Key Stage 5 Resources

Resource 1: Scenarios

Scenario 1

Nula got a part time job last year, working for a friend of her Dad's. Her job continued throughout lockdown which she knows is really fortunate as most of her friends couldn't carry on working. She works in quite a small office and, due to social distancing requirements, found herself alone with just her boss during several shifts. While her boss has made comments about her body in the past that have made her uncomfortable, she's always brushed them off as being 'banter' and joined in the jokes with her other colleagues. However, since the two of them have been alone, her boss has made more explicit comments and has found opportunities to touch her body when moving around the office. Although she was really upset after the most recent incident, she received a text from her boss later joking about it. Now she wonders if she's just being too sensitive.

Scenario 2

Lance moved in with his boyfriend Sam during lockdown. It was rushed — they'd only been going out for a few months — but it felt right in the circumstances. But Sam started acting oddly — he really didn't like Lance speaking to friends, saying he needed to study, so loud conversations were distracting. He also made lots of negative comments about Lance's appearance, but then was always kind to him afterwards. This felt really odd and upsetting, but Sam kept telling him that he loved him, even though everyone else was always talking about Lance behind his back. Lance had planned to move back home after lockdown, but Sam keeps telling him that his parents won't want him back. Lance is starting to think that Sam is right and that he should be glad that at least Sam wants him.

Scenario 3

Katie and her boyfriend broke up during lockdown. She was the one to initiate the break up and her boyfriend didn't take it very well. Initially he kept messaging her to ask if they could get back together because he couldn't live without her, and making her lots of promises about how good things would be once they could see each other in person again. However, when she asked him to leave her alone, he became more aggressive. Now he's sending her messages saying nasty things about her and threatening to post some intimate images of her online, if they do not get back together. Katie knows he has the images and is really worried about what people will think of her if the pictures go live, but she doesn't know if he'll really go through with it.

Resource 2: Pros and cons

Think about all the different ways someone could respond to abuse they have experienced. What are the pros and cons of each option?

Look at the ideas that have been provided, and add your own ideas to the blank boxes.

Option Reporting it to a parent/carer, family member, friend, teacher, or other trusted adult	Pros They will ensure that appropriate help and support is found.	Cons
Reporting it to the police		The Police might seem intimidating or scary.
Reporting it online, for example to Childline, NSPCC, CEOP		
Seeking support online through charities/other organisations	The person reporting can retain some anonymity until they are ready to report the problem.	
Ignoring it		The problem is unlikely to go away.
Confronting the abuser		This may put an individual in danger.
Removing self from the situation	This removes the immediate threat/harm/danger.	

Resource 3: CJ

CJ has been fighting with their parents a lot. They have always argued, but during lockdown the fights become more frequent and recently turned violent. CJ's parents won't let CJ go out and are always making negative comments about CJ's friends. It was easy for CJ to hide their injuries during lockdown, but now they are back at school it's becoming increasingly difficult to act like nothing is wrong. CJ's friends have noticed that CJ is more subdued than usual and one day CJ's friend Amber asks what is going on. CJ tells Amber about the fights, but tells her not to worry as they will be leaving home soon to go to university, so there's no point 'causing a fuss' and making the situation any worse.