

# Year 9 Healthy Relationships

# Starter

## STAYING SAFE

### KEY QUESTIONS:

1. WHAT DO YOU THINK STAYING/BEING SAFE MEANS?
2. WHEN DO YOU FEEL SAFE?
3. WHEN DO YOU NOT FEEL SAFE?
4. WHAT IMPACTS YOU FEELING SAFE OR NOT?
5. WHO/HOW CAN YOU FEEL SAFER?



- In today's lesson we are going to be learning about things that might happen to young people which means they are not safe.
- If you struggle with any of the things we are going to be talking about please let your teacher know and you can step outside for a minute.
- If anything concerns you about the information and you are worried that you are being put into an unsafe situation or a friend is please tell a trusted adult at school so we can help.

# Learning Objective - To understand how your Social development will change through puberty.

## Key Words

**FGM** - Female Genital Mutilation (FGM) is the act of cutting some or all of a female person's external genitals, for reasons which are not medical. It is also sometimes referred to as female circumcision.

**Radicalisation** -

**Grooming** -

**County lines** -

## Learning Outcomes:

Identify examples of different types of relationships.

Explain what factors makes a good relationship and a bad one.

Discuss how difficult relationships can make your feel and how to avoid them affecting your development.

# If you need us, we are here.

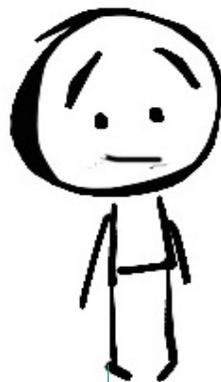
Mental Health  
Support and Advice

Miss Wilkinson

Miss Rothwell

Drop in E-mail:

hpaquietroom@hansprice.org  
.uk



School Counsellors

Ashley, Sarah and Alessia.

Drop- in E-mail:

hpacounsellingdropin@hansprice.org.uk

LGBTQ+  
Community

For any support or  
advice please visit Miss  
Allchurch (in the  
library)

Support and Advice from  
College Leader, Tutor or  
Trusted Adult.

School Nurse

Support and Advice

Miss Tedd

(Please book a  
confidential appointment  
at reception)

Well-Being information can be found on  
the notice Board under the bridge by  
the green steps.

# Grooming

1. What do you understand by the term grooming?
2. What types of grooming are there?
3. Who is at risk of being groomed and why?
4. What are the signs of grooming?
5. What can you do if you are worried about being groomed or someone you know being groomed?

TASK: Answer the questions in your book and leave 3 lines between each question.

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TASK: Can you add anymore detail to your answers?

# Grooming



TASK: Watch one more time and then be ready to feedback to the class your answers

# PREVENT - Radicalisation

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What do you think the pictures are showing and how does it make you feel?

Extremi  
Terroris  
to bring about political or social change.



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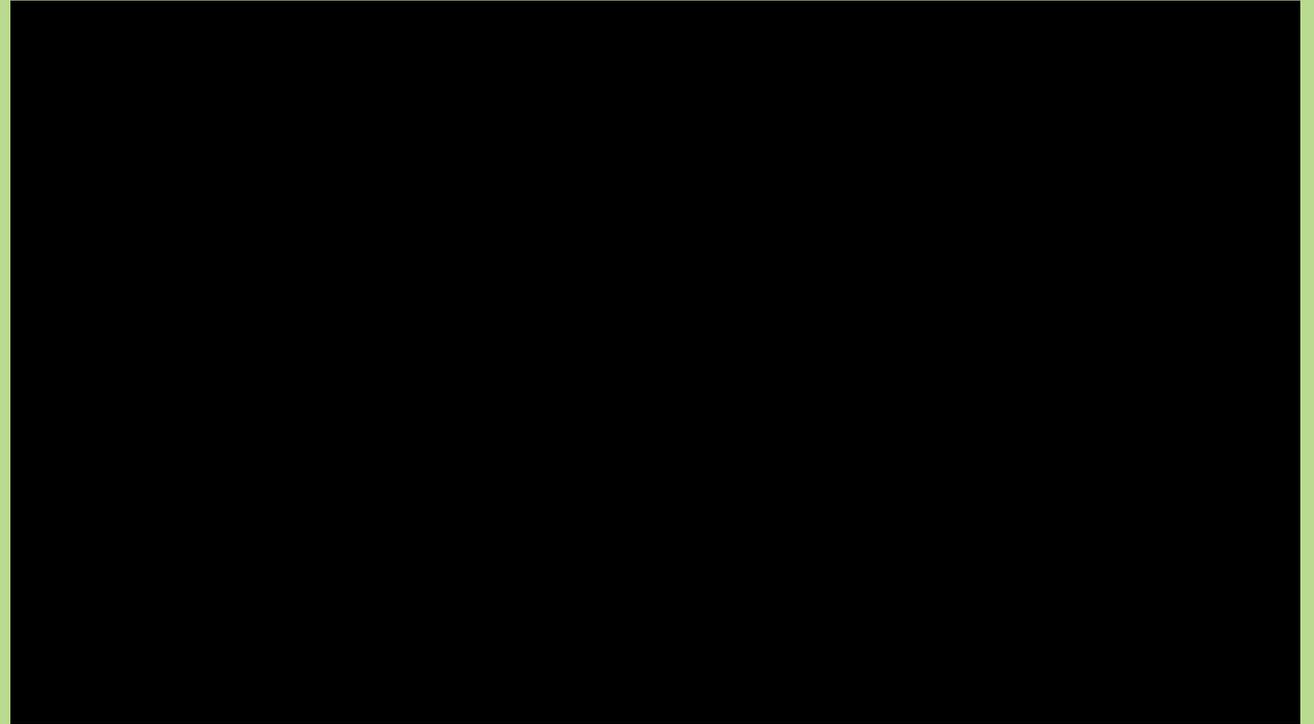
# Radicalisation

- **How does it happen?**
- Radicalisation doesn't happen overnight. It is a gradual process, so young people who are affected may not realise what's happening.
- People can be radicalised by family members or friends, through direct contact with extremist groups, or through the internet. Extremist messages or membership of an extremist group can offer a sense of purpose, community and identity which may be appealing, especially if someone is experiencing challenges in their life.
- Teenagers can be at greater risk because they are more independent, exploring new things and pushing boundaries as they grow and discover more about their identity, faith and sense of belonging.

# Radicalisation

Extremist groups often target young people via the internet and social media.

- The process may involve:
- being groomed online or in person
- exploitation, including sexual exploitation
- psychological manipulation
- exposure to violent material and other inappropriate information
- the risk of physical harm or death through extremist acts



# PREVENT STRATEGY



# What would you do?

Taylor is your best friend who you have known since primary school. They have always been really fun and outgoing but recently you have noticed they have changed and seem down all the time. You know that Taylor's parents are going through a divorce and they feel trapped in the middle of them as they want Taylor to decide who they want to live with.

After a few weeks you start to notice that Taylor has stopped going to clubs after school that they used to enjoy and has been on the computer more than they used to but is very secretive about who they are talking to and get aggressive when you ask. At school Taylor has become argumentative and hateful towards people they normally got on well with. They have changed their appearance by wearing different clothes and a new hair cut which is very unusual for them.

You try to talk to Taylor about how they are feeling but they get angry with you and tell you to leave them alone. Taylor stops hanging out with you and your group of mates anymore and spends all of their spare time at home on their computer.

Last night Taylor posted a video of themselves on snapchat shouting and swearing about England having too many foreigners here.

## TASK:

What are the signs that Taylor could be being radicalised?

What factors may have an impact on making Taylor more vulnerable to radicalisation?

What could you do to help Taylor?

# Forced Marriage

## What is FORCED MARRIAGE?

Forced marriage is when you face physical pressure to marry from your family (for example, threats, physical violence or sexual violence) or emotional and psychological pressure (eg if you're made to feel like you're bringing shame on your family).

## WHY IS IT BAD?

Everyone has the human right to decide who they want to be in a relationship with. When that is taken away the person can become depressed and suffer bad mental health. Forced Marriage is **ILLEGAL** in the UK and holds a 7 year prison sentence if found guilty.

# Rubie's story



What was the impact of being forced to marry a stranger on Rubie's physical and mental health?

# FGM - What is it?

**What is it?** -Female Genital Mutilation (FGM) is the act of cutting some or all of a female person's external genitals, for reasons which are not medical. It is also sometimes referred to as female circumcision.



**TASK:** In your books write your own definition of FGM.

# FGM - Who and where does it happen

**Who does it happen to?** -FGM happens to girls, at any age, but usually when they are below the age of 15. It may be carried out when a girl is a baby, or in her childhood, adolescence, or even before she gets married or pregnant. It is estimated that 200 million women and girls alive today have undergone FGM.

FGM is often performed by people who do not have medical training, using a razor blade, without any painkillers or anaesthetic.

**Where does it happen?** - FGM happens in 29 countries, mainly in Africa, the Middle East and some parts of Asia. The most severe kind of FGM, called infibulation, is mostly done in North-Eastern African countries like Djibouti, Eritrea, Ethiopia, Somalia, and Sudan. However, because of migration, there are also people affected by FGM living in Europe, Australia, North America, and other countries worldwide.

It is illegal for anyone to carry out FGM in the UK. There are an estimated 130,000 women and girls who are affected by FGM in the UK, and in 2014, hospitals across England reported an average of 18 new cases of FGM per day.

**TASK:** In your books draw mind map with FGM in the middle of your page.  
Add a heading of **WHO** and summarise who it happens to  
Add a heading of **WHERE** and summarise where it happens.

# FGM - Why does it happen?

- FGM is mainly carried out for cultural reasons. It is considered to be a tradition which promotes modesty and what is considered to be 'appropriate' sexual behaviour in women. It is supposed to put women off having sex, so that they don't have sex before marriage and only have sex with one person (their husband). It is sometimes also considered to be a sign of religious faith, or a symbol of passing into adulthood. FGM is often carried out by women on younger girls.
- The girls' relatives or elders may try to describe the procedure normal and symbolizing a 'coming of age'. It is not normal or healthy for a body to have parts cut off for non-medical reasons. It can lead to all sorts of debilitating, life-long health problems, constant pain, bleeding infections and even death. Women who are the victims of FGM are far more likely to die giving birth.

**TASK:** Add a heading to your mind map of WHY and summarise why it happens to.

# FGM - What are the effects?

- Immediate effects of FGM include severe pain and bleeding, shock, difficulty in passing urine, infections, injury to nearby genital tissue and sometimes death due to severe loss of blood.
- In addition to the severe pain during and in the weeks following the cutting, women who have undergone FGM experience various long-term effects - physical, sexual and psychological.

**TASK:** Add a heading to your mind map of EFFECTS and summarise what the effects on the victim of FGM might experience.

# FGM - What can I do about it?

- If you suspect someone of having had FGM, performing FGM, planning or organising FGM you should report it to the police. It is illegal for anyone living in the UK to perform FGM or to take their child abroad to have FGM.
- Anyone found guilty of the offence can face up to 14 years in prison. However, it's important to remember that nobody will go to prison for having had FGM done to them. They are the victim. If you know someone who this is likely to happen to, you have a responsibility to report this (you could end up saving their life).
- Look out for the telltale signs of FGM in girls, which include: difficulty walking, sitting or standing; spending longer in the bathroom; long unexplained absences from school; reluctance to go to the toilet.
- If you are worried about FGM or think you might know someone who is affected by FGM, you can contact the NSPCC FGM Helpline on 0800 028 3550 or email: [fgmhelp@nspcc.org](mailto:fgmhelp@nspcc.org) or tell a trusted adult at HPA by talking to them or emailing [speakout@hansprice.org.uk](mailto:speakout@hansprice.org.uk)

**TASK:** Add a heading to your mind map of **WHAT I CAN DO** and summarise who you could tell or what you could do if you suspect FGM practice.

# Plenary

Discuss the following questions with your learning partner and feedback to the class.

- Why might you feel unsafe in situations?
- What types of unsafe situations can you find yourself in?
- Where can you go for help if you feel unsafe in any situation or are worried about someone else?