

EXPECT RESPECT

A TOOLKIT FOR ADDRESSING TEENAGE RELATIONSHIP ABUSE
IN KEY STAGES 3,4 AND 5



Expect Respect

A Toolkit for addressing Teenage Relationship Abuse

Contents

Acknowledgements

Section 1: Teachers' notes

1. Introduction
2. Introduction to the lesson plans
3. Responding to a young person's concerns

Section 2: The lesson plans

1. Court Room Game
2. Unwritten Rules and Managing Conflict
3. Introduction to Teenage Relationship Abuse
4. Myths and Realities
5. Behaviours – OK or not?
6. Young People And Relationship Abuse

Section 3: Supporting resources

1. Suggested ground rules
2. Sources of help
3. An historical perspective on legal and cultural attitudes to domestic abuse – some helpful facts

Acknowledgements

Expect Respect: A Toolkit for addressing Teenage Relationship Abuse is one strand of a campaign launched by the Home Office, in February 2010, to challenge the attitudes of teenagers to violence and abuse in relationships. Visit the campaign website at <http://thisisabuse.direct.gov.uk>

Expect Respect: A Toolkit for addressing Teenage Relationship Abuse, has been adapted for the Home Office from *The Expect Respect Education Toolkit*, which was funded by The Body Shop and is published by:

Women's Aid Federation of England

PO Box 391

Bristol

BS99 7WS

Telephone: 0117 944 4411

Email: info@womensaid.org.uk

Websites: www.womensaid.org.uk and www.thehideout.org.uk

Original lessons plans written by: Denise Harding and Kate Humphreys

Contributing editor: Nicola Harwin

Editors: Nicki Norman and Fiona Dwyer

Design: Qube Design Associates, Bristol and Brand Mirror, London

Women's Aid would also like to thank the creators and publishers of various materials that have informed the development of some of the activities within the lesson plans. In particular, we acknowledge the *Spiralling Toolkit for Safer, Healthier Relationships* – Bristol Domestic Abuse Prevention Programme (Domestic Violence Responses for Safer Bristol); the National Youth Theatre and yeastCulture for Safer Bristol, who jointly created *Spiralling the Movie*; and Heartstrings: A PSHCE pack for secondary schools to challenge domestic abuse and build healthy relationships – Cheshire County Council Community and Education Service Secondary School Project.

SECTION

1

Teachers' notes



1. Introduction

Despite the fact that 750,000 children witness domestic violence each year, one in four teenage girls have been hit by a boyfriend (with one in nine reporting severe physical violence) and 18 per cent of boys reported some form of physical partner violence², the issue of relationship abuse has historically been taught in schools on a patchy and inconsistent basis. In order to address this, Women's Aid has undertaken research to identify the barriers facing schools and teachers, with the aim of developing appropriate and helpful responses. The outcome of this work was the 'Expect Respect Education Toolkit'. A section of the Toolkit has now been amended and abridged to tackle the issue of teenage relationship abuse for young people aged 13 to 18.

The lesson plans have been designed to be easy to use for teachers and include:

- clear guidance regarding the links between the learning outcomes within the lesson plans and the relevant parts of the National Curriculum, SEAL³ and Every Child Matters⁴ agenda;
- supporting information and resources for teachers; and
- additional interactive activities for children and young people to access on-line where appropriate.

Lesson plans can be selected and delivered individually, although they do build on knowledge and awareness year on year. However, before using any of them, it is essential that time is invested in developing a safe and positive learning environment which includes negotiating and agreeing ground rules with students. The resources needed to deliver these lessons are provided with each lesson plan and, once the lesson plans have been downloaded, they can all be used without needing access to any form of technology.

However, if schools do have access to IT facilities, then the lesson plans can also be delivered in conjunction with the supporting interactive activities available on Women's Aid's dedicated website for children and young people, www.thehideout.org.uk

1 Department of Health (2002). *Women's Mental Health: Into the Mainstream – Strategic Development of Mental Health Care for Women*

2 NSPCC (2009) *Partner exploitation and violence in teenage intimate relationships*

3 The Social and Emotional Aspects of Learning programme

See <http://nationalstrategies.standards.dcsf.gov.uk/inclusion/behaviourattendanceandseal/seal>

4 'Every Child Matters' was introduced by the Children Act 2004 and sets out the national framework for providing services to children and young people. See www.everychildmatters.gov.uk

Each lesson is designed to be active, fun and engaging, but also challenging. While not all of the lesson plans focus on teenage relationship abuse directly, they have been written using themes found to be effective in tackling abuse, including:

- challenging assumptions about gender and power;
- changing beliefs and attitudes about men and women;
- managing feelings and accepting responsibility for one's own feelings and behaviour;
- helping to resolve conflict;
- knowing the difference between abusive and non-abusive relationships;
- the consistent message that abuse is not acceptable;
- understanding that abuse is a crime;
- highlighting the role of peers in providing support; and
- giving information about where to get help.

The original version of the Expect Respect Education Toolkit is free to download (in parts or as a whole) from Women's Aid's website www.womensaid.org.uk

PLEASE NOTE:

This toolkit only contains brief notes for teachers about the toolkit and the lesson plans. It is very important that it is read in conjunction with the teacher's guide for teachers on teenage relationship abuse, which can be downloaded from the Home Office website www.homeoffice.gov.uk/publications

Why tackle Teenage Relationship Abuse in Schools?

- Teenage relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse;
- There is a lack of recognition of the seriousness of teenage relationships because they are more likely to be short-lived. This does not mean that they can not be as abusive as adult relationships;
- Schools and Further Education Colleges have a legal responsibility to safeguard the welfare of all of their students under the 2002 Education Act.

2. Introduction to the lesson plans

This amended version of the Expect Respect Education Toolkit contains six core lesson plans – aimed at young people aged 13 to 18 years. Each lesson is written in an easy to follow format, giving learning outcomes, resources needed and methodology. Extension activities are given in some of the lessons for those teachers who feel they would like to devote more time to this important subject. Each lesson is approximately one hour in length.

The lessons are designed to cover three key stages:

- Key Stage 3 (Lessons 1-3)
- Key Stage 4 (Lessons 4 and 5)
- Key Stage 5 or Sixth Form (Lesson 6)

In addition, there is a table for lesson plans 1–5 explaining how the lessons support Personal, Social, Health and Economic Education (PSHE), SEAL and the *Every Child Matters* outcomes.

Being prepared

Before carrying out each lesson, it is vital that teachers ensure that they themselves have some understanding of teenage relationship abuse and its impact. This could be achieved by:

- attending a short training course – this could be a one hour slot on a teacher inset day or a one day course provided by a local domestic violence service or co-ordinator;
- asking a local domestic violence service to co-facilitate the lesson;
- reading some literature about teenage relationship abuse;
- visiting websites such as www.womensaid.org.uk
www.thehideout.org.uk
<http://thisisabuse.direct.gov.uk>

As a bare minimum, teachers should ensure that they fully read this introduction to the Toolkit and the accompanying guidance for teachers.

It is possible that a young person might also reveal that they themselves are experiencing relationship abuse or domestic abuse at home. It is vital that this is not dismissed, so the teacher should be prepared beforehand for how she or he can respond to disclosures (see section on responding to young people's concerns). It will also be helpful to know what services exist locally to support those affected by teenage relationship abuse or domestic violence at home.

Finally, it is important to acknowledge that teachers themselves may be affected by domestic violence, either directly or otherwise. If this is the case, they may want to consider whether they are able to manage facilitating the lesson at this time and what support is available to them from a personal perspective. Teachers should be aware of any domestic violence workplace policies that their school might have in place.

Setting the scene in the classroom

It is important to invest time in establishing a safe and positive climate in the classroom when delivering the lesson plans. Relationship abuse is a sensitive subject and can be difficult for both teachers and young people alike. It is important to remember that it is highly likely that someone within the classroom will have experienced abuse, or will know someone who has.

Ground rules should always be established with the class to enable the subject to be dealt with sensibly and in a mature manner. Some young people may have personal experience of abuse. It is essential that they feel as safe as possible in discussing this issue with their peers. Whilst ground rules should be negotiated and agreed with each class, an example set of suggested **ground rules** is provided in the 'Supporting resources' section of this Toolkit.

Getting help: Remind the young people that they are not alone. They can get help if they, or someone they know, is having similar experiences. Always point out appropriate **sources of help**. Some helpful organisations are listed in the 'Supporting resources' section of this Toolkit for your reference.

After the lesson some young people may feel the need to talk to someone. Remind them of whom they can talk to in school. All young people should be aware of the school's Safeguarding Children and Information Sharing policies.

3. Responding to a young person's concerns

A young person may reveal that they are in an abusive relationship or that they are affected by neglect or domestic violence at home. Either way, what they are experiencing can be harmful to them.

Any disclosure of abuse should therefore be treated seriously and as a potential child protection concern, with appropriate steps taken in line with the school's safeguarding procedures.

A three step approach – Receive, Reassure, Respond

If a child or young person starts to tell you about something that might indicate potential child abuse, listen but **do not ask for detail**. You need to let them know as soon as possible that if they tell you something that might cause concern, you will have to tell someone else, usually the school's designated Child Protection Officer.

Under no circumstances agree to keep it a secret. Remember, abuse thrives on secrecy. Make sure you are aware of your school's safeguarding policies and procedures, and follow them, even if they are different from the information given below.

Do not ask probing questions. It may undermine any investigation by police or children's services if it is considered that the child has been asked leading questions. The Police, children's services and the NSPCC are the only organisations that have legal powers to intervene when there are allegations of child abuse or neglect.

When listening, try to make sense of what you are being told:

- are they being harmed currently?
- are they likely to be harmed in the future?
- is anyone else being harmed?
- do they need medical attention?
- what are their overall needs?

It can help to keep in mind the three steps of behaviour outlined below – but as previously mentioned, follow your school's safeguarding policies and procedures.

Receive

- listen, do not look shocked or disbelieving;
- don't be judgemental;
- take what they are saying seriously and believe them; and
- don't make the child or young person feel bad, for example by saying things like "You should have told me earlier".

Reassure

- stay calm, tell them that they have done the right thing in telling you;
- acknowledge how hard it must have been to tell you;
- tell them that they are not to blame;
- empathise – but don't tell them how they should be feeling;
- don't promise confidentiality – explain that only those that need to know will be told (i.e. the school's designated Child Protection Officer); and
- be honest about what you can and can't do.

Respond

- don't interrogate – let them tell you as far as possible;
- don't ask probing questions – it's not your job to find out "who, where, when?", etc.
- refer your concern on to your school's designated senior manager for Child Protection – in line with your school's safeguarding policies and procedures;
- record the date and time and any information given to you; always use the words said to you; never interpret what was said and put it in your own words (this information could be used as evidence);

- make a note of any injuries you have seen or been shown; this is very important as bruises, cuts, marks, etc. tend to heal and this could be used as evidence;
- record what you did next and with whom you shared the information – ensure that all this is in line with your school's policies and procedures;
- sign and date everything that you record;
- don't criticise or judge the abuser – the child or young person may have feelings for him or her; remember abuse often happens by someone known and trusted by the child or young person;
- try to follow things through yourself so they don't need to repeat their story to other staff – again, only if this is in line with your safeguarding policy and procedure;
- explain what will happen next – for example, the designated senior manager will be informed, and they may want to speak to the child/young person further; if it is safe, the non-abusing parent or carer might also be informed (but always take great care where there is domestic abuse) – the police and social services might also be informed; and
- get support for yourself. It can be distressing dealing with disclosure.

Adapted from 'Standing By', Cheshire County Council

Whatever you do, make sure it is in line with your school's policies and procedures. They may differ from what is written above. If in doubt, speak to your designated Child Protection Senior Manager, local Children's Services or the NSPCC.

SECTION **2**

The lesson plans



Lesson 1

(Key Stage 3)

Court Room Game¹

Time: approximately 50 minutes

Learning outcomes

By the end of this lesson:

All young people will be able to think about the impact of gender stereotypes.

Most young people will be able to think about some of the assumptions underlying stereotypical views of male and female behaviour and how these stereotypes affect them and their own reactions.

Some young people will be able to understand that such stereotypes can be challenged and that they can take responsibility for arguing against ideas which seem to them to be wrong, even if this is not the majority opinion.

Resources

- ✓ The attitude statements in Appendix 1, cut up into single statements
- ✓ Some props, e.g. wigs/hats for the judges (not vital)

A Introduction

Time: about 5 minutes

1. Negotiate and agree ground rules or refer to and reinforce ground rules previously agreed by the group. Examples are provided in Section 3. (Please note that these activities may lead to young people revealing that they are experiencing abuse in their own relationships or are facing abuse at home, so it is advisable to read the guidance on responding to young people's concerns in Section 1 prior to the lesson.

A safe learning environment is one that does not encourage young people to publically reveal that they are being abused but ensures that they know how, where and when to access someone to talk to if they need to.)

2. Tell the class that for this lesson the classroom will become a series of small 'courtrooms' looking at the attitudes and beliefs held by some people about the roles played by men and women in our society. Encourage the young people to share their ideas and knowledge of how the courts work.

3. Give a brief description of how a court works: describe the roles of the judge (who sums up arguments, keeps order and passes sentences); the prosecuting lawyers who argue against the defendant; the defending lawyers who argue in favour of the defendant; lastly, the jury who are twelve members of the public who have to make the final decision. Explain that in this game instead of a defendant there are a series of statements.

¹ This activity has been adapted from *Spiralling toolkit for safer, healthier relationships* – Bristol Domestic Abuse Prevention Programme (Domestic Violence Responses for Safer Bristol).

B Main Activity

Time: about 40 minutes

Method 1

(for classes who enjoy role play):

1. Split the class into groups of four, each consisting of two 'prosecuting lawyers' and two 'defence lawyers'.
2. Give each small group one of the attitude statements in Appendix 1 so that every group has a different statement. Alternatively, focus on a few statements so that more than one group is discussing the same one.
3. After they have had a chance to read and think about the statement for a couple of minutes, ask the 'prosecuting lawyers' to think of some ways to argue against it and the 'defending lawyers' to argue in favour of it.
4. Give the groups ten minutes to come up with their arguments. Remind the young people that they have to ignore their own personal feelings for this part of the game.
5. After ten minutes, gather the whole class back together and explain that one group at a time will have the opportunity to explain their statements and the arguments they have come up with for or against the statement to the rest of the class, who will then act as a large 'jury' and vote on whether they agree or disagree with that particular statement. Each group will be given about three minutes to explain their arguments.
6. Before the first group starts, nominate another young person from the rest of the class as a 'judge' who can keep the group to the point, ask clarifying questions, keep it fair and so on (the teacher may wish to role play the part of 'judge' for the first group).
7. Then allow the first group their three minutes, during which the 'prosecuting' and 'defence lawyers' present their arguments, with the 'judge' questioning, keeping order and time keeping as necessary. When the first group has finished, ask the rest of the class to vote for or against the statement they were discussing.

8. Allow the young people to put forward their views, but challenge where necessary. There are some things which are not just a matter of opinion but are totally unacceptable or against the law. DO NOT allow opinions to stand which need to be challenged.

9. After the first group has finished and the vote been taken, nominate a new 'judge' for the next group, so several different young people have a turn at being judge.

10. Continue until each small group has had a chance to present their arguments and the class has voted on all the statements used.

Method 2

(for classes that are less confident about using role play methods)

1. Split class into two groups A and B.
2. Explain that you are going to read out some statements and that team A are going to have to argue **for** the statement and team B will argue **against**.
3. Read out the first statement that you want the class to consider and give the teams a few minutes to discuss all the things they might say **FOR** or **AGAINST** the statement. Explain that it does not matter what their personal opinions are.
4. Now ask team A to make a circle facing outwards and team B make a circle facing inwards, standing opposite someone in the A circle.
5. Read out the statement again and give them a couple of minutes to argue their point with the person standing in front of them.
6. Stop the discussion and ask the 'Bs' to move round the circle so they are now opposite someone new. Repeat the process.
7. After one more move, bring this to a close and ask people to sit down. Begin a discussion with the groups by asking questions such as:

- What did that feel like?
- Did anyone have a really good argument that made you change your mind?

8. Now swap roles. The 'As' now argue **against** the statement and the 'Bs' argue **for**. Repeat the process as above with a different statement.

9. Take feedback from the groups. Allow the young people to put forward their views, but challenge where necessary. There are some things which are not just a matter of opinion but are totally unacceptable or against the law. DO NOT allow opinions to stand which need to be challenged.



Plenary

Time: about 5 minutes

Ask the young people to get into a circle and pass round a prop (such as a judge's gavel or wig). Ask each young person to share something they found surprising or shocking today; or ask the young people to share how they feel personally about some of these statements. Did any of them find they changed their minds when listening to other people's arguments? Which of the statements did they agree most with (if any)? Which did they disagree most with? Why?

Go round the circle and ask all the young people to tell the rest of the class one thing they found out today which surprised them, or that they didn't know before.

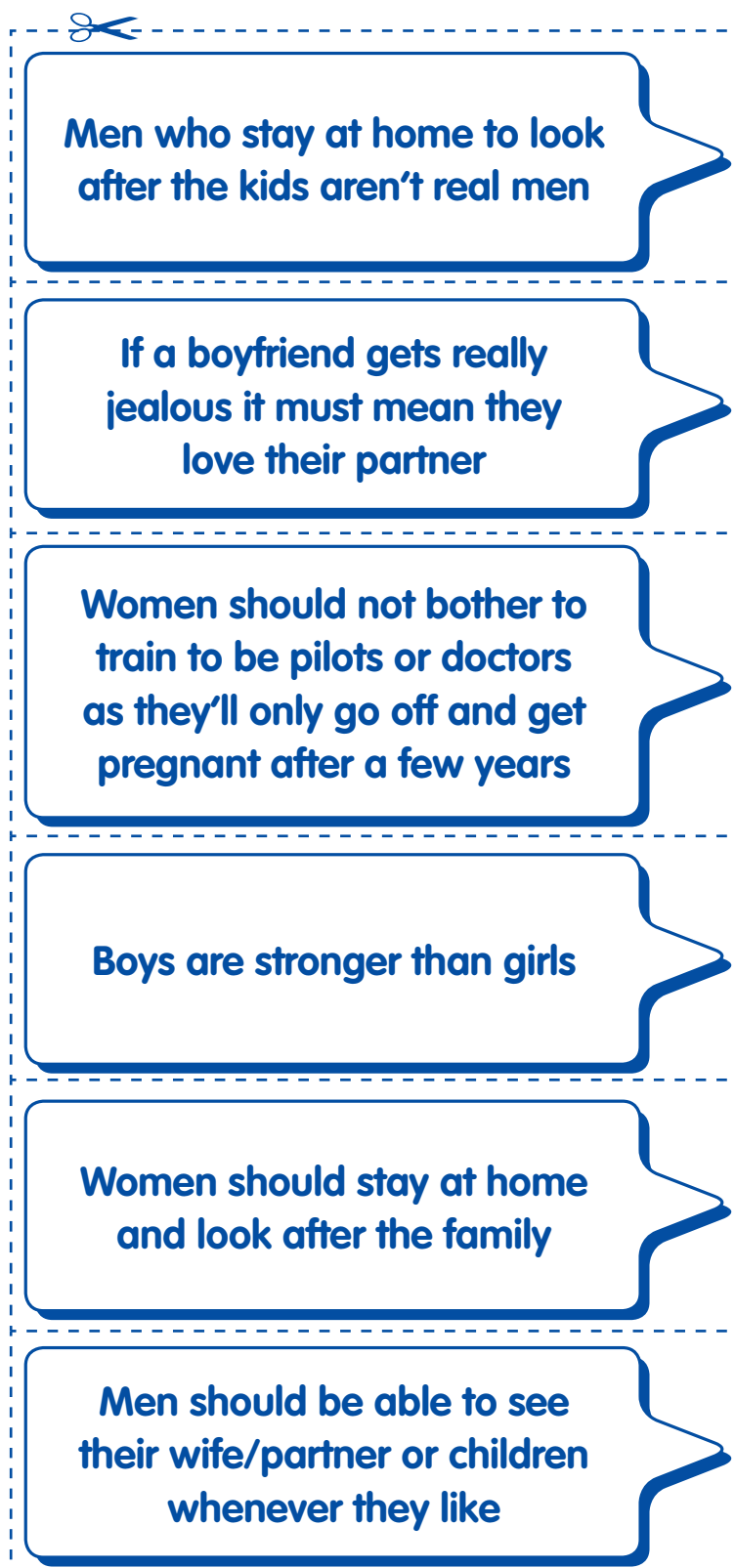
Suggested extension activities


- ➔ Use a range of resources such as newspapers, magazines and the internet to investigate how men and women are represented in the media and how this affects the way we treat them.
- ➔ In small groups, write a news bulletin about how sexism can have a negative impact on relationships.
- ➔ Carry out the method not used in this lesson (court room game or carousel).

Learning outcomes	National Curriculum – PSHE education (Personal Wellbeing)	Links to SEAL	Every Child Matters
<p>All young people will be able to begin to think about the impact of gender stereotypes.</p> <p>Most young people will be able to think about some of the assumptions underlying stereotypical views of male and female behaviour and how these stereotypes affect them and their own reactions.</p> <p>Some young people will be able to understand that such stereotypes can be challenged and that they can take responsibility for arguing against ideas which seem to them to be wrong, even if this is not the majority opinion.</p>	<p>Key Stage 3: In the context of the key concepts of Personal Identities; Healthy lifestyles; Risk and Relationships the following key processes will be employed and developed:</p> <p>2.1 Critical reflection Pupils should be able to:</p> <ol style="list-style-type: none"> reflect critically on their own and others' values recognise how others see them and give and receive feedback reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour develop self-awareness by reflecting critically on their behaviour and its impact on others. <p>2.2 Decision-making and managing risk Pupils should be able to:</p> <ol style="list-style-type: none"> use strategies for resisting unhelpful peer influence and pressure identify how managing feelings and emotions effectively supports decision-making and risk management. <p>2.3 Developing relationships and working with others Pupils should be able to:</p> <ol style="list-style-type: none"> use social skills to build and maintain a range of positive relationships use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences use the social skills of communication, negotiation, assertiveness and collaboration value differences between people and demonstrate empathy and a willingness to learn about people different from themselves challenge prejudice and discrimination assertively. 	<p>Theme Six 'Relationships' (Green Set)</p> <p>Social Skills</p> <ul style="list-style-type: none"> I can recognise stereotyping. I can try to challenge stereotypes. <p>Social skills 39) I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings.</p> <p>43) I can work and learn well in groups, co-operating with others to achieve a joint outcome.</p> <p>50) I can be assertive when appropriate.</p>	<p>Be healthy (physical, mental, emotional health)</p> <p>Stay safe (from neglect, violence, abuse)</p> <p>Enjoy and Achieve (personal and social development)</p> <p>Make a positive contribution (develop positive relationships)</p>

Lesson 1 – Appendix 1

Attitude statements for the Court Room Game



 Men who stay at home to look after the kids aren't real men

If a boyfriend gets really jealous it must mean they love their partner

Women should not bother to train to be pilots or doctors as they'll only go off and get pregnant after a few years

Boys are stronger than girls

Women should stay at home and look after the family

Men should be able to see their wife/partner or children whenever they like



It's OK for someone to hurt or threaten their boyfriend or girlfriend if they have been annoyed

Men should always have the final say in a family

If a man pays for things on a date he can expect the woman to do what he wants

Sometimes people can't help hitting out

It's OK for a man to decide where his partner/wife can go and who she can see

If a girl's family tell her to marry someone she should

Lesson 2

(Key Stage 3)

Unwritten Rules and Managing Conflict

Time: approximately 60 minutes

Learning outcomes

By the end of this lesson:

All young people will be able to explain how some unwritten rules can lead to stereotypical expectations; identify what may lead to conflict between people.

Most young people will be able to identify that some unwritten rules can influence our perception of what is masculine and feminine and reinforce our view of what is acceptable and unacceptable in a relationship; understand why conflict occurs and know some simple effective strategies for managing conflict.

Some young people will be able to explain how and why conflict can occur in relationships and know and feel confident about using assertive techniques for dealing with such conflict.

Resources

- ✓ Suggested ground rules (provided in Section 3)
- ✓ Information on sources of help (provided in Section 3)
- ✓ Flip chart paper and pens
- ✓ Examples of Unwritten Rules – Appendix 1
- ✓ Healthy Relationships – Appendix 2
- ✓ Managing Conflict Scenarios – Appendix 3

A Activity 1

Time: about 30 minutes

- 1.** Negotiate and agree ground rules or refer to and reinforce ground rules previously agreed by the group. Examples are provided in Section 3. (Please note that these activities may lead to young people revealing that they are experiencing abuse in their own relationship or are facing abuse or neglect at home, so it is advisable to read the guidance on responding to young people's concerns in Section 1 prior to the lesson. A safe learning environment is one that does not encourage young people to publically reveal their abuse but ensures that they know how, where and when to access someone to talk to if they need to.)
- 2.** Explain that in society we have laws which dictate how people should behave but we also have a set of 'unwritten rules' as well. Examples of unwritten rules might be: not speaking with your mouth full; if you bump into somebody, say sorry; if somebody gives you something, say thank you; wait your turn in the queue, etc.
- 3.** Ask: "Can anybody think of any other unwritten rules?" Discuss ideas.
- 4.** Discuss – who makes these unwritten rules, how are they enforced and how are offenders punished?
- 5.** Some rules may relate to whether we are male or female. Different things may be expected of different genders. This can start very early with the kind of toys boys and girls 'should' play with; the colour of clothes they 'ought' to wear, etc. Ask: "Can anybody give me any examples of 'rules for boys' and 'rules for girls?'" Discuss ideas.

6. Take pupils into a large space, if possible, and create an imaginary line on the floor. Label one end of the line 'HELPFUL'; the other end 'UNHELPFUL' and 'DEPENDS' in the middle.

7. Read out a selection of the unwritten rules from Appendix 1 and ask young people to stand on the line at a point that reflects their opinion. Ask for volunteers standing at different points to explain their views.

NB: If you do not have the space to do this method, you could read out the statements to the group and ask them to put thumbs up for 'helpful'; thumbs down for 'unhelpful' and arms folded for 'depends'.

8. How might these rules make some people feel or behave? Do we have choices about whether we follow the rules? What happens if we don't follow the rules?

9. Ask the young people for ideas about how some of these unwritten rules might affect relationships and discuss.

10. Explain how rules about men being 'macho' and women 'soft' are often to do with who has the power and can make unhealthy or abusive relationships more likely. For example, some men believe they should be the dominant partner and some women feel that they are expected to put up with bad behaviour because they care about their partner or think they might be able to change him.

11. Ask the young people for ideas about what kinds of behaviour will help to make a good or healthy relationship and discuss. Write these on the board. See Appendix 2 for prompts.

B Activity 2

Time: about 20 minutes

1. Explain that all relationships will experience conflict at some time and so we are going to look at some scenarios where people disagree and see if we can find a way to solve the conflict without the use of aggression, power or insult.

2. Stress to the young people that it is possible to resolve conflict by negotiating or reaching a compromise – it is always best to try to resolve conflict in a friendly way without losing your temper.

3. Working in small groups again, distribute one of the scenarios from Appendix 3 to each group. You can choose which ones to use. It can be useful to have two groups looking at the same scenario so that suggested resolutions can be compared.

4. Ask them to consider the questions from each scenario and think about and discuss how the conflict could be resolved.

5. Take feedback from groups and ask other groups to comment on the suggested resolutions.

Plenary

Time: about 10 minutes

1. Ask the young people for ideas on what you should not do when trying to manage a conflict situation. Ideas might include: don't interrupt or shout; don't do all the talking; don't call names or put people down.
2. Explain that there are different styles of managing conflict, such as:
 - a. **Avoidance:** this might be useful if you are feeling under threat – however, the problem may not go away and you might have to face it some time.
 - b. **Diffusion:** this means being calm and trying to sort out the problem by giving you time to think about things.
 - c. **Negotiation:** (both people can win) – this means you will have to compromise, nobody gets everything they want, but all will get something.
 - d. **Confrontation:** this means tackling something head on, which may result in one person using power over the other person in order to win. This might be physical force, using threats or another type of abuse. This is not the way to deal with conflict and certain types of confrontation can actually be a criminal offence.
3. Ask the young people what kinds of skills are necessary for effective negotiation. Their answers should include: good communication skills; assertiveness skills and problem solving skills.
4. Ask the young people how knowledge about strategies to manage their anger and resolve conflict now might help them in their own relationships.
5. Remind the young people of what help is available (see Sources of Help in Section 3) and who they can talk to if there is anything that concerns them.

Suggested extension activities

- Develop a role play based on the scenarios in Appendix 3.
- Prepare an assembly on the theme of managing conflict.
- Prepare a poster or leaflet for other young people on tips for managing conflict.
- Prepare a poster or leaflet for other young people on what a healthy relationship should look like, using Appendix 2 for ideas.
- Further lessons on conflict resolution and problem solving – see Women's Aid's directory of appropriate educational resources on www.womensaid.org.uk



Learning outcomes	National Curriculum – PSHE education (Personal Wellbeing)	Links to SEAL	Every Child Matters
<p>All young people will be able to:</p> <ul style="list-style-type: none"> explain how certain words can lead to stereotypical expectations; and identify what may lead to conflict between people. <p>Most young people will be able to:</p> <ul style="list-style-type: none"> identify that certain words can influence our perception of what is masculine and feminine and reinforce our view of what is acceptable and unacceptable in a relationship; and understand why conflict occurs and know some simple effective strategies for managing conflict. <p>Some young people will be able to:</p> <ul style="list-style-type: none"> explain how language can be a very powerful tool in relationships – reinforcing gender expectations and stereotypes; and explain how and why conflict occurs in relationships and know and feel confident about using assertive techniques for dealing with such conflict. 	<p>Key Stage 3: In the context of the key concepts of Personal Identities; Healthy lifestyles; Risk and Relationships the following key processes will be employed and developed:</p> <p>2.1 Critical reflection Pupils should be able to:</p> <ol style="list-style-type: none"> reflect critically on their own and others' values reflect on personal strengths, achievements and areas for development recognise how others see them and give and receive feedback identify and use strategies for setting and meeting personal targets in order to increase motivation reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour develop self-awareness by reflecting critically on their behaviour and its impact on others. <p>2.2 Decision-making and managing risk Pupils should be able to:</p> <ol style="list-style-type: none"> use knowledge and understanding to make informed choices about safety, health and wellbeing find information and support from a variety of sources assess and manage the element of risk in personal choices and situations know when and how to get help identify how managing feelings and emotions effectively supports decision-making and risk management. <p>2.3 Developing relationships and working with others Pupils should be able to:</p> <ol style="list-style-type: none"> use social skills to build and maintain a range of positive relationships use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences use the social skills of communication, negotiation, assertiveness and collaboration value differences between people and demonstrate empathy and a willingness to learn about people different from themselves challenge prejudice and discrimination assertively. 	<p>Empathy 36) I understand the impact of bullying, on all those involved.</p> <p>Social skills 39) I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings.</p> <p>43) I can work and learn well in groups, co-operating with others to achieve a joint outcome.</p> <p>50) I can be assertive when appropriate.</p>	<p>Be healthy (physical, mental, emotional health)</p> <p>Stay safe (from neglect, violence, abuse)</p> <p>Enjoy and Achieve (personal and social development)</p> <p>Make a positive contribution (develop positive relationships)</p>

Lesson 2 – Appendix 1¹

Examples of Unwritten Rules

Men should bring in the money to support the family

Boys should not cry

Boys should always make the first move in a relationship

Boys should never walk away from a fight

Women should not go out alone at night

Boys should not swear, fart or tell rude jokes in front of women

Girls need boys to look after them

Women should stay at home and look after the children

Girls should wait for a boy to ask her out

Men should be the head of the family

Men should open doors for women

Girls should not use bad language

¹ This activity has been adapted from *Heartstrings: A PSHCE pack for secondary schools to challenge domestic abuse and build healthy relationships*. Cheshire County Council Community and Education Service Secondary Schools Project.

Men should be tough

Men should know how to fix things

Boys should be sporty

Boys should not talk about their feelings

Women should be slim and attractive if they want to be successful

Women should not go to the pub on their own

Women should keep a nice home for their family

Men should be the head of the family

Lesson 2 – Appendix 2

Healthy Relationships

A healthy relationship is one in which two people treat each other as equals: they trust each other and treat each other with respect.

In a healthy relationship, people should:

- Support each other;
- Listen to each other's feelings;
- When they have a disagreement, talk about it;
- Spend quality time together;
- Encourage each other;
- Take responsibility for their own actions; and
- Respect women and men equally.

What a healthy relationship looks like:

"We have fun with each other and like being around each other."

"We don't see each other all the time. We both spend time on our own or with our own friends."

"She has her own interests, like she is really into sport and I'm not. I love that she is different to me."

"I sometimes get a bit jealous when he talks to other girls, but that's ok, I trust him."

"We do have arguments but we are pretty good at listening to each other and compromising."

"She has very different opinions to me but it's always interesting to hear what she's got to say."

How do you feel in your relationship? Can you tell whether it's healthy or not?

In a healthy relationship you should feel respected, happy, cared for, supported and safe. Healthy relationships are possible and everyone deserves to be in one!

Lesson 2 – Appendix 3

Managing Conflict – Scenarios

Your brother/sister has borrowed your new trainers without asking. You bought them especially for a PE competition at school and when you look in your wardrobe they are not there. You get them back later, covered in mud. What do you do?

Somebody tells you that they have seen your boy/girlfriend flirting with somebody else at the youth club. What do you do?

You are out with your brother who is disabled and walks with a limp. Some kids come up to you both and start making fun of him. What do you do?

One of the boys in your class is being picked on because he is quiet and shy. He hates sport but loves dancing and he has just joined the after school dance club. Now everyone is calling him a 'wimp'. Even some of the girls don't want him in their dancing class. On the way home, he is confronted by a group of lads who call him names and push him into the mud. What can he do?

You want to go to a party that finishes at midnight. Your friends have got permission to stay but your parents/carers say you have to be in by 10 o'clock at the latest. What do you say to them?

Your parents/carers find out that you have been seeing a boy/girl in your year. They come to your school and drag you out of the lesson. They really embarrass you, take you home and stop you from going out. Your dad starts dropping you off and picking you up from school. What do you do?

One of the girls in your class is really good at football and wants to join the all-boys football team. The boys won't let her. They say girls are rubbish at football and it is a boy's game. They also say all the other teams would laugh at them. What should she do?

Lesson 3

(Key Stage 3)

Introduction to Teenage Relationship Abuse

Time: approximately 50 minutes

Learning outcomes

By the end of this lesson:

All young people will be able to understand and explain what is meant by the term 'teenage relationship abuse'.

Most young people will be able to understand and identify the different types of abuse that can be present within teenage relationship abuse; have some ideas about how to get help and support a person that is experiencing abuse, including what help and advice is available in school.

Some young people will be able to understand and describe the different types of behaviour that can constitute teenage relationship abuse; think about, express and explain views on abuse that are not their own.

Resources

- ✓ Suggested ground rules (provided in Section 3)
- ✓ Information on sources of help (provided in Section 3)
- ✓ Flip chart and pens
- ✓ Teenage relationship abuse – Matching Cards, photocopied and cut up – one set per group (Types of Abuse – Appendix 1 and Examples of Abusive Behaviour – Appendix 2)
- ✓ 'Is this Relationship Abuse?' sheet – Appendix 3
- ✓ 'Is this Relationship Abuse? – Answers' sheet – Appendix 4

A Introductory Activity

Time: about 15 minutes

1. Negotiate and agree ground rules or refer to and reinforce ground rules previously agreed by the group. Examples are provided in Section 3. (Please note that these activities may lead to a young person revealing that they are experiencing abuse in their own relationships or are facing abuse at home, so it is advisable to read the guidance on responding to a young person's concerns in Section 1 prior to the lesson. A safe learning environment is one that does not encourage young people to publically reveal that they are being abused but ensures that they know how, where and when to access someone to talk to if they need to.)

2. Ask the young people what they think the term teenage relationship abuse means. Write suggestions on a flip chart or board.

3. Read out the following statements about teenage relationship abuse:

- Teenage relationship abuse happens when one young person hurts or bullies another young person who they are going out with or in a relationship with.
- Often (but not always) it is the male partner who is the abuser and the female who gets hurt.
- It can happen between young people of any nationality, race or family background.
- It can happen in same-sex relationships as well as heterosexual relationships.
- Teenage relationship abuse can also happen after a relationship has finished.
- Abuse within relationships is often a repeated pattern of behaviour.
- It often includes several different types of abusive behaviour, including physical, emotional, sexual and financial abuse.
- People use abusive behaviour to control other people they have a relationship with.

4. Explain and reinforce that teenage relationship abuse is always wrong and, depending on the type of abuse, can be against the law.

5. Working in groups, hand out one mixed up set of 'Teenage Relationship Abuse Matching Cards' (Appendix 1 and 2) to each group. Invite young people to spend a few minutes discussing the different categories of abuse, trying to match up the definitions with the categories. Alternatively, this could be done on the interactive whiteboard.

6. Check that everyone has matched the cards correctly and allow time for questions and clarification. **(The correct answers are: 1E; 2F; 3B; 4A; 5C; 6D.)** Were there any behaviours that surprised the class? Are there any that they would not have really considered as abuse?



B Main Activity

Time: about 25 minutes

Method 1 – interactive (favoured method)

1. Explain to the young people that you are going to give them some statements and you want them to think about whether each is relationship abuse or not.
2. Take the young people into a large space and create an imaginary line on the floor with **YES** at one end, **DEPENDS** in the middle and **NO** at the other end.
3. Using the the 'Is this relationship abuse?' sheet (Appendix 3), read out the statements and ask the young people to stand at a point that reflects their opinion. Ask for volunteers standing at different points to explain their views.
4. Encourage the young people to try and persuade those in different positions to change their opinion.
5. Allow the young people to be controversial with their opinions, not just stand where they think you want them to stand. There are however, some things that are not just a matter of opinion but are totally unacceptable and, in some cases, against the law. **DO NOT**, allow opinions to stand which need to be challenged.
6. Highlight the correct answer before moving onto the next statement (provided in Appendix 4).

Method 2 – take feedback, discuss and challenge as above

1. Using the same statements, print out Appendix 3 for pupils to complete as a worksheet individually, in pairs or small groups.
2. Take feedback and discuss and challenge as above, using the answer sheet to clarify (Appendix 4).

C Plenary

Time: about 10 minutes

Method 1 – interactive

1. Ask the young people for ideas about what a person experiencing relationship abuse could do to make themselves safer. What help is available? What might be the barriers to seeking help or leaving an abusive relationship?
2. Highlight the role of the police and local helping agencies (see information on sources of help provided in section 3), including what help is available **in your school**.
3. Remind the young people of who they can talk to if there is anything that concerns them.

NB: If your school has a 'Worry Box' or some other system for listening to and supporting young people, this is a good time to remind them about it and let them know what will happen to the information/worries. Young people should know about and understand your school's Confidentiality Policy and Child Protection Policy.

Suggested extension activities

- Ask the group to make a list of all the places they can think of where someone experiencing relationship abuse could ask for help.
- Look at websites that give more information about abusive relationships such as Women's Aid; The Hideout; NSPCC and Childline.
- Do a Google search on 'abuse in relationships' (or other themes associated with this lesson) and report findings.
- Watch the videos on the 'This is Abuse' website and explore the site.

Learning outcomes	National Curriculum – PSHE education (Personal Wellbeing)	Links to SEAL	Every Child Matters
<p>All pupils will be able to:</p> <ul style="list-style-type: none"> understand and explain what is meant by the term 'teenage relationship abuse'. <p>Most pupils will be able to:</p> <ul style="list-style-type: none"> understand and identify the different types of abuse that can be present within teenage relationship abuse; and have some ideas about how to get help and support a person that is experiencing relationship abuse, including what help and advice is available in school. <p>Some pupils will be able to:</p> <ul style="list-style-type: none"> understand and describe the different types of behaviour that constitute relationship abuse; and think about, express and explain views on relationship abuse that are not their own. 	<p>Key Stage 3: In the context of the key concepts of Personal Identities; Healthy lifestyles; Risk and Relationships the following key processes will be employed and developed:</p> <p>2.1 Critical reflection Pupils should be able to:</p> <ol style="list-style-type: none"> reflect critically on their own and others' values recognise how others see them and give and receive feedback reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour develop self-awareness by reflecting critically on their behaviour and its impact on others. <p>2.2 Decision-making and managing risk Pupils should be able to:</p> <ol style="list-style-type: none"> use knowledge and understanding to make informed choices about safety, health and wellbeing find information and support from a variety of sources assess and manage the element of risk in personal choices and situations know when and how to get help identify how managing feelings and emotions effectively supports decision-making and risk management. <p>2.3 Developing relationships and working with others Pupils should be able to:</p> <ol style="list-style-type: none"> use social skills to build and maintain a range of positive relationships use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences use the social skills of communication, negotiation, assertiveness and collaboration value differences between people and demonstrate empathy and a willingness to learn about people different from themselves challenge prejudice and discrimination assertively. 	<p>Social skills</p> <p>39) I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings.</p> <p>43) I can work and learn well in groups, co-operating with others to achieve a joint outcome.</p> <p>50) I can be assertive when appropriate.</p>	<p>Be healthy (physical, mental, emotional health)</p> <p>Stay safe (from neglect, violence, abuse)</p> <p>Enjoy and Achieve (personal and social development)</p> <p>Make a positive contribution (develop positive relationships)</p>

Lesson 3 – Appendix 1

Teenage Relationship Abuse – Matching Cards: Types of Abuse



1. FINANCIAL ABUSE

2. THREATS

3. SEXUAL ABUSE

4. PHYSICAL ABUSE

5. EMOTIONAL ABUSE

6. ISOLATION

Lesson 3 – Appendix 2

Teenage Relationship Abuse – Matching Cards: Examples of Abusive Behaviour



A

- hitting, pushing, punching, kicking
- biting, slapping, hair pulling
- throwing or smashing things
- punching the wall, smashing the windows
- burning, strangling, stabbing, murder

B

- making someone do sexual things that they don't want to do or raping them
- calling the person a slag, slut or telling them that they are frigid
- not allowing the person to dress in the way they want to or only in a certain way

C

- constantly putting someone down, making them feel bad about themselves – insulting them by calling them fat, ugly, stupid
- always lying to them, ignoring them, withholding affection
- threatening to leave or to throw them out, threatening to commit suicide if they leave
- checking up on where they are and what they are doing, timing a person when they are out, making them explain every movement

D

- stopping someone from seeing friends and family, not allowing the person to have visitors
- stopping them from going to school or college, or having a job
- not allowing the person to talk to their friends or family on the phone
- going everywhere with them

E

- taking a person's money, making a person ask for money
- not allowing them to work and earn money
- making a person give them all their money
- making all the decisions about how to spend money

F

- making the person afraid by using looks and gestures
- saying they will hurt or kill them, someone precious to them or their pet
- threatening to smash things
- threatening to tell other people how stupid they are

Lesson 3 – Appendix 3

Is this Relationship Abuse?

Read the following statements and decide if you think the answer is YES, NO or MAYBE

1. A young person calls another young person names
2. A boy won't let his girlfriend get a job and takes all her money
3. A boy sends his girlfriend a text to say he loves her
4. A boy sends his girlfriend hundreds of texts to find out where she is and who she's with
5. A girl always threatens her girlfriend but never actually hits her
6. A young person often pushes, kicks or hits another young person
7. One partner tells the other that they are putting on weight
8. One partner always gets moody and shouts when the other wants to see their own friends
9. A boy calls his ex-boyfriend all the time and asks him to get back with him
10. A boy gets jealous when his girlfriend speaks to other boys
11. A girl constantly telling her disabled boyfriend that he is stupid and useless
12. A brother and sister argue about what to watch on TV

Lesson 3 – Appendix 4

Is this Relationship Abuse? - Answers

1. A young person calls another young person names

DEPENDS, if this happens regularly between young people who are in a relationship then this is abuse.

2. A boy won't let his girlfriend get a job and takes all her money

YES, financial abuse can be part of relationship abuse and is used to assert control over the person.

3. A boy sends his girlfriend a text to say he loves her

NO, this is not abuse.

4. A boy sends his girlfriend hundreds of texts to find out where she is and who she's with

YES, this is abuse. This kind of behaviour is aimed at controlling the other person.

5. A girl always threatens her girlfriend but never actually hits her

YES, this is abuse. The constant threat of violence is used to scare and control the other person and is not ok. Relationship abuse can happen in same-sex relationships too.

6. A young person often pushes, kicks or hits another young person

YES, this is abuse. The use of physical violence within a relationship is never acceptable.

7. One partner tells the other that they are putting on weight

DEPENDS, it is good to be honest with each other in relationships, but if one partner always says things to make the other feel bad then this is abuse.

8. One partner always gets moody and shouts when the other wants to see their own friends

YES, this is abuse. One partner is trying to scare and manipulate the other into doing what they want. Being in a relationship should not stop you having friends of your own and one partner does not have the right to tell the other what to do.

9. A boy calls his ex-boyfriend all the time and asks him to get back with him

DEPENDS, if the boyfriend does not want him to be calling him and he does not respect his wishes then this may be harassment which can be part of abuse. Relationship abuse can often continue after a relationship has ended.

10. A boy gets jealous when his girlfriend speaks to other boys

DEPENDS, everyone feels jealous sometimes and that is ok if they take responsibility for those feelings and don't try to put them onto someone else. If however, they try to stop the other person doing things or make them feel bad because of the jealous feelings then this can be abusive.

11. A girl constantly telling her disabled boyfriend that he is stupid and useless

YES, this is emotional abuse which is often part of abuse.

12. A brother and sister argue about what to watch on TV

NO, this is not abuse. All families argue sometimes, but so long as they are equal and no one gets hurt then that is ok.

Lesson 4

(Key Stage 4)

Myths and Realities

Time: approximately 60 minutes

Learning outcomes

By the end of this lesson:

All young people will be able to differentiate facts from some of the common myths surrounding teenage relationship abuse.

Most young people will be able to explain that relationship abuse takes many forms and be able to identify some of the different forms that it can take; understand how to help and support someone who may be experiencing relationship abuse, including themselves.

Some young people will be able to understand the dynamics of abuse in a young person's relationship.

Resources

- ✓ Suggested ground rules (provided in Section 3)
- ✓ Information on sources of help (provided in Section 3)
- ✓ Copies of 'Myths' and 'Facts' worksheets – Appendix 1
- ✓ 'Types of abuse' worksheet – Appendix 2
- ✓ Copies of 'Stories' – Appendix 3
- ✓ Copies of 'Solutions' – Appendix 4

A Introductory Activity

Time: about 15 minutes

1. Negotiate and agree ground rules or refer to and reinforce ground rules previously agreed by the group. Examples are provided in Section 3. (Please note that these activities may lead to young people revealing that they are experiencing abuse in their own relationships or are facing abuse at home, so it is advisable to read the guidance on responding to young people's concerns in Section 1 prior to the lesson. A safe learning environment is one that does not encourage young people to publically reveal they are being abused but ensures that they know how, where and when to access someone to talk to if they need to.)
2. Explain that in today's lesson, we are going to explore some of the myths and facts about teenage relationship abuse. We are also going to look at some different types of abuse.
3. Read out the following statements about teenage relationship abuse:
 - Teenage relationship abuse happens when one young person hurts or bullies another young person whom they are going out with/in a relationship with.
 - Often (but not always) it is the male partner who is the abuser and the female who gets hurt.
 - It can happen between young people of any nationality, race or family background.
 - It can happen in same-sex relationships as well as heterosexual relationships.
 - Teenage relationship abuse can also happen after a relationship has finished.

- Abuse within relationships is often a repeated pattern of behaviour.
- It often includes several different types of abusive behaviour, including physical, emotional, sexual and financial abuse.
- People use abusive behaviour to control other people they are having a relationship with.

4. Head up four pieces of flip chart as follows:

- a. Why does teenage relationship abuse occur?
- b. What type of person is abusive within relationships?
- c. What type of person is a victim of teenage relationship abuse?
- d. Why might a young person stay in an abusive relationship?

5. Divide the class into 4 groups and hand each group one piece of flip chart and a marker pen at random.

6. Ask them to consider the question at the top of the sheet and give them about a minute to write down their ideas on the flip chart.

7. After a minute or so, ask groups to swap sheets and add any responses that have been missed by the previous group. Repeat until each group has had the opportunity to write on all 4 sheets.

8. Take feedback. Allow the children to put forward their views, but challenge where necessary. There are some things which are not just a matter of opinion but are totally unacceptable or, in some cases, against the law. DO NOT allow opinions to stand which need to be challenged.

9. Use the 'Common Myths' response sheet (Appendix 1) to clarify the facts and allow time for discussion.

B Main Activity

Time: about 30 minutes

- 1.** Split the class into six groups and hand out the 'Types of Abuse' sheet (Appendix 2) and the three stories (Appendix 3) so that there are two groups looking at each story.
- 2.** Spend a few minutes looking at the 'Types of Abuse' sheet together, explaining the different types of power and control and answering any questions.
- 3.** Ask the groups to read the story they have been given and try to decide which different kinds of abuse are happening in the story.
- 4.** Take feedback and compare with the other group that had the same story – do they agree?
- 5.** Ask groups to develop a role play based on their scenario, focussing on how the person involved could get out of the situation.
- 6.** Groups perform the role plays if time allows. Otherwise, ask for a summary response about how the person could get out of the situation from each group. Invite comments from other groups.
- 7.** Share the solutions sheet (Appendix 4).
- 8.** Stress the importance of support for people who are in an abusive relationship.

Plenary

Time: about 10 minutes

1. Ask the group for some ideas about where people can go for help, support and advice if they or someone they know are affected by teenage relationship abuse.
2. Stress that nobody ever deserves to be abused and anyone who is affected by the issues should talk to an appropriate adult about making themselves safer.
3. Remind young people about sources of help that are available and talk about specialist domestic abuse support services – information is available in Section 3.
4. Tell young people about ‘**The Hideout**’ section of the Women’s Aid website, which is designed specifically for young people who may be affected by abuse.
www.thehideout.org.uk



Suggested extension activities

- Do a Google search on ‘abuse in relationships’ (or other themes associated with this lesson) and discuss the findings, focussing particularly on strategies used to escape the abuse.
- Find out about the different sources of support available to victims of relationship abuse and domestic violence and make a presentation to other members of the class.
- Watch the videos on the ‘This is Abuse’ website and explore the site.
- Produce a poster about one of the different types of relationship abuse and what people could do to get help. This poster could be displayed in school.
- Research ‘forced marriage’ and discuss the findings. (NB: There is multi-agency guidance for professionals on forced marriage available from the Forced Marriage Unit www.fco.gov.uk/fmu This should be read in advance of the extension activity.)

Learning outcomes	National Curriculum – PSHE education (Personal Wellbeing)	Links to SEAL	Every Child Matters
<p>All young people will be able to:</p> <ul style="list-style-type: none"> differentiate facts from some of the common myths surrounding relationship abuse. <p>Most young people will be able to:</p> <ul style="list-style-type: none"> explain that relationship abuse takes many forms and be able to identify some of the different forms of abuse taking place in relationships; understand how to help and support someone who may be experiencing relationship abuse; and understand how they can help themselves in any relationship. <p>Some young people will be able to:</p> <ul style="list-style-type: none"> understand the dynamics of abuse in a young person’s relationship. 	<p>Key Stage 4: In the context of the key concepts of Personal Identities; Healthy lifestyles; Risk and Relationships the following key processes will be employed and developed:</p> <p>2.1 Critical reflection Students should be able to:</p> <ol style="list-style-type: none"> reflect critically on their own and others’ values and change their behaviour accordingly reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour, acting positively on them develop self-awareness by reflecting critically on their behaviour and its impact on others. <p>2.2 Decision-making and managing risk Students should be able to:</p> <ol style="list-style-type: none"> use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary find and evaluate information, advice and support from a variety of sources and be able to support others in doing so assess and manage risk in personal choices and situations, minimise harm in risky situations and demonstrate how to help others do so use strategies for resisting unhelpful peer influence and pressure, assessing when to use them and when and how to get help identify how managing feelings and emotions effectively supports decision-making and risk management. <p>2.3 Developing relationships and working with others Students should be able to:</p> <ol style="list-style-type: none"> use social skills to build and maintain a range of positive relationships, reflect upon what makes these successful and apply this to new situations use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences work individually, together and in teams for specific purposes, making use of the social skills of communication, negotiation, assertiveness and collaboration demonstrate respect for and acceptance of the differences between people, and challenge offensive behaviour, prejudice and discrimination assertively and safely. 	<p>Social skills</p> <p>39) I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings.</p> <p>43) I can work and learn well in groups, co-operating with others to achieve a joint outcome.</p> <p>50) I can be assertive when appropriate.</p>	<p>Be healthy (physical, mental, emotional health)</p> <p>Stay safe (from neglect, violence, abuse)</p> <p>Enjoy and Achieve (personal and social development)</p> <p>Make a positive contribution (develop positive relationships)</p>

Lesson 4 – Appendix 1

Common Myths – Teenage Relationship Abuse

“Teenage relationship abuse only happens to poor kids.”

Relationship abuse occurs amongst young people of every class, race and culture. It happens in both heterosexual and same-sex relationships. It happens to young people of every nationality, race and religion. It is no more likely to occur in one particular type of relationship than another.

“Abuse happens equally to young men and women.”

While both young men and women may experience abuse, the majority of victims of relationship abuse are young women. Women are considerably more likely to experience repeated and severe forms of abuse, including sexual violence. They are also more likely to have experienced sustained physical, psychological or emotional abuse, or violence which results in injury or death. However, controlling and abusive behaviour can also occur in same-sex relationships and by women against men. Relationship abuse is not acceptable and should not be tolerated whether the victim is male or female. Every person has the right to live a life free from violence. Support services for victims, by necessity and for safety reasons, are best provided separately for women and for men. There are also separate men’s advice lines for these reasons.

“Why would anyone stay in a relationship with someone who is abusing them?”

Young people stay in abusive relationships for lots of reasons ranging from love to fear. They may be afraid of further abuse if they try to break up or get help. They may be worried their friends won’t believe them. They may have few friends or family and believe that they have no one to turn to for help. They don’t want to have to change schools or college. They may also love their boyfriend or girlfriend and just want the abuse to stop, not the relationship. They might also be afraid of being alone.

“I only hit her because I was drunk”

Relationship abuse cannot be blamed on alcohol. Some people may have been drinking before they become physically abusive, but alcohol does not provide them with an excuse. Many people who are abusive do not drink and many people who drink are not abusive.

“Young people who are abused bring it on themselves”

Some young people believe they have the right to use abuse to control their partner, and they see the victim as less than equal to themselves. The victim has no control over the abuser or their actions. The only person that can be held responsible for abusive behaviour is the abuser themselves.

1 Hughes, 1992

2 Stark and Flitcraft, 1996; Bowker et al., 1998

3 From 31 January 2005, Section 120 of the Adoption and Children Act 2002 came into force, which extends the legal definition of harming children to include harm suffered by seeing or hearing ill treatment of others, especially in the home

Lesson 4 – Appendix 2

Types of Relationship Abuse

Type of abuse	Examples of behaviour
PHYSICAL	<ul style="list-style-type: none"> • hitting, pushing, punching, kicking • biting, slapping, hair pulling • throwing or smashing things • punching the wall, smashing the windows • burning, strangling, stabbing, murder
SEXUAL	<ul style="list-style-type: none"> • making someone do sexual things that they don't want to do or raping them • calling the person a slag, slut or telling them that they are frigid • not allowing the person to dress in the way they want to or making them dress a certain way
EMOTIONAL	<ul style="list-style-type: none"> • constantly putting someone down, making them feel bad about themselves – insulting them by calling them fat, ugly, stupid • always lying to them, ignoring them, withholding affection • threatening to leave or to throw them out, threatening to commit suicide if they leave
ISOLATION	<ul style="list-style-type: none"> • stopping someone from seeing friends and family, not allowing the person to have visitors • stopping them from going to school or college or having a job • not allowing them to talk to their friends or family on the phone • going everywhere with them
FINANCIAL	<ul style="list-style-type: none"> • taking a person's money, making a person ask for money • not allowing them to work and earn money • making a person give them all their money • making all the decisions about how to spend money
THREATS	<ul style="list-style-type: none"> • making the person afraid by using looks and gestures • saying they will hurt or kill them or someone precious to them or their pet • threatening to smash things • threatening to tell other people how bad/stupid they are

Lesson 4 – Appendix 3

Stories

Ayisha's story

I am quite a scatterbrained person and my boyfriend always told me that he was the only one who would put up with it. He told me he loved me and that he was the only person I needed in my life.

He was really possessive and jealous. I couldn't go anywhere without him. He would kick up a fuss even when I was meeting up with my friends from school. I lost all my confidence and I lost most of my friends as well – they couldn't put up with his temper and they couldn't understand why I put up with him. I wanted to finish with him, but he said he would hurt me or kill himself if I ever left him.

He would get really angry and sometimes hit me if I got dressed up to go anywhere, saying I had too much make-up on or my skirt was too short. One day he snatched my phone off me and threw it at me because he overheard me telling a friend that I had walked home from school with a couple of lads from year 10. Just little things would set him off. I learnt to see the warning signs and how to say the right things to get around him and his temper. I never tried to wind him up or fight back. I shut myself off from everybody and tried to pretend that everything was OK.

Naomi's story

My boyfriend wanted to spend all of his free time with me. He said he loved me. I thought I loved him too and so I did spend most of my time with him.

All he wanted to do was stay at home and watch movies so we never went out. I hadn't seen my friends for weeks and they asked me to go out with them for a pizza and to the pictures one night. I told him he could come too. He didn't want to go and he didn't want me to go either, but I did. He followed me to the pizza place and he saw a couple of lads come over and start chatting up a couple of my mates. He went absolutely mad; he came storming over saying I was trying to pick this lad up and he called me a slag. He yelled at me to leave and began swearing at me. I was really embarrassed and, when I asked him not to swear at me, he stormed off outside saying I would be sorry later.

I followed him outside and saw him punching the wall and I just knew that if I went off with him I would get hit next. I was really shocked and frightened but I told him that I was staying with my friends. He began swearing at me again calling me "a lying bitch" and lots of other horrible names. That's when I knew that he never really loved me, so I finished with him right then and there and went back to my friends. I was scared and crying but I knew that he would have hurt me either that night or some other time in the future if I stayed with him.

Poonam's story

My parents have always been quite strict, but I always felt that they just wanted what was best for me. I've been going to an art group after school, which I really enjoy, and I recently met a boy there who I like. We've been spending quite a lot of time together. My parents found out about this and got quite angry at me, telling me that I could not see him anymore because his family are different to ours. I tried to argue with them and tell them how nice he is, but they threatened to stop me from going to my art group if I continued to see him, so I had to stop.

I was upset, but I thought that was the end of it. However, now my parents are telling me that they have chosen a man for me to marry. I told them that I think I am too young to get married yet and, anyway, I might not like him. My parents got very angry with me and said I didn't have any choice and that if I brought shame on the family there would be serious consequences. I tried to speak to my mum about it but she just told me I had to obey my father. Now I feel like they are watching every move I make. The other night, my dad slapped me hard across the face, just because I was late home from school. I locked myself in my room and cried all night.

The next day at school, my tutor noticed that my eyes were red and swollen from crying and asked if everything was ok. I broke down and told her what had been going on at home. She was very sympathetic and just let me ramble on for ages. Later that day, she gave me a telephone number of a support service that helps girls in my situation. I thanked her, but I was too scared to contact them for a long time.

Lesson 4 – Appendix 4

Solutions

Ayisha's story continued...

I told him that I was finishing it because I could not put up with his anger and jealousy any longer. He was really angry and said I must be seeing somebody else. I kept repeating that there was nobody else and it was his behaviour that had ruined our relationship. He said all sorts of things and tried to make me believe it was my fault that he got angry. But I still finished it. At first he would ring and text me at all times of the day and night but after a couple of months that stopped and I haven't heard from him since.

What helped me

My friends (that I thought I had lost because of him) were all really great. They were really supportive and helped me to see that it was not my fault, I wasn't the bad person. Eventually I told my mum. She helped me to see that I had been both physically and emotionally abused and that it was wrong.

What I would say to someone who is being abused

Tell someone in your family, a friend or a teacher/support worker whom you trust. If you don't feel that you can, call the domestic violence national helpline on 0808 2000 247 (run in partnership by Women's Aid and Refuge) and you will be able to speak to someone in confidence who will give you advice. You can also email them if you don't want to talk (helpline@womensaid.org.uk). Remember – it's not your fault – you haven't done anything to cause this. It's the person that is abusing you that is in the wrong.

Naomi's story continued...

We have been split up for about a year now. I am much happier and I am much more sure of what I want in a relationship. He still sends me texts saying he loves me and he has changed and that he wants me back. I just tell him that we are never getting back together again.

What helped me

My friends and my mum were great. They helped me through the rough times and now I know that I am strong and powerful.

What I would say to someone that is being abused

I know that I could have got hurt that night. I knew in my heart of hearts that things were not right long before that awful night. I have learned to listen to and trust my instincts. The most important thing that I would say to someone being abused is to trust yourself; if something doesn't feel right, it probably isn't.

Poonam's story continued...

One night I overheard my dad and my uncle discussing a trip abroad. I don't know why, but I instinctively knew that it would involve me and that if I went with them, that would be the end of me having any control over my own life. The next day I rang the support service and told them what was happening. They arranged for me to go and stay somewhere safe while we worked out what to do next.

What helped me

The support service helped me to see that what was happening to me was wrong and helped me to explore how I could get safe. Speaking to other girls who had been through similar experiences to me showed me that I was not alone.

What I would say to others

Arranged marriage is not the same as a forced marriage and no one should be forced to do something they don't want to. Trust your instincts and ask for help if you think something is wrong.

Lesson 5

(Key Stage 4)

Behaviours – OK or Not?

Time: approximately 60 minutes

Learning outcomes

By the end of this lesson:

All young people will be able to explain why some apparently supportive behaviours can be seen as abusive in certain circumstances.

Most young people will be able to suggest ways in which a person could access help, support and advice if they found themselves in an abusive relationship.

Some young people will be able to explain in greater detail strategies for dealing with abusive behaviour that make the person safer.

Resources

- ✓ Suggested ground rules (provided in Section 3)
- ✓ Information on sources of help (provided in Section 3)
- ✓ Agony Aunt/Uncle letters – Appendix 1
- ✓ Pens and paper
- ✓ Behaviour cards, photocopied and cut up beforehand – Appendix 2

A Activity 1

Time: about 25 minutes

1. Negotiate and agree ground rules or refer to and reinforce ground rules previously agreed by the group. Examples are provided in Section 3. (Please note that these activities may lead to young people revealing that they are experiencing abuse in their own relationships or are facing abuse at home, so it is advisable to read the guidance on responding to young people's concerns in Section 1 prior to the lesson. A safe learning environment is one that does not encourage young people to publically reveal that they are being abused but ensures that they know how, where and when to access someone to talk to if they need to.)
2. Explain that in today's lesson we are going to think about the behaviours within relationships and when behaviours can become abusive.
3. Explain to the group that they are going to be agony aunts or uncles, looking at some letters which have been sent in by worried readers.
4. Split the class into four or eight groups and allocate the letters – one per group (letter A, B, C or D – Appendix 1). The young people will not know that they are, in fact, looking at letters from two people in the same relationship. If there are eight groups there will be two groups looking at each problem.
5. Ask the groups to spend a few minutes discussing the problem and composing a reply, letting the writer know what they could do to improve their situation.
6. Take feedback from the group that was looking at problem A. Read out the problem to the whole group. If more than one group was looking at the same problem, compare and discuss. Ask the rest of the group for their comments on the advice given.

7. Now do the same with the groups that were looking at problem B.

8. The young people will probably realise that they are looking at two sides of the same relationship. If not, point this out and see if anyone wants to change their advice now they have heard both sides of the story.

9. Repeat with problems C and D.

10. Read out the following statements about domestic abuse:

- Teenage relationship abuse happens when one young person hurts or bullies another young person who they are going out with/in a relationship with.
- Usually (but not always) it is the male partner who is the abuser and the female who gets hurt.
- It can happen between young people of any nationality, race or family background.
- It can happen in same-sex relationships as well as heterosexual relationships.
- Teenage relationship abuse can also happen after a relationship has finished.
- Abuse within relationships is often a repeated pattern of behaviour.
- It often includes several different types of abusive behaviour, including physical, emotional, sexual and financial abuse.
- People use abusive behaviour to control other people they are having a relationship with.

B Activity 2¹

Time: about 25 minutes

Method 1 (Interactive – needs space)

1. Take the pupils into a large space.
2. Label one side of the room 'ABUSIVE', another side 'SUPPORTIVE' and a third side 'DEPENDS'.
3. Using the behaviour statements from Appendix 2 ask pupils to decide if they feel the behaviour is abusive, supportive or depends and move to the appropriate side of the room.
4. Using the questions from method 1, invite comments from pupils standing in different places. (If it looks as if everyone is going to the same place, encourage some pupils to be provocative to get a debate going OR you could play devil's advocate yourself!)
5. Discuss together how unacceptable behaviours could be challenged in a **safe** way.
6. Ask the class to suggest how someone could get help if they felt they were experiencing some of the abusive behaviours.

¹ This activity has been adapted from *Heartstrings: A PSHCE pack for secondary schools to challenge domestic abuse and build healthy relationships*. Cheshire County Council Community and Education Service Secondary Schools Project.

Method 2

1. Split the class into small groups and hand out one set of Behaviour Cards (Appendix 2) per group.
2. Ask each group to sort out the cards into types of behaviour – ‘Abusive’, ‘Supportive’ or ‘Depends’. Encourage discussion about how an apparently supportive behaviour could become an abusive one.
3. When the groups have finished, ask pupils to discuss what the relationship would be like in the abusive group of behaviours.
 - Who would feel good/bad?
 - Who would have the power/no power?
 - Is the relationship equal and fair?
4. Discuss the ‘Supportive’ list using the same questions.
5. Ask the groups to consider the behaviours in the ‘Depends’ list. What does it depend on?
 - Is it about how much/how often?
 - Is it the way that it is done?
 - Is it the reason behind the behaviour?
6. Compare: did everyone agree what behaviours went on each pile?
7. Discuss together how unacceptable behaviours could be challenged in a **safe** way.
8. Ask the class to suggest how someone could get help if they felt they were experiencing some of the abusive behaviours. Refer to the sources of help information in section 4.

Plenary

Time: about 5 minutes

1. Stress that nobody ever deserves to be abused and anyone who is affected by the issues should talk to an appropriate person.
2. Remind young people about sources of help (see information in Section 3) that are available and talk about Women’s Aid and the range of domestic abuse services available.
3. Ask the group for ideas on what they could do to help and support someone who is being abused within a relationship.

Suggested extension activities

- Role play the situations in the letters or encourage young people to develop role plays of their own, focussing on solutions and getting help and support.
- Young people can use the internet to research the various sources of help that are available locally and nationally.
- Prepare an assembly on the theme of conflict resolution.
- Arrange for a visiting speaker to talk to the young people about conflict resolution.

Learning outcomes	National Curriculum - PSHE education (Personal Wellbeing)	Links to SEAL	Every Child Matters
<p>All young people will be able to explain why some apparently supportive behaviours can be seen as abusive in certain circumstances.</p> <p>Most young people will be able to suggest ways in which a person could access help, support and advice if they found themselves in an abusive relationship.</p> <p>Some young people will be able to explain in greater detail strategies for dealing with abusive behaviour that make the person.</p>	<p>Key Stage 4: In the context of the key concepts of Personal Identities; Healthy lifestyles; Risk and Relationships the following key processes will be employed and developed:</p> <p>2.1 Critical reflection Students should be able to:</p> <ul style="list-style-type: none"> a. reflect critically on their own and others' values and change their behaviour accordingly c. identify and use strategies for setting and meeting personal targets and challenges in order to increase motivation, reflect on their effectiveness and implement and monitor strategies for achieving goals d. reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour, acting positively on them e. develop self-awareness by reflecting critically on their behaviour and its impact on others. <p>2.2 Decision-making and managing risk Students should be able to:</p> <ul style="list-style-type: none"> a. use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary b. find and evaluate information, advice and support from a variety of sources and be able to support others in doing so c. assess and manage risk in personal choices and situations, minimise harm in risky situations and demonstrate how to help others do so d. use strategies for resisting unhelpful peer influence and pressure, assessing when to use them and when and how to get help e. identify how managing feelings and emotions effectively supports decision-making and risk management. <p>2.3 Developing relationships and working with others Students should be able to:</p> <ul style="list-style-type: none"> a. use social skills to build and maintain a range of positive relationships, reflect upon what makes these successful and apply this to new situations b. use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences c. work individually, together and in teams for specific purposes, making use of the social skills of communication, negotiation, assertiveness and collaboration d. demonstrate respect for and acceptance of the differences between people, and challenge offensive behaviour, prejudice and discrimination assertively and safely. 	<p>Empathy</p> <p>36) I understand the impact of bullying, on all those involved.</p> <p>37) I can support others who are experiencing personal problems.</p> <p>38) I recognise and take account of my feelings of empathy and act on them by considering the needs and feelings of others.</p> <p>Social skills</p> <p>39) I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings.</p> <p>43) I can work and learn well in groups, co-operating with others to achieve a joint outcome.</p> <p>50) I can be assertive when appropriate.</p>	<p>Be healthy (physical, mental, emotional health)</p> <p>Stay safe (from neglect, violence, abuse)</p> <p>Enjoy and Achieve (personal and social development)</p> <p>Make a positive contribution (develop positive relationships)</p>

Lesson 5 – Appendix 1

Agony Aunt/Uncle Letters

Letter A

Dear Agony Aunt/Uncle

Please can you help me? I have been going out with this boy for about 6 months and I really do love him. When we first started going out everything was great, he was really kind and considerate, buying me little gifts and sending me lovely text messages all the time. But just recently he seems to have changed. He still sends messages, but he wants to know where I am, what I am doing and who I am with. He says he loves me so much he doesn't want to let me out of his sight, but he is beginning to frighten me. He gets really angry and aggressive if I am late meeting him and last week when I went bowling with my mates he was ringing me all the time. He was waiting outside the bowling alley when I came out and he grabbed me by the hair and said he didn't want me seeing anyone else but him. The next day he bought me a huge box of chocolates and said he was really sorry, that it's just because he loves me so much. He said he wouldn't do it again, but I am frightened and don't know what to do.

Yours

Worried girl

Letter B

Dear Agony Aunt/Uncle

I have been going out with this great girl for about 6 months. She is fantastic looking and I can't believe that she would want to go out with someone like me. The problem is that I get really jealous when she goes out with her mates. I am just happy being with her and I don't see why she wants to go out without me – she says she loves me so surely she should want to be with me all the time. I can't bear it when she is out of sight. I want to know where she is and who she is with. Last week I really lost it. She went bowling with her mates and I was bubbling inside, so I went to meet her when she came out. I don't know what happened, but I just saw red and grabbed her hair. I was really sorry after and I bought her a big box of chocolates. I don't want it to happen again. I love her so much. What can I do?

Yours

Concerned guy

Letter C

Dear Agony Aunt/Uncle

I am 19 and gay. I have been with my boyfriend for about a year and we do love each other. However, he has a really bad temper. I don't know what triggers it off – just little things. If I am late he goes mad at me. If we are out together, I am not allowed to look at anybody else. He is always putting me down – even in front of other people. If I get a text message from anybody when I am with him he wants to know who is texting me. Last week he snatched my phone and threw it at me. He has hit me a few times and each time it seems to get worse. He is always sorry after but he says it's my fault – I just wind him up. I don't know what to do. I can't tell anybody, I would be too ashamed. Everyone thinks it's only women who get beaten – surely I should be able to stand up for myself. I know there are places where women can get help, but what about men? I don't know what to do.

Yours

Worried guy

Letter D

Dear Agony Aunt/Uncle

I am a 19 year old gay male and have been in a relationship with this guy for a year. I do love him and I think he loves me, but he really winds me up. He's got a lousy job – he could do better – and he just doesn't make the best of himself. When we are out together I notice him looking at other guys. Why does he do it? He knows this really makes me mad. He gets text messages and he won't tell me who is sending them. Last week when he got a text he was being so secretive I snatched his phone and threw it at him. I have hit him a few times – I know I shouldn't but he is such a wimp and I get so frustrated with him. He knows what winds me up so why does he do it? How can I make him see that it is him that is spoiling things?

Yours

Fuming guy

Lesson 5 – Appendix 2

Behaviour Cards – Abusive/Supportive/Depends

✂

Holding my hand and cuddling me all the time	Putting me down, especially in public	Giving me a hug when I'm upset	Taking me out somewhere I really want to go
Telling me I'm loved	Having to do what he/she wants to avoid arguments	Phoning and texting me all the time	Telling me I look nice
Smiling at me	Ignoring me when we're out with his/her friends	Expecting me to wait in for calls	Turning up to surprise me
Helping me to choose clothes when I go shopping	Telling me I am putting on weight	Buying me a present after an argument	Making me feel really special



Treating me as an equal	Questioning what I wear when I go out	Expecting me to pay for everything when we are out	Cooking my favourite food for me
Making me feel nervous when we are together	Asking where I am going or where I have been	Making fun of everything I say	Looking after me when I am ill
Shouting at me when I do things wrong	Always interrupting and correcting me	Doing things that he/she doesn't really like just to please me	Having pet names for me
Sulking when I have a night out with my mates	Asking me what I want	Getting angry over something small because he/she has been drinking	Texting me little love messages all the time

This activity has been adapted from the 'Heartstrings' resource².

² Heartstrings: A PSHCE pack for secondary schools to challenge domestic abuse and build healthy relationships. Cheshire County Council Community and Education Service Secondary Schools Project.

Lesson 6

(Key Stage 5)

Young People and Relationship Abuse

The following activities are designed to be used with the film 'Spiralling' and draw on some of the associated resources.¹

To allow flexibility of delivery, the activities for years 12 and 13 have been broken down into six shorter sessions which can be combined.

These lessons are most effectively delivered to small groups, i.e. no more than 10-12, if at all possible.

Learning outcomes

By the end of this lesson:

All young people will be able to understand that relationship abuse takes many forms and that there are often warning signs.

Most young people will be able to understand in more detail the differences between controlling behaviour and a healthy relationship.

Some young people will be able to use strategies to counteract the factors which make controlling behaviour possible; help if a friend is experiencing relationship abuse; understand the warning signals and to know what to do themselves.

Resources

- ✓ Suggested ground rules (provided in Section 3)
- ✓ Information on sources of help (provided in Section 3)
- ✓ The 'Spiralling – the movie' DVD and a TV/DVD player or access to the internet to watch it online
- ✓ 'An historical perspective on legal and cultural attitudes to domestic abuse – some helpful facts' (provided in Section 3)
- ✓ White board or flip chart and markers
- ✓ Paper and pens

¹ *Spiralling – the movie* is part of the *Spiralling toolkit for safer, healthier relationships* – Bristol Domestic Abuse Prevention Programme (Domestic Violence Responses for Safer Bristol). It was developed and produced by Domestic Violence Responses, National Youth Theatre and yeastCulture for Safer Bristol. It can be found at <http://www.bristol.gov.uk/ccm/content/Community-Living/Crime-Prevention/safer-bristol-partnership/crime-prevention---information-and-advice/spiralling-toolkit.en;jsessionid=660553FA65824D8CD54B1192936BE097.tcwwwaplaws3?page=2#internalSection3>

A Activity 1

Time: about 20 minutes

Historical Perspective

1. Negotiate and agree ground rules or refer to and reinforce ground rules previously agreed by the group. Examples are provided in Section 3. (Please note that these activities may lead to young people revealing that they are experiencing abuse in their own relationships or are facing abuse at home, so it is advisable to read the guidance on responding to young people's concerns in Section 1 prior to the lesson. A safe learning environment is one that does not encourage young people to publically reveal they are being abused but ensures that they know how, where and when to access someone to talk to if they need to.)
2. Explain that, in this lesson, we are going to explore some issues relating to teenage relationship abuse.
3. Use the facts provided within 'An historical perspective on legal and cultural attitudes to domestic abuse – some helpful facts' (provided in Section 3) – to introduce the topic (these can be presented as a power point or written on a flip chart).

Ask the young people the following questions in relation to the facts:

- What message does this give to men?
- What message does this give to women?
- Why do you think this law was made?
- Why do you think people allowed this to happen?
- Have attitudes changed much?

Allow as much discussion as time permits, but you can follow this up with further work – see suggested extension activities.

4. Ask young people if there were any things that surprised or shocked them and ask them to sum up how they feel about the laws and attitudes to relationship abuse.

5. Ask the young people 'What is relationship abuse?' Discuss their ideas. (If the group has already undertaken some of the previous lessons on relationship abuse, you may only need to do this as a reminder.)

6. Read out the following statements about teenage relationship abuse:

- Teenage relationship abuse happens when one young person hurts or bullies another young person who they are going out with/in a relationship with.
- Usually (but not always) it is the male partner who is the abuser and the female who gets hurt.
- It can happen between young people of any nationality, race or family background.
- It can happen in same-sex relationships as well as heterosexual relationships.
- Teenage relationship abuse can also happen after a relationship has finished.
- Abuse within relationships is often a repeated pattern of behaviour.
- It often includes several different types of abusive behaviour, including physical, emotional, sexual and financial abuse.
- People use abusive behaviour to control other people they are having a relationship with.

7. Explain that, in the next activity, we will be watching a film about some young people who are affected by relationship abuse.

B Activity 2

Time: about 20 minutes

Lucy and Nathan

1. Explain to the young people that they are going to watch the first two chapters of a film that was developed by The National Youth Theatre with Domestic Violence Responses and yeastCulture to raise awareness of relationship abuse amongst young people.
2. Prior to watching the film introduce the characters (see summary of main characters below – Appendix 1).
3. Put the following questions on the board or flip chart for the group to consider as they watch the film:
 - Why is Lucy with Nathan?
 - Is the relationship changing as time goes on – if so, how?
4. Watch chapters 1 and 2 of the film. (10 minutes)
5. Discuss: ‘Why is Lucy with Nathan?’ (5 minutes) – refer to ‘Why is Lucy with Nathan?’ discussion notes for prompts (Appendix 2).
6. Then ask the young people whether there is anything about their relationship which seems worrying, from what they have seen so far. Is the relationship changing? If so, how? It is fine if no one thinks there is anything worrying yet. (5 minutes)
7. Explain that in the next session (if there is to be a break) they will be watching further developments in the Nathan and Lucy story.

C Activity 3

Time: about 20 minutes

Controlling behaviour

1. If there has been a break between the previous activity and this one, remind the young people about what they did last time; thinking about why Lucy is with Nathan and how the relationship is changing.
2. Show chapters 2 and 3 of the film (6 minutes). If the group has only just watched chapter 2, just remind them of the scene rather than show it to them again; however, it does benefit from a second showing – there are small things which the young people may have missed first time round.
3. Facilitate a whole group discussion on what people saw Nathan do or say to control, frighten, hurt or manipulate Lucy. Make a list for next session. Some discussion may ensue as to whether certain behaviours were controlling or manipulative. How much discussion you allow depends on time. See notes on Nathan’s controlling behaviour for prompts (Appendix 3).
 - a. Discuss the difference between being controlling and manipulative and having a healthy argument.
 - b. Discuss: “Is this relationship abuse because he is not hitting her?”
 - c. Think about what allows the abuser’s controlling behaviour to work – responses may include:
 - because of fear
 - because she loves him
 - because she thinks this is normal
 - because she is isolated from her friend
 - to keep the peace.

4. Conclude by discussing what everyone has learnt about what is meant by **controlling behaviour**. For example:

- **The difference between** a normal argument or bickering and controlling behaviour is that controlling behaviour is trying to force someone to do something that they don't want to do, or to stop them from doing something that they do want to do, using intimidation, manipulation, implied threats, isolation and so on. A normal argument happens between two or more people who feel able to express their views and opinions but who will respect the views and opinions of others. A healthy argument normally involves a bit of give and take and no one person emerges the 'winner' or the 'loser'.
- **Make it clear** that controlling behaviour is strongly associated with physical violence – people who use controlling behaviour are likely to go on to abuse or are already doing so.

D Activity 4

Time: about 20 minutes

Is this rape?

1. Remind young people of the work done in previous sessions and revisit the list that was made in the previous lesson of ways in which Nathan controlled Lucy.
2. Watch chapters 4 and 5 of the film, (5 minutes). Make it clear (if necessary) that Lucy had said no to sex with Nathan.
3. Hold a discussion on the issue of consent to sex. Use the following questions as a starting point if necessary:
 - Lucy told Nathan to stop. Why do you think he did not respect her wishes?
 - Lucy says "I said no and you carried on." Nathan laughs and says "Are you serious?" Why do you think he is not taking it seriously?
 - Nathan says "I didn't think we had to ask permission every time – I thought it just happened." What do you think of this statement? Should people in a relationship – even a long term relationship – have the right to say no?
4. Ask the question: "Do you think that Lucy was raped? – Discuss. (It may be interesting to explore this in single sex groups (if possible) to see if there is a difference of opinion.)
5. Make the young people aware of the Sexual Offences Act 2003 (refer to Appendix 4 for information on crimes within this Act) and the implications of being placed on the Sex Offenders Register.
6. Ensure young people know that if someone is drunk or under the influence of a substance and is unable to consent to sex, this may lead to a charge of rape.

E Activity 5

Time: about 20 minutes

Warning signs and helping

1. Remind young people of the work covered in previous sessions.
2. Explain that in this activity we are going to focus on the warning signs of an abusive relationship and what people might be able to do to help someone who is being abused.
3. Tell the group that you want them to watch the next chapters from the film and then discuss these three questions (write them up on the board or flip chart):
 - What warning signs might Lucy's friends or family have seen that Nathan might be abusing Lucy?
 - What warning signs might Lucy have seen?
 - What other warning signs can you think of that might mean someone is being abusive to their partner?
4. Watch chapters 6 and 7 (5 minutes). Remind young people about the previous parts of the film and think about any earlier warning signs they may have seen.
5. Discuss the three questions above.
6. Ask the group to identify parts of the film where Lucy appeared to be asking for help, i.e.:
 - a. When she told Sarah that Nathan made her stay in – how did Sarah respond?
 - b. When Sarah told Hannah about what happened the other night with Nathan – what do you think about how Hannah responded at that time? What do you think about the way she brought it up with Nathan? Do you think she believed Nathan when he said he hadn't done anything wrong? Why do you think she left as she did?
7. In small groups ask young people to have a brief discussion about things that friends and family might do to help someone who is being abused. Take feedback and make a list.

8. Review these and discuss how effective the suggestions might be. Remind people only to use safe methods, avoiding risky strategies such as physically tackling the abuser. Stress that, as a minimum, they should try to identify a safe person that they could ask for help (this could be a school counsellor, a parent or other relative, a youth worker, another trusted adult, or even possibly a police officer).

9. Remind young people of the sources of help and advice that are available (see information provided in Section 3).

F Activity 6

Time: about 20-30 minutes

Asking for help

1. Remind the group of work done in previous sessions.
2. Show chapter 8 of the film (2 minutes).
3. Ask for reaction to the situation between Lucy and Nathan.
4. Ask "What stops people asking for help? Why might someone who is being abused find it difficult to leave an abusive partner or take other action to protect themselves? Think about the practical, emotional and other possible consequences of leaving or taking action." Discuss.
5. Show the final chapter of the film – chapter 9 – which is a reminder of the various characters in the film and gives some statistics at the end.
6. Spend a few minutes discussing the different characters – what are they feeling?
7. Discuss the statistics shown at the end of the film – were the young people surprised by any of them?

G Plenary

Time: about 5 minutes

1. Conclude by asking each of the group what they have learnt. Focus on the fact that there are warning signs of an abusive relationship.
2. Stress that nobody deserves to be abused and anyone who is affected by the issues should talk to an appropriate adult about making themselves safer.
3. Remind young people about sources of help that are available.
4. Remind young people that relationship abuse, in all its forms (physical, emotional, sexual, financial and psychological), is unacceptable and in many cases criminal.

Suggested extension activities

- Discuss whether Nathan knew what he was doing – did he intend to be controlling? Are there any excuses for this type of behaviour? What help is available for perpetrators of abuse?
- Investigate local data on domestic abuse – look at statistics, costs, crime figures, local policies, any school policies, police information and so on.
- Use the facts within 'An historical perspective on legal and cultural attitudes to domestic abuse – some helpful facts' (provided in Section 3) as the basis for research on how the laws on abuse have changed.



Learning outcomes	Every Child Matters
<p>All young people will be able to:</p> <ul style="list-style-type: none">• understand that abuse takes many forms and that there are often warning signs. <p>Most young people will be able to:</p> <ul style="list-style-type: none">• understand in more detail the differences between controlling behaviour and a healthy relationship. <p>Some young people will be able to:</p> <ul style="list-style-type: none">• use strategies to counteract the factors which make controlling behaviour possible;• help if a friend is experiencing abuse;• understand the warning signals and to know what to do themselves.	<p>Be healthy (physical, mental, emotional health)</p> <p>Stay safe (from neglect, violence, abuse)</p> <p>Enjoy and Achieve (personal and social development)</p> <p>Make a positive contribution (develop positive relationships)</p>

Lesson 6 – Appendix 1

Summary of the Main Characters

Lucy: In the 6th form at school – loves swimming and drawing

Nathan: Lucy's boyfriend, a bit older, works in a garden centre

Sarah: Lucy's close friend at the same school

Matt: Another close friend of Lucy and Sarah

Sam: Nathan's work colleague and friend

Hannah: Close friend of Nathan

Andy: Hannah's boyfriend

Taken from *Spiralling toolkit for safer, healthier relationships* – Bristol Domestic Abuse Prevention Programme.

Lesson 6 – Appendix 2

Why is Lucy with Nathan?

Discussion notes

- She loves him.
- He says he loves her.
- He's attractive and her friends think so.
- He's a bit older, has a job and money so can treat her.
- She has a good time with him – they do have fun together.
- It's been a fairly long-term relationship.
- She likes his friends.
- Everyone thinks they are great together.
- He's the best boyfriend she's ever had.
- They do have things in common.

Adapted from *Spiralling toolkit for safer, healthier relationships – Bristol Domestic Abuse Prevention Programme*.

Lesson 6 – Appendix 3

Nathan's controlling behaviour

Sulkily appearing to agree to her suggestions and then making her 'pay' for them later.

Threatening body language – the looks he sometimes gives her, for example, in the bar when she has been talking to Matt; his gestures, etc.

[NOTE: point out that this threat could even happen when there are other people in the room, as in the bar scene, so she can be controlled in front of other people without them realising.]

Undermining and criticising her decisions – about her clothes when she is getting ready to go out; about going to school; about not wanting to do sexual things he does.

Making all the decisions about what the two of them do – he decided where they would go out, if they were going out at all.

Isolating her from her friends – ringing and texting her when he knows she is with her friends; interrupting her when she is talking to Matt in the bar; making her feel bad for saying she was going to phone Matt; expecting her to join his friends but never spending time with hers; making her feel she should be with him all the time.

Making her feel unattractive and unconfident: criticising her outfit; telling her to cover up.

Implied threat of violence – even if he doesn't say he is going to hurt her, the threat is there, we can see this from the way she appears afraid and does what he says and does, for example, in the scene in the bar where he makes her cover up her top.

Physical control – he stands over her, uses a threatening gesture as he does; we see him hitting her in the bath; we see her bruises in the club toilets; she is clearly frightened of him in some scenes.

Sexual control – he carried on doing something sexual to her when she asked him to stop. He makes her feel that she is being unreasonable for not liking this.

Taken from *Spiralling toolkit for safer, healthier relationships* – Bristol Domestic Abuse Prevention Programme.

Lesson 6 – Appendix 4

Crimes within the Sexual Offences Act 2003

Rape

Rape is classified as penetration by the penis of somebody's vagina, anus or mouth, without their consent. Rape can be committed against men or women, but since it involves penile penetration it is only committed by men.

Assault by penetration

It is an offence to penetrate the anus or vagina of someone else with any part of the body or with an object, if the penetration is sexual and if the person does not consent.

Sexual assault

This law covers any kind of intentional sexual touching of somebody else without their consent. It includes touching any part of their body, clothed or unclothed, either with your body or with an object.

Causing a person to engage in a sexual activity without consent

This law covers any kind of sexual activity without consent. For instance it would apply to a woman who forces a man to penetrate her, or an abuser who makes their victim engage in masturbation.

Administering a substance with intent

This law makes it a separate offence to give someone any substance – for instance spiking their drink – without their consent, and with the intention of stupefying them so that sexual activity can take place. In this instance, sexual activity could include stripping someone or taking pornographic photos of them. Someone can be charged with this offence on top of any separate charge for rape or sexual assault. They can also be charged when the intended sexual activity did not take place, for instance when someone sees what is going on and intervenes to stop it.

Other 'intent' offences

Two new laws – 'committing an offence with intent' and 'trespass with intent' – cover situations where abusers commit one offence (such as violence, trespass, or detaining someone against their will) with the intention of then committing a sexual offence.

Other offences

Other offences under the Act include exposure (or 'flashing'), voyeurism, sex in public toilets, and sex with animals or with corpses. Voyeurism is a new offence which applies to watching people without their consent when they are involved in private acts. It includes setting up, viewing or recording people through electronic equipment such as webcams or cameras.

There are also important sections of the Act which deal with prostitution and trafficking, and with sexual offences against people with mental disorders, including learning disabilities.

SECTION 3

Supporting resources



Suggested ground rules

I have the right to:

- privacy – nobody will be asked personal questions
- speak without anyone interrupting
- be listened to
- my own personal space
- express my ideas and feelings
- be respected for my views and opinions even if they are different from everyone else's
- learn
- make mistakes without being laughed at – there is no such thing as a wrong answer.

We should all try to:

- join in and make a positive contribution to the lesson
- support other people who are less confident
- listen to and respect what others have to say.

Sources of help

There are a variety of national and regional sources of help and advice available to people affected by domestic violence or those supporting them.

Services from Women's Aid, England

Women's Aid Federation of England is the national charity working to end domestic violence against women and children, co-ordinating an England-wide network of local domestic violence services for women and children.

Women's Aid's website **www.womensaid.org.uk**, provides a range of information about domestic violence for survivors, professionals and the general public, including:

- The Survivors Handbook, providing online practical help and safety information in eleven languages for women experiencing abuse; and
- The Domestic Abuse Directory, lists contact details for local domestic violence services across the country.

www.thehideout.org.uk is Women's Aid's dedicated website for children and young people about domestic violence.

The Freephone 24-hour National Domestic Violence Helpline provides a package of lifeline services to women and children experiencing domestic violence.

Tel: 0808 2000 247

Website: **www.nationaldomesticviolence-helpline.org.uk**

Email: helpline@womensaid.org.uk

(Run in partnership between Women's Aid and Refuge)

Other National Helplines

Childline

24 hour confidential listening service for children.

Tel: 0800 1111

Website: **www.childline.org.uk**

NSPCC

Advice for adults who are worried about a child.

Tel: 0800 800 5000 (24 hours)

Website: **www.nspcc.org.uk**

Broken Rainbow

A service for lesbian, gay, bisexual and transsexual people who are experiencing domestic violence.

Tel: 08452 60 44 60 (limited opening hours)

(Run in partnership with London Lesbian and Gay Switchboard)

MALE

Support for male victims of domestic abuse.

Men's advice line and enquiries: 0808 801 0327

Website: **www.mensadvice.org.uk**

Respect

Information for domestic violence perpetrators, partners & practitioners.

Tel: 0845 122 8609 (Language Line)

Textphone: 18001 0845 122 8609

Website: **www.respect.org.uk**

Respond

Support for Disabled Survivors.

Tel: 0808 8080700 (limited opening hours)

Forced Marriage Helpline

Tel: 0800 5999 247 (not 24 hours)

Parentline plus

Support for parents under stress.

24 hour helpline: 0808 800 2222

Website: **www.parentlineplus.org.uk**

Other useful sources of help and information

Rape Crisis

National body that provides co-ordination for the rape crisis movement in England and Wales.
Website: www.rapecrisis.org.uk (lists local centres)

Rights of Women

Free Legal Advice.
Tel: 020 7251 6577 or textphone: 020 7490 2562
Website: www.rightsofwomen.org.uk

FORWARD

Support and advice about female genital mutilation.
Tel: 0208 960 4000

National Forced Marriage Unit

Help for those who have been forced into marriage overseas; are at risk of being forced into marriage; or people worried about friends or relatives.
Tel: 0207 008 0151

Imkaan

A national second tier charity, dedicated to the development of the specialist Asian women's refuge sector.
Website: www.imkaan.org.uk

Southall Black Sisters

Support, advocacy and information to Asian and African Caribbean women experiencing abuse (London based).
Website: www.southallblacksisters.org.uk

Poppy Project

Support & housing for women trafficked into prostitution (London based).
Website: www.eaves4women.co.uk/POPPY_Project/POPPY_Project.php



An historical perspective on legal and cultural attitudes to domestic abuse – some helpful facts

Domestic Violence and Abuse

Historical Perspective – 1

- It is **legal** (and therefore perfectly acceptable) for a man to **beat** his wife,

providing that

- the **stick** he uses is no thicker than his thumb.

1857 – the Rule of Thumb (150 years ago)

Historical Perspective – 2

- Upon marriage, a husband becomes **legally responsible** for the actions of both his wife and children,

therefore he can

- **physically and verbally chastise** them in order to control their behaviour.

1860 – the Law of Coveture (150 years ago)

Historical Perspective – 3

- **Wife beating** is prohibited between the hours of 10 pm and 7 am,

because

- the **noise** keeps the neighbours awake.

1895 – Curfew on wife beating (110 years ago)
(City of London Byelaw)

From the Manchester Evening News

- A woman giving evidence against her husband at Salford yesterday, on a charge of assault, was admonished by the Stipendiary.
- Mr Makinson said: “This is the way with you women. You chatter, chatter, chatter until you irritate. You get the man mad, then you get struck and come here. Try to keep your mouth shut and you will get on better.”

January 6, 1905 – 100 years ago

Advice from a woman’s magazine

- Before your husband comes home: brush your hair, put a ribbon in, tidy the home, have his tea ready and put on some lipstick, a smile and a clean pinny [*pinafore*].
- Don’t bother him with your day. He has had a busy day and his day is more important than yours.
- Don’t ask questions if he is late or stays out all night.

1960’s Good Housekeeping – 40 years ago

Historical Perspective – 4

- “Domestic violence and stray dogs rubbish work for police officers.”

1984 – Sir Kenneth Newman Metropolitan Police Commissioner **(24 years ago)**

Historical Perspective – 5

In England and Wales

- Marriage implies consent for sexual intercourse;
- It is deemed as a husband’s legal right,

Therefore

- No criminal offence is committed if a husband ‘rapes’ his wife.

Marital rape was only made a criminal act in 1991 (19 years ago)

Marital rape

- Up until then it was considered impossible for a man to rape or sexually assault his wife. To quote:
- “A husband cannot rape his wife unless the parties are separated or the court has by Injunction forbidden him to interfere with his wife or he has given an undertaking in court not to interfere with her.”

(The law made simple, The Chaucer Press, 1981)