



Welcome to Relationship and Sex Education

***Personal Development
Thornden School
Safeguarding Curriculum***

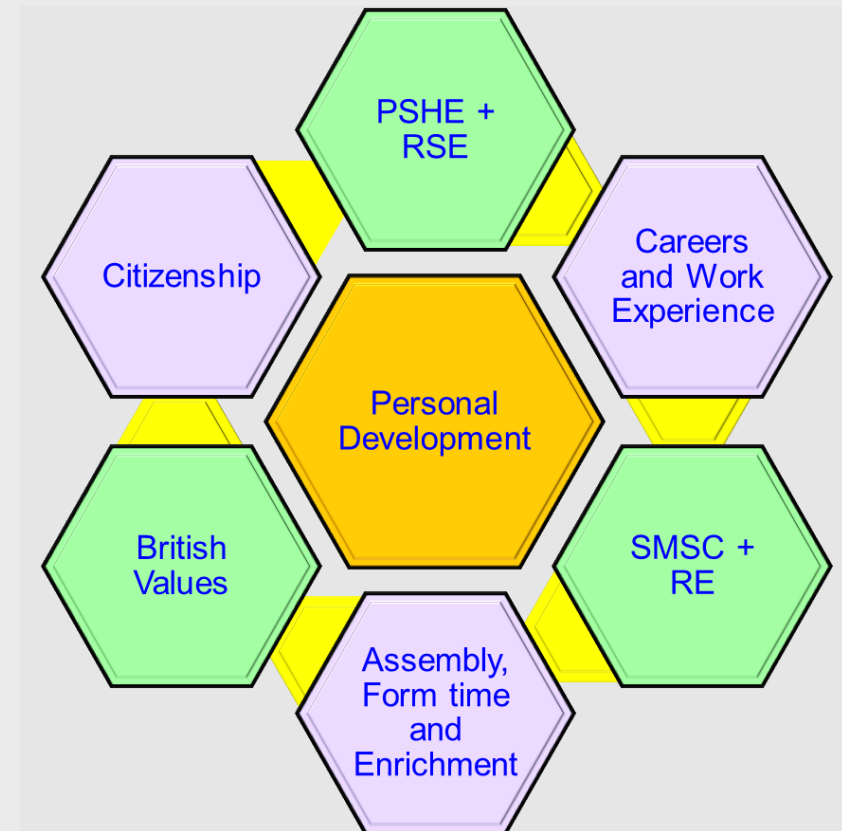
Focusing on Personal Development



You may hear the term 'Personal Development' used in quite a few subjects.

Personal Development is an umbrella term for how we develop our personal qualities and attributes throughout school.

Remember - school isn't just about improving your academic ability; it is about you becoming a well rounded and responsible young adult. It supports your wellbeing; helps you understand the world around you and prepares you for life after Thornden.



Aims of PD at Thornden



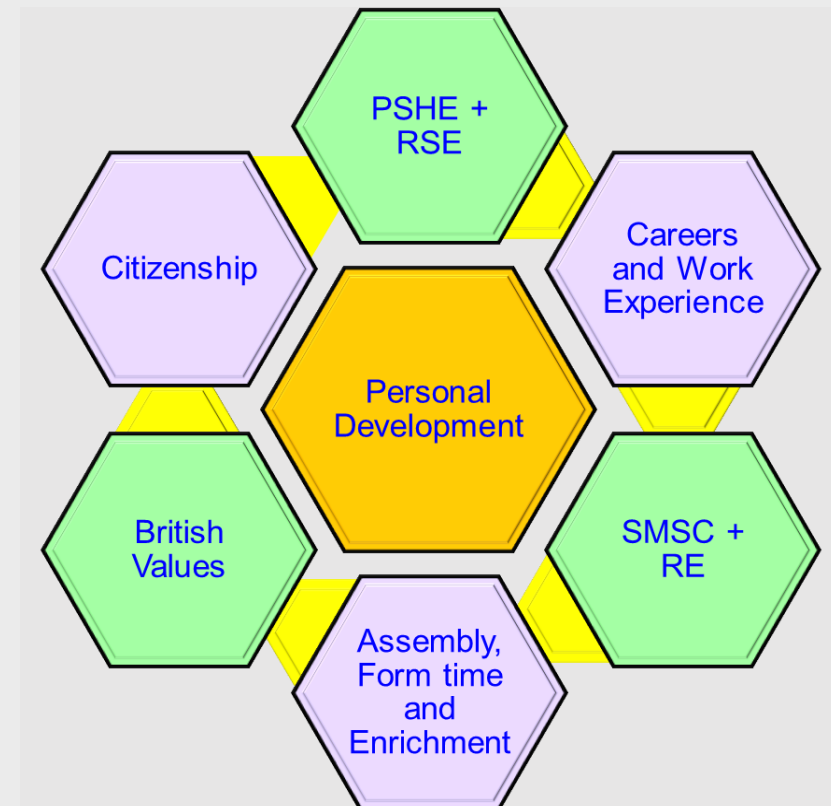
To help you understand:

- how to be responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- fundamental British values (democracy, individual liberty, law, respect and tolerance)
- how to develop confidence, resilience and knowledge so that they can keep themselves mentally healthy
- how to keep physically healthy, eat healthily and maintain an active lifestyle
- the importance of healthy relationships through appropriate relationships and sex education

Why Do We Learn Relationship and Sex Education at School?



At Thornden School we teach Relationships and Sex Education (RSE) to help students develop the knowledge, confidence, and values to manage more mature relationships and make informed, responsible choices about their well-being and future. It covers important topics such as healthy relationships, consent, contraception, sexual health, and recognising harmful behaviours, including those online. RSE at this stage prepares students for adult life, supports their emotional and physical safety, and contributes to safeguarding by helping them understand their rights and responsibilities in different situations.





Abusive, exploitative and coercive relationships

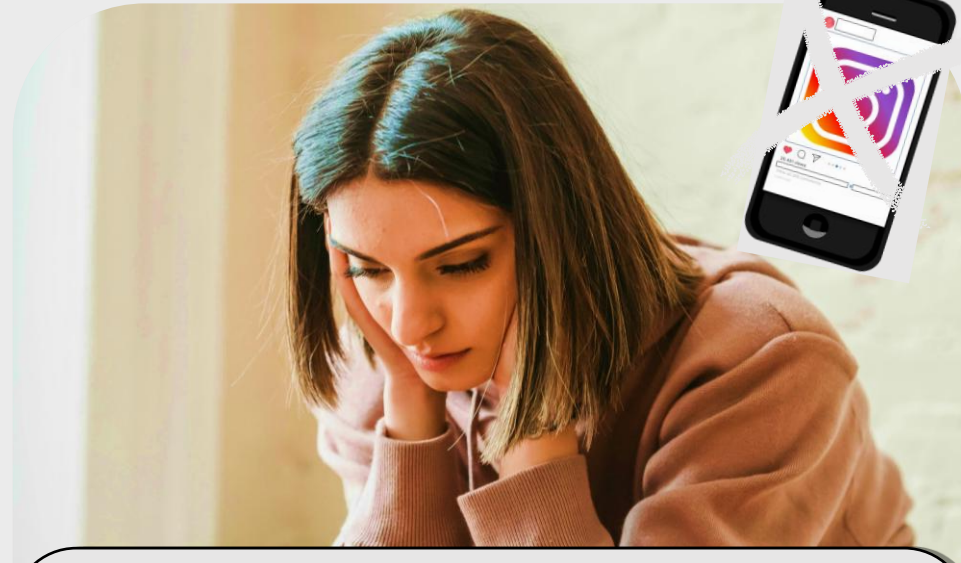


Emma is waiting for Max to come home. She's not sure what time Max will be back as he's taken *her* phone to work with him. He's also locked the door from the outside - *by mistake*, again.

She's bored, but she's cooked his dinner and tried to make it perfect. It had better be, he threw it at her yesterday.

He wasn't like this when they got together, she thinks to herself.

Discuss: What do we mean by 'relationship red flags'? How many are there in Emma's story?



What do we mean when we talk about exploitation and control in relationships?

I think what we mean when we talk about exploitation and control in relationships is...

Abusive, exploitative and coercive relationships



Learning outcomes:

Describe what goes on in controlling and abusive relationships, the red flags that indicate this and where we can go for help.

Explain how abusers use different means to control their victims, why they do this and where to go for help.

Coercion – The action or practice of persuading someone to do something by using force or threats.

Controlling relationship – A relationship with someone who controls your actions, in a variety of ways, for their own benefit.

Exploitation - the act of treating someone unfairly in order to gain some benefit from them.



Emma's story is not an uncommon one. It's not unusual for a person with a controlling personality to act differently until you're in a situation where it's hard to get away from them - in this case Emma seems to be living with Max. The fact that she's at home whilst he's at work may indicate she relies on him for money at the moment too.

Locking the door from the outside and taking her phone are both abusive acts, meant to control her whereabouts and who she has contact with.



Did you know?

It was only in 2021 that economic abuse, often a part of coercive and controlling behaviour through not giving a victim access to their money, was legally recognised in the UK?

<https://www.youtube.com/watch?v=EWW5fVDXJHc>

Year 10 Autumn 2 RSE – Knowledge Check

Confidence Scale:

1 = Not confident at all | 5 = Very confident

1. On a scale of 1 to 5, how confident do you feel that you can explain what coercion is and how it can appear in relationships?
2. On a scale of 1 to 5, how confident do you feel that you can identify signs of emotional abuse, including gaslighting?
3. On a scale of 1 to 5, how confident do you feel that you can understand what constitutes a forced marriage and how it differs from an arranged marriage?
4. On a scale of 1 to 5, how confident do you feel that you can describe what support is available for people in or at risk of forced marriage?
5. On a scale of 1 to 5, how confident do you feel that you can explain how divorce, separation, and bereavement can affect individuals and families?
6. On a scale of 1 to 5, how confident do you feel that you can list strategies for coping with the emotional impact of family changes such as divorce?
7. On a scale of 1 to 5, how confident do you feel that you can assess whether someone is emotionally and physically ready to engage in sexual activity?
8. On a scale of 1 to 5, how confident do you feel that you can recognise the importance of mutual respect, consent, and communication in sexual relationships?
9. On a scale of 1 to 5, how confident do you feel that you can describe the legal rights of LGBT+ individuals in the UK and areas where discrimination still exists?
10. On a scale of 1 to 5, how confident do you feel that you can identify challenges faced by LGBT+ individuals globally and suggest ways to promote equality?



Yr10 RSE Autumn 2 Knowledge
Check



Coercive, Exploitative and Controlling Relationships



Exploitative Relationships

An exploitative relationship is when one person takes advantage of another for their own benefit.

They may use manipulation, pressure, threats or control.

The other person often feels trapped, powerless and used, which can damage their confidence and well-being.

Coercive and Controlling Behaviour

Coercive behaviour: making someone do things they don't want to do.

Examples: being pressured into unwanted sexual activity, or made to avoid friends to stop a partner feeling jealous.

Controlling behaviour: limiting another person's freedom.

Examples: controlling their money, checking their phone or messages, isolating them from friends, family, or work.

In the UK, coercive and controlling behaviour became a criminal offence in 2015.

Coercive, Exploitative and Controlling Relationships



How It Often Starts

Coercive or controlling relationships can happen in romantic, family, or friendship situations.

Often they start with the person being very charming and loving, giving compliments, attention and gifts.

Later, they may:

1. Criticise and undermine their partner.
2. Check up on them and accuse them of things.
3. Try to make them feel weak, guilty or dependent.

Abuse does not have to be physical to be serious or illegal.

Warning Signs

Abusers often show a pattern of behaviour, including:

1. **Victim blaming:** saying it's your fault when they are the one acting badly.
2. **Shifting blame:** refusing to take responsibility and blaming stress, friends or you.
3. **Emotional manipulation:** saying things like
"I'm only doing this because I love you" or
"You make me act like this."

These tactics aim to make the victim feel trapped and responsible.

Why would a person want to control another in the first place?

Cultural or Traditional Beliefs – Some people grow up in environments where controlling behaviour is normalised.

Need for Validation – They might seek constant reassurance and control their partner's behaviour to get attention.

Jealousy – A fear of losing their partner to someone else can make them restrict their partner's actions, social life, or independence

Past Trauma or Abuse – If they were controlled in a previous relationship they might repeat the pattern unconsciously.



Desire for Power – Some individuals have a deep need to be in charge and exert authority over their partner.

Fear of Abandonment – They might worry that their partner will leave, so they exert control to keep them close

Insecurity/low self-esteem– The controlling person may feel inadequate themselves.

Personal Gain – Someone may control a partner for financial, emotional, or social benefits.



How can we recognise abusive relationships?

Unfortunately, it's not always clear cut. Remember – no one ever intends to end up in an abusive relationship, often people don't realise until later.

Read and complete your case studies pack.



What are the indicators of an abusive relationship?

Categories (create a key or colour code)

Unhealthy or abusive relationship

Healthy or non-abusive relationship

Not sure

Situation	Category	Explanation
She always calls Emma the 'cute little pumpkin girl'. Emma hates this. She 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.'		
Steve has always been great friends with Ali. When Steve went out with his boyfriend, Darren, and she got a WhatsApp message from Ali, Darren grabbed her phone, deleted Ali's number and blocked him.		
Muhammed and Tasha have been together for a year. Muhammed went round Tasha's for dinner and to meet her parents. Her parents kept making borderline racist jokes and making Muhammed feel very uncomfortable. Tasha did nothing to stop this.		
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 said she wouldn't let her go until she promised she would only spend her time with her.		
Trevor and Mildred have been married for 20 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.		

Circle or in the space beneath whether the abuse in each case is verbal, physical or both.





What type of relationships are these?

Situation:	Category: Unhealthy, Healthy, Not sure	Explanation:
<p>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.</p>		
<p>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.</p>		
<p>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.</p>		



BELONG CARE ASPIRE SUCCEED

Situation:	Category: Unhealthy, Healthy, Not sure	Explanation:
<p>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>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>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>		

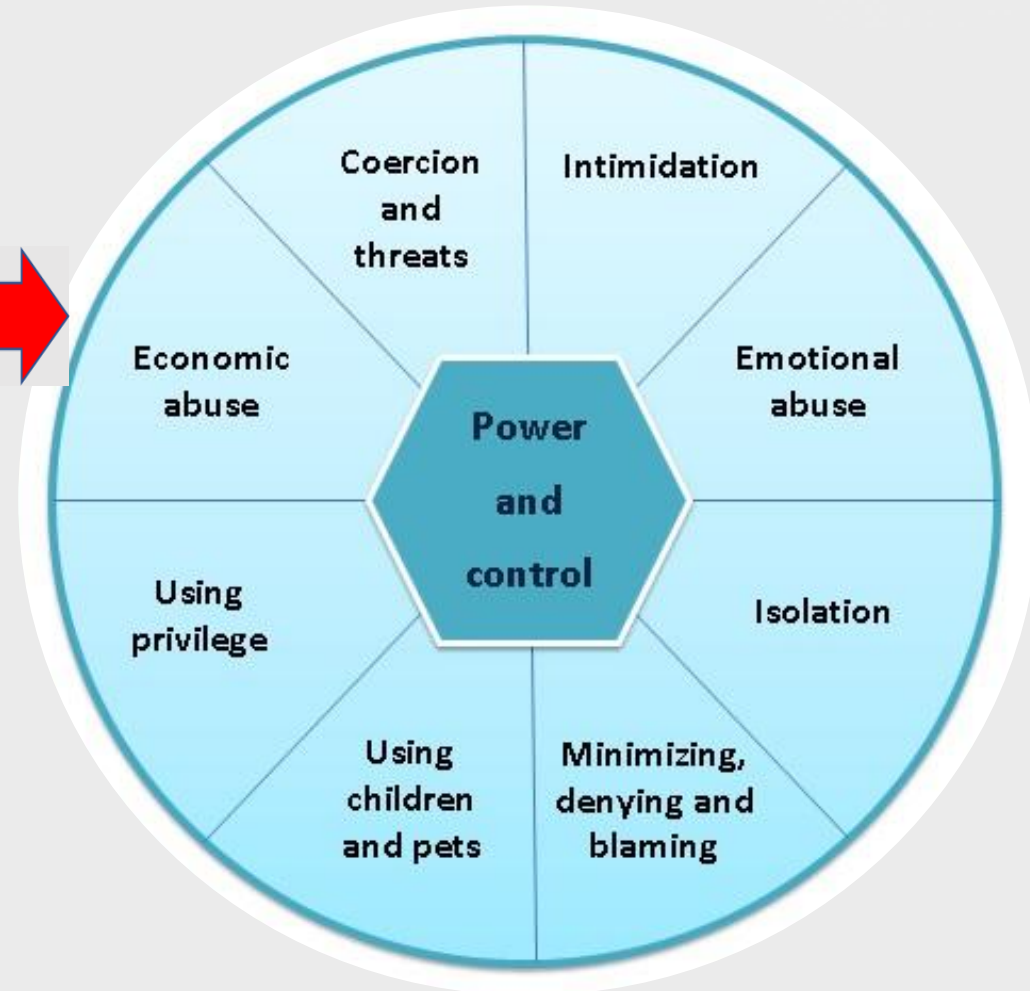
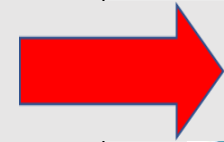
Watch clip first:

<https://www.youtube.com/watch?v=VG3gpjDuER8>

This infographic shows the different aspects of power and control a controlling person might use in a relationship.

Study it with a partner and be prepared to feedback in five minutes on the following:

- 1:** How might an abuser use/demonstrate each of these factors – give an example for three.
- 2:** Explain which you believe to be the worst types of abuse and why (pick three).
- 3:** How might an abuser rationalise economic abuse? What reasons (unjustifiably) might they give for their behaviour?



There are a number of charities and organisations that are able to help victims of domestic abuse. On your information sheet you have a list of them and the services they offer, and there are more at the end of today's PowerPoint. However, getting the friend or loved one (or yourself) to admit that help is needed is the first difficult step.



They said it was just a one off

Everyone will think I'm weak. I don't want to feel like a victim.

But now they're really sorry...

But I LOVE him!

No one will believe me

DISCUSS: Which of these thoughts are actually good reasons for not seeking help?

Clue: there may not be any.

How could you counteract each reason (say something to change their mind about not getting help). What would you say to a friend who needed help?

Abusive, exploitative and coercive relationships



Useful helplines and charities:

[Young Minds](#). Child and adolescent mental health charity for teens struggling with any subject. Call: 0808 802 5544

[Teen Line | Teens Support hotline - Connect, talk, get help!](#) Teen Line's highly trained teen listeners provide support, resources and hope to any teen who is struggling.

[SANE](#). National out-of hours mental health charity offering emotional support, guidance and information. Call: 0300 304 7000 (4.30pm to 10.30pm)

<https://www.themix.org.uk/sex-and-relationships> Relationships advice for young people

[National Domestic Abuse Helpline - 0808 2000 247](#) Refuge's 24-hour domestic abuse hotline

<https://www.womensaid.org.uk/information-support/> Women's Aid help and support website.



Reporting a Concern at Thornden School

- It is important to us that all of you feel safe, happy and belong at Thornden.
- We also know that sometimes it is not as easy as simply telling a member of staff
- It could be:
 - A friend you are worried about
 - Someone being unkind to you
 - Something you have heard and think we should know



How can you report anything you are worried about?

- Speak to a member of staff or parent / carer
- Visit the Well Being Den or Head of Year area
- On Satchel each week you will be sent a link to a form to share any worries you have
- On our school website homepage there is a 'Report a Concern' link.
- In the Student Bulletin there is a 'Report a Concern' link
- On all school desktops there is a 'Report a Concern' logo to click and report anything

Need Support? You're Not Alone



If anything in today's lesson has affected you, or you want to talk to someone, there is help available.

Mental Health & Low Mood

YoungMinds – <https://www.youngminds.org.uk>

Kooth – <https://www.kooth.com>

Mind – <https://www.mind.org.uk>

Talk to Someone

Your Tutor or Head of Year – We're here to help.

Wellbeing Team and School Nurse

Report a Concern on Satchel

Safeguarding Team with the Purple lanyards

Healthy Lifestyle

NHS Every Mind Matters – <https://www.nhs.uk/every-mind-matters>

Change4Life – <https://www.nhs.uk/change4life>

Apps That Can Help

Calm – For mindfulness and sleep.

Headspace – Meditation and stress relief.

Clear Fear – Manage anxiety (designed for young people).

MeeTwo – Anonymously talk to other teens, moderated by experts.

Eating Concerns

Beat Eating Disorders –

<https://www.beateatingdisorders.org.uk>

NHS Live Well – Eating Disorders –

<https://www.nhs.uk/mental-health/conditions/eating-disorders/>