

Healthy Relationships

Respect, Choices and Safety

A practical learner's guide to relationships at home, at college, at work and online.

Twelve short units • Original KBC learning material • British English

Edition 1.0 | October 2026

How to use this book

Begin with the core reading and your unit video. Apply an idea to a fictional scenario, then complete the ten-question LMS assessment. The optional extended reading and George and Alice tutor conversations let you explore further. The planned core learning is approximately two hours; assessments and optional study add time. Work at a pace that supports your learning.

Aim for at least 7/10 in each assessment, with the essential safety questions answered correctly. Feedback and retries support learning. Your KBC completion certificate records course completion; it is not an Ofsted approval or regulated qualification.

Get help

For a concern, contact KBC's safeguarding team: safeguarding@kentbusinesscollege.com. This inbox is not an emergency service. If someone is in immediate danger in the UK, call 999. You do not need to finish this course or be certain what to call a concern before seeking support.

You may pause, use an accessible alternative or speak to a tutor. All teaching cases are fictional. Do not post personal disclosures in learning activities. Staff may need to share relevant information to protect someone; ask them to explain what happens next.

Your route through the course

- 01 What makes a relationship healthy?
- 02 Identity, equality and expectations
- 03 Communication, feelings and disagreement
- 04 Boundaries, privacy and independence
- 05 Consent and freely made choices
- 06 Control, abuse and warning signs
- 07 Online relationships and intimate images
- 08 Grooming, manipulation and exploitation
- 09 Media, pornography and expectations
- 10 Relationships at college and work
- 11 Ending relationships and supporting others
- 12 Putting it together: safer choices

What makes a relationship healthy?

By the end of this unit

- Distinguish care and mutual respect from pressure and possession.
- Judge everyday behaviour using safety, choice and respect.
- Find support without needing to prove that something is abuse.

Core reading

The group chat test

At 10.45 pm, Maya puts her phone on silent. She has an early shift. Her friend Ben sends, “No worries. Good luck tomorrow.” Another friend sends twelve messages demanding an explanation. Both say they care. Their behaviour tells different stories. Healthy relationships make room for your life, including the rather ambitious plan of getting some sleep.

This course includes friends, relatives, partners, classmates and colleagues. You do not need to be dating anybody. All examples are fictional. You can pause, use the reading instead of media, or seek support. You will never need to describe your own relationships to pass. The aim is to practise useful decisions, not to judge your private life.

Look at what happens, not just what is promised

A useful starting point is respect, choice and safety. Respect means taking another person seriously, even when their preference is inconvenient. Choice means being able to say yes, no or “I need time” without punishment. Safety includes being free from threats, humiliation and harm. These qualities show up in ordinary moments: sharing a task fairly, keeping an agreement and accepting that a friend has other friends.

Trust is built through reliable behaviour. It does not require handing over every password or proving where you are every hour. Mutual care includes offering help and accepting that the offer may be declined. Independence means keeping interests, relationships and ambitions of your own. A close relationship should not require deleting the rest of your life.

Different relationships have different responsibilities. A tutor may set a reasonable deadline; a manager may explain a workplace rule. Having authority does not give someone permission to belittle, exploit or threaten a learner. Likewise, being family does not remove another person's right to safety.

A mistake, a disagreement or a warning sign?

Nobody communicates perfectly. Suppose Ben forgets to return Maya's book. He acknowledges it, apologises and brings it back. That is an ordinary problem followed by repair. Compare someone who repeatedly takes her belongings, calls her selfish for objecting and threatens to exclude her. The pattern and its effect matter.

Avoid a simple points system in which five kind acts cancel one threat. Good moments do not make harmful behaviour acceptable. Equally, one awkward conversation is not enough to label a whole relationship. Ask: what happened, could the person choose freely, and what happened when they expressed a need? You can notice concerning behaviour without making a diagnosis or deciding whether a crime occurred.

Try Maya's next step. She says, "I enjoy talking, but I turn messages off before early shifts." A respectful friend can feel disappointed and still accept that. If the response is punishment, monitoring or fear, she can seek help. She does not have to produce a perfect argument first.

Help is part of the course

Use the Get help link to reach KBC's safeguarding team. You can start with, "Something is worrying me and I would like to talk privately." Staff may need to share relevant information with people who can help protect someone; they should explain what happens next. An immediate emergency needs 999, rather than a course message.

If a friend confides in you, listen and avoid blame. Help them reach suitable support without investigating or confronting the other person. Nobody needs to finish this course, pass a quiz or know the correct label before asking for help.

Pause and decide

Maya declines a last-minute social plan because she has an early shift. Her friend says, "If you cared, you would come. Send a photo of your work rota to prove it."

Which response best recognises what matters?

1. The request for proof introduces pressure; Maya can keep her boundary and seek support if this continues or feels unsafe.
2. Maya should send the rota because proof always builds trust.
3. The entire friendship can be judged from this one message alone.

Think before you reveal the feedback online. This activity is practice; the ten-question assessment is completed separately in the LMS.

Explore further

Beyond the first impression

Imagine three snapshots of a friendship. In the first, Ellis buys an expensive birthday present. In the second, Ellis checks whether a lift would be helpful. In the third, Ellis accepts a cancelled plan without demanding proof. The present may be lovely, but its price says little about everyday respect. The second and third moments show whether another person's choices matter.

Context also matters. Asking "Did you get home safely?" can be an agreed kindness. Demanding continuous location access and threatening consequences is different. The words "I worry about you" cannot, by themselves, settle the question. Look at agreement, freedom to decline and the response to a boundary.

Try a three-column note for a fictional case: observable behaviour; effect on choice or safety; useful next step. Write “sent twelve demanding messages” rather than “is definitely a dangerous person”. Specific observations make it easier to explain a concern to someone who can help.

This approach applies to your own behaviour too. If you notice that you guilt-trip a friend when plans change, you can acknowledge the pressure, apologise without excuses and practise accepting their answer. Responsibility means changing what you do. If you are worried about hurting someone, seek appropriate professional support. Asking for help does not make the other person responsible for managing your behaviour.

Keep these ideas

- Respect is visible in how someone responds to a need or a refusal.
- Kind gestures do not cancel threats, pressure or repeated harm.
- You can seek help before you are certain what to call a problem.

Private reflection

Privately choose one phrase a fictional learner could use to ask for help. Do not record personal experiences in a public activity.

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Sources and further information

Maintaining healthy relationships and mental wellbeing

Healthy relationships: young people

Domestic abuse statutory guidance

How to report domestic abuse

Identity, equality and expectations

By the end of this unit

- Recognise how stereotypes can restrict people's choices.
- Choose respectful responses to prejudice and unequal expectations.
- Distinguish equal dignity from treating every access need identically.

Core reading

The tea rota is not a personality test

The project group needs a chair, a presenter and someone to organise refreshments. Without asking, one learner gives the technical role to a man and the organising role to a woman. "People are just better at different things," they say. People certainly have different strengths. Guessing those strengths from gender is a poor recruitment method, even for the tea rota.

A stereotype is a general assumption about a group, applied to an individual. It can sound negative, complimentary or simply familiar. "Older learners cannot manage technology" and "you must be good at caring for everyone" both place expectations on people without learning who they are. Ask about interests, skills and preferences instead.

Dignity before assumptions

Identity includes many aspects of a person's life: culture, beliefs, gender, sexuality, disability, age, language, family and experiences. Nobody represents every person who shares one of those features. A learner may discuss their identity, or prefer privacy. Curiosity does not create a right to an answer. Use respectful language, learn how to pronounce names and avoid making someone the class spokesperson for a whole community.

In Great Britain, the Equality Act 2010 protects against discrimination in areas including work and education. GOV.UK explains the protected characteristics and available routes for action. Not every rude remark meets a legal test, but behaviour does not need to become a court case before KBC can address it. This unit teaches practical respect; it is not a substitute for advice about an individual legal situation.

Respecting belief and difference does not require accepting humiliation, threats or coercion. Judge behaviour without blaming an entire culture, religion or group. A statement such as "that threat is unacceptable" is more precise and fair than suggesting that everyone with the person's background behaves the same way.

Equal respect may need different support

A group agrees to practise a presentation in a noisy café. One learner cannot follow speech well there. Another needs to leave early for caring responsibilities. Equality is not achieved by saying, “The plan is the same for everybody.” Ask what participation requires. A quieter room, written notes or a different time may remove a barrier while keeping the learning goal.

Ask the person what would help instead of guessing from a diagnosis or appearance. Do not demand medical details in front of peers. A learner can request support privately through the appropriate KBC route. Adjustments are not evidence that someone is less capable. They can make it possible to demonstrate the same capability.

Respond without turning it into a performance

Imagine a group member jokes that bisexual people cannot be faithful. If it is safe, a brief response can challenge the claim: “Sexuality does not tell us whether someone keeps an agreement.” You can also check privately with the person affected and use KBC’s reporting route. Do not require them to debate their identity or prove they were hurt.

If you make a mistake, listen, acknowledge it and correct your behaviour. A useful apology says what you will do differently. Repeating “I did not mean it” may explain your intention, but does not repair the effect. You do not need a magnificent speech; a clear correction is often better.

Choose safe action over winning an argument. If a situation includes threats or feels unsafe, seek support through Get help rather than confronting anyone. In an immediate emergency, call 999. Use fictional examples for the activity; nobody owes the group a personal story.

Pause and decide

A project group excludes Reece, a wheelchair user, from presenting at an event because they assume travel will be difficult. They have not asked Reece or checked the venue.

What would improve the decision most?

1. Ask Reece about their interest and access needs, then check arrangements with the appropriate organiser.
2. Keep the decision because the group is trying to help.
3. Invite Reece only if they explain their medical history to the group.

Think before you reveal the feedback online. This activity is practice; the ten-question assessment is completed separately in the LMS.

Explore further

Three questions that improve a decision

First, ask: what do I actually know about this person? In the project group, “has designed three websites” is evidence of experience. “Looks like somebody who would be good with computers” is an assumption. Fair decisions use relevant information and invite people to state their own preferences.

Second, ask: who is carrying the cost of this expectation? A learner repeatedly expected to take notes may miss opportunities to present. A colleague always expected to explain a culture may have to do unpaid emotional work while everyone else concentrates on the task. A rotation or an open choice can reveal an unfair pattern that seemed ordinary.

Third, ask: is the support private, practical and wanted? Announcing someone's disability to explain a room change can create a new problem while trying to solve an old one. Say, "This room works better for the group," and let the person decide what to share.

People can disagree about ideas while treating one another with dignity. Focus a discussion on a claim or decision, listen to the response and avoid personal attacks. A respectful discussion does not require a targeted learner to stay in a harmful exchange. They can leave, pause or seek help, and you can report a concern without becoming their spokesperson.

Keep these ideas

- Ask about the individual instead of relying on a group stereotype.
- Equal dignity can require different practical support.
- Challenge harmful behaviour safely, without demanding personal disclosure.

Private reflection

Privately rewrite one fictional assumption as a respectful question. For example, change "You will want the organising role" to "Which role would you like to try?"

Get help

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Sources and further information

Discrimination: your rights

Discrimination at work

Maintaining healthy relationships and mental wellbeing

How to report domestic abuse

Communication, feelings and disagreement

By the end of this unit

- Use specific observations, listening and clear requests in ordinary disagreements.
- Distinguish acknowledging a feeling from accepting harmful behaviour.
- Recognise when intimidation makes ordinary communication advice unsuitable.

Core reading

The washing-up summit

Two housemates, Asha and Tom, disagree about the washing-up. Asha says, “You never do anything.” Tom lists every plate he has washed since September. Nobody has gained a clean saucepan. Ordinary disagreements become harder when a specific problem turns into a verdict on someone’s whole personality.

Try a more useful opening: “There are dishes from last night, and I need the sink to cook. Could we agree when they will be cleared?” It names an observation, explains the effect and makes a request. This is a communication tool, not a magic spell. The other person still has a responsibility to respond respectfully.

Feelings provide information, not permission

Feeling angry, anxious or disappointed does not make someone bad. Feelings can alert us to unmet needs, confusion or unfairness. Behaviour is the next decision. A person can be angry and choose to pause; they cannot use anger as permission to threaten, humiliate or hurt someone.

Before replying, separate what you observed from what you inferred. “They have not answered for two hours” is an observation. “They are deliberately disrespecting me” is an interpretation. There may be several explanations. In an ordinary, safe relationship, ask rather than treating the interpretation as a fact.

If a discussion becomes too heated to be useful, suggest a pause and a realistic time to return: “I need twenty minutes. Can we try again at seven?” A pause works when it helps people settle and the issue is revisited. It is different from using silence to punish someone or avoiding every difficult conversation indefinitely.

Listen for meaning and make room for an answer

Listening is more than waiting for your turn. Put distractions aside where possible, let the person finish and check your understanding: “Are you saying you felt left out because the plan changed without you?” Checking is not the same as agreeing with everything. You can understand a feeling while discussing what happens next.

Make requests specific enough to answer. “Respect me more” is hard to act on. “Please check before inviting people into our shared room” identifies a change. A request must also leave room for negotiation or refusal where appropriate. Repeating it until someone gives in turns discussion into pressure.

A useful repair names the action, accepts responsibility and makes a change. “I interrupted you; I am sorry. Please finish” is stronger than “I am sorry, but you made me annoyed.” The person affected does not owe immediate forgiveness. Changed behaviour over time matters more than an impressive apology.

Know when this is not an ordinary disagreement

Now change the case. Tom blocks the doorway and threatens Asha when she raises the dishes. The priority is no longer a better opening sentence or a fairer rota. Threats and intimidation require a safety response. Asha is not responsible for finding words that will prevent someone else’s abuse.

If a situation feels unsafe, seek appropriate help rather than forcing a conversation, confronting the person or arranging mediation yourself. Use the Get help link for KBC’s safeguarding route. Call 999 in an immediate emergency. A specialist can help consider safer next steps; leaving or challenging someone immediately is not a universal solution.

Practise these skills with our fictional situations. You can pause or use a different supported example. You do not need to recount a real argument, and a quiz cannot decide what is happening in a person’s private relationship.

Pause and decide

Asha says, “I was waiting outside because the plan changed and I did not hear.” Tom replies, “I thought you saw the group message.” Both remain calm and feel safe.

What is the most useful next move?

1. Clarify how changes will be communicated and agree a method both can use.
2. Ask Tom to agree that he is always an unreliable friend before discussing arrangements.
3. Drop the issue immediately because nobody intended harm.

Think before you reveal the feedback online. This activity is practice; the ten-question assessment is completed separately in the LMS.

Explore further

A short rehearsal with two possible endings

Asha tries: “When our plan changed without a message, I waited outside for twenty minutes. Could you let me know next time?” Tom replies, “I thought the group chat had reached you. I can message directly if we change plans.” Asha checks that she has the correct chat settings. They have understood the problem and agreed a practical action without deciding that either person is entirely at fault for everything.

In another ending, Tom says, “You are too sensitive,” and refuses to discuss it. One dismissive response is information, but it does not provide a complete diagnosis. Asha can decide whether to revisit a safe

discussion or seek advice. If there is repeated humiliation, threats or fear, she should not keep rehearsing better words as though the problem is her technique.

When you support a friend, avoid becoming a judge of who won an argument. Ask what happened and what support would help. Do not automatically tell both parties to compromise: compromise about a shared kitchen is different from compromising someone's safety.

For your own practice, write an observation without "always" or "never", add the effect and make a specific request. Then write a listening response. Keep the example low stakes, such as a changed meeting time. The purpose is building a usable habit, not scripting a confrontation.

Keep these ideas

- Describe the specific action, its effect and a reasonable request.
- Feelings deserve acknowledgement; threats and harm are not justified by them.
- When there is intimidation, prioritise support and safety over communication technique.

Private reflection

Rehearse a fictional low-stakes request using observation, effect and next step. Keep personal disclosures out of the activity.

Get help

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Sources and further information

Maintaining healthy relationships and mental wellbeing

Relationships

Domestic abuse statutory guidance

How to report domestic abuse

Boundaries, privacy and independence

By the end of this unit

- Set and respond to a clear boundary without using pressure.
- Distinguish privacy and independence from secrecy used to conceal harm.
- Choose a safer response when a boundary brings punishment or fear.

Core reading

Your phone does not owe anyone a full-time job

Kai enjoys their friendship with Rowan, but messages arrive during work, meals and sleep. Kai says, “I will reply when I am free; I do not check my phone during shifts.” Rowan can miss chatting and still respect that. Friendship is not a contract for round-the-clock technical support.

A boundary describes what a person is comfortable with and how they will manage their own participation. It may concern time, touch, possessions, space, money, digital access or information. Boundaries can differ between people and change with circumstances. Asking once respectfully is different from treating a previous answer as permanent permission.

Clear does not have to mean harsh

In a safe situation, a short statement is often enough: “Please ask before borrowing my headphones”; “I do not want a hug”; or “I can help for half an hour, then I need to study.” You can explain if you wish, but a long defence is not the entry fee for having a boundary.

The listener’s job is to understand and respect the answer. They might say, “Thanks for telling me,” or ask a practical clarifying question. Repeated questioning, guilt, mockery or sulking intended to change the answer introduces pressure. Disappointment can be real without becoming someone else’s obligation to remove it.

Notice the difference between a boundary and a rule controlling someone else. “I will leave a conversation if I am being insulted” describes your participation, where safe to do so. “You are not allowed to speak to your friends because it makes me uncomfortable” restricts another person’s life. Calling a demand a boundary does not automatically make it reasonable.

Privacy belongs in healthy relationships

A close relationship does not create an automatic right to search someone’s messages, use their passwords or share their personal news. If Kai lends Rowan a phone to make a call, that permission does not include reading private chats. If Kai once agreed to a photograph being shared, Rowan should not assume every future photograph has the same permission.

Agreements can be reviewed. Perhaps friends shared their locations for a walk, then one wants to stop afterwards. The earlier agreement does not remove the later choice. Mutual sharing is not necessarily freely chosen just because both people do it. Ask whether either could decline without consequences.

Privacy and harmful secrecy are different. Keeping a diary private is ordinary. Being pressured to hide threats, unwanted contact or an adult's inappropriate behaviour can be a warning sign. Nobody should use a promise of secrecy to prevent you seeking protection. A safeguarding professional may need to share relevant information with people who can help; that is different from broadcasting it to classmates.

When a boundary does not feel safe

If expressing a boundary brings threats, monitoring or fear, the solution is not simply to be more assertive. You can seek advice without announcing your plans to the person involved. Do not make changes to accounts or devices if doing so might alert someone and increase danger; ask a specialist about safer options.

Use KBC's Get help link to find safeguarding support. You do not need proof that a boundary has been broken a certain number of times. If danger is immediate, call 999. Help remains available even if you previously agreed to something or find it difficult to say no.

For this unit's activity, practise with a fictional low-stakes example. Personal reflection is optional and private. Your goal is to recognise choice, not to test a boundary in an unsafe relationship.

Pause and decide

Rowan borrows Kai's phone to call a taxi, then opens Kai's messages, saying, "We are close friends, so it should be fine."

Which principle is most relevant?

1. Permission to make a call did not include permission to read private messages.
2. Kai should have anticipated the risk, so Rowan's action is reasonable.
3. Reading is acceptable if Rowan does not tell anybody what they find.

Think before you reveal the feedback online. This activity is practice; the ten-question assessment is completed separately in the LMS.

Explore further

The useful question: whose action is being controlled?

Consider three statements. "I cannot lend money this month" sets a limit on the speaker's resources. "We need an agreed budget for shared bills" raises a joint responsibility that can be discussed. "You must give me all your earnings because I know best" claims control over another person's money. Similar topics can contain very different relationships to choice.

Real life includes duties and limits: workplace security rules, caring responsibilities and agreed household costs. A boundary is not a device for ignoring every responsibility. Equally, a responsibility is not a blank cheque for someone else to control personal information or independence. Ask what is necessary,

proportionate and fairly agreed, and use the appropriate support route if unsure.

Try a respectful response to an unwanted invitation: “Thank you, but I am not available.” The other person does not need to solve the reason until the answer becomes yes. If the refusal concerns a shared obligation, discuss the practical alternative without personal punishment. If it is simply a social invitation, accepting the answer may be the whole task.

Finally, respecting your own boundaries and other people's boundaries is the same skill viewed from different sides. Notice the moment you begin preparing a persuasion campaign after an answer. You can stop, accept the limit and manage your feelings without recruiting the other person to change it.

Keep these ideas

- A boundary should not become a disguise for controlling someone else.
- Permission for one purpose, occasion or form of sharing is not unlimited.
- Seek support if setting a boundary could increase risk.

Private reflection

Privately write a fictional boundary about time, belongings or invitations, then a respectful reply. Do not test it in a situation that feels unsafe.

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Sources and further information

Maintaining healthy relationships and mental wellbeing

Healthy relationships: young people

Controlling or coercive behaviour statutory guidance

Domestic abuse statutory guidance

How to report domestic abuse

Consent and freely made choices

By the end of this unit

- Recognise freely made, specific and continuing agreement.
- Choose to stop when agreement or capacity is absent or uncertain.
- Explain why age, power and safeguarding require careful attention.

Core reading

A choice must remain a choice

Leah and Finn are dating. Leah agrees to a kiss, then moves away and says she wants to stop. Finn's next action should be straightforward: stop. Earlier agreement, the relationship and an enjoyable evening do not create an obligation to continue. Consent is about a person's choice now.

For sexual activity, the law in England and Wales centres on agreement by choice, with freedom and capacity to choose. Freedom means the choice is not obtained through pressure, threats or coercion. Capacity concerns the ability to make that choice at the time. This unit provides a practical foundation, not a legal judgement about any individual case.

Specific and continuing

Agreement to one activity is not agreement to another. A condition attached to agreement matters too. Someone can change their mind before or during activity. Clothing, flirting, accepting a lift, being in a relationship or previously agreeing do not supply consent for a later situation.

Communication can take different forms. Do not treat silence, freezing, lack of resistance or an uncertain response as permission. If someone withdraws, seems uncomfortable or their agreement is unclear, stop and check. Checking should create room for an honest answer; it must not become repeated persuasion. A refusal does not require an explanation that the other person finds convincing.

Consider Finn saying, "But you said yes before." That focuses on an earlier answer and ignores the present one. "All right, we will stop" respects the choice. Leah does not owe an apology, another activity or reassurance to compensate for changing her mind.

Pressure and capacity

A person may say words of agreement because they fear consequences, depend on someone or have been worn down by repeated demands. Ask whether they can genuinely choose otherwise. Gifts, money, affection and practical help do not buy an entitlement to sexual activity. Threatening to end support or spread information can remove freedom.

Someone asleep or unconscious cannot consent. Alcohol or drugs can affect capacity before a person becomes unconscious. There is no simple drink-count test. If you are unsure whether someone can

freely make the choice, do not proceed. Arrange appropriate help if they are unwell or unsafe.

A disability or a mental-health diagnosis does not automatically decide a person's capacity. Avoid assumptions about whole groups. Appropriate communication and specialist advice may be needed. Nobody can give sexual consent on another person's behalf.

Age, authority and help

In England and Wales, the age of consent is 16. That does not remove protections for 16- and 17-year-olds, who remain children for safeguarding purposes. Specific laws protect under-18s in legally defined positions of trust and other circumstances. An adult's authority may also make free choice difficult. Seek safeguarding advice about a tutor, coach, carer or other powerful adult rather than assuming that turning 16 settles everything.

If something happened without consent, responsibility lies with the person who acted without it. Not resisting, having accepted a gift or having previously agreed does not make the harm your fault. You can seek help without deciding on a legal label.

Use KBC's Get help route. KBC publishes safeguarding@kentbusinesscollege.com for safeguarding concerns; it is not an emergency service. NHS sexual assault referral centres offer specialist support and explain options, including safeguarding responsibilities for younger people. In an immediate emergency, call 999. You may pause this unit and request a supported learning route without sharing personal details in the quiz.

Pause and decide

Leah agreed to a kiss but now moves away and says, "I want to stop." Finn feels disappointed because they had planned a romantic evening.

What is the appropriate response?

1. Stop immediately and respect Leah's decision without asking for compensation or justification.
2. Remind Leah of the earlier agreement before deciding whether to stop.
3. Offer a different intimate activity so the evening can continue as planned.

Think before you reveal the feedback online. This activity is practice; the ten-question assessment is completed separately in the LMS.

Explore further

Checking is a responsibility, not a loophole

Imagine a person asking, "Are you sure?" after an uncertain response. Asked once to understand the person's wishes, a question can help. Repeated with disappointment, bargaining or threats, the same words may create pressure. The purpose matters: are you making space for their decision, or trying to secure your preferred answer?

In a second fictional case, two people agreed to meet. One assumes that travelling a long way creates an obligation to be intimate. The journey does not change the other person's choices. Costs, effort and

expectations are not permission. A respectful response accepts a changed plan and deals with disappointment without transferring it into pressure.

In a third case, someone is alert enough to speak but too confused to understand what is happening. Being awake is not proof of capacity. The safe practical decision is to stop and arrange appropriate support. This is not an invitation for learners to diagnose incapacity or conduct an informal test.

Use the course to practise recognising the point at which action must stop. A person who freezes or cannot speak has not failed to communicate correctly. The responsibility is not on them to perform a refusal in a particular way. If supporting a friend, listen without blame and help them reach qualified support rather than asking them to demonstrate that their response was strong enough.

Keep these ideas

- Agreement is specific and can be withdrawn at any time.
- When agreement or capacity is unclear, stop; do not persuade or assume.
- Help is available regardless of prior choices or whether someone resisted.

Private reflection

Using only fictional situations, identify one assumption that never supplies permission and one clear action to take when agreement is uncertain.

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Sources and further information

Sexual offences: consent

Rape and sexual offences prosecution guidance

What are rape and sexual assault?

Consent: young people

Consent

Help after rape and sexual assault

Safeguarding in apprenticeships: KBC support

How to report domestic abuse

Mental Capacity Act 2005, section 27: excluded decisions

Control, abuse and warning signs

By the end of this unit

- Recognise controlling, threatening and abusive behaviour beyond physical violence.
- Examine patterns and effects without diagnosing or blaming the person harmed.
- Choose support and safer next steps, including for forced marriage or FGM concerns.

Core reading

When care starts removing choices

At first, Morgan offers to collect Alex after work. Later, Morgan insists on every lift, criticises Alex's friends and demands photographs to prove where Alex is. When Alex objects, Morgan threatens to make trouble at work. The concern is not the original lift. It is the growing restriction of Alex's choices and the consequences of refusing.

Abuse can happen in different relationships and to people of any gender, sexuality, age or background. Appearance, income or confidence do not tell us who may be affected. We can identify concerning behaviour without deciding a person's diagnosis or proving a legal case.

More than physical harm

Abuse can involve physical or sexual harm, threats, humiliation, control of money or resources, and monitoring through technology. It may include preventing education or work, controlling access to transport or medicines, or cutting someone off from support. Economic abuse affects the resources a person needs to live and be independent, not only money in a bank account.

Coercive control often works through a pattern: rules, monitoring, isolation and consequences that gradually make another person's world smaller. A single act of violence or a serious threat also matters; you do not have to wait for a pattern before seeking help. Legal definitions have specific conditions, but a learner does not need to establish those conditions to report a concern.

Ask what the behaviour does. Can the person keep contact with others, disagree, control their own choices and get help without fear? "I only do it because I love you" does not answer those questions. Nor do gifts, apologies or happy periods cancel harmful acts.

Recognise without taking over

In our fictional case, Alex starts cancelling college activities because Morgan may become angry. Alex's friend notices and asks privately, "You seem worried about the reaction. Would you like support?" The friend can listen, say the threats are not Alex's fault and help Alex contact an appropriate professional.

The friend should not investigate Morgan, arrange a confrontation or demand that Alex leave immediately. Leaving can involve practical difficulties and increased risk. A specialist can help consider a

safer plan. Respecting Alex's agency means taking the concern seriously without replacing Morgan's instructions with another set of orders.

If you recognise your own harmful behaviour, stop making excuses and seek appropriate professional help to change it. Stress, jealousy, alcohol or past experiences do not make another person responsible for being harmed. The person affected is not required to manage your change or stay in the relationship.

Finding a safer next step

Use KBC's Get help route for safeguarding support, or contact safeguarding@kentbusinesscollege.com as published by KBC. This is not an emergency service. If someone is in immediate danger, call 999. If a device or account may be monitored, seek advice using a safer method where possible; sudden account changes or deleting records may alert the person.

Share relevant concerns with an appropriate professional. Do not put sensitive details in a public course discussion or collect evidence in ways that increase danger. You can ask for help even when you are uncertain, still care about the person involved or have previously returned to the relationship.

The extension introduces forced marriage and female genital mutilation, called FGM, without graphic detail. If either topic is difficult, pause and request support. Never assume risk from someone's background alone: listen to the specific concern and use safeguarding or specialist help.

Pause and decide

Alex stops attending college activities because Morgan demands proof of every movement and threatens to contact Alex's employer if Alex refuses. A friend wants to help.

What is the most helpful response?

1. Listen privately, name the concern without blame and help Alex reach safeguarding or specialist support.
2. Tell Morgan that everyone knows and demand an immediate explanation.
3. Tell Alex to leave that evening or the friendship will end.

Think before you reveal the feedback online. This activity is practice; the ten-question assessment is completed separately in the LMS.

Explore further

Specific risks require specialist help

Forced marriage means that a person is made to marry without free choice; pressure may be physical, emotional or psychological. In England and Wales, causing someone to marry before 18 is an offence under forced-marriage law even without coercion. This includes ceremonies that are not legally binding. The government's Forced Marriage Unit provides specialist advice. Do not arrange family mediation or contact relatives to check a disclosure: this can increase danger.

An arranged marriage between adults is different when both people freely agree and can refuse. Do not label a culture, faith or community as abusive. Focus on the person's freedom, age and circumstances.

So-called honour-based abuse is harm or threats justified by claims about family or community honour. The justification does not make it acceptable.

FGM involves deliberately injuring or changing female genital organs for non-medical reasons. It is illegal in the UK and can cause serious harm. If there is a concern about risk, or someone needs care after FGM, contact an appropriate safeguarding professional or healthcare service. Specialist NHS support is available. An immediate threat needs emergency help.

You do not need to examine anyone, investigate a family or establish exactly what occurred. Listen, avoid judgement and pass the concern to people equipped to help. Do not promise secrecy. Staff must follow the relevant safeguarding procedures, including specific duties where applicable. The learner's task is recognition and safe help-seeking, not managing the case alone.

Keep these ideas

- Look at restrictions, fear and consequences, not only affectionate explanations.
- A single serious harmful act matters; a pattern is not required before asking for help.
- Use safeguarding and specialist support without confrontation or unsafe investigation.

Private reflection

For the fictional Alex case, note one observed behaviour, its effect on choice, and an appropriate support route. Do not write personal disclosures here.

Get help

For a concern, contact KBC's safeguarding team: safeguarding@kentbusinesscollege.com. This inbox is not an emergency service. If someone is in immediate danger in the UK, call 999. You do not need to finish this course or be certain what to call a concern before seeking support.

You may pause, use an accessible alternative or speak to a tutor. All teaching cases are fictional. Do not post personal disclosures in learning activities. Staff may need to share relevant information to protect someone; ask them to explain what happens next.

Sources and further information

[Controlling or coercive behaviour statutory guidance](#)

[Domestic abuse statutory guidance](#)

[Forced marriage: help and protection](#)

[Handling cases of forced marriage](#)

[Female genital mutilation: information and support](#)

[Safeguarding in apprenticeships: KBC support](#)

[How to report domestic abuse](#)

Online relationships and intimate images

By the end of this unit

- Distinguish digital affection from pressure or surveillance.
- Choose a safe response to intimate-image threats without spreading the material.
- Find age-appropriate reporting and account-security support.

Core reading

A message that changes the mood

Sam enjoys chatting with somebody they met online. Tonight the person writes, “Send a private picture or you clearly don’t trust me.” Until now, the conversation felt friendly. Sam feels responsible for rescuing it. Pause here: the important change is the pressure. Trust does not require a photograph, a password or permanent access to somebody’s location.

You may set different boundaries with different people and change your mind. Agreeing to one picture does not agree to another. Receiving an intimate image does not give someone permission to show it to friends. A relationship ending does not erase privacy. A disappearing-message setting is a feature, not a guarantee that another person cannot keep a copy.

Real harm can involve a fake image

A deepfake uses digital alteration or generation to make somebody appear to do or show something they did not. An intimate deepfake can cause serious harm even when everyone knows it is fabricated. Do not create, request or circulate sexualised images of someone without their agreement. Non-consensual sharing or threats to share intimate images, including deepfakes, can be criminal offences in England and Wales.

If a group chat contains an intimate image, avoid becoming another distributor. Do not forward it “to warn people”, turn it into a joke, or ask the person targeted to prove it is fake. Use platform reporting and seek safeguarding advice. If anyone shown might be under 18, do not download, screenshot, record or share the image, including with staff or police. Describe the concern and ask how to report safely.

A safer response to blackmail

Sextortion means using an intimate image, or a threat involving one, to demand money, more images or another action. The responsibility lies with the person making the threat. Someone who already sent an image, replied to messages or paid money still deserves help.

Stop communicating with the offender and do not pay or send more material. Report to the police and the platform. You do not need a complete evidence file before asking for help. If safely available, note the

account name, platform and time without copying intimate material. Let police advise on handling evidence. If you need to remove an account, seek advice about deactivation rather than deleting potential evidence.

Contact the KBC safeguarding team using the Get help link. Under-18s can report online sexual abuse or grooming to CEOP. Adults can use police reporting and specialist adult support. If someone is in immediate danger, call 999. A report is a request for help, not a promise that every copy can be removed instantly.

Practise with Sam

Sam's safer next step is to stop the pressured exchange and contact a trusted source of support. Sam does not need to win an argument about what "real trust" means. If the person moves to threats, use the reporting steps above.

For ordinary account security, use unique passwords and two-step verification where available. Check who can see posts and location information. If someone may be monitoring a device or could react dangerously to changes, seek specialist advice from a safer device before changing settings. Security settings help, but they never make the person targeted responsible for another person's abuse.

Pause and decide

A group chat receives an intimate image said to show a 17-year-old learner. A friend asks you to forward it so they can report it.

Which response best limits harm?

1. Forward it privately to the friend.
2. Do not forward or screenshot it; describe the concern to safeguarding staff and use the platform reporting route.
3. Post a blurred version to challenge the sender.

Think before you reveal the feedback online. This activity is practice; the ten-question assessment is completed separately in the LMS.

Explore further

The friend who receives the message

Imagine a friend says, "Someone is threatening to send a picture of me to our whole group." A useful first sentence is, "I'm glad you told me. You don't have to deal with this alone." Ask whether they are safe now and which support route they would like help finding. Do not ask to see the picture, negotiate with the sender or promise you can remove everything.

If the image reaches you, your role is to reduce its spread. Refuse to pass it on. Report its location through the appropriate service and obtain advice about any material already on your device. Avoid public arguments that repeat the person's name, show screenshots or draw a larger audience. Supporting someone can be quiet and practical.

A digital boundary worth practising

Try this fictional reply: “I’m not sharing pictures. Please don’t ask again.” It is enough. No legal essay, emotional audition or three supporting witnesses are required. If saying it might increase danger, skip the direct reply and seek help instead.

For routine privacy, decide which audience needs which information. A college project group may need your availability; it does not automatically need your home address. Review tags and shared albums as well as posts. The aim is useful control over your own information, with professional support when another person has made that control unsafe.

Keep these ideas

- Pressure is not proof of affection or trust.
- Do not pay blackmailers or redistribute intimate images; ask for help.
- Use safe reporting routes and review account security without increasing personal risk.

Private reflection

Privately choose one sentence a fictional learner could use to refuse digital pressure. You do not need to write about your own accounts or relationships.

Get help

For a concern, contact KBC’s safeguarding team: safeguarding@kentbusinesscollege.com. This inbox is not an emergency service. If someone is in immediate danger in the UK, call 999. You do not need to finish this course or be certain what to call a concern before seeking support.

You may pause, use an accessible alternative or speak to a tutor. All teaching cases are fictional. Do not post personal disclosures in learning activities. Staff may need to share relevant information to protect someone; ask them to explain what happens next.

Sources and further information

Sextortion: reporting it to us

How can CEOP help me?

Securing your users’ accounts

Better protection for victims: sexually explicit deepfakes

Protection from online stalking and harassment

Grooming, manipulation and exploitation

By the end of this unit

- Recognise a developing pattern of dependency, secrecy and pressure.
- Explain why gifts, status or apparent agreement do not make exploitation acceptable.
- Choose support without investigating, confronting or exposing someone to further danger.

Core reading

When a favour develops strings

A new contact helps seventeen-year-old Morgan with travel costs and listens when college feels difficult. Later, the contact says Morgan owes them a favour: carry a package, avoid questions and keep everything secret. Morgan feels grateful and frightened. The issue is not whether every gift is suspicious. It is the way support has become a debt used to control a choice.

Grooming involves building trust or influence to prepare someone for abuse or exploitation. It can happen online, offline or across both. The person may be a stranger, someone already known, a peer or someone respected by others. Adults can also experience manipulation and exploitation. You do not need to fit a stereotype to deserve protection.

Read the pattern, not the wrapping paper

Look at what happens when a person wants to slow down, refuse or talk to somebody else. Healthy support leaves room for independence. A concerning pattern may involve exclusive attention, growing demands, isolation, secret communication, threats or manufactured debt. One sign alone does not prove grooming. A cluster of changes, or a single serious threat, is enough reason to seek advice.

Compare two fictional offers. "Here is a spare travel card; ask student support about longer-term help" encourages independence. "Only I help you, so stop talking to your tutor" narrows it. The same outward favour can have a different meaning when it is attached to control. Popularity, professional status and a friendly manner cannot settle the question.

Exploitation means somebody benefits by taking unfair advantage of another person. It may involve sexual activity, criminal tasks, money or labour. Being given something, having feelings for the person, or following instructions under pressure does not make harmful treatment acceptable. A learner may need protection and advice even if they fear they have broken a rule.

Make the next step safer

Morgan should seek help from the KBC safeguarding team using the Get help link, or another trusted professional. Morgan does not need to open the package, arrange a meeting to test the contact, or collect proof. Explain what has happened and any immediate danger. Professionals can help assess the situation and agree safer next steps.

If a friend tells you about something similar, listen without cross-examining. Say that you are glad they spoke and that the pressure is not their fault. Do not promise absolute secrecy: someone at risk may need protective help. Explain that you want to involve the right people, with the friend included as far as possible. Do not contact the suspected exploiter or post allegations online.

Help can begin before certainty

For online sexual abuse or grooming involving an under-18, CEOP is a specialist reporting route. Police can receive concerns about crime and exploitation. Call 999 if someone is in immediate danger. A KBC report is not an emergency-response service.

If the first person does not understand, use another appropriate route. You are allowed to say, "I'm not sure what to call this, but someone is pressuring me and I need help." Naming every offence is not the learner's job. Nor is being perfectly calm, grateful or certain. Mixed feelings about someone who has been kind do not cancel the right to safety.

Pause and decide

Morgan's contact says, "You can talk to anyone about college, but not about our deliveries. You owe me after all the money I spent."

Which feature most strengthens the safeguarding concern?

1. The contact gives advice about college.
2. Morgan sometimes enjoys their company.
3. Debt and secrecy are being used to press Morgan into an activity.

Think before you reveal the feedback online. This activity is practice; the ten-question assessment is completed separately in the LMS.

Explore further

Pressure involving marriage or family reputation

A person has the right to choose whether and whom to marry. In England and Wales, causing someone under 18 to enter a marriage is covered by forced-marriage law even without threats or other pressure. Adults can also be forced through emotional, financial or physical pressure. An arranged introduction with a genuinely free adult choice is different from forcing a marriage.

So-called honour-based abuse uses claims about family or community reputation to justify control or harm. No reputation makes abuse acceptable. Do not assume a particular background proves risk, or that a family member is automatically a safe contact. Where forced marriage or this type of abuse is

suspected, seek specialist help rather than arranging a family discussion. The GOV.UK Forced Marriage Unit route explains available support.

Recognising FGM and getting specialist help

Female genital mutilation, or FGM, means injury to female genital organs for non-medical reasons. It is illegal in the UK. This course does not require graphic details or personal disclosure. If someone fears it may happen, or needs support after it has happened, use the GOV.UK help page, safeguarding support or an NHS professional. Call 999 for immediate danger.

Do not investigate someone's body, challenge relatives or assume a survivor's wishes. Listen respectfully, protect privacy and help them reach trained support. These are safeguarding concerns requiring individual responses, not reasons to label a whole community.

Keep these ideas

- Judge pressure and loss of choice, not gifts or stereotypes alone.
- Seek support before trying to prove or confront exploitation.
- Specialist help matters where marriage, family reputation or FGM creates risk.

Private reflection

Privately complete this fictional sentence: "I do not know whether this is exploitation, but I am worried because..." Use behaviour, not assumptions about someone's appearance or background.

Get help

For a concern, contact KBC's safeguarding team: safeguarding@kentbusinesscollege.com. This inbox is not an emergency service. If someone is in immediate danger in the UK, call 999. You do not need to finish this course or be certain what to call a concern before seeking support.

You may pause, use an accessible alternative or speak to a tutor. All teaching cases are fictional. Do not post personal disclosures in learning activities. Staff may need to share relevant information to protect someone; ask them to explain what happens next.

Sources and further information

Grooming: recognising the signs

How can CEOP help me?

Forced marriage: help and protection

The right to choose: government guidance on forced marriage

Female genital mutilation: help and advice

Media, pornography and expectations

By the end of this unit

- Question media claims about bodies, attraction and relationships.
- Explain why media scripts do not replace consent or personal boundaries.
- Choose reliable sexual-health information and appropriate support.

Core reading

A confident voice is not evidence

An influencer tells Alex that a successful relationship requires “constant access, total loyalty and no awkward questions”. Thousands of people approve. The video is polished, the music is dramatic and the speaker owns a remarkably serious microphone. None of that tells Alex whether the advice respects another person’s choices.

Treat a relationship claim as something to examine. What exactly is being suggested? Who benefits if you believe it? Is there credible evidence, or only confidence and selected stories? Does it allow both people to disagree safely? Advice that turns a whole gender into an enemy, demands obedience or makes jealousy a test of love needs challenging.

Entertainment leaves things out

A romance film can compress a difficult conversation into a song. A social post can show one happy moment without the dull Tuesday that followed. Edited media gives an incomplete picture. The practical mistake is treating a performance as a rule for your own relationship, or assuming that everyone else’s life follows the same script.

Pornography is created for sexual arousal, not as a reliable lesson in relationships or sexual health. It can present staged bodies and behaviour while leaving consent, contraception, comfort and communication off screen. Seeing an activity does not mean someone owes it to a partner. Popularity, arousal and previous experience do not replace freely made agreement.

No learner needs to watch explicit material for this course. You may decline to discuss your viewing habits. The useful skill is evaluating a message: does it respect choice, acknowledge real-world consequences and offer trustworthy information? A person who says “everyone does it” still needs to listen when someone says no.

Bodies are not coursework

Nia notices that every suggested post seems to display the same body type. She starts treating that repeated image as a minimum entry requirement for dating. Repetition can make a narrow selection feel universal. A feed is not a census of ordinary people, and attraction does not create a duty to change your body for someone else.

Try changing the comparison, not judging yourself harder. Mute material that leaves you feeling diminished, broaden what you follow and make room for activities that are about living rather than looking. You do not owe a partner photographs, measurements or an explanation of every physical change. If appearance worries are consuming your day, affecting eating, study or social life, speak to a GP or qualified support service. Do not diagnose yourself from a checklist.

Find information that can answer back

For questions about contraception, sexually transmitted infections, testing or sexual wellbeing, start with NHS information and a qualified sexual-health service. Check the source, publication or review information and whether the claim is relevant to your circumstances. A seller's personal testimonial is not an independent clinical assessment.

Sexual-health clinics can explain options and offer confidential care; safeguarding concerns can require information-sharing to protect someone. Ask how confidentiality and contact arrangements work. A professional can help you choose safely without requiring you to impress a comment section.

If a media message becomes pressure, harassment or a threat from another person, contact the KBC safeguarding team using the Get help link. You can question the message and still deserve support for its effect on you.

Pause and decide

A video claims that couples who keep separate passwords are less committed. It cites a few approving comments and sells a relationship coaching subscription.

Which check best evaluates the advice?

1. Count how many couples agree in the comments.
2. Ask whether refusal remains possible and compare the claim with independent, credible guidance.
3. Trust it because paid advice is usually more serious.

Think before you reveal the feedback online. This activity is practice; the ten-question assessment is completed separately in the LMS.

Explore further

The three-question pause

Try this original KBC checking routine: claim, choice, check. First state the claim in plain words. "This speaker says a partner must share their location continuously." Next test choice: can either person refuse without punishment? Finally check against an independent, relevant source. This routine does not require you to win an online debate. It helps you decide what to trust and what to do next.

In Alex's case, the concern is the demand for constant access and the exclusion of questions. A safer relationship leaves room for separate friends, reasonable privacy and disagreement. A popular post might start a useful conversation, but it cannot settle a particular person's boundaries.

When a health question is time-sensitive

If something has happened and you need sexual-health advice, contact a service promptly rather than spending hours comparing forum answers. Some options after unprotected sex or an assault are time-sensitive. A sexual-health clinic, NHS 111 or an appropriate local service can advise on the next step. Call 999 for an immediate threat to life or safety.

After sexual assault, specialist Sexual Assault Referral Centres can provide medical, practical and emotional support. You do not need to make a police report first to ask a centre for help. This chapter is a route into reliable care; it does not replace individual advice, a full contraception lesson or STI education.

Keep these ideas

- Examine the claim, the freedom to choose and the source behind it.
- Entertainment and pornography do not set anyone's boundaries.
- Use qualified health support when a personal or time-sensitive question needs an answer.

Private reflection

Use a fictional media claim and apply "claim, choice, check". Keep any personal reflection private; no account names or viewing histories are needed.

Get help

For a concern, contact KBC's safeguarding team: safeguarding@kentbusinesscollege.com. This inbox is not an emergency service. If someone is in immediate danger in the UK, call 999. You do not need to finish this course or be certain what to call a concern before seeking support.

You may pause, use an accessible alternative or speak to a tutor. All teaching cases are fictional. Do not post personal disclosures in learning activities. Staff may need to share relevant information to protect someone; ask them to explain what happens next.

Sources and further information

Pornography and realistic expectations

Visiting a sexual health clinic

Body dysmorphic disorder

Help after rape and sexual assault

Relationships at college and work

By the end of this unit

- Recognise harassment and boundary concerns in learning and working settings.
- Explain how authority can limit someone's freedom to refuse.
- Choose a reporting route when a colleague, supervisor or tutor is involved.

Core reading

When the supervisor controls the rota

Ellis is an apprentice. Their supervisor repeatedly comments on their body and suggests that a private evening out would help secure better shifts. Ellis laughs awkwardly and changes the subject. Later, the supervisor says, "You seemed fine with it." The laugh is not reliable agreement. The supervisor controls something Ellis needs, making refusal harder.

Professional authority should be used for its proper purpose: teaching, allocating work, assessing performance or supporting development. It should not purchase affection, private access or silence. A friendly workplace can still have clear boundaries. Knowing someone's coffee order does not entitle you to their personal life.

Recognise the conduct

Sexual harassment involves unwanted sexual behaviour that violates dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment. It can be a single incident or a pattern, in person or through messages. Calling it banter does not settle whether it is acceptable. Intention and impact both matter; a person need not have planned harm for conduct to be a concern.

Bullying, discriminatory remarks, humiliation and intrusive behaviour also deserve an appropriate response. You do not need to identify the exact legal label before raising what happened. A reasonable work instruction is different from personal degradation. Ask whether the instruction serves a legitimate task, is communicated respectfully and allows a concern to be heard.

Context matters. A tutor sending an assignment reminder through an approved channel is different from asking a learner to hide personal messages. A manager giving specific feedback is different from threatening assessment results after someone declines a date. The difference lies in the behaviour, its purpose and the use of power.

Report through a route that can act

Ellis can use the employer's reporting or grievance process, seeking an alternative manager, human resources contact or other named route if the supervisor is involved. Ellis should also contact the KBC safeguarding team using the Get help link, because the concern affects an apprentice's safety and learning. A union representative, where available, or Acas can explain workplace options.

If safe, keep a factual note of dates, words used, messages and witnesses. Record what you observed separately from what you inferred. You can report without a perfect file. Do not copy intimate images, investigate colleagues or share allegations widely. Ask who will handle the concern, what happens next and how retaliation or immediate contact risks will be addressed.

You are not required to confront someone before seeking help. Informal discussion may suit an ordinary misunderstanding when it feels safe; it is not a compulsory first step for harassment or serious concerns. If the person receiving a report is involved, use an alternative route. If danger is immediate, call 999 rather than waiting for a workplace reply.

Respect is an everyday skill

If somebody tells you a comment was unwanted, listen, stop and avoid arguing that your intention should cancel their experience. A useful response is specific: “I understand. I won’t make comments about your body.” Do not seek reassurance from the person you upset or persuade others to take sides.

Colleagues can support an inclusive environment by respecting names, pronouns, accessibility needs and reasonable privacy. Learners should be able to focus on learning and work without having to manage unwanted personal attention as an extra, unofficial qualification.

Pause and decide

A tutor privately messages a learner, asking for a personal meeting and saying, “Keep this between us; I decide your final grade.”

What is the best next step?

1. Ask the same tutor whether the message breaks policy.
2. Agree to the meeting, taking a screenshot as protection.
3. Contact KBC safeguarding through an alternative appropriate contact and describe the message.

Think before you reveal the feedback online. This activity is practice; the ten-question assessment is completed separately in the LMS.

Explore further

Witnessing without taking over

At a team lunch, Rowan hears the supervisor link Ellis’s shifts to a date. Rowan need not interrupt in a way that could expose Ellis to more pressure. Depending on safety, Rowan could redirect the conversation, help Ellis leave, seek assistance or check in privately afterwards. “I heard that comment. Would you like support finding the reporting route?” is more useful than making a public announcement on Ellis’s behalf.

If Rowan reports what they witnessed, they should describe the actual words and context and respect the relevant process. Avoid promising a particular outcome. The responsibility for a fair response rests with the organisation, not with a friend’s ability to collect evidence.

Two settings, connected responsibilities

An apprentice belongs to both a learning environment and a workplace. A concern arising on an employer messaging group can affect learning and wellbeing even when the message arrives after hours. Do not assume that a personal phone makes work-related behaviour purely private.

Ask KBC and the employer which routes apply and how support will be coordinated. Share sensitive information only with appropriate people. If the first response is inadequate, seek another named route or independent advice. Employment claims can have strict time limits, so obtain advice promptly rather than assuming an internal process pauses every deadline. This course teaches recognition and help-seeking; it cannot decide an individual legal case.

Keep these ideas

- Authority creates responsibility, not entitlement to private access.
- Describe behaviour and its effect without waiting to identify a legal label.
- Use an alternative reporting route when the person in authority is involved.

Private reflection

Using the fictional case, draft a two-sentence factual report: what was said or done, and what help the learner needs. Do not include real names or incidents.

Get help

For a concern, contact KBC's safeguarding team: safeguarding@kentbusinesscollege.com. This inbox is not an emergency service. If someone is in immediate danger in the UK, call 999. You do not need to finish this course or be certain what to call a concern before seeking support.

You may pause, use an accessible alternative or speak to a tutor. All teaching cases are fictional. Do not post personal disclosures in learning activities. Staff may need to share relevant information to protect someone; ask them to explain what happens next.

Sources and further information

What sexual harassment is

If you have been sexually harassed at work

Witnessing sexual harassment

Ending relationships and supporting others

By the end of this unit

- Respect a relationship ending without using pressure or repeated unwanted contact.
- Support a friend without blame, investigation or promises of absolute secrecy.
- Choose a proportionate bystander response that does not increase danger.

Core reading

An ending is not a negotiation licence

Casey tells Robin that they want to end their relationship. Robin feels hurt and wants another conversation. Those feelings are real, but they do not create a right to repeated contact, access to Casey's accounts or visits to Casey's workplace. Someone may end a relationship without persuading the other person that their reasons are good enough.

In an ordinary, safe ending, clear and respectful communication helps. "I don't want to continue this relationship" is clearer than creating false hope to soften the moment. Choose an appropriate method and practical arrangements. Nobody owes an in-person meeting when they feel unsafe. Shared housing, finances or parenting may require individual advice rather than a simple instruction to disappear.

When the situation needs a safety plan

Now change the case: Robin has threatened Casey, monitors their location and keeps appearing outside college. This is no longer simply a disappointing breakup. Repeated unwanted contact or monitoring may be stalking or harassment. Seek police or specialist advice; do not wait until you have collected a perfect record. If danger is immediate, call 999.

Avoid universal instructions such as "confront them tonight" or "change every password immediately". In a controlling situation, an action that is sensible in ordinary circumstances may alert the person or increase danger. A specialist can help plan communication, device use, travel and support. If safe, record dates and what happened, but never put yourself at risk to obtain evidence.

If somebody threatens to harm themselves unless a relationship continues, take the safety concern seriously without treating the relationship as the solution. Get appropriate urgent professional help; call 999 for immediate danger. You do not have to manage the threat alone or surrender your choice to end the relationship.

Be a friend, not a detective

A helpful response starts with listening: "I'm glad you told me. What would help you feel safer right now?" Do not demand every detail, ask why they stayed, or require a particular decision before offering support. Offer a practical step, such as sitting with them while they contact the KBC safeguarding team using the Get help link.

Respect privacy but do not promise absolute secrecy. Explain that serious risk may require trained help and that you will share carefully with appropriate people. A friend can support choices while recognising that a child or someone in immediate danger needs protection. Do not contact the person causing harm, arrange mediation or put the story on social media.

A bystander can make a small, useful move

You notice someone being pressured at a college event. First consider immediate safety. You might interrupt with an ordinary distraction, invite the person to join you, ask staff for help, or check in afterwards. A direct challenge is only one option and may be unsafe. Being helpful is not a public speaking competition.

Ask what support the person wants when possible. If you need to report your own observations, stick to facts and avoid unnecessary circulation. You are not responsible for fixing everything personally. Supporting someone over time can mean checking in, respecting their pace and keeping the route to professional help open, while looking after your own wellbeing too.

Pause and decide

At a college event, an acquaintance repeatedly pressures your friend to leave with them. Your friend looks towards you and seems uncomfortable. Staff are nearby.

Which response best offers support without unnecessary escalation?

1. If safe, offer your friend an easy exit and seek nearby staff help if pressure continues.
2. Film the encounter and post it so people can identify the acquaintance.
3. Tell your friend they must confront the acquaintance alone.

Think before you reveal the feedback online. This activity is practice; the ten-question assessment is completed separately in the LMS.

Explore further

Choose the action that fits the scene

At a busy café, a classmate looks uncomfortable while someone repeatedly asks them out. If safe, you could say, "We're heading back to class; would you like to come?" This offers an exit without requiring the classmate to explain themselves in front of the person applying pressure. Later, check whether they want help. If there are threats or immediate danger, obtain urgent assistance rather than relying on a casual interruption.

In a group chat, a safe contribution may be refusing to join humiliating comments and privately checking on the person targeted. Do not circulate screenshots containing intimate material. If you report text that you have seen, use the proper route and share only what is necessary.

Support has boundaries as well

A friend may need more help than you can provide. You can say, “I care about you. I can listen now, and let’s find someone trained to help with the safety side.” That is honest support, not abandonment. Avoid becoming the only person who knows about a serious risk.

If the first service or person does not help, try another appropriate route. Police.uk lists specialist stalking support, and NHS services explain support after sexual assault. You can help someone find these services without choosing their whole future for them. Keep the emphasis on safety, dignity and practical options.

Keep these ideas

- An ending should be respected; distress does not create entitlement to contact.
- Safety planning is individual when threats, stalking or control are involved.
- Listen, offer practical help and involve appropriate support without taking over.

Private reflection

Choose one fictional bystander action you could explain to a new learner. Include the safety check that would make you choose another action.

Get help

For a concern, contact KBC’s safeguarding team: safeguarding@kentbusinesscollege.com. This inbox is not an emergency service. If someone is in immediate danger in the UK, call 999. You do not need to finish this course or be certain what to call a concern before seeking support.

You may pause, use an accessible alternative or speak to a tutor. All teaching cases are fictional. Do not post personal disclosures in learning activities. Staff may need to share relevant information to protect someone; ask them to explain what happens next.

Sources and further information

[What to do if you are being stalked or harassed](#)

[Support for victims and witnesses of stalking or harassment](#)

[Protection from online stalking and harassment](#)

[Help after rape and sexual assault](#)

[Witnessing sexual harassment](#)

[Sextortion: reporting it to us](#)

Putting it together: safer choices

By the end of this unit

- Combine consent, boundaries and power when judging a realistic situation.
- Select immediate, safeguarding and specialist support according to the concern.
- Explain a safer next step without blaming, investigating or making unsupported promises.

Core reading

A decision you can explain

You have met relationships at home, online, at college and at work. The final skill is combining the ideas when a situation contains more than one issue. Real life rarely labels a message “Unit Seven problem”. It also has a habit of arriving when your phone battery is at two per cent.

Use this KBC decision routine: pause, notice, choose, support. Pause before reacting. Notice the actual behaviour, the freedom to refuse and any power difference. Choose a next step that reduces danger without taking control of somebody else. Connect with appropriate support. This routine guides judgement; it is not a diagnosis, a legal verdict or a guarantee of safety.

Case one: friendship, favours and pressure

Seventeen-year-old Erin receives help with travel from a new online friend. The friend now demands an intimate image, saying Erin owes them and must not tell anyone. Several ideas connect: a gift has become leverage, secrecy restricts support, and the request is pressured. It matters less whether the contact sounds kind than whether Erin can freely refuse.

A safer next step is to stop the pressured exchange and seek safeguarding help. Erin should not send an image, make a payment, arrange a meeting to test the person or ask classmates to investigate. If there are intimate-image threats, use the police and platform reporting routes without copying intimate material. CEOP is a specialist route for online sexual abuse or grooming involving under-18s. Call 999 if danger is immediate.

Case two: authority and unwanted attention

Adult apprentice Dev declines a supervisor’s invitation. The supervisor then sends sexual jokes to a work group and hints that Dev’s assessment may suffer. Dev wonders whether being an adult means simply putting up with it. It does not. Authority, unwanted conduct and possible retaliation are relevant together.

Dev can describe the messages and assessment concern through an alternative employer reporting route and contact the KBC safeguarding team using the Get help link. Acas or a union representative can explain workplace options. A colleague can offer support and report their own observations without publishing the story. Nobody needs to prove the exact legal label before raising a concern.

Case three: a choice changes

During an intimate moment, Quinn says they want to stop. Their partner feels disappointed because they had both agreed earlier. The next step is straightforward: stop and respect the current boundary. Earlier agreement, relationship status, a gift or disappointment does not create a continuing entitlement.

Now imagine Quinn later tells a friend they feel frightened of the partner's reaction. The situation needs support and consideration of safety, rather than a better persuasion script. A friend can listen, ask about immediate danger and offer help reaching trained services. They should not question Quinn as though conducting an investigation.

Know the route before you need it

Use 999 for immediate danger. Use KBC safeguarding for a learner safety concern, including uncertainty about what is happening. Use specialist services for the particular need: CEOP for online child sexual abuse, police for reporting crime, NHS services for healthcare, and appropriate workplace advice for employment concerns. More than one route may be relevant.

Support is available whether you pass this course first time, need another attempt or decide to pause. A certificate records learning; it does not determine whether someone deserves help.

Pause and decide

A learner says a person who helped them financially is now demanding secret meetings. The learner is unsure whether to call it abuse and asks you to decide.

Which response best applies the course?

1. Give a definite legal label before discussing help.
2. Focus on the pressure, check immediate safety and help the learner reach safeguarding advice.
3. Arrange a meeting with the other person to test whether the demand is serious.

Think before you reveal the feedback online. This activity is practice; the ten-question assessment is completed separately in the LMS.

Explore further

Your practical transfer check

Without entering personal information, practise finding the course's Get help link. Identify a KBC route, an urgent route and one specialist route relevant to a fictional case. Notice that a safeguarding inbox is different from an emergency service. Check the contact arrangements rather than assuming every service is staffed at every moment.

Then explain one decision in a sentence: "I would choose this step because..." A strong explanation points to the behaviour and likely effect of the action. "They seem like a bad person" is less useful than "They are linking support to secrecy and an unwanted demand." You are practising careful judgement, not judging someone's identity.

What successful completion means

The course requires a pass in every unit: at least seven correct answers out of ten. Read the feedback and use retries to strengthen understanding. Safety-critical errors need correction and a recheck even if the numerical score reaches seven. Ask for accessible support or an equivalent learning route if needed.

Your KBC certificate records successful completion of this foundation course. It is not an Ofsted approval, a professional licence or proof of somebody's future behaviour. The useful result is being better able to notice pressure, respect a boundary and find help. Return to the learning when a new situation needs thought, and keep the support routes available.

Keep these ideas

- Notice behaviour, choice, power and immediate safety together.
- Choose a proportionate next step and the support route that fits.
- Learning is demonstrated through judgement; help never depends on passing.

Private reflection

Using a fictional case only, complete: "I noticed... My safer next step is... The support route that fits is..."
Keep any private personal notes outside the assessment.

Get help

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Sources and further information

Grooming: recognising the signs

How can CEOP help me?

Sextortion: reporting it to us

What sexual harassment is

If you have been sexually harassed at work

Visiting a sexual health clinic

Help after rape and sexual assault

What to do if you are being stalked or harassed