

THE EXPECT RESPECT

EDUCATION TOOLKIT



The Expect Respect Education Toolkit

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Foreword

For over 35 years, **Women's Aid's** has been working to prevent domestic and sexual violence, and to ensure the safety of abused women and children. There are three key aims to our strategy: **protection, prevention and provision**.

As well as meeting the needs of women and children survivors of abuse through the **provision** of high quality specialist services, and improving the **protection** available to abused women and children by ensuring that their needs inform developments in law, policy and practice, we have also been dedicated to the **prevention** of domestic violence through public awareness and education.

In partnership with our national network of over 370 local domestic violence services, we have significantly raised public awareness of the needs and experiences of women and children who experience domestic violence in many areas of public life, by communicating the message that domestic and sexual violence is unacceptable, and by promoting education and action to prevent it.

A key element of this work has been to engage directly with children and young people through our service provision and through partnership work, to promote safe, violence-free family relationships. The education of children and young people is an important arena for work on domestic abuse – unless we change the attitudes of children and young people, as well as their parents and wider society, domestic abuse will continue to feature in the lives of future generations.

Many local Women's Aid services not only provide specialist help and support for children and young people in refuge and outreach services, but also have for many years worked with schools and young people's services to address the issue. However this work has often been ad-hoc and, like many domestic violence services and resources, part of a postcode lottery.

Women's Aid was therefore delighted to have the opportunity to work with teachers to develop resources for work with children and young people in schools that would expand the existing resources and services currently offered across the country. With funding from The Body Shop, we seized the opportunity therefore, to provide a comprehensive resource that would enable domestic abuse to be addressed easily and regularly by schools throughout a child or young person's school life.

Specifically designed to be an easy-to-use resource and with additional online support provided by Women's Aid, we hope that teachers will make full use of the Education Toolkit in their work with children and young people, to improve responses to those affected now and to prevent domestic abuse in the future.



Nicola Harwin, CBE

Chief Executive

Women's Aid Federation of England

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SECTION

1

Introduction to the Education Toolkit



1. Introduction

Domestic abuse is a widespread social problem and living with domestic abuse is a painful and damaging experience. For the 750,000 children who witness domestic abuse each year¹, the damaging effects can be long lasting and impact on every area of their lives.

There is a growing recognition that the home lives of children and young people can have a significant impact on their ability to participate fully in school life and achieve academically. Furthermore, children and young people are the next generation of potential victims and perpetrators of domestic abuse.

Schools are therefore in a key position to raise the issue of domestic abuse in a safe, structured, learning environment. In particular schools can:

- **challenge the myths that perpetuate domestic abuse;**
- **support children to seek help and safety;**
- **model and promote healthy, non-violent relationships.**

Historically, however, the inclusion of the issue of domestic abuse within school lessons has been patchy and inconsistent. In order to address this, Women's Aid has undertaken research to identify the barriers facing schools and teachers, with the aim of developing an appropriate and helpful response. With funding from The Body Shop, Women's Aid has developed an online education toolkit, 'Expect Respect', that includes:

- an easy to use, one hour lesson plan for each year of school from reception to year 13;
- clear guidance regarding the links between the learning outcomes within the lesson plans and the relevant parts of the Early Years/National Curriculum, SEAL² and *Every Child Matters*³ agenda;
- supporting information and resources for teachers;
- additional interactive activities for children and young people to access on line where appropriate;
- an online support service giving teachers individual advice and guidance about the delivery of the lesson plans.

The lesson plans were developed by experienced teachers in partnership with domestic abuse experts from Women's Aid. Each lesson plan has been tested in a variety of school settings by teachers not involved in their development, and has then been amended in light of this evaluation. Children and young people themselves were also involved in this evaluation, and their valuable feedback has informed the final documents.

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

² The Social and Emotional Aspects of Learning programme. See www.bandapilot.org.uk.

³ '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.

Although the Expect Respect Education Toolkit is targeted for use by teachers within schools, it can just as easily be used by a range of other professionals working with children and young people in a variety of settings such as youth clubs or play schemes.

The lesson plans are designed to stand alone, although they do build on knowledge and awareness year on year. The resources needed to carry them out 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.

If schools do have access to IT facilities however, 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.

Each lesson is designed to be active, fun and engaging, but also challenging. Whilst not all of the lesson plans raise domestic abuse directly, they have been written using themes found to be effective in tackling domestic abuse, such as:

- challenging assumptions about gender, power and equality;
- 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;
- promoting the consistent message that abuse is not acceptable;
- understanding that domestic abuse is a crime;
- highlighting the role of peers in providing support;
- giving information about where to get help.

The Expect Respect Educational Toolkit is free and downloadable (in parts or as a whole) from Women's Aid's website www.womensaid.org.uk.

Dedicated support for teachers or other professionals delivering the Expect Respect Toolkit is available from supportforteachers@womensaid.org.uk.

2. Why focus preventative work in schools?

- Schools have a number of legal responsibilities towards the young people in their care, in terms of keeping them safe from harm and for their social and moral development.⁴
- School is where children learn how to interact with others and work together.
- Schools can help children grow up with the understanding that no one should be abused (through work on PSHE, Citizenship and other approaches such as SEAL).
- Schools can help to tackle beliefs and attitudes about gender and power, which, if unchallenged, may lead to abusive behaviour.
- School may be the one safe haven for children coping with domestic abuse, providing stability and support.

‘Research has demonstrated that, not only is it perfectly possible to talk to children and young people about interpersonal and domestic violence, but also that there is a great need to do so.

This is because children and young people are confused about the issue and want to learn more and because those children and young people who have lived with violence, or are living with it, want to talk about it and make sense of their experiences.

For all children and young people, whether or not they have lived with violence, peers emerge as an important source of support. Children and young people often find it easier to talk to their friends than to adults and discussing the issues together may be their favoured way of learning.’

Silence is not always golden, Tackling Domestic Violence, National Union of Teachers 2005

⁴ See for example, Adoption and Children Act (2002); Safeguarding Children in Education (2004); Equality Act (2006).

Schools are therefore in a key position to:

- support individual children and young people who live or have lived with domestic abuse;
- model open and respectful relationships which enable children and young people to appreciate that there are alternative ways of relating;
- prevent domestic abuse by enabling children and young people to examine and challenge their attitudes to abuse and to choose healthy ways of conducting their own relationships.

The Expect Respect Educational Toolkit has been designed to help all schools to address the issue of domestic abuse. Tackling abusive behaviour and sexist attitudes that perpetuate violence against women should, however, be addressed on a continuing basis as part of the whole school culture, and not just a 'one-off' exercise.

'It is important to make children and young people aware of behaviour towards them that is not acceptable and how they can help keep themselves safe. The non-statutory framework for PSHE provides opportunities for children and young people to learn about keeping safe and who to ask for help if their safety is threatened.'

Safeguarding Children in Education,
DfES 2004



3. Understanding domestic abuse

The Government defines domestic abuse as ‘any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality.’

In Women’s Aid’s view, domestic abuse is a range of abusive behaviours, not all of which are in themselves inherently ‘violent’. Domestic abuse is rarely a one-off incident, but may include physical, sexual, psychological or financial violence that takes place within an intimate or family-type relationship and that forms a pattern of coercive and controlling behaviour. All forms of domestic abuse – physical, sexual, psychological and financial – come from the abuser’s desire for power and control over other family members or intimate partners.

Research shows that domestic abuse is most commonly experienced by women and perpetrated by men⁵, and affects every community regardless of race, ethnic or religious group, age, social class, sexuality, disability or lifestyle.

- One in four women experience domestic abuse in their lifetime;⁶
- A third of domestic abuse starts or intensifies during pregnancy;⁷
- On average, two women are killed every week by their current or former male partner;⁸
- 54% of UK rapes are committed by a woman’s current or former partner;⁹
- Although only a minority of incidents of domestic violence are reported to the police, the police still receive one call about domestic violence for every minute in the UK, an estimated 1,300 calls each day or over 570,000 each year.¹⁰

The impact on the abused person can be devastating and can include for example, physical injury, psychological injury, depression, living in constant fear and self-harming behaviour. The impact, however, can be just as damaging on those who witness domestic abuse. Many children and young people see and hear domestic abuse within their own homes and are often at risk of being abused themselves by the same perpetrator.¹¹

5 See Walby, Sylvia and Allen, Jonathan (2004) *Domestic violence, sexual assault and stalking: Findings from the British Crime Survey* (London: Home Office Research, Development and Statistics Directorate). Their research showed that – while 45% women and 26% men had experienced at least one incident of inter-personal violence in their lifetimes – women are much more likely than men to be the victim of multiple incidents of abuse, and of sexual violence: i.e. women constituted 89% of all those who had experienced 4 or more incidents of domestic violence.

6 Council of Europe (2002). Recommendation of the Committee of Ministers to member States on the protection of women against violence. Adopted on 30 April 2002; and Explanatory Memorandum. (Strasbourg, France Council of Europe).

7 Lewis, Gwynneth, Drife, James, et al. (2001) *Why mothers die: Report from the confidential enquiries into maternal deaths in the UK 1997-9*; commissioned by Department of Health from RCOG and NICE (London: RCOG Press); Lewis, Gwynneth, and Drife, James (2005) *Why Mothers Die 2000-2002: Report on confidential enquiries into maternal deaths in the United Kingdom* (CEMACH).

8 Home Office (1999) *Criminal statistics*; Home Office (2001) *British Crime Survey, England and Wales*; Povey, D. (ed.) (2005) *Crime in England and Wales 2003/2004: Supplementary Volume 1: Homicide and Gun Crime*. Home Office Statistical Bulletin No. 02/05. (London: Home Office).

9 Walby, Sylvia and Allen, Jonathan (2004) *Domestic violence, sexual assault and stalking: Findings from the British Crime Survey* (London: Home Office Research, Development and Statistics Directorate).

10 Stanko, E. (2000) *The Day to Count: A snapshot of the Impact of Domestic Violence in the UK*. Criminal Justice 1:2.

11 Radford, L., Sayer, S. and AMICA (1999). *Unreasonable fears? Child Contact in the Context of Domestic Violence: A Survey of Mothers’ Perceptions of Harm*. (Women’s Aid Federation of England: Bristol.) Humphreys, C. and Thiara, R. (2002). *Routes to Safety: Protection issues facing abused women and children and the role of outreach services*. Women’s Aid Federation of England: Bristol; Radford, Lorraine and Hester, Marianne (2007) *Mothering through domestic violence* (London: Jessica Kingsley Publishers).

Research has shown that there is wide acceptance of abuse among young people in the UK:

- 45% of teenagers believe that, in some circumstances, it is acceptable for a boy to assault his girlfriend.¹²
- one in five teenage girls has been hit by a boyfriend, and one third say cheating justifies violence.¹³
- there is a clear link between girls experiencing domestic violence in the home and then later experiencing abuse by boyfriends.¹⁴
- a small-scale local study found that all participants had knowledge of friends or other young people who had experienced emotional or physical harm from a partner.¹⁵

This tolerance of abuse is linked to gender inequality and sexual stereotyping. Preventative work with children in schools, in relation to gender equality and from a young age, has therefore understandably been identified as important in changing damaging attitudes before they harden in the teenage years.

Different forms of violence against women

Because women are the primary victims of domestic abuse, it is important to set this within the wider global context of violence against women and as a violation of women's human rights.¹⁶ Violence against women encompasses rape and sexual assault, sexual abuse and exploitation, sexual harassment, trafficking and exploitation in the sex industry, female genital mutilation, forced marriage and so called 'honour crimes'. Some groups are particularly affected – for example, it is estimated that 1000 Asian girls are forced into marriage against their will each year.¹⁷ Victims may experience several forms of abuse at one time and it is very possible that they are experiencing a range of these as part of the domestic abuse.

“Violence against women is perhaps the most shameful human rights violation and it is perhaps the most pervasive.”

Kofi Annan, Former Secretary General of the UN

“Violence against women causes more deaths and disabilities among women aged 15 to 44 than cancer, malaria, traffic accidents or war.”

World Bank Discussion paper 225 1994

¹² From a survey of 2000 teenagers undertaken by *Sugar* magazine in 2005.

¹³ *ibid.*

¹⁴ *ibid.*

¹⁵ Schutt, Nina (2006) Domestic Violence in adolescent relationships: Young people in Southwark and their experiences with unhealthy relationships (London: Safer Southwark Partnership).

¹⁶ See UN Declaration on the Elimination of Violence against Women (1993); see also Council of Europe Task Force to Combat Violence against Women, including Domestic Violence (2006) *Blueprint of the Council of Europe Campaign to Combat Violence Against Women, including Domestic Violence* (Adopted by the Committee of Ministers 21st June 2006) (p.2).

¹⁷ p.4: *Silence Is Not Always Golden: Tackling domestic violence*, National Union of Teachers, 2005.

4. The links between domestic abuse and child abuse

Domestic abuse is a major indicator of risk to children and young people. It has been identified within *Every Child Matters* as a cause of vulnerability in children, and as having a negative impact on the child's ability to achieve his or her full potential across the five outcomes – be healthy; stay safe; enjoy and achieve; make a positive contribution; achieve economic well being.¹⁸

- At least 750,000 children a year witness domestic abuse;¹⁹
- Nearly three quarters of children on local 'at risk' registers live in households where domestic abuse occurs;²⁰
- Nine times out of ten, the child or young person is in the same or next room when violence occurs;²¹
- 70% of children living in UK refuges have been abused by their father.²²

Research shows that, when domestic abuse is present, there is a greater risk of child abuse.²³ Perpetrators who are violent to their female partners are also frequently violent to their children, especially post separation when the risk to women, children and young people is heightened.²⁴

More children than women are affected by domestic abuse, although they are not the primary targets of the violence.²⁵ Statistics collected by Women's Aid from local domestic violence services show that on a typical day 3156 women and 3648 children are resident in refuge accommodation in England.

Legal obligations in relation to children and domestic abuse

The Education Act 2002 (Section 175) places a statutory duty on organisations and individuals to safeguard and promote the welfare of children and young people.

The Children Act 2004 established a duty on local authorities to make arrangements to promote co-operation between agencies in order to improve children's well being.

18 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.

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

20 Department of Health (2002) *Op. cit.*

21 Hughes, H. (1992) 'Impact Of Spouse Abuse On Children Of Battered Women' Violence Update, August 1, pp. 9-11.

22 Bowker, L., Artbitell, M. and McFerron, J. (1998) Domestic violence fact sheet: children (Bristol: Women's Aid Federation of England).

23 This has been established by a number of research studies; e.g. see Radford, L. and Hester, M. (2007) *Mothering through domestic violence* (London: Jessica Kingsley Publishers); Kelly, Liz (1994) "The interconnectedness of domestic violence and child abuse: challenges for research, policy and practice" in Mullender, Audrey and Morley, Rebecca (1994) *Children living with domestic violence* (London: Whiting and Birch).

24 Radford, L., Sayer, S. and AMICA (1999). *Unreasonable fears? Child Contact in the Context of Domestic Violence: A Survey of Mothers' Perceptions of Harm*. (Women's Aid Federation of England: Bristol.) Humphreys, C. and Thiara, R. (2002). *Routes to Safety: Protection issues facing abused women and children and the role of outreach services*. Women's Aid Federation of England: Bristol.

25 Humphreys, C. and Thiara, R. (2002) *Routes to Safety* (Bristol: Women's Aid).

As defined in *Working Together to Safeguard Children*,²⁶ 'harm' means ill-treatment or the impairment of health or development. 'Development' includes physical, intellectual, emotional, social and behavioural development, and 'health' includes physical and mental health. The legal definition of 'harm' to children was extended by Section 120 of the Adoption and Children Act 2002, and now specifically includes harm suffered by seeing or hearing the ill treatment of others; hence children living in households where domestic abuse is taking place are now identified as 'at risk' of harm.²⁷

'The effect of domestic violence on children is such that it must be considered as abuse. Either witnessing it or being the subject of it is not only traumatic in itself, but is likely to adversely impact on a child and it should be treated as physical or emotional abuse as appropriate...'

It is widely accepted that there are dramatic and serious effects of children witnessing domestic violence, which often result in behavioural issues, absenteeism, ill health, bullying, anti-social behaviour, drug and alcohol misuse, self-harm and psychosocial impacts. Growing up in a violent household is also a major factor in predicting delinquency.'

Safeguarding Children in Education, DfES 2004

²⁶ HM Government (2006) *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children*; available from www.everychildmatters.gov.uk/resources-and-practice/IG00060/.

²⁷ Under s31 of the Children Act 1989 as amended by the Adoption and Children Act 2002.

5. Effects of domestic abuse on children and young people

The impact of domestic abuse on the quality of a child's or young person's life is very significant. Children and young people who live with domestic abuse are at increased risk of behavioural problems, emotional trauma, and mental health difficulties in adult life.²⁸

The impact of domestic abuse on children and young people can be wide-ranging and may include effects in any or all of the following areas:

Physical: Children and young people can be hurt, either by trying to intervene and stopping the violence or by being injured themselves by the abuser. They may develop self-harming behaviour, or eating disorders. Their health could be affected, as they may not be being cared for appropriately. They may have suicidal thoughts or try to escape or blank out the abuse by using drugs, alcohol or by running away.

Sexual: There is a high risk that children and young people will be abused themselves where there is domestic abuse. In homes where living in fear is the norm, and situations are not discussed, an atmosphere of secrecy develops and this creates a climate in which sexual abuse could occur. In addition to this, children and young people may sometimes be forced to watch the sexual abuse of their mother/carer. This can have long-lasting effects on the sexual and emotional development of the child/young person.

Economic: The mother or carer of the child or young person may have limited control over the family finances. Therefore, there might be little or no money available for extra-curricular activities, clothing or even food, impacting on their health and development.

Emotional: Children and young people will often be very confused about their feelings – for example, loving both parents/carers but not wanting the abuse to continue. They may be given negative messages about their own worth, which may lead to them developing low self-esteem. Many children and young people feel guilty, believing that the abuse is their fault. They are often pessimistic about their basic needs being met and can develop suicidal thoughts. Some children and young people may internalise feelings and appear passive and withdrawn or externalise their feelings in a disruptive manner.

²⁸ See for example: Kolbo, J.R., Blakeley, E.H. and Engelman, D. (1996) "Children who witness domestic violence: A review of the empirical literature" *Journal of Interpersonal Violence* Vol.11, No.2, p.281; Morley, R. and Mullender, A. (1994) "Domestic violence and children: what we know from research" in Mullender, A. and Morley, R. *Children living with domestic violence; Putting men's abuse of women on the childcare agenda* (London: Whiting and Birch Ltd.); Hester, M., Pearson, C. and Harwin, N. (2000; new ed. 2007) *Making an impact: Children and domestic violence: A reader* (London: Jessica Kingsley); Radford, L. and Hester, M. (2007) Radford, Lorraine and Hester, Marianne (2007) *Mothering through domestic violence* (London: Jessica Kingsley Publishers).

continued...

Isolation: Children and young people may become withdrawn and isolated; they may not be allowed out to play; and if there is abuse in the home they are less likely to invite their friends round. Schooling may be disrupted in many ways, and this may contribute to their growing isolation. They may frequently be absent from school as they may be too scared to leave their mother alone. They may have to move away from existing friends and family – e.g. into a refuge or other safe or temporary accommodation.

Threats: Children and young people are likely to have heard threats to harm their mother/carers. They may have been directly threatened with harm or heard threats to harm their pet. They also live under the

constant and unpredictable threat of violence, resulting in feelings of intimidation, fear and vulnerability, which can lead to high anxiety, tension, confusion and stress.

This clearly highlights that living with domestic abuse has a significant impact on a child's ability to achieve the five outcomes as outlined in the *Every Child Matters*²⁹ agenda:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution;
- achieve economic well being.

What you might see in school

- unexplained absences or lateness – either from staying at home to protect their mother or hide their injuries, or because they are prevented from attending school;
- children and young people attending school when ill rather than staying at home;
- children and young people not completing their homework, or making constant excuses, because of what is happening at home;
- children and young people who are constantly tired, on edge and unable to concentrate through disturbed sleep or worrying about what is happening at home;

- children and young people displaying difficulties in their cognitive and school performance;
- children and young people whose behaviour and personality changes dramatically;
- children and young people who become quiet and withdrawn and have difficulty in developing positive peer relations;
- children and young people displaying disruptive behaviour or acting out violent thoughts with little empathy for victims;
- children and young people who are no trouble at all.

This list is not exhaustive – this is intended to give you an idea of some of the types of behaviour that could be presented.

²⁹ '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.

6. What schools can do

Schools can create an environment which both promotes their belief and commitment that domestic abuse is not acceptable, and that they are willing to discuss and challenge it.

For many women, the school might be the one place that they visit without their abusive partner. It would help if schools displayed posters with information about domestic abuse and contact details for useful agencies: for example, Women's Aid or other local domestic violence service;

Domestic Violence Liaison Officer (Police); NSPCC and ChildLine **0800 1111**; Parentline **0808 800 2222**; or Women's Aid national website services – www.womensaid.org.uk and www.thehideout.org.uk

Research shows that the repeated use of physical, sexual, psychological and financial abuse is one of the ways in which male power is used to control women. The underlying attitudes which legitimate and perpetuate violence against women should be challenged by schools as part of the whole school ethos.

Schools can support individual children and young people by:

- introducing a **whole-school philosophy** that domestic abuse is unacceptable;
- **responding to disclosures** and potential child protection concerns; schools should have their child protection policies and procedures displayed where all children and young people can see them and know about them; the policies and procedures must include domestic abuse;
- **giving emotional support** – the child or young person might need referral to a more specialist service or need additional support to complete coursework, exams etc;
- **facilitating a peer support network** – children and young people can become isolated but often welcome talking to friends about their problems;
- **offering practical support** – if children or young people are new to the school they may not yet have a uniform, they may also need financial help with extra-curricular activities, or they may be unfamiliar with the syllabus, the area, where to hang out, etc;
- **providing somewhere safe and quiet** to do their homework or just to sit and think;
- **improving the self esteem and confidence** of children and young people by:
 - offering them opportunities to take on new roles and responsibilities;
 - offering tasks which are achievable and giving praise and encouragement;
 - monitoring their behaviour and setting clear limits;
 - criticising the action, not the person;
 - helping them to feel a sense of control in their school lives;
 - involving them in decision making;
 - helping them to be more assertive;
 - respecting them as individuals;
 - encouraging involvement in extra-curricular activities.

7. Introduction to the lesson plans

The Expect Respect Educational Toolkit consists of one 'Core' lesson for each year group from reception to year 13. 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 that feel they would like to/need to devote more time to this important subject. Each lesson is approximately one hour in length.

In addition, there is a table for each lesson plan explaining how the lessons deliver on educational targets: PSHE and Citizenship, SEAL, *Every Child Matters*.

Being prepared

Before carrying out each lesson, it is recommended that teachers ensure that they themselves understand domestic 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;
- reading some literature about domestic abuse;
- visiting Women's Aid's websites www.womensaid.org.uk or www.thehideout.org.uk

As a bare minimum, teachers should ensure that they fully read this introduction to the Expect Respect Educational Toolkit.

It is possible that a child or young person might disclose that they themselves are experiencing 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 such a disclosure (see section below on dealing with disclosures). It will also be helpful to know what services exist locally to support those affected by domestic abuse.

Finally, it is important to acknowledge that teachers themselves may be affected by domestic abuse, 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.

Setting the scene in the classroom

It is important to establish the right climate in the classroom when delivering the Expect Respect lesson plans. Domestic abuse is a sensitive subject and can be difficult for both teachers and children and young people alike. It is important to remember that it is highly likely that someone within the classroom will have experienced domestic 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 children or young people may have personal experience of domestic abuse. It is essential that they feel as safe as possible in discussing this issue with their peers. A set of suggested **ground rules** is provided in the 'Supporting Resources' section of the Toolkit.

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

After the lesson some children or young people may feel the need to talk to someone. Remind them of who they can talk to in school. All children and young people should be aware of the school's Confidentiality and Child Protection policies.



8. Dealing with disclosure

A child may disclose that domestic abuse is happening in their home because they are hearing or witnessing the abuse of their mother/carer or other family member. It is possible that they may also be experiencing abuse directly.

Either way, what they are experiencing can be harmful to them. Any disclosure of domestic abuse should therefore, be treated as a potential child protection concern, and appropriate steps taken in line with the school's procedures.

A 3 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 child abuse thrives on secrecy. Make sure you are aware of your school's Child Protection Policy and associated 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 and Family Services if it looked as though the child was led to give their answers. The Police, Child and Family Services and the NSPCC are the only organisations that have legal powers to investigate allegations of child abuse.

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

- are they being harmed?
- are they **currently** at risk?
- is anyone else at risk?
- do they need medical attention?
- what are their overall needs?
- what is important to them?

It can help to keep in mind the 3 steps of behaviour outlined below – but as mentioned, follow your school's Child Protection Policy and procedures.

Receive

- listen, do not look shocked or disbelieving;
- do not be judgemental;
- take what they are saying seriously and believe them;
- 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 designated person for Child Protection);
- 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 Child Protection Officer – in line with your Child Protection Policy and Procedure;
- 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 child protection policy and procedure;
- explain what will happen next – for example, the designated officer 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;
- get support for yourself. It can be distressing dealing with disclosure.

*Adapted from 'Heartstrings'*¹

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 Officer, local Child and Family Services or the NSPCC.

¹ *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.

SECTION **2**

The Lesson Plans

Primary Years



Year Reception

Looking at and Challenging Gender Expectations Using Toys

Time: approximately 40 minutes

Learning Outcomes

By the end of this lesson:

All children will be able to talk about themselves and the girls'/boys' toys they like to play with at home and at school;

Most children will be able to talk about how some toys are seen as girls' or boys' (and whether or not this is fair) and begin to accept that, although girls and boys are not the same, they can still all play with a whole range of different kinds of toys;

Some children will be able to understand that their own identity as a boy or a girl is not determined by which kinds of toys they play with and begin to think about why some toys are seen as girls' or boys' toys.

Resources

- ✓ Space for walking round;
- ✓ Toys brought in from home by the children (with plenty of spares for children who forget) or enough toys for at least one per child provided from school;
- ✓ 3 hoops for sorting toys.

A Warm up

Time: about 5 minutes

Walking game

First make no eye contact, just walk round.

Then, walk round and catch each others eyes and smile – try to smile at everyone in class.

Finally, walk round and gently shake hands with everyone and say 'Hello, how are you?' and smile at each other.

B Main Activity

Time: about 30 minutes

1. Explain that today we are all thinking about toys. First, let the children get out the toys they have brought in (or the toys you have provided) and simply share them with each other and play with them for ten minutes or so.
2. When they have had enough playing, ask the children to try and get into a perfect circle and sit down, bringing the toys with them.
3. Briefly go round the circle and let the children show everyone what toys they have brought; then explain you want them to think about sorting them out – how could we sort them? Get some ideas from the children and select an idea that might lead to some discussion about gender (e.g. materials/colour/type of toys): aim for three piles – **girls'**, **boys'** and **neutral** toys.
4. Lead a discussion about the gender issues with the toys – get the children to think about:
 - Did girls and boys mix (or not) when we were playing just now? What (if anything) did you play with together?

- How might you distinguish girls' and boys' toys? Or can they all be for anyone?
- If they are different, how are they different? Why do you think they are different?
- Are there any boys' toys here that any of the girls ever like to play with (or – think about the female characters in what might be seen as boys' toys)?
- Do any of the boys ever play with any of the girls' toys (or – think about times that men might look after babies or children, and so on)?
- Can you think of what grown-ups do? Discuss the role of some grown-ups that you know. (e.g. Do women drive cars? Do men look after babies?)

Think of lots of relevant examples personal to the children in your class – who has a cuddly toy at night? Whose mummy is a police officer? Who likes playing power rangers?

5. Each time there is a suitable point made, move some toys between piles (e.g. if someone says boys can play with dolls, move all doll type toys into a middle neutral pile). Aim to get as many toys as possible into the middle neutral pile.

6. After about twenty minutes sum up the discussion by looking at the new piles and remind the children how the discussion led to toys being moved from girls' or boys' piles into the middle pile for anyone. Although boys and girls are different in some ways they can still share and enjoy the same things – try to move the children away from too rigid a view of gender roles. Finally, ask if any of the children have changed their minds at all about what is a girls' or boys' toy.

End game

Time: about 5 minutes

Get the children to take it in turns to name the next child to leave to go to play (or snack time, or whatever will follow the session). Ask girls to name boys and vice versa

Suggested Extension Activities

Read one of the following books to the class:

- 'Amazing Grace' Mary Hoffman and Caroline Binch
- 'A Very Unusual Day' Sandy Toksvig
- 'Give a Dog a Name' Barry Wade
- 'Stephanie's Pony Tail' Robert Munsch
- 'Prince Cinders' Babette Cole
- 'Princess Smartypants' Babette Cole
- 'Giraffes Can't Dance' Giles Andreae
- 'Drum, Chavi, Drum!' Mayra Dole
- 'Princess Backwards' Jane Gray
- 'Oliver Button is a Sissy' Tomie de Paola

Learning outcomes	Early Years Foundation Stage Personal, Social and Emotional Development	Links to SEAL	Every Child Matters
All children will be able to talk about themselves and the girls'/boys' toys they like to play with at home and at school Most children will be able to talk about how some toys are seen as girls' or boys' (and whether or not this is fair) and begin to accept that although girls' and boys' are not the same they can still all play with a whole range of different kinds of toys Some children will be able to understand that their own identity as a boy or a girl is not determined by which kinds of toys they play with and begin to think about <i>why</i> some toys are seen as girls' or boys' toys	Dispositions and Attitudes • Be confident to try new activities, initiate ideas and speak in a familiar group Self Confidence and Esteem • Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others Making Relationships • Work as part of a group or class, taking turns and sharing fairly Behaviour and Self Control • Show confidence and the ability to stand up for own rights	Theme Six 'Relationships' (Red Set) • Making Choices – I can tell you what is fair or unfair	Be healthy Enjoy and Achieve

Year One

Friends, Secrets and People Who Can Help Us

Time: approximately 50 minutes

Learning Outcomes

By the end of this lesson:

All children will be able to discuss their feelings about friends in a class group; have some ideas about how to deal with negative behaviour and where to go for help;

Most children will be able to think about how their behaviour affects others and how other's behaviour affects them; begin to be able to distinguish friendly and unfriendly behaviour or good and bad secrets and be assertive enough to say no to unreasonable demands;

Some children will be able to distinguish healthy and unhealthy kinds of relationship for their own well being and to say no to unhealthy friendships or demands; distinguish good and bad secrets and to know when and where to get help.

Resources

- ✓ Space to move around and to sit in a circle;
- ✓ Appendix 1 and Appendix 2 for the 'agree'/'disagree' game and the final say "No!" game;
- ✓ A big sheet of paper saying 'agree' and another saying 'disagree' (or you could draw a smile and a frown to represent these).

A Warm up

Time: about 5 minutes

Mates/No Mates Game

First walk round room as if you have no friends and are surrounded by children you don't know. How do you feel? How do you move? Where do you look? Next, walk around as if you have just seen some friends – how do you feel/move, where do you look? If there's time, divide the class into two halves: first one half of the children watch the other half, who decide in their heads how they are moving (friends or no friends) and the observers guess which by their behaviour; then swap.

B Main Activity

Time: about 40 minutes

1. Read a story about starting a new school (for instance 'I Am Too Absolutely Small for School' by Lauren Child, or 'Sumi's First Day of School Ever' by Soyung Pak). Get the children to imagine that they are starting in a new school and they have no friends. Have a brief whole class discussion about how they would choose their new friends – what would they look for in a friend? Collect ideas verbally for the class to consider (e.g. looks nice, is friendly, makes me feel happy, has good ideas and so on).
2. Then play the agree/disagree game with a selection of the statements in Appendix 1 (these are things that children might say to a new child to get them to be their friend). After you read out each statement, ask if the children think this might be someone who will be a good choice of friend. The children show their choices by moving to the 'agree' or 'disagree' parts of the room. Ask some children to explain their reasons. Discuss both sides of the arguments (if there are any). Encourage children to think critically and

carefully about their choices. Keep it pacy and fun; only use all the statements if there is time and the discussion is going well, otherwise move on to the next activity.

3. Return to/focus on the statement about keeping a secret. Discuss what the word 'secret' means and agree on a definition. Put the children into small groups and ask them to think of some ideas of good secrets (e.g. birthday presents). Allow about five minutes for discussion at most, then get back into a circle and ask a spokesperson from each group to feedback ideas for happy secrets. Make a list on the white board and encourage whole class debate if some of the ideas are ambiguous.

4. Introduce the idea that there might sometimes be bad secrets and give a couple of examples (e.g. a bully stole their sweets and made them promise not to tell; a friend broke someone's favourite toy and made them promise not to tell). Introduce the idea of saying "No!" to something we are not happy with; discuss the idea that it might be better not to keep a secret if it is going to make us unhappy.

5. Finally, talk about the people who might help us if we were worried about a secret that someone asked us to keep. Go round the circle asking children to think of who is special to them, who keeps them safe or who they might go to if they were worried about a secret.

6. Conclude the session by making a big list on the white board of who they could tell and add any they might have missed out (for instance you as their teacher, extended family members and so on). Perhaps this could later be made a permanent display somewhere in the classroom.

C End game

Time: about 5 minutes

The say "No!" game

Ask the whole class to respond to some funny/unreasonable/mean demands from you by saying "No!" (list of possible demands in Appendix 2). Experiment with different demands and a variety of response voices – friendly, cross, unfriendly, kind etc. You could encourage the children to take turns to make demands and to decide on the style of voice. Make sure you end on a happy voice so the children go out feeling positive.

Suggested Extension Activities

Have a circle time all about friends and discuss questions such as:

- What do you feel/look like when you are with your friends?
- How do you decide who will be your friend?
- Are your friends always perfect?
- Can you ever say no to your friends?
- Can you have more than one really good friend?
- Do you always have to be with your friends?
- Do you sometimes like to be on your own?
- Do friends share things with each other? Why?
- How can you tell someone is your friend?
- Can you tell if someone is not your friend?

Learning outcomes	National Curriculum – PSHE and Citizenship	Links to SEAL	Every Child Matters
All children will be able to discuss their feelings about friends in a class group; have some ideas about how to deal with negative behaviour and where to go for help Most children will be able to think about how their behaviour affects others and how other's behaviour affects them; begin to be able to distinguish friendly and unfriendly behaviour or good and bad secrets and be assertive enough to say no to unreasonable demands Some children will be able to distinguish healthy and unhealthy kinds of relationship for their own well being and to say no to unhealthy friendships or demands; distinguish good and bad secrets and to know when and where to get help	Key Stage One Children should be taught/given opportunities: 1. (a) To recognise what they like and dislike, what is fair and unfair, and what is right and wrong 1. (b) To share their opinions on things that matter to them and explain their views 1. (c) To recognize, name and deal with their feelings in a positive way 2. (a) To take part in discussions with the whole class 2. (c) To recognize choices they can make, and recognize the difference between right and wrong 2. (e) To realize that people ... have needs and that they have responsibilities to meet them 3. (a) To make simple choices 3. (g) Rules for, and ways of, keeping safe ... and about people who can help them to stay safe 4. (a) To recognize how their behaviour affects other people 4. (b) To listen to other people and play and work cooperatively 4. (c) To identify and respect the differences and similarities between people 4. (d) To know that family and friends should care for each other 4. (e) That there are different kinds of teasing and bullying and that bullying is wrong, and how to get help to deal with bullying 5. (d) To make real choices 5. (f) To develop relationships through work and play 5. (g) To consider social and moral dilemmas that they come across in everyday life 5. (h) To ask for help	Theme Six 'Relationships' (Blue Set) Knowing myself • I know the people who are important to me • I can tell when I feel cared for • I can tell when I love or care for someone Managing my feelings • I can share people I care about	Be healthy (physical, mental, emotional health) Stay safe (from neglect, violence, abuse) Enjoy and Achieve (personal and social development) Make a positive contribution (develop positive relationships)

Year One – Appendix 1

Statements for Agree/Disagree Game

Come and play in
our game

I like your hair

If you come round to my
house we can play on my
new computer game

Do you want to share
my lunch?

Have you got any pets?

Would you like to play
with us?

Can I sit with you at
lunch time?

Give me your sweets
and I'll be your friend

I want you to just be
friends with me

If I tell you a secret you
have to tell me one back
and then I'll be your friend

Can I try some of
your crisps?

Where did you get
those trainers?

If you want to play you
have to use our rules

How much pocket money
do you get?

If you want to be friends with
me you can't talk to Sam
(any neutral name will do)

Year One – Appendix 2

Ideas for Demands in the Say “No!” Game

Let me have all your money

Give me your cat/dog/
brother/sister

Give me your sweets

Hop instead of walk

Give me your bike/scooter/
tv/gameboy/computer/wii

Carry me everywhere

Tidy the room for me

Do all the washing up
when it's my turn

Always let me win

Let me have your
best/new toy

Let me say who we can
be friends with today

Always let me decide
what games we play

Year Two

Gender, Careers and Assumptions

Time: approximately 50 minutes

Learning Outcomes

By the end of this lesson:

All children will be able to discuss which careers are carried about by men or women in a class group; talk about some of the assumptions made on the basis of gender or size; have some ideas about what they want to do in the future;

Most children will be able to begin to understand that one can question some of the underlying assumptions made on the basis of gender or size;

Some children will be able to think about how such assumptions might affect behaviour, attitudes and their own career ideas; begin to examine some of the assumptions people make about men, women and power and to question their validity.

Resources

- ✓ Room for children to move round;
- ✓ One envelope with one career or job in it for each child (for a list of careers see Appendix 1); with some jobs repeated;
- ✓ A long physical (or imaginary) concept line on the floor to move along;
- ✓ A set of statements about men/women, boys/girls (in Appendix 2);
- ✓ Two signs on the wall, one saying 'agree', the other 'disagree';
- ✓ A magic wand, or something to use which is pretending to be a magic wand.

A Warm up

Time: about 5 minutes

Touching walls

First ask the children to touch the walls in a random continuous pattern; as soon as one has been touched they must move immediately to another. Then introduce the idea of freezing on the teacher's clap and moving on the next clap. Continue for a few turns. On the last turn, freeze "from the tips of your eyebrows to the end of your toes", and then relax.

Please note that this activity needs a hall or large space; if this is not available, play a circle game such as zip zap boing (See information on circle games in section 4).

B Main Activity

Time: about 30 minutes

1. Explain that we are thinking about jobs. Give each child an envelope with a job/career in it (you could cut up and use the ideas in Appendix 1, or make up your own).
2. Ask the children to open the envelopes and then physically place themselves along the concept line on the floor according to whether they think the person doing this job would be a man (one end), a woman (opposite end) or either (in the middle). Make sure some of the jobs are repeated to see if different children place themselves in different places for the same career. *If there is not room for a concept line, you could choose three points in the room and get children to stand nearer the point they think is most appropriate.*

3. When the children are in position, look at children who have gone to the male/female ends of the line and, beginning with children you know will be able to cope with a bit of debate, ask them what the job was and why they put themselves where they are. Would they like this job themselves? Why? Why not? Encourage the rest of the class to join in with ideas and think if they have ever seen anyone in this job who was the opposite (e.g. a female fire fighter) or perhaps they know someone in real life, in a story, on TV – help them to think of examples; would it be physically possible for either a man or woman to do this job? Encourage children to move now they have had a chance to think about it. Would anyone else like to move?

4. Keep it pacy and fun; aim to get as many children as possible into the central neutral section by the end of this part of the session.

5. After about twenty minutes, when this discussion is exhausted, go on to say we're going to think about other ways we look at men/women, girls/boys, adults/children by playing the 'agree/disagree' game.

6. Read out a selection from a series of challenging statements (ideas in Appendix 2); ask the children to move to the 'agree' or 'disagree' signs as appropriate. Ask some children to explain their choice. Keep the pace up, asking, discussing and moving until everyone who wants to has had a chance to talk, discuss or move. As soon as all the children have made a final choice for position, read out the next statement and repeat the whole process.

7. As you go through this part of the session, ask if any of the children have changed their minds about any of the statements – focus on children who move and get them to explain their reasons for doing so.

8. When you think the children have had enough of this game, ask the children to sit in a circle. Briefly summarise the main points which have been discussed. Remind the children to think about anything that has been said which may have changed some of the beliefs they had before about men and women and what jobs they can or can't do or how they should behave.

C End game

Time: 5 minutes

With the children still sitting in a circle, pass round a magic wand – get them to wave it and say what kind of job they wish they could do when they are grown up (or mime it if there is enough time left).

Suggested Extension Activity

- Make a class collage of photos showing people doing jobs which challenge stereotypes (such as male nurses, male primary school teachers, female mountaineers and so on).

Learning outcomes	National Curriculum – PSHE and Citizenship	Links to SEAL	Every Child Matters
All children will be able to discuss which careers are carried about by men or women in a class group; talk about some of the assumptions made on the basis of gender or size; have some ideas about what they want to do in the future Most children will be able to begin to understand that one can question some of the underlying assumptions made on the basis of gender or size Some children will be able to think about how such assumptions might affect behaviour, attitudes and their own career ideas; begin to examine some of the assumptions people make about men, women and power and to question their validity	Key Stage One Children should be taught/given opportunities: (a) To recognise what they like and dislike, what is fair and unfair, and what is right and wrong (b) To share their opinions on things that matter to them and explain their views (a) To take part in discussions with the whole class (c) To recognise choices they can make, and recognise the difference between right and wrong (e) To realise that people ... have needs and that they have responsibilities to meet them (f) To realise that they belong to various groups and communities (a) To make simple choices (a) To recognise how their behaviour affects other people (c) To identify and respect the differences and similarities between people (d) To know that family and friends should care for each other (d) To make real choices (f) To develop relationships through work and play (g) To consider social and moral dilemmas that they come across in everyday life	Theme Five ‘Good to be Me’ (Blue Set) Knowing myself - I can tell you about my gifts and talents Standing up for myself - I can tell when it is right to stand up for myself	Be healthy (physical, mental, emotional health) Stay safe (from neglect, violence, abuse) Enjoy and Achieve (personal and social development) Make a positive contribution (develop positive relationships)

Year Two – Appendix 1

Careers and Jobs for the Concept Line Game



dancer	sailor
nurse	soldier
astronaut	traffic warden
explorer	librarian
pop star	builder
designer	shop keeper
inventor	lawyer
teacher	head teacher
jet pilot	plumber
fire fighter	mechanic
boat captain	cleaner



police officer	electrician
gardener	child minder
crane driver	surgeon
taxi driver	accountant
bus driver	prime minister
train driver	window cleaner
hair dresser	company director
dress maker	cook
chef	nursery nurse
pilot	teaching assistant
vet	doctor

Year Two – Appendix 2

Ideas for the 'Agree/Disagree' Game

Choose a few which seem appropriate given the preceding discussion about jobs, or make up your own

Women should go out to work and earn money for their families

Men like women telling them what to do

Men should go out to work and earn money for their families

Grown-ups are always right

Men should be in charge

Sometimes boys have to fight

Adults are stronger than children so it is right that they should be in charge

Women should be in charge

It's right that the biggest person decides what to do

Sometimes girls have to fight

Boys are stronger than girls

Children should always do what older people tell them to do

Women like men telling them what to do

Year Three

Resolving Conflict and Where to Get Help

Time: approximately 50 minutes

Learning Outcomes

By the end of this lesson:

All children will be able to discuss their feelings about arguments in a class group; have some ideas about how to recognise negative feelings and behaviour; begin to have some ideas about where to go for help;

Most children will be able to think about how their behaviour affects others and how other's behaviour affects them; begin to be able to distinguish conflicts which need urgent resolution and those which can wait;

Some children will be able to distinguish different kinds of conflict; know when and where to get help.

Resources

- ✓ Room for warm up game;
- ✓ Post-its and pens for each child;
- ✓ White board;
- ✓ Large sheets of paper and marker pens for each small group;
- ✓ Copies of Appendix 1 for each small group.

A Warm up

Time: about 5 minutes

Grandmother's footsteps

Ask a volunteer to be grandma, standing with her back to the group who creep up and touch him/her. Explain that grandma can swing round at any moment and anyone moving has to go back to the start. Play a few times with different 'grandma's'. Keep it fast and fun but not noisy.

B Main Activity

Time: about 40 minutes

1. Explain that this lesson is about resolving arguments without hurting someone and how to get help if someone might get hurt.
2. Start off with a discussion about how children felt in the game of grandmother's footsteps. Did it seem fair? Was anyone getting a bit cross about being sent back? Use this discussion to move on to looking at what counts as an argument? What kinds of arguments are there (e.g. in families, between friends, between parents, between different groups of children, between other adults, between countries)? Is an argument always bad? Can it ever be good? Is it ever useful to be angry?
3. Then ask the children to write/draw on post-its some of the reasons why people might argue (for example 'Who is the best pop group?') Ask the children to think about what kind of arguments these are – are they ones where:
 - people could agree to differ (such as which is the best football team)?
 - people need to sort things out but it's not urgent (such as what to do at the weekend)?

- it needs sorting out right now (such as who's turn is it to choose what to watch on TV)?

4. Ask the children to stick the post-its into these three groups on the white board.

5. Discuss whether there are any common themes or arguments which many children have shared. Encourage the children to talk about how these were resolved (if they were).

6. Then, focusing on the urgent arguments, talk about signs of an argument getting out of hand – ask children to explain or mime/act how they feel, what they or others might feel/do (breathing fast, clenched hands, raised voice, getting hot).

7. Talk about how it is sometimes not easy to resolve an argument peacefully. Discuss where children can go for help if an argument they are involved with or observe is getting violent and they are worried about someone getting hurt. Ask the children to make as many suggestions as they can and then extend this by talking about all the people the children might know; include information about **ChildLine**, the **Hideout** and other possible outside agencies (use Appendix 1) and make a list on the white board. Remind them that in a real emergency they can always ring 999.

8. Put children into small groups and give out the marker pens and large sheets of paper and each group a copy of Appendix 1. Ask them to design and display information posters about when and where to go for help if a conflict has got out of hand.

9. To conclude, ask each group to show their poster and comment on anything new they have learnt in today's lesson about where to go for help. These posters could then be used for a class display, or perhaps displayed around the school.

Please note that this activity may lead to disclosure – please refer to the accompanying guidance *Dealing with disclosure* provided in section one.

C End game

All the children sit in a circle. Each takes a turn to say 'If I was worried about something I would...' End by passing a handshake and smile round the circle.

Suggested Extension Activity

- Visit the websites for organisations such as The Hideout, ChildLine and the NSPCC: give the children a chance to explore them.

Learning outcomes	National Curriculum – PSHE and Citizenship	Links to SEAL	Every Child Matters
All children will be able to discuss their feelings about arguments in a class group; have some ideas about how to deal with negative feelings and behaviour; begin to have some ideas about where to go for help Most children will be able to think about how their behaviour affects others and how other's behaviour affects them; begin to be able to distinguish conflicts which need urgent resolution and those which can wait Some children will be able to distinguish different kinds of conflict; know when and where to get help	Key Stage Two Children should be taught/given opportunities: (a) To talk and write about their opinions, and explain their views, on issues that affect themselves... (c) To realise the consequences of ... aggressive behaviours ... on individuals ... (f) To resolve differences by looking at alternatives, making decisions and explaining choices (e) To recognise the different risks in different situations and then decide how to behave responsibly ... (f) To recognise that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong (a) That their actions affect themselves and others, to care about other people's feelings and to see things from their points of view (c) To be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships (d) To realize the nature and consequences of ... bullying and aggressive behaviours, and how to respond to them and ask for help (g) Where individuals, families and groups can get help and support (a) To take responsibility (d) To make real choices and decisions (f) To develop relationships through work and play (g) To consider social and moral dilemmas that they come across in life (h) To find information and advice	Theme Two 'Getting On and Falling Out' (Yellow Set) Seeing things from another point of view - I can see things from someone else's point of view Managing feelings – anger - I know when I'm starting to feel angry - I know what happens on the inside and the outside of my body when I start to get angry	Be healthy (physical, mental, emotional health) Stay safe (from neglect, violence, abuse) Enjoy and Achieve (personal and social development) Make a positive contribution (develop positive relationships)

Year Three – Appendix 1

Where to Go for Help

- Close family
- Extended family
- Friends
- Friends' families
- Teachers and others at school
- Leaders from clubs or other groups that children might go to
- Doctors or people at hospital
- ChildLine
0800 1111 (24 hours)
www.childline.org.uk
- The Hideout
www.thehideout.org.uk
- NSPCC
0808 800 5000 (for adults)
www.nspcc.org.uk
0800 1111 (for children)

REMEMBER IN AN EMERGENCY DIAL 999

Year Four

Examining Violence, Excuses and Responsibility

Time: approximately 50 minutes

Learning Outcomes

By the end of this lesson:

All children will be able to discuss their feelings about violence in a class group; know that violence is illegal;

Most children will be able to think about how their behaviour affects others and how they can play a role in helping stop violence, even in other people's arguments; have some ideas about how to avoid violent reactions and begin to take responsibility for their own actions;

Some children will be able to understand how peer pressure can have an impact on violent behaviour; understand how we must all take responsibility for our own actions.

Resources

- ✓ Room for warm up game;
- ✓ Set of writing frames (Appendix 1), one per child;
- ✓ Two 'hot seats'.

A Warm up

Time: about 5 minutes

Friend or Foe

Ask for two volunteers to leave the room; tell them one will be a friend and one an enemy of the rest of the class. When they are out of the room, tell the rest of the class which is which, but that it is a secret. Ask the volunteers to come in. Everyone walk round the room, no touching, reacting silently to the friend/enemy characters. After a few seconds, ask the two volunteers to guess if they are the friend or enemy. What made them think that? How could they tell by the other children's behaviour? How did they feel? Was it a good feeling or a bad feeling? What did it make them want to act like? Ask for some new volunteers. Keep playing and debriefing, keeping up the pace, for five minutes.

B Main Activity

Time: about 40 minutes

1. Explain that this lesson is about whether it is ever OK to use violence to resolve arguments.
2. Start off with the story frame. Give each child a copy of the writing frame and read out the first part; all the children have fifteen minutes to draw/write brief answers to each section. Ask the children not to use the names of real friends but to make them up.
3. When the stories are finished, divide the class into small groups and ask them to tell each other their versions of the story. Explain that you want them to think about what has happened to the children and what the reasons for their behaviour might be. Is it their fault that they are fighting?

4. After about five minutes, get back into a whole class group and gather all the ideas children have come up with for stopping the fight. List them on the white board. Ask the children to remember these ideas if this ever happens in the future and how they could respond safely to help stop a fight.

5. Talk about whether the children fighting may have acted differently with differing responses from other children in the playground. What about if all the children watching started to shout 'fight, fight!' and encourage them? If all the children looking on asked them to stop would that help? Again, ask the children to think about how they could react in future if they saw a fight.

6. Make a quick imaginary concept line down the classroom. Briefly ask the children to stand at one end if they think any use of violence is ever acceptable, those who think it never is to go to the other end, and those who are uncertain to go in the middle.

7. Have two chairs in the room as hot seats; ask someone (who is confident) to volunteer to argue in favour of the use of violence in some situations and someone else to argue that it is never acceptable. The rest of the children ask questions or make suggestions about when they think violence is acceptable and when they think it isn't. The children in the hot seats respond back giving reasons to why or why not violence is acceptable. Repeat the concept line after a ten minute discussion. Has anyone changed their minds?

8. When concluding the session stress that legally the use of violence to resolve a dispute or settle an argument is not acceptable, even if the person feels like they were right to use violence. Discuss how we have to take responsibility for our own actions and feelings and must not react violently, even if we are very angry. Point out that if adults used violence against someone else for any reason, even someone in their own family, it would be against the law and that they could be arrested.

C End game

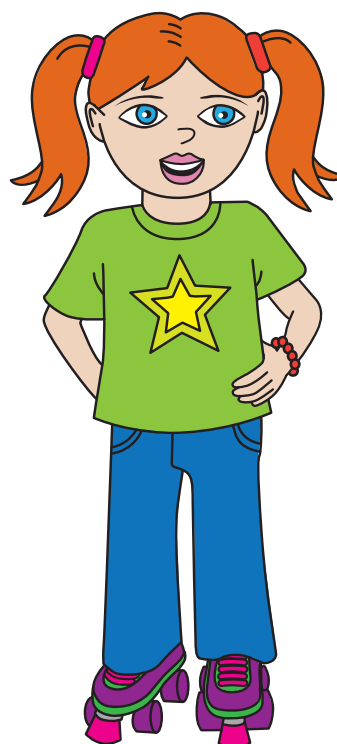
Time: 5 minutes

At the end of the lesson put a 'post box' in the classroom and ask all the children to put a note in it with a comment about the lesson or a worry that they have. Explain that the teacher will read all of these comments and that if there are any worries or problems that need sorting out someone will try to help them.

Please note that this activity may lead to disclosure – please refer to the accompanying guidance *Dealing with disclosure* provided in section one.

Suggested Extension Activities

- Make a list of all the excuses the children can think of (or have ever used or seen used) for the use of violence and divide them into real reasons which make violence unavoidable (for instance self defence) and all the rest.

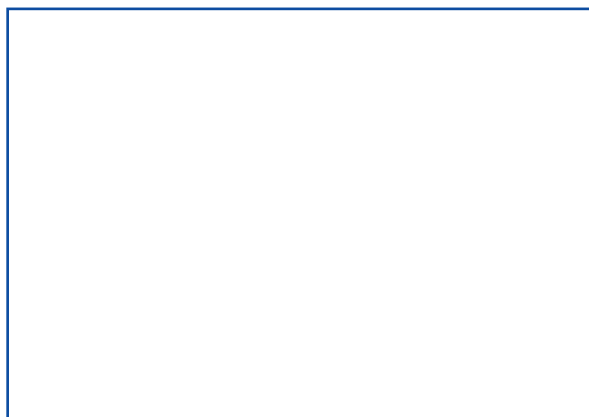


Learning outcomes	National Curriculum – PSHE and Citizenship	Links to SEAL	Every Child Matters
All children will be able to discuss their feelings about violence in a class group; know that violence is illegal Most children will be able to think about how their behaviour affects others and how they can play a role in helping stop violence, even in other people's arguments; have some ideas about how to avoid violent reactions and begin to take responsibility for their own actions Some children will be able to understand how peer pressure can have an impact on violent behaviour; understand how we must all take responsibility for our own actions	Key Stage Two Children should be taught/given opportunities: (a) To talk and write about their opinions, and explain their views, on issues that affect themselves... (d) To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way (c) To realise the consequences of ... aggressive behaviours ... on individuals... (f) To resolve differences by looking at alternatives, making decisions and explaining choices (e) To recognise the different risks in different situations and then decide how to behave responsibly... (f) To recognise that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong (a) That their actions affect themselves and others, to care about other people's feelings and to see things from their points of view (c) To be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships (d) To realize the nature and consequences of ... bullying and aggressive behaviours, and how to respond to them and ask for help (g) Where individuals, families and groups can get help and support (a) To take responsibility (d) To make real choices and decisions (f) To develop relationships through work and play (g) To consider social and moral dilemmas that they come across in life (h) To find information and advice	Theme Six 'Relationships' (Yellow Set) Making Choices - I know how to make a good choice - I can take responsibility for what I choose to do Also Theme Three 'Say No to Bullying' (Yellow Set) - I know that witnesses can make the situation better or worse by what they do	Be healthy (physical, mental, emotional health) Stay safe (from neglect, violence, abuse) Enjoy and Achieve (personal and social development) Make a positive contribution (develop positive relationships)

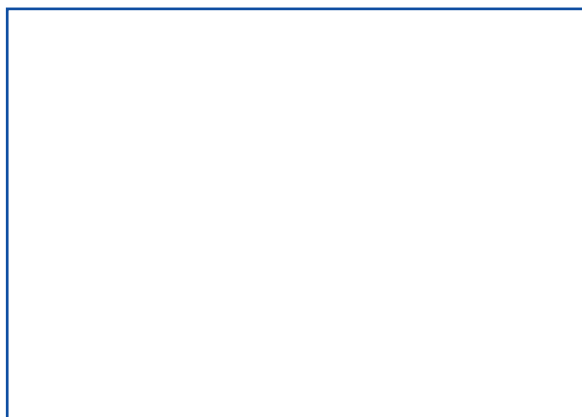
Year Four – Appendix 1

Writing Frame

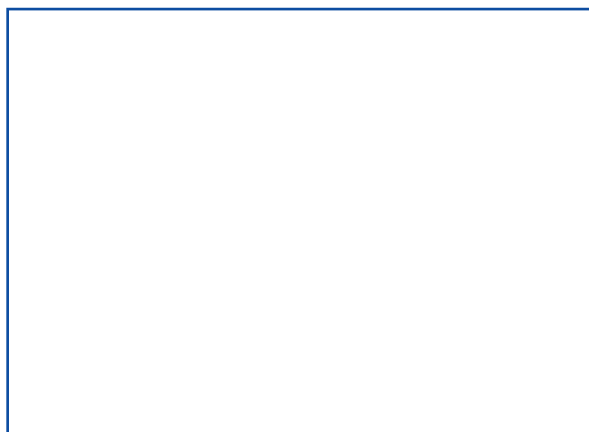
1. Draw a boy or girl below.
Give your character a name.



2. Draw his/her two friends below.
Give them names.



3. Your character sees his/her two friends
fighting in the playground. As he/she
walks over to them she/he realises that
they are really hurting each other.
Draw them here.



4. What could they be fighting about?

5. What do you want your friends to do?

6. What do you say to them?

7. Can you think of any other reasons
why people sometimes fight?

8. What things can you do to help stop
a fight without getting hurt yourself?

Secrets and Stories

Time: approximately 50 minutes

Learning Outcomes

By the end of this lesson:

All children will be able to discuss their feelings about secrets and friendship in a class group; know that some secrets are unhealthy and that it is OK to ask for help;

Most children will be able to think about how their behaviour affects others and how they can play a role in helping others even if this sometimes means telling a secret; understand that sometimes children are experiencing problems at home that they find difficult to share with others;

Some children will be able to understand that they can take responsibility and take a risk in order to try to improve the situation for someone else; understand that asking children to keep secrets is sometimes a way of bullying or controlling them.

Resources

- ✓ Room for warm up game;
- ✓ Copies of the first two parts of the stories (see Appendix 1 and Appendix 2) in separate envelopes (enough for three or six groups);
- ✓ Conclusions to the stories (Appendix 3).

A Warm up

Time: about 5 minutes

Fruit bowl

Ask the children to sit in a circle. Tell them you are going to ask a question and that they have to move to a different place in the circle if the answer is “yes”, stay put if “no”. Then ask a series of questions (e.g. Have you a pet? Should you always keep a secret? Are you wearing a black top?) Remind the children this is a non-contact game. Keep it pacy and fun.

B Main Activity

Time: about 40 minutes

1. Explain that this lesson is about secrets and what to do when you are worried about a secret.
2. Use the stories in Appendix 1. There are three distinct stories (Amarjeet, Alex and Jack) so the class could be in three large groups (or six smaller ones with two groups using each story). First, give out the envelopes containing part one of the stories, one story per group. Ask the children to read these and then allow five minutes to discuss what might have happened or be happening to the main character. Ask them to think about why the children in the stories are acting this way and why they are being so secretive. What might be happening to them? Do these seem like good secrets or not? Why?

3. After this discussion give the children the envelopes containing part two of their stories. When they have had time to read, again allow time for discussion within the groups. Ask the children to consider how they themselves might feel and act if these things were happening to them. Then ask them to think of as many possible solutions for the friends of the main characters as possible – what could they do to help? Should the secrets be kept? Who else might be able to help?

4. After five to ten minutes, when discussions are complete, share the first two parts of all three stories with the whole class so everyone has heard about Amarjeet, Alex and Jack. Then gather the ideas from each group about how the children's friends could help them, or what they could do to help themselves. Encourage all the children to think of as many ideas as possible. List the ideas on the white board.

5. Finally, read the conclusions of each story (in Appendix 3) to the whole class. Have a brief discussion about the ends of the stories – are they a surprise? Remind the children that some secrets should not be kept, even if you have been asked to keep them by a friend. It is OK to ask for help and to keep asking for help until you get some; there are many different people who can help. Emphasise how in these stories the children's strong actions helped solve the problems.

C End game

Time: about 5 minutes

Sit the children in a circle and ask them to say 'I am strong because...'. Encourage a range of answers, not just physical ('I am good at working things out...' 'I know where to get help', 'I have lots of friends' etc).

Suggested Extension Activities

- Make a list with the children of all the places they can think of where they could ask for help; perhaps also look on the internet and show them the websites for The Hideout, NSPCC, and ChildLine;
- Ask the children to use the internet to find out as much as they can about living in a refuge, for instance by looking at the online refuge in The Hideout;
- Ask them to produce a poster which could be displayed in the school showing what they have learnt about where to get help.

Learning outcomes	National Curriculum – PSHE and Citizenship	Links to SEAL	Every Child Matters
All children will be able to discuss their feelings about secrets and friendship in a class group; know that some secrets are unhealthy and that it is OK to ask for help Most children will be able to think about how their behaviour affects others and how they can play a role in helping others even if this sometimes means telling a secret; understand that sometimes children are experiencing problems at home that they find difficult to share with others Some children will be able to understand that they can take responsibility and take a risk in order to try to improve the situation for someone else; understand that asking children to keep secrets is sometimes a way of bullying or controlling them even by people they know	Key Stage Two Children should be taught/given opportunities: 2. (c) To realise the consequences of ... aggressive behaviours ... on individuals... 3. (e) To recognise the different risks in different situations and then decide how to behave responsibly... 3. (f) To recognise that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong 4. (a) That their actions affect themselves and others, to care about other people's feelings and to see things from their points of view 4. (c) To be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships 4. (d) To realize the nature and consequences of ... bullying and aggressive behaviours, and how to respond to them and ask for help 4. (g) Where individuals, families and groups can get help and support 5. (a) To take responsibility 5. (d) To make real choices and decisions 5. (f) To develop relationships through work and play 5. (g) To consider social and moral dilemmas that they come across in life 5. (h) To find information and advice	Theme Five 'Good to be Me' (Green Set) Managing my feelings • I can recognise when I am feeling worried • I know how to do something about my worry Making Choices • I can make a judgement about whether to take a risk	Be healthy (physical, mental, emotional health) Stay safe (from neglect, violence, abuse) Enjoy and Achieve (personal and social development) Make a positive contribution (develop positive relationships)

Year Five – Appendix 1

Stories Part One



1 Amarjeet is a new girl at school in year five. She always gets dropped off by car and often comes in late. The children in her new class want to be friendly but she doesn't talk much and she won't tell anyone where she lives. She says it's a secret. She goes to after school club and leaves after everyone else, so no one has met her mum or dad. Some of the children in Amarjeet's class want to make friends with her but don't know how to talk to her. Some of the others start to make jokes about her and call her names behind her back. Amarjeet is a bit moody and this makes it easy to wind her up and hard to be friendly with her.



2 Alex has been to this school since reception. He comes to school early every day. He is suddenly very neat and tidy and works extra hard, which is not how he was last year. He had lots of friends in year four, and would often invite them around to his house after school. But some of his friends and their parents are beginning to wonder why he has stopped inviting them back to his house since starting in year five. When they ask him what's going on he just says he can't tell them. His friends don't know what to do. They wonder if he doesn't like them any more.



3 Jack comes into school looking really tired. His eyes look sore like he might have been crying, which is really unlike him. He has a bruised arm but he asks his friends not to tell anyone. He won't say what has happened and at the end of the day he rushes away from school and walks home on his own. His friends are really worried about him and don't know what to do.

Year Five – Appendix 1

Stories Part Two



1 Amarjeet has had to move with her mother into a refuge because her father was violent to her mother. She has had to move school and leave most of her clothes and possessions behind because they had to leave in a hurry in case her dad came back and caught them. She can't tell the others in her class where she lives because she is scared her father might come and hurt her mother if he finds out where they are living now. Amarjeet wants to make new friends but she really misses her old ones and her own house. Before the trouble started with her dad, Amarjeet had lots of friends and was one of the most popular girls in her old school. Although the refuge is friendly and safe, it is all new and strange to her at the moment. She is angry with her dad for hurting her mum and at her mum for making her move.



2 In the summer holidays Alex's mum met a new boyfriend on holiday. At first everything seemed really good. The new boyfriend bought Alex lots of new stuff and wanted to move in with him and his mum. She was really happy and Alex thought it might be good for both of them to have a new man in the house. But when the new boyfriend moved in he started to get very angry if there was any noise or mess anywhere. He would shout and throw things if Alex left any of his things out in the hall or living room. He started to tell Alex's mum what to wear, what to cook, when she could go out. Gradually, both Alex and his mum have stopped seeing friends or family outside the house because the boyfriend says they should all be happy just the three of them. Alex is very worried that his mum is scared of her boyfriend now and he doesn't know what to do.



3 Jack loves his dad and he can be really good fun, playing football and computer games and having a laugh. Sometimes, though, he comes home late and shouts, or punches the walls, but afterwards he always says he's really sorry and that he loves everyone in the family and he won't do it again. Last night Jack's dad didn't get back until really late and Jack's mum shouted at him. He threatened to hit her. Jack ran out of his room and tried to stop him but he was pushed aside. In the end a neighbour rang the police and they came and arrested Jack's dad. Jack is very upset but he says he doesn't want any of his friends to tell anyone else about what has happened.

Year Five – Appendix 1

Stories Part Three



1 Amarjeet is seen crying one day by her teacher, who knows that she is living at the refuge. Her teacher decides she needs some friends and sets up a small group of girls to be friends with her. Amarjeet talks to her mum about how she feels and the children's worker at the refuge helps too. When her mum realises how lonely Amarjeet is feeling she says she can tell her new group of friends about the refuge (but not where it is) so they understand why she can't bring them home. With help from the refuge, Amarjeet's mum starts to look for a flat for the two of them near the school and she promises that when they find a place of their own Amarjeet can choose a pet. Amarjeet's friends all bicker so much about what would be the best pet that at last Amarjeet laughs. She starts to feel better. Perhaps life in this new town will be OK after all.



2 Alex thinks for ages about what to do. In the end he phones ChildLine one day when his mum is cooking tea and the boyfriend is at work. He whispers on the phone so no one can hear. The person on the end of the phone takes the situation very seriously, listens carefully to Alex and suggests that he talk to someone in his family. He decides to tell his grandmother. Although she lives a long way away, as soon as she hears what is going on she gets in the car and drives down to see his mum. After lots of talk Alex's mum realises just how much the new boyfriend is upsetting Alex and controlling her life. She gathers her brother, sisters and her mother and together they ask the boyfriend to leave. Alex's grandma says she will come and visit more often. Alex's mum is much happier, like her old self. Alex is so glad he talked to someone and so is she.



3 Jack's best friend Yinka stays awake all night worrying about Jack. In the morning his mum asks him what's upsetting him and he tells her about Jack's problems. She tells him not to worry and she goes round to talk to Jack's mum when the children have gone to school. When Yinka sees Jack the next day he looks much happier. He says his mum has asked his dad to move out. He will still see Jack at weekends in the day. Jack isn't sure how it will all end but he's glad Yinka got his mum involved because she knew how to get his mum to find some help.

Court Room Game¹

Time: approximately 50 minutes

Learning Outcomes

By the end of this lesson:

All children will be able to think about the impact of gender stereotypes;

Most children 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 children 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. 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 children to share their ideas and knowledge of how the courts work.

2. 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.

B Main Activity

Time: about 40 minutes

Method One

(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.

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

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 children 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 child 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 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 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 children have a turn at being judge.

10. Continue until each small group has had a chance to present their arguments and the class have 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 opinion is.

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 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 against the law. DO NOT allow opinions to stand which need to be challenged.

End Discussion

Time: about 5 minutes

Ask the children to get into a circle and pass round a prop (such as a judge's gavel or wig). Ask each child to share something they found surprising or shocking today; or ask the children 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 children 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

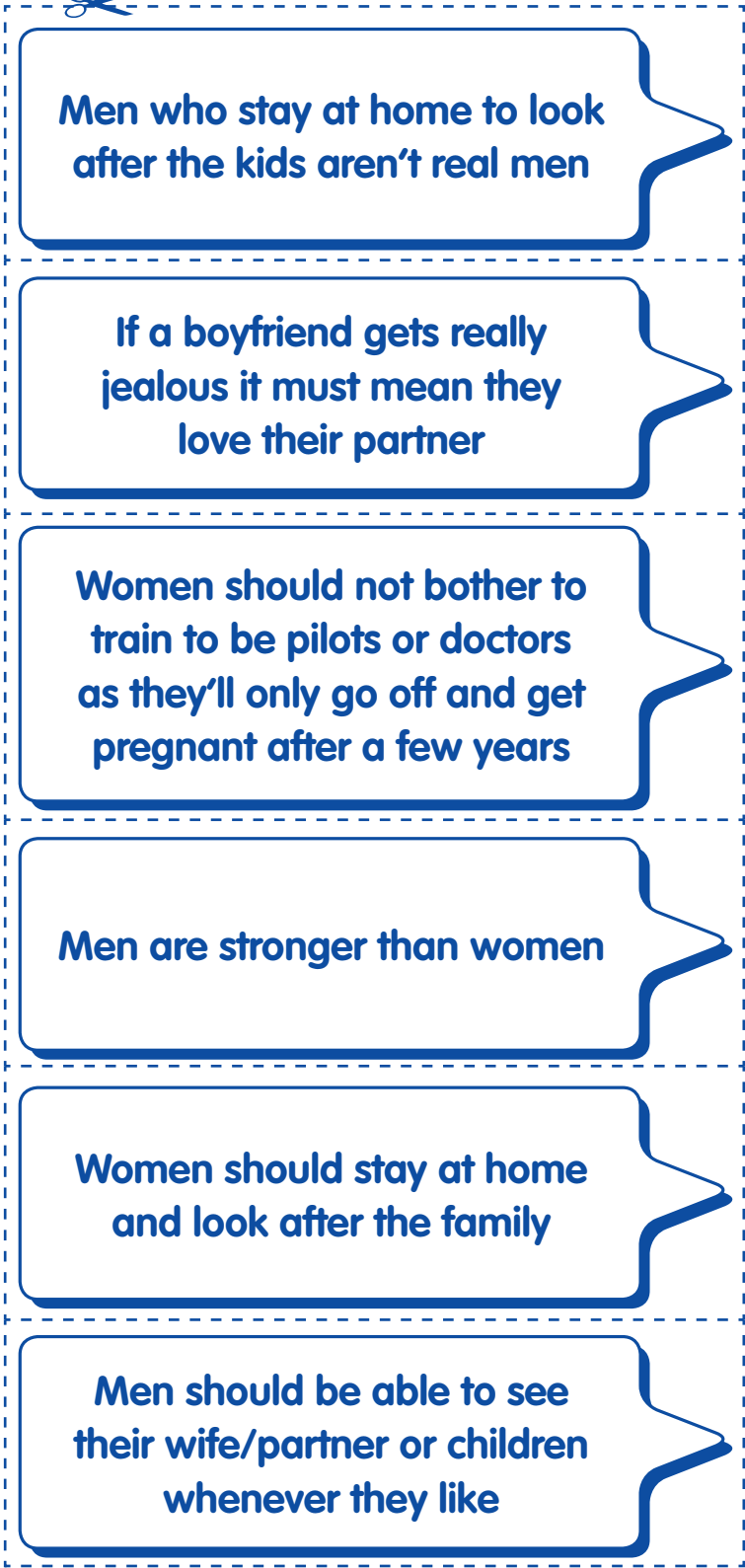
- Use a range of resources such as newspapers, magazines and the internet to investigate news stories and statistics about domestic violence and to make a class newspaper or poster using this information;
- Carry out the method not used in this lesson (court room game or carousel);
- Write a news bulletin about domestic violence in small groups.



Learning outcomes	National Curriculum – PSHE and Citizenship	Links to SEAL	Every Child Matters
All children will be able to begin to think about the impact of gender stereotypes Most children 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 children 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	Key Stage Two Pupils should be taught/given opportunities: (a) To talk ... about their opinions and explain their views (a) To ... debate topical issues, problems and events (b) Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules (a) That their actions affect themselves and others, to care about other people's feelings and to see things from their points of view (c) To be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships (d) To realize the nature and consequences of ... bullying and aggressive behaviours, and how to respond to them and ask for help (e) To recognize and challenge stereotypes (a) To take responsibility (d) To make real choices and decisions (f) To develop relationships through work and play (g) To consider social and moral dilemmas that they come across in life (h) To find information and advice	Theme Six 'Relationships' (Green Set) Social Skills - I can recognise stereotyping - I can try to challenge stereotypes	Be healthy (physical, mental, emotional health) Stay safe (from neglect, violence, abuse) Enjoy and Achieve (personal and social development) Make a positive contribution (develop positive relationships)

Year Six – 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

Men are stronger than women

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

SECTION 3

The Lesson Plans

Secondary Years



Year Seven

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 4);
- ✓ Information on Sources of Help (provided in section 4);
- ✓ 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. Set ground rules or use prepared ground rules provided in section 4. (Please note that these activities may lead to disclosure so it is advisable to read the guidance on dealing with disclosure in section 1 prior to the lesson).

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 boy's' and 'rules for girl's'." 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 scenes 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 of 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 knowing strategies to manage their anger and resolve conflict now might help them in their adult relationships.
5. Remind the young people of what help is available (see Sources of Help in section 4) 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 and Citizenship	Links to SEAL	Every Child Matters
All young people will be able to explain how certain words can lead to stereotypical expectations Identify what may lead to conflict between people Most young people will be able to 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 Understand why conflict occurs and know some simple effective strategies for managing conflict Some young people will be able to explain how language can be a very powerful tool in relationships – reinforcing gender expectations and stereotypes Explain how and why conflict occurs in relationships and know and feel confident about using assertive techniques for dealing with such conflict	Key Stage Three Young people should be taught/given opportunities: PSHE 3a) about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively i) to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises k) to communicate confidently with their peers and adults. 4h) find information and advice Citizenship 2c) contribute to group and exploratory class discussions, and take part in debates 3a) use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own	Empathy 36) I understand the impact of bullying, on all those involved Social skills 39) I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings 43) I can work and learn well in groups, co-operating with others to achieve a joint outcome 50) I can be assertive when appropriate	Be healthy (physical, mental, emotional health) Stay safe (from neglect, violence, abuse) Enjoy and Achieve (personal and social development) Make a positive contribution (develop positive relationships)

Year Seven – Appendix 1¹

Examples of Unwritten Rules

Men should bring in the money to support the family

Women need men to look after them

Men should not cry

Women should stay at home and look after the children

Men should always make the first move in a relationship

A women should wait for a man to ask her out

Men should never walk away from a fight

Men should be the head of the family

Women should not go out alone at night

Men should open doors for women

Men should not swear or tell rude jokes in front of women

Women should not use bad language

¹ This activity has been adapted from *Heartstrings: A PSHE 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**

Men should be sporty

**Men 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**

Year Seven – Appendix 2

Healthy Relationships

A healthy relationship is when 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;
- Respect women and men equally.

Healthy relationships consist of:

Equality – making decisions together, not expecting you to do more or give more to the relationship.

Respect – listening, being non-judgemental, understanding and valuing your opinions.

Trust – respecting your right to your own opinions, friends and activities.

Support – supporting you in your goals and ambitions, believing in you.

Safety – respecting your personal space, non-threatening behaviour, non-manipulative or intimidating behaviour.

Honesty – clear, open and truthful communication, being able to say if you're feeling scared or insecure.

Responsibility – acknowledging one's own behaviours and attitudes, asking not expecting.

Freedom – being able to live your life free from violence, intimidation or threatening behaviour and make choices for yourself.

Negotiation & Compromise – accepting that there isn't always a 'right' way to do things, accepting change, willingness to see the other side.

Healthy relationships are possible and everyone deserves to be in one!

Year Seven – 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 year 7 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?

Introduction to Domestic Violence and Abuse

Time: approximately 60 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 'domestic abuse';

Most young people will be able to understand and identify the different types of abuse that can be present within domestic abuse; have some ideas about how to get help and support a person that is experiencing domestic 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 domestic abuse; think about, express and explain views on domestic abuse that are not their own.

Resources

- ✓ Suggested Ground Rules (provided in section 4);
- ✓ Information on Sources of Help (provided in section 4);
- ✓ Flip chart and pens;
- ✓ Domestic Violence and 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 Domestic Abuse? sheet – Appendix 3;
- ✓ Is this Domestic Abuse? – Answers – Appendix 4.

A Introductory Activity

Time: about 15 minutes

1. Set ground rules or use prepared ground rules provided in section 4. (Please note that these activities may lead to disclosure so it is advisable to read the guidance on dealing with disclosure in section 1 prior to the lesson).
2. Ask the young people what they think the term domestic abuse means. Write suggestions on a flip chart or board.
3. Read out the following statements about domestic abuse:
 - Domestic abuse (also called domestic violence) happens when one person hurts or bullies another person who is or was their partner or who is in the same family.
 - It can happen between people who are going out together, living together, have children together or are married to each other. It can happen either when people live together or separately.
 - Domestic abuse can also happen after a relationship has finished.
 - Usually (but not always) it is the man who is the abuser and the woman who gets hurt.
 - Although domestic abuse happens mostly between adults, young people can be affected by the abuse that they see and hear, and they can be hurt or bullied as part of domestic abuse between adults.
 - Young people may also experience abuse from their own boy/girlfriend.
 - Domestic abuse is a repeated pattern of behaviour.
 - It often includes several different types of abusive behaviour, including physical, emotional, sexual and financial abuse.
 - People use domestic abuse to **control** other people they have a relationship with.
4. Explain and reinforce that domestic 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 'Domestic Violence and 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 domestic 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 'Is this Domestic Abuse?' sheet (Appendix 3), read out the statements and ask pupils 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 – if no space available to do Method 1

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 domestic 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 4), 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

- Make a list of all the places with the young people of all the places they can think of where someone experiencing domestic abuse could ask for help;
- Look at websites for Women's Aid, NSPCC, and ChildLine;
- Use IT to produce posters about sources of help and advice;
- Do a Google search on 'domestic abuse services' (or other themes associated with this lesson) and report findings.

Learning outcomes	National Curriculum – PSHE and Citizenship	Links to SEAL	Every Child Matters
All pupils will be able to understand and explain what is meant by the term ‘domestic abuse’ Most pupils will be able to understand and identify the different types of abuse that can be present within domestic abuse; have some ideas about how to get help and support a person that is experiencing domestic abuse, including what help and advice is available in school Some pupils will be able to understand and describe the different types of behaviour that constitute domestic abuse; think about, express and explain views on domestic abuse that are not their own	Key Stage Three Young people should be taught/given opportunities: PSHE 3a) about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively e) the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help k) to communicate confidently with their peers and adults 4h) find information and advice Citizenship 2c) contribute to group and exploratory class discussions, and take part in debates 3a) use their imagination to consider other people’s experiences and be able to think about, express and explain views that are not their own	Social skills 39) I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings 43) I can work and learn well in groups, co-operating with others to achieve a joint outcome 50) I can be assertive when appropriate	Be healthy (physical, mental, emotional health) Stay safe (from neglect, violence, abuse) Enjoy and Achieve (personal and social development) Make a positive contribution (develop positive relationships)

Year 8 – Appendix 1

Domestic Violence and Abuse – Matching Cards: Types of Abuse



1. FINANCIAL ABUSE

2. THREATS

3. SEXUAL ABUSE

4. PHYSICAL ABUSE

5. EMOTIONAL ABUSE

6. ISOLATION

Year 8 – Appendix 2

Domestic Violence and 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, rape;
- calling the person a slag, slut;
- not allowing the person to dress in the way they want to or only in the way the abuser wants them to.

C

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

D

- Stopping someone from seeing friends and family, not allowing the person to have visitors;
- stopping them from having a job, not allowing the person to learn to drive;
- going everywhere with them;
- locking them in the house, not allowing phone calls;
- not allowing the person to learn the native language and always speaking for them.

E

- Taking a person's money, making a person ask for money;
- making a person say how they spend every single penny;
- not allowing them to work and earn money;
- having all the bills (debts) in the person's name, having all bank accounts/benefits in the abusers name;
- making all the decisions when deciding what to buy and when to buy;
- giving the person a small amount of money to manage and then criticising them for not managing to buy essentials with it.

F

- Making the person afraid by using looks and gestures;
- saying they will hurt or kill them or someone precious to them or the family pet;
- threatening to smash things;
- threatening to tell other people how bad/stupid they are.

Year 8 – Appendix 3

Is this Domestic Abuse?

Is this domestic abuse? Read the following statements and decide if you think the answer is YES, NO or DEPENDS

- | | |
|---|----------------------|
| 1. A grown up calls another grown up names | <input type="text"/> |
| 2. A husband won't give his wife money or let her go to work | <input type="text"/> |
| 3. A man sends his girlfriend a text to say he loves her | <input type="text"/> |
| 4. A man sends his girlfriend hundreds of texts to find out where she is and who she's with | <input type="text"/> |
| 5. A woman always threatens her girlfriend but never actually hits her | <input type="text"/> |
| 6. A grown-up often pushes, kicks or hits another grown-up | <input type="text"/> |
| 7. One partner tells the other that they are putting on weight | <input type="text"/> |
| 8. One partner always gets moody when the other wants to see their own friends | <input type="text"/> |
| 9. A man calls his ex-girlfriend all the time and asks her to go back with him | <input type="text"/> |
| 10. A boy gets jealous when his girlfriend speaks to other boys | <input type="text"/> |
| 11. A man constantly tells his disabled partner that she is stupid and useless | <input type="text"/> |
| 12. A brother and sister argue about what to watch on TV | <input type="text"/> |

Year 8 – Appendix 4

Is this Domestic Abuse? – Answers

1. A grown up calls another grown up names

DEPENDS, if this happens regularly in a close or family type relationship and if it upsets the person being called names, then this is domestic abuse.

2. A husband won't give his wife money or let her go to work

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

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

NO, so long as this is in a fair and equal relationship, then this is not domestic abuse.

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

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

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

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

6. A grown-up often pushes, kicks or hits another grown-up

YES, this is domestic 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 domestic abuse.

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

YES, this is domestic 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 man calls his ex-girlfriend all the time and asks her to go back with him

DEPENDS, if the girlfriend does not want him to be calling her and he does not respect her wishes then this may be harassment which can be part of domestic abuse. Domestic 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 man constantly tells his disabled partner that she is stupid and useless

YES, this is emotional abuse which is often part of domestic abuse. Disabled women are in fact more likely to experience domestic abuse than non disabled women.

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

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

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 domestic abuse;

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

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

Resources

- ✓ Suggested Ground Rules (provided in section 4);
- ✓ Information on Sources of Help (provided in section 4);
- ✓ 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. Set ground rules or use prepared ground rules provided in section 4. (Please note that these activities may lead to disclosure so it is advisable to read the guidance on dealing with disclosure in section 1 prior to the lesson).

2. Explain that, in today's lesson, we are going to explore some of the myths and facts about domestic violence and abuse. We are also going to look at some different types of abuse.

3. Read out the following statements about domestic abuse:

- Domestic abuse (also called domestic violence) happens when one person hurts or bullies another person who is or was their partner or who is in the same family.
- It can happen between people who are going out together, living together, have children together or are married to each other. It can happen either when people live together or separately.
- Domestic abuse can also happen after a relationship has finished.
- Usually (but not always) it is the man who is the abuser and the woman who gets hurt.
- Although domestic abuse happens mostly between adults, young people can be affected by the abuse that they see and hear, and they can be hurt or bullied as part of domestic abuse between adults.
- Young people may also experience abuse from their own boy/girlfriend.
- Domestic abuse is a repeated pattern of behaviour.

- It often includes several different types of abusive behaviour, including physical, emotional, sexual and financial abuse.
 - People use domestic abuse to control other people they have a relationship with.
4. Head up four pieces of flip chart as follows:
 - a. Why does domestic abuse occur?
 - b. What type of person commits domestic abuse?
 - c. What type of person is a victim of domestic abuse?
 - d. Why might people stay in abusive relationships?
 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 domestic violence and 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 4.
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 domestic violence. www.thehideout.org.uk/refuge/

Suggested Extension Activities

- Do a Google search on ‘Survivors stories – domestic abuse’ and discuss the findings, focussing particularly on strategies used to escape the violence and abuse;
- Research ‘forced marriage’ and discuss the findings;
- Use the internet to research the websites for **Women’s Aid**, www.womensaid.org.uk
NSPCC, www.nspcc.org.uk
ChildLine, www.childline.com
Barnardo’s, www.barnardos.org.uk
- Find out about the different sources of support available to victims of domestic abuse and make a presentation to other members of the class;
- Produce a poster about one of the different types of abuse and what people could do to get help. Display in school.

Learning outcomes	National Curriculum – PSHE and Citizenship	Links to SEAL	Every Child Matters
All young people will be able to differentiate facts from some of the common myths surrounding domestic abuse Most young people will be able to explain that domestic 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 domestic abuse Understand how they can help themselves in any relationship Some young people will be able to understand the dynamics of domestic abuse in a young person's relationship	Key Stage Three Young people should be taught/given opportunities: PSHE 3c) about the nature of friendship and how to make and keep friends e) the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help i) to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises j) to resist pressure to do wrong, to recognise when others need help and how to support them k) to communicate confidently with their peers and adults 4h) find information and advice Citizenship 1g) the importance of resolving conflict fairly 2c) contribute to group and exploratory class discussions, and take part in debates 3a) use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own	Empathy 36) I understand the impact of bullying, on all those involved 37) I can support others who are experiencing personal problems 38) I recognise and take account of my feelings of empathy and act on them by considering the needs and feelings of others Social skills 39) I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings 43) I can work and learn well in groups, co-operating with others to achieve a joint outcome 50) I can be assertive when appropriate	Be healthy (physical, mental, emotional health) Stay safe (from neglect, violence, abuse) Enjoy and Achieve (personal and social development) Make a positive contribution (develop positive relationships)

Year 9 – Appendix 1

Common Myths – Domestic Abuse

“Domestic abuse only happens in certain types of problem families.”

Domestic abuse occurs in families of every class, race and culture. It occurs in families with children and without, in first marriages, second marriages, arranged marriages and between unmarried partners. It happens in both heterosexual and same sex relationships. It happens to council tenants, people who own their own homes, professional, working class and unemployed people. It is no higher in one particular type of relationship or family than another.

“Domestic abuse happens equally to men and women.”

While both men and women may experience incidents of inter-personal violence, the vast majority of the victims of domestic violence are women and children; women are considerably more likely to experience repeated and severe forms of violence, 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 behavior can also occur in lesbian and gay relationships and by women against men. Domestic 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 separate men's advice lines for these reasons.

“A woman would never stay with a man who was abusing her.”

Women stay in abusive relationships for lots of reasons ranging from love to terror. They may be afraid of further abuse if they try to leave or get help. They may be worried about money to support themselves and their children. They may be worried about losing their home or possessions and worry that their children may be taken away from them. They may be afraid of being alone, especially if they have to move away from friends and family. There may be feelings of guilt or shame which prevent her from leaving. They may have few friends or family and feel they have nowhere to go. They don't want to move the children away from their school.

“It's only drunks who are violent to their partners.”

Domestic abuse cannot be blamed on alcohol. Some men may have been drinking when they are abusive, but drink cannot provide them with an excuse. Some men who are abusive do not drink. There is no one particular type of man who abuses women.

“Domestic abuse between adults does not affect the children”

The majority of children witness the violence that is occurring, and in 90% of cases they are in the same or next room.¹ Children can 'witness' domestic violence in a many different ways. For example, they may get caught in the middle of an incident in an effort to make the violence stop. They may be in the room next door and hear the abuse or see their mother's physical injuries following an incident of violence. In 40 – 70% of cases where women are being abused, the children are also being directly abused themselves.² All children witnessing domestic violence are being emotionally abused.³

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.

Year 9 – Appendix 2

Types of Domestic abuse

Type of abuse	Examples of behaviour
PHYSICAL	• Hitting, pushing, punching, kicking; • biting, slapping, hair pulling; • throwing or smashing things; • punching the wall, smashing the windows; • burning, strangling, stabbing, murder.
SEXUAL	• Making someone do sexual things that they don't want to do, rape; • calling the person a slag, slut; • not allowing the person to dress in the way they want to or only in the way the abuser wants them to.
EMOTIONAL	• Constantly putting a person down, making the person feel bad about themselves – insulting them by calling them fat, ugly, stupid, a bad parent, undermining them; • checking up on where they are and what they are doing, timing a person when they go out, making them explain every movement; • lying to them, ignoring them, withholding affection; • threatening to leave, threatening to throw partner out, threatening to commit suicide if they leave.
ISOLATION	• Stopping someone from seeing friends and family, not allowing the person to have visitors; • stopping them from having a job, not allowing the person to learn to drive; • going everywhere with them; • locking them in the house, not allowing phone calls; • not allowing the person to learn the native language and always speaking for them.
FINANCIAL	• Taking a person's money, making a person ask for money; • making a person say how they spend every single penny; • not allowing them to work and earn money; • having all the bills (debts) in the person's name, having all bank accounts/benefits in the abusers name; • making all the decisions when deciding what to buy and when to buy; • giving the person a small amount of money to manage and then criticising them for not managing to buy essentials with it.
THREATS	• Making the person afraid by using looks and gestures; • saying they will hurt or kill them or someone precious to them or the family pet; • threatening to smash things; • threatening to tell other people how bad/stupid they are.

Year 9 – 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.

Year 9 – 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 who you trust. If you don't feel that you can, call the domestic violence national helpline on 0808 2000 247 (run in partnership by Womens' 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.

Behaviours – OK or Not?

Time: approximately 60 minutes

Learning Outcomes

By the end of this lesson:

All pupils will be able to explain why some apparently supportive behaviours can be seen as abusive in certain circumstances;

Most pupils 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 pupils 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 4);
- ✓ Information on Sources of Help (provided in section 4);
- ✓ 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. Set ground rules or use prepared ground rules provided in section 4. (Please note that these activities may lead to disclosure so it is advisable to read the guidance on dealing with disclosure in section 1 prior to the lesson).
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 4 or 8 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 8 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:

- Domestic abuse (also called domestic violence) happens when one person hurts or bullies another person who is or was their partner or who is in the same family.
- It can happen between people who are going out together, living together, have children together or are married to each other. It can happen either when people live together or separately.
- Domestic abuse can also happen after a relationship has finished.
- Usually (but not always) it is the man who is the abuser and the woman who gets hurt.
- Although domestic abuse happens mostly between adults, young people can be affected by the abuse that they see and hear, and they can be hurt or bullied as part of domestic abuse between adults.
- Young people may also experience abuse from their own boy/girlfriend.
- Domestic abuse is a repeated pattern of behaviour.
- It often includes several different types of abusive behaviour, including physical, emotional, sexual and financial abuse.
- People use domestic abuse to control other people they have 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 4) 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.

Suggested Extension Activities

- Role play the situations in the letters or young people develop role plays of their own, focussing on solutions and getting help and support;
- 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 and Citizenship	Links to SEAL	Every Child Matters
All pupils will be able to explain why some apparently supportive behaviours can be seen as abusive in certain circumstances Most pupils 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 pupils will be able to explain in greater detail strategies for dealing with abusive behaviour that make the person	Key Stage Four Pupils should be taught/given opportunities: PSHE 2b) to use assertiveness skills to resist unhelpful pressure g) to seek professional advice confidently 3b) to be aware of exploitation in relationships c) to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support e) to be able to talk about relationships and feelings f) to deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully j) to know about the statutory and voluntary organisations that support relationships in crisis 4f) develop relationships [for example, by discussing relationships in single and mixed sex groups] g) consider social and moral dilemmas [for example, young parenthood, genetic engineering, attitudes to the law] h) find information and provide advice Citizenship 2a) research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics b) express, justify and defend orally and in writing a personal opinion about such issues, problems or events c) contribute to group and exploratory class discussions, and take part in formal debates 3a) use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own	Empathy 36) I understand the impact of bullying, on all those involved 37) I can support others who are experiencing personal problems 38) I recognise and take account of my feelings of empathy and act on them by considering the needs and feelings of others Social skills 39) I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings 43) I can work and learn well in groups, co-operating with others to achieve a joint outcome 50) I can be assertive when appropriate	Be healthy (physical, mental, emotional health) Stay safe (from neglect, violence, abuse) Enjoy and Achieve (personal and social development) Make a positive contribution (develop positive relationships)

Year 10 – 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

Year 10 – 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.

Domestic Abuse – It's Criminal¹

Time: approximately 50 minutes

Learning Outcomes

By the end of this lesson:

All young people will be able to understand that domestic abuse takes many forms and some behaviours can be criminal;

Most young people will be able to understand and explain how domestic abuse can lead to different crimes being committed and possible sentences for each of those crimes;

Some young people will be able to understand and explain in greater detail how the law works to protect people who are experiencing domestic abuse; explain the ramifications of having a criminal record; explain the sources of help that are available to victims of domestic abuse.

Resources

- ✓ Suggested Ground Rules (provided in section 4);
- ✓ Information on Sources of Help (provided in section 4);
- ✓ True/False quiz – Appendix 1;
- ✓ Answers to True/False quiz – Appendix 2;
- ✓ Flip chart paper and Blu-tac;
- ✓ Possible Criminal Behaviour Cards – Appendix 3 (one set per group, photocopied and cut up beforehand);
- ✓ Crimes – Answer Sheet – Appendix 4;
- ✓ Additional Legal Information – Appendix 5.

A Introductory Activity

Time: about 10 minutes

- 1.** Set ground rules or use prepared ground rules provided in section 4. (Please note that these activities may lead to disclosure so it is advisable to read the guidance on dealing with disclosure in section 1 prior to the lesson).
- 2.** Explain that in today's lesson we are going to explore some of the issues surrounding domestic violence and abuse.
- 3.** Read out the following statements about domestic abuse:
 - Domestic abuse (also called domestic violence) happens when one person hurts or bullies another person who is or was their partner or who is in the same family.

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

- It can happen between people who are going out together, living together, have children together or are married to each other. It can happen either when people live together or separately.
- Domestic abuse can also happen after a relationship has finished.
- Usually (but not always) it is the man who is the abuser and the woman who gets hurt.
- Although domestic abuse happens mostly between adults, young people can be affected by the abuse that they see and hear, and they can be hurt or bullied as part of domestic abuse between adults.
- Young people may also experience abuse from their own boy/girlfriend.
- Domestic abuse is a repeated pattern of behaviour.
- It often includes several different types of abusive behaviour, including physical, emotional, sexual and financial abuse.
- People use domestic abuse to control other people they have a relationship with.

4. Hand out copies of the true/false quiz (Appendix 1) for the young people to fill in individually or in small groups. Alternatively, read out the statements and ask for thumbs up for true, thumbs down for false and arms folded for not sure or, if you have time, label 3 sides of the room True/False/Not sure and ask the young people to move to appropriate place after you have read out the questions.

5. Give correct answers (Appendix 2) – allow time for clarification and discussion.

B Main Activity

Time: about 30 minutes

NB. Before doing this exercise, it is advisable to familiarise yourself with the material to avoid any confusion.

1. Head up 8 pieces of flip chart paper with the names of 8 crimes as follows:

- MURDER;
- MANSLAUGHTER;
- GBH (Grievous bodily harm);
- ABH (Actual bodily harm);
- COMMON ASSAULT;
- HARASSMENT;
- IMPROPER USE OF TELECOMMUNICATIONS;
- FALSE IMPRISONMENT.

2. Stick the posters up on the walls of the classroom at different points.

3. Split the young people into small groups and hand out the 'Possible Criminal Behaviour' cards (Appendix 3) (one set per group) and explain that these are types of behaviour that may lead to a person committing a crime.

4. Ask the young people to look at the behaviour on their cards and think about what crime may be being committed. Allow a few minutes for them to decide.

5. Read out the behaviours one at a time and ask a representative from each group to come up and stick their card onto what they believe to be the appropriate Crime sheet. Does everyone agree? Could the card belong in more than one category? Repeat until all cards have been placed.

6. Allow time for discussion and clear up any misunderstandings using the answer sheet (Appendix 4). Ensure that all the young people are clear about the behaviours which can lead to someone being charged with and possibly convicted of a crime. Ensure that the young people understand that certain cards **can** go in more than one place depending on the severity of the behaviour.

7. Explain that different crimes have different sentences and write the six sentences on the board as follows:

- a. LIFE (MANDATORY);
- b. LIFE;
- c. 10 YEARS;
- d. 5 YEARS;
- e. 6 MONTHS;
- f. UNLIMITED MAXIMUM PENALTY.

8. Now ask the young people to discuss in small groups what they feel the maximum sentence would be for each of the 8 offences.

9. Take feedback from the group – do they all agree?

10. Give correct answers (Appendix 4) and hold a discussion. Were there any sentences that surprised them? Do they feel the sentences are fair?

11. Refer to additional legal information on Appendix 5 for further discussion possibilities if there is time.

12. Reflect and reinforce the types of behaviour that can lead to a criminal conviction and what repercussions may follow from having a criminal record, e.g. on career options, etc.

Plenary

Time: about 5 minutes

1. Highlight the fact that protection under criminal law is only one way that victims can get legal help. There are also ways of seeking protection without involving the police under civil law. The civil law is primarily aimed at protection (or in some cases compensation). A victim of domestic abuse can make an application for an injunction (a court order) either to the family proceedings court or the county court (usually through her solicitor). Other family proceedings – such as child contact or divorce – also take place in the county court.

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 (see information on sources of help in section 4).

4. Remind young people that domestic abuse is unacceptable and in many cases criminal. The police do take this seriously and have specially trained officers to deal with this.

Suggested Extension Activities

- Research and discussion on other forms of protection for victims of domestic abuse under civil law (see information on civil law on www.womensaid.org.uk);
- Further exploratory work and discussion on the issue of consent to sexual intercourse and the role that alcohol plays in decision making;
- Mock trials, including 'hot seating' of perpetrators and victims (see information on hot seating in section 4);
- Research local crime data on domestic violence and abuse;
- Invite a visiting speaker from the police or a local agency that helps victims of abuse.

Learning outcomes	National Curriculum – PSHE and Citizenship	Links to SEAL	Every Child Matters
All young people will be able to understand that domestic abuse takes many forms and some behaviours can be criminal Most young people will be able to understand and explain how domestic abuse can lead to different crimes being committed and possible sentences for each of those crimes Some young people will be able to understand and explain in greater detail how the law works to protect people who are experiencing domestic abuse Explain the ramifications of having a criminal record Explain the sources of help that are available to victims of domestic abuse	Key Stage Four Pupils should be taught/given opportunities: PSHE 2g) to seek professional advice confidently and find information about health 3b) to be aware of exploitation in relationships c) to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support j) to know about the statutory and voluntary organisations that support relationships in crisis 4g) consider social and moral dilemmas [for example, attitudes to the law] h) find information and provide advice Citizenship 1a) the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems 2c) contribute to group and exploratory class discussions, and take part in formal debates 3a) use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own	Empathy 36) I understand the impact of bullying, on all those involved Social skills 39) I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings 43) I can work and learn well in groups, co-operating with others to achieve a joint outcome 50) I can be assertive when appropriate	Be healthy (physical, mental, emotional health) Stay safe (from neglect, violence, abuse) Enjoy and Achieve (personal and social development) Make a positive contribution (develop positive relationships)

Year 11 – Appendix 1

True/False Quiz

Think about each of the following statements and write True, False or Not sure next to each.

1. 10% of all violent crimes in the UK is domestic violence
2. If the police are called to a house to deal with a domestic violence incident, they cannot do anything
3. One in four adult women are estimated to experience some form of domestic violence by their partner or ex-partner at some point in their adult lives
4. Children living with domestic violence are much more likely to become violent or abusive to their own partners when they grow up, than someone who had no experience of domestic violence
5. A man can be prosecuted for having sex with his wife against her will
6. Women in the over 40 age group are at the greatest risk of domestic abuse
7. If a woman reports domestic violence to the police and then changes her mind, the case cannot go to court
8. Regularly following someone to and from their work and sitting outside their house when they are at home is against the law
9. If someone regularly threatens to hurt someone, but does not do anything, that is against the law
10. Approximately 2 women are killed each year by their partner or ex-partner in England and Wales

Year 11 – Appendix 2

True/False Quiz Answers

1. 10% per cent of all violent crimes in the UK is domestic violence

False – it is 25%. However, not all cases are reported to the police.

2. If the police are called to a house to deal with a domestic violence incident, they cannot do anything

False – assault is a crime wherever it happens. The police receive on average 1440 calls per day for assistance with domestic violence.

3. One in four adult women are estimated to experience some form of domestic violence by their partner or ex-partner at some point in their adult lives

True.

4. Children living with domestic violence are much more likely to become violent or abusive to their own partners when they grow up than someone who had no experience of domestic violence

False – in fact some research has shown the opposite.

5. A man can be prosecuted for having sex with his wife against her will

True – rape within marriage is a crime. The law was however only changed in the 1990s!

6. Women in the over 40 age group are at greatest risk of domestic abuse

False – Home Office statistics show that the group most at risk is young women aged 16-24.

7. If a woman reports domestic violence to the police and then changes her mind, the case cannot go to court

False – the case may still go to court. It is up to the police and Crown Prosecution Service to make the decision, based on the evidence available.

8. Regularly following someone to and from their work and sitting outside their house when they are at home is against the law

True – if that person is an adult and this is causing them distress or fear. This is called harassment.

9. If someone regularly threatens to hurt someone but does not actually do anything that is against the law

True – this is called threatening behaviour or harassment, if it is repeated.

10. Approximately 2 women are killed each year by their partner or ex-partner in England and Wales

False – approximately 2 women a week are killed by a violent partner or ex-partner. This is about 40% of all women killed in England and Wales.

Most answers come from Home Office figures – British Crime Survey. If you need further background reading, please refer to the Women's Aid website: www.womensaid.org.uk

Year 11 – Appendix 3

Possible Criminal Behaviour Cards



1. Physical violence with or without weapons (including punching, slapping, pushing, kicking, head butting, hair pulling) resulting in permanent damage	2. Violence resulting in death
3. Choking, strangling, suffocating	4. Throwing things at someone, e.g. plates, even if they miss the person
5. Repeated threats to cause injury	6. Physical violence with or without weapons (including punching, slapping, pushing, kicking, head butting, hair pulling) requiring medical treatment but not resulting in permanent damage
7. Physical violence including spitting or hitting without leaving a mark	8. Preventing someone from visiting relatives or friends
9. Excessive contact e.g. persistent phone calls	10. Sending someone offensive or obscene texts or emails
11. Persistent verbal abuse	12. Locking someone in a room or a house or preventing them from leaving

Year 11 – Appendix 4

Crimes – Answer sheet

Action (numbers link to action cards)	Crime	Maximum Sentence
Killing someone without any legal defence for doing so (2)	Murder	Life (mandatory)
Killing someone but not intending to or with valid legal defence (provocation, diminished responsibility) (2)	Manslaughter	Life
Physical violence causing long term damage (serious scars, disability) (1, 3 or 4)	GBH	Life
Physical violence or emotional abuse requiring medical or psychiatric treatment (1, 3, 4 or 6)	ABH	5 years
Physical violence including spitting or hitting without leaving a mark (4 or 7)	Common assault	6 months
Conduct likely to cause fear or distress in victim (similar behaviour on two or more occasions) (4, 5 or 11)	Harassment	6 months
Using phones or email to cause fear, offence, anxiety etc (9, 10)	Improper or malicious use of telecommunications	6 months and/or fine up to £5000
Illegally preventing someone from leaving a place, even with threats rather than actual physical violence (8, 12)	False imprisonment	Unlimited maximum penalty

Year 11 – Appendix 5

Additional Legal Information

ABH

(Actual Bodily Harm) is an offence of assault, which causes hurt to the victim that “need not be permanent, but must be more than transient and trifling”.

An example may be an assault that causes a bruise or a graze.

ABH cases can be heard in Magistrates' Court or Crown Court. Magistrates will pass up a case to Crown Court if they take the view that it is too serious for them to deal with.

In Magistrates' Court the offence carries a maximum six months in prison, and at crown court a maximum of five years.

The New Sexual Offences Act 2003 received Royal Assent in November 2003 and came into force on 1 May 2004. It makes many changes to the current law, much of which dates back to the Sexual Offences Act 1956.

The Act is split into two parts the first devoted to sexual offences, creating new offences and widening the scope of existing ones, and the second covering offenders with an emphasis on the protection of vulnerable individuals. It provides clear and coherent sex offences to protect individuals from abuse and exploitation, and is designed to be fair and non-discriminatory.

Rape and Consent

Rape is redefined to include penetration of the mouth as well as penetration of the vagina or anus by the penis.

There are three new measures on the issue of consent:

- There is now a statutory definition on the issue of consent: a person consents if he or she agrees by choice to the sexual activity and has the freedom and capacity to make that choice.
- All the circumstances at the time of the offence will be looked at in determining whether the defendant is reasonable in believing the complainant consented.
- People will be considered most unlikely to have agreed to sexual activity if they were subject to threats or fear of serious harm, unconscious, drugged, abducted, or unable to communicate because of a physical disability.

The new measures are designed to redress the balance in favour of victims without prejudicing the defendant's right to a fair trial, to help juries reach just and fair decisions on what is a difficult area or prosecution.

Year 12 or 13

Young People and Domestic Abuse

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

Due to the fact that years 12 and 13 are more likely to address PSHE within their tutor groups, the activities for this age group have been broken down into 6 short sessions to allow flexibility of delivery.

These lessons are most effectively delivered to small groups, ie 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 domestic 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 domestic violence; understand the warning signals and to know what to do themselves.

Resources

- ✓ Suggested Ground Rules (provided in section 4);
- ✓ Information on Sources of Help (provided in section 4);
- ✓ The 'Spiralling – the movie' DVD and a TV/DVD player or access to the internet to watch it online;
- ✓ Power point presentation (provided in section 4 – 'Additional Resources' – 'Historical Perspective of Domestic Abuse';
- ✓ 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 www.bristol.gov.uk/ccm/content/Community-Living/Crime-Prevention/safer-bristol-partnership/spiralling-film-and-toolkit.

A Activity 1

Time: about 20 minutes

1. Set ground rules or use prepared ground rules provided in section 4. (Please note that these activities may lead to disclosure so it is advisable to read the guidance on dealing with disclosure in section 1 prior to the lesson).

2. Explain that, in this lesson, we are going to explore some issues relating to domestic abuse.

3. Use the power point presentation '*Historical Context of Domestic Abuse*', provided in section 4, to introduce the topic.

Ask the young people the following questions as you show the slides:

- 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 the 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 domestic abuse.

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

6. Read out the following statements about domestic abuse:

- Domestic abuse (also called domestic violence) happens when one person hurts or bullies another person who is or was their partner or who is in the same family.
- It can happen between people who are going out together, living together, have children together or are married to each other. It can happen either when people live together or separately.
- Domestic abuse can also happen after a relationship has finished.
- Usually (but not always) it is the man who is the abuser and the woman who gets hurt.
- Although domestic abuse happens mostly between adults, young people can be affected by the abuse that they see and hear, and they can be hurt or bullied as part of domestic abuse between adults.
- Young people may also experience abuse from their own boy/girlfriend.
- Domestic abuse is a repeated pattern of behaviour.
- It often includes several different types of abusive behaviour, including physical, emotional, sexual and financial abuse.
- People use domestic abuse to control other people they have a relationship with.

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

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, ie:
 - 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 4).

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?

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 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.
4. Remind young people that domestic and sexual abuse is unacceptable and in many cases criminal. The police do take this seriously and have specially trained officers to respond to domestic abuse.

Suggested Extension Activities

- Investigate local data on domestic abuse – look at costs, crime figures, local policies, any school policies, police information and so on;
- Investigate local statistics on domestic abuse and local sources of support for people experiencing domestic abuse – look at local refuges, help lines, counselling services, GP surgeries and so on;
- Investigate which parts of Nathan's behaviour were criminal – see year 11 lesson on the law;
- Discuss why Nathan might have behaved the way he did – did he intend to be controlling? Are there any excuses for this type of behaviour? What help is available for perpetrators of domestic abuse?
- Use the power point presentation '*Historical Perspective of Domestic Abuse*' as the basis for research on how the laws on domestic violence and abuse have changed.

Learning outcomes	National Curriculum – PSHE and Citizenship	Links to SEAL	Every Child Matters
All young people will be able to understand that domestic 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 domestic violence Understand the warning signals and to know what to do themselves	Key Stage Four Pupils should be taught/given opportunities: PSHE 2g) to seek professional advice confidently and find information about health 3b) to be aware of exploitation in relationships c) to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support j) to know about the statutory and voluntary organisations that support relationships in crisis 4g) consider social and moral dilemmas [for example, attitudes to the law] h) find information and provide advice Citizenship 1a) the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems 2c) contribute to group and exploratory class discussions, and take part in formal debates 3a) use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own	Empathy 36) I understand the impact of bullying, on all those involved Social skills 39) I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings 43) I can work and learn well in groups, co-operating with others to achieve a joint outcome 50) I can be assertive when appropriate	Be healthy (physical, mental, emotional health) Stay safe (from neglect, violence, abuse) Enjoy and Achieve (personal and social development) Make a positive contribution (develop positive relationships)

Years 12 and 13 – 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.

Years 12 and 13 – 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, got a job and money and 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.

Years 12 and 13 – 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.

Years 12 and 13 – Appendix 4

Crimes within the Sexual Offences Act 2003²

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.

² See <http://www.homeoffice.gov.uk/documents/adults-safe-fr-sex-harm-leaflet>

SECTION 4

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;
- 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

This is available as a power point presentation which can be downloaded from www.womensaid.org.uk/historicalperspective

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 (17years 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)

Hot seating

What is hot seating?

Hot seating is where people take on the role of characters from a story and other people ask them questions. The characters have to answer the questions in as much detail as possible.

Why do we do hot seating?

So we can find out more about the characters. We can also develop more understanding especially about their behaviour and feelings and what it is like being in their shoes.

Resources and preparation required

- ✓ Chairs at front of group.

Method

Introduction:

Explain 'hot seating' to the group if they are not familiar with this way of working. If someone is in the hot seat and runs out of things to say or if someone else would like to respond to a point made, they can take the place of the person who is in the seat. It should be stressed that hot seating or role play is not about acting but putting oneself in another person's shoes.

Method 1

Working in small groups; ask different young people in each group to take on the role of one of the characters. Other people in the group ask questions of the character about their behaviour or feelings, either on the night in question or the following day.

Method 2

If there are some young people who are confident enough to sit in front of the whole class, ask for volunteers to sit at the front, each taking on the role of one of the characters. The rest of the class can then question them about their behaviour or feelings during and after the event.

NB. This can be very powerful and sometimes the class can become quite hostile towards one character, in particular. Be prepared to step in and offer support.

Debriefing

It is important to give the young people who have participated in role play to step out of the character role they have been playing. Ask them to sit in a different chair and re-introduce themselves as themselves. For example, *"Hello, I am not [name of character] anymore. That was just a role I was playing. My name is [young person's own name] and I am me again now"*.

Circle games

1. Zip Zap Boing

This game promotes concentration and a feeling of fun whilst working as a whole group. The players sit in a circle and pass round an imaginary ball of energy, always to the person on their left, saying 'zip' as they pass it on. If a player wants to pass the energy to someone not next to them, they look at that person and throw the ball to them saying 'zap'. This person catches the ball and then carries on 'zipping' it to their left. If a player wants to change the direction of the ball, they say 'boing!' with lots of energy, wobbling like a jelly. The player on their right then has to 'zip' the other way. You can say 'boing' to a 'zip' but never to a 'zap'; you can say 'zap' to a 'boing'. As players become more expert, build up the pace so it is fast and hilarious. People are out if they go the wrong way or say the wrong thing. The last three players remaining are usually the winners. (Please note that this is just one of many versions of this popular game; other versions can easily be found by searching the internet).

2. Sitting Down/Numbers Games

The aim of this kind of game is for players to work together as a group without discussion, promoting concentration, trust and cooperation. They have to use cues such as eye contact, body language and listening. In one variation, all the players stand in the circle and all have to sit down – but only one person can sit at a time, without discussing who will go next; if two people or more sit down at once then everyone has to stand up and the process has to start again from scratch. In another version, all the players sit with their eyes shut and as a group have to count out loud in ones until the whole group has said a number; again, no one is allowed to speak at the same time as another person.

3. Detective Game

This game promotes concentration, cooperation and observation within the group, as well as a being great fun. One player volunteers to be a detective and leaves the room; another child volunteers to be the leader (silently); the leader then carries out a changing series of actions which the rest of the group all have to copy, such as tapping head, rubbing nose, clapping hands and so on. The detective is called back into the room and has to work out by observation who is the leader; the rest of the group have to be as subtle as possible about who they are watching and the leader has to try not to let the detective spot them changing the actions, making it hard for the detective. (With younger children, it is a good idea to give the detective three guesses). For the next round, another child volunteers to be detective and leaves the room. Then the first detective silently chooses the new leader by tapping someone on the head, and the game continues.

4. Ball or Bean Bag Games

All of these games promote cooperation, helping the players to learn each others' names, to concentrate and to make eye contact. The simplest versions involve throwing/rolling the ball/bean bag to another player whilst saying their name and making eye contact; the aim is to make sure that every player has a turn. Complications can involve repeating the entire group's pattern of throws/rolls in the same order, reversing the order of throws/rolls, or gradually introducing several more balls/beanbags once the pattern of throwing/rolling has been established, so there is a steady flow of throwing/rolling going on within the circle.