



**Preventing  
Sexual Violence:  
A RESOURCE PACK**

**RAPE  
CRISIS  
SCOTLAND**

# Introduction

## Why have we developed this resource pack?

This pack has been devised to support and develop the education programmes delivered by Rape Crisis centres in Scotland, to increase young people's access to high quality sexual violence prevention education. Following consultation with our thirteen member centres, Rape Crisis Scotland identified a need for a comprehensive pack which builds on the successes of centres already delivering programmes and supports other centres to develop prevention projects. Rape Crisis Scotland was awarded a grant by the LankellyChase Foundation for a worker to develop this resource pack and to support prevention work nationally.

## What issues does the resource address?

There is significant evidence of increasing prevalence of sexual and other violence in young people's relationships, as well as high levels of childhood and adult sexual violence. The use of social media and mobile technology in sexual harassment and bullying is also documented. These forms of violence also reflect the increasing sexualisation of children and young people including the availability of pornography, and the subsequent influence on young people's perceptions of appropriate sexual behaviour. Sessions enable young people to explore these issues and develop their knowledge and understanding, including considering how the Sexual Offences (Scotland) Act 2009 relates to sexual conduct and issues such as consent.

## How will the resource be used locally?

The resource is designed to be adaptable to meet the specific needs of the local area and of education providers. Sexual Violence Prevention Workers (SVPWs) delivering the pack will liaise with local partners to ensure programmes complement, and do not duplicate, other related initiatives (such as those addressing sexual health, domestic abuse, bystander and online safety initiatives).

## How will centres work with schools/education providers?

Rape Crisis Scotland recognises that schools in particular have busy timetables and are often approached by third sector agencies. SVPWs' specialist knowledge and expertise ensure that young people have access to expert knowledge in a safe and supportive space, but programmes will be most effective and sustainable where centres liaise with schools to inform their approach to promoting gender equality and non-violence (see for example *Preventing violence, promoting equality: a whole-school approach* developed by Womankind Worldwide and the University of London, 2010).

## **How was the resource created?**

We consulted with centres and reviewed existing violence-prevention and sexual health materials. We also reviewed the evidence base concerning prevention education and the forms and prevalence of sexual violence affecting young people. Draft materials were circulated to Rape Crisis centres and partner agencies, and trialled with focus groups of young people, and revisions were made accordingly.

We are therefore confident that this resource will equip centres to deliver high quality, evidence-based educational programmes, supporting young people to negotiate healthy, safe and respectful sexual relationships at a time that's right for them.

# Policy, outcomes and evaluation

This resource has been designed to complement the work of schools, other education providers and local policy and strategy, contributing specialist knowledge and expertise to advance key policy and strategy aims:

- A Curriculum for Excellence
- Getting it Right for Every Child
- Safer Lives: Changed Lives: A Shared Approach to Tackling Violence Against Women in Scotland
- Sexual Health and Blood Borne Virus Framework
- Scottish Government Single Outcomes:
  - Our young people are successful learners, confident individuals, effective contributors and responsible citizens.
  - We have tackled the significant inequalities in Scottish society.
  - We have improved the life chances of children, young people and families at risk.
  - We live our lives safe from crime, disorder and danger.

The following pages show two sets of desired outcomes; Rape Crisis outcomes and relevant Scottish Government Curriculum for Excellence Outcomes and Experiences. The Rape Crisis outcomes have been developed to measure impact on attitudes, skills and behaviour (drawing on research by the Australian National Association of Services Against Sexual Violence). Some Rape Crisis outcomes apply to all seven topics (see page 6 for information on session topics) and others apply only to specific sessions. SVPWs will be provided with an evaluation framework and materials showing how each topic is linked to both Rape Crisis outcomes and Curriculum for Excellence Outcomes and Experiences, in order that they can provide schools with clear information.

Quantitative and qualitative data will be gathered from young people and link professionals using standardised evaluation materials, and overall impact will also be evaluated externally.

## Rape Crisis Outcomes

- The session has informed me about where I and others can go to support following sexual violence or abuse.
- I understand more about how people can be affected by sexual violence.
- I understand more clearly what counts as sexual violence and what the law says.
- I would be more likely to notice sexual bullying, harassment or violence.
- If I became aware that sexual bullying, harassment or violence were happening, I would be more likely to try to do something about it.
- The session has helped me to believe my feelings and wishes should be respected by a sexual partner (including in marriage).
- I know more about some of the ways people blame victims/survivors of sexual violence and how this might affect them.
- I am likely to be more critical of the stereotypical and unrealistic body images of men and women promoted by advertisers and the media.
- I understand more about the negative stereotypes associated with being a man or a woman, and how these can be used to discriminate against people.
- I feel more able to make my own choices about how I look and behave as a man/woman.
- I will feel more able to express what I do and don't want to do sexually.
- The session has helped me to be clear that it's my responsibility to find out whether or not a sexual partner consents, and to respect their wishes.
- The session has given me information on how I can protect my personal information and photos.
- After the session I will be more likely to be careful about distributing other people's personal information and photos.
- I have more understanding of how the media (and pornography) influences our behaviour, thoughts and feelings about sex.
- I will be more likely to notice the ways that advertising uses sex to sell products.
- I will be more likely to use my power as a consumer to support or reject products because of the messages they carry.
- If someone told me they had been abused or assaulted I would feel more confident about what to say or do.
- I know more about how men can help stop violence.
- I would think twice before laughing at a rape 'joke'.

## A Curriculum for Excellence: Outcomes and Experiences

- I understand the importance of being cared for and caring for others in relationships, and can explain why.  
HWB 3-44a / HWB 4-44a
- I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships. I understand the different contexts of such relationships including marriage.  
HWB 3-44c / HWB 4-44c
- I recognise that power can exist within relationships and can be used positively as well as negatively.  
HWB 3-45a / HWB 4-45a
- I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour.  
HWB 3-46a / HWB 4-46a
- I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions.  
HWB 3-46b / HWB 4-46b
- I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult.  
HWB 3-46c / HWB 4-46c
- I understand my own body's uniqueness, my developing sexuality, and that of others.  
HWB 3-47a / HWB 4-47a
- Using what I have learned I am able to make informed decisions and choices that promote and protect my own and others' sexual health and wellbeing.  
HWB 3-47b / HWB 4-47b
- I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law.  
HWB 3-48a / HWB 4-48a
- I know how to manage situations concerning my sexual health and wellbeing and am learning to understand what is appropriate sexual behaviour.  
HWB 3-49a / HWB 4-49a
- I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse.  
HWB 3-49b / HWB 4-49b

# Child protection and wellbeing of young people participating in sessions

Sessions are designed to help young people to explore and develop their knowledge and ideas about issues of sexual violence, rather than as a space for the discussion of personal experiences. However, discussing sexual violence will be emotionally challenging for many young people, particularly those who have direct experience of sexual violence. Some young people may disclose their experiences to SVPWs.

Each session will be introduced and concluded with safety and support information, and an explanation of the SVPW's Child Protection obligations. Young people will also be advised of who they can speak to during the session (either the second facilitator if there is one, or another person nominated by the school/education provider). We recognise the difficulties young people face approaching support services, and the courage required to make the first contact. SVPWs will reduce barriers by encouraging help-seeking, giving information on services and how to contact them, and highlighting the role young people can play in supporting their friends to access services.

SVPWs will report any concerns to the school/education provider's designated Child Protection officer before leaving the premises. SVPWs will also follow their centre's Child Protection policy and will raise any outstanding concerns with their line manager without delay. Where appropriate, centres may continue to liaise with the school/education provider or lead professional to promote a young person's safety and wellbeing.

SVPWs will refer to the Scottish Government document *National Guidance – Under-age Sexual Activity: Meeting the Needs of Children and Young People and Identifying Child Protection Concerns* to inform judgments about whether a disclosure of sexual activity by an older child (aged 13 to 15) constitutes a Child Protection or welfare concern. If in any doubt, they will refer the matter to the school/education provider's designated Child Protection officer.

# Consent

YEAR/AGE GROUP: **S3-4**

## Introductory information

**SUPPORTING MATERIALS:**

Slides: *Introduction*  
(x 2)

- Introduce centre
- Explain how this session relates to programme
- Acknowledge potential emotional impact and arrangements for support during session
- Child protection obligations
- Encourage young people to seek support through centre or guidance staff following session if needed

## Opening up the topic

10 MINS

**SUPPORTING MATERIALS:**

A6 cards: *Agree/ disagree statements*  
(ADS: 1–8/8)

Small group discussions about the statements on the cards – do they dis/agree and why?

Whole group discussion:

- Were there any statements that everyone (within the small groups) agreed on?
- Were there any disagreements?
- Did anyone change their mind during small group discussions?

## Contextualising

15 MINS

**SUPPORTING MATERIALS:**

A4 booklets: *Chris and Sanaz*  
(CSD: 1/1)

*(Written for Rape Crisis Wycombe, Chiltern and South Bucks by playwright Penelope Skinner)*

Chris and Sanaz dialogue:

Ask for 2 volunteers to perform the dialogue.  
(If no one's willing then just look at the script together.)

Prompts for discussion:

- Why do they feel they can't tell anyone?
- Can someone consent to sex when they're asleep or unconscious?
- Was it rape?



## Clarifying important information

5 MINS

### SUPPORTING MATERIALS:

Slide: *The law and consent* (x 1)

Show the group the legal definition of 'consent'. Invite comments and questions.

## Putting it into practice

10 MINS

### SUPPORTING MATERIALS:

A5 cards: *Pressure and consent scenarios* (PACS: 1–2/2)

Small group discussions: how could the people in the scenarios help take the pressure off each other. What could they ask or do to find out what the other person wants and what they consent to.

## Safety and support information

### SUPPORTING MATERIALS:

Slide: *Introduction* (2nd)

Acknowledge that the issues discussed affect a lot of people. Show support information again and encourage use of trusted friends/parents/teachers.

# The law and consent

Adapted from the Sexual Offences (Scotland) Act 2009

The law says that 'consent' means 'free agreement'. So if someone doesn't 'freely agree' to sexual activity, they haven't consented.

It doesn't spell out exactly what 'free agreement' means. But it gives some examples of when there is **no** free agreement:

- When someone is incapable of consenting because of the effect of alcohol or any other substance (eg. drugs)
- When someone is asleep or unconscious
- When someone agrees because they are unlawfully detained
- When someone agrees because of violence or threats of violence
- When someone agrees because the other person is pretending to be someone else

The act also says that consent can be withdrawn at any time.

# How can we help prevent sexual violence?

YEAR/AGE GROUP: **S1-2**

## Introductory information

**SUPPORTING MATERIALS:**

Slides: *Introduction*  
(x 2)

- Introduce centre
- Explain how this session relates to programme
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- Encourage young people to seek support through centre or guidance staff following session if needed

## Opening up the topic

15 MINS

**SUPPORTING MATERIALS:**

The Line: *Facebook Feud*: <http://www.theline.gov.au/follow/4>

Explain that this session will look at sites like Facebook and Bebo. Although they can be a lot of fun, sometimes people use them to bully others. So we're going to think about the choices we all have in what we post, and how we can help if we notice bullying.

Show the film and when prompted, ask for a show of hands to choose option A, B or C. Ask what the group thinks will happen before showing the follow-on clip. (Then do likewise with the other possible endings.)

Discussion prompts:

- How realistic do they think this behaviour is?
- Ask a bit about their use of Facebook
- Why do they think people sometimes post mean comments on Facebook?
- How about the friend in the clip – was it hard for her to reason with the girl who wanted to start the Facebook campaign?
- What other things could people do to show they didn't agree?

## Contextualising

15 MINS

### SUPPORTING MATERIALS:

A4 cards: *What would you do?*  
(WWYD: 1–2/2)

and flipchart  
paper and pens

Small group activity: Give each group one scenario and ask them to come up with their own storyboards to show the choices people make and their consequences. (A storyboard is a comic strip showing what happens in pictures. You can write a bit under the picture too to explain it.) You could show what happens next, as well as how people are feeling later on.

## Putting it into practice

10 MINS

Whole group discussion:

- General feedback from storyboards.
- What other kinds of situations might there be?
- Why do you think bullying happens?
- In general is it easier to go along with things or to stand up for someone who's being bullied?
- What ways could you show someone who was being bullied that you don't agree with the bully?

Explain that if it's a kind of bullying which involves calling someone a 'slut' or if it's about their body or sexual behaviour then this all counts as 'sexual bullying'. It can happen face to face or online eg. Facebook, and it can be really hurtful and affect how people feel about themselves. Remind the group they although it can be really hard to avoid fitting in with the crowd, there are lots of ways to show you don't agree with bullying behaviour.

## Safety and support information

### SUPPORTING MATERIALS:

Slide: *Introduction* (2nd)

Acknowledge that the issues discussed affect a lot of people. Show support information again and encourage use of trusted friends/parents/teachers.

# What would you do?

**DECLAN** is the smartest boy in the class, but he's quite quiet, and he doesn't play football or fit in with lads. One day in class everyone gets their marks back and the teacher says Declan's got the highest marks again. Connor is sitting behind Declan and whispers loudly to his pals that Declan is a 'total gayboy'.

You are sitting next to Connor. **DO YOU:**

**Go along with it?**

**Say nothing?**

**Disagree?**

# What would you do?

**KASIA** has just moved from Poland. She is beautiful and has long blonde hair and some of the girls at school are quite jealous, although they wouldn't admit it. Kasia's still learning English and finds it quite hard to understand unless people talk quite slowly. You're sitting near her in class and she didn't catch what the teacher said to do, so she asks you and your friends. Instead of helping her, your friend Emily imitates her accent and then ignores her and carries on with her own work.

## DO YOU:

**Laugh?**

**Say nothing?**

**Help Kasia?**

# Impacts and Support

YEAR/AGE GROUP: **S3-4**

## Introductory information

**SUPPORTING MATERIALS:**

Slides: *Introduction*  
(x 2)

- Introduce centre
- Explain how this session relates to programme
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- Child protection obligations
- Encourage young people to seek support through centre or guidance staff following session if needed

## Opening up the topic

10 MINS

**SUPPORTING MATERIALS:**

BCs: *Possible effects and headings*  
(PEH: 1–47/47)

*Activity adapted from Foróige//Real U, Rape Crisis Northern Ireland*

Small group activity: arrange the possible effects of sexual violence under the different headings.

Whole group discussion:

- Are there any effects that you found hard to understand or accept?
- Did you notice a few opposites on the list? How could that be?
- Are there any effects you would add?
- What do you think is the most damaging aspect of sexual violence?

*(From RCNI resource)*

## Contextualising

10 MINS

### SUPPORTING MATERIALS:

A4 card: *Disclosure dialogue* (DD: 1/1)

Ask for 2 volunteers to read the dialogue to whole class. Or in small groups if no one volunteers.

Ask the watching group to comment on:

- What was un/helpful?
- What would have been better?
- How do you think Susie feels after talking to Tanisha?
- Do you think Tanisha was sensitive to how Susie was feeling? Did she blame Susie?
- Would girls only tell girls, or do they sometimes tell friends who are boys? What might a boy say?
- Do you think many girls or young women would tell their parents or the school? Why/not?
- Who was responsible for the situation?

## Clarifying important information/points

10 MINS

Whole group discussion: Why do you think Susie sent the photo to Josh? What do you think other people might say about her, and why she did it? Draw out some discussion about young women's vulnerabilities, body image issues and perfectly natural desire to be attractive on the one hand, and society's blaming attitudes on the other.

## Putting it into practice

10 MINS

### SUPPORTING MATERIALS:

Flipchart paper and pens

Small group activity: Design a poster or leaflet to inform young people about how to be supportive. This could include some do's and don'ts, some information about how to be supportive, and where they go if they want more support. Encourage them to add illustrations.

## Safety and support information

### SUPPORTING MATERIALS:

Slide: *Introduction* (2nd)

Acknowledge that the issues discussed affect a lot of people. Show support information again and encourage use of trusted friends/parents/teachers.



# Disclosure dialogue

**TANISHA:**

Susie oh my god, Davie just showed me that picture of you. Why did you do something so stupid?

**SUSIE:**

I didn't mean to. I never thought Josh was going to send it to anyone else. He said he promised he wouldn't.

**TANISHA:**

And you believed him? You could have kept your face out of it, you can totally see it's you.

**SUSIE:**

[Starts to cry] I know, I can't believe I did it. I feel like a total moron.

**TANISHA:**

Look, don't worry it's OK, we'll sort it out. Maybe he's only sent it to Davie. I'll talk to him and get him to delete it.

**SUSIE:**

It's probably everywhere by now. And if Aimee gets a hold of it...you know what she's like.

**TANISHA:**

I'll kill her if she says anything, she's just jealous anyway.

**PTO...**

**SUSIE:**

I still can't believe Josh would do that. I know loads of guys do but I thought he really liked me. He said loads of nice things, like I said I was embarrassed about wearing a bikini and he said I had a beautiful body and a nice smile and I shouldn't be embarrassed.

**TANISHA:**

Aye, he was obviously just trying to get you to show him!

**SUSIE:**

But ... maybe he didn't mean to text Davie, maybe it was just a mistake.

**TANISHA:**

Forget him Susie, he's a waste of space. We have to think about what to do next. Are you gonna tell your mum?

**SUSIE:**

I don't know. I'm worried she'll kill me. But last time when that thing happened with Connor I told her and it was OK. She went nuts at me to start with then she chilled out and it was OK. She might find out anyway so maybe I should just get it over with. Maybe I'll tell Miss Macleod. She was nice before too.

**TANISHA:**

You're gonna tell school? I'd never tell them in a million years. I'll get Josh to delete it and it'll all blow over soon, you'll see. Next week it'll be someone else.

**SUSIE:**

Maybe you're right.

# Gender

YEAR/AGE GROUP: **S5-6**

## Introductory information

**SUPPORTING MATERIALS:**

Slides: *Introduction*  
(x 2)

- Introduce centre
- Explain how this session relates to programme
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- Child protection obligations
- Encourage young people to seek support through centre or guidance staff following session if needed

## Opening up the topic

10 MINS

**SUPPORTING MATERIALS:**

Flipchart sheets  
and pens

Small group activity: Brainstorm all the compliments and insults for women and men. Include sexual compliments and insults.  
What's being praised or insulted?

## Contextualising

10 MINS

**SUPPORTING MATERIALS:**

A4 card: *How are people 'supposed to' look and behave sexually?*

What kinds of expectations are there on how men and women behave sexually? What are the advantages and disadvantages of these?

## Making links to behaviours

20 MINS

### **SUPPORTING MATERIALS:**

Film:

<http://www.tes.co.uk/teaching-resource/KS3-4-PSHE-What-is-Sexual-Bullying-6047843/>

Explain that the following film shows some young people talking about sexual insults, bullying and violence, and what the pressures are on girls and boys. Watch the film (or as much as you have time for) and discuss the following points:

- What initial impressions did the group have of the film?
- What kinds of pressures on girls and boys did the young people in the film mention?
- What did they say about the ways boys and girls behave?
- What did the group think about the connections the young people in the film suggested between sexual bullying and rape and sexual assault? (11 mins 35 until end of film)
- Did the young people in the film make any of the same points as the group made in the earlier parts of this session?

## Safety and support information

### **SUPPORTING MATERIALS:**

Slide: *Introduction* (2nd)

Acknowledge that the issues discussed affect a lot of people. Show support information again and encourage use of trusted friends/parents/teachers.