



# ReSPECTful Relationships



## Lesson Plans and Resources

### Key Stage 3: Year 7

#### Lesson 4: Understanding Domestic Abuse

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## Lesson 4: Understanding Domestic Abuse

KS3  
Y7

### Session Aims

- Understanding domestic abuse
- Understanding the differences between what is having fun and what is bullying
- Exploring online safety (and sexting)
- Understanding expectations and responsibilities within relationships

### Learning Outcomes

All young people:

- Can understand different types of abuse which will help them to be better equipped to recognise abusive behaviour
- Can understand that abuse takes many forms and that abuse can be threatened as well as actual
- Are able to recognise some of the common warning signs of abuse
- Are able to describe the types of controlling behaviour and the impact that this can have

Most young people will:

- Understand and identify different types of abuse and have some ideas about how to get help, including what is available in school
- Be able to understand the different types of power and control
- Be able to recognise what is and isn't abusive behaviour and under what circumstances behaviour in a relationship is abusive
- Understand in more detail the differences between controlling behaviour and a healthy argument

Some students will:

- Understand and describe the different types of behaviour that can constitute teenage relationship abuse as well as express and explain views on abuse that are not their own.
- Understand what behaviour may be abusive or not, depending on the context, and will be able to understand the complexities around staying in, or leaving, an abusive relationship
- Understand the dynamics of abuse in a young person's relationship.



TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
5-10 mins	<p><b>Introduction to the topic:</b></p> <p>Introduce the concept of respect. What is meant by respect and what people respect about themselves? How does showing respect raise self-esteem and confidence?</p> <p>Discuss how people can help and support each other in showing respect and reinforcing each other's self-esteem and confidence. Self-esteem and respect are central features of learning and developing. This exercise is to encourage students to build respect for what they can do, not what they have.</p> <p>This may be a difficult concept for the students to grasp. Some students may have difficulty finding something good to say about themselves. Others may feel the trainers, clothes they wear or the way they look makes them better than others. Be aware that self-image comes from relationships with others and those with few supportive relationships may have difficulty identifying positive attributes that they themselves have.</p> <p>Challenge any comments based on money, looks, power and bravado or being 'streetwise' for example. Self-respect comes from being proud and confident in yourself making the right decisions</p> <p>Students to complete <b>Respect worksheet</b>.</p>	<p>Students each complete Respect worksheet with another student.</p> <p>Working in pairs, students go through worksheet and ask for their partner's opinion compared to their own.</p>	<p><b>Respect Worksheet</b> (see resource pack)</p>	<p>Student understand prelude to looking at establishing boundaries in relationships.</p> <p>Students learn self-esteem is based in what you think and self-respect is based on what you do.</p> <p>Students learn to respect each other's opinions.</p>

TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
30-45 mins	<p><b>Main activity:</b></p> <p>Explain that myths and assumptions are often used to condone abuse in relationships.</p> <p>Hand out the problem page. Ask them to discuss the problems in small groups and explore the myths or assumptions are involved and how they would respond to the letters.</p> <p>Go through the responses as a whole group and discuss. Some students will believe certain myths. Use this as an opportunity to challenge these beliefs by putting the questions back to the students:</p> <ul style="list-style-type: none"> <li>• Why do you think other people might question this?</li> <li>• Why do people think it's true?</li> <li>• Who are we blaming here?</li> <li>• Where does the responsibility rest?</li> <li>• Is it right? Why?</li> </ul>	Students respond to problems and give advice on what they think are the right actions to take.	<p><b>Problem Page</b> (see resource pack)</p> <p>Extra Activity: <b>Is this domestic abuse?</b> worksheet (see resource pack)</p>	Student become aware that sexting/ sharing images without consent can be a form of domestic abuse.
5-10 mins	<p><b>Plenary:</b></p> <p>Recap of ideas on self-respect, self-esteems and respecting others.</p> <p><b>Broach topic of sexting.</b> What do pupils understand of the term? Could anyone give an appropriate example of how it could be domestic abuse?</p> <p>Are you respecting yourself or someone else if you share images of him or her that are private?</p> <p>Short class discussion:</p> <p>How is sexting abusive?</p> <p>What might the implications be for all involved?</p> <p>What are the implications of sharing images of yourself?</p> <p>What are they implications of sharing someone else's images?</p>	Students contribute to discussion on who might be affected by sexting/sharing images.	<p><b>Sexting: Teacher's notes</b> (see page 5)</p>	Students become aware of the realities of sexting.

## Lesson 4

### Teacher's Notes on Sexting

#### **Sexting definition:**

Sexting is sending, receiving, or forwarding sexually explicit messages, photographs or images, primarily between mobile phones. It may also include the use of a computer or any digital device. The term is a portmanteau of sex and texting, where the latter is meant in the wide sense of sending a text possibly with images.

Sexting may also be called:

- trading nudes
- dirties
- pic for pic.

#### **What the law says:**

Sexting can be seen as harmless, but creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend
- share an explicit image or video of a child, even if it's shared between children of the same age
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

However, as of January 2016 in England and Wales, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action isn't in the public interest.

Crimes recorded this way are unlikely to appear on future records or checks, unless the young person has been involved in other similar activities which may indicate that they're a risk.<sup>1</sup>

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<sup>1</sup> <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/online-abuse/legislation-policy-practice/>

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