against the law?

2. Does the person not have the freedom to consent?

3. Does the person no longer have the capacity to consent?

Jill knows Amal doesn't really drink much. So she comes up with a drinking 'game' to make him drink more and get him drunk faster.

1. Is this against the law?

2. Does the person not have the freedom to consent?

3. Does the person no longer have the capacity to consent?

Brad tells Ryan if he doesn't have sex with him, he will 'out' Ryan to his friends and family.

1. Is this against the law?

2. Does the person not have the freedom to consent?

3. Does the person no longer have the capacity to consent?

Jake is 16 and dating Marla, who is nearly 13. Marla and Jake have sex while her parents are out.

1. Is this against the law?

2. Does the person not have the freedom to consent?

3. Does the person no longer have the capacity to consent?

Trevor has naked photos of Suzy on his phone. He says he will share them with others unless she has sex with him.

1. Is this against the law?

2. Does the person not have the freedom to consent?

3. Does the person no longer have the capacity to consent?

Jemima and Emile had sex last night. In the morning, Jemima is still asleep but Emile wants to have sex again, so climbs on top of her. She wakes up halfway through.

1. Is this against the law?

2. Does the person not have the freedom to consent?

3. Does the person no longer have the capacity to consent?

Olu doesn't want to have sex with Lisa yet because she doesn't feel ready. Lisa offers her some drugs, hoping this will relax her and make her want to have sex.

1. Is this against the law?

2. Does the person not have the freedom to consent?

3. Does the person no longer have the capacity to consent?

Klaudia knows she has a sexually transmitted infection but she doesn't want to tell Greg about it because she thinks he won't want to have sex with her anymore.

1. Is this against the law?

2. Does the person not have the freedom to consent?

3. Does the person no longer have the capacity to consent?

Task 3: Agree/disagree Continuum

For each statement give a number 0 to 5



- 1. Is it easy for people to say 'no' to something they really don't want to do?
- 2. It is important for people to be honest about their sexual history before starting a new relationship
- 3. If a person is put under pressure to say 'yes' they won't be able to get help from the police if they agreed in the end
- 4. Anybody being threatened or blackmailed into a sexual act should seek help immediately.
- 5. If a person agrees to sex after being given alcohol or drugs, it's their won fault for getting into that situation

Plenary: Writing advice

Choose one of these scenarios and write some advice to the characters:

1. What does freedom and capacity to consent mean and why are they so important?

2. What the person whose consent was being sought could do now (e.g. who might they talk to or get help from?)

3. Any other advice?

Lesson 16 – Relationships and sex in the media

DO NOW:

Azi

Have you seen that new film? It's called: Don't look behind you!

Nah, not my thing. It's rated 18, which must be for a reason. I'm not into blood and guts!

Riley

What does Riley mean by rated 18?

What other ratings are there?

Why do films have ratings?

Are there other examples of age ratings?

Who rates films?

What else might influence someone's decision to watch a film?

Task 1: Film classification

Which rating do you think the description best matches - put the rating next to the statement.

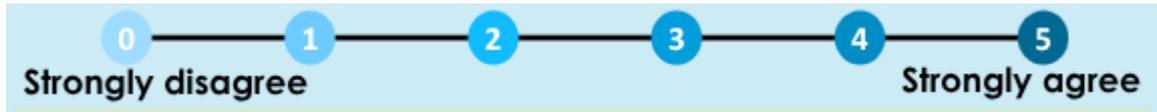
1. There may be moderate physical and psychological threats and horror scenes. Although some scenes may be disturbing, the overall tone should not be.
2. Violence may be strong but should not dwell on the infliction of pain or injury. The strongest gory images are unlikely to be acceptable.
3. Discriminatory language or behaviour is unacceptable unless clearly disapproved of (e.g. by characters in the film).
4. No promotion of potentially dangerous behaviour which children are likely to copy. No glamorisation of realistic or easily accessible weapons such as knives.
5. Drug taking may be shown but the film as a whole must not promote or encourage drug misuse (for example, through detailed instruction).
6. Violence will generally be very mild. Mild violence may be acceptable if it is justified by context (for example, comedic, animated, wholly unrealistic).
7. Discriminatory language or behaviour is unacceptable unless clearly disapproved of (e.g. by characters in the film), or if it is in an educational or historical context, or in a particularly dated work with no likely appeal to children.
8. Scary or potentially unsettling scenes should be mild, brief and unlikely to cause undue anxiety to young children. The outcome should be reassuring.
9. There may be moderate physical and psychological threat and horror scenes although some scenes may be disturbing, the overall tone should not be.
10. References to illegal drugs or drug misuse must be innocuous or carry a suitable anti-drug message.
11. The film as a whole must not endorse discriminatory language or behaviour, although there may be racist, homophobic or other discriminatory themes and language.
12. Misuse of drugs must be infrequent and should not be glamorised or give detailed instruction.

Reasons for Riley to watch the film?

Reasons for Riley not to watch the film?

Task 2: Agree/disagree Continuum

1. Watching TV and film is a good way to learn about romantic relationships



2. The best place to get advice about relationships is friends or family.



3. Most romantic relationships on TV and in film seem realistic.



4. TV and film are very good at showing a range of diverse relationships and families



5. TV and film have influenced what I expect from a romantic relationship.



6. Watching TV and film is a good way to learn about romantic relationships.



7. Watching TV and film is a good way to learn about romantic relationships.



Task 3: Analysing relationships in the media

Your teacher will read out examples of each film, you decide if the relationships portrayed are **healthy/unhealthy** and **realistic/unrealistic**

Examples of film	Healthy	Unhealthy	Realistic	Unrealistic
Disney film romance				
Reality TV romance competition				

Constructed reality TV show				
Teen high school drama shown on an online streaming service				
Soap opera on TV				
Celebrity documentary				
Family sit-com				
US comedy-drama series				
Hollywood/Bollywood romantic comedy film				
Historical period drama				
Sci-fi or fantasy films				
Pornography				

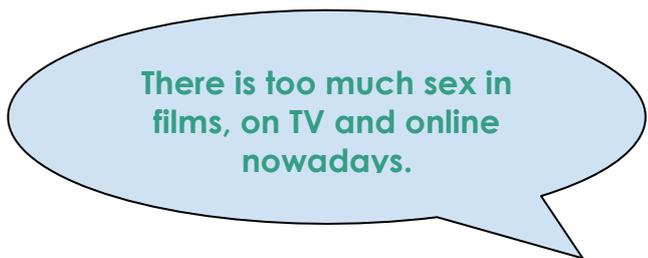
Task 4: Challenging the Myths

Watching TV, films and shows online can sometimes encourage viewers to believe 'myths' about relationships. Complete the 'Challenging myths' activity by explaining how these situations might be different in real life, healthy relationships.

1. It is typical to fall in love at first sight.
2. Characters who fall in love often start off hating/disliking each other.
3. Most relationships involve dramatic arguments where lots of their friends get involved.
4. Characters rarely ask permission before kissing another character.
5. Grand, romantic gestures help to win someone over if they're not that interested.
6. Most relationships include lots of breakups and getting back together several times.
7. Women like to be 'chased' and men regularly hassle women until they get what they want.
8. Kissing usually leads to other sexual behaviour (often in the same scene).

Quiet reflection:

To what extent do you agree with this statement?



Task 5: Exploring social norms

Question	Class guess	Actual statistic
What percentage of films watched at home are viewed with friends and family (instead of alone)?		
What percentage of 13-14 year olds have changed their choice of film based on the age rating it was given?		
What percentage of teenagers agree that violence is the most serious concern when classifying a film?		
What percentage of teenagers think it's important to have the same classifications online and offline (e.g. in film or TV)?		
What percentage of teenagers check the age rating of a film in the cinema all or most of the time?		

Task 6: What can be shown?

Organise & write the statements onto the age ratings grid based on what can be shown at each age rating.

U	PG	12A

Task 7: What's the impact?

Read about the experiences of each of the characters.

What was the impact for each character of watching something that was not appropriate for them?

At a sleepover with my friends last year we watched a 15 film. It was a horror film, which is my favourite genre so I wasn't too worried about watching something that was older than my age rating. But I was really shocked because the film had loads of sex scenes which made me feel uncomfortable. Everyone else was laughing but it upset me and I had nightmares about it. I wish I'd never agreed to watch it.

- How typical are Sunita's experiences?
- What might the long term impact be of watching content that is not suitable for a person's age group?
- What might the impact be on wider society of having harmful content easily accessible?

Some people I know watch stuff that's way too old for them. It seems sad to me, because they now think the way people behave towards each other in films – especially when it's about sex - is normal for people our age, when really it's not. Some of my mates say some really bad stuff about women too and I think a lot of that's because of what they're watching. So I'm glad I've stuck to watching films I enjoy that are right for my age group.

- How typical are Brad's experiences?
- What might the long term impact be of watching content that is not suitable for a

person's age group?

- What might the impact be on wider society of having harmful content easily accessible?
-

Someone I know from school texted me a link to a website. I didn't know what it was so I clicked on it, and what came up was gross – not what I was expecting! I was with my parents at the time and it was so embarrassing. They got worried and started talking to me about internet safety. They confiscated my phone for a week. Now I'm much more careful what websites I visit.

- How typical are Jules's experiences?
- What might the long term impact be of watching content that is not suitable for a person's age group?
- What might the impact be on wider society of having harmful content easily accessible?

I used to watch thrillers, but I saw a couple of TV series recently that I found very unsettling. In one episode, a girl was being followed everywhere she went, and even though nothing happened to her, the threat made me anxious. It felt so realistic and like the same thing could happen to me, even though I know it was just a TV programme.

- How typical are Skye's experiences?
- What might the long term impact be of watching content that is not suitable for a person's age group?
- What might the impact be on wider society of having harmful content easily accessible?

I worry about violence in films. I have two little brothers and they used to watch action films with me that were 15, but now I don't let them. I saw them copying some of the dangerous behaviour and a couple of times they've actually hurt each other. I see it as my duty to protect them from stuff they're not ready to see.

- How typical are Chris's experiences?
- What might the long term impact be of watching content that is not suitable for a person's age group?
- What might the impact be on wider society of having harmful content easily accessible?
