

# Year 11 - Respectful Relationships - Staff overview and planning tool

## Learning Outcomes

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

- Give examples of respectful and appropriate ways to behave in a relationship,
- Define polyamory
- Define asexuality
- Give examples of characteristics that are generally attributed to men and women respectively
- Understand that this can be damaging for both genders and that it can affect relationships
- Recognise gender stereotyping in everyday life, for example in adverts
- Define objectification

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

- Discuss how our society views “non-traditional” relationships and how this is not inclusive
- Recognise language that is objectifying and stop using it

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

- Reflect on the traditional gendered roles in relationships and critically analyse which aspects can be positive and which can be damaging

## William Ellis School Aims:

- To discuss respectful and appropriate ways to behave in a range of relationships, including the importance of trust and consent
- To examine gender roles and how these may affect attitudes in and the dynamic of a relationship
- To consider how certain language and behaviours can cause people to feel objectified, and how damaging that can be

## 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
- there are different types of committed, stable relationships
- practical steps they can take in a range of different contexts to improve or support respectful relationships

## Key Words:

Objectification - the act of treating someone as an object without regard for their personality or dignity, in particular sexual objectification reduces a person to merely an object of sexual desire

Gender Role - a social role encompassing a range of behaviours and attitudes that are generally considered acceptable, appropriate, or desirable for people based on their actual or perceived sex

Polyamory - the practice, desire, or acceptance of having more than one intimate relationship at a time with the knowledge and consent of everyone involved

Asexuality - the quality or characteristic of having no sexual feelings or desires (note, this are distinct from romantic feelings, which may still be present)

## 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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**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 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.

If you feel you are experiencing sexual harassment and you'd like to talk to someone, the Metropolitan Police national non-emergency telephone number is staffed 24/7. Call on [101](tel:101) to report what happened or just get some advice.

## Further Reading

The Everyday Sexism Project is a website founded on 16 April 2012 by Laura Bates, a British feminist writer. The aim of the site is to document examples of sexism from around the world: <https://everydaysexism.com/>

For an account on the gender conditioning of men read How Not To Be a Boy by Robert Webb

For YA fiction on gender roles check out Juno Dawson's work, including This Book is Gay