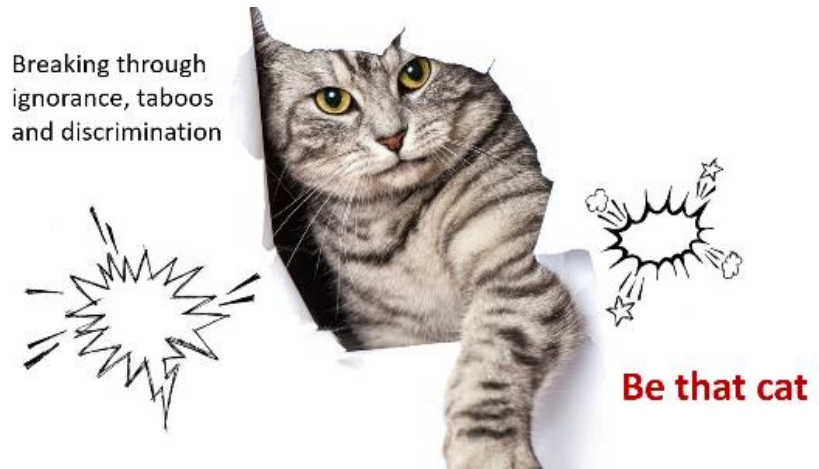


# Our guide to RSE

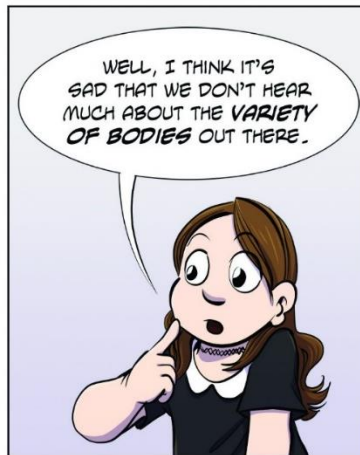
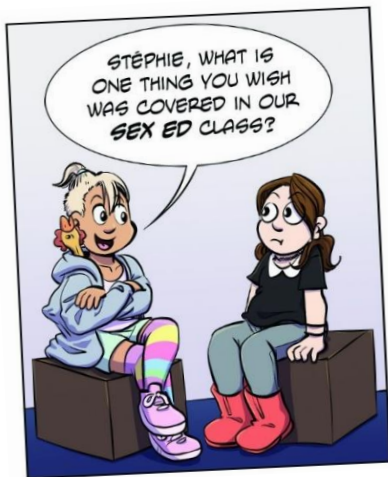
Knowledge for living together in a harmonious society



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# PSHEE key points

## Statutory topics

### RELATIONSHIPS & SEX EDUCATION:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

### HEALTH EDUCATION:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

## Aims of RSE education

Managing relationships with peers and family positively

Promoting positive relationships

Developing understanding of different relationships

Supporting community cohesion

Managing pressure and acting upon own values

Making informed and healthy decisions

Reducing harm from abusive behaviours

Knowing why, how and where to ask for help

## Aims of Health Education

Challenging myths, misconceptions and stigma

Understanding and managing changes as they grow

Recognising warning signs of ill health

Promoting strategies to manage wellbeing

Managing risks to personal health and safety

Making informed and healthy decisions

Knowing why, how and where to ask for help

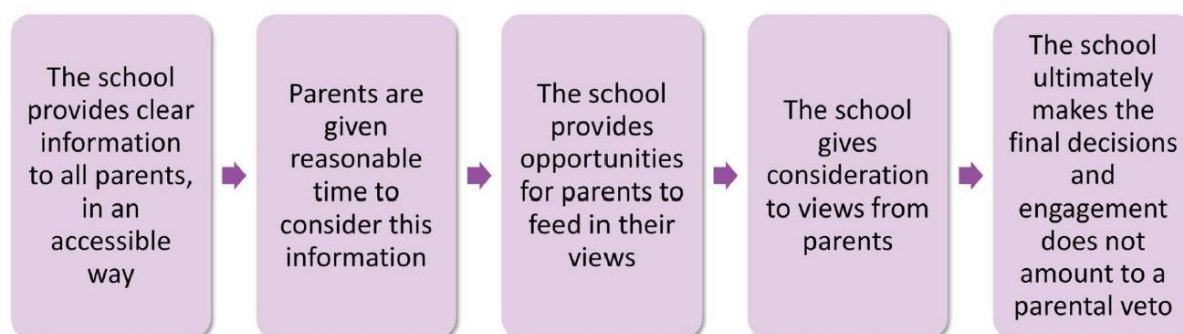
Responding in the event of a medical emergency

- ✓ Well sequenced curriculum needs
- ✓ Teaching must be age-appropriate
- ✓ Inclusive in relation to the Equality Act 2010
- ✓ Adapted for pupils with SEND
- ✓ Online life and internet safety reflected throughout
- ✓ Parental engagement in policy development
- ✓ Positive relationships – friendships, families, colleagues, intimate and committed relationships
- ✓ Mental health and physical wellbeing
- ✓ Puberty is part of statutory Health Education

Findings of the Ofsted review into sexual abuse in schools (May-June 2021)

- This review has revealed how prevalent sexual harassment and online sexual abuse are for children and young people. It is concerning that for some children, **incidents are so commonplace that they see no point in reporting them.**
- **92%** of girls and **74%** of boys, said sexist name-calling happens a lot or sometimes to them or their peers. Nearly **90%** of girls, and nearly **50%** of boys, said being sent explicit pictures or videos of things they did not want to see happens a lot or sometimes to them or their peers
- However, professionals **consistently underestimated** the prevalence of online sexual abuse, even when there was a proactive whole school approach to tackling sexual harassment and violence.


## How we should engage with parents



## Parental engagement requirements

- Schools must share the RSE policy on the website and invite engagement from parents.
- Parents should discuss concerns with headteacher (or suitable delegated staff member) to agree withdrawal from the 'sex' elements of RSE.
- 3 terms before they turn 16, a pupil can opt back in to RSE lessons against their parents' wishes. The school has a duty to provide sex ed. during one of the remaining three terms.
- Schools make the final decision around what is relationships, sex or health education – using the statutory guidance and supplementary advice.

How to counter views (left column) that RSE is a *'harmful process of sexualisation'*

Effective RSE	Process of sexualisation 
Developmentally appropriate	Developmentally inappropriate
Provides age-appropriate, factual and correct information	Presents distortions of sexuality
Promotes core values (respect, love, care and healthy relationships)	Absence of dialogue about values
Is inclusive	Promotes stereotypes. Associates gender, class, race and age to exaggerate constructions of femininity & masculinity
Responds to personal needs & questions Has safe boundaries & maintains school ethos In partnership with parents	Is unregulated and impersonal May be based on celebrity culture, social media



Distancing the learning

## What does high quality PSHE look like?

### Do

- ✓ Establish ground rules
- ✓ Use distancing techniques
- ✓ Use inclusive language
- ✓ Reinforce positive social norms
- ✓ Provide opportunities to ask anonymous questions
- ✓ Signpost support

### Don't

- ✗ Provide instructional or inspirational materials for risky behaviours
- ✗ Try to induce shock, fear or guilt
- ✗ Encourage public disclosures
- ✗ End a lesson in a rush

Media knee-jerk reactions and social media distortions lead to overestimations.  
3 examples below of real facts in 2021:

97% of 11 – 15  
year olds do not  
smoke

99% of 13-15 year  
olds have not  
carried a knife in  
the last year

65% of 8 – 11 year  
old don't have  
their own phone



# Relationships and Sex glossary

---

**AIDS** Acquired Immune Deficiency Syndrome, is caused by the human immunodeficiency virus. AIDS is the final stage of HIV infection, when the body can no longer fight life-threatening infections.

**Age of consent** the age at which someone can legally agree to have a sexual relationship. In the UK it's 16.

**Asexual** A term to describe someone who does not experience sexual attraction. Unlike celibacy - which is the decision not to have sex - asexuality is a sexual orientation, like heterosexuality, homosexuality or bisexuality.

**Bisexual** A sexual orientation in which an individual is sexually attracted to both males and females. This attraction may not be equal, so the individual may feel stronger feelings for, or have feelings more often for one gender instead of the other.

**Closet (in the)** is the term used to describe lesbians, gay men and bisexuals who are not, or cannot be, open about their sexual orientation

**Coming Out** The process by which someone acknowledges that they are Gay, Lesbian or Bisexual and chooses to be open with others about it. Sometimes people refer to 'Coming Out of the Closet'.

**Cisgender** is the term to describe someone who identifies with the gender they were assigned (given) at birth.

**Contraception** are the artificial and chemical methods used to prevent pregnancy taking place.

**Fetish** is a kind of sexual desire created by a fascination with a particular object, item of clothing, part of the body or behaviour.

**Gender** a person's gender is their internal sense of themselves as, for example, feminine, masculine, a mixture of both, neither, or another gender.

**Gender roles** Characteristics a person is assumed to have on the basis of their appearance. This generally means the behaviours, activities, attitudes and feelings that are linked to being seen as a woman or as a man.

**Hate crime** Hate crimes are committed against a person and are motivated by hostility based on their disability, race, religion, gender identity or sexual orientation. Anyone could be a victim of a hate crime

**Heteronormativity** Idea that assumes that everyone is white, able bodied, young, middle class, heterosexual, male and Christian. Most barriers that affect people on the grounds of gender, gender identity, sexual orientation, race, age, religion and belief, class and disability, are created by oppressive social systems. This is however not always recognised, and society blames the person they see as not 'normal'.

**Heterosexual** A person who is sexually attracted only to members of the opposite sex. A more common word might be 'straight'.

**Homosexual** A person who is sexually attracted to the same sex. A more common word might be 'gay.'

**Lesbian** is the term used to describe a woman who is emotionally/physically attracted to women.

**Masturbation** is touching your own body, including your genitals, for sexual pleasure. Masturbation is a common and natural activity for people of all genders.

**Questioning** describes a person who is literally questioning their sexuality and have not declared themselves to be either LGB or heterosexual

**Transgender** is someone who rejects aspects of the gender they were assigned (given) at birth.

**Vows** Promises made by the couple to be faithful to each other.

## Healthy attitudes to sex and relationships

**First and Foremost** – sex should feel good, be safe and be a two-way thing

**Be Yourself** – how you feel about yourself sexually, your sexual thoughts and desires and overall sexual health are all important parts of being you – it's OK to explore these as long as it doesn't harm yourself or others

**Show Respect** – respect yourself and the one you're with – regaining that respect is hard if you've lost it

**In your own Time** – most under 16s haven't had sex – so don't feel you're the only one if you haven't! – wait until the time is right for you

**Stay Safe and Protected** – using condoms and other contraceptives – means you can choose if and when to have children and means you can keep yourself and others protected from sexually transmitted infections.

**Show your Feelings** – think about the many different ways you can show someone you care for them; there are other ways than penetrative sex – some are sexual (e.g. kissing, cuddling, touching/playing with each other etc) and others are non-sexual

**Stay in Control** – having sex when you've been drinking or taking drugs can mean you might end up doing things you wouldn't usually chose to do, and you may later regret

**Keep Talking** – talk to the person you're thinking about having sex with (or are already having sex with) about what you want out of the relationship and find out what they want out of the relationship too

**Stay Connected** – remember there are people around you (parents, carers, youth workers and other support workers) you can get help and advice from if you're faced with tricky decisions or situations

**It's your Right** – all young people (including you!) have a right to top quality, professional information, advice and guidance about sex and relationships in a way that suits you. (This is Open Minds!)

STI	SIGNS & SYMPTOMS	TESTING	TREATMENT	POSSIBLE COMPLICATIONS
Chlamydia	<ul style="list-style-type: none"> <li>-Appear in 7-28 days</li> <li>-Can be asymptomatic</li> <li>-White discharge</li> <li>-Pain with urination</li> <li>-Urgency to urinate</li> <li>-Abdominal, genital pain</li> </ul>	<p>Urine sample sent to lab</p> <p>Results in 1-2 days</p>	<ul style="list-style-type: none"> <li>-Antibiotics</li> <li>-Partner notification and treatment</li> <li>-Abstain from sex for 7 days</li> </ul>	<ul style="list-style-type: none"> <li>-Can pass infection to sexual partner(s)</li> <li>-Possible sterility</li> <li>-More complicated bodily infection</li> <li>-Mothers can pass to children at birth</li> </ul>
Gonorrhea	<ul style="list-style-type: none"> <li>-Appear in 2-21 days</li> <li>-Can be asymptomatic</li> <li>-Yellow, green, or white thick discharge</li> <li>-Pain with urination</li> <li>-Urgency to urinate</li> <li>-Abdominal, genital pain</li> </ul>	<p>Urine sample sent to lab</p> <p>Results in 1-2 days</p>	<ul style="list-style-type: none"> <li>-Antibiotics</li> <li>-Partner notification and treatment</li> <li>-Abstain from sex for 7 days</li> </ul>	<ul style="list-style-type: none"> <li>-Can pass infection to sexual partner(s)</li> <li>-Possible sterility</li> <li>-More complicated bodily infection</li> <li>-Mothers can pass to children at birth</li> </ul>
Syphilis	<ul style="list-style-type: none"> <li>-Appear in 1-12 weeks</li> <li>-Initially, painless sore on genitals appears and heals on its own</li> <li>-Secondly, a rash on the body, hands, soles, flu symptoms</li> </ul>	<p>Blood sample sent to lab</p> <p>Results in 7-10 days</p>	<ul style="list-style-type: none"> <li>-Antibiotics</li> <li>-Partner notification and treatment</li> <li>-Abstain from sex for 7 days</li> </ul>	<ul style="list-style-type: none"> <li>-Can pass infection to sexual partner(s)</li> <li>-Possible sterility</li> <li>-More complicated bodily infection</li> <li>-Mothers can pass to children at birth</li> </ul>
Trichomoniasis	<ul style="list-style-type: none"> <li>-Appear in 3-14 days</li> <li>-itching to genitals</li> <li>-Burning with urination</li> <li>-Yellow, green, or white discharge</li> <li>-Urgency to urinate</li> </ul>	<p>Swab of cervix or penile discharge sent to lab</p> <p>Results during visit, or in 1-2 days</p>	<ul style="list-style-type: none"> <li>-Antibiotics</li> <li>-Partner notification and treatment</li> <li>-Abstain from sex for 7 days</li> </ul>	<ul style="list-style-type: none"> <li>-Can pass infection to sexual partner(s)</li> <li>-Possible sterility</li> <li>-More complicated bodily infection</li> <li>-Infection becomes incredibly painful</li> </ul>
HIV	<ul style="list-style-type: none"> <li>-Appear several months to years after infection</li> <li>-Can be present for years without symptoms</li> <li>-Persistent flu-like symptoms</li> </ul>	<p>Cheek or blood sample, rapid test or lab test</p> <p>Results during visit, or in 1-2 weeks</p>	<ul style="list-style-type: none"> <li>-No cure</li> <li>-Must get counseling on how to have safer sex to reduce transmission</li> </ul>	<ul style="list-style-type: none"> <li>-Treatment can fail</li> <li>-Can pass infection to sexual partner(s)</li> <li>-More complicated bodily infections</li> <li>-Mothers can pass to children in-utero</li> </ul>
HPV & Genital Warts	<ul style="list-style-type: none"> <li>-Appear several weeks to months after infection</li> <li>-Can be asymptomatic</li> <li>-Genital lesions</li> <li>-Irritation to genitals</li> <li>-Warts will reoccur</li> <li>-Can cause cancer</li> </ul>	<p>Immediate observation of warts, PAP smear</p> <p>Results during visit, or in 1-2 weeks</p>	<ul style="list-style-type: none"> <li>-No cure, vaccine available</li> <li>-Warts can be treated, virus remains</li> <li>-Must use barrier methods to prevent transmission</li> </ul>	<ul style="list-style-type: none"> <li>-Can pass infection to sexual partner(s)</li> <li>-Treatment can fail</li> <li>-Can possibly go away on its own, or get much worse</li> <li>-Can lead to cancer</li> </ul>
Herpes	<ul style="list-style-type: none"> <li>-Appear 1-30 days</li> <li>-Can be asymptomatic</li> <li>-Flu like symptoms</li> <li>-Small, painful blisters on mouth or genitals</li> <li>-Blisters last weeks, pop up and reappear</li> </ul>	<p>PAP smear, blood sample</p> <p>Results during visit, or in 2-14 days</p>	<ul style="list-style-type: none"> <li>-No cure</li> <li>-Antiviral medications can reduce blisters</li> <li>-Must use barrier methods to prevent transmission</li> </ul>	<ul style="list-style-type: none"> <li>-Can pass infection to sexual partner(s)</li> <li>-Mothers can pass to children at birth</li> </ul>
Hepatitis B	<ul style="list-style-type: none"> <li>-Appear 1-9 months</li> <li>-Can be asymptomatic</li> <li>-Flu like symptoms</li> <li>-Tiredness</li> <li>-Yellowing of the skin, eyes, or nails</li> <li>-Dark urine, light stool coloration</li> </ul>	<p>Blood sample sent to lab</p> <p>Results in 1 week</p>	<ul style="list-style-type: none"> <li>-No cure</li> <li>-Symptoms come and go, can lay dormant</li> <li>-Must get counseling on how to have safer sex to reduce transmission</li> </ul>	<ul style="list-style-type: none"> <li>-Can pass infection to sexual partner(s)</li> <li>-More complicated bodily infection, liver failure</li> <li>-Mothers can pass to children at birth</li> </ul>

# KNOW YOUR OPTIONS

Explore all contraceptive methods available and find the one that's right for you.



*Soft + Flexible*



**IUS - Hormonal Intrauterine System**

Small, hormone releasing, T-shaped device placed in the uterus by a healthcare provider.

*Stop sperm in their tracks.*



**IUD - Copper Intrauterine Device**

A T-shaped device containing copper placed in the uterus by a healthcare provider.

*Same size as a matchstick*



**The Implant**  
Hormonal Method

Small, hormone releasing, silicone rods inserted under the skin on the inside of the upper arm by a healthcare provider.

*Go back*



**Sterilization**  
Permanent Method

A surgical, or minimally invasive procedure, that removes the ability for a woman or a man to reproduce completely.

Super Effective 99%\*

*Take one everyday*



**The Pill**  
Hormonal Method

A tablet containing hormones that must be taken at the same time every day.

*Peel + Stick*



**The Patch**  
Hormonal Method

A small, stick-on patch, placed by the woman that releases hormones through the skin.

*Put a ring on it.*



**Vaginal Ring**  
Hormonal Method

A flexible plastic ring that releases hormones and is placed in the vagina by the woman.

*It's like an anti-pregnancy shot.*



**Injection**  
Hormonal Method

An injection of hormones either in the muscle or under the skin by a healthcare provider.

Highly Effective 91–94%\*

*Roller the dice.*



**Fertility Awareness**  
Timing Method

These methods such as withdrawal, temperature or the calendar method depend on your perfect timing, but even then aren't very reliable.

*Barrier Methods*



**Barrier Methods**  
Barrier Method

These methods, such as the cervical cap, diaphragm or sponge, stop sperm by covering the entrance to the uterus.

*The only method that protects from STIs including HIV*



**Condoms**  
Barrier Method

A sheath that covers the penis or vagina during sex, it is the only method to protect against HIV and other STIs. Condoms can be used with any other method.

Less Effective 72–82%\*

**Starter: Complete the tasks in detail.**

- 1 Explain why it is important for people to drink in moderation.
  - 2 What dangerous chemicals are present in cigarettes?
  - 3 What is the age of consent?
  - 4 Why do couples use contraception?
  - 5 What happens in puberty?
- A. Identify two STIs
  - B. Describe two features of a healthy friendship.
  - C. Explain why it is important to use contraception.
  - D. Analyse the stages of a loving relationship.

## 1 Consent and contraception

Consent, simply, means agreeing to do something. With regards to sex, consent means freely agreeing to a sexual activity. Legally, the definition of consent in England and Wales, according to the Sexual Offences Act 2003, is when someone "agrees by choice...and has the freedom and capacity to make that choice." What's important to note here are **agreement**, and **choice**.

### AGE OF CONSENT

The legal age of consent is 16 and it's an offence to have any sexual activity with someone under that age (or 18 if the other person is in a position of trust or authority). However, the law isn't intended to punish sexual activity between two young people of similar age and understanding, where both of them have freely agreed to the activity, unless it involves abuse, exploitation or harm. Children aged 12 and under cannot legally give their consent to any form of sexual activity. Ever.

### OTHER THINGS TO CONSIDER

Other things to consider around giving or receiving consent include:

- whether you or the other person are too young
- if drugs or alcohol have been consumed
- if someone has additional learning needs
- whether fear and manipulation are involved – it's not consent if someone has sex because they're pressured into it or scared what will happen if they don't.

Someone cannot consent if:

- they don't legally have the capacity to consent
- they're asleep or unconscious
- they're too drunk or high
- they don't have the freedom to consent.

The above is a helpful starting point, but it doesn't cover everything.

We should recognise consent as nothing less than an enthusiastic "yes".

Someone should be willing and happy to engage in sexual activity with you. If they're not – stop what you're doing and check how they're feeling. Never try and pressure anyone to do anything they don't want to do. If someone feels bullied or threatened into sexual activities, that's not consent. If they've consumed drugs or alcohol and are very intoxicated, stop what you're doing, don't engage in any sexual activity.

### BE SURE

Always make sure you have a partner's full, happy, and enthusiastic consent before engaging in any kind of sexual activity, every time. Just because someone has said "yes" before, it doesn't mean they say "yes" to every instance or every act. You're always allowed to say "no" or to say that you want to stop. It doesn't matter how far things have gone, or what you've agreed to in the past.



**Pen to paper. Answer these questions in detail**

- 6 What does consent mean?
- 7 When do we need to ask for consent?
- 8 Give examples of someone agreeing – giving consent – to you.
- 9 What might someone say when trying to not give their consent, apart from "No!"?
- 10 Who could you turn to if you're facing pressure to have sex or take part in sexual activity?
- 11 What are the dangers if you have physical or sexual contact with a partner without consent?

**12 Consent – is it really as easy as ‘Yes’ and ‘No’?**

Read each statement and indicate whether or not the situation had enough consent for you, however you define it, with **1 meaning definitely not sufficient consent, and 5 meaning definitely clear consent.**

A. They asked if they could kiss me, I said yes, and they kissed me.	1	2	3	4	5
B. They asked if they could kiss me, I smiled, and they kissed me.	1	2	3	4	5
C. They asked if they could kiss me, I changed the subject, and they kissed me.	1	2	3	4	5
D. They kissed me without asking.	1	2	3	4	5
E. My partner asked me if it was ok to go down on me for the first time, I said yes, and they went down on me.	1	2	3	4	5
F. My partner asked to touch my genitals with their hands, and I said yes. While they were touching me, they started performing oral sex.	1	2	3	4	5
G. I told my partner the other day I was interested in anal play, and today they started to touch my anus with their fingers.	1	2	3	4	5
H. I awoke to find my partner performing oral sex on me.	1	2	3	4	5
I. My partner and I were fooling around. They seemed to be actively engaged, so I put on a condom. They didn't say yes or no, so I started having sex with them.	1	2	3	4	5
J. My friend and I were both really drunk and wound up engaging in sexual activities neither of us would have done sober.	1	2	3	4	5
K. I was really drunk, my partner wasn't, and I wound up doing sexual things that I wouldn't have done sober.	1	2	3	4	5
L. I went down on my partner because they said that if I didn't it would mean I didn't love them.	1	2	3	4	5
M. I have a friend who kisses all their friends on the mouth, including me, whether or not I'm comfortable with it.	1	2	3	4	5
N. I have a partner with whom I have agreed to be exclusive, and I hooked up with someone else.	1	2	3	4	5
O. I grabbed my friend's butt playfully yesterday, and now my friend is really upset about it.	1	2	3	4	5
P. I grabbed my friend's butt playfully yesterday and then they grabbed mine back.	1	2	3	4	5
Q. When I was twelve my best friend and I groped each other under the covers during a sleepover, and we never talked about it.	1	2	3	4	5
R. My best friend is grieving, and I initiated sex to comfort them. They did not resist my advances.	1	2	3	4	5
S. I told my partner that I'd had a fantasy about a threesome, and they went out and asked someone to whom we were both attracted to join us for sex.	1	2	3	4	5
T. I told my partner that I'd had a fantasy about a threesome that I wanted to have, and they went out and asked someone to whom we were both attracted to join us.	1	2	3	4	5
U. I did not discuss STIs with my partner before we had sex, and I caught chlamydia from them.	1	2	3	4	5
V. My partner slid their hands down my pants. I tensed up, but then relaxed and decided to go with it.	1	2	3	4	5

Every action has consequences – an effect on something or someone. Consequences can be positive or negative and can have a lasting impact on people’s lives. Sex or physical closeness without consent can have extremely damaging consequences for both people involved.

13 Sort these ‘Consequences’ into three: ‘physical’, ‘emotional’ and ‘legal’		Mental health problems including depression and anxiety	Embarrassment or shame
Fear	Internal injury	Sexually transmitted infections (STIs) for both people and any other future partner	Problems trusting future partners/forming new relationships
Possible custodial sentence if found guilty of rape or sexual assault	Emotional upset	Unwanted pregnancy	Having a criminal record, and/or being put on the Sex Offenders’ Register will have major impact on future life events such as getting work
Lower self-esteem and Humiliation sense of worth	Sexual assault could lead to a community order, fine or prison sentence	Having sex without consent and sexual assault could result in the perpetrator being added to the Sex Offender Register	Physical injury

### Contraception and family planning.

Learning about sexual relationships and having children means we should know something about contraception.

- **Artificial methods** - contraceptive devices which are made and then used, like a condom.
- **Natural methods** - are contraceptive practices and behaviours and limiting the chance of pregnancy, such as the withdrawal method.
- **Permanent methods** - operations to prevent either the production of an egg or sperm permanently. These are the only ones which are guaranteed to prevent pregnancy.

Try to work out which kind is being described in each of the following statements:

- The withdrawal method (where a man withdraws from inside the woman before he ejaculates) is a commonly used, but very unsafe attempt to avoid pregnancy.
- Barrier contraceptives make a barrier between the egg and sperm. If they do not meet, there is no pregnancy. Condoms and caps are two examples.
- A man can have an operation, as can a woman, call sterilisation. They stop either egg or sperm been released, so pregnancy cannot happen.
- A woman’s fertility level varies during her monthly cycle. By working out the cycles of fertility and infertility, a couple can try and avoid pregnancy.
- Using a coil (IUD) makes the woman menstruate, even if there are fertile eggs in her womb, so the egg is lost with the blood.
- Taking the pill affects a woman’s hormones so she should not produce any eggs, so will not get pregnant.

### Task

14 For each statement A-F, identify which method of contraception is described.

15 Which method is least reliable? Why?

16 Which method is most reliable? Why?

### Reflection task

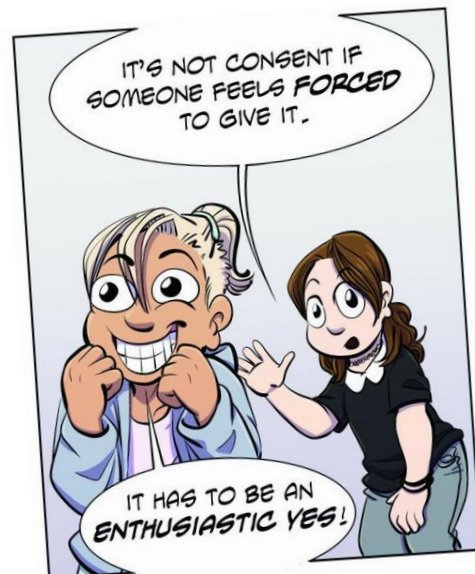
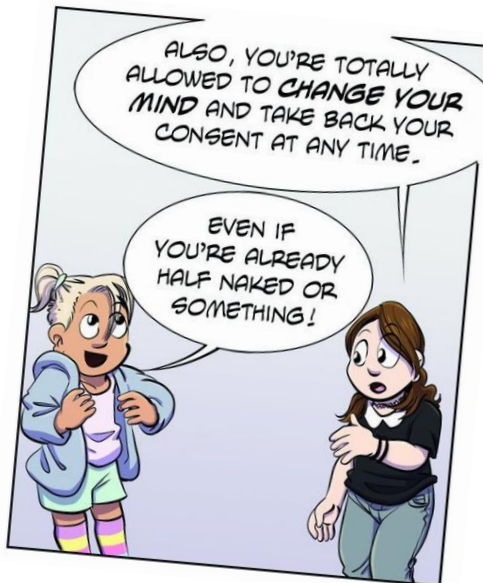
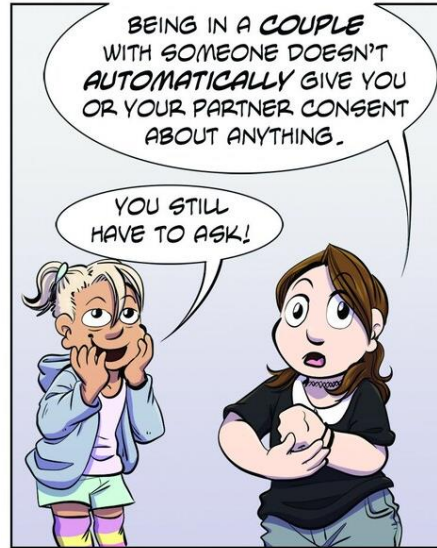
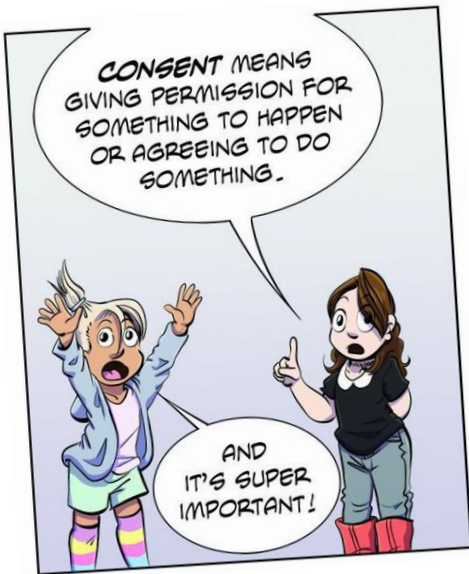
17 Is there anything you would change in our original definitions of consent?

18 Do you feel differently about anything as a result of what you have seen and heard in this session?

19 Has anything surprised you/shocked you?

20 Can you describe signs of consent/non-consent?

21 If you thought someone was being pressured into having sex, or any sexual activity, could you explain where they could get help?



### **Starter task: Complete the sentences in detail.**

- 1 Explain why it is important for people to drink in moderation.
- 2 What dangerous chemicals are present in cigarettes?
- 3 Make a list of 8 behaviours that you have been taught are correct to perform in society.
- 4 Make a list of 8 behaviours that you know you would get you into trouble in society.
- 5 Think about your own development- what things in your life have shaped the person you have become? Your speech, your attitudes, your dress, your interests, etc.

## **2 Socialisation**

---

### **What is Socialisation?**

This is the most important key term to understanding humans and our society. Socialisation is the process by which we learn norms and values i.e. the correct way to behave in society. Norms are rules that everyone in society is expected to follow. An example of a norm could be treating others with respect, queuing, not physically hurting people, working hard, punctuality and wearing clothes. Values are ideas and concepts that are important to people, such as respect. Norms are based on values.

Sociologists believe that we learn what is good or bad behaviour from our society and upbringing. This process is called socialisation and is always happening. It is carried out by specific social institutions. The main institutions that teach us norms and values include: The Family, passes on Primary Socialisation - the first people we come into contact with and learn basic right and wrong from. Education, The Mass Media, The Workplace, Religion and The Peer Group, are all sources of Secondary Socialisation. Different sociologists have different opinions on whether this socialisation is good for us. Norms and values are closely linked. For example, if I value respect and order, then I may follow the norm that we should queue. The values I hold shape the norms that I follow.

Socialisation is the process by which we learn norms and values. Sociologists argue that this happens in two stages: Primary and Secondary

### **TASK**

Do norms and values change?

Find an adult that you live with. Ask them what norms and values they grew up with that they think have changed over their lifetime and write these down.

Then ask which norms and values they grew up with have not changed and write these down.

Watch this video about Norm (he's cool and sick) <https://www.youtube.com/watch?v=1cLfd50BdcE>

TASK Apart from those mentioned above, what other things did you learn in your first 5 years of life?

What if you don't receive Primary Socialisation?

### **Primary Socialisation**

This takes place in the first five years of a person's life. The main agent of primary socialisation is the family. This teaches you the fundamental norms and values of society and continues to do so later in life. The mass media is also increasingly involved in the process of primary socialisation, as children are now exposed to the media from a very young age through children's books, TV shows, films and apps. What do you learn in Primary Socialisation? A vast range of skills, from learning to speak to basic manners (such as saying please & thank you). During this period, you learn the fundamental skills for getting on in society.

Children who do not receive primary socialisation (usually because they have been isolated from other human beings) are known as feral children.

### **Feral Children**

There have been many cases of feral children, though some are believed to have been faked. There are many fictional stories of children raised without humans (like Tarzan and Mowgli) and some real-life stories that are similar (e.g. **Amala and Kampala**, raised by wolves in India), but most sociologists believe that the children are not 'raised' by the animals – they just grow up near them. Most cases of feral children are the result of neglect (they are ignored by their parents). This might include the Ukrainian girl **Oxana Malaya**,



who grew up in a kennel, or **Danielle Crockett**, a girl from Florida, USA, who was kept alone in a locked room. Feral children are important to sociologists as they can be seen as more evidence of the importance of socialisation to help us learn. Feral children are generally unable to communicate and are often unable to walk properly or use their hands well.

**TASK**

Watch a clip on Feral Children- make notes on the behaviour linked to socialisation.

**Secondary Socialisation**

This is the second wave of socialisation that we receive when we begin to interact more with others outside of our immediate family. This is performed by several other social institutions, including:

- Education • The Media • Religion • The Workplace • The Peer Group.

TASK Fill in the table below with examples of things (especially behaviours) you learn from each of the social institutions bullet-pointed above:

Education	Media	Religion	Workplace	Peer group

**TASK**

How are people controlled in society? Think about what things encourage us and discourage us from performing certain behaviours (Think family, school, religion, police etc.)

**Formal Social Control**

Social Control refers to how society controls our behaviour and forces us to follow norms and values. There are two kinds of social control: formal social control and informal social control. Our behaviour is controlled through the use of consequences (sanctions). These consequences are either positive sanctions (rewards) or negative sanctions (punishments).

Agents of Formal Social Control are supported by the law. These include the police and the law courts. They are able to use the law to punish those who break the law through formal warnings, imprisonment, fines and community service etc. The main purpose of these agents is to enforce the laws of society and regulate social behaviour.

**Informal Social Control**

Agents of Informal Social Control. These agents are still very influential. However, they do not have the backing of the law by themselves (though they can bring in the courts or the police). These agents still apply their own positive and negative sanctions. Each of the Agents of Socialisation we have looked at can also act as Agents of Informal Social Control as they have the ability to sanction different behaviour and force people to follow norms and values. As with socialisation, you need to be able to explain why each of these is a successful or unsuccessful agent of social control. The chart below shows different sanctions some agents may use:

Agent	Positive Sanction	Negative Sanction
The Family	Praise, pocket money, presents	Punishment (verbally or physically), withdrawal of support, guilt
Education	Rewards (e.g. House Points), prizes, praise, recognition, stickers	Detentions, guilt, being told off, exclusion, isolation, withdrawal of privileges
Peers	Praise, popularity, respect	Disrespect, bullying, isolation, name-calling
Religion	Promises of heaven / good afterlife, praise	Threats of hell / bad afterlife, guilt, isolation (excommunication).
Workplace	Praise, pay-rise, promotion, opportunities, bonus	Disciplinary, withheld promotion or pay-rise, sacking

**TASK**

Which of the agents of social control (both formal and informal) do you think have more of an impact on your own behaviours? Explain how and why?

### **Starter task: Complete the sentences in detail.**

- 1 How are STIs caught?
- 2 Why do people choose to have unprotected sex?
- 3 Why do you think the doctors have to know about their patients' sexual history?
- 4 Why should you get tested with your partner before you have sex with each other?
- 5 How should a person use a condom? Give specific details.

## **3 STIs**

Sexual Health Video Questions - <https://www.youtube.com/watch?v=dvmb9eUu0p4>

### **Task**

- 6 Why do you think some people are so nervous about approaching doctors for help with sexual health issues?
- 7 Why was the person in the video offended by the doctor saying, "if it looks like a duck and it quacks like a duck, then it's probably a duck"?
- 8 Do you think that the American Academy of Paediatrics is right to encourage young people not to have sex? Explain your reasoning fully.
- 9 Challenge: What do you think are the potential consequences for young people who have negative experiences when talking to healthcare professionals about sexual health?
- 10 What are the barriers between young people and sexual health? Name as many as you can think of and categorise them into different types.
- 11 What more could be done in order to help young people engage with issues relating to their sexual health? Give a minimum of THREE detailed proposals.

### **Taking Responsibility For My Sexual Health – What Does That Mean?**

If you are sexually active, you have a responsibility towards yourself – as well as your sexual partner(s) - to maintain your sexual health. There are different things to think about when it comes to sexual health. First and foremost, there is the issue of avoiding STIs (Sexually Transmitted Infections). The sexual activities which carry the highest risk of STIs are unprotected vaginal or anal intercourse; however, infections can also be transmitted via oral sex, genital-to-genital touching or manual stimulation. Condoms are the only birth control method which also protect against STIs. If you want to protect yourself and/or your partner from an STI, you should use a 'barrier method' contraceptive every time you have sex. Condoms are the most common form of 'barrier method' contraceptives; dental dams can be used for oral sex where the mouth comes into contact with the vagina or anus.

Masturbation is often part of a healthy sexual life, and can be done by one person on their own or in groups of two or more. Solo masturbation is a very safe form of sexual stimulation as there is no risk of transmitting an infection to someone else (or contracting an infection from another). Masturbation carried out with another person or people does carry more risk as STIs can be transmitted between people via sexual fluids.

Many people use masturbation in order to experience sexual pleasure and to find out what they like or what 'turns them on' sexually. It can also be important in terms of learning what can make a person have an orgasm or how to control their orgasm. All of this is an important aspect of sexual health, and if you are experiencing any issues with having an orgasm, there could be underlying health problems so you could see a GP about it if it worries you or if it's something you'd like to change. However, sexual health doesn't always have to include the ability to orgasm if it is not important to you. Individual people have different preferences and priorities when it comes to this. Part of being responsible for your sexual health means understanding what matters to you as well as what works for you.

### **Where can I go to get help with my sexual health?**

There are sexual health clinics, also called GUM (Genito-Urinary Medicine) clinics, which specialise in the treatment of issues relating to sexual health. At these clinics, you can get tested for STIs as well as accessing treatment for any existing STIs you might have. You can make an appointment at these clinics

just like you would to see your GP. Some GUM clinics run drop-in sessions, meaning you don't need an appointment and can just turn up. Check the details of your local GUM clinic to find out more.

The service provided at a GUM clinic is confidential, even for people under 16. The only reason that confidentiality would need to be broken would be if the staff considered that you or another young person were at risk of serious harm. The clinic will have a supply of contraceptives to give you as well as being able to test for STIs using blood or urine samples. GUM clinics are able to test for HIV in 30 minutes and can offer counselling for people who have been diagnosed with HIV. GUM clinics can also administer PrEP (Post-Exposure Prophylaxis) which can prevent HIV from developing in people who have been exposed to it.

GUM clinics can give vaccinations for Hepatitis B, as well as offering advice on abortion and support for people who have experienced sexual assault (including referring to other services if appropriate). The staff at GUM clinics will offer free, confidential and non-judgemental treatment. If you didn't want to go to a GUM clinic, you could see your GP instead or call the National Sexual Health Helpline on 0300 123 7123.

For sexual health issues which may be more psychological in nature, sex therapy may be an appropriate step. Sex therapy, also known as psychosexual counselling, can help people struggling with sexual issues that may not have any obvious physical cause. This can include issues like premature ejaculation, inability to orgasm, erection difficulties, sex addiction, changes in sexual desire, and so on. It is advised to see a GP first in order to rule out any physical causes. Sex therapy may be attended by an individual alone or by a couple together. Sex therapy is only available on the NHS in some areas and only in limited sessions. However, it is possible to access sex therapy privately (i.e. not on the NHS, meaning that the client has to pay for it at the point of use).

## Task

- 12 Describe three benefits of being tested at a clinic before embarking upon a new sexual relationship
- 13 Describe three benefits for anyone who has had not used protection and just slept with someone new.
- 14 Describe how STIs can spread.
- 15 What are the long-term and short-term benefits of being tested at a GUM clinic?
- 16 Explain why some people may be hesitant to be tested.
- 17 Explain in detail the possible health risks of NOT being tested
- 18 Explain the services provided at GUM clinics and where people can go for further information.

19 *“Sexual health is of vital importance. Therefore, the main message we should be sending to young people is not to have sex unless they and their partner have both been recently tested for STIs.”* To what extent do you agree with this statement?

- I mostly / completely agree / disagree with the statement.
- One reason why I do / don't agree is....
- Society would / would not benefit from this because...
- Therefore, I believe that....
- Others will disagree with my view....
- They may do so because they believe that....

20 **Challenge** Evaluate the effectiveness of the arguments on both sides, using counter arguments. Develop your points and cite credible sources of authority in your answer.

### Starter task: Complete the sentences in detail.

- 1 How could you get an STI test?
- 2 How do people catch STIs?

#### Complete these sentences:

- 3 Consent is very important because....
- 4 Consent is very important so....
- 5 Consent is very important but....

## 4 Pornography – is it that bad?

For reference, the Oxford English Dictionary defines pornography as: 'Printed or visual material containing the explicit description or display of sexual organs or activity intended to stimulate sexual excitement'

### Task

Read the short dialogue:

• *“Nah, he won't be there apparently. He's been grounded – caught watching porn in his room last night. Said he was doing homework!”*

• *“Ha! That's the sort of homework I'd definitely do on time!!”*

• *“You and me both! Dunno why they're so stressed about it though – everyone watches it and it doesn't do any harm. Everyone knows it's not real – just a bit of fun really.”*

6 Are these two friends right? Explain your answer.

7 To what extent is pornography 'real'?

8 Is watching porn harmful? If so, how, why and to whom?

### Key learning:

- Though porn shows actors having real sex, they are not shown as real people with real personalities and feelings. Porn only focuses on the body bit of sex, not the feelings bit which for most people is the most important aspect.
- Sex in porn is often very different to how people have sex in real life.
- People are putting on a performance so things are exaggerated.
- Real breasts and real penises are usually smaller than those in porn. Most women don't shave off their pubic hair. Most men don't have penises that can stay erect for long periods.
- Porn actors are usually paid to do what they do in front of the camera, so they agree to do things which often aren't what most people would agree to do when having sex with their partner.
- In good sex each person's feelings and arousal should be equally important, but sex in porn is mainly about giving men pleasure and women doing things to instantly turn men on.
- Most people take some time to be aroused and don't want sex the whole time, whereas porn tends to depict the opposite.
- Lots of women find it difficult to orgasm and many don't do so through penetrative sex. Again porn tends to depict the opposite.
- Porn is often violent, especially towards women and often shows women enjoying this. However, they are being paid to do so and for most people, being hurt, threatened or humiliated is a really bad experience.

### Why does it matter?

While we may know that porn is fantasy, watching it can have a big effect on how people feel about themselves, their expectations of sex and their intimate relationships.

### Task

- 9 Summarise in a paragraph what the differences are between sex in pornography and sex in real life.
- 10 How might watching porn impact the way someone might behave or the way they treat their partner?
- 11 What sort of expectations might porn lead someone to have about what is or isn't acceptable?
- 12 Would these be accurate? How else might young people find out about sex?

## Porn and the law

You can legally buy porn magazines and videos at 18, and all regulated porn websites try to prevent under 18s from accessing them. The government has recently clarified existing obscenity laws to ensure that materials rated only suitable for 18-year-olds (and above) have controls in place to stop children under 18 from accessing them.

There are certain types of porn that are illegal – even for an adult to be in possession of. These are called "extreme pornographic images", and include acts that threaten a person's life, acts which are likely to, or result in serious injury, degrading porn, violent porn (which includes rape and abuse) or anything involving those under the age of 18.

It is illegal for a person under 18 to send explicit images or films of themselves, or of another young person. By sending an explicit image, a young person is producing and distributing child abuse images and risks being prosecuted, even if the picture is taken and shared with their permission.

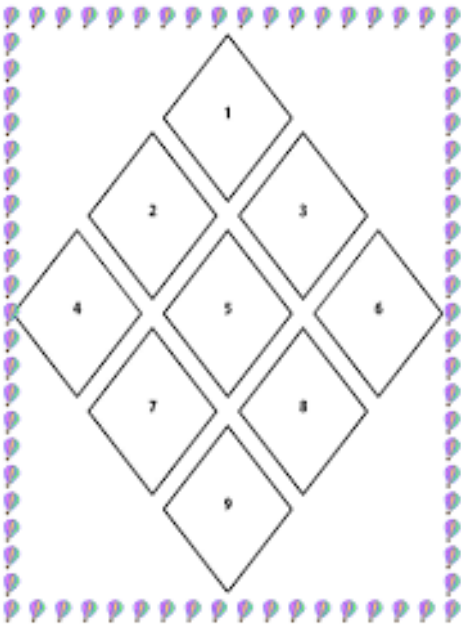
Young people and porn studies have shown that when children and young people are exposed to sexually explicit material, they are at greater risk of developing:

- unrealistic attitudes about sex and consent
- more negative attitudes towards roles and identities in relationships
- more casual attitudes towards sex and sexual relationships and an increase in 'risky' sexual behaviour
- unrealistic expectations of body image and performance.

There is a growing body of research looking into the impact that porn has on the brain. Watching porn can become a high similar to the way addicts feel when they take drugs. Scientists are discovering that excessive porn use can have a negative impact on key parts of the brain. For children and young people, these effects can be greater as their brains are still developing

### **Diamond 9 which presents nine negative effects of watching porn.**

**At the top should be the one that they see as most important for young people to understand, working down towards their 9th most important at the bottom of the diamond.**

<p>Porn almost never shows negotiated condom use, which can make people think unsafe sex and not discussing contraception are the norm.</p>	<p>When people watch lots of porn it often makes them enjoy real sex less</p>	<p>Seeing the bodies of people portrayed in porn puts pressure on people, especially girls and women to look a certain way, and can affect how they feel about their body.</p>	 <p><b>Using the numbers, 1-9 indicated which is number one, the most important for young people to be aware of, down to nine, the least important one.</b></p>
<p>There's a lot of aggression and violence in porn, often towards women. This can lead people to believe that women in particular enjoy aggressive sex, when for most people, most of the time, aggression towards them makes them feel bad and can hurt them.</p>	<p>People can feel under pressure to do things they or their partner have seen in porn. This will usually lead to them feeling uncomfortable, under-confident, and less sexually satisfied.</p>	<p>Watching lots of porn often makes people feel less happy in their relationship.</p>	
<p>People who've been watching porn for a long time can develop an addiction to porn and may have problems enjoying real sex. They're desensitised to what they see and are no longer aroused by things they would once have been turned on by.</p>	<p>Porn can lead to people seeing others, especially women, as 'objects for sex' and not as people with their own thoughts and feelings. This means they respect them less and that both partners get less from the relationship</p>	<p>Porn can lead people to think about sex a lot more of the time. This can make it harder to enjoy things like spending time with friends and having other interests.</p>	

So far, we've focused on how watching a lot of porn can lead to problematic sexual relationships. But it's important to be clear on what the features would be of a positive, equal, sexual relationship.

**Task: Match these halves to complete the sentences.**

Both partners respect...	➔	...each other and want the same things.
Both partners find each other attractive...		...the positions or how they can last.
It isn't only about sexual arousal. Both partners...		...feel good about themselves and comfortable with their partner.
The sex isn't about...		...in lots of different ways, not just in appearance.
Both partners want to have...		...sex and are happy with what they are doing.

- 13 Challenge: In charge for a day: if you were in charge for a day, what law would you create (or change) to help prevent the spread of pornography?
- 14 What would the law be?
- 15 Who would enforce this law and how?
- 16 What would be the consequences of breaking the law?



# Check your understanding

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## Section One - Sex

- 1 How old do you have to be to have sex legally?
- 2 If a 17-year-old boy has sex with his 24-year-old female teacher, could either of them get into trouble with the law?
- 3 If you've taken someone out on a date and spoiled them rotten, should they give you sex out of politeness? Do you have the right to demand sex? Give reasons for your answers.
- 4 If a girl isn't having sex with boys is she necessarily ugly, frigid or lesbian?
- 5 Is having sex a good way to boost your self-respect? Give a reason for your answer.
- 6 Is it normal for a boy to have one testicle bigger than the other?
- 7 Will every girl bleed the first time she has sex?
- 8 Can a girl get pregnant if: a) it's her first time? b) the boy pulls out before he comes? c) she washes herself out afterwards?
- 9 What percentage of current AIDS sufferers in Britain caught it while they were teenagers?
- 10 If you and your boyfriend/girlfriend decide to have sex, when should you talk about contraception?
- 11 Why should you use a condom if you have vaginal sex?
- 12 If you've had unprotected sex and you get itchy and sore afterwards, what should you do?
- 13 Name two ways in which HIV can be transmitted.
- 14 Where can you get free condoms?
- 15 How should you put on a condom?
- 16 If a girl is on the combined contraceptive pill and forgets to take one, what should she do?

## Section Two – Having Kids

- 1 If you're a girl, what should you do if you miss a period? Why? If you're in a relationship, what should you do if your girlfriend misses a period? Why?
- 2 Do you think it's better to find out one way or another or leave it as long as you can? Why?
- 3 Where can you buy pregnancy tester kits?
- 4 Where can you go for a pregnancy test if you don't want to buy a tester kit?
- 5 Name 5 things that happen to a woman during pregnancy.
- 6 What are the three choices a girl has if she is pregnant?
- 7 Why do you think it's important to think about the consequences of each choice?
- 8 When someone has a baby, how does their life change?
- 9 Why do you think people have kids?
- 10 Give three reasons why it can be easier to bring up kids in a loving relationship?



## Summary for Prejudice

- 1 Give two examples of racist behaviour.
- 2 Think of an example of a stereotype about people from an ethnic group. Is it true for all the people from that ethnic group?
- 3 Do you have to be white to be a racist? Explain your answer.
- 4 What does it mean to be British in your opinion?
- 5 Most "Anglo-Saxons" are a mix of ethnic backgrounds. Name two of them.
- 6 How is it scientifically possible to say there's no such thing as race?
- 7 Why might some people feel awkward around a disabled person? Give one reason.
- 8 Give two examples of prejudice against disabled people.
- 9 What effect does cerebral palsy have on people's bodies? What effect does it have on their brains?
- 10 Name two ways you could treat disabled people the same as anyone else.
- 11 Give two examples of generalisations people make about men and women.
- 12 Some people have old-fashioned ideas about jobs men and women can do. Give two examples.
- 13 What is sex discrimination?
- 14 There are still some differences in the way men and women are treated nowadays. Give three examples.
- 15 What does "being gay" mean?
- 16 What does "being straight" mean?
- 17 What does "being bisexual" mean?
- 18 People have lots of different opinions about sexuality. Give two examples of commonly held beliefs.

## Section Three – Health

- 1 Give three good reasons for getting plenty of exercise.
- 2 Why do you need sleep?
- 2 What are the symptoms of meningitis?
- 3 What's the worst thing that can happen if you sunbathe too much?
- 5 What are your options if you need to see a doctor but don't want to see your family GP?
- 6 What's the best way to learn first aid?

## Section Four – Food

- 1 When should you eat? a) when you're hungry? b) only ever at mealtimes c) watching TV
- 2 Why eat breakfast?
- 3 Name two things apart from weight which affect how attractive a person is.
- 4 Who needs more energy, teens or adults?
- 5 If you need to lose weight, what's the best way to do it?
- 6 Give two good reasons why it's great to be able to cook.
- 7 Why is it important to keep food in the right place (fridge, freezer, cupboard, etc)?

## Section Five – Looking After Yourself

- 1 Name three things people can do to show that they respect you.
- 2 Give three examples of disrespectful behaviour.
- 3 What is bullying? Give three examples.
- 4 What's peer pressure?

- 5 What's the name of the internet resource to help people who are being bullied? What's their web address?
- 6 Name three practical things you could do if you were being bullied?
- 7 Give four things you can do to help make your home life more harmonious?
- 8 What's the phone number for Childline?
- 9 People sometimes ignore shouts of "Help" or "Rape!" What could you shout to get more attention if you're attacked by somebody?
- 10 Why shouldn't you give out personal information on the internet?

### Summary

- 1 Give three examples of emotions people sometimes feel when there's been a big change in their life.
- 2 Give two things you could do when you're trying to cope with major change.
- 3 What are two differences between just feeling down and being depressed? List six common symptoms of depression.
- 4 What could you do to try to help yourself if you were depressed?
- 5 Is it normal to feel down?
- 6 What causes stress?
- 7 Give an example of one thing you can do to help you with stress and explain how it can help.
- 8 How would you feel if you were having a panic attack? Name three common symptoms.
- 9 Why is a paper bag useful if somebody is having a panic attack?
- 10 What is anxiety? List at least three of its common symptoms.
- 11 Is it rare to have suicidal feelings?
- 12 Give three useful things to know about the Samaritans.
- 13 What's the Samaritan's phone number?
- 14 Give two examples of self-harming.
- 15 What should you do if you think someone you know is self-harming?
- 16 What is anorexia?
- 17 Name three physical symptoms of extreme anorexia.
- 18 What is bulimia?
- 19 What are the web addresses of three organisations that help people with mental health problems?

### Section Six – Drugs, Alcohol and addiction

- 1 Give four different reasons why people use drugs?
- 2 Give two examples of ways that illegal drug use can affect your future plans.
- 3 What are the three main reasons why people start smoking?
- 4 Give four reasons why smokers carry on smoking rather than giving up?
- 5 Why do smokers get bad tempered when trying to give up?
- 6 Why do smokers find it hard to give up smoking?
- 7 What are the immediate effects that smoking has in the body?
- 8 Give three examples of diseases caused by smoking.

- 9 Why do people drink alcohol?
- 10 Why is it dangerous to drive when drunk?
- 11 Does someone with a “tolerance” for alcohol really get less drunk?
- 12 Give two examples of ways to avoid getting too drunk when drinking alcohol.
- 13 Give four examples of bad stuff that can happen to someone because they’re drunk.
- 14 What’s a good way to avoid the worst symptoms of a hangover?
- 15 Is cannabis always the first step on the road to harder drugs?
- 16 If someone gives you enough cannabis for a joint or two, is that dealing?
- 17 Can you tell what’s in a pill sold as ecstasy?
- 18 Can acid send you mad?
- 19 Why are heroin users at risk of catching HIV?

## Progress Tasks

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Question stems	Key words and key concepts
<p>A. Give a definition and example of:</p> <p>B. Explain the key features of... (detailed description of the feature + a reason why it is important / additional example)</p> <p>C. Explain two key features of... (detailed description of the feature + a reason why it is important / additional example)</p> <p>D. Create notes on...</p>	<ol style="list-style-type: none"> <li>1. Positive mental health</li> <li>2. Toxic friendship</li> <li>3. Consent</li> <li>4. Family</li> <li>5. Love</li> <li>6. Contraception</li> <li>7. Healthy diet</li> <li>8. STIs</li> <li>9. Friendship</li> <li>10. Addiction</li> <li>11. Stress</li> <li>12. Bullying</li> <li>13. Homophobic, bi-phobic and transphobic bullying</li> <li>14. Honour-based violence</li> <li>15. Trafficking</li> <li>16. Modern slavery versus historic slavery</li> </ol>

### Starter task: Complete the sentences in detail.

1 Explain why it is important for people to drink in moderation.	A Identify two STIs
2 What dangerous chemicals are present in cigarettes?	B Describe two features of a healthy friendship.
3 What makes a great friend?	C Explain why is important to use contraception.
4 What makes a bad or dangerous partner?	D Analyse the stages of a loving relationship.
5 Explain two key features of a toxic relationship.	

This page is produced with materials from PSHE Association.

## 5 Sexual exploitation

### Plot synopsis

Exploited tells the story of Lauren, who briefly becomes involved with a group of young people demonstrating a range of exploitative behaviours. Amongst them is Chloe, a fourteen-year-old victim of child sexual exploitation by nineteen-year-old Marcus. The film contrasts these experiences with the development of a healthy relationship between Lauren's brother Danny and his girlfriend Sophie.

Main plot: Exploitative Relationships

- As she spends time with Ryan, Ash, Chloe and Marcus, Lauren experiences a range of exploitative behaviours by different members of the group.
- Lauren realises that Chloe is being sexually exploited by Marcus. It is clear that this has been going on for some time. Marcus uses both grooming and coercive strategies to maintain his power over both boys and girls. Lauren's concerns for Chloe are heightened when she witnesses Marcus himself being coerced by a group of older men. She searches the Thinkuknow website and texts Chloe a link which will support her to report to CEOP. She also confides in her brother's girlfriend, Sophie.
- Chloe receives Lauren's message and decides to take action. The film ends with Chloe's account of the support she receives both from CEOP and an unspecified local support service.



Lauren 14

Danny 15

Sophie 15

Ryan 15

Ash 15

Chloe 14

Marcus 19

Watch Part One of 'Exploited' [https://www.youtube.com/watch?v=pJ\\_RtekjNLw](https://www.youtube.com/watch?v=pJ_RtekjNLw)

### Questions based on Part One

- 1 Why does Lauren decide to go with them?
- 2 What's not right about the way Ryan treats Lauren?
- 3 What does Chloe mean by "Just play the game?" Should Lauren be worried?
- 4 Why do Sophie and Danny enjoy spending time together?
- 5 Challenge: Consider how this behaviour could have become normalised for Chloe. In the past has she been treated in the same way Ryan is treating Lauren, and what impact this may have had on her?

Watch Part Two

### Questions based on Part Two

- 6 Who are you now concerned about, and why?

7 Complete this table

The power-holding character	What is it that gives the character their status or power, and how do they maintain it?	Characters who others have power over	Why they don't challenge the person who has power over them? How the relationship might make them feel?
Marcus:	<ul style="list-style-type: none"> <li>• He owns his own flat and is older than the others.</li> <li>• He uses threats, gifting, compliments, orders, pretend humour to put others down.</li> </ul>		
Ryan:			

8 What does it say about him that he's a 19-year-old spending time with 14-year-olds, and only gets what he wants through controlling behaviour?

9 **Focus on the positive relationship:** What is the power relationship between Sophie and Danny?

10 How did Sophie and Danny get what they both wanted?

**Watch and Discuss Exploited: Part Three / 16 minutes**

11 Why is Lauren worried about Chloe?

12 Where does Lauren find help? (Development: who else could Lauren turn to for support?)

13 Why is Sophie angry with Danny (Development: how does Sophie insist on respect? Does she use any of the strategies we have learned about?)

14 Why does Sophie forgive Danny

**Exploited: Part Four / 5 minutes**

15 What do you hope will happen next for Chloe? What support could help her?

### Starter task: Complete the sentences in detail.

- 1 What is an arranged marriage?
- 2 What are the pros and cons of arranged marriages?
- 3 What are the differences between:  
A love match marriage    A forced marriage  
An arranged marriage    A child marriage

## 6 Forced and arranged marriages

Key terms:

- **Arranged Marriage** - a marriage which family members or guardians may help 'arrange' by finding suitable partners and matching them together. This is consented to by the couple, although sometimes coercion or persuasion methods are used.
- **Forced Marriage** - a marriage which family members or guardians enforce by making the couple feel as though they have no alternative or by actively threatening them.
- **Family honour** - the idea a family must maintain a particular standing in a community.
- **Domestic servitude** - a form of modern slavery, associated with some forced marriages.

### Task



Emma misses her friend Aisha. She's gone to Pakistan to visit relatives. Weirdly though, she isn't replying on Snapchat and even Aisha's sister doesn't seem to know when she's coming back. The summer holidays have ended now and studious Aisha has missed a week of school already.

4 What is making Emma so worried about her friend?

5 Explain what could have happened to Aisha.

6 **Challenge:** Explain what you believe the difference to be between an arranged and a forced marriage. Give two examples.

### Forced Marriage and Arranged Marriage

A forced marriage is when either one or both of the people getting married are being coerced into the marriage. This means that they do not give their full consent to be getting married, and they aren't given the right to refuse the marriage. Forced marriage is illegal and is a violation of Human Rights.

An arranged marriage is **not forced**. An arranged marriage is when the family of the person getting married take responsibility for finding a suitable match. Both people in an arranged marriage have to consent to the marriage and are given the right to refuse the match. Parents looking to arrange a marriage for their child might take into consideration factors like the potential partner's religion, finances, family background, career choices, social standing and potentially many other factors. The point of the arranged marriage is to find a partnership that will create happiness for both the people getting married and their families.

### Why do forced marriages happen?

Forced marriages happen for a number of reasons. Some of these include: maintaining family 'honour'; making sure that wealth or property stays within a particular family; financial pressure; social pressure; a family seeing their child as a burden that they want to put onto someone else, to name but a few reasons.

### Who is at risk of being forced into marriage?

On the whole in the UK, forced marriages are relatively rare. Victims of forced marriage are typically aged between 13 and 30, although it can happen to people outside of that age range. In the UK, 97% of cases of forced marriage are within Asian communities, with Pakistani families accounting for 72% of these. In some cases, children have been taken out of the UK on 'holiday', where they have then had their passports taken from them and been forced to marry somebody without having been told anything about it previously.

### What are the consequences of a forced marriage?

Forcing someone into a marriage is illegal in the UK. Since 2014, parents who have been found guilty of forcing their child into marriage can face up to seven years in prison. UK nationals who are forced into marriage abroad are also protected by this law.

For people who are unfortunate enough to be forced into marriage, the consequences can be extremely serious. The mental and physical health of a person in a forced marriage can be put in danger, potentially resulting in self harm or suicide. A person in a forced marriage may also experience violence from their spouse if they stay in the marriage, but they may also face violence if they try to escape from the marriage. Sometimes this violence comes from the spouse; sometimes it comes from one of the spouses' families. The motivation for this violence is to protect the so-called 'honour' of the family. This is one example of actions sometimes referred to as '**honour-based violence**', and it is usually (but not always) women who are the victims of this.

### **Is forced marriage justified by religion?**

There are no justifications in any of the major world religions for forced marriage. Islam forbids forced marriage: "*O ye who believe! Ye are forbidden to inherit women against their will. Nor should ye treat them with harshness*" (Qur'an 4:19). There are also several Hadiths which forbid forced marriage, such as "*A matron should not be given in marriage until she is consulted, and a virgin should not be given in marriage until her permission is sought*" (Hadith 1107). The Book of Genesis does contain mention of arranged marriage - for example, Isaac and Rebekah. The Bible does not say much about arranged or forced marriages, although it does give advice on how men and women should behave in marriage in Ephesians 5:22-33.

### **What should I do if I think someone is at risk of a forced marriage, or I am myself?**

Because forced marriage is illegal and often involves the victims not finding out until very close to the wedding itself, the arrangements are often made in secret. It is difficult for those who may take a line against the marriage to find out.

Remember you may also be completely wrong about your suspicions about a friend too, but it's always best to be on the safe side. Don't try and wade in and sort the situation out yourself; you won't be able to. You must tell an adult in a position of trust – your Headteacher would be ideal.

If it is you that is being pressured into marriage, you must remember that UK law is on your side – even if you are in another country. If you think going abroad will involve a forced marriage, and your parents are insisting on you travelling, you should ring 999 and tell the police. You don't have to take action against your parents. This is a difficult action to take against the people you love – but you could get a friend to phone the police for you and say you didn't know about the call.

If you believe going on a plane will mean flying into a forced marriage, and you only realise this at the last minute then go to the airport toilets (UK) and phone the special number on the back of the cubicle doors. This will alert the Forced Marriage Unit who will help you immediately. If not, tell airport staff, or, if in a foreign country, tell the police, find the British Embassy or contact anyone you trust in the UK to raise the alarm.

**Watch the clips:** [https://www.youtube.com/watch?v=nF2\\_4uRtHJs](https://www.youtube.com/watch?v=nF2_4uRtHJs)  
<https://www.youtube.com/watch?v=d5T-P7tbiVE>

### **Task**

- 7 What is the problem that Az is facing in the first video?
- 8 What does the first video advise people to do if they are being forced into a marriage?
- 9 How did Asma get out of a forced marriage?
- 10 What is Az's mother worried will happen if they don't force Az into marriage?
- 11 What types of pressure do you think Az is under? Name as many different types as you can and explain how Az is suffering from them.
- 12 Why did Asma read late into the night?
- 13 Why was Asma's mum so upset that Asma was infertile?
- 14 Why might it not be easy to admit it if you are being forced into marriage?
- 15 What statement do you think the director of the second video is trying to make by having Asma standing silent at the start of the video while the people in the background go about their business? Explain your answer.
- 16 Would you describe Asma as lucky? Explain why or why not.
- 17 Challenge: "Forced marriages should not be illegal." To what extent do you agree with this statement?

18 Case Studies: Complete these boxes.	Forced or arranged?	Why I think this:	Action the victim could take (if applicable) and why.
<p>Dev has always been shy and dreads speaking to girls he likes. Dev's parents have friends who have a daughter, Savi, who likes the look of Dev's picture. After meeting a couple of times and getting on well, Dev and Savi's parents have started to plan a wedding, with Dev and Savi's help.</p>			
<p>Laila and Gary are Jehovah's Witnesses. Their parents are keen for them to marry within their faith. Gary's parents have been inviting Laila round for dinner for a while now and have begun to hint to Laila's parents how suitable they would be as a married couple but have stressed to Gary that they won't invite her again if he's not keen. Gary is very keen.</p>			
<p>Ali's parents have discovered he is gay. Mortified that this does not fit in with their culture or religion, they have decided Ali must marry a girl before he disgraces the family honour. Ali is unaware of this and thinks he is travelling to India to watch a cricket match.</p>			
<p>Aisha has been tricked by her parents. She was told she was going to her aunt's funeral in Pakistan and instead was threatened at knifepoint by her uncle to marry some man twenty years older than her. It seems her family are in a lot of debt and this was the only way it could be paid off. Aisha's mother keeps crying and saying, 'I wish there was another way, you know we love you.' Aisha is very confused and can't believe they would do this. The new husband has stolen her phone and sold it. He expects Aisha to do farm work all day but at least he disappears at night to gamble.</p>			
<p>Fatima is at Birmingham Airport. It has suddenly dawned on her that something doesn't feel right. Her brother keeps going off to make phone calls to her cousin and speaking about a 'drop off point'. She has had a text off her boyfriend to say, 'your Dad's just told me to forget about you – I won't see you again. What's going on?'</p>			



**arranged**



**marriage**

### **Starter: Can you sort these statements about abuse: Are they *true* or *false* or *not sure*?**

- A. Relationship abuse happens when one person hurts or bullies another person with whom they are in a relationship.
- B. Abuse can be physical, emotional, sexual and financial.
- C. The abuser is always responsible; no one else is to blame.
- D. Abuse is a way of controlling other people.
- E. Abuse can happen between people of any age, nationality, religion, race or family background.
- F. People who use controlling behaviour are not violent.
- G. Relationship abuse can happen between young people young people who are going out together, people who are living together, have children together or are married to each other.
- H. Abuse can happen in same-sex relationships and in relationships involving a trans person.
- I. Abuse doesn't happen again after a relationship has ended.
- J. Women/girls are always the target of abuse.
- L. If someone is abusive in one relationship, they won't necessarily be abusive in future relationships.
- M. It takes two to tango – someone who is the target of abuse also has to take some responsibility for the behaviour.

## 7 Domestic violence

**Video:** Understanding Relationship Abuse (Disrespect Nobody) <https://youtu.be/ObvC12uJa6A>

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background. Although most victims are women and children. There are different kinds of abuse that can happen in different contexts. The most prevalent type of domestic abuse occurs in relationships. But the definition of domestic abuse also covers abuse between family members, such as adolescent to parent violence and abuse.

For anyone who feels they are at risk of abuse, it is important to remember that there is help and support available to you, including police response, online support, helplines, refuges and other services.

If you answer yes to any of the following questions, you might be in an abusive relationship.

Does your partner, or former partner, ever:

- belittle you, or put you down?
- blame you for the abuse or arguments?
- deny that abuse is happening, or play it down?
- isolate you from your family and friends?
- stop you going to college or work?
- make unreasonable demands for your attention?
- accuse you of flirting or having affairs?
- tell you what to wear, who to see, where to go, and what to think?
- control your money, or not give you enough to buy food or other essential things?

### **Write your responses to these questions:**

- 1 What are the warning signs that someone might be in an abusive relationship?
- 2 What stops people asking for help?
- 3 Why might a target of abuse find it difficult to leave an abusive partner or take other action to protect themselves? (think about the practical and emotional consequences of leaving or taking action)

### **Reflection tasks**

- 4 Do you feel differently about anything as a result of what you have seen and heard in this lesson?
- 5 Has anything surprised or shocked you?
- 6 Can you describe what 'abuse' is?
- 7 If someone you knew was experiencing any form of abuse would you know how to get help?
- 8 Do we have a responsibility to help someone who is being abused or is it 'up to them'? What might happen if we do nothing? How might we feel about that?
- 9 How can someone end an abusive relationship? What could happen if they didn't?
- 10 What might stop someone seeking help with an abusive relationship? What might encourage them to seek help?

Do you see/hear these message? (Y/N)	<b>10 Harmful messages</b> There are often common messages shared between adults and young people about relationships, attitudes and sexual acts.	Score each one out of 5. Where 5, is a message that affects young people a lot, and 1, where young people take no notice of the idea.
	A. In sexual situations, normal values about how other people should be treated and respected don't apply – in fact they can get in the way of 'good sex'	
	B. Male sexual arousal should be acted on, this is 'freedom' – and anyway it's too strong to resist	
	C. Sexual activity is mostly about satisfying male sexual desire	
	D. Sexiness is primarily about how someone looks (most importantly the woman or girl), rather than their character or the personal connection between sexual partners	
	E. Sex is enhanced by breaking boundaries, for example, by persuading someone who is initially reluctant, or by using aggression	
	F. Men and boys should be admired for their sexual activities	
	G. Women and girls should be negatively judged for their sexual activities	
	H. Sex is like a 'battlefield': boys should try to get as much sex as they can and girls should resist – so when it does happen, it's a conquest for the boy but often a source of shame for the girl	
	I. People should be negatively judged for being gay or bisexual	

### Tasks

- 11 Which are the most harmful from your scores?
- 12 Why have you scored these so highly?
- 13 Which is the message you've identified as least harmful? Why?
- 14 What are the implications of some of these harmful messages?
- 15 Select three of the messages. Where might these harmful messages come from? Why?
- 16 What might these messages feel like to these people:
  - An elderly trans person
  - A young lesbian
  - straight male
  - young gay dad

### 'Domestic violence is a private matter between two partners.'

- 17 Who might say something like this?
- 18 Is this statement factually true or false?
- 19 Do you think this is a popular opinion?
- 20 Why might someone hold this view? Give two reasons.
- 21 How might someone who was abused like this feel?
- 22 How might a religious believer respond to this?
- 23 Do you agree with this? Explain your view using connectives.
- 24 Is this a fair statement to make? Explain your answer using connectives.

**Starter task: Complete the sentences in detail.**

- 1 What is bullying?
- 2 What is not bullying?
- 3 Why do people persistently bully and hurt others?
- 4 Why is bullying so bad?
- 5 What could you do about bullying?

## 8 Child-on-child abuse

**Definition:** Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. This can include bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/**hazing** type violence and rituals.

### Vulnerable groups

- Those aged 10 and upwards (although victims as young as 8 identified)
- Girls and young women are more likely to be victims and boys and young men more likely to be abusers
- Black and minority ethnic children often under-identified as victims and over-identified as perpetrators
- Young people with intra-familial abuse in their histories or those living with domestic abuse are more likely to be vulnerable
- Young people in care and those who have experienced loss of a parent, sibling or friend through bereavement
- Young people who have been abused or have abused their peers.
- Abusers can be younger than their victims.

It is important to remember that child on child abuse can impact on children and young people without these characteristics.

### **Tasks**

This article from the Guardian is about child-on-child abuse.

6 Predict what you think it will say.

7 Underline any unfamiliar or tricky words. Write them into the glossary that follows.

<b>Give each paragraph a title</b>	<b>From the Guardian in 2019:</b> (the article refers to 'peer-on-peer' abuse which was changed to 'child-on-child' abuse in 2022)	<b>Simplify each paragraph into a bullet point or two.</b>
	<p>Children and young people are increasingly seeking help over <del>peer-on-peer</del> child-on-child sexual abuse, with a 29% jump in demand for counselling sessions in the last year, according to a leading UK helpline.</p> <p>Childline, a counselling service for young people up to the age of 19, warns the scale of the problem could be much greater than current figures suggest, as many children and teenagers do not understand that what has happened to them is abuse.</p> <p>In 2017/18 the helpline, which is provided by the NSPCC children's charity, held 3,878 counselling sessions with young people concerned about <del>peer-on-peer</del> child-on-child abuse. Many young callers displayed a lack of understanding about consent, with some unsure about whether something was abuse if it happened in the context of a relationship.</p> <p>In more than a third (36%) of counselling sessions where the main concern was sexual abuse, the young person said that another child or young person was the perpetrator. One 14-year-old girl told the helpline: "My boyfriend is sometimes violent towards me and recently</p>	

he's forced me into doing sexual things when I didn't want to. It wasn't always this way but it's been going on for a few weeks now and I'm worried it's going to get worse.

"I'm scared of how he would react if I tried to end the relationship. I don't feel like I can speak to someone without my parents or friends at school finding out. I'm really scared."

The NSPCC is calling for relationships and sex education in schools to include what abuse is and how to recognise the signs. According to a recent investigation by the children's charity Barnardo's, allegations of children committing sexual offences against other children have risen 78% in England and Wales in four years. Police recorded 9,290 accusations of sexual offences in which both the alleged perpetrator and victim were under 18 in 2016, compared with 5,215 in 2013.

One mother, whose daughter was raped by a classmate, told the Guardian: "The increase in the [Childline] figures should not come as a surprise to anyone. The evidence of the rise in this problem has been there for a number of years now.

"The tragedy is that the Department for Education is still refusing to make ~~peer-on-peer~~ child-on-child abuse a policy priority, despite the evidence. It is time they invested some thought and money into dealing with the problem."

The End Violence Against Women campaign also expressed concern about high levels of sexual violence between children at school. "The majority of victims are girls and there simply isn't enough being done by schools or school authorities to prevent incidents or respond when it does happen, which is why Childline is the only lifeline for so many young people.

"Relationships and sex education is vital; boys and girls need much better information about consent and what good and bad relationships look and feel like, but the government has delayed its introduction to all schools by another two years."

Childline has re-launched its #ListenToYourSelfie campaign to educate about and prevent ~~peer-on-peer~~ child-on-child sexual abuse. The charity's founder and president, Esther Rantzen, said: "Young people tell us that they have been compelled to take part in behaviour against their will, which sometimes involves them suffering violence. If you ever feel pressured to do something you don't want to, we urge you to get support, either from a friend, a trusted adult or Childline."

The minister for Children and Families, Nadhim Zahawi, said: "From September all schools and colleges must follow new guidance which includes how to support victims of ~~peer-on-peer~~ child-on-child abuse. "We want to young people to grow up knowing about how to build healthy and respectful relationships – which is why we are making relationships education compulsory in all primary schools and relationships and sex education compulsory in all secondary schools, which will both teach children about topics such as consent in an age-appropriate way."

Childline can be contacted in the UK on 0800 1111. Calls are free and confidential.

## Tasks

8 What is child on child abuse? (include three examples)

9 Why is it difficult to detect?

10 What is key to preventing this abuse?

11 Where does much of this abuse occur?

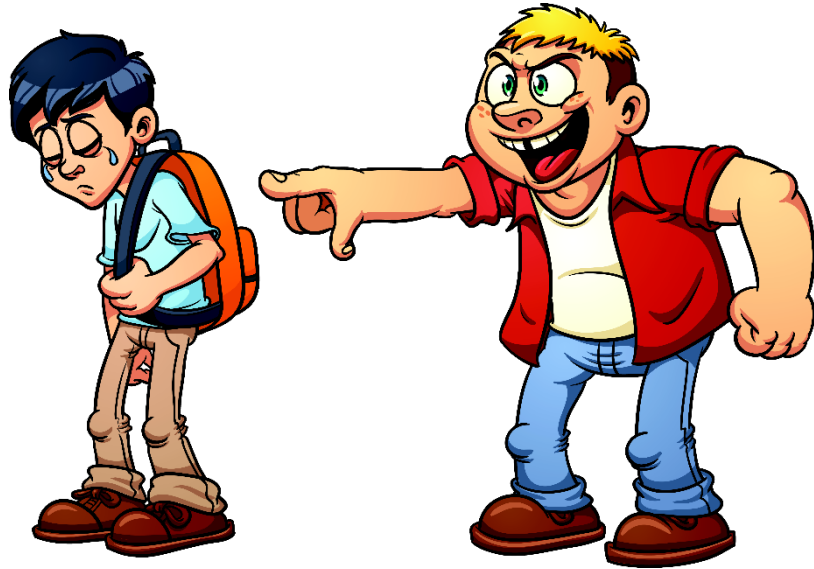
12 What are the possible consequences of this abuse?

13 What can be done for victims?

14 If you think you, or a friend, are being abused, who can you turn to? (Include three examples)

15 **Misconceptions**

<i>Bullying is part of growing up</i>	<i>All abuse happens to vulnerable females</i>
<i>Sexual experimentation is risky, that's the fun of being a teen</i>	<i>Child on child abuse stops people growing up to be weirdoes, it's good for them in the long term.</i>



Starter: TRUE or FALSE?	True or False?	Answer?	Which sentences refer to historic slavery and which to modern slavery? HISTORIC or MODERN
1. Slavery is the owning of people as property by other people.			
2. Slavery is legal.			
3. Slaves only come from the continent of Africa.			
4. Slaves are only forced to work for no money.			
5. Slaves can be victims of violence if they don't do what their owners tell them.			
6. Anyone can be a victim of slavery.			
7. Slaves are valuable to their owners so are looked after by them.			
8. Slaves cost a lot of money to buy.			
9. Slaves can be adults and children.			

## 9 Trafficking

Human trafficking is the process of trapping people through the use of violence, deception or coercion and exploiting them for financial or personal gain.

What trafficking really means is girls groomed and forced into sexual exploitation; men tricked into accepting risky job offers and trapped in forced labour in building sites, farms or factories; and women recruited to work in private homes only to be trapped, exploited and abused behind closed doors with no way out.

People don't have to be transported across borders for trafficking to take place. In fact, transporting or moving the victim doesn't define trafficking – it can take place within a single country, or even within a single community. People can be trafficked and exploited in many forms, including being forced into sexual exploitation, labour, begging, crime (such as growing cannabis or dealing drugs), domestic servitude, marriage or organ removal.

Human trafficking in numbers

- 51% of identified victims of trafficking are women, 28% children and 21% men
- 72% people exploited in the sex industry are women
- 63% of identified traffickers were men and 37% women
- 43% of victims are trafficked domestically within national borders

### Tasks

10 What is human trafficking?

11 Why is human trafficking illegal?

#### **LILLA, 26: SURVIVOR Held in slavery, beaten and forced into prostitution for 15 months in a family home in Bolton.**

Lilla, originally from Hungary, moved in with her boyfriend and his family in Bolton in 2013. She thought he wanted them to live together as a couple. But within weeks, Lilla had been dragged into a life of violence, forced prostitution and domestic slavery.

Another woman, Sara, was also 'recruited', and the two women were trafficked around the north-west of England by different family members. Both women were beaten daily and often woken in the middle of the night to sleep with clients. Neither saw any of the money the clients paid.

In one year, Lilla lost a quarter of her body weight and suffered numerous long-term injuries as a result of the horrific treatment she suffered. When Sara became pregnant she was punched in the stomach in an attempt to force a miscarriage. She was told that her young daughter would be taken away if she contacted the police.

#### **SONIA, 41: SURVIVOR held in slavery for eight months in Bristol**

Sonia suffered violence, threats and harassment in Uganda because she was gay. Her partner died when their home was deliberately set on fire, and she fled to the UK. When she arrived, Sonia knew she would be met by a man who would help her find work. But the man took her identity documents. He drove her to a flat in Bristol, locked her in and said her job was to do housework and cook.

At first she didn't protest, telling herself: "Tomorrow is a new day. Things will be better." But as the days passed, the man became violent and threatening. He even attempted to rape her. Sonia was scared and alone.

Then one day Sonia took her chance. Her captor was in the bathroom and the front door was unlocked. Sonia ran and ran. She didn't know where she was heading. When she finally stopped, she sat down at a bus stop and cried. Seeing her in distress, a woman stopped to ask if she was okay. Sonia was overcome with emotion and told her everything.



<p>Lilla said: "There were times when we thought it would never end. Somehow you adapt, but the fear never goes away." Greater Manchester Police runs a Modern Slavery Co-ordination Unit. It brings together police, local housing associations, local authorities, Trading Standards, Immigration Enforcement and Border Force teams to look out for and recognise the signs of modern slavery.</p>	<p>The woman notified the authorities and Sonia was soon put in touch with Migrant Help UK. Migrant Help UK helped Sonia with her asylum claim and with counselling and further support. Sonia is now taking English lessons, has joined a local LGBT group and is making friends in the community. With help, she's taking back control of her life.</p>
<p><b><u>ELLIE, 20: SURVIVOR Forced into prostitution for eight months in Birmingham</u></b></p> <p>Ellie was 18, born and brought up in Birmingham. She'd been friends with James for years and she trusted him. One night, James took Ellie to his friend's house for a party. When they arrived at the dingy property in the middle of the night, she was surrounded by a group of strange men. She said: "Was this some kind of sick joke? I wanted to scream but I knew my cries would be worthless. I was outnumbered."</p> <p>"James told me what I was supposed to do. I couldn't believe what was happening. I was terrified. I couldn't even speak to say no." Each of the men gave James money and took their turn with Ellie. When it was over, James pulled her up off the floor. She was battered and exhausted. As she was unable to walk, he draped her limp body around his shoulder and took a cab back to the station. From then on, he never let Ellie out of his sight. For weeks they travelled to different cities and different 'parties'. He threatened her, was violent, and he raped her. "He knew everything about my life," said Ellie. "He told me if I ran, he wouldn't just come after me, but my family and friends too."</p> <p>It was only after several months that Ellie finally found an opportunity to run to the police. She suffered deep psychological trauma and was petrified James would find her again. But with support from Migrant Help UK, Ellie has not only been able to help with a criminal investigation against her trafficker, she has begun to rebuild her life.</p>	<p><b><u>ROBERT, 34: SURVIVOR Held for six months in a shared flat in Glasgow and forced into slave labour</u></b></p> <p>After losing his job in Slovakia, Robert answered an online advert for work on a building site in Glasgow. It promised regular wages and good accommodation. When he arrived in the UK, Robert was picked up by two Slovakian men. They took his ID documents for 'safe keeping' and drove him to a flat in the suburbs. Robert was shocked to find 10 other people already there — but the men told him not to worry and promised him he'd find out about the job in the morning.</p> <p>The next day he was woken early and told to get up. But instead of heading to the building site, he was instructed to deliver leaflets door to door and not to ask questions. Robert was forced to deliver leaflets from 7am until 6pm, with virtually no breaks or proper food. At night he was locked in the flat. He said: "It may seem strange now. How could I be so naïve? But at the time I was desperate. I thought if I just waited a little longer, everything would work out."</p> <p>At the end of the month, two burly men came with his salary. They gave him just £25 and kept the rest for rent, food and transport. When Robert protested, the men attacked him, breaking his nose. The next month was worse. He was accused of stealing food and only given £10 in wages. One day, while out working, Robert took his chance to escape and contacted the police. He was then put in touch with Migrant Help UK. At first, he didn't want to talk. He was ashamed and still scared that the traffickers might come back. But with support and counselling, Robert began to make progress. He has now found a job in a factory and is working to create a better life for himself — the reason he came to the UK in the first place.</p>

## Task

12 Write five adjectives to describe what they think about Robert's situation and how he felt.

Thinking about each of the case studies of real people who were trafficked:

13 Where were they from?

14 What happened to them in the end?

15 How do we know their story?

16 What do we learn from their experiences for our lives in the UK?

17 What has surprised you about their stories?

18 How are people kept in slavery against their will?

19 What are the conditions of modern slavery?

20 Why did the traffickers break the law?

21 **Misconceptions.** These are students who have become muddled. Correct their misconceptions, and then write another in number 22, with a correction.

<i>Slavery happened to black people in the past. It was horrific and ended in 1833.</i>	<i>Trafficking and slavery occurs only in poorer developing countries</i>	<i>The victims of these gangs are so badly damaged mentally and physically they can't be helped</i>
<b>A</b>	<b>B</b>	<b>C</b>
<i>People trafficked to the UK should be send back home to their countries to be with their families.</i>	<i>Human trafficking always involves people being tricked into drug addiction and prostitution.</i>	22
<b>D</b>	<b>E</b>	<b>F</b>

**Starter task: Complete the sentences in detail.**

- 1 Explain why it is important for people to drink in moderation.
- 2 What dangerous chemicals are present in cigarettes?
- 3 What is peer on peer abuse?
- 4 What are the dangers of sharing nudes?
- 5 How could someone suffering domestic violence get help?

## 10 Addiction, health, binge drinking

**6 Task: Explain what the quotes/teachings are telling Christians to do and how it might affect their actions.**

What the Bible says	How might this affect a Christian's attitude to drugs or alcohol?
"Don't you know that your body is the Temple of the Holy Spirit, who lives in you and who was given to you by God?" (1 Corinthians 6:19)	<i>They may choose not to take drugs or alcohol as it will be ruining their body.</i>
"The right thing to do is to keep from eating meat, drinking wine or doing anything else that will make your brother fall" (Romans 14:21)	<b>A</b>
"Love thy neighbour" (Matthew 22:39)	<b>B</b>
God created man (Genesis 1)	<b>C</b>
"Do not drink water only but take a little wine to help your digestion, since you are ill so often" (1 Timothy 5:23)	<b>D</b>
"So whether you eat or drink, or whatever you do, do it all for the glory of God" (1 Corinthians 10:31)	<b>E</b>
"Drug abuse is the new slavery" Pope John Paul II	<b>F</b>

There are two words that Muslims use to describe whether something is forbidden or disliked.

**Haram**= forbidden

**Makruh** = disliked

According to Islam, all drugs and alcohol are haram as they can prevent you from concentrating during prayer. Tobacco is known as **makruh** as the Quran does not give any guidance on it, although a lot of Muslims want it to be seen as **haram**.

### Smoking

Tar is a mixture of chemicals that is sticky and causes cancer. It gets deposited in your lungs. Carbon monoxide is a poisonous gas that will leave you out of breath because it affects how much oxygen the blood can carry. Nicotine is a very addictive drug that will go straight to your brain. It will cause your heart rate and blood pressure to go up. It will stain your teeth, fingers & nails. Smoking will make you look old! Cigarette smoke can make your breath, hair, clothes and house smell!

### Second-hand smoke and children (and pets)

In households where people smoke, the children are receiving a nicotine equivalent of smoking 80 cigarettes a year. Bronchitis, pneumonia, asthma and other chronic respiratory illnesses are significantly more common in infants and children who have one or two smoking parents.

One study found that in households where both parents smoke, young children have a 72 per cent increased risk of respiratory illnesses.<sup>15</sup> Children of parents who smoke during the child's early life run a higher risk of cancer in adulthood<sup>16</sup> and the larger the number of smokers in a household, the greater the cancer risk to non-smokers in the family.

## Tasks

7 In exactly fifty words, explain whether you think smoking and drinking are linked

8 Complete this table.

		Positive for mental health	Negative for Mental health	Positive for physical health	Negative for physical health	Explain why:
A	McDonalds				✓	Ok in moderation but if eaten too much can contribute to weight gain.
B	Chicken					
C	Carrots					
D	Fish					
E	Chocolate					
F	Running/Exercise					
G	Gaming					
H	Drinking Alcohol					
I	Smoking					
J	Working as part of team					

## 9 Task True or false:

- A. Alcohol can affect your mood and thinking
- B. Alcohol helps to solve problems
- C. Alcoholism is a disease and it can happen at any age
- D. Alcohol helps to make good decisions
- E. Over 21yrs of age a person can drink and drive
- F. Drinking alcohol can cause accidents
- G. Alcohol does not affect a person's memory
- H. Alcohol can seriously damage your health

Mark your answers in purple pen

Now turn all the false statements into to true ones in purple pen.

## So how healthy are you?

Decide how healthy you are...

10 Write down two healthy things you do:

11 Write down two unhealthy things you do:

12 Name two things you could do to live a healthier life:

13 Explain why it is important for people to drink in moderation.

14 Complete these sentences:

Addiction is seen as weakness and stupidity, but...

Addiction is seen as weakness and stupidity, because...

Addiction is seen as weakness and stupidity, so...

### Starter task: Complete the questions in detail.

- 1 Explain why it is important for people to drink in moderation.
- 2 What dangerous chemicals are present in cigarettes?
- 3 What factors do you think increase the chances of getting breast cancer?
- 4 Do you think men can get breast cancer?
- 5 What tests are done to see if women have breast cancer?

## 11 Breast cancer



You may have heard about special events, like walks or races, to raise money for breast cancer research. Or maybe you've seen people wear those little pink ribbons on their clothes.

Breast cancer is a common cancer among women. It occurs rarely in men. The human body is made of tiny building blocks called cells. Your body creates them, replacing those that die with new ones. Usually, the body creates healthy, normal cells that do just what they're supposed to do. This includes cells in the breasts. Tumours can either be **benign** (NOT cancerous) or **malignant** (cancer). There are different types of breast cancer and it can grow at different rates.

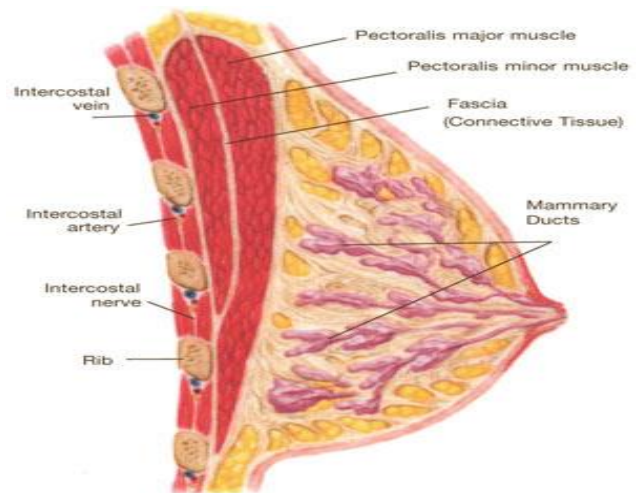
- Every year nearly 60,000 people are diagnosed with breast cancer in the UK, that's the equivalent of one person every 10 minutes
- 1 in 8 women in the UK will develop breast cancer in their lifetime
- Breast cancer is the most common cancer in women in the UK
- Nearly 12,000 people die from breast cancer in the UK every year
- More than eight out of 10 (85%) people survive breast cancer beyond five years
- 1 in 7 women aged 50-70 who attend routine mammograms never check their breasts for signs of cancer outside these appointments.
- Breast cancer also affects men, but it's rare – around 340 men are diagnosed each year.

**Video:** watch this clip:

<https://www.youtube.com/watch?v=T7jW9um9efA>

### The three main risk factors:

1. Gender - being a woman is the biggest risk factor for developing breast cancer.
2. Getting older - the older the person the higher the risk, more than 80% of breast cancers occur in women over the age of 50. Most men who get breast cancer are over 60.
3. Significant family history – this isn't common, around 5% of people diagnosed with breast cancer have inherited a faulty BRCA1 or BRCA2 gene.



### The structure and function of the Breasts

The breasts are made up of fat, connective tissue and glandular tissue which contains lobes. The lobes are where breast milk is produced. A network of ducts connects the lobes to the nipple.

### What is normal?

- ✓ Breasts: different shapes and sizes
- ✓ Nipples: different shapes, colours, sizes
- ✓ Uneven breasts
- ✓ Inverted nipples
- ✓ Hair around the nipples
- ✓ Stretch marks

### Tasks

- 6 How do cancer charities raise funds?
- 7 Do you think this is right? On the one hand... On the other hand.... Overall...
- 8 Why is the funding of cancer research vital?
- 9 Do you think a cure for cancer will be discovered in your life time?

## Causes of breast cancer

The causes of breast cancer are not yet completely understood. The risk of developing breast cancer is very small in young women and increases as women get older. More than half of breast cancers occur in women over the age of 65.

## Facts and figures.

- Breast cancer risk is strongly related to age, with more than 80% of cases occurring in women over 50 years old.
- The highest number of cases is in the 50-64 age group.
- 1 in 8 women will develop breast cancer in their lifetime.
- In Britain we are seeing more people diagnosed each year but less deaths due to better awareness, screening and treatment.

## Possible risk factors

- Smoking.
- Drinking lots of alcohol over many years.
- Certain types of benign (non-cancerous) breast disease.
- Taking **HRT** (Hormone replacement therapy to control menopausal symptoms).
- Taking the contraceptive pill (although this can protect against ovarian, womb and bowel cancer).
- Women who do not have children.
- Starting periods at an early age or having a late menopause.
- Women who have never breastfed.

It is important to become familiar with how your breasts normally feel at different times of the month. You will then quickly be aware of any changes in your breasts that are not normal for you. If you are concerned about anything unusual in your breasts, you must make an appointment to discuss this with your doctor as soon as possible. **The earlier treatment is given the better the chances of success are.**

In the UK, all women between the ages of 50 and 69 are offered mammograms (breast x-rays) every three years. Treatment can involve surgery, chemotherapy and/or radiotherapy depending on the type and size of the cancer. Also, a mastectomy is possible, the removal of part or all of the breast



## **Tasks**

- 10 One thing I learnt today that I didn't know before.
- 11 Two facts which are the most important to remember.
- 12 Why is it important to know your body and what is 'normal' for you?
- 13 Why is it important for males to learn about breast cancer?
- 14 Explain the signs and symptoms of breast cancer.
- 15 How would you conduct a self-examination of yours, or your girlfriend's breasts?
- 16 What are the key risks to your health, in terms of breast cancer?
- 17 How can you now stay happy and healthy?
- 18 Over half of cancers could be prevented by better health: What do you need to improve?
- 19 Wellbeing prompt: What are you grateful for right now at this moment in time?
- 20 Complete these sentences in detail.
  - A. The cause of breast cancer isn't clear however...
  - B. To reduce the numbers dying of breast cancer the UK offers...
  - C. The risk to young women is very low, nevertheless...
  - D. The survival rate has been improving in recent years because...
  - E. Treatment early is key, and often involves...

### Starter task: Complete the questions in detail.

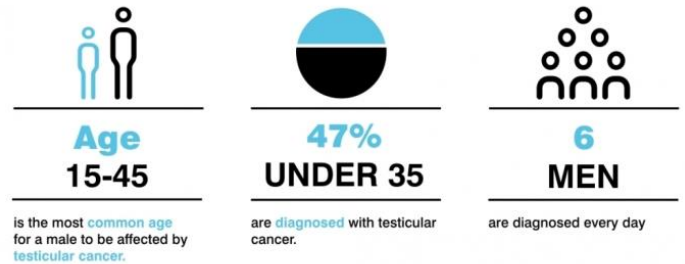
- 1 Are there any health problems or illnesses that:
  - affect girls more than boys?
  - affect boys more than girls?
  - affect everyone equally?
- 2 Are there any health problems or illnesses that affect only males?
- 3 Why do you think this is?

## 12 Testicular cancer

This page uses some supporting information from Movember and PSHE Association.

- It is important to be aware of testicular cancer but remember also that it is rare.
- 95% of men survive testicular cancer (and this figure is closer to 100% if the disease is caught early).
- Seeing the doctor if someone experiences any possible symptoms of testicular cancer is essential for early diagnosis – this is not wasting anyone's time!
- Regular self-examination is a brilliant way to spot any possible symptoms.
- A large number of lumps turn out to be much less serious changes as your testicles grow.

### Why should I care?



### Task

#### 6 GENERALLY, ARE THESE HEALTH CHARACTERISTICS 'TYPICALLY MALE' OR 'TYPICALLY FEMALE'?

- A. Likely to live longer
  - B. Happy to talk about their emotions
  - C. Self-conscious about their body
  - D. More likely to take their own life
  - E. Good at seeking medical help
  - F. Higher risk of developing cancer
  - G. More likely to be active
  - H. More likely to have sex at a younger age
  - I. More likely to smoke
  - J. Take more risks with their health
- 7 What does this tell us about men in general (there are always exceptions)?



### WHAT THE RESEARCH TELLS US


- The average life expectancy for men in the UK is 3.5 years less than women.
- Men have concerns about body image. In a recent survey, 51% of men said they wanted to look as athletic as sports stars, compared with 34.9% of women.
- In a survey, 67% of British men said that they were not open about showing their emotions to others.
- In 2013, 78% of suicides in the UK were male
- Men are 20% less likely to go to the doctor than women.
- Men have a 14% higher risk of developing cancer than women (and a 37% higher risk of dying from it). Testicular cancer is the most common cancer for boys and young men.
- 33% of English men admitted to not getting the recommended 2.5 hours of moderate exercise a week.


### Tasks


- 8 Which of these do you think is the most dangerous? Why?
- 9 What is the link between showing your emotions and poor mental health?
- 10 Suicide is the biggest killer of men under 45, what does this research suggest causes this?
- 11 Why could having a trustworthy friend literally save your life, if you found a lump?
- 12 Why are some males uncomfortable about their GPs if they have a lump?

**Testicular Self-Exam**

**1.**  *cup one testicle at a time using both hands best performed during or after a warm bath or shower*

**2.**  *examine by rolling the testicle between thumb and fingers use slight pressure*

**3.**  *familiarize yourself with the spermatic cord & epididymis tube like structures that connect on the back side of each testicle*

**4.**  *feel for lumps, change in size or irregularities it is normal for one testis to be slightly larger than the other*

**t. Testicular Cancer Awareness Foundation**

**THE THREE STEPS OF SELF-EXAMINATION**

In the same way that girls and women can examine their breasts, boys and men can check their testicles.

1. Get to know what's normal for you in terms of size and shape so you can notice any changes
2. Once a month, in the shower, roll one testicle between the thumb and fingers to check for lumps, swelling, or pain, then repeat with the other one
3. If you notice a change in size or shape, a lump that wasn't there before or if a testicle becomes painful, get it checked out

Visit [www.movember.com/mens-health/testicular-cancer](http://www.movember.com/mens-health/testicular-cancer) for more

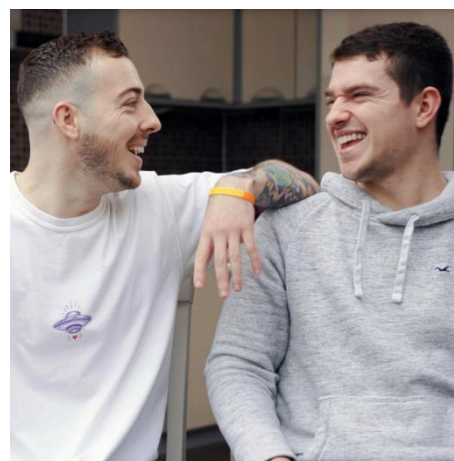
**Case study**

24-year-old twin brothers Ryan and Sean Collard were diagnosed with testicular cancer just 20 days apart.

Ryan was diagnosed with stage 4 testicular cancer after suffering severe back pain and passing out on numerous occasions. "I started chemo immediately and had eight months of intense treatment, then I had a stem cell transplant and finally had surgery to remove the tumours left inside me."

While Ryan was receiving treatment, Sean came down to visit him. Sean noticed his left testicle had become swollen and decided to go for a check-up. Sean was told he too had testicular cancer, and six days later had surgery to remove the testicle.

Ryan: "When I was first diagnosed Sean helped me talk through my feelings and fears. When he was diagnosed, we spent lots of time crying and talking about what we were going through together. It helped us both stay strong and get through – things would have felt much worse if we'd not talked about it."



**NEED MORE INFO?**

The national websites below provide further information and guidance about testicular cancer, or a space to talk confidentially. They may also be able to direct you to more local sources of support.

- NHS UK: [www.nhs.uk/conditions/testicular-cancer/](http://www.nhs.uk/conditions/testicular-cancer/)
- Testicular Cancer Network: [www.testicularcancernetwork.co.uk](http://www.testicularcancernetwork.co.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- The Samaritans: [www.samaritans.org](http://www.samaritans.org)
- Movember/testicular cancer: <https://uk.movember.com/mens-health/testicular-cancer>
- Movember/mental health: <https://uk.movember.com/mens-health/mental-health>
- Movember/starting conversations: <https://uk.movember.com/mens-health/we-need-to-ask>

**Tasks**

13 REMEMBER THE LIST FROM THE BEGINNING OF THE LESSON? Highlight health problems or illnesses that:

- are related to physical health
- are related to mental health

14 Are there any health problems or illnesses related to mental health that are more likely to affect males?

15 Why do you think this might be?

**16 Word grid**

	GUM clinic	Worrying
	intimate	Courageous
	embarrassed	removal

## Starter task: Complete the sentences in detail.

- 1) In your book write down what you think reproduction is.
- 2) Give 5 Physical changes that happen to boys during puberty.
- 3) 1 Group or person that you can turn to for help and support.
- 4) 2 Physical changes that happen to girls during puberty.
- 5) 4 Physical changes that happen to both boys and girls during puberty.

**Explain the changes that happen to boys' and girls' bodies during puberty?**

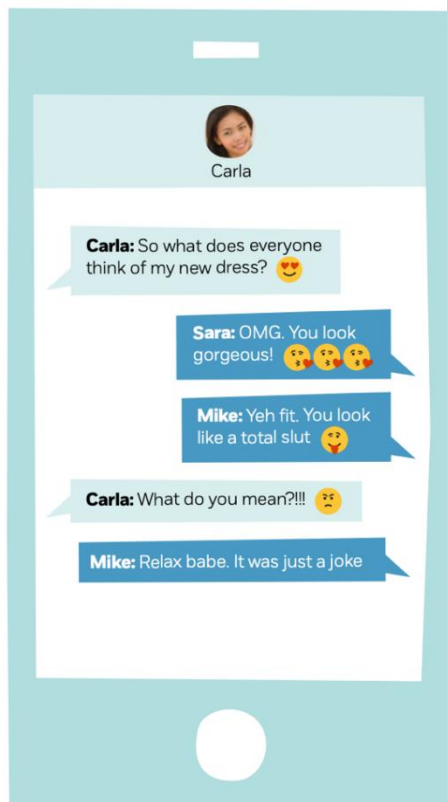
# 13 What is sexual bullying?

## What is sexual bullying?

The NSPCC defines sexual bullying as: "Any bullying behaviour, whether physical or non-physical, that is based on a person's sexuality or gender. It is when sexuality or gender is used as a weapon by any gender towards another person"

### Scenario 1

Carla updated her profile picture.



Why do you think each of the characters posted what they did?

- Do you think this is typical of the way people speak on social media?
- Does anything about the language make you feel uncomfortable?
- How would you advise Carla and George to respond? Why?

### Scenario 2

George has shared an article:



George has deleted a recent post.

## Sexualised behaviour

How far do you agree or disagree with each statement? Why is that your feeling? What is important to you?

- People who wear revealing clothing and are really flirty are just asking for attention
- What adults describe as sexual bullying is just how teenagers flirt
- It's always nice to get attention, no matter what kind of attention or who it is from
- If someone spends time annoying or teasing you, it's probably because they like you



### Please help!



So, recently something weird has been happening to me at school. There's this girl who every time she sees me in the corridor tries to pinch or slap my bum. She's a really popular girl and whenever she does it my mates cheer and laugh. Most of them think she's doing it because she fancies me. But we never speak and the rest of the time she doesn't even seem to notice I exist. It makes me feel really uncomfortable and self-conscious. And I hate that everyone else just thinks it's funny. I tried to tell one of my friends it creeped me out but he just told me to man up and said I should enjoy it. Am I over-reacting? What should I do?

Thanks,

**Noah**

### Who do I believe?

There's this boy in my class I really like and we've been flirting for a while now. He tells me all the time that he thinks I'm fit and in the lunch hall he wants me to sit on his lap. We make out sometimes but we're not officially boyfriend and girlfriend yet. He hangs out with quite a big group and all the girls he's friends with have started saying I am easy and that he's only interested in me because everyone knows I'm a slag. I feel like they're always giving me nasty looks and giggling behind my back. When I tried to talk to him about it, he laughed it off and said they were jealous. I really like him but I don't know who to believe?

In need of advice,

**Vestina**



### Should I be offended?

The boys at my school are always making comments about my breasts. I was one of the first to hit puberty and my boobs are already way bigger than anyone else's. When I walk around in school I feel like the boys are literally staring at my chest and often wolf whistle when I go past. My name is Kitty and sometimes I'm sure they are deliberately saying Titty instead. I've always liked my body and sometimes it feels great to be noticed, but other days I wish people would just leave me alone. My friend was shocked when she heard what they were saying and told me I should be really offended. I'm not sure how I feel about it now – are they bullying me or just paying me a compliment?

Unsure and confused,

**Kitty**



### Extension Scenario: Should I quit?

I recently got a job in a local shop. The interview was a bit weird because I thought the woman who interviewed me was flirting, but I was really pleased I got the job so I decided to just ignore it. She's now my supervisor and makes me feel really uncomfortable when we're in the shop together; she is always staring at me and she makes jokes about me being handsome. This week she said she'd made sure we were working together on all next month's shifts so we can get to know each other better, then winked at me. I'm not interested in her, particularly as she is so much older than me, but I am worried about losing my job if I don't play along?

Hoping for an out,

**Aleem**



Dear...

This is a problem because...

Sexual bullying means...

It is never acceptable to...

Have you considered...

I would suggest that you...

Your friends could/should...

To get more help, you could speak to...

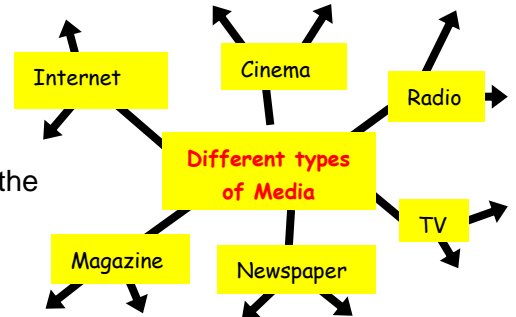
**Starter task: Complete the sentences in detail.**

- 1 Explain why it is important for people to drink in moderation.
- 2 What dangerous chemicals are present in cigarettes?
- 3
- 4
- 5

## 14 How does the media influence us?

**Mass media** - a section of the media designed to reach a very large audience, e.g. TV, newspapers

Pro - Vast variation of stations to choose from for all preferences.  
Con – adverts, anyone can set up a pirate station – how do we know the information is accurate?



**6 Challenge:** What are the strengths and weakness of each type of media as a source of information ?

7 Which do you think is the most reliable source of information? Can you explain why?

8 Who is responsible for managing media content?

9 Evaluate whether you think the British government should take more responsibility for overseeing media reliability.

### How does the media influence us?



### Tasks

Watch this clip <http://www.youtube.com/watch?v=27ugSKW4-QQ>

10 How much faith do the public put in the media to present the truth?

11 How could this potentially cause problems?

**12 What are the purposes of mass media?**

13 There are 5 key purposes of this type of media. Use the clues to work out what they are.



## Tasks

- 14 How can each of these types of media influence us? Explain three positive and three negative ways.
- 15 What checks are put in place to ensure the media is reliable? (Explain about the PCC, Press Code and Ofcom) – are these enough? Evaluate
- 16 Challenge: How does mass media influence us?

### **Mass media Influence**

In the last 50 years media influence has grown in line with the advance of technology – first there was the telegraph, then radio, the newspaper, magazine, television and now the internet. We live in a society that depends on information and communication to keep us informed about the issues we relate to, for example, work, entertainment, health care and education.

In life, most of our decisions, beliefs and values are based on what we know for a fact from our own experience. However, on a daily basis, we rely on the media to get the current news and facts about what is happening in the world. We put our trust in the media to give us news, entertainment and education. However, the influence of mass media is so great that we need to understand how it works and consider each item of news so that we form our own opinion.

### **How mass media influence works**

Of all the media distributions channels, the most influential has been the television. We are constantly exposed to thousands of images on a daily basis. Years ago, there was more diversity in companies, but they have merged into huge industries that have the power to shape public opinion.

The media makes billions of pounds by selling advertising. We buy what we are told is good, after seeing thousands of advertisements. We make our buying decisions based on what we saw on TV, in newspapers and magazines. We trust the product based on what other people know we are buying. However, their decision is often based on media exposure. The media uses celebrities to persuade teenagers and children what is acceptable in terms of fashion, sports equipment, soft drinks, perfumes etc.

### **Who controls the media?**

Massive corporations dominate the U.S. and global media landscape. Through a history of mergers and acquisitions, these companies have concentrated their control over what we see, hear and read. In many cases, these companies control everything from initial production to final distribution. Suppose these companies had an agenda (other than to make money) – what if some of the owners had very right wing or racist views? What if they were climate change deniers? As we have seen before, printed media have traditional political alliances and as the media companies merge to become more powerful – they have huge influence over what people think.

## Tasks

- 17 Why has media influence grown so much in the last 50 years?
- 18 Why do we need the media?
- 19 How does the media influence us?
- 20 More challenging: What form of media is the most influential? Why do you think this is?
- 21 What strategies does advertising use to influence us? Give some examples of how the media tries to influence and why this is.
- 22 Mega challenge: "5 companies own 95% of all the media we get every day. They own theme parks, movie studios, TV and radio, newspapers, video games and more."  
Why is this worrying? Analyse the consequences of this in terms of how we are influenced and explain your answer fully in your book.
- 23 'In recent years, there has been a debate about the power and influence of the media and how responsible its actions have been.'  
Make a case explaining why there should be MORE or LESS state control over the media.

# Signposting

It is important that you know where you can access help and support when you need it.

## Safety



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

- Pass on info about crime anonymously online: [www.fearless.org](http://www.fearless.org)
- Report online content: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)

Are you in danger?  
Is someone else?  
Ring **999** immediately

- **Police 101**

## Mental health



We're the **mental health charity**.

We're here to make sure no one has to face a mental health problem alone.

- [www.mind.org.uk](http://www.mind.org.uk)
- Infoline: 0300 123 3393
- Email: [info@mind.org.uk](mailto:info@mind.org.uk)

Text: 86463

## Childline

# childline

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

**Childline** is here to **help** anyone under 19 in **the UK** with any issue they're going through.

You **can** talk about anything. Whether it's something big or small.

Our trained counsellors **are** here to **support** you.

[www.childline.org.uk](http://www.childline.org.uk)



0800 77 66 00 [talktofrank.com](http://talktofrank.com)  
 Friendly, confidential drugs advice

Find out everything you need to know about drugs, their effects and the law. **Talk** to Frank for facts, support and advice on drugs and alcohol today.

Online: [www.talktofrank.com](http://www.talktofrank.com)



**Stonewall** campaigns for the equality of lesbian, gay, bi and trans people across Britain.

Online: [www.stonewall.org.uk](http://www.stonewall.org.uk)

Phone 10am-10pm  
 0300 330 0630



*Somewhere to turn when someone dies*

We offer **support**, advice and information to children, young people and adults when someone dies.

Get **help**.

Twitter: @crusecare

Online: [www.cruse.org.uk](http://www.cruse.org.uk)

Mental health:



Contact the NSPCC  
 Helpline

SAMARITANS



**We're waiting for your call**

Whatever you're going through, a Samaritan will face it with you. We're here 24 hours a day, 365 days a year.

kooth

**Your online mental wellbeing community**

Free, safe and anonymous support

Free, safe, anonymous online counselling and support service for children and young people aged 10 to 25.

What do we mean by...?

Snogging	Contraception	Puberty	Celibate
Partner	Transvestite	Homosexual	Gender
Anal sex	Bisexual	Masculine	Heterosexual
Rape	Love	STI	Man
Sexist	Orgasm	Homophobia	Consent
Confidentiality	Cuddle	Friend	Transgender
Kissing	Vaginal sex	Safer sex	Oral sex
Gay	Tomboy	Lesbian	Girl
Sexual	Masturbation	Feminine	Sex
Straight	Boy	Abortion	Woman

How easy is it to talk to someone about ...?

**Easy vs Difficult**

I'll only have sex if we use condoms  
 Are you using contraception?  
 I think I might be gay  
 I want to end this relationship  
 Will you go out with me?  
 The long-term future of our relationship  
 I don't want to have sex yet  
 I don't want to have children  
 I don't want to use condoms  
 Tell me about your previous girlfriends/boyfriends  
 I love you  
 I fancy you  
 Talking about relationships with your parents/carers  
 I want to talk about our sex life I want to have children  
 I'm pregnant  
 My period is late I don't want you to have an abortion  
 What I think about your family  
 Our differences (for example disability, race, religion)  
 Will you go to a genito-urinary (GUM)/sexual health clinic with me?  
 Do you want an open relationship?  
 I want to have an abortion  
 What I want to do in the future  
 What I think about your friends  
 Have you ever had a sexually transmitted infection?  
 Will you be faithful to me?  
 I haven't had sex before