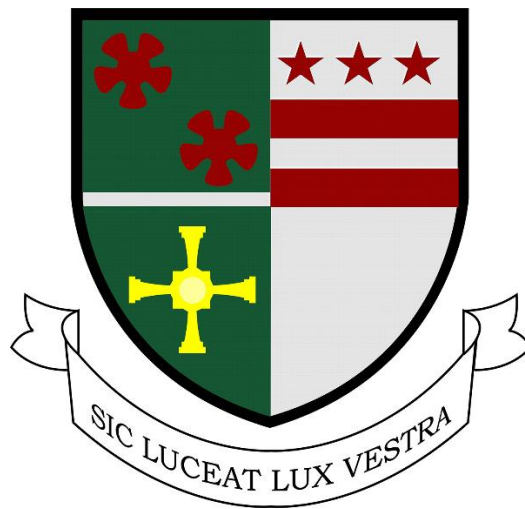


Year 10

Relationships, Sex and Health
Education



Ten Ten Resources

Name: _____

Tutor Group: _____

Relationships, Sex and Health Education

By the end of the RSE unit in Year 10 pupils should be able to demonstrate knowledge of:

1. Authentic Freedom

- The issues surrounding peer pressure, love, sex and responsibility
- The objective reality of sex and pregnancy
- The importance of personal and authentic freedom (sex as a loving gift of self)

2. Self-Image:

- The themes of body image, body shame and both the positive and negative ways of feeling attractive and confident
- The importance of human dignity (ensuring we have value and respect for ourselves and our bodies)
- Ways in which we can develop confidence in our bodies

3. Beliefs, Values and Attitudes:

- The importance of knowing our own beliefs, values, and attitudes
- How to make decisions that do not go against our beliefs, values, and attitudes
- How to interrogate their own core values and consider how faith can offer courage

4. Parenthood:

- What it means to be a parent
- Key concepts such as love, dedication, obligation, commitment, sacrifice, and responsibility
- The Catholic belief about marriage as the ideal foundation of parenthood and family life

5. Pregnancy and Abortion:

- Their own opinions and values toward abortion
- The stages of life in the womb and the teaching of the Catholic Church on abortion
- The different types of pregnancy, including unplanned and involving disability

6. Abuse:

- The different types of abuse, including physical, emotional, domestic and neglect
- Issues associated with entrapment, manipulation, sexual grooming, cyber-bullying and pornography
- How to be vigilant to abuse in our own and others relationships / encouraging people to speak out against abuse

7. Solidarity:

- How small acts of charity can make a difference on a wider scale
- Catholic Social Teaching of 'integral ecology'
- How to live wisely, think deeply, and love generously (solidarity)

Key Concepts

Concept	Definition
Peer Pressure	Being influenced by people of your own age
Authentic Freedom	Knowing who you are and living your life based on your values and beliefs
Body Image	A person's attitude, belief, and perception of their own body
Values	Your principles or standards of behaviour e.g., being honest
Parenthood	The responsibilities involved in being a parent
Dedication	Showing commitment to a person or a task e.g., a parent toward a child
Abortion	The deliberate removal of the foetus from the womb before it can survive
Abuse	Repeated cruel treatment of a person (this can be both physical and emotional)

Diagnostic Assessment

Put a tick in the box that best describes your thinking. Be honest, it does not matter if you are not confident, the lessons that follow will help you think about these topics in more depth.

Topic	Not confident	Slightly confident	Fairly confident	Completely confident
The meaning of peer pressure				
The different views about the purpose of sex				
The meaning of authentic freedom				
The importance of having respect for your own body (body image / body shame)				
Ways in which we can develop confidence in our own bodies				
How to make good and positive decisions				
What it means to be a parent (the roles and responsibilities)				
The Catholic belief about the importance of marriage				
The development of the foetus in the womb				
The different types of pregnancy, including unplanned and involving disability				
Facts and opinions surrounding abortion				
The different types of abuse (physical, emotional, domestic and neglect)				
How to be vigilant to abuse in your own and other relationships				
What is meant by Catholic Social Teaching?				

Lesson One – Authentic Freedom

Enquiry Question: What do you think about sex and how might this affect your relationships?

Through a film where a young couple explore issues such as peer pressure, virginity, love, sex and responsibility, this session discusses the objective reality of sex: pregnancy and chemical bonding between two people. A common belief is that 'personal freedom is doing what you want as long as no one gets harmed', but this session holds up an alternative perspective: that making a loving gift of self is an ideal worth holding out for, one which leads to authentic freedom.

Video 1 (6 mins): A drama where a 16-year old couple explore the possibility of having sex for the first time, now that they are legally free to do so.

Discuss and write:

1. Do you think Abi felt pressure to have sex with Cal? Do you think Cal was under any pressure to ask Abi to have sex with him? Explain what pressures they might have felt

2. Do you think Cal and Abi were emotionally ready to have sex? Explain

3. Do you think Cal and Abi were being responsible? Give reasons

Video 2 (7 mins): Mairi and Nathan discuss the themes in the drama and explain the objective reality of sex: procreation and chemical bonding between two people.

TRUE or FALSE? Tick the relevant box depending on your point of view

Statement	True	False
The pressure to lose your virginity is immense		
Sex and regret go together		
Sex and responsibility go together		
Having sex is a sign of maturity		
Expressing true love ought to be the main purpose for sex		
Saving sex for marriage is a sign of strength		
Teenage sex is liberating		

Video 3 (6 mins): Through teaching and real-life testimony, Mairi and Nathan say that authentic freedom is not 'doing what you want as long as no one gets harmed'. Instead, making a loving gift of yourself leads to authentic freedom.

Discuss and write: - What do you think are most common reasons why teenage relationships end?

Reason	Explanation

Consider the following statement:

What are the pros and cons of bringing sex into a relationship?

PROS	CONS

Video 4 (4 mins): Nathan and Mairi discuss that living out chastity means making a conscious decision about the kind of relationship in which close intimacy with another person, and the prospect of having a family, is a positive choice.

Independent writing:

Describe how you feel about the idea of chastity. Is it a positive thing? What impact does peer pressure have chastity? Would you be confident to tell people you made this choice?

Does your current stance on sex give you authentic freedom? (**Authentic freedom is knowing who you are and living your life based on your values and beliefs**)

Are there any views you hold about sex and relationships that you need to change?

What do you want for your future relationships?

Reflection – If a person has regrets about sexual activity, what would you say to them?

Self Image



Self Esteem

Having confidence in your own ability and showing yourself respect








Body Image

A person's attitude, belief and perception of their own body.

Body Shame

Making critical comments about the shape, size, or appearance of their or another person's body.

Help & Support Available	
Trusted Adult	Parent, Carer or Teacher
Childline	Contacting Childline Childline

Self Image	
Eat Healthy Foods 	Maintaining a healthy and balanced diet can improve self esteem and body image. Eating healthy helps to maintain a healthy weight and improves energy levels. A poor diet and a poor relationship with food can have a impact on a person's confidence.
Sleep 	Young people going through puberty are advised to have between 8-10 hours sleep per night. It can benefit both your physical and mental health. It will help to improve your energy levels and can also support a healthy diet and maintaining a healthy weight.
Keep Active 	Physical activity is an essential part of a healthy lifestyle. It promotes good physical health and contributes to people's self-esteem. It can lead to a sense of self satisfaction, it is enjoyable so can relieve stress, it releases endorphins which increase happiness and can improve body image as it maintains a healthy weight.
Body & Soul 	The Catholic faith teaches us to focus on ourselves as both body and soul. This means, the image of yourself should not simply be based on the material part of a person. Instead, you should focus on all the things that you are proud of e.g. gifts, talents, abilities etc.
Positive Focus 	It is natural to compare ourselves to people we see on social media, on film or on TV. It is important to remember these often showcase the best possible version of a body or face. The reality is that these people may also struggle with self-esteem. There are many people to follow on social media to gain a more balanced view of body types.
Don't Body Shame 	The Catholic faith teaches that all humans are made in God's image. For this reason, we should treat all people with dignity and respect. This means we should never shame others or ourselves for how we look. There is more to us than just our bodies.
Positive Friendships 	Ensure that the people you spend time with help to boost your self esteem. Your friends should be supportive, positive and be a source to improve your self confidence. If your friends do not help to improve your self esteem then this can be classed as a toxic relationship and it should be avoided.

Lesson 2 – Self Image

Enquiry Question: What do I think about my body image?

This session addresses themes such as body image, body shame and control over sexual urges to explore positive and negative ways of feeling attractive and confident in ourselves. You will learn that true confidence in who we are, including confidence in our bodies, comes from knowing we have dignity – that we are to be valued and respected not because of how we look or what we do, but just by being alive, created by God and called His child.

Video 1 (6 mins): A drama where an arranged date is interrupted because of issues surrounding body image, peer pressure and communication.

Discuss and write:

1. Was Ayesha right to buy new clothes for her date? Justify your answer

2. Was Ruby right to say to Ayesha that boys will only think about one thing when girls dress like that?

3. Who was the most confident character in the story and why?

Video 2 (4 mins): Mairi and Nathan discuss the themes in the drama and that confidence in who we are, including confidence in our bodies, is linked to knowing that we have dignity not because of how we look or what we do, but just for being ourselves: God's beloved children

Read the following statements and discuss the against both for and against. You teacher and others in the class will challenge some of the views:

When people look and dress a certain way, they are 'asking for it'

FOR	AGAINST
OWN OPINION	

Wanting to look good, especially for someone else, is vain and wrong

FOR	AGAINST
OWN OPINION	

Body shame applies to girls more than boys

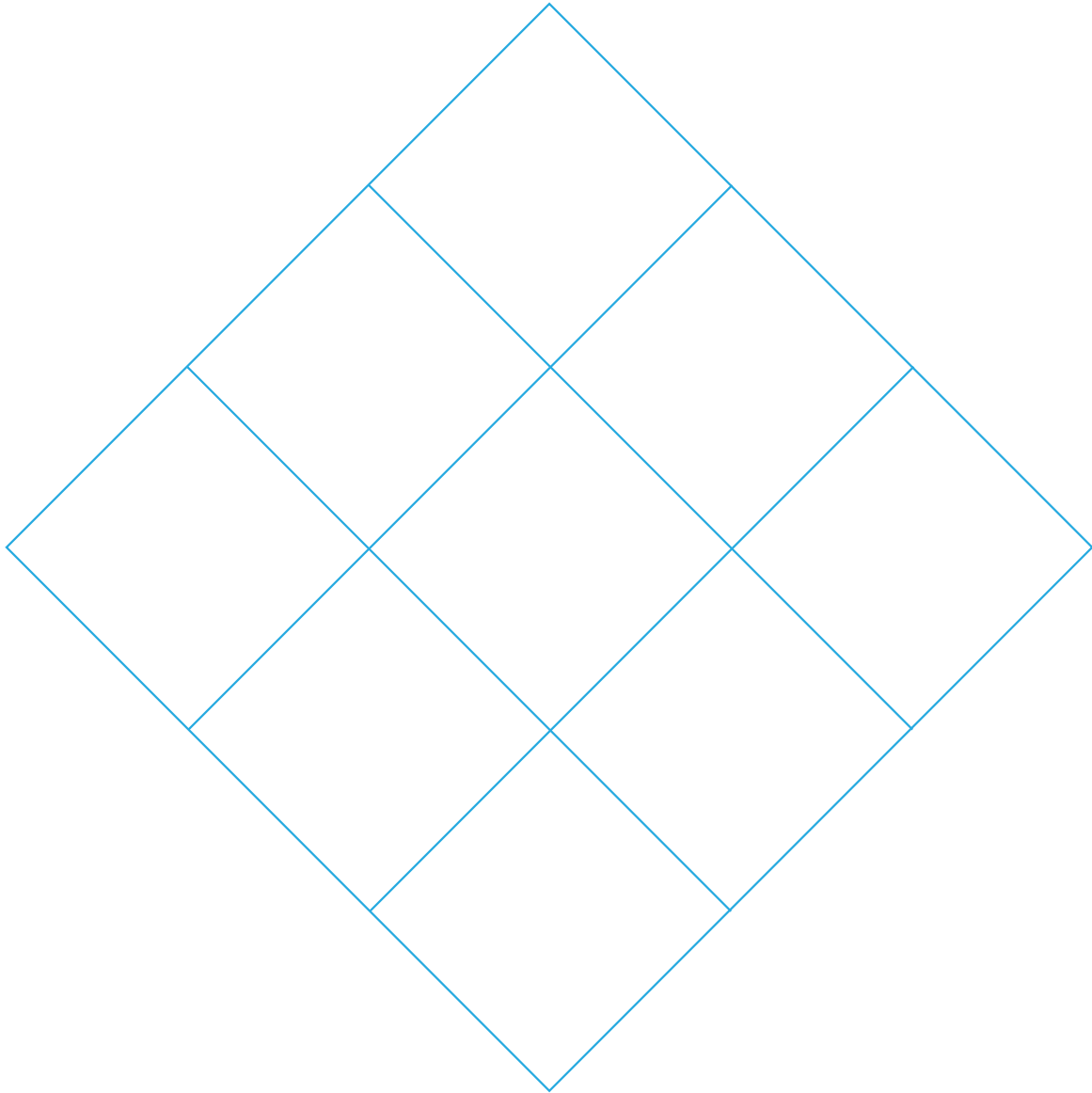
FOR	AGAINST
OWN OPINION	

Beauty is only skin deep

FOR	AGAINST
OWN OPINION	

Discuss and write: - what does a confident person is like...

A CONFIDENT PERSON



1. Has loads of Instagram followers
2. Someone skinny/muscly who wears expensive clothes
3. Gets good grades
4. Knows when to speak and when to listen
5. Is respected by others
6. Can take a joke at their own expense
7. Stands by their opinions but is willing to change their views when presented with new evidence
8. Is loud and outgoing
9. Is content and secure in themselves

Extension: A confident person is...

Video 3 (7 mins): Mairi and Nathan counter ideas of body shame and media pressure with the concept of upholding our innate dignity through modesty – a decision to see ourselves and others as persons worthy of love rather than objects of lust to be used.

Read and rate – rate the following strategies out of 5 based on how effective they might be in having a positive impact on your self-esteem:

Self-Image		Rating 1/5
Eat Healthy Foods	Maintaining a healthy and balanced diet can improve self-esteem and body image. Eating healthy helps to maintain a healthy weight and improves energy levels. A poor diet and a poor relationship with food can have an impact on a person's confidence.	
Sleep	Young people going through puberty are advised to have between 8-10 hours' sleep per night. It can benefit both your physical and mental health. It will help to improve your energy levels and can also support a healthy diet and maintaining a healthy weight.	
Keep Active	Physical activity is an essential part of a healthy lifestyle. It promotes good physical health and contributes to people's self-esteem. It can lead to a sense of self satisfaction, it is enjoyable so can relieve stress, it releases endorphins which increase happiness and can improve body image as it maintains a healthy weight.	
Body & Soul	The Catholic faith teaches us to focus on ourselves as both body and soul. This means, the image of yourself should not simply be based on the material part of a person. Instead, you should focus on all the things that you are proud of e.g., gifts, talents, abilities etc.	
Positive Focus	It is natural to compare ourselves to people we see on social media, on film or on TV. It is important to remember these often showcase the best possible version of a body or face. The reality is that these people may also struggle with self-esteem. There are many people to follow on social media to gain a more balanced view of body types.	
Don't Body Shame	The Catholic faith teaches that all humans are made in God's image. For this reason, we should treat all people with dignity and respect. This means we should never shame others or ourselves for how we look. There is more to us than just our bodies.	
Positive Friendships	Ensure that the people you spend time with help to boost your self-esteem. Your friends should be supportive, positive and be a source to improve your self-confidence. If your friends do not help to improve your self-esteem, then this can be classed as a toxic relationship, and it should be avoided.	

Video 4 (2 mins): Nathan and Mairi share that this programme has Bonus Content which pupils can access remotely from 1010.Academy, with the password 'GIRLS' and 'BOYS'.

Lesson 3 – Values, Attitudes, Beliefs

Enquiry Question: How are values, attitudes, and beliefs crucial in helping me make choices in life

Through a film where a young man experiences an internal moral battle and the story of executed anti-Nazi activist Sophie Scholl, this session reveals the importance of knowing our own beliefs, values, and attitudes so that we are not at risk of making decisions which go against them. You will be given the chance to interrogate your own core values and consider how faith can give you the courage to stand up for what you believe in.

Video 1 (7 mins): A drama where Mo, a new member of the first team of his football squad, is caught in a moral dilemma to prove his commitment to the team.

Discuss and write:

1. What motivated Lewis to ask Mo to steal the muffin?

2. Why did Mo do what Lewis asked him to do?

3. What happened to Mo that led to him changing his mind?

Video 2 (6 mins): Mairi and Nathan discuss the themes in the drama and describe beliefs, values and attitudes as the unseen influences behind our behaviour.

Beliefs & Values

- 1. Beliefs – A belief is an idea that a person holds to be true.** A belief might come from a person's own experiences, their acceptance of cultural or societal norms such as a religious belief, or from what other people tell them is true. For example, 'humans negatively impact the environment' is a belief that many people hold to be true, either through their study of science, through what they've been told or through their personal experience. When we have a belief in something, our mind or intellect is seeking truth.
- 2. Values – A value is rooted in the belief and it is the standard through which people order their lives.** A value is basically to do with what we value. Values have a major influence on our choice of behaviour. For example, somebody who believes that 'humans negatively impact the environment' may then see great value in saving the world's rainforests. **Values are what we count as important and good.**
- 3. Attitudes – An attitude means the stance we have towards something or someone.** Sometimes, our attitudes spring out of our values but in other situations they might contradict them. For example, somebody who believes that humans negatively impact the environment and see great value in saving the world's rainforests might not be very good at recycling their own rubbish because their attitude is, 'What good will it do?' **Our attitude is shown through our thoughts, words and actions.**
- 4. Confidence – The feeling or belief of having faith in or relying on someone or something, including oneself.** In the context of beliefs, values and attitudes, confidence comes from knowing what they are, being sure of them and having the courage to stand up for them.
- 5. Integrity – The quality of being honest and having strong moral principles.** Often it involves being uncompromising and not contradicting oneself. For example, in the drama, Mo was challenged about upholding some beliefs (not eating pork, not gambling, but being fine with stealing). His integrity was questioned.
- 6. Understanding – There are various ways to define this: comprehension; having sympathetic awareness or tolerance; having insight or good judgement.** In the context of beliefs, values and attitudes, this means **having an awareness of one's own beliefs, values and attitudes** and in a given situation, **perceiving how they are employed/challenged.**

Discuss and write: - outline your own views based on the questions below. You do not need to share these views with anyone else:

Question	Personal Response
Who or what do you believe in?	
Who or what do you value?	
What is your attitude toward things you enjoy? What is your attitude toward things you don't enjoy?	
What are you confident about?	
Describe a time when you showed integrity or describe how you could show integrity in your life.	
When have you shown or demonstrated understanding?	

Extension Task: Discuss and write:

1. How can a person increase their confidence, integrity and understanding to stand by what they believe to be true?

2. How can a person resist peer pressure?

3. How does a person know what they truly believe?

4. Why shouldn't a person just do whatever they want in each moment?

Video 3 (3 mins): Mairi and Nathan share about some difficult moral choices they have been faced with. They then explain that if we can't articulate or are unaware about what values are important to us, then we are at risk of making decisions which go against our core beliefs.

Moral Dilemmas

1. You're driving to work while texting and run into someone, which causes a multicar accident. You get out of your car unhurt and see that the person you hit is badly injured. Then, someone comes up to you frantically and says that she hit someone; in the chaos of the crash, she has convinced herself that she hit the person you hit. Do you let her take the fall for you?








2. You're buying some shopping and the total is £8. You hand the cashier a £10 note, and she gives you £12 in change, having thought that you gave her a £20 note. Do you tell her, or do you pocket the £10?

3. You are grounded. Your parents are away for the evening. Friends drop by and want you to go out with them. You know that it will be at least 2 hours before your parents come home. In sharing the dilemma with your friends, they remind you that the punishment given by your parents was not fair. What choice do you make?

4. You are at your best friend's wedding just an hour before the ceremony is to start. Earlier that day, you came across definitive proof that your best friend's husband/bride-to-be is having an affair. If you tell your friend about the affair, their day will be ruined, but you don't want them to marry a cheater. What do you do?

Parenthood



Parental Responsibility	Parental Responsibility	
The legal rights and responsibilities of parents	Provide a home 	Parents have to provide a safe environment for their child to grow and develop
Commitment Being dedicated to a cause or an activity e.g., commitment to being a parent	Protect and maintain your child 	Parents have to provide for their child financially for things such as food and clothing
Obligation	Discipline your child 	Parents must ensure they teach their children the difference between right and wrong and use appropriate methods to discipline their children
An action that someone is morally or legally bound to perform e.g. legal responsibility as a parent	Provide education 	Parents must ensure that the educational needs of their child are met either through school or providing them with an education at home
Sacrifice	Agree to medical treatment 	Parents have to agree to allow medical professionals to administer the correct medical treatment required if they are in an accident or become ill
Giving up something for the sake of others. A parent gives up time, affection and finances for their child.	Naming your child 	The person with parental responsibility can choose and change their name of their child
	Choosing their religion 	The person with parental responsibility can choose and change the religion of their child, likewise, they can bring their child up with no religion

Lesson 4 – Parenthood

Enquiry Question: How does the 1959 Declaration of the Rights of the Child show me what my legal responsibility would be as a parent?

Following after a film where a teenage girl has a blazing row with her dad and realises, she had been taking him for granted, this session considers what it means to be a parent, including issues such as love, dedication, obligation, commitment, sacrifice and a lifetime of responsibility. Marriage is positioned as the ideal foundation for parenthood and family life, and God as our unconditionally loving Father.

Video 1 (9 mins): A drama where matters finally come to a head as Milly is dropped off at ballet class by her dad, who has thanklessly been at the service of his daughter all her life...

Discuss and write:

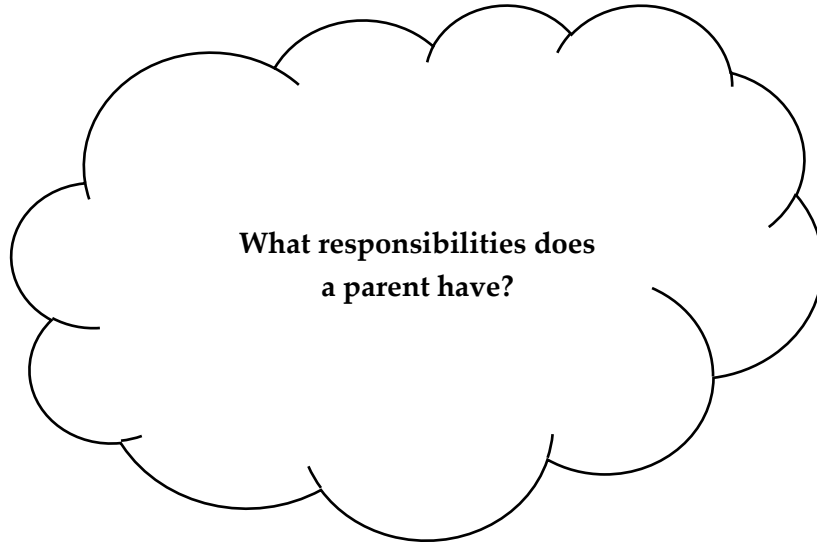
1. Was Milly right to be embarrassed by her dad?

2. Was Milly's Dad giving her lifts to ballet out of love, or out of obligation?

3. How did Milly and her Dad change by the end of the drama?

Video 2 (5 mins): Mairi and Nathan reflect on being embarrassed by their parents, how commitment grows naturally out of authentic love and what it truly means to be a parent. They discuss what the 1959 Declaration of the Rights of the Child means in terms of parental responsibility.

Create a mind map



Do you think parents should be punished for their children's actions?

Write down any occasions you think they should be punished.

Look at the list below. Read the statement and circle the number based on how responsible you believe the parents are:

- a) **Committing crime**
- b) **Under-age drinking**
- c) **Under-age sex**
- d) **Watching films that are classified as too old for them**
- e) **Playing games that are classified as too old for them**
- f) **Watching too much TV**
- g) **Downloading music illegally**
- h) **Bad habits e.g., smoking**
- i) **Eating too much junk food**
- j) **Not exercising enough**

a) Complete child responsibility

Complete parental responsibility

1 2 3 4 5 6 7 8 9 10

b) Complete child responsibility

Complete parental responsibility

1 2 3 4 5 6 7 8 9 10

c) Complete child responsibility

Complete parental responsibility

1 2 3 4 5 6 7 8 9 10

d) Complete child responsibility

Complete parental responsibility

1 2 3 4 5 6 7 8 9 10

e) Complete child responsibility

Complete parental responsibility

1 2 3 4 5 6 7 8 9 10

f) Complete child responsibility

Complete parental responsibility

1 2 3 4 5 6 7 8 9 10

g) Complete child responsibility

Complete parental responsibility

1 2 3 4 5 6 7 8 9 10

h) Complete child responsibility

Complete parental responsibility

1 2 3 4 5 6 7 8 9 10

i) Complete child responsibility

Complete parental responsibility

1 2 3 4 5 6 7 8 9 10

j) Complete child responsibility

Complete parental responsibility

1 2 3 4 5 6 7 8 9 10

Video 3 (2 mins): Mairi and Nathan discuss legal Parental Responsibility but say that being a parent is so much more than legal responsibility. Mairi concludes by saying that for a person to stand a chance of being a good parent, they must be humble enough to know that they are not perfect.

The Law

All mothers and most fathers have legal rights and responsibilities as a parent - known as 'parental responsibility'. If you have parental responsibility, your most important roles are to:

- provide a home for the child
- protect and maintain the child

You're also responsible for:

- disciplining the child
- choosing and providing for the child's education
- agreeing to the child's medical treatment
- naming the child and agreeing to any change of name
- looking after the child's property

Parental responsibility for separated parents

If you have parental responsibility for a child but you do not live with them, it does not mean you have a right to spend time with your children. However, the other parent must include you when making important decisions about their lives.

You do not always need to get the consent of the other parent for routine decisions, even if they also have parental responsibility. If it's a major decision (for example, one of you wants to move abroad with your children) both parents with responsibility must agree in writing.

Who has parental responsibility?

A mother automatically has parental responsibility for her child from birth.

A father usually has parental responsibility if he's either:

- married to the child's mother
- listed on the birth certificate (after a certain date, depending on which part of the UK the child was born in)

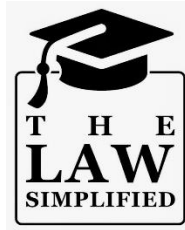
If the parents of a child are married when the child is born, or if they've jointly adopted a child, both have parental responsibility. They both keep parental responsibility if they later divorce.

Unmarried parents

An unmarried father can get parental responsibility for his child in 1 of 3 ways:

- jointly registering the birth of the child with the mother (from 1 December 2003)
- getting a parental responsibility agreement with the mother
- getting a parental responsibility order from a court

Read the information about the law on parenthood. Simplify the law (and possibly change this) below by responding to the questions:



Who has legal parental responsibility?	
What are the most important roles of a parent?	
Based on the other responsibilities, which is the most important?	
Give an example where separated parents must agree in writing before planning a major decision.	
Who automatically has parental responsibility?	
When does a father have parental responsibility?	
How can an unmarried father get parental responsibility?	

Analyse and evaluate this statement:

“Marriage is the best foundation for being a good parent”

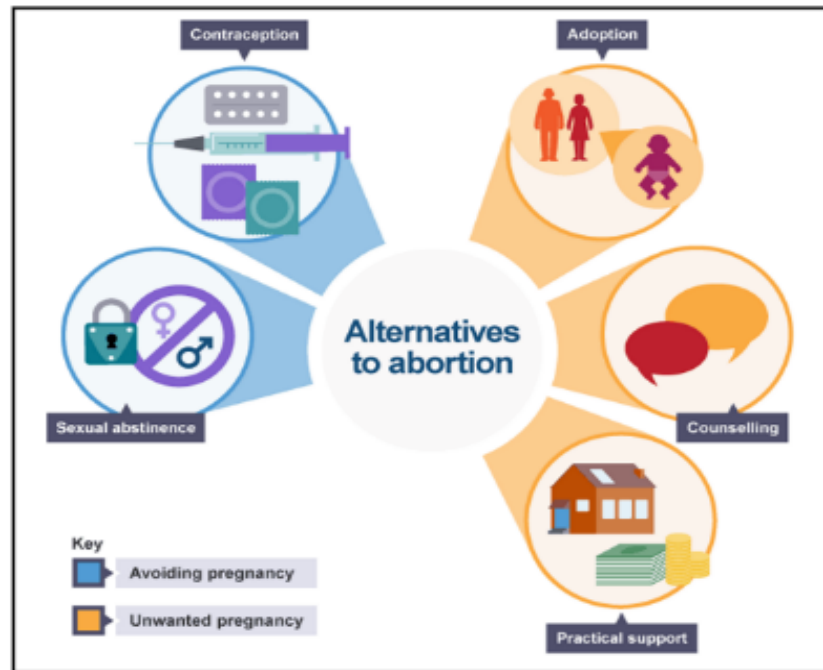
Key words you could use are:

- ✓ Love
- ✓ Dedication
- ✓ Obligation
- ✓ Commitment
- ✓ Sacrifice
- ✓ Responsibility
- ✓ Stability
- ✓ Happiness
- ✓ Support

Marriage is the best foundation...	Marriage is not the best foundation...
<u>Overall judgement – what do you think?</u>	

Video 4 (1 min): Nathan and Mairi share that this programme has Bonus Content which pupils can access remotely from 1010.Academy, with the password ‘CHRISTMAS’

Pregnancy & Abortion



Different opinions about abortion	
For Abortion	Against Abortion
A woman has the right to choose whether or not she wants to have the baby. It is her body.	Catholics believe that life begins at the moment of conception. This means that abortion is morally wrong as life is ended.
In the case of rape, it would be lacking in compassion to deny a woman the right to an abortion.	Every human being, including an embryo or foetus, has the right to live and to reach their potential.
The woman might be too young to bring up a child, or she may have work or family commitments which make bringing up a child difficult or impossible.	There are alternatives to abortion such as adoption or seeking support and counselling. The support can help people make a more informed decision.
The pregnant woman's health and welfare are more important than that of the embryo or foetus.	Sometimes abortion is chosen because of the possibility of disability. However, people with disability can live full and happy lives.
The quality of life of the unborn child or the woman's existing children could be adversely affected by the birth.	The unborn child is denied a choice. It suggests that life is cheap and disposable.

Alternatives to abortion	
Contraception	Contraception can be used as a method of avoiding pregnancy. Advice is freely available from doctors and online.
Sexual Abstinence	Avoiding sexual activity until a person is ready for parenthood. Catholics would wait for marriage before having a sexual relationship.
Adoption	Adoption is the least common choice for unplanned pregnancy in the UK. It means that the birth parents give up all legal rights to the child and allow other people to raise their child.
Counselling	This is available to help support an individual to come to terms with the pregnancy and make an informed decision about the future.
Practical Support	Some organisations provide new mothers with financial support for housing, food and clothes to encourage the mother to have the child.

Abortion and the Law	
Embryology Act 1990	This act of law allows termination of a pregnancy by a registered professional subject to certain conditions.
Two Doctors	Before an abortion takes place, two doctors must agree on certain conditions.
Prior to 24 weeks	Doctors must agree that the pregnancy is prior to 24 weeks and the abortion will prevent physical or mental health issues.
After 24 weeks	Abortion is always legal after 24 weeks if there is a threat to the mother's life and a significant threat of disability.
Hospital or clinic	Abortions can only take place in legally assigned buildings such as hospitals or clinics.

Lesson 5 – Pregnancy and Abortion

Enquiry Question: What happens after conception and is abortion a good idea?

In this session, you are encouraged to develop your own values and attitudes towards abortion, based on teaching about the stages of life in the womb, abortion myths busted by a medical expert, the Church's teaching and different accounts of people who have experienced abortion (note that you might find some of these difficult to hear). Pregnancies of all kinds, including unplanned and involving disability, are positioned as invitations to respond with love to the gift of life.

Starter Question: What are your thoughts on abortion? Do you think it's right or wrong and why?

Video 1 (6 mins): A drama in which teenage cousins Holly and Lucy discuss Holly's pregnancy. Whilst Holly is determined to have the baby, Lucy is sceptical because of the impact this will have on Holly's life and she speaks her mind...

Discuss and write:

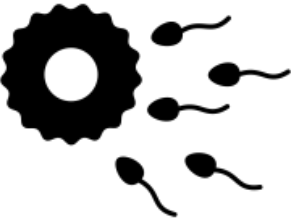


1. Do you think Holly wanted to keep the baby? How do you know?

2. Why did Lucy oppose it?

3. What advice would you give to Holly, Lucy and Muzza?

Video 2 (9 mins): Mairi and Nathan reflect on questions raised by the drama through a recap on the development of life in the womb, descriptions of different abortion methods and real-life stories of people who have faced unplanned pregnancies. Pupils are encouraged to consider their own beliefs, values and attitudes concerning pregnancy and abortion.

When do you believe life begins?

Conception	During Pregnancy	Birth
		
I think life begins at conception because...	I think life begins during pregnancy because...	I think life begins at birth because...

Do you think abortion ends life?

True or False

	True	False
Abortion is the same as a miscarriage.		
Abortion can affect a mother's mental health.		
The only person affected by abortion is the mother.		
In law, the baby in the womb has no legal rights until he or she is born.		
The father of a baby has no right of say in matters of abortion.		
Conception occurs when an embryo embeds into the wall of the uterus.		
After 10 weeks, all the major organs are formed even though the embryo is only an inch long.		
After three months the baby is called a fetus, which grows quickly as bones and muscles form and it begins to move inside the uterus.		
A medical abortion usually takes place up to 10 weeks into the pregnancy – when the baby is two and half months old.		
Serotonin is taken in tablet form at a hospital or clinic to block the main pregnancy hormone.		
The second stage of a medical abortion is a tablet called misoprostol which within 30 minutes causes the lining of the uterus to break down and the aborted baby to be passed out through the vagina.		
The first method of surgical abortion is the 'suction' method is only used in unregistered abortion clinics.		
The second method of surgical abortion is called 'dilation and evacuation' and can be used up to 24 weeks, which is six months.		
Abortion is illegal after 24 weeks.		
'Pro-choice' refers to people who believe that, ultimately, it is the choice of the mother as to whether to keep the baby or not.		

Video 3 (14 mins): Dr Calum Miller reveals the truth behind some incorrect assumptions about abortion, including some worrying statistics about the pressure women can feel to have abortions. Then Mairi discusses how the trend for sex to be divorced from the possibility of parenthood sits uncomfortably with her. She shares that the matter of when life should be recognised and protected is not just a legal issue. It is also about our deepest moral values and beliefs.

Add arguments and opinions that would both support and challenge the Pope:



Pope Francis
@Pontifex

“Say ‘YES’ to life and ‘NO’ to death. Abortion is wrong in all circumstances” #Donotkill

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Pro-life and Pro-Choice

Abortion has been widely debated since it was legalised in Britain in 1967. Those against abortion think it is morally unacceptable to kill unborn babies. Others argue if a baby is going to be born with a severe illness or disability it would be kinder to permit an abortion.

A key question in the debate is, “**when does a person become a person?**” Some argue from the moment of conception. Therefore, terminating a pregnancy is the same as murder. Others would argue a person only “begins” when they are first aware of their own existence or when independent life is possible. Therefore, terminating a foetus is not the same as murder.

The debate splits broadly into two camps – can you give 5 reasons/arguments for and against abortion:

Pro-Life (against abortion)	Pro-Choice (in favour of abortion)
-	-
-	-
-	-
-	-
-	-

A Humanist’s view about sanctity of Life – Peter Singer

Peter Singer is a humanist and has some controversial ideas in relation to Abortion and the value of life. He argues that even though all human life has value, it is not of equal value. If person has no ability to think, relate to others or experience then their life has limited value. Embryos, new-born babies, are all examples of biological, but ‘non-human persons’. Therefore, it is morally acceptable to take the lives of these ‘non-human persons’ if it will bring about less suffering and greater happiness. This not only applies to abortion, but also euthanasia (allowing someone suffering from a serious illness to die). Brain dead person has no real value and therefore euthanasia is acceptable.

Speciesism

Singer argues a conscious animal such as a dog, has more mental capacity and is more of a 'person' than a baby or an elderly person with dementia. Singer argues that animals have similar responses to humans, in that they feel pleasure and pain and therefore their interests must be taken into account. Therefore, arguing that human life is more important than any other type of life is wrong. This is the same as being racist. It is discriminatory and ‘speciesist’

Abuse



<p>Domestic Abuse</p> <p>Domestic abuse is violence or other abuse by one person against another in a domestic setting, such as in marriage, cohabitation or family.</p>	<p>Types of Abuse</p>	<p>Being vigilant to abuse</p>														
<p>Statistics</p>	<p>Physical Abuse:</p> <p>Deliberate physical violence including hitting, slapping, shoving, grabbing, pinching, biting and hair pulling.</p>	<p>Physical</p>	<p>Emotional</p>	<p>Social</p>												
<p>In 2021/22 the NSPCC's Helpline contacted agencies about 22,505 children to investigate concerns about abuse and neglect:</p>	<p>Sexual Abuse:</p> <p>Coercing or attempting to coerce any sexual contact or behavior without consent.</p>	<p>Unexplained and an increase in injuries such as:</p> <ul style="list-style-type: none"> • Black eyes • Busted lips • Red or purple marks on the neck • Sprained wrists • Bruises on the arms 	<p>Emotional signs of abuse include:</p> <ul style="list-style-type: none"> • Low self-esteem • Extremely apologetic • Seeming scared • Changes in sleep habits • Agitation, anxiety, or constant apprehension • Developing a drug or alcohol problem • Symptoms of depression • Loss of interest in daily activities • Talking about or attempting suicide 	<p>There are social signs of abuse which include:</p> <ul style="list-style-type: none"> • Distance • Drops out of activities they would usually enjoy. • Cancels activities last minute. • Often late to school/work • Excessive privacy • Begins isolating themselves by cutting off contacts with friends and family members 												
<ul style="list-style-type: none"> ▪ 8,389 children with concerns of neglect ▪ 6,441 children with concerns of physical abuse ▪ 4,418 children with concerns of emotional abuse ▪ 3,013 children with concerns sexual abuse ▪ 244 for sexual abuse online. 	<p>Emotional Abuse:</p> <p>Any attitude, behaviour or failure to act that interferes with a person's mental health or social development.</p>	<p>It's also common for someone to hide injury:</p> <ul style="list-style-type: none"> • Wearing long sleeves • Wearing heavier than normal makeup • Wearing sunglasses inside 														
<p>Financial Abuse:</p> <p>Controlling someone's access to cash, assets and finances.</p>		<p>Who can you turn to for help and Support</p> <table border="1"> <tr> <td>Parents or trusted family members</td> <td>The Police</td> </tr> <tr> <td colspan="2">School Safeguarding Team or any member of staff.</td> </tr> <tr> <td>NSPCC</td> <td>Helpline: 0808 800 5000 (24 hours, every day) nspcc.org.uk</td> </tr> <tr> <td>Childline</td> <td>Helpline: 0800 1111 (24 hours, every day) https://www.childline.org.uk</td> </tr> <tr> <td>Women's Aid</td> <td>Helpline: 0808 2000 247 24hr https://www.womensaid.org.uk</td> </tr> <tr> <td>Men's Advice Line</td> <td>Helpline: 0808 801 0327 Monday-Friday 9am-5pm http://www.mensadvice.org.uk/</td> </tr> </table>			Parents or trusted family members	The Police	School Safeguarding Team or any member of staff.		NSPCC	Helpline: 0808 800 5000 (24 hours, every day) nspcc.org.uk	Childline	Helpline: 0800 1111 (24 hours, every day) https://www.childline.org.uk	Women's Aid	Helpline: 0808 2000 247 24hr https://www.womensaid.org.uk	Men's Advice Line	Helpline: 0808 801 0327 Monday-Friday 9am-5pm http://www.mensadvice.org.uk/
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<p>Neglect:</p> <p>The ongoing failure to meet the basic needs of a child e.g. food, shelter, education, medicine and education.</p>																

Lesson 6 – Abuse

Enquiry Question: What are the main types of abuse and how to look out for danger signs

This session unpacks different types of abuse (physical, emotional, domestic and neglect), which are all incompatible with an understanding of innate human dignity. The session also touches on topics such as entrapment, manipulation, sexual grooming, cyberbullying and pornography. You will learn that people are not things to be used but uniquely precious persons to be loved and cherished, that we should remain vigilant to abuse in our own/others' relationships and that victims of abuse should always be encouraged to speak out and access support.

Video 1 (8 mins): A drama in which Keira accuses her boyfriend Harrison of flirting with another girl. The situation escalates as she tracks his movements, confronts him, behaves violently, and threatens him with their relationship. Then Harrison's sister, Jaycee, challenged him as to what is going on.

Discuss and write:

1. Did Harrison do anything to deserve the treatment he received?

2. In what ways did Keira try to manipulate Harrison?

3. Was Jaycee right to say that Keira was trying to control Harrison?

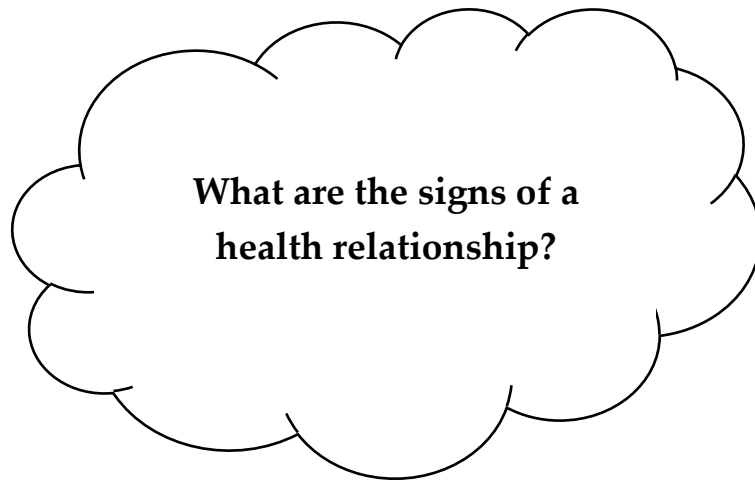
4. What advice would you give to Harrison/Keira/Jaycee?

Video 2 (6 mins): Mairi and Nathan reflect on questions raised by the drama and describe the four main types of abuse: physical abuse, emotional abuse, sexual abuse, and neglect.

Is This Abuse?

1. A young person calls another young person names
2. Rhys won't let his girlfriend get a job and takes all her money
3. Jason sends his girlfriend a text to say he loves her
4. Maya sends her boyfriend hundreds of texts to find out where he is and who he's with
5. Lexi always threatens her girlfriend but never actually hits her
6. A teenager often pushes, kicks or hits their friend
7. One partner tells the other that they are putting on weight
8. One partner always gets moody and shouts when the other wants to see their own friends
9. Cameron calls his ex-boyfriend all the time and asks to get back with him
10. Nate gets jealous when his girlfriend speaks to other boys
11. Stacey constantly tells her disabled boyfriend that he is stupid and useless
12. A brother and sister argue about what to watch on TV

Mind map your ideas for the question below:



**What are the signs of a
health relationship?**

Types of Abuse

Physical Abuse:

Deliberate physical violence including hitting, slapping, shoving, grabbing, pinching, biting and hair pulling.

Sexual Abuse:

Coercing or attempting to coerce any sexual contact or behavior without consent.

Emotional Abuse & Isolation:

Any attitude, behaviour, or failure to act that interferes with a person's mental health or social development. For example, not allowing a person to live their normal life.

Financial Abuse:

Controlling someone's access to cash, assets, and finances.

Neglect:

The ongoing failure to meet the basic needs of a child e.g., food, shelter, education, medicine, and education.

Read the examples below and decide which type of abuse it represents:

1. Making someone do sexual things that they don't want to do, or calling the person a slag, or not allowing the person to dress in the way they want to.

2. Stopping someone from seeing friends and family and not allowing the person to have visitors; or stopping them from having a job and not allowing the person to learn to drive; or going everywhere with them; locking them in the house, and not allowing phone calls.

3. Hitting, pushing, punching, or kicking someone. The anger and aggression might be directed toward a person in a threatening way.

4. Taking a person's money, making a person ask for money or making a person say how they spend every single penny. It could also be not allowing them to work and earn money.

5. Allowing a person under your care to go without necessities such as food, water, or clothing.

6. Making derogatory and sexualised comments to someone. Touching another person who was not given consent in private areas.

7. Controlling a person's social media. Choosing who they can follow and befriend. Making comments about that person on their social media to embarrass or belittle them.

Lesson 7 – Solidarity

Enquiry Question: How does acting on my beliefs affect the world around me?

Through a drama where a teenager wonders if their small act of charity can possibly make a difference on a wider scale, this session explores the Catholic Social Teaching principle of 'integral ecology', where dignity, human rights and concern for the poor are intertwined with a concern for nature, the environment, and the whole of creation. You will be challenged to live wisely, think deeply, and love generously in order to live in solidarity and peace with God's creation.

Video 1 (8 mins): A drama in which Gracie volunteers to operate a food bank collection point in her school. Cool kid Jerome challenges her on her motivations for this and tells her she is wasting her time. As the film progresses, they learn from each other and begin to appreciate the people beyond the issue.

Discuss and write:

1. What was Gracie's motivation to help with the food bank and did it change?

2. Jerome ended up apologising for being 'a bit harsh'. What do you think was going on under the surface for him?

3. What do you think Milly's Dad (Tony) meant when he said the food bank was a 'sticking plaster'?

4. What advice would you give to Gracie/Jerome/Tony?

Video 2 (3 mins): Mairi and Nathan reflect on questions raised by the drama and consider how we can bring values like dignity, attitudes like love and respect and beliefs such as treasuring the gift of life to bear on the wider world around us.

Catholic Social Teaching

Catholic social teaching (CST) is based on the teaching of Genesis that all humans are created in the image of God. Church leaders, most recently Pope Francis have focused on the importance of Catholics putting their faith into action to improve the world for all people. Catholic social teaching guides people on how to live their lives.

Catholic Social Teaching has 7 main principles:

1. Human Dignity

This is based on the belief that all humans are created with dignity and respect. It links with the 9 protected characteristics as it highlights that discrimination of all types is not acceptable. Catholics believe that God is present in all humans so we must treat every person and every creature with loving respect.

2. The Common Good

This means that the earth and all its resources belong to everyone. No one should be excluded from the basic needs such as food, water, and energy. The Catholic Church challenges the belief that money and profit should be the driving force. Instead, all people, irrespective of where they live, should be given the same opportunities as others to live a good and happy life.

3. Solidarity

This is the belief that humans should work together to support one another and challenge injustice. For example, workers such as doctors and nurses would join a union to ensure that they are supported and ensure that they have fair wages and are safe in work. Likewise, solidarity can be shown between countries. When one country is impacted by a natural disaster or a conflict, other countries can stand with them in support and help. CAFOD is a Catholic charity that stands in solidarity with others when these issues arise.

4. Preferential Option for the Poor

This is the belief that those who are the poorest in society should be given preferential treatment. Essentially, they should be given the most support. It would seem appropriate to charge a poor person the same amount of tax as a billionaire because one can afford it whereas the other cannot. Likewise, people who do not have access to basic such as food and shelter should be given priority over those who have these.

5. Stewardship of Creation

This is based on the book of Genesis and the belief that God created the universe and all within it. God then created humans to be stewards of the environment. This means they must protect and preserve the environment. They must then hand on more to the next generation. Catholics believe we are stewards rather than consumers. If we consume all the natural resources now, this means that those who will live in the future will not have a world to enjoy. Pope Francis wrote a letter called 'Laudato Si' to all the world in 2015. It stressed the importance of protecting the environment.

6. Peace

Catholic Social Teaching became prominent in the 1960's. This was a dangerous time for humanity due to the rise in nuclear weapons and the frightening stand off between the United States and Russia (formerly the Soviet Union). Unfortunately, our world has not seen a sustained time of peace in recent history. The current conflict between Russia and Ukraine highlights the importance of working for peace so that all people can live without the fear and threat of war. In addition, Catholics are also encouraged to work for peace in their own lives and communities.

7. Dignity of workers

This has been a key feature of Catholic Social Teaching since the industrial revolution. It focuses on the rights of workers and shone a light on the injustice and exploitation of workers by the rich owners. It has ensured that workers now receive fair pay, safe conditions and are treated with dignity. Work is an essential part of life, and everyone has the right to participate.

Video 3 (6 mins): Mairi and Nathan how we can all contribute, positively or negatively, to what Pope Francis calls 'an integral ecology', where dignity, human rights and concern for the poor are intertwined with a concern for nature, the environment, and the whole of creation. They discuss how specific principles of Catholic Social Teaching are violated through practices such as Female Genital Mutilation (FGM), honour-based violence and human trafficking.

Answer the following Blockbuster questions:

1. What CST is an important Catholic practice concerned with the dignity of humans?

2. What G is the first book of the Bible which states that humans were created in the image of God?

3. Which PF is the current head of the Catholic Church and a supporter of human dignity?

4. Which PC are the rights of all people to ensure that they are not treated unfairly due to things such as race, religion, gender, and sexuality?

5. Which CG is the belief that the earth and all its resources belong to everyone?

6. What S is the belief that humans should work together to support one another and challenge injustice?

7. What U is a group or organisation that supports the rights of people such as teachers, nurses, rail staff and factory workers?

8. Which C is a Catholic charity that supports people throughout the world impacted by conflict and natural disaster?

9. Which P do Catholics believe should have preferential treatment and support when they do not have the basic needs?

10. Which S is the belief that humans must protect and preserve the environment for future generations?

11. What LS is the letter that Pope Francis sent world wide and stressed the importance of protecting the environment?

12. Which P is a state or condition that all Catholics try to achieve – it is often the absence of war or conflict?

13. Which NW have been a threat to our world and existence since the 1960's?

14. Which W do Catholics believe should be treated with dignity such as fair pay and conditions?

15. Which E is an example of something that Catholics have tried to challenge, especially between the rich and the poor?

Case Study 1: Solidarity

Read the following lyrics from the song: Solidarity Forever by Pete Seeger. It was written in 1915 as a song for the industrial workers of the world.

Annotate your lyrics to explain what is meant by solidarity:

When the Union's inspiration through the workers' blood shall run,
There can be no power greater anywhere beneath the sun.
Yet what force on earth is weaker than the feeble strength of one?
But the Union makes us strong.

Is there aught we hold in common with the greedy parasite
Who would lash us into serfdom and would crush us with his might?
Is there anything left to us but to organize and fight?
For the Union makes us strong.

It is we who ploughed the prairies; built the cities where they trade;
Dug the mines and built the workshops; endless miles of railroad laid.
Now we stand outcast and starving, 'midst the wonders we have made;
But the Union makes us strong.

All the world that's owned by idle drones is ours and ours alone.
We have laid the wide foundations; built it skyward stone by stone.
It is ours, not to slave in, but to master and to own,
While the Union makes us strong.

They have taken untold millions that they never toiled to earn,
But without our brain and muscle not a single wheel can turn.
We can break their haughty power; gain our freedom when we learn
That the Union makes us strong.

In our hands is placed a power greater than their hoarded gold;
Greater than the might of armies, magnified a thousand-fold.
We can bring to birth a new world from the ashes of the old.
For the Union makes us strong.

Case Study 2: Richard Moore - Finding Peace within conflict

On Thursday 4th May 1972 when a ten-year-old Richard Moore was on his way home from school, his life changed forever. As he passed an army lookout post, located at the edge of his school's playground, a British Soldier fired a rubber bullet from ten feet away, blinding him for life. **This is where his remarkable story of forgiveness and compassion begins.**

Despite losing his sight in such a traumatic way, Richard returned to his old school, went on to university, successfully ran his own business, became an accomplished musician, and is married with two children and leads a very active and fulfilling life.

Richard didn't harbour any bitterness towards the soldier who shot him and always expressed his desire to meet him. In January 2006, Richard met Charles for the first time, and the two men have become close friends.

Amazingly, from childhood to the present day, he has never allowed blindness to hinder his development. **"I have learned to see life in a different way"**, is how he describes his remarkable acceptance of what for most would have been a debilitating trauma.

In 1996 Richard felt the need to harness all that he had learned and put it at the service of humanity, particularly children around the world who have been caught in the crossfire of poverty. The story of Children in Crossfire, therefore, has its roots in what began as a tragedy and ended as a triumph of the human spirit to overcome adversity.

Watch the following short video and answer the questions below:

<https://www.youtube.com/watch?v=GGMwhlt0vHU>

1. Do you think Richard Moore was right to forgive Charles?

2. How can forgiveness lead to and create peace?

3. What are the benefits of forgiveness?

4. What are the negatives with forgiveness?

5. Do you think holding a grudge against someone will have a negative impact on your mental health?

6. Can you forgive and still seek justice (punishment or sanction for the person who has hurt you)?

Summative Assessment

Put a tick in the box that best describes your thinking at the end of the unit:

Topic	Not confident	Slightly confident	Fairley confident	Completely confident
The meaning of peer pressure				
The different views about the purpose of sex				
The meaning of authentic freedom				
The importance of having respect for your own body (body image / body shame)				
Ways in which we can develop confidence in our own bodies				
How to make good and positive decisions				
What it means to be a parent (the roles and responsibilities)				
The Catholic belief about the importance of marriage				
The development of the foetus in the womb				
The different types of pregnancy, including unplanned and involving disability				
Facts and opinions surrounding abortion				
The different types of abuse (physical, emotional, domestic and neglect)				
How to be vigilant to abuse in your own and other relationships				
What is meant by Catholic Social Teaching?				

