



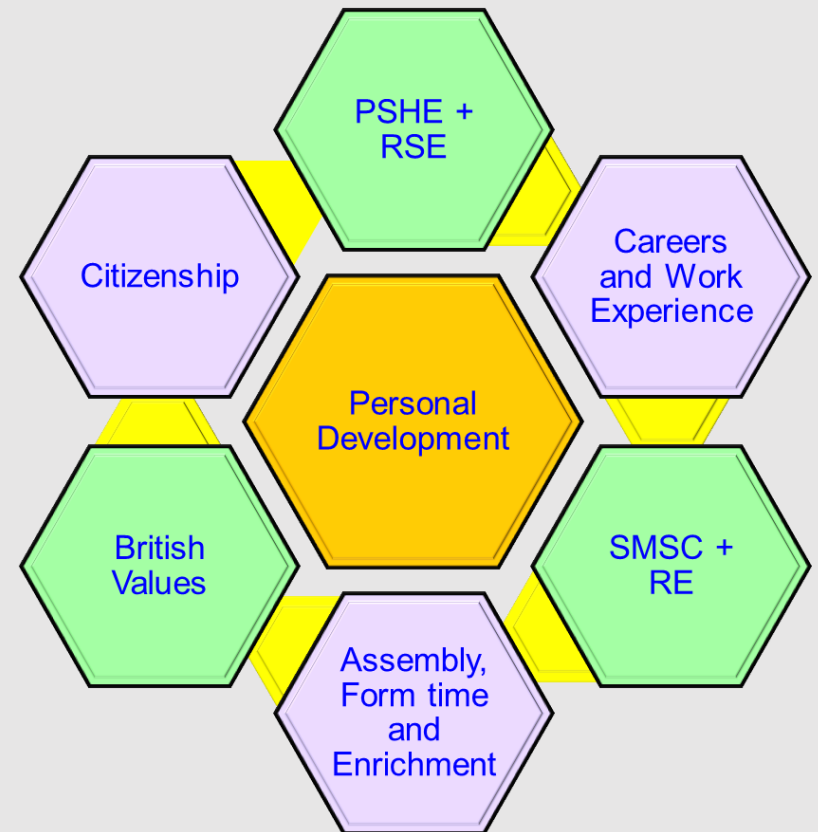
# **Welcome to Relationship and Sex Education**

***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



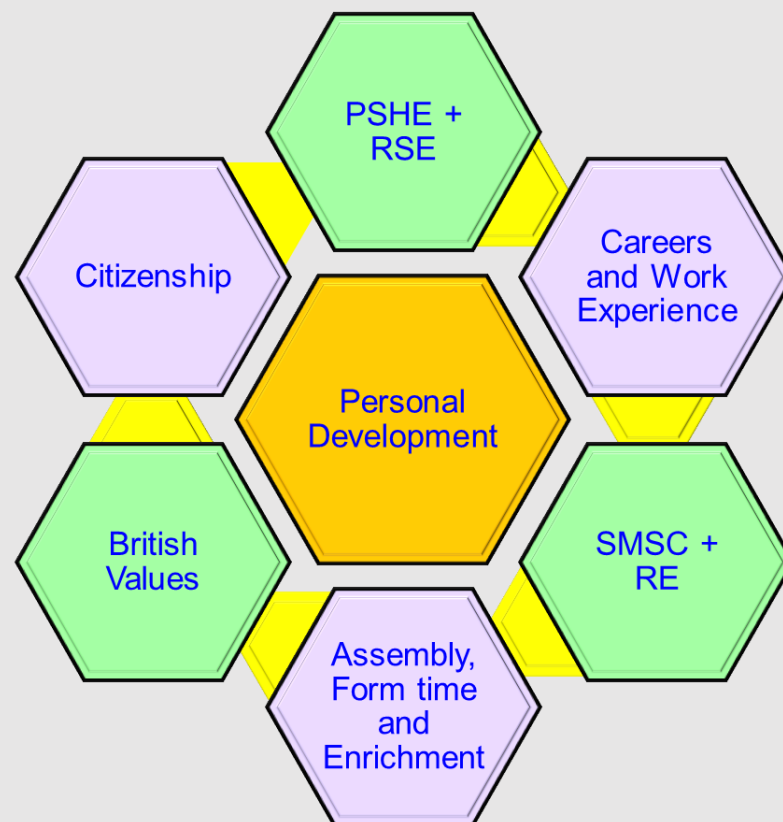
To help you understand:

- 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.



## Year 9 Summer 1 – RSE Knowledge Check

*On a scale of 1 to 5, how confident do you feel that you can...*

1. On a scale of 1 to 5, how confident do you feel that you can explain how the online 'manosphere' promotes harmful ideas about masculinity and gender?
2. On a scale of 1 to 5, how confident do you feel that you can recognise misogynistic language and behaviours online and offline?
3. On a scale of 1 to 5, how confident do you feel that you can challenge harmful gender stereotypes and promote respectful relationships?
4. On a scale of 1 to 5, how confident do you feel that you can describe different types of conflict that can happen in relationships?
5. On a scale of 1 to 5, how confident do you feel that you can apply strategies to resolve conflict in a safe and respectful way?
6. On a scale of 1 to 5, how confident do you feel that you can identify signs of grief and understand how people experience loss differently?
7. On a scale of 1 to 5, how confident do you feel that you can explain what a digital legacy is and how it can impact people emotionally?
8. On a scale of 1 to 5, how confident do you feel that you can describe the emotional impact of breakups and digital reminders of past relationships?
9. On a scale of 1 to 5, how confident do you feel that you can identify safe and supportive ways to manage difficult emotions following loss?
10. On a scale of 1 to 5, how confident do you feel that you can explain where and how to get help if you or someone else is struggling with loss, conflict or harmful online content?

**Please  
complete  
this on  
Satchel  
this week**

Do Now

# What are incels, 'alpha males' misogyny and the 'Manosphere'?



Rufus is 21 and has never had a girlfriend. His friends online say girls are only interested in the 'Chad alphas' and Rufus is a 'beta' so he may as well give up. His friends say very disrespectful things about women and seem to be angry at them just for existing.

**Discuss: Are Rufus' friends helping his situation? What do they mean and what advice would you give him?**



What do you think we mean when we talk about being discerning consumers of information online?

*CLUE: truth and fake news*

*CLUE: influence*

*CLUE: healthy scepticism*

## Learning outcomes:

Describe what we mean by harmful misogynistic attitudes and behaviours.

Explain how listening to self-proclaimed online 'experts' or negative and prejudicial forums can impact our lives for the worse.

**Manosphere:** websites and blogs where men express opinions about issues concerning contemporary masculinity and male relationships with women, especially those associated with views that are hostile to feminism and women's rights.

**Misogyny:** dislike of, contempt for, or prejudice against women.

**Incels:** People who identify as involuntarily celibate (celibate not by choice).

**Why do some men feel lost to begin with?  
Watch the following clip and complete the questions  
on your answer sheet. Your teacher will then go  
through the answers.**



[What It's Like To Be A Man In 2021 - YouTube](#)

How does the narrator say that men want to feel?

How does the narrator say women's lives have changed?

How does the narrator say men feel today?

What happens to men when they start to feel useless?

If a man feels this way, does this make him misogynistic?

What does the narrator say many men are lacking?

How does this video relate to what we have learned about so far today?

Why?



**Why do some men feel lost to begin with?  
Watch the following clip and complete the questions on your answer sheet. Your teacher will then go through the answers.**

[What It's Like To Be A Man In 2021 - YouTube](#)

**How does the narrator say that men want to feel?**

*Needed and useful.*

**How does the narrator say women's lives have changed?**

*He says women no longer need anymore for traditional things like food, protection, security and income. He says because women can provide for themselves, they have become much more picky.*

**How does the narrator say men feel today?**

*Lost and don't know what to do with themselves.*

**What happens to men when they start to feel useless?**

*They have low self-esteem and as though they have no value.*

**If a man feels this way, does this make him misogynistic?**

*No.*

**What does the narrator say many men are lacking?**

*Purpose.*

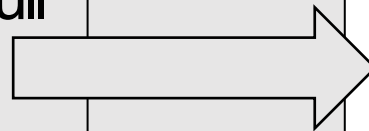
**How does this video relate to what we have learned about so far today? Why?**

# Why are some men attracted by the ideas of the 'manosphere'?



Using the information you have learned so far, correctly complete activity in your booklet. Draw a line from the text box to the push / pull factor table.

A couple of cards may include both push and pull factors, so be ready to justify your ideas..



Push Factors	Pull factors



Some men feel like no women are romantically interested in them.

Gurus in the manosphere appear to have everything – money, fame, women, success.

Some men hear terms like 'toxic masculinity' and think women believe all masculinity is bad.

Some men are feel as though they have no purpose in life.

Some men hear misogyny normalised and see it works to get girls in certain YouTube videos..

'Self-help gurus' like Andrew Tate are promising easy gains in the manosphere.

Some men feel that after many rejections, it's either the manosphere, or give up trying.

Some men are starting to feel like they can't offer women anything.

Some men feel they have no masculine role models, so search for some online.

If you are surrounded by manosphere voices, you feel validated by continuing to be there.



# Task Four: Main Task Rufus' story

Read what happened to our lonely friend from today's starter and finish the ending. You choose what happens next.

Will he leave the manosphere? Will he dwell in incel-dom?  
Will he focus on having a purpose instead?

**Then, complete the questions underneath each box based on the information you have learned today so far.**



**Rufus' story – read what happened to our friend from today's starter and finish the ending.**

**Then, complete the questions underneath each box.**



Rufus clicked on a link which sounded appealing – 'What women really want and why you can't give it to them.'  
He watched it carefully and then followed the link at the end to a forum – it was a manosphere group.

*Why did this happen?*  
This happened because...

*What could have happened instead?*  
What could have happened instead is...

*What would you advise next?*  
What I would advise is....

I would say this because.....

Rufus read lots of misogynistic discussions. Some of it made sense to him, but most of it sounded nothing like the women he knew. He started to feel confused. Rufus watched some more videos posted to the forum.

*Why did this happen?*  
This happened because...

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What I would advise is....

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Rufus saw a video by a man called Andrew Tate. He was very confident, surrounded by gorgeous women, had a great car and obviously a lot of money. He said men could have all that he had if they followed his simple advice.

*Why did this happen?*  
This happened because...

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*What would you advise next?*  
What I would advise is....

I would say this because.....

Rufus started parroting some of the phrases and ideas he had heard in the manosphere videos. He said all women just wanted fit men with loads of money – women weren't wife material like they used to be, fifty years ago, and most were 'used goods' by age thirty.

*Why did this happen?*  
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*What could have happened instead?*  
What could have happened instead is...

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What I would advise is....

I would say this because.....

Rufus was surprised to find that none of his female friends, and many of his male friends, didn't seem to want to hang out anymore. He became closer to his internet manosphere friends, but felt further away from getting a girlfriend than ever.

*Why did this happen?*  
This happened because...

*What could have happened instead?*  
What could have happened instead is...

*What would you advise next?*  
What I would advise is....

I would say this because.....

**Create an ending:**

*Why did this happen?*  
This happened because...

*What could have happened instead?*  
What could have happened instead is...

*What would you advise next?*  
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**Create an ending:**

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This happened because...

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*What would you advise next?*  
What I would advise is....

I would say this because.....

# How do you report something you are concerned about?

- 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/>