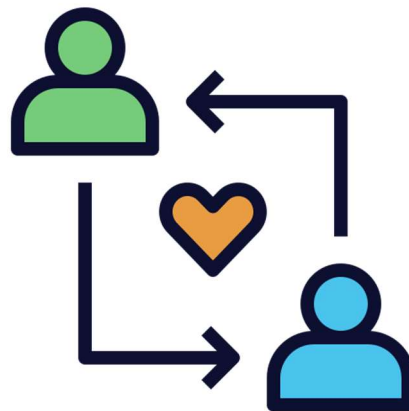


Personal Health, Relationship and Sex Education (PHRSE)



Year 10



Term 2: Relationships

Big Question 1: How can I recognise the key features of a positive relationship?

Big Question 2: How can we ensure that our society is inclusive?

Name:

Personal Health, Relationship and Sex Education (PHRSE) at Houlton School

In PHRSE lessons you will be taught about different topics that help you to develop as a person.

The three key topics in PHRSE are:

- **Health and Wellbeing** (E.g. Healthy living choices, mental health, managing influences, health and puberty.)
- **Relationships:** (E.g. Healthy and respectful relationships, consent, families and intimate relationships.)
- **The Wider World:** (E.g. Staying safe online, managing finances, the law, citizenship, anti-discrimination and careers.)

We will explore these as part of our learning about **Fundamental British Values**. These are:



In Britain, our British values are protected by law through the **Equality Act 2010**. This helps to stop discrimination and ensure everyone is treated equally. There are 9 characteristics that are protected by law. These are:



You will also have the opportunity to develop your LORIC skills through the PHRSE curriculum and use evidence of your learning to complete your PiXL assignments.

Leadership, **O**rganisation, **R**esilience, **I**ndependence, **C**ommunication



Year 10

Half Term 3 Knowledge Organiser

Big Question: How can I recognise the key features of a positive relationship?

Key term	Meaning
Pleasure	Something that gives a feeling of happiness, satisfaction or enjoyment.
Consent	Consent happens when all people involved in any kind of sexual activity agree to take part by choice.
Physical Intimacy	Physical intimacy is about touch and closeness between bodies.
Emotional Intimacy	A feeling of closeness or a connection.
Readiness	Felling willing, ready and prepared
Respect	A way of treating someone or something that you believe has good qualities. Caring about how your actions impact others.
Enthusiastic	Having or showing an intense enjoyment or interest
Commitment	Showing loyalty and respect in a relationship, showing love, honesty, trust, openness.
Pornography	Pornography is a video or picture that's been designed to make someone feel aroused. It is very important to note that all pornography is a fantasy, meaning it can be very different from real life sex.
Youth produced sexual imagery	Images or videos generated by children under the age of 18 that are of a sexual nature. It is illegal to share sexual image of someone under 18, even if it is of themselves.

WHAT MEANS YES & WHAT MEANS NO?

With consent, there are **#NOGREYAREAS**. Here are some examples of what does and does not count as consent.

Remember: consent cannot be assumed. (This list is not extensive).

NOT CONSENT

- They're impaired (e.g. drunk/under the influence of a substance which removes the ability for them to be fully aware of what's happening).
- They have been deceived to gain consent (e.g. saying a condom will be used and then removing it).
- They seem uncomfortable, tense, nervous etc.
- They seem uncertain or are expressing doubts.
- You have to coerce them or guilt them into agreeing to do something.
- They have changed their mind.
- They haven't given consent to the specific act; consent for one thing (kissing) does not mean consent for anything more (sex).

#NO GREY AREAS

Sources of Support

Speak to a parent, tutor, head of year or trusted member of staff

Contact Childline www.childline.org.uk 0800 111

Explore advice on Brook website www.brook.org.uk

Contact Victim Support: www.victimsupport.org.uk

Contact Rape Crisis: www.rapecrisis.org.uk

Call the police (999 for an emergency, 101 to report a non-urgent crime)

<https://rapecrisis.org.uk/get-informed/about-sexual-violence/sexual-consent/>

Date: _____

Lesson 1: The role of intimacy and pleasure in consensual relationships

Bell Task

Definition: what does intimacy mean?

Examples: what does intimacy look like?

Signs a person is comfortable with the intimacy

Signs a person is **not** comfortable with the intimacy

Task 1: Group Task

Look at the intimacy cards and order the cards, from the first steps of building intimacy, up to the most intimate.

There are 24 cards. You can:

Use the same number more than once (for example you could have three cards that you feel are equally intimate labelled as number 2)

Put several cards at the same stage

Remove any cards you don't agree with (up to 10)

Try to reach an agreement about where to place the cards

PHYSICAL INTIMACY

Cuddling	Kissing	Holding hands
Brushing / playing with hair	Massage	Dancing
Grinding	Oral sex	Penetrative sex
Intimate touching/ mutual masturbation	Stroking skin; arms, face, etc.	Showering or bathing together

EMOTIONAL INTIMACY

Going on dates	Getting to know each other's friends	Sharing interests and hobbies
Talking dreams, hopes, ambitions	Buying or making gifts for each other	Meeting each other's family / parent(s)
Flirting	Saying "I love you"	Agreeing to be 'exclusive' (not date anyone else)
Sending nude or semi-nude photos or videos	Sharing secrets or special memories	Laughing together

Task 2: What is enthusiastic consent?

	May be consent but check to be sure	Not consent	Explanation
Irene tells Jay he needs to hurry up and say yes as she is bored waiting for him to be ready. Jay thinks he might be ready but feels really nervous.			
Jeff tells Carly that he will share a private video of her unless she sends him more.			
Simon tells Ade he thinks it would be sexy to watch porn together. But Ade feels really embarrassed about it.			
Mario is stroking Tabitha's arm. She winces and pulls her arm away, saying "It feels tickly."			
As they're about to have sex, Demi says she needs the toilet and disappears for a while. Then she says she's distracted by the noise, then she says the sofa is uncomfortable.			
Taylor jokes that he'll start sleeping around with other girls if Lily doesn't do what he wants in bed.			
Mimi says "No" at first, but after Ed talks to her about it, she finally agrees to have sex.			
Aya has been exchanging sexy messages with her girlfriend about things she'd like to do when they're next together. They're meeting up at the weekend and she is really excited.			

Task 3: Checking for consent

Choose one of the scenarios where you ticked “May be consensual but needs to be checked”.

How could the person in the situation check consent, to ensure their partner was freely and enthusiastically consenting?

How could the character involved assertively communicate their feelings and explain their concerns?

Reflection: Returning to task 1

Definition of intimacy	Examples of intimacy
Signs a person is comfortable	Signs a person is not comfortable

Revisit your initial ideas from the start of the lesson.

Have any of your ideas changed?

Have you learnt anything else you could add?

Date: _____

Lesson 2: What is the impact of pornography?

Use the knowledge organiser to answer the following questions:

1. What is consent?
2. What is enthusiastic consent?
3. How can consent be checked?

Definition: Pornography is a video or picture that's been designed to make someone feel aroused.

It is very important to note that all pornography is a fantasy, meaning it can be very different from real life sex.

Bell Task

What is pornography?



What questions do you have about pornography and consent?

- Write down a question on the paper.
- If you do not have a question, write “no question”.
- These are anonymous and will be answered in the lesson or future lessons.

Task One: Diego's Story

Read through Diego's story on the next page and complete the questions in the space provided.

Age 12	Diego was 12 years old when he first saw pornography. Some of his friends had been making jokes about 'porn' at school so he looked it up online to see what it meant. What he saw grossed him out and made him feel weird and disgusted.
Age 13	The next time he saw pornography, he was 13, and a friend sent him a link to a video. He clicked on it without knowing what it was. He was out with his mum shopping. It was really embarrassing, and his mum confiscated his phone for a week. His dad gave him a 'serious talk' when he got home.
Age 14	By the time Diego was 14, he was looking at pornography once every couple of weeks. Sometimes his friends shared pictures or videos on their chat group, sometimes he looked it up online himself. Most of the time, he wasn't even thinking about porn when an advert would pop up on another website, and he couldn't help but click on them.
Age 15	<p>In year 10, Diego watched pornography every week, usually several times a week. The pornography he was viewing was also changing; often the people in the videos performed sex that was aggressive. He found some porn 'boring' so was searching for things that were a bit 'different' from typical sex. He found he was distracted and thinking about sex – and the sex he had seen in porn – often during the day.</p> <p>Diego was interested in a few girls at school but was shy about speaking to them. He also wasn't interested in getting into a relationship; he just wanted some 'fun'. Diego's friends started to make jokes about him being a virgin and no girls being interested in him. He decided to upskirt one of the girls to share with his friends.</p>
Age 16	<p>Diego met a girl that he really liked and they started dating. She didn't want to have sex right away, and said they should get to know each other first, so he ended up watching lots of porn at home instead. He was feeling pressure to get it right when they did have sex together, so wanted to pick up some tips. The women in the porn he watched seemed to like being shoved around and told what to do.</p> <p>The first time Diego thought they might have sex together, his girlfriend had come over to hang out and revise with him one day after school when his parents were out at work. They got quite close, then out of nowhere she asked him if he watched much porn. It felt like a weird question, but Diego said he watched it sometimes. She got kind of weird about it and they ended up having an argument. Diego said it was his choice to watch whatever he wanted, and she couldn't control him. She said he was over-reacting. She ended up storming out and Diego decided to watch a series of porn videos. He wondered if he would rather break up with his girlfriend than stop watching porn.</p> <p>Three weeks later they had made up after the argument. Diego was really in the mood so kept nagging his girlfriend to have sex with him. She eventually agreed, and they started kissing and touching each other.</p> <p>Diego wanted to prove he knew what he was doing and tried out some things he'd seen that had turned him on.</p> <p>His girlfriend started pushing and yelled at him to get off. Diego wasn't sure if she meant it or was just acting like the women in the videos he had seen.</p>

1. What happened to Diego's viewing habits around pornography throughout his teenage years? Why do you think this happened?
2. How do you think Diego's pornography use affected his real-life relationships?
3. How do you think Diego's pornography use affected his girlfriend and others around him?
4. What does Diego need to do at the moment the story ends? What might be the consequences of his actions?

Task Two: The harms of pornography

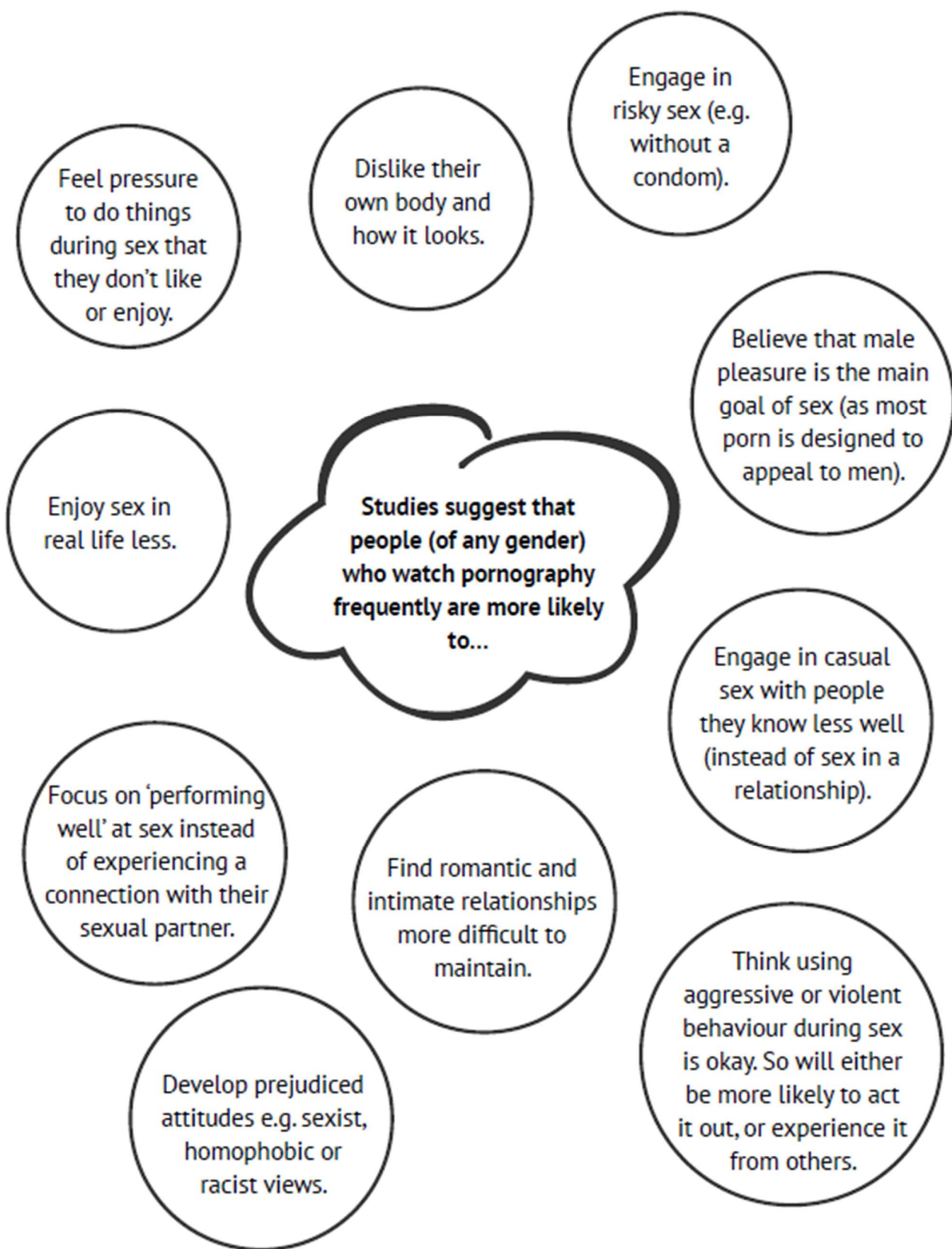
Look at the harms on your sheet.



Which did Diego experience in the story (shade these green)?



Which did Diego not experience (shade these red)?



Task 3: Youth produced sexual imagery

Read through the scenarios below and discuss the following questions:



Scenario 1:

A couple send explicit images to each other during the course of their relationship. After they break up, one of them shares the images as revenge for being hurt.

Scenario 2:

At a party someone gets very drunk. They end up naked in bed with someone, but pass out before having sex. The other person takes photos of them naked and shares them.



Scenario 3:

Someone puts a photo of themselves on Facebook in their underwear. This photo is printed out and shared around the school with abuse about the person written on it.

1. Were any of the scenarios consensual at any point?

2. When did any of the scenarios change to become non-consensual?

3. Are any of these scenarios illegal?

Task 4: Reflection

What advice would you give to Diego following this lesson?

Date: _____

Lesson 3: Pressure, persuasion and coercion

Absent Last Lesson? Complete the 'While You Were Out' Task below.

Use the knowledge organiser to answer the following questions:

1. What is pornography?
2. Name three harms that pornography can lead to.

Language of consent

Consent is defined in law as agreement by choice made by someone with the freedom and capacity to consent. Under the law, it is the person seeking consent who is responsible for ensuring that these conditions are met.

Permission

"Would you like to...?"

Persuasion

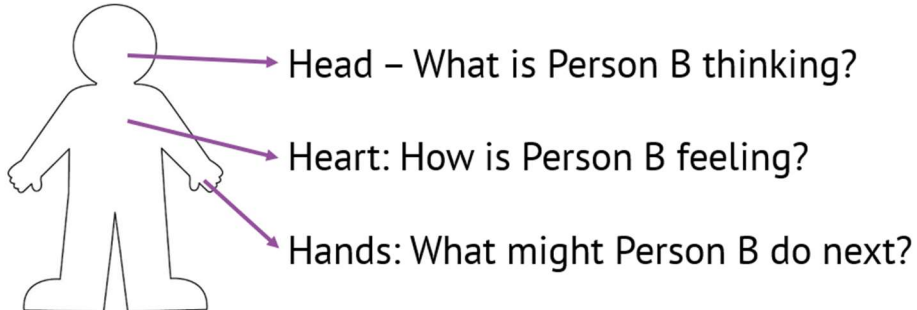
"You know you want to..."

Add your ideas to your A3 paper.

Task 2: Head, hearts, hands: Annotate the image below

Head, heart hands

Read the overheard conversation.



Now consider Person A:
What might they be thinking, feeling and doing next?

Person A: 'Go on, it'll be ok.'

Person B: 'I'm not sure ...'

Person A: 'I am. It'll be great!'

Person B: 'I'm not sure ...'

Person A: 'Look, you know I really care about you, and everyone is doing it. Don't you trust me?'

Person B: 'I do... I just... I don't want to.'

Person A: 'That's not normal, you're not normal!'

Person B: 'I just don't want to! I don't like it!'

Person A: 'I'll tell everyone there's something wrong with you!'

Person B: 'Why would you do that?'

Person A: "It's your fault! You're making me angry!'

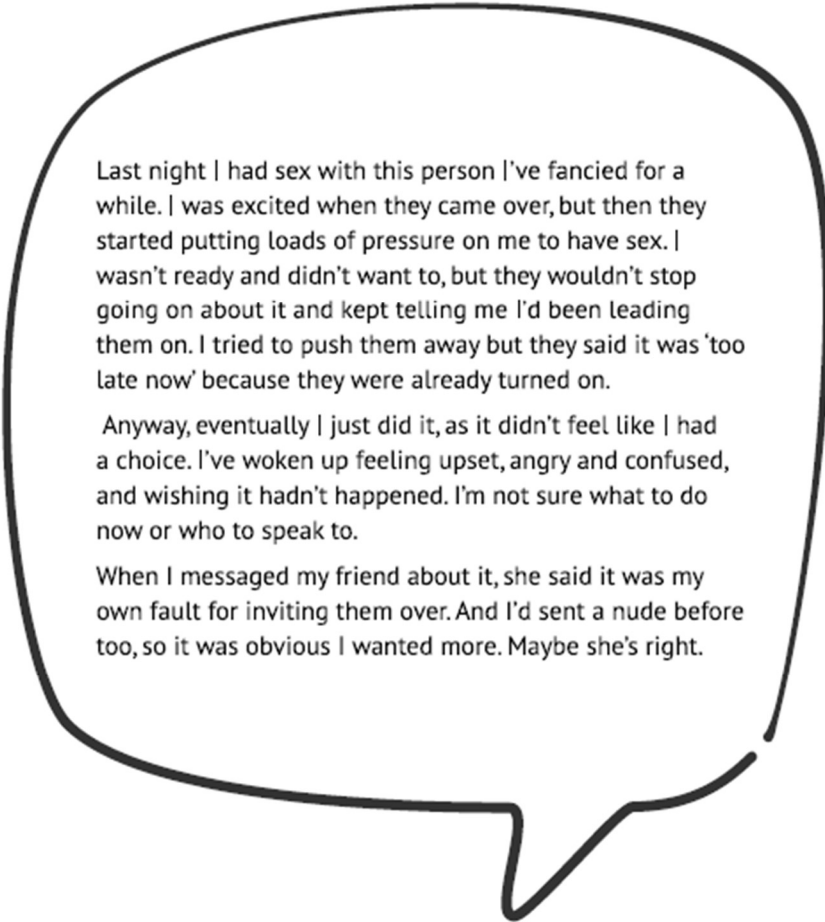
Person B: 'I'm sorry.'

Person A: 'I don't care – I'm not going to keep your secret any more'

Person B: 'No, please don't!'

Person A: 'So are you saying yes...?'

Task 3: What Now?



Last night I had sex with this person I've fancied for a while. I was excited when they came over, but then they started putting loads of pressure on me to have sex. I wasn't ready and didn't want to, but they wouldn't stop going on about it and kept telling me I'd been leading them on. I tried to push them away but they said it was 'too late now' because they were already turned on.

Anyway, eventually I just did it, as it didn't feel like I had a choice. I've woken up feeling upset, angry and confused, and wishing it hadn't happened. I'm not sure what to do now or who to speak to.

When I messaged my friend about it, she said it was my own fault for inviting them over. And I'd sent a nude before too, so it was obvious I wanted more. Maybe she's right.

1. What might the consequences be for Person A?

Tip: Try to consider different types of consequences, for example the legal, personal, and social consequences

2. Why is victim-blaming so harmful?

3. What could the person's friend have said or done that would be more helpful?

Task 4: Getting Help

Person B: ...So that's what happened. I can't stop thinking about it.

Cousin: Thank you for telling me. I'm so sorry that happened to you. You know that's rape, right? I think we need to get you some help.

Person B: Really? But it was last week; what can I do about it now?

What might Person B do next?

What might their cousin do next to help?

Task 5: Review

Three ways people show they are giving consent:

- 1.
- 2.
- 3.

Three things that would indicate that someone is being pressured, persuaded, coerced, or manipulated to give consent:

- 1.
- 2.
- 3.

Three bits of advice - where someone could seek help, guidance, or support if they were feeling pressured in a relationship:

- 1.
- 2.
- 3.

Date: _____

Lesson 4: Managing relationship conflict and break ups

Absent Last Lesson? Complete the 'While You Were Out' Task below.

Use the knowledge organiser to answer the following questions:

1. Who has responsibility to ensure consent is met?
2. What are the consequences of not gaining consent?

Bell Task

Managing conflict: Which of these uses appropriate language?

If you really loved me you would do this for me...

I get what you're saying but when that happened I felt...

I really like you but something's really bothering me so can we talk about it?

You're overreacting—grow up!

I'm sorry I made you feel that way. Let me explain things from my point of view...

I don't like your friends so it's me or them!

I'm sorry. How can I make this better?

I hadn't thought of it like that before...

I promise I'll never do it again, as long as you don't upset me like that again...

It's easy to find someone else, so stop nagging me or we're through!

Whoa – that didn't feel right. Let's talk about it.

Task 2: Appropriate relationship behaviours

Read through the scenarios on the next page and highlight the following:



Appropriate relationship behaviours



Inappropriate relationship behaviours

Lily and Tanzy

Lily is angry that her girlfriend Tanzy broke the TV while dancing in the lounge. Lily yells at her, tells her she's stupid and can't dance as she's so fat, so it's no wonder she broke it.

Lily tells Tanzy she needs to buy a replacement but Tanzy worries this will take ages - she doesn't want to work extra hours while she's studying for exams. But Lily threatens to post embarrassing photos on her social media timeline if she doesn't replace the TV. She then says she might just do that anyway to teach her a lesson for being so clumsy.

Adrienne and Jamil

Adrienne and Jamil have been going out for nearly 8 months. Neither is particularly happy in the relationship, but they still really care about each other and think that breaking up would be awful.

Adrienne feels like Jamil always ignores her to spend time with friends and it makes her feel unwanted, so her self-esteem has suffered.

Jamil really likes spending time with Adrienne but found his last relationship really intense, so is intentionally spending more time with friends than with Adrienne, so the same thing doesn't happen again. Neither of them has said anything in the hope that things will just sort themselves out in time.

Zak and Joe

Zak and Joe have been seeing each other for three months and are really enjoying their relationship. But one night, Joe tells Zak about troubles he's having with a work colleague. Zak says he thinks the problems are all Joe's fault, which Joe finds really insensitive. Joe tells Zak he's upset, that Zak doesn't fully understand the situation, and that he's being really thoughtless. He storms out and goes for a walk to cool down. He then sees a message from Zak asking him to call him to talk when he's ready.

They have a really honest conversation about what happened. It feels uncomfortable and they're worried their relationship might not survive but they both listen to each other and realise there are things they could easily do differently that would show more respect. At first things feel strange but within days the relationship is back on track.

Jakub and Paula

Jakub and Paula have been going out for two years and are thinking of moving in together. They've spoken to their parents about it and feel they are emotionally and financially ready. But they can't agree on where to move to and on the kind of place they are looking for. Some places are too far from where Paula works and others are too far from Jakub's family, who he's really close to. Jakub thinks modern flats feel unwelcoming, but Paula wants somewhere with all the appliances they need and lots of space for her crafting. They can't seem to agree on anywhere.

They realise they are putting strain on their relationship, so they ask a trusted friend to help them decide some criteria for where they want to rent and what they are both looking for. Then they agree that they will wait to find the right place to rent rather than rush into it and argue over things.

It takes an extra month, but they find a lovely flat and their relationship continues to go well.

Task 3: Reflection

Thoughts and feelings of person breaking up with a partner

Thoughts and feelings of the person being broken up with

Ways to manage a breakup positively

Behaviours which suggest the need for support to manage the breakup

Task 4: Summary

Create five top tips to help people assess whether a relationship behaviour is appropriate, and to manage conflict in relationships.



Key Terms	Definition
Values	Values are ideas about what's right or wrong and about what's important in life. Someone's values might influence their actions, like their decisions or how they act towards another person.
Stereotype	An assumption about what someone will be like (e.g. their personal qualities or attributes) based on a group they belong to.
Prejudice	An unfair and unreasonable opinion or feeling about a person or group of people, especially when formed without experience, thought or knowledge.
Bias	Biases are feelings in favour of or against a person, group, or idea, based on someone's experiences, opinions or beliefs.
Confirmation bias	Seeking or only paying attention to information or opinions that agree with a person's existing beliefs and attitudes.
Implicit bias	When feelings and stereotypes affect someone's beliefs about something. They may be unaware that this is affecting their thinking.
Explicit bias	A biased belief about something that a person is aware of. A person might make conscious decisions based on these attitudes.
Protected characteristics	Attributes about a person that are protected by law through the Equality Act 2010, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
Discrimination	When someone is treated differently to others because they belong to a particular group or have a particular characteristic. Can be based on stereotypes or prejudice.
Propaganda	Information, especially of a biased or misleading nature, used to promote a political point.
Echo chamber	A typically online platform where beliefs and views are repeatedly reinforced and amplified without challenge.
Radicalisation	A process by which a person comes to support terrorism and/or extremist ideologies.
Extremism	Vocal or active opposition to commonly held values, particularly British values such as democracy and the rule of law.
Terrorism	The unlawful use of violence or threat of violence and intimidation to bring about political, religious, or ideological change.

Sources of Support

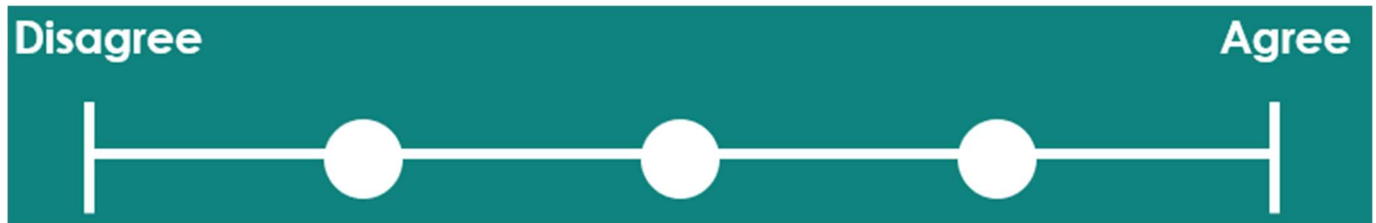
- Young Minds www.youngminds.org.uk/young-person or text YM to 85258
- Childline www.childline.org.uk or call 0800 1111
- Victim Support has a service for children and young people called You & Co: www.victimsupport.org.uk/children-and-young-people

Lesson 5: Valuing Diversity

Bell Task

“Everyone has the right to free speech – people should be able to express their thoughts and beliefs even if others are upset by them.”

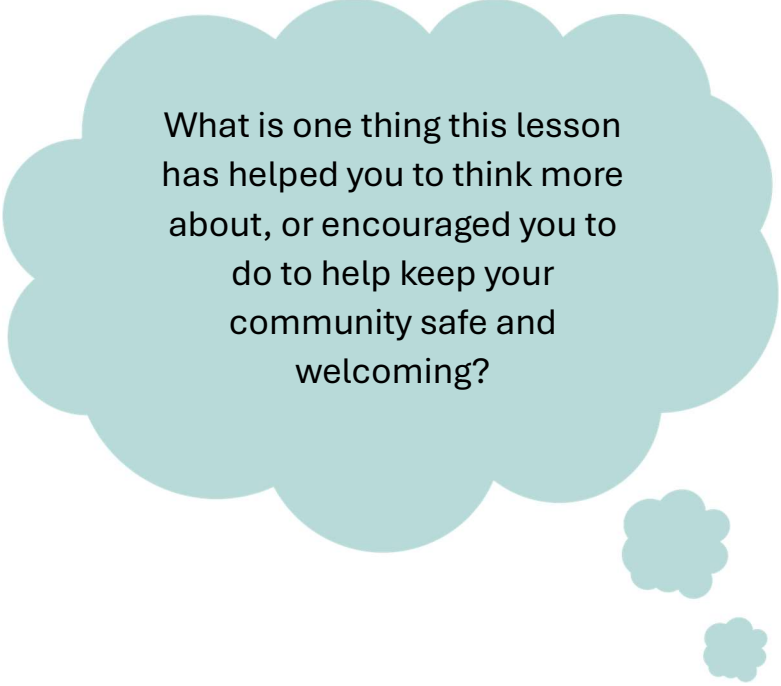
How far do you agree or disagree with this opinion?



Task 1: Diamond 9

What are the most effective ways to challenge hate speech?

Stick in your diamond 9 here:



What is one thing this lesson has helped you to think more about, or encouraged you to do to help keep your community safe and welcoming?

Lesson 6: Understanding and Preventing Extremism

Absent Last Lesson? Complete the ‘While You Were Out’ Task below.

Use information on the knowledge organisers and the previous pages to answer the following questions:

1. What is prejudice?
2. What is bias?

Bell Task

What is extremism?	Does extremism always lead to violence?
What might make someone vulnerable to radicalisation (being influenced by extremist ideas)?	What could someone do if they were worried about extremist influences?

Task 1: Legitimate Protest or Extremism?

What does ‘legitimate protest’ mean?

Legitimate – “allowed by law; reasonable and acceptable”.

Protest – “a strong complaint expressing disagreement, disapproval, or opposition”.

Read through the scenarios on the next page. Are they examples of extremism or legitimate protest?

1. Amelia is angry about the lack of action on climate change. She has been involved in a range of protests and recently organised a sit-in at a local government office. She was removed from the premises by police officers and was given a police caution.

The experience convinced her that more direct action was needed, so she has connected with some people who are intending to forcibly prevent entry to the headquarters of a leading fossil fuel corporation.

3. Gina is passionate about animal welfare and conservation, and has followed a vegan diet for a few years. She joined a local vegan group to learn more about living a vegan lifestyle but has since become involved in some of their campaigning work. They have a stand in the local market, where Gina talks to people about veganism, and she has also started a vlogging channel. She recently attended a demonstration protesting about the use of animal products in the fashion industry, which she filmed and uploaded to her channel. In the video, she named specific companies and accused them of committing actions she thinks are wrong. The video was shared and became very popular in her school.

5. Jamil has seen a number of protests happening in London about the economy and likes the idea of vandalising government buildings as a way of venting his anger about economic and social inequalities. He has booked a ticket to London and has bought a range of supplies, including spray cans and a mask.

2. Delmar was born overseas and moved to the UK when he was very young. He is popular at school, but he and his family have experienced racism before, which makes him feel frustrated. Delmar feels this is an issue that hasn't been dealt with effectively. Recently, he's seen other people talking online about similar experiences they've had, and sees that one of the groups has organised an opportunity to meet in person. Delmar decides to go along to connect with people who have had similar experiences. At the meeting, the group start planning a series of protests to raise awareness of this issue.

After the meeting, someone from the group gives Delmar a book written by a notorious activist, who is known for promoting violent methods to gain attention. The person suggests that the group should be following these methods instead, and they want Delmar to share this message. They tell him he has great leadership potential and has a promising future if he follows the book's instructions.

4. Jimmy's dad has been involved in the local branch of a political party that has a lot of members with far-right views. He has been attending protests with his dad but is not particularly comfortable with some of the comments he hears. He has been asked to hand out leaflets that he thinks are offensive and there has been talk of him joining in on 'something big' to show people 'who the town really belongs to'.

Task 2: Reducing alienation and extremism



Some of my friends' posts on social media made me cringe. Loads of people seemed to find them funny so I didn't tend to say anything. But I realised I could report anonymously which got some removed. I also started posting funny memes to show I didn't agree - they got loads of likes and they've stopped posting so many negative things.



I used to think people these days were far too worried about being 'politically correct'! I made fun out of everyone- so it was hardly discrimination if I made jokes about religion or disability, was it?! I shared a video at work that I thought was funny, but someone told me they were upset by it. At first, I thought they were being oversensitive, but it did help me see that maybe those ideas should be questioned. I stopped telling jokes about minority groups at work and the person came up to me the other day to say how much it meant that I'd listened to them.



In the past, I have had nasty comments about my faith, which made me feel like I wasn't part of my local community. But I've also been inspired by the respect and interest shown by young people visiting our local Gurdwara to learn more about Sikhism and our culture.



I remember hearing about someone who'd been arrested for extremist activities. They'd started reading all these radical websites as they'd been bullied at school. They'd been angry about the way people seemed to behave and the sites had given them an easy answer - that certain people were to blame. I felt really saddened by their story. It inspired me to help people feel more included and talk to people if I thought they were having a bad time. I ended up feeling much more connected to people and I made some really cool friends because of my change in attitude.



We go to a youth group where this guy tried to get us involved in a protest. Something about it didn't feel quite right so we told our parents.



I am worried that the people in power aren't listening to my concerns. So, I joined a political party that reflected my opinions and I regularly join my local branch to campaign on issues that are important to me.



Life at home was tough. We didn't have a lot of money so when I got this promise of a better life, it sounded like a quick way out of a pretty horrible situation. But there was something telling me that the great life they were trying to get me to sign up to wasn't the full truth. I spoke to some people I could trust who showed me what life was really like for people who'd joined. I'm so glad I talked to someone before I did something that wasn't really me.

Explore the comments on the previous page. What can we do to reduce extremist views in the community?



Return to the grid at the start of the lesson. Add in further information from your learning.

Date: _____

Lesson 7: How are people drawn into extremist groups?

Absent Last Lesson? Complete the ‘While You Were Out’ Task below.

Use information on the knowledge organisers and the previous pages to answer the following questions:

1. Read the scenarios on the previous page and explain two ways that we can respond to extremism and strengthen communities.

Bell Task

On your own, read through the overheard conversation and respond to the questions. You are not expected to know the correct answers, this is to find out what you know already.

Hannah:

I don't understand, why would someone willingly join a group that has extremist views?

Kofi:

I don't know... these groups have different ways of drawing people in, don't they? Maybe they don't always realise that they're getting involved with something dangerous.

Hannah:

How can someone not realise that? Don't they make it pretty obvious?

1. Why might someone join an extremist group?

2. What techniques might these groups use to persuade people to join them?

3. How might someone tell if a person, or a group, holds extremist views?

4. What might they do if they suspect that someone holds extremist views or is part of an extremist group?

Task 1: Darren's Story

In pairs read through Darren's story. Discuss and make notes on the following questions:

1. How do you think Darren felt at each stage of the story?
2. How might these feelings have influenced his actions?
3. Why might Darren have started to spend more time in the forums?
4. Where do you think the views being shared on the forum posts have come from? Is there anything concerning about some of the ideas being shared?
5. What could Darren have done if he wasn't sure he agreed with everything he was seeing online?
6. What techniques did Kane use to influence Darren's thoughts and feelings?

Darren's story

Darren's dad lost his job last year and is finding it hard to find a new one. Darren has been working part time at weekends to try to support him. His shifts at work mean that he doesn't get to see his friends from school much anymore. They used to ask him to hang out at the weekends, but when he couldn't go, they stopped inviting him.

Some of his colleagues have been talking about a new online game they've been playing, including Sara, a girl he's worked a few shifts with who seems really nice. Everyone chats on there outside of work; he wonders if this will help him to fit in with them more and give Sara and him something to talk about. So, he starts to play the game in his free time. Now when he's at work, he's able to join in the conversation.

After a few months, Darren has started to make connections with other online players too, joining a streaming community with people who he feels he has a lot in common with. His shifts at work have been at funny times lately, and he hasn't seen Sara much, but people on the forums post at all times of the day; he can chat to them no matter what shift he's working. He starts to spend more time in the forums, where people talk about other things too, beyond the games they're playing.

Lately, he's been seeing more and more posts from people saying things like, 'the people in charge have messed everything up', 'people don't have the right to free speech anymore', and 'men have to stand up and fix everything that's broken'. Darren's not sure he agrees with everything they say, but when he writes about his and his dad's job situations, people send back lots of messages saying they've gone through a similar thing, and that other people don't really care. He feels like he connects better with them than he did his friends at school, who he feels don't understand his family's situation.

When he next sees Sara and some of his other colleagues, Darren starts to share some of what

he's been seeing online. Sara tells him that he probably shouldn't listen to what people say in those forums – she says that they're 'just full of people with a lot to say and nothing to do'. Darren wonders if that's what Sara, and the other people he works with, really think about him too.

When Darren gets home, he sees that Kane, who's been leading a lot of the conversations in the forum, is online. Kane always responds to people's posts and people seem to really respect him – they always want to know what his opinion is. Darren makes a joke about what Sara and his colleagues said, and Kane responds by telling Darren that, 'if he agrees with them, he's just like them and is a part of everything that's wrong with society... if he really wants things to improve, he needs to pay attention to what he [Kane] is saying and stop trying to be like everyone else'. Kane goes on to make fun of Darren for listening to a female colleague, making unfair remarks about Sara's intelligence. Soon, lots of other people have 'liked' Kane's comment. Darren thinks what he's saying must make sense – after all, Sara and his colleagues don't really know him anyway.

A month later, Darren's dad receives a phone call from his school. His form tutor is concerned as some of his teachers have said that he's become disruptive, refusing to follow instructions or go to lessons. His dad tells him he will take his computer away if things don't improve.

Darren reaches out to Kane, who tells him that it's time for him to start taking action offline if he wants his situation to change. A small group of people from the forum are going to meet up soon to hang a banner outside a building in the city centre, which Kane says is to alert people that change is coming. Kane tells Darren that he's one of the few people he trusts who get it, and he wants him to be a part of his movement.

Task 2: Identify the turning point

When could Darren have asked for help during the story?

How might the people around Darren have been able to help him? Annotate the story at the point that Darren could have sought help. Who could he have asked and how might this have changed the story?

Task 3: Reviewing our learning

Complete the following statements showing your learning:

It is important to consider the impact of messages shared by the media and online about diversity and society because...


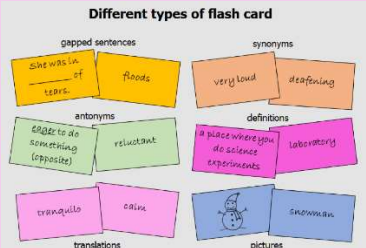
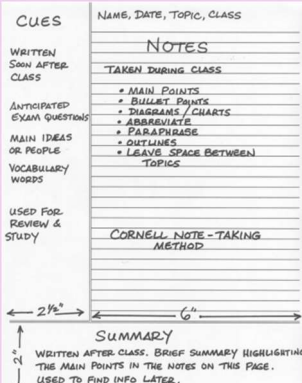
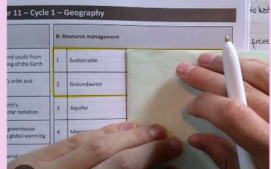
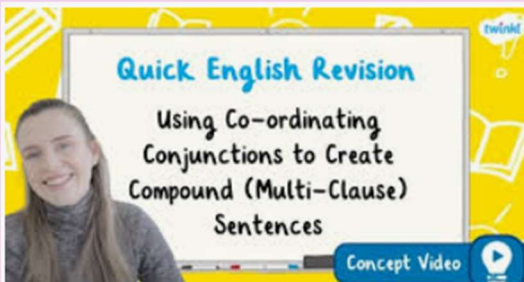
Extremist and radical ideas and actions can be identified by...

Extremist ideas and actions harm communities because...

It is possible to reduce the chances of a person being radicalised by...

It is important that people respect differences and embrace diversity in society because...

PHRSE Assessment Preparation

Name	Description	Tried it? <input checked="" type="checkbox"/> or x
Mind map	Brainstorm the key topics from this booklet, including key facts under different headings. 	
Flashcards	Key Words or Questions with their definitions on the other side 	
Cornell Notes	Create a sheet of key notes under headings. 	
Quizzing	Create quizzes about key topics to test yourself! 	
Video	Get creative and create videos about each topic! 	



PHRSE Feedback: Use this booklet and your assessment feedback to fill in the grid below in green pen.

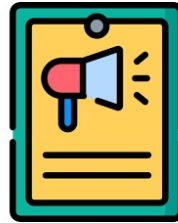
Title	Target	Achieved

Optional PHRSE Homework Tasks

You will receive an R2 for each optional task completed.



Create a poster educating young people about the issue of consent



Debate: 'You can break up with someone and remain friends?' How far do you agree with this statement. Include information on conflict resolution in relationships.



PHRSE Optional
Homework Tasks
Year 10 Half Terms
3 & 4



Create a resource of your choice that helps young people identify the key features of healthy relationships.



Create a piece of art work that represents community and belonging.

All resources taken and adapted from PSHE Association