

# Unhealthy Relationships, Sexual Abuse and Rape

## LEARNING OUTCOMES

Knowledge, Skills  
& Actions



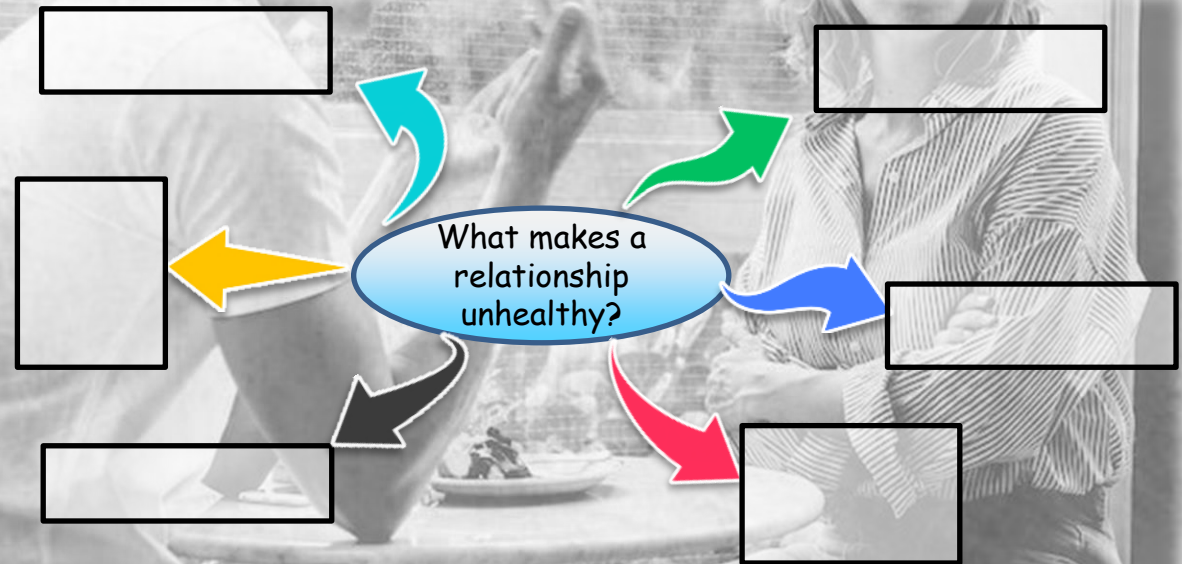
To explore the laws regarding  
rape and sexual assault

To understand how unhealthy  
behaviours and an imbalance  
of power in a relationship  
could lead to violence and  
sexual assault

To explore what qualities to  
look for in a healthy, loving  
relationship

## NEW VOCABULARY

Sexual Assault, Rape,  
Stealthing, Unlawful  
Intercourse, Non-consensual  
Penetration



## STARTER ACTIVITY

Complete the mind map

How can you give consent to something?

What should you do if consent is not  
given but sexual acts happen?

Can you say yes and then change your mind?



3 Minutes

# GROUND RULES



Be open and honest  
**No Personal Comments**  
Discussions must be about  
'general situations'



You don't have to say  
things about yourself if  
you don't want to

**It's OK to be embarrassed**  
by a topic but don't show  
that you are embarrassed  
through silliness



## Be Respectful

Listen and don't interrupt others  
Only 1 person talking at a time  
Use the agreed appropriate  
language (avoid slang terms)



**Don't Make Assumptions**  
about people's values,  
attitudes, behaviours, life  
experiences or feelings

## **PSHE CLASSROOM RULES**

### **DEALING WITH SENSITIVE TOPICS**

### **SAFEGUARDING YOUR WELFARE & HAVING YOUR INTERESTS AT HEART**

There are **no stupid questions**  
It's OK to get things wrong

## Be Non-Judgemental

No put-downs. Challenge  
the opinion, not the  
person



Conversations on sensitive  
topics stay in the  
classroom unless it is a  
**safeguarding issue**

**Enjoy the lesson, challenge your perceptions and understand how to seek further advice and support**








# Unhealthy Relationships, Sexual Abuse and Rape

ASSESSMENT  
FOR LEARNING

## BASELINE CONFIDENCE CHECKER



BEFORE THE LESSON	NOT CONFIDENT		CONFIDENT		VERY CONFIDENT
Knowledge, Skills & Actions	1  2	3  4	5  6	7  8	9  10
I can recognise what behaviours are unacceptable in a relationship					
I can explain the law in regard to sexual assault and rape					
I know the important qualities to look for in a partner that will keep me safe					



2 Minutes



Complete a baseline assessment of where you think you are at for this lesson

(Discuss or complete sheet)



I'm not  
confident at all  
on this topic



A little  
confident



Confident



Very  
confident



I am super  
confident on  
this topic



HOW?

WHAT?

WHERE?

WHO?

WHY?

FIRST

SECOND

PAIR &  
SHARE

THOUGHTS &  
FEELINGS

DID?

MIGHT?

COULD?

CAN? /  
WILL?

IS?  
DOES?



Using the grid above to help you come up with  
three questions about the image

2 Minutes





## Task

Create a wall of your own ideas of characteristics of an unhealthy relationship  
(Bring your ideas to the board on post-it-notes)

# THE RISK CALCULATOR - Is this acceptable behaviour in a healthy relationship or not?

Your partner wants to have the final say on any outfit you wear



Your partner checks up on you by reading your messages whilst you are asleep



You have a shared bank account but only you contribute money too it



Your partner buys you lots of gym wear for your birthday because they want you to lose weight



Your partner wants you to spend less time with people of the opposite sex and more time with them



Your partner likes to have 'banter' with you. Sometimes it goes too far



## Task

Discuss each statement and decide if each scenario is  
Green (Safe)  
Amber (A Little Unsafe)  
Red (Completely Unsafe)  
(Click for colours to appear)

## Did you know?

*Sexual assault is about power, not sex, and the victim should never feel guilty or blame themselves for the assault.*

**Sexual Abuse:**  
**When someone does something**  
**sexual to another person**  
**without their consent**

**THIS IS WRONG AND**  
**AGAINST THE LAW!**

**Sexual abuse has nothing to do**  
**with sexual orientation**

**Sexual abuse is never the**  
**victim's fault**

**It is more common than people**  
**think and you are not alone**

**Always tell a trusted adult or**  
**seek specialist support**

**Sexual Abuse**  
**Can Happen**  
**to Anyone**

**3 Minutes**

**PLAY VIDEO**

*Someone touched me  
and forced me to touch  
them, and I don't know  
what to do about it.*

*Jon*

*Someone showed me  
pornographic material, and  
it made me uncomfortable.  
I don't know what to do  
about it.*

*Sarah*

**Task**

**What advice would you give Jon and Sarah?**



# Sexual Assaults and Rape

A sexual assault is when a person is forced to do something sexual that they don't want to do.

It can encompass a wide range of actions, including, but not limited to, touching, groping, fondling or any other non-consensual sexual activity.

Sexual assaults are extremely serious because they can hurt someone physically and emotionally.

They are not just wrong, they are crimes.

Not knowing someone else's boundaries can end up in you committing a crime!

## Did you know?

*'Stealthing' is when someone removes a condom during sex without the other person's consent or lies about having put one on in the first place. Stealthing is rape under English and Welsh law.*

Rape is a specific form of sexual assault that involves non-consensual penetration, usually involving the perpetrator's genitals.

Rape is regarded as one of the most severe forms of sexual violence due to the physical violation and trauma it inflicts.



**If you or someone you know has experienced sexual assault or rape, it's crucial to seek help and support.**



# Rape and Abuse Statistics in the UK

- One in six women and one in thirty-three men will experience attempted or completed rape in their lifetime.
- 13.3% of university women say that they have been forced to have sex in a dating situation.
- Sexual assault is the violent crime that is least often reported to law enforcement officials.
- A 2000 study from the Bureau of Justice Statistics found that only 28% of victims report their sexual assault to the police.

*(Statistics from endsexualviolence.org – 2019)*



## Did you know?

*"Nearly 75% of girls and 50% of boys have experienced some sort of emotional partner abuse, and one in three girls have experienced some form of sexual partner violence"*

*Research from the NSPCC and University of Bristol*

# Key Aspect of the Law on Rape

Rape is defined as: 'Unlawful sexual intercourse or any other **sexual penetration** of the vagina, anus or mouth of another person, with or without force, by a sex organ, other body part or foreign object, **without the consent of the victim.**'

*(Legislation.gov)*

'Someone consents to vaginal, anal or oral penetration only **if they agree by choice** to that penetration and has the freedom and capacity to make that choice. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. **Consent can be withdrawn at any time** during sexual activity and each time activity occurs.'

*(Section 74 Sexual Offences act 2003) NHS*

## Did you know?

*In the UK, the maximum sentence for rape is life imprisonment.*

*In addition to a prison sentence, a person convicted of rape may also be required to register as a sex offender and may be subject to a Sexual Harm Prevention Order (SHPO), which can place restrictions on their behaviour and activities.*





# Standing up to Rape and Sexual Assault



**#MeToo: Rape and sexual assault survivors tell their stories**

**Task:** Pick one or two coloured hats and answer all the related questions



**2 Minutes**



What facts do I know? What else do I need to know? What do I want to know?

**INFORMATION**



How do I feel about this? What don't I like about this? What do I like about this?

**FEELINGS**



Can something be done? New ideas? What are the solutions/suggestions?

**CREATIVITY**



What thinking is needed? Next steps? Where are we now?

**THINKING**



What is wrong? Is it safe? Can it be done?

**JUDGEMENT**

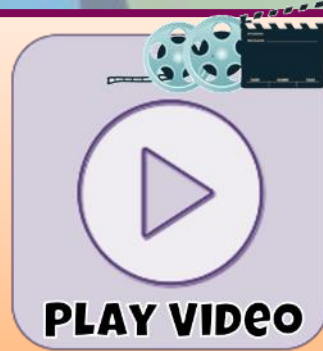
# Optional Activity - Is This Rape - BBC - Sex On Trial

Rape is defined as: 'Unlawful sexual intercourse or any other sexual penetration of the vagina, anus or mouth of another person, with or without force, by a sex organ, other body part or foreign object, without the consent of the victim.' (*Legislation.gov*)

THE CASE - <https://www.bbc.co.uk/programmes/p0345d6w/clips>

**ACT 1**  
**The Party**

**7 Minutes**



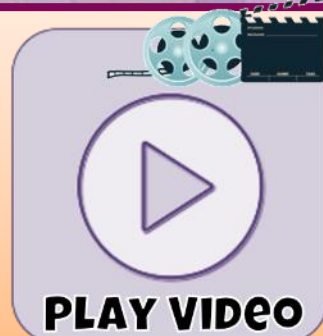
**Act 2: In Court**  
**(Part 1) The**  
**Defence**

**6 Minutes**



**Act 3: In Court**  
**(Part 2) The**  
**Prosecution**

**6 Minutes**



**Act 4: The**  
**Verdict**

**2 Minutes**





# Help and Advice

## Task

Read the note and write a response.

## SUCCESS CRITERIA

- Write in a formal way
- Provide specific help to the problem
- Suggest a range of possible solutions
- Advise on where to get help the support

Dear Friend,

I am really worried about my best friend's mum. I think she is in a very unhealthy relationship. I have noticed bruises on her arms and neck but also that her partner is constantly shouting at her and making her upset. I can hear this when I'm playing computer games with my friend through the bedroom door.

I can't speak to my friend about it as he thinks it's normal and I can't speak to his mum as her partner is always there and I don't know her too well.

I don't know what to do to help them, please give me some advice.

From  
A Worried Friend

## Think About These Relationships

Homer and Marge  
Simpson

Beauty and the  
Beast

Kate Middleton &  
Prince William

Meghan Markle &  
Prince Harry

Ryan Reynolds and  
Blake Lively

Rihanna and Chris  
Brown

### Task

Give them a score from 0-10 for each area of their relationship or N/A if you are unable to tell. Explain whether you think this is a healthy respectful relationship or not. Suggest three areas that need to be worked on in order to improve.

#### SUPPORT

(Being there, a shoulder to cry on, a helping hand)

#### COMMUNICATION

(How well is this managed?)

#### TRUST

(Will both people do the right thing?)

#### SAFETY

(From emotional and physical harm)

#### AFFECTION

(Hugs, kisses, compliments and show feelings)

#### ENJOYMENT

(Good times together)

#### INDEPENDENCE

(Can you both do your own thing?)

#### FAIR

(Are both people getting what they want from the relationship?)

#### LIMITS

**RESPECTED**  
(Consent and no pressure)

#### ATTRACTION

(Physical and emotional connection, romance)

# HANDOUT



## Healthy Relationships



Able to meet halfway on things.  
Not always going your own way.  
Accepting that there isn't always  
a 'right' way to do things.  
Openness to change, willingness  
to see the other side.

Stick or write the healthy  
relationship feature here

Not keeping secrets from each  
other. Avoidance of lying.  
Clear, open and truthful  
communication, being able to say  
if you're feeling scared or  
insecure.

Stick or write the healthy  
relationship feature here

The ability to live your life free  
from violence, intimidation or  
threatening behaviour and make  
choices for yourself without  
feeling trapped.

Stick or write the healthy  
relationship feature here

Respecting your right to your own  
opinions, friends and activities.  
Allowing each other to have  
private time without feeling  
anxious or jealous.

Stick or write the healthy  
relationship feature here

Having a belief in you and what  
you want to achieve. Supporting  
you in your goals and ambitions.

Stick or write the healthy  
relationship feature here

Protecting you from harm.  
Respecting your personal space,  
non-threatening behaviour, non-  
manipulative or intimidating  
behaviour.

Stick or write the healthy  
relationship feature here

Making decisions together, not  
expecting you to do more or give  
more to the relationship. Being  
equal partners in the relationship.

Stick or write the healthy  
relationship feature here

Listening, being non-  
judgemental, understanding and  
valuing yours and their opinions  
and wishes.

Stick or write the healthy  
relationship feature here

A feeling of warm personal  
attachment and being empathetic  
and tender towards someone.

Stick or write the healthy  
relationship feature here

EQUALITY

FREEDOM

RESPECT

SAFETY

SUPPORT

NEGOTIATION &  
COMPROMISE

HONESTY

TRUST

LOVE & AFFECTION

## Task

Complete the matching activity.

Pick out the four most important  
qualities of a healthy relationship  
and justify your choices to a partner.

## TASK OR CHALLENGE

### Challenge

If you could add two more qualities  
to the list of 3 what would they be  
and why?



# REVIEW YOUR LEARNING OUTCOMES

ASSESSMENT  
FOR LEARNING

## CONFIDENCE CHECKER



AFTER THE LESSON	NOT CONFIDENT				CONFIDENT				VERY CONFIDENT	
Knowledge, Skills & Actions	1	2	3	4	5	6	7	8	9	10
I can recognise what behaviours are unacceptable in a relationship										
I can explain the law in regard to sexual assault and rape										
I know the important qualities to look for in a partner that will keep me safe										



3 Minutes



Complete the confidence checker of where you think you are at for this lesson

(Discussion or complete sheet)



I'm not  
confident at all  
on this topic



A little  
confident



Confident



Very  
confident



I am super  
confident on  
this topic



# HOMEWORK SUGGESTION

## Homework Explained

Create a mind map of different people/ groups that could help someone who has been sexually assaulted. Include the different ways each of the people you think of can help both physically and emotionally.

Help and  
Support for  
Sexual Assault



### DUE DATE

It must be submitted  
by...

Hand/ Google Classroom





# IMPORTANT INFORMATION



2 Minutes



FOR MORE INFORMATION ABOUT THE TOPICS COVERED IN THIS UNIT  
WE WOULD ADVISE ONE OF THE BELOW:

SPEAK TO YOUR PARENTS/GUARDIANS, HEAD OF YEAR,  
A TRUSTED ADULT OR FRIEND.

IF YOU HAVE ANY CONCERNS ABOUT YOURSELF OR SOMEONE YOU KNOW,  
IT IS IMPORTANT TO SPEAK UP AND TELL SOMEONE!

SPECIFIC FURTHER INFORMATION ON THIS TOPIC CAN BE FOUND HERE:

- ☐ <https://www.gottman.com/> - provide a research-based approach to relationships
- ☐ <https://www.childline.org.uk/> - support on all sorts of topics
- ☐ <https://www.youngminds.org.uk/young-person/coping-with-life/friends/> - a guide to friends for young people
- ☐ <https://www.loveisrespect.org/> : This website is dedicated to providing information and support to young people who are experiencing dating abuse.

RELATIONSHIPS  
& SEX EDUCATION



## SEEKING SUPPORT

# REFLECTION PLENARY



A problem I overcame today was...

Before I only knew...  
now I also know...

The key words for this lesson  
were...

I'm really proud of the way I have...

Today I have tried to...

The most important thing I have  
learnt today is...

I used to feel ... but I now feel ...

Before I would have done...  
Now I will ...

Next lesson I would like to...

A question I would like to ask  
is...

I would like to learn more  
about...

I know if I need further support  
or help I could speak to... or  
contact...

I now know I can supported  
others by...

One thing I didn't realise was...  
this will help me to...

2 Minutes







# REFER TO MINDFULNESS POWERPOINT

