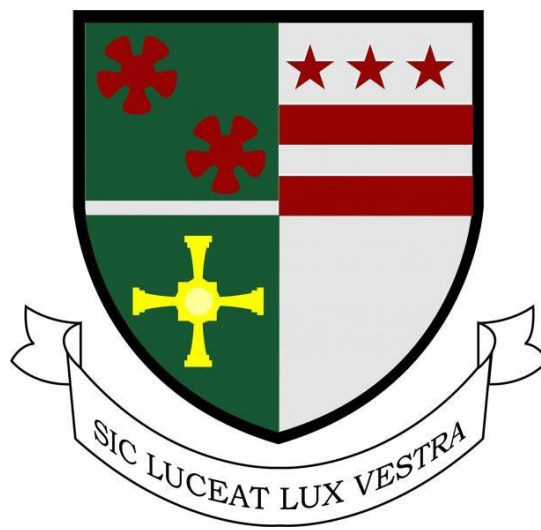


Year 8

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 8 pupils should be able to demonstrate knowledge of:

1. Created and Chosen:

- The belief that humans were created and chosen by God
- The science of being unique
- Issues associated with fitting in and standing out (e.g., fitting in with a group that may not share your principles or views / standing out due to something that makes you unique/different)

2. Appreciating differences:

- The differences between male and females
- Issues surrounding gender stereotypes, identity, and dysphoria
- The importance of equality and celebrating our uniqueness
- Different perspectives regarding gender and transgender identity
- How bullying and marginalising people is always wrong

3. Feelings:

- What is meant by sexual attraction
- The importance of self-control, mutual respect, and kindness
- The Catholic belief about the importance and value of sex and sexual attraction

4. Before I was born:

- The miracle of life from conception to birth
- The ending of pregnancy prematurely through miscarriage or deliberately through abortion
- The different beliefs people hold about when life begins

5. Tough relationships:

- The terms prejudice and discrimination (historical and current)
- The term privilege and the protected characteristics
- How to resist judgement of others
- British values of tolerance and mutual respect

6. Think before you share:

- The social, personal, and legal consequences of sharing images of a sexual nature
- Their own digital footprint and the impact this may have in the future
- Issues surrounding pornography and online exploitation

7. Wider World:

- The issues of prejudice, discrimination, and homophobic bullying
- The value and dignity of humans irrespective of culture, race, religion, sexual orientation, choices, and attitudes

Key Concepts

Concept	Definition
Stereotype	An unfair and untrue belief that someone has about another person's characteristic
Equality	Having an equal opportunity to make the most of your life and talents
Gender	The characteristics of women, men, girls, and boys that are socially constructed
Transgender	A person whose gender identity does not link with the sex registered for them at birth
Conception	The action of conceiving a child (For Catholics, this is the moment that life begins)
Discrimination	The unjust and unlawful treatment of someone due to their protected characteristics
Protected Characteristics	The characteristics that people have which are protected under British law e.g., age, disability, sexual orientation.
Digital Footprint	The information about a person that exists on the internet as a result of their activity

Diagnostic Assessment

Complete the table below 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 Catholic belief that humans are created by God and are unique				
The biological differences between male and female				
Issues surrounding gender and transgender				
What is meant by sexual attraction				
Pregnancy and the development from conception to birth				
The meaning of the terms prejudice and discrimination				
The protected characteristics and what is meant by privilege				
The British values of tolerance and mutual respect				
The social, personal and legal consequences of sharing sexual images				
The meaning of the term 'digital footprint' and the impact this can have on a person's life				
Issues surrounding pornography and online exploitation				
Homophobic bullying and the value of human beings				

Catholic understanding of the body



Imago dei

The belief that humans are created in the image of God

Self Esteem






Having confidence in your own ability and showing yourself respect

Body

The physical and material part of a person

Soul

The spiritual or immaterial part of a person

Human Dignity and Respect	
<p>Imago Dei</p> 	<p>Catholics believe that human beings are made 'imago Dei', which means "in the image of God". This is taken from the Genesis account of the creation of Adam, when God says, "Let us make human beings in our own image."</p>
<p>One Person: Body & Soul</p> 	<p>Catholics believe that each human is made of the body and the soul. These are the two parts which make one whole person. The main distinction between the body and soul is that the body is material and the soul is immaterial.</p>
<p>Human Dignity</p> 	<p>Catholics believe in human dignity which is the belief that all people, no matter their sex, race, religion, culture or gender has value. They believe that human life was created by God, is sacred and all lives should be treated with respect. This influences Catholics to focus on both their needs and the needs of others.</p>
<p>Respect for others</p> 	<p>'Respect' means treating everyone and everything with care. Jesus taught the 'Golden Rule' which is to treat others the way you would like to be treated. You can show respect for others in how you speak to them, how you behave towards them and how you treat them, even when you're not in their company.</p>
<p>Respect for ourselves</p> 	<p>Self-respect is loving yourself and treating yourself with care. It's the result of staying true to your values and principles. Respecting yourself also prevents you from comparing yourself and your life with other people. This may be especially important in today's digital world which can have a negative impact on self-esteem.</p>

Lesson One – Created and Chosen

Enquiry question: What makes me unique? Why do I need to be loved?

Catholic beliefs about human life

The Catholic Church teaches that all humans are created in the image of God. They use a Latin term to describe this known as the 'Imago Dei'. This belief is based on the first book of the Bible, Genesis, and it is the reason why Catholics believe that all people should be treated with dignity and respect. Catholics believe that humans are made up of two parts:

1. Body: the physical and material structure of the body. We must ensure that we take care of our bodies through actions that are safe and healthy.
2. Soul: the spiritual or immaterial part of a person. Catholics believe this is given to us by God and is what makes us unique. Our soul is linked to our personality, our emotions and our mental health. We must ensure that we take care of this part of ourselves through actions that are safe and healthy.

Video 1 (2 mins): Introduction Presenters Nathan and Mairi discuss the programme intentions and the need for guidelines to help everyone listen to and respect one another.

Ground Rules

In this unit, we will discuss issues that are delicate and sensitive. It is important that we follow these simple rules in each and every lesson:

1. Students have the right to share their opinion and be listened to
2. Student opinions should not offend or make anyone feel uncomfortable
3. Students do not have to answer personal questions. What you write down in your work booklet can be shared, but you will not be asked to share anything you do not want to.
4. If you have questions that you do not feel you want to ask in class, you can ask these questions confidentially with your form tutor.

Video 1: Watch the opening video (3 mins) and listen to presenters Nathan and Mari discuss the importance of ground rules. Would you add anything to this list?

Video 2 (4 mins): The Science of Uniqueness. Mairi and Nathan discuss how, scientifically speaking, every single person who has ever lived on the planet is completely unique, despite the fact that two separate individuals actually share as much as 99.9% of the same hereditary material.

Answer the true or false questions based on the information from the video:

	True	False
Scientifically speaking, someone in history existed who was identical to you, but they are no longer living.		
Humans are the result of evolutionary development that has been going on for millions of years.		
Two separate individuals actually share as much as 99.8% of the same hereditary material.		
We consist of a hundred thousand trillion cells.		
In each cell, there are 22 pairs of chromosomes.		
Each chromosome contains two copies of DNA: one from the father and one from the mother, and the DNA is formed together in a structure that is completely unique every time.		
Science means 'having wisdom'		

Read the information on the next page and complete the table below:

Finally, can you name 10 parts of your body that are genetically unique?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Guided Reading: What makes me unique?

The human body contains a number of parts which are completely unique to you. Eyes are the window to your soul *and* your identity. The iris, a muscle that opens and closes the pupil to control how much light enters the eye, has tiny textural patterns. DNA determines the colour and structure of the iris, but its random pits, furrows, swirls, and rifts occur during foetal development, which makes every iris unique (even your two irises don't match each other).

Trace the rim of your ear: Feel those curves and ridges? You're the only person in the world with that exact shape. In one British study, researchers developed an algorithm that could identify a single individual out of more than 250 others with a 99.6% accuracy rate by analysing how light reflects off the curves of the ears. Hypothetically, detectives could seal evidence with a kiss. A study in the *Journal of Forensic Dental Sciences* found that the pattern of elevations and depressions in the lips are as unique as fingerprints.

Like a fingerprint, the tongue has its own shape and texture, and its tiny bumps and ridges are distributed in a way that is uniquely yours. These patterns rarely change over time since the tongue is protected inside the mouth (unlike fingertips, which may become scarred). Although not quite a body *part*, but your voice is unlike any one else's. Some vocal characteristics are easy to detect, such as frequency (high or low) and intensity (loud or soft). Other traits, however, such as tightness, resonance, or nasality are usually more difficult to pinpoint. An individual's unique vocal tract is partly genetic and partly learned. The length of one's neck plays a part, but so do learned characteristics such as lip rounding and vowel pronunciation.

A foetus's toe prints develop at the same time as fingerprints, and are just as unique. In one classic criminal case, a toe print was used in court when a burglar broke into a Scottish bakery and left a print on the flour-dusted floor. Though it was the only evidence against the criminal, the jury convicted him within 15 minutes. In addition, your teeth not only reveal your DNA—which is why dental records are often used to identify bodies—but are particular to you based on your personal habits. Perhaps you clench your jaw, grind your teeth, play a certain instrument, or hold keys in your mouth on the way to the car. Because of this environmental wear and tear, even identical twins have different sets of teeth.

The very back of the eye, the retina, is a precise snapshot of your nervous system, unique to you. It displays a pattern of blood vessels that your eye doctor observes to detect the first signs of diabetes, high blood pressure, and even declining brain health. Finally, it's not quite your feet—but how you use them. Do you slightly drag one foot? Bounce on another? Even if you've never noticed anything unusual about how you stroll, sophisticated systems can. Though more research is needed, gait identification could eventually be a way of identifying individuals from a distance—such as camera footage that identifies a robber walking out of a bank.

Extension

Do you have anything about you that makes you unique? Does anyone in your family have a certain genetic feature that sets them apart?

Video 3 (3 mins): Standing Out and Fitting in. Our presenters share about how, in different circumstances, we can get into trouble by standing out or by fitting in: a dilemma which gets to the heart of who we are and what we're about.

Discuss and write:

How can fitting in with the crowd get you in trouble?

How can standing out from the crowd get you in trouble?

Extension Discussion:

The above questions refer to people who choose to stand out from the crowd, but how do people who stand out for reasons they don't choose might feel, e.g. those living with disabilities, or from a different country/region to most of their peers.

How might they feel and what can others can do to be more inclusive?

Read the following scenarios and outline the risks and opportunities of standing out and fitting in. See the example below:

It's your birthday and you have just been given the new iPhone that you know all your friends have been wanting for ages.

Risks	Opportunities
People might think you are trying to show off as the new iPhone is expensive.	Others might have similar phones and you will be able to connect with others more easily.

You have just found out you've been given the lead role in the school musical, but your friends are more into sport. You have to choose whether to accept the part or refuse it.

Risks	Opportunities

You're out in town with your friends, who are all buying food in Burger King. You don't have any money with you, but your Mum packed some sandwiches which are in your bag.

Risks	Opportunities










A festival is coming up that is really important to your family and your culture. Your Mum and Dad want you to invite your friends from school but you're uncertain about how they might react.

Risks	Opportunities

Video 4 (4 mins): Do I Really Matter? Pupils hear a testimony about a young adult struggling to appreciate and value themselves despite their scientific uniqueness, who had a revelation of God's personal love and it transformed everything.

Appreciating Differences



Gender Identity		
Gender		The characteristics of women, men, girls and boys that are socially constructed.
Gender Stereotype		Having certain generalised ideas about how boys/girls/men/women should act, look or think
Gender Identity		A person's sense of their own gender, whether male, female or something else which may or may not be the sex assigned at birth.
Gender Expression		How a person chooses to outwardly express their gender (they may not be trans)
Transgender		A term to describe people whose gender is not the same as the sex they were assigned at birth
Gender Dysphoria		When a person experiences discomfort because there is a mismatch between their sex assigned at birth and their gender identity
Biological Sex		The different biological and physical characteristics of males and females, such as reproductive organs, chromosomes and hormones
Male		A term used to describe the sex that fertilises eggs and does not produce babies or eggs itself
Female		A term used to describe the sex that can bear offspring or produce eggs

Lesson Two – Appreciating Difference

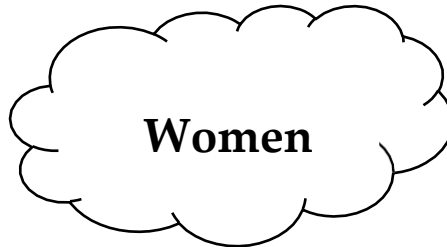
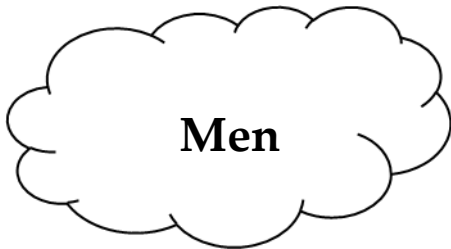
Enquiry Question: How do people choose to articulate their identity?

Building on the teaching that our deepest identity is in God, you will learn about male/female differences including issues such as gender stereotypes, gender identity and gender dysphoria. You will understand that equality is of great importance, and that we should celebrate our uniqueness. You will learn about different perspectives regarding gender and transgender identity and you will know that bullying and marginalising others is always wrong because every person is a child of God, worthy of love.

Video 1 (2 mins): Man v Woman. A fast-moving series of sketches which show Mairi and Nathan in surprising gender roles.

Stereotyping of Men v Women

Complete the mind maps below with stereotypes that you have heard about men and women. A stereotype is an unfair and untrue belief that someone has about another person's characteristic.



Do men and women always live up to their gender stereotypes? Give reasons.

Video 2 (7 mins): Gender Stereotypes. Mairi and Nathan discuss the negative effect of gender stereotypes, including in the workplace and on mental health. Through discussions about physical differences between men and women, including puberty, Mairi and Nathan suggest that though equal, men and women are not the same.

Structured debate: Prepare your arguments for a debate on the table below:

'Beyond biology, there is no difference between men and women'

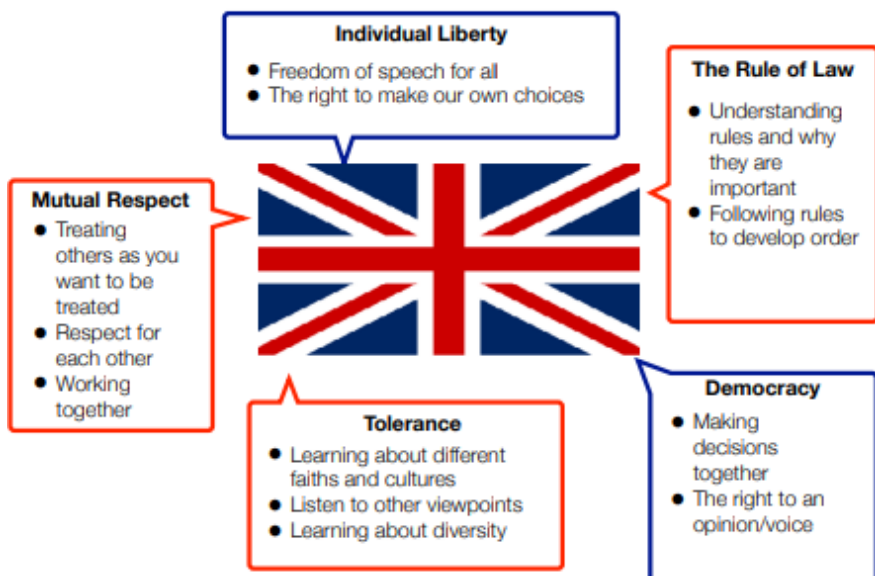
	Some would agree with the statement because	Some would disagree with the statement because
Point		
Point		
Point		
Point		
Own Opinion		

Video 3 (10 mins): Gender Identity. Through testimony and teaching, Mairi and Nathan discuss different |3 perspectives on gender dysphoria and gender – including transgender – identity, leading to the key point that every single person is a child of God, worthy of love and respect.

Use your knowledge organiser to define the following terms:

Term	Definition
Gender	
Gender Stereotype	
Gender Identity	
Gender Expression	
Transgender	
Gender Dysphoria	

British Values



The British Values make it clear that all people in the UK should be treated with dignity. This is because we are a country that is:

Tolerant

Demonstrates mutual respect

Video 4 (3 mins): A Word from the Pope. Mairi and Nathan highlight the necessity of support and talking about our feelings, whilst acknowledging that however powerful and overwhelming feelings can be, they don't tell us about our deepest identity: as people loved by God and saved by Christ, who is alive.

Independent Writing:

1. Write a list of your own strengths and weaknesses/likes and dislikes.

2. What things in your character identity would you like to work on, change and improve?

3. Do you believe that you are developing all that you are and all that you have within you? If not, what can you do to address that?

Feelings (Sexual Attraction)



Sex and Sexual Attraction	
Sexual Attraction	Attraction on the basis of sexual desire.
Self-Control	The ability to control your emotions and desires
Respect	Due regard for the feelings, wishes and rights of others
Kindness	Being friendly, generous and considerate toward others
Sex	Sexual activity, specifically including sexual intercourse

Catholic beliefs about the importance of sex and sexual attraction

- Sexual love between a man and woman should be kept back for marriage.
- Sex in marriage is a physical and sacred sign of the love and commitment between the couple.
- Catholics believe that holding back sex for marriage will increase the happiness and intimacy between the couple.
- It is also a safe a secure place to have children and create a family.

Healthy

A healthy relationship means both you and your partner are:

- Communicating
- Respectful
- Trusting
- Honest
- Equal
- Enjoying personal time away from each other
- Making mutual choices
- Economic/financial partners

Unhealthy

You may be in an unhealthy relationship if your partner is:

- Not communicating
- Disrespectful
- Not trusting
- Dishonest
- Trying to take control
- Only spending time together
- Pressured into activities
- Unequal economically

Abusive

Abuse is occurring in a relationship when one partner is:

- Communicating in a hurtful or threatening way
- Mistreating
- Accusing the other of cheating when it's untrue
- Denying their actions are abusive
- Controlling
- Isolating their partner from others

Lesson Three – Feelings

Enquiry Question: How do I manage my changing feelings during puberty?

This session explores God’s wonderful gift of sexual attraction, which requires self-control, mutual respect and patience to manage well. You will also learn that God has a plan for sex: that our deepest drive to love and be loved is met through sexual union, which is total, faithful and open to the precious gift of life.

Sexual Attraction:

Sexual attraction is being attracted to someone based on sexual desire. This desire might be because you have a physical attraction to someone. This means that you find them to be good looking. The desire might be because you have an emotional attraction to someone. This means that you enjoy their company, you like their personality, and you might share things in common.

Everybody write:

Is sexual attraction a good thing?

I think sexual attraction is a good/bad thing because:

Video 1 (5 mins): Crushes and Sexual Attraction. Mairi and Nathan discuss puberty as a time when crushes can start to happen – which can be both exciting and confusing! They describe sexual attraction as involving senses, feeling and desires, a categorisation which helps young people to understand what is going on, but also to learn how to control their responses to the wonderful thing that is sexual attraction.

Personal Writing – you do not need to share these thoughts with others, but it is an opportunity to think about what is important in your life:

When is the right time to have a sexual relationship?

Who is the right person to have a sexual relationship with? What emotional characteristics and values should this person have?

What is the right intention? How should you come to the decision to have a sexual relationship?

Video 2 (5 mins): Managing Sexual Feelings. Mairi and Nathan explain the counter cultural message that sexual desire is so powerful because it draws us towards love – true love with another person – rather than the self-gratification of sensual pleasure that the world so often advertises. They conclude with some tips on how to manage sexual feelings: Self-Control, Mutual Respect and Patience.

Scenarios – Read through the different scenarios on the proceeding pages and write a response to each below. Your response should:

- ✓ Reassure the message writer.
- ✓ Identify if their problem concerns self-control, mutual respect and/or patience.
- ✓ Identify what senses, feelings and/or desires are at play.
- ✓ Give advice on how to develop self-control, mutual respect and/or patience.

Extension - Write and discuss:

'Watching pornography is a good way to deal with sexual feelings.'

Agree	Disagree

'Waiting to have a sexual relationship until marriage is old fashioned.'

Agree	Disagree

'Some people just can't help themselves – they can't control their urges.'

Agree	Disagree

Write a letter to your future self which includes hopes for your future and your future relationships when you are an adult. Follow the guidance below:

1. **Choose an age.** Decide how old you want your future self to be when you read this letter. You may want to read the letter when you're 18, 25, or 30 years old.
2. **Be casual.** You're writing this letter to yourself, so don't feel you have to take a formal tone. Write as though you are talking to your best friend
3. **Summarise your current self.** Your letter should start with a quick reminder of who you currently are. Think about mentioning your recent accomplishments, your current thoughts and feelings.
4. **Note your fears.** Think about fears you may have about future relationships and success.
5. **Identify your key values and beliefs.** Ask yourself what guides the current you. Your belief system and your personal code of conduct.
6. **Give yourself advice.** Think about what advice you want to give your future self.
7. **Ask yourself questions.** These questions should make the current you reflect on what you'll need to do to find success and happiness.

Example:

Dear future self,

I hope when you read this, you are okay. You are not sad, or anxious, or scared. I hope you accomplished everything you wanted to accomplish. I'm writing to you to give some advice on what I would like my future self and future relationships to look like. I want to remind you about the type of person we would like to meet and have a relationship, they should be... **(list their qualities and attributes you want them to have).**

I hope you still have the same friends you have had. I hope you still remember it's the quality of friends, and not the quantity. If you still have at least one of the same friends, I want you to contact them right now and tell how much you appreciate them for staying in your life this long. They were our friends because... **(describe why these people are your friends)**

I hope you found someone, someone who you trust, and someone who will always be there for you. I hope they love you, and take care of you, and protect you. Take care of them, love them, love them for all that they are. Tell them how much you appreciate them for staying in your life. Show them that you care. Be with them through all the ups and downs that life throws at you. Relationships only stay strong because of trust, loyalty, and the strength to hold on even when it seems hard to. **(Use examples from this paragraph to write your own letter)**






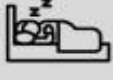
I hope you are happy, truly, genuinely happy. Happy with your life, your friends, family, happy with yourself. I hope you are successful with your career, life, social life, as well as accomplishments and goals. I hope you take risks and still end up happy, no matter what happened in the end.

Video 3 (3 mins): Mairi explains that God didn't only invent sexual attraction, He gave it to us as a gift to ultimately draw us closer to Him – the source of all love. Mairi and Nathan pray for pupils and their futures.

Before I was born



Looking after yourself and an unborn child during pregnancy

Eat Well		You do not need to go on a special diet, but it's important to eat a variety of different foods every day to get the right balance of nutrients that the mother and the baby need.
Take folic acid		It's best to get vitamins and minerals from the foods you eat, but when you're pregnant you need to take a folic acid supplement as well, to make sure you get everything you need.
Cut out alcohol		It's recommended that if you're pregnant or planning to become pregnant you should not drink alcohol. This will keep any risk to the baby to a minimum. Drinking in pregnancy can lead to long-term harm to the baby, with the more you drink, the greater the risk.
Cut back on caffeine		A pregnant woman should not consume more than 200mg of caffeine per day.
Stop smoking		Every cigarette you smoke contains over 4,000 chemicals, many of which are dangerous, so smoking when you are pregnant harms your unborn baby. Cigarettes can restrict the essential oxygen supply to your baby. As a result, their heart must beat harder every time you smoke.
Adequate exercise and rest		The more active and fit a person is during pregnancy, the easier it will be for them to adapt to their changing shape and weight gain. It will also help you to cope with labour. Exercise is not dangerous but some should be avoided.

Ending of pregnancy prematurely

Miscarriage	A miscarriage is the loss of a pregnancy during the first 23 weeks. The main sign of a miscarriage is vaginal bleeding, which may be followed by cramping and pain in your lower abdomen.
Still Birth	A still birth is when a baby is born dead after 24 completed weeks of pregnancy. It happens in around 1 in every 200 births in England. If the baby dies before 24 completed weeks, it's known as a miscarriage.
Abortion	An abortion is a procedure to end a pregnancy. It's also sometimes known as a termination of pregnancy. The pregnancy is ended either by taking medicines or having a surgical procedure.

Before I was born



Pregnancy and foetal development by month

Conception	Out of hundreds of eggs and millions of sperm, one egg and one sperm unite at conception. For Catholics, this is the moment that life has begun.
1	The embryo is only two layers of cells, making it microscopic. But by the end of the month, a little poppy seed will grow to be about the size of an apple seed.
2	While still small, the foetus is growing at a rapid pace; about a millimetre every day and doubling in size weekly.
3	The mother may not yet be showing, but her breasts have likely increased in size. By the end of the month, the foetus will be the size of a lime or a tennis ball and be about 7.4 cm.
4	The foetus is now about the size of your entire hand—and weighs around 100 grams. Mothers will probably also be starting to show.
5	The foetus is between 25 and 30 cm in length, so about the size of a banana.
6	At this stage the foetus is starting to put on fat, making it about the size of a mango.
7	The foetus is now able open and close their eyes. At 40 cm in length and about 1 kg, they are the size of an aubergine.
8	The baby is getting ready to greet the world! At 2.2 kg, they have developed lungs and are the size of a pineapple.
9	At this point, the average size is about 3.5 kg and about 50 centimeters in length — about the size of a watermelon.



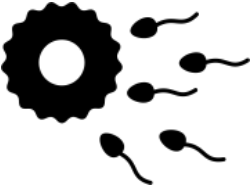


Lesson 4 – Before I was Born

Enquiry question: What are the different stages of pregnancy? Why is pre-natal care important? What emotional impact does a pregnancy have on all involved?

This session invites you to appreciate the beautiful and fragile gift that life is through learning about the miraculous journey from conception to birth. This also involves teaching on the ending of pregnancies prematurely through miscarriage or deliberately via abortion, and different attitudes surrounding this, including discussions about when life begins.

Video 1 (2 mins): Mairi is over-excited about the 'squishy and cute' subject matter of today's topic: babies.

When does life begin? Look at the table below and explain what you think and why:

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...

Life Before Birth

1. Put the following terms in the correct boxes below:

Major organs

Umbilical cord

Embryo

Implantation

Birth

Womb

Placenta

Respiratory & digestive systems

Fetus

Conception

Single cell-embryo

Fallopian Tube

When a mother pushes the fetus (her baby) out through her vagina	
What the embryo is known as after 8 weeks. A Latin word meaning 'little one'	
An organ attached to the embryo which supports its growth.	
When the sperm and egg combine to form a single cell embryo.	
A tube through from the ovaries to the womb.	
When the embryo nestles safely into the walls of the womb. Takes about a week to complete	
These are formed by 8 weeks even though the fetus is only a couple of inches long.	
The place where the embryo stops its journey. Otherwise called 'uterus'.	
Connects to the placenta which passes oxygen and nutrients from the mother's blood into the developing embryo	
A unique, individual life with its own genetic code. Literally means 'thing'	
This stage lasts just 12 hours – by day 3 it is a tiny ball of 16 cells that multiply quickly.	
These start to work independently in the last three months in the womb.	

Look at the following diagrams and draw a line between the text and the image to indicate the order of life before birth:

Sperm (male) and Egg (female)
Uterus
Implantation
Embryo
Fetus (12 weeks)
6 months
9 months



Video 3 (8 mins): Mairi and Nathan discuss the fragility of unborn life and the importance of prenatal care. They share about miscarriage, abortion and adoption through personal testimony, Church teaching and the overall message that a mother, in all circumstances, needs care, compassion and support.

Use your knowledge organiser to help you create an image or symbol to represent how a woman can take care of herself and her unborn child during pregnancy

Looking after yourself and an unborn child during pregnancy

Eat Well		You do not need to go on a special diet, but it's important to eat a variety of different foods every day to get the right balance of nutrients that the mother and the baby need.
Take folic acid		It's best to get vitamins and minerals from the foods you eat, but when you're pregnant you need to take a folic acid supplement as well, to make sure you get everything you need.
Cut out alcohol		It's recommended that if you're pregnant or planning to become pregnant you should not drink alcohol. This will keep any risk to the baby to a minimum. Drinking in pregnancy can lead to long-term harm to the baby, with the more you drink, the greater the risk.
Cut back on caffeine		A pregnant woman should not consume more than 200mg of caffeine per day.
Stop smoking		Every cigarette you smoke contains over 4,000 chemicals, many of which are dangerous, so smoking when you are pregnant harms your unborn baby. Cigarettes can restrict the essential oxygen supply to your baby. As a result, their heart must beat harder every time you smoke.
Adequate exercise and rest		The more active and fit a person is during pregnancy, the easier it will be for them to adapt to their changing shape and weight gain. It will also help you to cope with labor. Exercise is not dangerous, but some should be avoided.

Scenarios

A

Becca and Jake longed to have a child. They had been married for 6 years and had been trying for a year. When they finally fell pregnant, they were over the moon. Jake bought Becca folic acid and all sorts of pregnancy supplements to keep her and the baby healthy.

Becca experienced some sickness, a symptom of pregnancy, and struggled to keep much food down. She really fancied a croissant and bought some from the local supermarket, but when she went to bite into it, Jake took it away from her, saying he only wanted their baby to have healthy food.

Becca was really careful with what she ate, how she moved. She didn't smoke or drink any alcohol at all. But at around 10 weeks, she noticed some bleeding. Her and Jake went to the hospital because they were worried. The midwife did an ultrasound and found that, unfortunately, the baby's heart had stopped beating.

"Miscarriage is really common – around 1 in 8 pregnancies end in miscarriage," said the midwife, "you didn't do anything wrong."

Becca and Jake were devastated.

What is hard/easy about this scenario?

Who acted well/badly?

What pressures were involved?

What advice would you give?

B

It was Callum's 19th birthday party and he thought that the girl he fancied, Kayleigh, was being really flirty with him. They'd been drinking, and later that night, one thing led to another and they found themselves in bed. The next week at college they were too embarrassed to speak to each other and avoided eye contact.

When Kayleigh missed her period, she knew something was wrong. She went to the shop and bought a pregnancy test. She went back home, waited until her Mum went out, then sat on the loo to do the test, feeling really nervous.

When she saw the two blue lines that meant 'positive', she burst into tears. She wondered how on earth she could tell her Mum, how on earth she could tell Callum, what on earth she was going to do about her studies and what on earth this meant for her life.

She called her best friend Lily – she always knew what to do.

Lily's advice was clear: "You don't want this ruining your life. Don't tell anyone. Don't think about. Just go and get an abortion, you won't feel it. Nobody ever needs to know!"

Lily offered to go with Kayleigh. Kayleigh didn't know what else to do, so went with Lily and had an abortion.

The next day at college, Callum plucked up the courage to ask Kayleigh out on a date.

What is hard/easy about this scenario?

Who acted well/badly?

What pressures were involved?

What advice would you give?

C

Hanna and Caleb had met at school and had been going out for 2 years when, at the age of 18, they decided to move in together. Everything was going well. They had a tiny flat. Hanna worked as a cleaner and Caleb worked night shifts at McDonald's. They planned to work really hard this year, to save up to go to university.

His mum said he'd never make it, but Caleb dreamed of one day being an architect. During the daytimes he had an internship at a fancy architect's office in town. Hanna longed to train to be a counsellor to help people to work through their problems.

They loved living together, but when Hanna fell pregnant, it was a big surprise. This wasn't part of their plan, not now at least!

Hanna told Caleb about it straight away. They calmly discussed their feelings, their options, their financial standing too – could they even afford to have a baby?

They discussed abortion. Caleb said, "I'll support you whatever you choose to do." Hanna felt too young to make such a big decision on her own, but she knew she wasn't really on her own.

Hanna and Caleb talked to Hanna's Mum and Dad, who were Catholic and hadn't approved of them moving in together in the first place. Hanna thought her Dad might say, "I told you so," with his eyes if not out loud. But when the four sat down together, Hanna's Mum and Dad were very kind and supportive. They didn't have money to spare so couldn't help financially, but promised to help them in whatever way they could. They helped them talk through their options.

Hanna's friends thought she was mad, but Hanna decided to go through with the pregnancy and put the baby up for adoption. Her and Caleb joined a scheme where they could meet the adoptive parents before the birth. They were a couple called Becca and Jake who had by that time been married for 10 years. They had had a miscarriage and then struggled to get pregnant again and longed for a child.

Hanna felt sad to be giving up her baby, but reassured that her baby would have a good life with Becca and Jake. After the birth, Becca and Jake sent her annual updates and it always filled her and Caleb with pride.

What is hard/easy about this scenario?

Who acted well/badly?

What pressures were involved?

What advice would you give?

Protected Characteristics & Tough Relationships



Equality Act 2010

Protected Characteristics

It is against the law to discriminate against someone because of their:



Tough Relationships		
Prejudice		Judging someone without evidence or experience
Discrimination		Unfair treatment of someone based on issues such as gender or race
Privilege		An advantage only available to a particular group or person
Judgement		Expressing a bad opinion of a group or individual because you think yourself better
Tolerance		The willingness to allow beliefs and opinions that you may not agree with
Mutual Respect		Celebrating and valuing people and their beliefs/opinions

Who Can you turn to for help and Support	
Parents or trusted family members	Teachers or school Staff
The Police	Safeguarding Team
NSPCC	Helpline: 0800 800 5000 (24 hours, every day) nspcc.org.uk
Childline	Helpline: 0800 1111 (24 hours, every day) https://www.childline.org.uk
National Bullying Helpline	https://www.nationalbullyinghelpline.co.uk/

It is against the law to discriminate against anyone because of:

1. age
2. gender reassignment
3. being married or in a civil partnership
4. being pregnant or on maternity leave
5. disability
6. race including colour, nationality, ethnic or national origin
7. religion or belief
8. sex
9. sexual orientation

These are called 'protected characteristics'. You're protected from discrimination:

- ✓ at work
- ✓ in education
- ✓ as a consumer
- ✓ when using public services
- ✓ when buying or renting property
- ✓ as a member or guest of a private club or association

You're legally protected from discrimination by the Equality Act 2010.

Lesson 5 – Tough Relationships

Enquiry Question: What do the “Protected Characteristics”, tolerance, forgiveness and kindness look like in real life?

Building on themes of equality and celebrating difference, this session addresses prejudice and discrimination, both historical and current. You will learn about privilege, ‘Protected Characteristics’ and how to resist judgement. The session ends with a challenge for you to choose the route of tolerance, kindness and forgiveness, and never to suffer in silence.

Video 1 (2 mins): Mairi and Nathan share some personal experiences of being judged or witnessing the judgement of others.

Discuss and write:

When have you felt judged? For what?

When have you judged others? For what?

Video 2 (4 mins): : Prejudice in History. Mairi and Nathan introduce the terms ‘prejudice’ and ‘discrimination’ and discuss example of these throughout history, including during South African apartheid, the American civil rights movement and the treatment of certain groups under the Nazi regime in Germany. They end by discussing how the protection of people's human rights is built into international law’.

Identify the protected characteristics from their symbols (use knowledge organiser to help):



Video 3 (4 mins): Mairi and Nathan discuss the nine legally protected characteristics, but also that freedom from discrimination is difficult to achieve through laws alone: because it is often subtle and hidden. They discuss the Black Lives Matter movement and terms such as 'privilege' and 'white privilege'.

Prejudice news

News extract 1

James Parke, 22, was on a night out which ended in him fighting for his life. James, who is a trainee police officer, was having fun with friends when up to 20 boys, some as young as 14, started shouting homophobic abuse at them. James was repeatedly punched and kicked in his face and body by the boys and he was left with several skull and facial fractures.

What is the prejudiced attitude?

Who is the prejudice directed towards?

News extract 2

More than 7,600 viewers complained about racism on the reality show; Celebrity Big Brother. Viewers complained that the contestants of Big Brother were racially abusing the Bollywood star Shilpa Shetty. They claimed that Shetty, from India, was being victimised and bullied. Shetty, 31, broke down in tears after allegedly being taunted about her skin colour, accent and cooking.

What is the prejudiced attitude?

Who is the prejudice directed towards?







News extract 3

Sky Sports presenters Andy Gray and Richard Keys have been accused of sexism after making several comments about a female referee, called Sian Massey. They commented on her understanding of the offside rule during a Premier League match. The commentators believed their microphones were switched off but were actually recorded making remarks such as: 'Somebody better get down there and explain offside to her.' 'Can you believe that? A female linesman. Women don't know the offside rule.'

What is the prejudiced attitude?

Who is the prejudice directed towards?

Complete the missing words based on the themes from this lesson:

Tough Relationships		
		Judging someone without evidence or experience
		Unfair treatment of someone based on issues such as gender or race
		An advantage only available to a particular group or person
		Expressing a bad opinion of a group or individual because you think yourself better
		The willingness to allow beliefs and opinions that you may not agree with
		Celebrating and valuing people and their beliefs/opinions

Video 4 (4 mins): Tolerance, Kindness and Forgiveness. Mairi and Nathan explain what tolerance, kindness and forgiveness are, and how they can be used as practical tools to avoid judging others and cope with the experience of being judged.

We take instances of abuse and discrimination very seriously at St Robert's. Anyone who is found to have been intolerant and abusive to others will face a sanction. In addition, they will also have the opportunity to learn from their mistake and try to repair any damage or hurt they have caused. This approach is based on our Catholic values and our willingness to show kindness and forgiveness.



hereforyou@str.bwcet.com

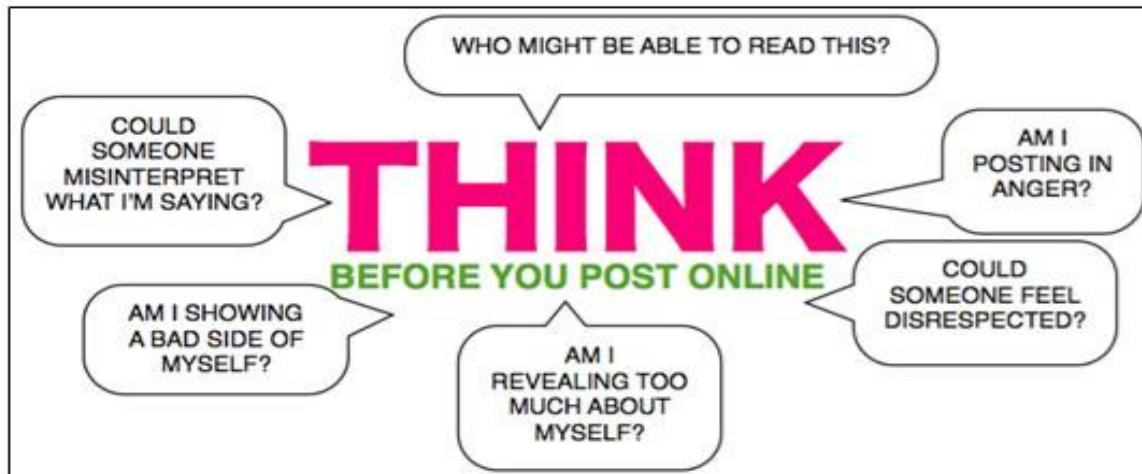
You can use this new e-mail account to report any worries/ concerns that you experience or witness at school.

The things you experience yourself or witness being done to others may include behaviour or language that is **derogatory**. **This includes:**

- Homophobic
- Intimidating
- Misogynistic
- Racist
- Sexist
- Sexual
- Transphobic



Think before you share



Digital Footprint Five P's		
Privacy		Keep your personal details and passwords secure. Don't post private images or information.
Profile		Your profile should represent the best version of yourself. Images and posts that are indecent or offensive should not be shared.
Protect		Protect yourself and others by keeping evidence of negative behaviour and telling a trusted adult. Never retaliate!
Positive		Make sure that the information your like and the posts you share online is always positive.
Permission		Make sure you have permission to view, share or download information online.

Consequences of sharing images of a sexual nature		
Social		People who see the image or hear that the image has been shared may form an opinion about you and judge you. The image could have a negative impact on your reputation both at school and when you leave school.
Personal		If the image is shared around peer groups it may lead to bullying and feelings of isolation. The image may be used to blackmail or groom a child and lead to further sexual abuse.
Legal		It is an offence to make, distribute, possess or show any indecent images of anyone aged under 18, even if the content was created with the consent of that young person. Indecent includes naked images, genitals, sex acts and sexual pictures



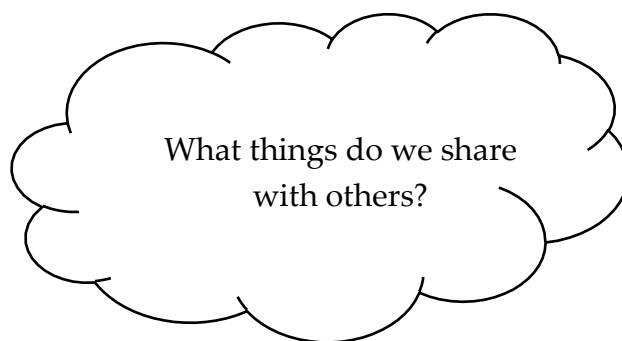
Lesson 6 – Think before you share

Enquiry question: What are the consequences of sharing sexual images online and how do I keep myself safe online?

This session explores the social, personal and legal consequences of sharing images of a sexual nature. You will also learn about your digital footprint, pornography and online exploitation, leading to the understanding that sharing anything in word, speech or action that reduces people to objects dishonours their God-given dignity.

Video 1 (2 mins): Sharing is Caring. Nathan overshares about a childhood memory that had embarrassing consequences...

Discuss and write:



Video 2 (3 mins): Sharing Images. Mairi and Nathan introduce the topic of naked selfies – sexting – and some possible, misguided, reasons why people might want to do it.

Outline the reasons, suggested by Mairi and Nathan, as to why people might send naked selfies

Do you think they actually get what they want?






What might the consequences be of this?

Video 3 (7 mins): Consequences and Saying 'No' to Sexting Mairi and Nathan discuss the social, personal and legal consequences of sharing images of a sexual nature and share some real-life experiences of people who have been hurt as a result of taking naked selfies.

True or False Quiz: If you think the answer is false then you need to say why.

Question	True or False	If False, why is it False?
Sexting is illegal in every scenario.		
Naked selfies are often shared beyond the desired recipient.		
Your digital footprint is wearable tech that goes on your feet.		
In the UK the age of consent for sexual intercourse is 17.		
It is a criminal offence to make, distribute, possess or show any indecent images of anyone under the age of 18		
Once a person has sent a nude picture, there's nothing they can do to get it back.		
If someone is asked to send a nude picture, they must have done something to invite it.		

Below you will find the Digital Footprint 5 P's – Using the word and the image, your task is to describe how you can follow these rules in your digital life. Once you have done this, you can check your answers against the knowledge organiser:

Digital Footprint Five P's		
Privacy		
Profile		
Protect		
Positive		
Permission		

“By making a decision now about what you will and won't share means that you will be stronger and more resilient if you ever think about or are asked to share something in the future.”

A 16-year-old boy died by suicide after his intimate messages to another boy were made public. What some experts say parents need to know about sexting.

The day after Channing Smith, a 16-year-old boy from Manchester, Tennessee, killed himself, his older brother, Joshua, wrote a heart-breaking plea on Facebook.

“I typically don’t believe in sharing my super personal business on Facebook,” he wrote, “but I believe this particular incident needs to be a learning lesson for our youth and for parents.”

Private, intimate messages that Channing had shared with another boy were somehow leaked and posted on Instagram and Snapchat, his family members say. He discovered them late at night on Sept. 22, and by the morning of Sept. 23, he was dead. His father went to check on him around 4 a.m. and discovered his body.

“My brother couldn’t face the humiliation of cyber bullying so he chose to commit suicide,” Joshua Smith wrote on Facebook.

Family therapist John Duffy said, “We expect our teens to think like adults in almost every way, and in most ways they don’t.” “Things feel immediate and urgent and catastrophic to them. A comment on social media can feel like a crisis to a kid.” Adults can, unwittingly, add to the sense that everything’s a crisis when we focus, over and over, on legal trouble and long-term effects.

“(Teenagers) don’t have the ability to say, ‘I’ll get over it’” Duffy said. “Experience is the only thing that really teaches you that. Even if you hear other people’s stories. Knowing 16-year-olds? They don’t really buy other people’s stories. They feel like, ‘Yeah, that’s your story. But mine’s different. I’m doomed.’ They only know this moment, and this moment feels horrible.”

Social media experts believe that parents should talk to their children about sending images but the thing not to do is make the whole conversation about shame and embarrassment and breaking the law, when it’s really just tender, young humans trying to figure out who they like and how they fit in and what sex makes them feel like. Things that are really, really normal.

Part of the conversation should be asking your kids to stop and think about whether what they’re sending reflects what they’re feeling. So many people send nudes because they think they should or they were pressured. You need to get them to ask themselves: “Am I sending this because I really, really want to or because I’m being pressured to?”

It’s tricky terrain. As a parent, you want to be the voice of experience and reason, but you also want to be a safe place to land in a world that feels incredibly harsh.

Complete the following table based on the information from the newspaper article:

Consequences of online harassment from the Chicago Tribune 2019

Briefly describe the context – why was this article written	
What was the reaction of Joshua Smith (the brother) – how did he respond to the events?	
Describe the views of family therapist John Duffy.	
What advice do social media experts give to parents?	
How do you think parents, teachers and adults should react to the sending of sexual images?	

Video 4 (5 mins): Mairi and Nathan discuss the false confidence that people can have online compared to real life, challenging pupils that any action, whether online or in real life, that reduces the dignity of any person is wrong. This leads to a brief comment on the dangers of exploitation and pornography, and finally how all human beings are worth of being respected, both body and soul.

Based on what you have learned today, describe the social, personal, and legal consequences of sharing images of a sexual nature:

Consequences of sharing images of a sexual nature

Social



Personal



Legal



Wider World (Issues of prejudice, discrimination and bullying)



Bullying

Repeated and intentional behaviour which cause harm to another person, either physically or emotionally.

Prejudice

Judging someone without evidence or experience. Examples include judging someone due to their race, religion or sexual orientation.

Discrimination

Unfair treatment of someone. This can include racism, sexism or misogyny.

Bully

A person who engages in bullying type behaviour towards one or more people.

Types of Bullying



Physical

The victim is physically and violently assaulted by the bully. This can include being beaten up, pushed and shoved or the physical taking of items from the victim. This sort of bullying is against the law and should be reported to the police.



Verbal

This can include name calling, comments and the spreading of rumours; it can also constitute harassment in some cases which is illegal and should be reported to the police.



Emotional

Emotional bullying is difficult to see, but can include excluding the victim from a particular group, tormenting and humiliating the victim.



Cyber

Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature, but can also include setting up of malicious websites or posting personal and embarrassing images and videos without the persons permission.



Specific

This the term used to describe bullying based on an specific aspect of the victims identity such as homophobic, transphobic, Bi-phobic bullying but can also include racist bullying and bullying based on religion. All of these types of bullying are illegal.

Dealing with Bullying

Remember that it is the victim that determines if they believe the behaviour is bullying not the bully.

- **Tell someone** – don't keep it to yourself, find a trusted adult who you can talk to.
- Don't retaliate, try and ignore them if you can.
- Try not to react in front of the bully.
- Stay with trusted friends who will support you.

Dealing with Cyber Bullying

Cyber Bullying can be harder to handle as it anonymous and can impact all aspects of your life.

- **Tell someone** – don't keep it to yourself, find a trusted adult who you can talk to.
- Report the bullying to the website and block the user.
- Do not Retaliate
- Screenshot evidence of the bullying.

Who can you turn to for help and support?

Parents or trusted family members	Teachers or school Staff
The Police	Friends
Childline	Helpline: 0800 1111 (24 hours, every day) https://www.childline.org.uk
National Bullying Helpline	https://www.nationalbullyinghelpline.co.uk/

Lesson 7 – Wider World

Enquiry question: How can I play a part in dismantling prejudice?

Exploring issues of prejudice, discrimination and homophobic bullying, including a Holocaust case study, you will learn that we are called to love and respect one another as children of God with value and dignity that far surpasses our culture, race, religion, sexual orientation, choices and attitudes. You will be given the opportunity to examine and commit to change your own behaviour.

Video 1 (2 mins): Prejudice and Discrimination Nathan and Mairi remind pupils that **discrimination is putting negative judgements – prejudice – into practice.** They recap the **Protected Characteristics** but say that people may discriminate against others on the basis of so many more things than just these nine criteria.

Discuss and write:

Discussion:



What forms of discrimination have you come across in your own life? (This might also include on TV or in the news etc.)

Read the three examples of discrimination and complete the tasks below each one:

News article

A female officer who was working in the Falkland Islands informed the Royal Air Force that she was 12 weeks pregnant but her request to remain in her current job was denied and she was ordered to return to the UK immediately. Her husband also worked on the Falkland Islands and because she wanted to be with him during her pregnancy, she was forced to take leave in order to return to the Islands. This meant she missed her performance review which could have resulted in a promotion. She took her case to court against the RAF, claiming that she was removed from her job and denied a promotion because she was pregnant. She won her court case and was awarded more than £16,000. The court said she had been discriminated against and was treated in a way that created a negative environment for her to work in.

The courts made several recommendations to The Ministry of Defence for ways that discrimination against pregnant women could be avoided in the future:

- Each pregnant woman should have an individual risk assessment and there should be consideration for how her role can be adjusted to enable her to remain in her job.
- A monitoring process should be set up for any pregnant women that are removed from their job.
- Each pregnant woman should have a performance appraisal when commencing maternity leave.

One of the legal directors explained how pregnant women are the most discriminated people in the workforce and large employers, such as the Ministry of Defence, should be leading the way to show how organisations treat their pregnant workers.

1. Who was discriminated?

2. Why were they discriminated?

3. What were the consequences of the discrimination?

News article

Riam Dean, 22, was working at Abercrombie & Fitch (A&F) and claimed she was removed from the shop floor when management became aware of her disability. Riam was born without her left forearm and wears a prosthetic limb.

Riam told A&F about her disability after she got the job and they agreed that she could wear a white cardigan to cover her prosthesis. However, she was later told that she couldn't work on the shop floor wearing the cardigan and that she should work in the stockroom until the winter uniform arrives. They claimed it didn't fit their 'looks policy'.

Riam said: "I had been bullied out of my job. It was the lowest point I had ever been in my life."

"I knew then that I was being treated different and unfairly because of my disability. Her words pierced right through the armour of 20 years of building up personal confidence about me as a person, and that I am much more than a girl with only one arm... "

"I am born with a character trait I am unable to change, thus to be singled out for a minor aesthetic 'flaw' made me question my worth as a human being.

"Abercrombie taught me that beauty lies in perfection, but I would tell them that beauty lies in diversity, for I would rather live with my imperfection than to exude such ugliness in their blatant display of eugenics in policies and practices."

Riam took her case to court and was awarded £8,000 for unlawful harassment.

1. Who was discriminated?

2. Why were they discriminated?

3. What were the consequences of the discrimination?

News article

A group of black professional footballers have accused Pizza Hut of racism. The five footballers were shocked when the manager asked them to pay up front for their meals because of the way they looked. Nearby there was a table of white young people eating but they were allowed to pay after they had finished their meal. When the footballers refused to pay upfront, staff called the police claiming that they were being disruptive.

Pizza Hut apologised to the footballers and admitted that they had been treated very badly but insisted there was no racism. However, the footballers rejected this statement and said that the only thing that was different to the other customers was the colour of their skin.

Alison Vaughan, of football campaign group Kick It Out, said that they were surprised that such a high-profile company did not ensure all their staff are fully trained on equality issues.

Dorset Race Equality Council boss Adnan Chaudry said: "If Pizza Hut is saying that it wasn't racially motivated then I find that incredible."

A football club spokesman said: "In this day and age, it is upsetting to hear that people are treated differently because of the colour of their skin."

1. Who was discriminated?

2. Why were they discriminated?

3. What were the consequences of the discrimination?

Video 2 (5 mins): Deep Dive into the Holocaust. Mairi and Nathan discuss the history of prejudice and discrimination by sharing about the Holocaust, which describes the mass killing of European Jews by the Nazi regime during World War Two.

A

Jenna has listed on Facebook Marketplace a table she no longer uses. As soon as she has posted it, she gets several enquiries. The first is from someone with a foreign sounding name that she can't pronounce. She clicks on their profile picture and in their 'About' section she sees that they are from Kenya.

She decides to sell the table to one of the other enquirers, as she assumes that they will be more reliable.

B

Ben overhears Levi and Doug mocking Daljeet, who is a devout Sikh, for wearing a turban. He knows Levi and Doug believe this is just harmless fun, but can see that Daljeet is really upset.

C

Freya is in Year 8 and has been part of the same friendship group since primary school, but recently new pupil Kim has started hanging around with their group. Freya and Kim have been placed next to each other in Science and have had a few disagreements: Kim has the distinct impression that Freya just doesn't like her. It's getting awkward to the point that their work in Science is affected. Now Freya has started spreading rumours about Kim's sexuality, which she finds upsetting.

D

Jeff works for an airline. One of the perks of the job is a discount card for travel on any of the company's flights. Jeff's married colleagues were given discount cards so that their wives or husbands could also get discount travel on company flights.

Jeff, who is in a civil partnership asked for a card for his partner. The company refused saying that this privilege is only available to the wives or husbands of married employees.

E

Briony applied for a job recently and was asked to attend for interview. She got a follow-up phone call to say that she had scored the highest marks and would be sent a written job offer. The caller said that they would want her to start work at the beginning of April.

She told them that she could start as soon as they wanted and that she was delighted because she would really need the money when her baby was born at the end of August.

Briony got a letter the following week telling her that her application had been unsuccessful.

F

Jane qualified as a teacher 5 years ago and has been teaching most of that time except for two years when she stayed at home to look after her young son. She applied for a job in a local school and while waiting for interview met Rob who had also applied.

Rob told Jane that he had been teaching for three years since he qualified. The school had two vacancies, so Rob and Jane were both appointed to jobs at the same level.

Jane found out that Rob was given a starting salary that was higher than hers.

G

Zach is a wheelchair-user. His Dad recently got a new job, so all the family moved across the country and Zach and his siblings started a new school.

The new school had spent lots of money over the summer holidays installing a new entrance to the assembly hall, which now has steps down to the playground. They are reluctant to install a ramp as they don't want to 'ruin the look'. They've suggested that Zach sits by the steps and asks his friends to fill him in on anything important after the assembly has finished.

H

Jeannette goes to her dentist for a routine appointment. She experiences panic attacks as one symptom of her long-term mental health condition. She suddenly runs out of the dental surgery in the middle of her treatment. The dentist says she is not prepared to treat her anymore because of her behaviour.

I

An outdoor centre provides a variety of activities from walks on gravelled areas to ones involving strenuous physical activities. Their policy says they will only let people do the activities if they have a medical certificate of good health.

J

Peter, 18, had saved up from his Saturday job to take his Gran, who's in her sixties, on an organised walking trip to Wales – something she had always dreamed of. When the organisers found out his Gran's age, they said they can't go because his Gran is too old to keep up with the rest of the group.

K

When Jasper came out as trans, they asked all their friends and family to use their new name Jessica and use the pronouns 'they/their'. Jessica's Dad refuses, because he 'still sees him as Jasper'. He won't use the name Jessica has chosen and insists on using the pronouns 'him/his'.

Task: Choose 2 scenarios from the previous two pages and answer the following questions:

Scenario	Questions	Response
	<p>What discriminative behaviour is being shown?</p> <p>Is it hidden or explicit?</p> <p>What reasons do you think the perpetrator might have for their discrimination?</p> <p>How do you think the person experiencing discrimination might feel?</p> <p>How might this affect them?</p> <p>How might this discrimination be challenged?</p> <p>Why might that be difficult?</p>	

Scenario	Questions	Response
	<p>What discriminative behaviour is being shown?</p> <p>Is it hidden or explicit?</p> <p>What reasons do you think the perpetrator might have for their discrimination?</p> <p>How do you think the person experiencing discrimination might feel?</p> <p>How might this affect them?</p> <p>How might this discrimination be challenged?</p> <p>Why might that be difficult?</p>	

Summative Assessment

Complete the table below put a tick in the box that best describes your thinking now, at the end of the unit:

Topic	Not confident	Slightly confident	Fairly Confident	Completely confident
The Catholic belief that humans are created by God and are unique				
The biological differences between male and female				
Issues surrounding gender and transgender				
What is meant by sexual attraction				
Pregnancy and the development from conception to birth				
The meaning of the terms prejudice and discrimination				
The protected characteristics and what is meant by privilege				
The British values of tolerance and mutual respect				
The social, personal and legal consequences of sharing sexual images				
The meaning of the term 'digital footprint' and the impact this can have on a person's life				
Issues surrounding pornography and online exploitation				
Homophobic bullying and the value of human beings				

