

Oak Specialist

Independent Living Unit 6- Staying Safe

Applying Learning



Unit 6- Staying Safe

Lesson 1 - Online Safety

How can we stay safe online? What information should we share online?

Lesson 3 - Community safety

Who do we interact with during our day, and what do we share with them?

Lesson 5 - Safety on transport

Planning for safe travel on public transport.

Lesson 2 - Safety in the home

What hazards are there at home? How can we minimise those hazards?

Lesson 4 - Road safety

How can we make sure we are safe on the road? What precautions can we take?

Lesson 6 - Safe relationships

Staying safe in close and intimate relationships.



Lesson 6 - Safe relationships



Unit 6 lessons contain safety messages and discussions around potentially sensitive topics. Please ensure all lessons are delivered by a parent/carer or teacher.

This lesson covers the potentially sensitive issues of personal and intimate relationships and consent. If you do not feel confident about delivering this topic please have a look at the recommended organisations listed in the signposting section for further help.

It will be important to discuss with your student how to keep safe during the lesson and the appropriate ways for them to share with honesty and without fear of judgement. Remember not to promise complete confidentiality as they may disclose something which you may have to act upon by sharing with another appropriate adult.



Teacher notes- Lesson 6

Learning Intention: To consider the safety of themselves and others in relationships. Identify any gaps in their knowledge and know who or where to go for further help and advice.

1. Time, trust, consent - look at what each one means
2. How to exit a difficult or dangerous situation - ideas and strategies
3. Next steps - plan for continued learning

Resources: Pen, paper.

This lesson does not attempt to teach all the necessary skills and qualities required for safe relationships. The aim is primarily to help the student link relationships to the idea of safety and the need to have regard for their own and others personal safety.



Safety

Safe relationships

Applying Learning



An important safety message

This lesson will be looking at safe relationships. We will cover staying safe in personal, close and intimate relationships. This lesson may make some people feel uncomfortable, or it may be upsetting for those with previous negative experiences of close or intimate relationships. That's why it is really important that you have a trusted adult with you as you go through this lesson. If you don't have one with you now, please stop, arrange a time where you can work with a teacher, a parent or a carer to continue this lesson safely.



Lesson Activity Stages

- Time, trust and consent
- Exiting unsafe situations
- Next steps - making a plan for further learning



What do you think the following words mean when thinking about relationships?

- Time
- Trust
- Consent



Time

In order for us to understand if we really like someone we need to get to know someone. This takes **time**. The shorter time we know someone before committing to a close personal, romantic or intimate relationship the more likely we are to miss the things that we might not like about a person for example they may do things that don't make us feel nice.

Usually, the more we know someone, the safer the relationship becomes, but this takes **time**.



Trust

The more reliability and honesty found within a relationship the safer it becomes.

With time we get to know someone and carefully we begin to share more personal details and feelings with another person and they in turn should do the same. This builds **trust**.

If you feel one person is sharing more than the other, then there's an imbalance. It may be that you need to slow things down, talk about things together or ask for more help and advice from a family member or someone in your support network such as a teacher.



Consent to sex



Consent is about agreeing together to do something. Both you and the other person have to enthusiastically agree and want to have sex, perform or be involved in a sexual act. Nobody can make you do anything that you don't want to do. **You can change your mind and say no at any time.**

The age of consent for sex in the UK is 16. This applies to young males and young females having sex together and also young people of the same gender. There are also important rules about people over and under 18. If you are unsure you **must** always ask advice from someone in your trusted support network.



Exiting an unsafe situation

With your teaching partner discuss what you would do in these three scenarios.

- You enter the bedroom with your partner and you feel unsure about what they want to happen next
- You say you want to watch TV but the other person starts to take off your top, you say no, but they continue
- Last night you had sex with your partner for the first time but felt pressured to do it. You now feel very anxious about meeting them again



Teacher notes: Exiting an unsafe situation

The following slides provide suggested responses ONLY. With the student decide what the appropriate same action would be for that individual. It has to be something that they feel confident they would be able to do.



Exiting an unsafe situation

- You enter the bedroom with your partner and you feel unsure about what they want to happen next

Response

This is an **uncertain** situation. It may not be unsafe. As a precaution leave the bedroom door open. You can ask your partner what they would like to do. Depending on their answer and your feelings you can always leave the bedroom to use the bathroom and if appropriate call someone on your mobile phone.



Exiting an unsafe situation

- You say you want to watch TV but the other person starts to take off your top, you say no, but they continue

Response

This is an **unsafe** situation due to the other person not following the rules of **consent**. You have already said no and they have not listened. You need to leave this situation as soon as possible. Find a way to either go to a separate room, make your way to somewhere where you know other people will be, or call someone for help.



Exiting an unsafe situation

- Last night you had sex with your partner for the first time but felt pressured to do it. You now feel very anxious about meeting them again.

Response

If you feel this way at anytime after having sex not just on a first time, you must talk to someone in your support network such as a parent, teacher or doctor and ask for their help and advice on what to do next. You should not meet your partner again until you have done this.

If you believe this has happened to you then you should inform someone. All schools and colleges in England will have a Designated Safeguarding Lead who will know the appropriate next steps to take.



Next steps - making a plan for further learning

1. Go back over all the slides. Make a list of any words or scenarios that you still feel unsure about
2. Add to your list any thoughts or questions of your own that you may have about sex and relationships
3. With your teaching partner decide on a plan for further research. This might be on the internet, contacting your tutor or booking an appointment with a local professional.

If you are accessing the internet to research sex and relationships this must be done with the agreement of a responsible adult. Supervision is strongly advised.



Teacher notes

As outlined at the beginning this lesson does not aim to replace good quality Relationship and Sex Education. The purpose of this lesson was to raise the awareness of the need to be safe in relationships. Your student may have many more questions than they have answers for so it is important that you work with them to decide how they will find answers to the questions they have or be able to fill in the gaps in their understanding that you have identified.



Independent Living Safety

Make it easier

Scan the lesson slides. Pull out some key important words and make a relationships dictionary with the student creating agreed explanations/definitions for each word.

Make it harder

This lesson will differentiate naturally. Those who are ready to learn more or be challenged will do so through the level of discussion you have with them.

More ideas

Continued learning in this area is very important.

Over time check back with their 'next steps' plan. Can they cross any words or concepts off their 'unsure about' list?



Further Learning with Oak National

Independent Living:

- Applying Learning- Community safety (Unit 6)

External sources for more information:

- PSHE association
- Thames Valley Police 'Tea and consent' video
- BBC Relationships and Sex Education Teacher resources



References

Slide 8- Green tick, gmaxwell / Public domain

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