

Year 9 - Abusive Relationships - Staff overview and planning tool

Learning Outcomes

By the end of this module, pupils **WILL** be able to...

- Identify the different types of abuse and some signs that they are occurring
- Know their own rights as a child
- Understand the impact that abuse can have on a person, both physically and mentally
- State what child sexual exploitation means

By the end of this module, pupils **SHOULD** be able to...

- Differentiate between the different types of abuse and the different impacts they might have on a person experiencing them
- Describe a controlling relationship and give examples of such behaviours
- Give examples of child sexual exploitation, such as human trafficking

By the end of this module, pupils **COULD** be able to...

- Reflect on their own behaviours and identify any that might be more controlling than they had realised

William Ellis School Aims:

- To educate on different types of abuse, including sexual, physical, emotional and neglect, their impact and how to get help
- In particular to discuss controlling relationships and domestic violence
- To educate on child sexual exploitation, including peer to peer, bullying and human trafficking

Statutory Requirements—What pupils should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help

Key Words:

Abuse - to hurt someone physically, emotionally or mentally, in particular regularly or repeatedly

Coercion - the practice of persuading someone to do something by using force or threats, often very subtle

Child sexual exploitation (CSE)- a type of sexual abuse, when a child is exploited they're given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities

Human Trafficking - the action or practice of illegally transporting people from one country or area to another, typically for the purposes of forced labour or sexual exploitation

Consistency:

All lessons should begin with a starter to settle the class. Students should write the date and title in their book before use. The three lessons should be planned as a sequence, with the above learning outcomes. These will be made explicit to the students. The lessons should include activities that allow the teacher to gauge how fully these learning outcomes have been reached.

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By the end of this module, pupils **COULD** be able to...

- Reflect on their own behaviours and identify any that might be more controlling than they had realised
- Discuss human trafficking in parts of the world and what we can do to help prevent it

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If you have found this topic has resonated with you or you would like to learn more see below..

Where can I get support?

If you are worried about yourself or a friend please speak to an adult that you trust. In school this could be a form tutor or any other grown up that you feel comfortable with.

If you are concerned about someone's immediate safety please inform Mr Lane, PC Jack or the police.

If you feel unsafe and are considering running away from home, or are already away from home, Runaway Helpline is a free, 24/7 confidential service. You can call or text on 116 000, email 116000@runawayhelpline.org.uk

If you are not ready to speak to someone that you know, Childline is a free, private and confidential service where you can talk about anything .You can call for free on [0800 1111](tel:08001111) or get in touch online at <https://www.childline.org.uk/> . You will not have to give your name and they will not tell your parents or the school that you have called.