

# Year 11 PDC Booklet

## Relationships and Sex Education I



**LIONHEART** EDUCATIONAL TRUST

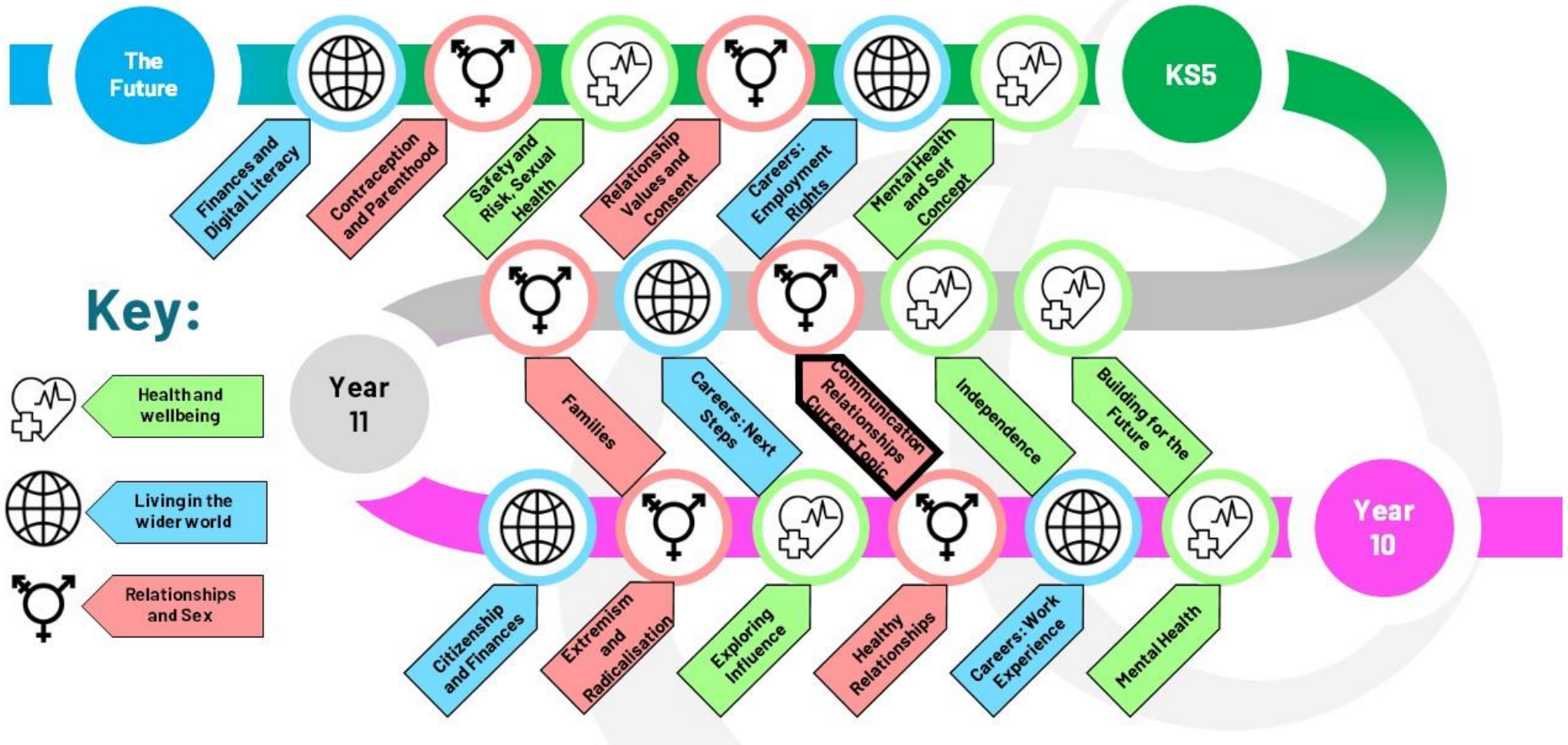
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# Personal Development Curriculum KS4 Learning Journey

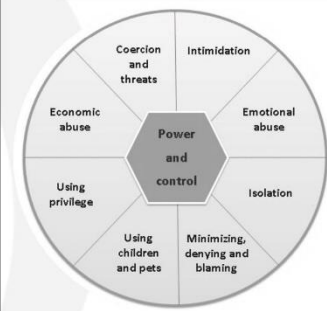




## Year 11 – Block 3: Relationships and Sex Education Knowledge Organiser



Key Words	
Lesbian	A sexual orientation that describes a woman who is emotionally and sexually attracted to other women.
Gay	A person who is emotionally, romantically or sexually attracted to members of the same gender.
Bisexual	A person emotionally, romantically or sexually attracted to more than one sex, gender or gender identity though not necessarily simultaneously, in the same way or to the same
Transgender	A person whose gender identity and assigned sex at birth do not correspond. Also used as an umbrella term to include gender identities outside of male and female. Sometimes
Queer	An umbrella term used to describe people who think of their sexual orientation or gender identity as outside of societal
Intersex	An umbrella term used for a variety of conditions in which a person is born with sexual anatomy that doesn't seem to fit
Asexual	A person who experiences little or no sexual attraction to others. Asexuality is not the same as celibacy.
Grief	Intense sorrow, felt usually after a death but can also be felt at the end of a long-term relationship.
Rape	Having sex with someone without consent
Sexual Assault	Anything physical sexually leading to sex without consent
Sexual Harassment	Harassment in a workplace, other profession or social situation, involving the making of unwanted sexual advances or obscene remarks
Abusive Relationship	A relationship where one person is abusive or controlling of the other. This could be verbally, physically or emotionally.
Coercion	The action or practice of persuading someone to do something by using force or threats.

Transgender—Identity Not Orientation																	
<ul style="list-style-type: none"> <li>• <b>A large number of children begin to display gender-typical behaviours which correspond with their biological sex at around three years old.</b></li> <li>• <b>For those who don't there is a chance they are transgender.</b></li> <li>• <b>This means that their gender identity does not match their birth sex and has nothing to do with sexual orientation</b></li> <li>• <b>Just because someone is transgender, that does not mean who they are attracted to will change.</b></li> </ul>																	
<h3>Getting Over A Breakup—What Helps?</h3> <ul style="list-style-type: none"> <li>• Allowing a proper amount of time to grieve the relationship before finding love again with someone new</li> <li>• Treating yourself to little luxuries and making sure you take care of yourself</li> <li>• Regular exercise</li> <li>• Taking up new hobbies or making some sort of fresh start without your ex</li> <li>• Channelling your feelings into a creative project</li> <li>• Reconnecting with friends</li> <li>• Focusing on the positive sides of the experience</li> </ul>	<h3>Consent: Drawing Boundaries?</h3> <ul style="list-style-type: none"> <li>• No one else should have control of or access to your body.</li> <li>• Do not feel pressured into doing anything that you don't want to</li> </ul>																
<h3>Consent: What is it?</h3> <p>Consent is where someone gives permission for something, in this case sexual activity</p>	<h3>Manipulation, Power, Control</h3> 																
<h3>What Makes A Good Communicator?</h3> <table border="1"> <tbody> <tr> <td>• <b>Body Language</b></td> <td>• Eye Contact</td> </tr> <tr> <td>• <b>Concise</b></td> <td>• Listening</td> </tr> <tr> <td>• <b>Be respectful</b></td> <td>• Ask questions</td> </tr> <tr> <td>• <b>Look interested</b></td> <td>• Time to talk</td> </tr> </tbody> </table>	• <b>Body Language</b>	• Eye Contact	• <b>Concise</b>	• Listening	• <b>Be respectful</b>	• Ask questions	• <b>Look interested</b>	• Time to talk	<h3>Where To Go For Support:</h3> <table border="1"> <tbody> <tr> <td colspan="2">Teachers and School Staff, Parents, Friends, Parents</td> </tr> <tr> <td>NPSCC</td> <td><a href="https://www.nspcc.org.uk">https://www.nspcc.org.uk</a></td> </tr> <tr> <td>Childline</td> <td><a href="https://www.childline.org.uk">https://www.childline.org.uk</a></td> </tr> <tr> <td>Rape Crisis</td> <td><a href="https://www.rapecrisis.org.uk">https:// www.rapecrisis.org.uk</a></td> </tr> </tbody> </table>	Teachers and School Staff, Parents, Friends, Parents		NPSCC	<a href="https://www.nspcc.org.uk">https://www.nspcc.org.uk</a>	Childline	<a href="https://www.childline.org.uk">https://www.childline.org.uk</a>	Rape Crisis	<a href="https://www.rapecrisis.org.uk">https:// www.rapecrisis.org.uk</a>
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**Date:** .....

**Title: Learning How To Learn: Revising for Exams**

**Retrieval Practice**

1. Metacognition is thinking about your own \_\_\_\_\_ and how you learn best.
2. When using metacognitive talk, you describe the \_\_\_\_\_ you are using to solve a problem.
3. Before starting a task, it's helpful to \_\_\_\_\_ what steps you need to take.
4. Metacognitive talk can help you understand your \_\_\_\_\_ and make learning easier.
5. Asking yourself questions about the \_\_\_\_\_ you're using can help you stay focused.

**Baseline and Endpoint Assessment:**

	<b>Baseline Assessment</b>	<b>Endpoint Assessment</b>
1. What are the key elements to metacognition?	..... ..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... ..... .....
2. What are some revision strategies?	..... ..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... ..... .....



## Metacognitive Strands and Revision Techniques

The three strands of metacognition are:

<b>Planning</b>	<b>Monitoring</b>	<b>Evaluating</b>
Thinking about the goal you have and how you will achieve it	Start on your plan and regularly check whether its working	How successful was your chosen strategy?
<ul style="list-style-type: none"> <li>• What am I being asked to do?</li> <li>• Which strategies will I use?</li> <li>• Are there any strategies that I have used before that might be useful?</li> </ul>	<ul style="list-style-type: none"> <li>• Is the strategy that I am using working?</li> <li>• Do I need to try something different?</li> </ul>	<ul style="list-style-type: none"> <li>• How well did I do?</li> <li>• What didn't go well?</li> <li>• What could I do differently next time?</li> <li>• What went well?</li> <li>• What other types of problem can I use this strategy for?</li> </ul>

When you are revising, you want to make sure your chosen strategy has one of the following techniques in:

<b>Retrieval Practice</b>	<b>Spaced Practice</b>
Testing yourself repeatedly using flashcards or writing summaries from memory, and only adding after attempting	Spreading out your revision over a course of time rather than doing it all at once. Break up your revision over weeks rather than in one go
<b>Interleaving</b>	<b>Elaboration</b>
Mixing up topics rather than revising one thing for a long time. Instead of studying one topic for an hour, break it up into three smaller topics.	Explaining ideas in detail and creating links between topics. Mind maps and answering how/why questions.

## Task 1

Pick one revision technique from above: .....

Now pick a subject or topic from one of your lessons to use as an example for revision: .....

Answer the following questions to help you with the planning stage:

- What am I being asked to do?

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

- Which strategies will I use?

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

- Are there any strategies that I have used before that might be useful?

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

**Date:** .....

## **Title: Gender Identity and Sexual Orientation**

### **Retrieval Practice**

1. Metacognition involves thinking about how we \_\_\_\_\_ and learn best.
2. Before revising, it's useful to set \_\_\_\_\_ for what you want to achieve.
3. To stay organised, create a \_\_\_\_\_ that breaks down each topic you need to review.
4. Reflecting on what \_\_\_\_\_ well after each study session helps you improve your methods.
5. One helpful technique for revision is \_\_\_\_\_ practice, where you quiz yourself on the material.

### **Baseline and Endpoint Assessment:**

	<b>Baseline Assessment</b>	<b>Endpoint Assessment</b>
1. What is the difference between gender identity and sexual orientation?	..... ..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... ..... .....
2. What should you do if someone is unsure about their gender identity/sexual orientation?	..... ..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... ..... .....



## Task 1: Match Up

Key Term	Match	Definition	Use in a sentence
Biological sex		A person's understanding of their own gender, which may or may not correspond with their biological sex	
Gender identity		Biological differences between males, females and intersex people. For example, chromosomes (female XX, male XY, often XXY for intersex people), reproductive organs (ovaries, testes), hormones (oestrogen, testosterone)	
Gender expression		A word which describes a person whose gender identity does not correspond with their birth sex	
Sexual orientation		The way in which a person expresses their gender identity, typically but not limited to: their appearance, dress and behaviour	
Cisgender		A word which describes a person who does not subscribe to conventional gender distinctions but identifies with neither, both or a combination of genders	
Transgender		A word which describes a person whose gender identity corresponds with their birth sex	
Genderqueer (non binary)		A person who is sexually attracted to people of one's own gender	
Homosexual		A person's sexual identity in relation to who they are attracted to.	

## Task 2: Case Studies

Alex is a 16-year-old student who was assigned female at birth. Over the past year, Alex has been questioning their gender identity and is now identifying as non-binary. They have recently started using they/them pronouns and have informed their close friends and family

1. What does it mean to identify as non-binary?

.....  
.....

2. How might Alex feel about sharing their gender identity with friends and family?

.....  
.....

3. How can classmates and teachers support Alex during this time?

.....  
.....

Jasmine is a 17-year-old girl who has been dating her girlfriend, Taylor, for a year. They attend the same school and have a strong support system. Jasmine is comfortable with her sexual orientation, but she's noticed some classmates making unkind comments about LGBTQ+ individuals.

1. What is Jasmine's sexual orientation?

.....  
.....

2. How might Jasmine feel about the unkind comments from her classmates?

.....  
.....

3. What can Jasmine do to address the unkind comments and support her LGBTQ+ peers?

.....  
.....

Jordan is a 15-year-old transgender boy who recently started transitioning. He has chosen to go by he/him pronouns and is in the process of legally changing his name. Jordan's family is supportive, but he's encountered challenges with some classmates who struggle to understand or accept his identity

1. What does it mean to be transgender?

.....  
.....

2. How might Jordan feel about the challenges he's facing with some of his classmates?

.....  
.....

3. How can Jordan's classmates and teachers show support and understanding during his transition?

.....  
.....

Taylor is a 14-year-old student who is still exploring their sexual orientation. They have not yet identified with a specific label and feel comfortable with that. Taylor is open-minded and values their friendships with people of various orientations.

1. How might Taylor's approach to their sexual orientation differ from someone who has already identified with a specific label?

.....  
.....

2. What benefits can come from being open-minded about sexual orientation?

.....  
.....

3. How can friends and classmates support Taylor in their journey of self-discovery?

.....  
.....

Sam is a 16-year-old boy who has known he is gay for a few years. He has recently decided to come out to his family and close friends. While his family has been accepting, he worries about how some of his friends might react

1. What does it mean for Sam to come out as gay?

.....  
.....

2. How might Sam feel about the differing reactions he might receive from friends and family?

.....  
.....

3. How can friends who may not initially understand or accept Sam's sexual orientation work towards understanding and supporting him?

.....  
.....

Jamie is a 17-year-old student who identifies as pansexual. They are attracted to people regardless of their gender identity. Jamie is proud of their identity and often advocates for LGBTQ+ rights and inclusivity at school

1. What does it mean to identify as pansexual?

.....  
.....

2. How might Jamie's advocacy contribute to a more inclusive school environment?

.....  
.....

3. How can classmates and teachers support Jamie in their efforts to promote LGBTQ+ inclusivity?

.....  
.....

**Date:** .....

## Title: Communication in Relationships

### Retrieval Practice

1. Gender identity is how someone personally \_\_\_\_\_ themselves, which might be as male, female, both, or neither.
2. Sexual orientation is about who a person feels \_\_\_\_\_ attracted to.
3. Someone who is attracted to people of the same gender might identify as \_\_\_\_\_.
4. It is important to respect each person's \_\_\_\_\_ and the way they choose to express it.
5. \_\_\_\_\_ is when someone is attracted to people of more than one gender.

### Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. Why is it important to communicate in relationships?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. What happens when communication breaks down in relationships?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

## Task 1: Case Study Analysis

Case Study	What was the communication challenges in this case?	How did these challenges affect their relationship?	What should have been done in each case?
Sarah and James have been dating for a year. After a disagreement, James stops responding to Sarah's messages for several days.			
Alex plans a surprise dinner for their partner, Jordan. However, Jordan is upset because they had already made other plans.			
Emma feels neglected because her partner, Ryan, frequently cancels plans last-minute due to work commitments. She hasn't communicated her frustration.			
Tom is unhappy with the division of household chores but avoids discussing it with his partner, Lisa, to prevent conflict.			
Chris sees a text from an unknown number on their partner, Taylor's, phone and immediately assumes the worst without asking for an explanation.			

**Date:** .....

**Title: Handling Unwanted Attention And Challenging Sexual Harassment**

**Retrieval Practice**

1. Good communication involves both \_\_\_\_\_ and speaking.
2. When resolving a conflict, it's helpful to use "I" statements to express your \_\_\_\_\_ without blaming the other person.
3. \_\_\_\_\_ listening means fully concentrating on what someone is saying rather than just waiting for your turn to speak.
4. Non-verbal communication, like body language and \_\_\_\_\_ expressions, can often convey more than words.
5. Showing \_\_\_\_\_ for someone's feelings and experiences is essential for building trust in a relationship.

**Baseline and Endpoint Assessment:**

	<b>Baseline Assessment</b>	<b>Endpoint Assessment</b>
1. How can we challenge sexual harassment?	..... ..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... ..... .....
2. What can we do about unwanted attention?	..... ..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... ..... .....



### Task 1: Questions

Kaz had dragged Ryan upstairs to her bedroom. 'Now I want to really get to know you,' she said drunkenly, 'in my bed.' After two minutes of kissing and more drinking, Kaz wasn't making much sense anymore and was slurring her words. She was barely able to kiss Ryan and her body had gone limp. Ryan was really turned on and knew Kaz really liked him.

What should Ryan do now? Why? I think Ryan should ... because ...

.....  
.....

Define the terms consent, rape and sexual harassment.

Consent:

.....  
.....

Rape:

.....  
.....

Sexual Harassment:

.....  
.....

Explain the difference between statutory rape, date rape, acquaintance rape and sexual assault.

Which does this scenario risk being if Ryan makes the wrong decision?

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

## Task 1: Reading

### Sexual Harassment, Consent and Rape

You may have seen the huge story in the news concerning Harvey Weinstein. He is a famous Hollywood producer, who was recently accused by a large number of women of sexual harassment and sexual assault. The allegations, which he has denied, include: forcing women to watch him naked; pressuring women into performing sexual acts in return for advancing their careers; numerous instances of alleged rape. Weinstein was charged with rape, criminal sex acts, sex abuse and sexual misconduct by New York Police on 25<sup>th</sup> May 2018.

These allegations span three decades, and Weinstein was notorious for years within the industry as somebody who was not a safe person to be around women. So, you may be wondering, why is it only now that this has come to light? What could be stopping those women from coming forward to testify against this man and his alleged grave sexual misconduct?

The answers are complex, but part of the problem lies with rape culture. This is a term that is used to refer to the societal norms, practices and expectations which normalise sexual misconduct, especially (but not exclusively) towards women. In rape culture, sexual violence is seen as either permissible, or simply an unavoidable fact of life. The following are all examples of a 'rape culture' mentality:

- |                                                                                 |                                                                                               |                                                                                                                                                          |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| * the idea that rape is somehow a compliment to the victim                      | * the practice of gangs requiring new members to commit a rape as an initiation into the gang | being raped, rather than people, especially boys and men, being told not to rape                                                                         |
| * the idea that men just can't control themselves around women                  | * blaming a victim of rape for somehow 'asking for it'                                        | * the fact that 994 out of every 1000 perpetrators of rape do not go to jail or any criminal conviction                                                  |
| * the practice of 'corrective rape', inflicted on lesbians in certain countries | * excusing sexual misconduct by saying things like 'boys will be boys'                        | * the practice of institutions like the Catholic Church covering up abuse scandals rather than ensuring the prosecution of the abusers in its employment |
| * the practice of rapists bonding over raping the same victim                   | * the way that girls and women are told to be careful and take precautions against            |                                                                                                                                                          |

It is obvious, but must still be highlighted, that not all men are rapists and not all rapists are men. Similarly, not all victims of rape are female; we don't know what percentage of rape victims are male because of the stigma attached to men seeking help for sexual abuse, but some studies suggest it may be as high as 38%, with potentially up to two-thirds of those rapes committed by female perpetrators.

### **How do I know what's OK and what isn't?**

The key thing to bear in mind is consent. You must ensure that you have the consent of your would-be partner before any kind of sexual activity takes place. If that person isn't interested, then it's not going to be consensual sexual activity. If it's not consensual sexual activity, then it's not sex: it's sexual misconduct, sexual abuse, or even rape. Coercing somebody to have sex with you, even if no physical violence is involved, is still sexually abusive behaviour.

It's not just about respecting the word 'no'. There are some situations in which a person physically cannot give their consent. These include: when they are asleep; when they have passed out from alcohol, drugs or any other reason; when they are intoxicated. Children are also regarded as being incapable of giving meaningful consent to sexual activities, and it's illegal in most countries to have sexual relations with people under a particular age.

A person does not owe you sex, even if you are in a relationship with them. Unfortunately, there are laws in certain countries (such as India, Ghana, Nigeria and Indonesia) which state that marital rape (rape of one spouse, usually the wife, by another spouse, usually the husband) cannot exist, because a woman is seen as property of her husband once married. However, these countries are in the minority, and most countries now regard marital rape as a serious crime.

### **How do I draw boundaries?**

Remember that nobody else should have control of or access to your body unless you want them to. This is true whether you're male, female, in a relationship, single, young, old, married, straight, gay, whatever your culture. Do not feel pressured into doing anything that you don't want to do, whether by an individual person or by society and expectations.

If you have been the victim of a sexual assault, or if you are being sexually harassed, you can report it to the police, either online at home or in person at a police station. There are also several dedicated charities, like Rape Crisis and Victim Support in the UK, who are able to offer further support and resources

## Task 2: Case Studies

Case Study	What should the victim do now?	Has a crime been committed? If so, what crime has been committed?	How do you know?
<p>Hannah went to a job interview and nailed it. Her new boss seemed really pleased to have her on board. As she left the interview room he said, 'see you Monday, sweetcheeks' and slapped her bum.</p>			
<p>Gaz worked in a café. The same three teen girls came in and asked for him nearly every day. They would say to his manager, 'is that fit one here?' Then when Gaz looked over they would giggle and run away, shyly.</p>			
<p>Tia was desperate to break into the modelling industry. An agent said he could get her a big contract, and to come to dinner to talk about it. Tia remembers arriving, ordering a drink and that's about it. She woke up the next day on a sofa she didn't recognise, with her shirt buttoned up wrong.</p>			
<p>Erica had recently transitioned. Most of her friends were very supportive but some people at Uni treated her like she was a joke. When she went to a club some men shouted 'Oi Jack, give us a feel of your new lady tackle!' Then they followed her around making jokes and laughing.</p>			
<p>Tony was walking home after a night at the pub. He was suddenly knocked to the ground by two men, robbed and raped. He was mortified and cannot bring himself to tell anyone.</p>			

**Date:** .....

**Title: Relationships and Abuse**

**Retrieval Practice**

1. Sexual \_\_\_\_\_ includes unwelcome behaviour, comments, or actions that make someone feel uncomfortable or unsafe.
2. If you experience unwanted attention, it's important to \_\_\_\_\_ your boundaries clearly and assertively.
3. You have the right to feel \_\_\_\_\_ and respected in any environment, whether at school, work, or in social settings.
4. Seeking \_\_\_\_\_ from a trusted adult, friend, or support service can be helpful if you're unsure how to respond to harassment.
5. Challenging \_\_\_\_\_ can involve telling the person to stop, reporting the behaviour, or seeking advice from someone else.

**Baseline and Endpoint Assessment:**

	<b>Baseline Assessment</b>	<b>Endpoint Assessment</b>
1. What are some signs of relationships and abuse?	..... ..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... ..... .....
2. What can you do about abusive relationships?	..... ..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... ..... .....

## Task 1: Healthy and Abusive Relationships

Sarah's first few weeks going out with Gaz were great. Now he calls her 'ugly dog' and says she should lighten up because it's a cute 'joke name' for her. The other day when they were rowing he pushed her over. He said it's not abuse because he didn't hit her. Gaz says he'd never hit a woman. Sarah would like to discuss what's happening with her friends, but Gaz doesn't like her seeing them.

1. Does this relationship sound healthy? Why, why not?

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

2. Write down three things Gaz does that make the relationship sound unhealthy.

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

3. Sarah doesn't think she's in an abusive relationship. Why doesn't Sarah think this?

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

## Task 2: Case Studies

### Categories (create a key or colour code)

Unhealthy or abusive relationship	Red
Healthy or non-abusive relationship	Green
Not sure	Orange

Situation:	Category:	Explanation:
1. Joe always calls Emma his 'cute little pumpkin-pie'. Emma hates this. Joe has started to say it less but still calls it her occasionally. He apologises whenever he does though and says it's because 'that's how he thinks of her.'		
2. Zara has always been great friends with Ali. When Zara was out with her boyfriend, Darren, and she got a WhatsApp message from Ali, Darren grabbed her phone, deleted Ali's number and blocked him.		
3. Mohammed and Tasha have been together for a year. Mohammed went round Tasha's for dinner and to meet her parents. Her parents kept making borderline racist jokes and making Mohammed feel very uncomfortable. Tasha did nothing to stop this.		
4. Katie and Samantha have been friends since the start of secondary school. Katie gets really annoyed when Samantha spends time with her other friends. Last time they were together Katie pulled Samantha's hair and wouldn't let go until she promised she would only spend her time with her.		
5. Trevor and Mildred have been married for 30 years. Trevor gets angry when he comes home from work and his dinner isn't ready for him. 'What kind of a woman are you?!' he shouts at Mildred.		



<p>6. David loves Craig but also finds him scary sometimes. He can go from loving one minute to punching walls in anger the next. Sometimes Craig squares up to David and shouts in his face. Yesterday he spat at him. Then Craig bought David some flowers, cried and begged for forgiveness.</p>		
<p>7. Jamal found out Darrelle had been cheating on him. He blocked her on his phone, deleted all pictures of them together and will not pick up the phone to her. He told Darelle's friends he hopes she falls off a cliff.</p>		
<p>8. Tom and Kara were watching TV. An advert came on for spot cream. Kara said to Tom, 'you could do with some of that. Your skin looks like a pizza at the moment.'</p>		

**Is the abuse verbal, physical or emotional and why?**

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....

## Getting Help

Where can people in abusive relationships go for help?

The NHS advises 'you can:

- talk to your doctor, health visitor or midwife
- women can call 0808 2000 247, the free 24-hour National Domestic Violence Helpline run in partnership between Women's Aid and Refuge
- men can call the Men's Advice Line free on 0808 801 0327 (Monday to Friday 9am to 5pm) or ManKind on 01823 334 244
- in an emergency, call 999

The Survivor's Handbook from the charity Women's Aid is free, and provides information for women on a wide range of issues, such as housing, money, helping your children, and your legal rights.

Men can also email [info@mensadvice.org.uk](mailto:info@mensadvice.org.uk), which can refer men to local places that can help, such as health services and voluntary organisations.

Galop provides support to lesbian, gay, bisexual and transgender people experiencing domestic violence.

Anyone who needs confidential help with their own abusive behaviour can contact Respect on their free helpline on 0808 802 4040'

Other charities you can contact include [standingtogether.or.uk](http://standingtogether.or.uk), Families First and The Freedom Charity, Women's Centre and Marriage Care and perhaps the best known, Refuge.

Date: .....

## Title: Unhealthy and Exploitative Relationships

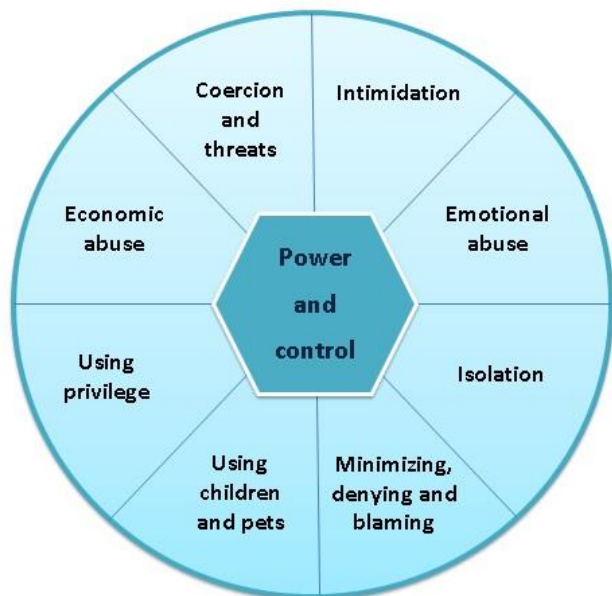
### Retrieval Practice

1. Abuse in relationships can be physical, emotional, or \_\_\_\_\_, and it often involves controlling or harmful behaviours.
2. Recognising the \_\_\_\_\_ of abuse can help individuals understand when a relationship is unhealthy.
3. Healthy relationships are built on trust, respect, and \_\_\_\_\_ between both people.
4. If someone is experiencing abuse, it's important for them to reach out for \_\_\_\_\_ from trusted individuals or support organisations.
5. Setting personal \_\_\_\_\_ can help protect you from harmful behaviours and maintain respectful relationships.

### Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. What makes a relationship unhealthy?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. What are some signs that a relationship is exploitative?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

## Task 1: Infographic Questions



How might an abuser use/demonstrate each of these factors – give an example for three.

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Explain which you believe to be the worst types of abuse and why (pick three).

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How might an abuser rationalise economic abuse? What might this entail? Explain how they might use privilege to their advantage.

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## Task 2: Video Questions

1. Name some examples of coercive control from the video.

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2. What is the maximum jail sentence for coercive control?

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3. Why do you think that abusers present a different image to the outside world than they do to the people closest to them?

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4. Why can it be complex to leave an abusive relationship?

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5. Why do you think coercive control is still poorly understood?

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6. Why might people not recognise that they are in an abusive relationship? Suggest three different, well-explained reasons.

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7. What would make it easier for people experiencing domestic abuse to get help with their situation? Name and explain at least three clear strategies, evaluating the strengths and drawbacks of each.

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