



Domestic Abuse Awareness Programme For Schools:

PSHE Session Plans

Key
Stage
3



Secondary School Version:

Based on Focus Group Discussion

AIM

To learn about the features of healthy and unhealthy relationships and understand the nature of abuse.

By the end of the session, students will have explored

- Qualities to seek, show and expect in positive relationships;
- Using an empathetic approach to helping those who find themselves in harmful situations;
- The impact of peer influence on actions in relationships.

Learning outcomes

- to identify behaviours and qualities we should show and expect from others in positive relationships
- to recognise the factors that influence the forming of strong attractions and how these can be manipulated to form unacceptable behaviour
- to show an empathetic approach to helping those in unhealthy relationships

Before the session starts

Refer to good practice guidance re introductions, ground rules, managing disclosures etc. in order to set the scene and prepare the students for the session.

It is recommended that teaching staff carry out a baseline assessment before each session, then again at the end of the session, so that teaching can be adapted as necessary and 'distance travelled' can be assessed. At the beginning of the session write the answers to the question on the board and add the answers to the same question at the end of the session in a different colour so that pupils can easily see the learning that has been achieved. Base line sentence starters are at the beginning of each strand and can be used to inform and extend learning; for example, the focus could change from positive relationships to discussing what could go wrong in relationships.

Group work in larger groups can be more exposing or inhibiting therefore smaller group learning opportunities may enable greater inclusion for all children and young people, especially those with any additional needs or SEND.

You may wish to link the sessions to existing PSHE or SRE schemes of work/activities, using these materials where appropriate.

Key Stage 3 Session Plans

Ground rules and keeping safe, contract of behaviour, confidentiality.

Resources - Flip chart/white board/smart board, pens

Strand 1 Friendships and Relationships

What do we want in a friendship or relationship?

Activity 1

Small group – Write down ‘What are the top 5 qualities I must have in a friend?’ Discuss.

Cards with a range of home, school and social contexts. Students consider each card to talk about the actions (and therefore qualities) of a friend. What could they do to help a friend?

Resources needed:

- Prompt cards

See
delivery
note 1

Activity 2

Large group – Discuss: When considering an attraction relationship what is it important to consider? (important to maintain a range of relationship types in discussion).

Small group - Now write your ‘dream list’ of what you would look for in an attraction relationship. Consider physical, personality, material etc. Discuss. Now you can only keep 5. Which 5? Discuss.

Resources needed:

- Facilitator list
- Paper and pens

How to help someone

Small group - Having looked at what support we would want from a friend in a friendship dilemma, this activity looks at what support we can offer friends with relationship dilemmas. Suggest ideas and feedback to the whole group.

Resources needed:

- Prompt cards

Session evaluation

Summarise the session. Repeat the baseline question and ask what the students have learnt in the session. Add to the baseline question comments from the start of the session. Is there anything from this session we need to discuss further? If anyone has any concerns/ following this session speak to (teacher) from the school, other trusted adults or contact an organisation from the Helplines poster.

Returning to a happy place

Look at the picture for 10 seconds. Take the picture away. How many items can you remember?

Resources needed:

- Memory slide
- Facilitators list

Key Stage 3 Delivery Notes

Increasingly the aspect of responding to questions and contexts that come from the students is more significant in KS3. Each session has therefore included the section “next session we want to talk about...”

School staff will need to:

- a. Alter any language and terms used to suit their students
- b. Input the best ways to develop the students responses to the questions in each session
- c. Decide whether all of the questions can be answered in one session. If the learning discussion is good the session should not be rushed through.
- d. Link the sessions to existing PSHE or SRE schemes of work / activities, using these materials where appropriate

Delivery
note 1

Look at cards with a range of home, school and social contexts (birthday party, mate dumped on social media, gran seriously unwell). Consider each card and discuss the statements and the qualities of a friend. “Are there qualities in common for each card? Are there some that don’t match? Are there any missing?”

Considering the cards above, are there contexts when a closer friend set of skills is needed? Students to write these contexts onto cards. e.g. bullying, advice about sexual / emotional health, bereavement, separation, relationship advice.

Groups to discuss these across the whole group. The sharing of ideas is optional. Adult to scribe the qualities that indicate closer friendships. Aiming to see the range of qualities matched to intensity of context.

Activity 1

Someone goes to a birthday party where there is alcohol

Your mate gets dumped on social media

Your friend's gran is seriously unwell

Your friend is worried they might be depressed

Your friend is being bullied

Your friend is unsure about their sexuality

Your friend is thinking of running away from home

Your friend thinks they might be being groomed

Activity 2

- Age
- Gender
- Social background
- Interests
- Where they live
- Religion
- Beliefs
- How they look
- Their family
- Financial status
- Ethnicity
- Arranged relationships

How to help someone

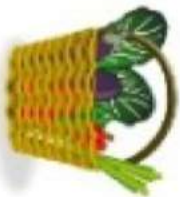
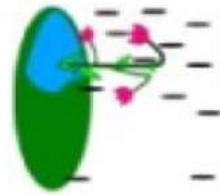
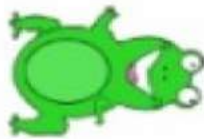
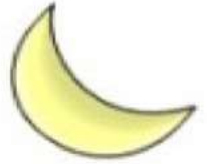
- No one likes your friend's new boyfriend/girlfriend
- A friend gets treated differently in school compared to outside of school
- The power in the relationship is unequal ie he/she always chooses what they do and where they go
- She/he texts all the time and gets angry if their boyfriend/girlfriend doesn't answer right away
- He/she wants to have lots of friends and they want to be the only one
- She/he wants to have more than one relationship at a time and they don't
- He/she wants to be affectionate in public and they don't
- One friend wants their boyfriend/girlfriend only to spend time with them and not to be friends with anyone else

Returning to a happy place

Memory slide - *on the following page.*

Memory test facilitators list

- Elephant
- Moon
- Left hand
- Clean spoon
- Smiley face
- Ice cream
- Dirty spoon
- Arrow pointing down
- Sun
- Short pencil
- Flowers in the rain
- Mouse
- Closed red door
- Tortoise
- Thin frog
- Right hand
- Baby
- Arrow pointing up
- Cup of tea/coffee
- Sad face
- Open red door
- Modern car
- Fat frog
- Rabbit/hare
- Long pencil
- Old man
- Empty basket
- Old car
- Cactus
- Full basket



Key Stage 3 Session Plans

Ground rules and keeping safe, contract of behaviour, confidentiality.

Resources - Flip chart/white board/smart board, pens

Strand 2 Emotions and Empathy

When should I get help for a friend and what help is available?

Activity 1

What do you think is controlling behaviour in a relationship?

Small group, respect for others opinions is important'
- Place the statements on the picture according to if you feel it is controlling behaviour or not.

Does the context make a difference ie, at home or at school. Does it depend who you are with when it happens? Where do these examples fit with our perception of controlling behaviour? Which behaviours are personal choice and which are unacceptable?

Resources needed:

- Relationship photos
- Statement cards

Activity 2

Watch the video.

Small groups discussion. "What was the context and why did it feel uncomfortable / wrong?"

Resources needed:

- Love Island video

See
delivery
note 2

How to help someone

Small group - Encourage students to think about how they can be a positive support to their peers and when it is appropriate to provide support as an individual or gain extra support.

Resources needed:

- Scenario cards
- Paper and pens

See
delivery
note 3

Session evaluation

Summarise the session. Repeat the baseline question and ask what the students have learnt in the session. Add to the baseline question comments from the start of the session. Is there anything from this session we need to discuss further? If anyone has any concerns/ following this session speak to (teacher) from the school, other trusted adults or contact an organisation from the Helplines poster.

Returning to a happy place

Look at the picture. Do you see a young woman or an old woman?

Resources needed:

- Visual illusion slide

Key Stage 3 Delivery Notes

Delivery note 2

This is a challenging video. Suitable challenging questions are 'Not all friendships and relationships are positive ones. What do you think could be wrong about the relationship in this video? How would you class the relationship in the video? (Controlling, coercive, threatening, bullying, abusive). Why are the characters behaving in this way? (Power, fear, need to belong, intimidation, worried about what would happen to them if they told someone) What are the long term affects/outcomes if this behaviour was to continue? (Police intervention, physical harm) Do you think others in the group could see anything wrong with this situation? How does this relate to domestic abuse? (Controlling, coercive, threatening, bullying, abusive, power, fear, need to belong, police intervention, physical harm, intimidation, worried about what would happen to them if they told someone).

Delivery note 3

Split class into groups. Each group will be given a scenario.

Ask the groups to discuss why they should tell someone and get help for the person in the scenario and why they would keep it to themselves and not tell.

Each group to feed back to the class.

Ask them to include a list of ideas of who might support the person and why they would/ would not feel comfortable going to that person. Discuss the idea of 'guilt' and 'shame' and the impact these have on whether people choose to 'tell' or not.

Activity 1

Cuddle each other while watching a film at the cinema

Hold hands walking to school

Sit next to each other in class

Walks them to and from school every-day

Texts all night / every night

Wants to take them to a party at a stranger's house

Tells them to trust him/her and try drinking alcohol / taking drugs

Doesn't understand they don't want to rush things

Starts to kiss them when they don't want to

Looks through their calls / texts on their phone

Introduces them to older friends and arranges to meet them more often

Buys them lots of presents

Tells them to tell their parents they are sleeping at a friend's house while they are actually going to a house party

Made them leave their weekend job so they could spend more time together

Makes them pay for everything when they go out

Doesn't like them talking to other friends

Asks them for a kiss

JUST BE YOURSELF

UNDER CONTROL

How to help someone

Scenario 1:

Your friend is talking to you about their boyfriend. She tells you he won't let her see her friends and always checks her phone.

1. Can you provide support as an individual?

- How could you support them?
- What could be the issues with involving a trusted adult or other support

2. Do you need to gain extra support?

- Why might it be important to let someone else know?
- Who might be able to help and why?

Scenario 2:

Your friend who is 14 tells you they have a boyfriend/girlfriend who is 19. They give them alcohol and have been suggesting they do things your friend does not feel comfortable with.

3. Can you provide support as an individual?

- How could you support them?
- What could be the issues with involving a trusted adult or other support

4. Do you need to gain extra support?

- Why might it be important to let someone else know?
- Who might be able to help and why?

Scenario 3:

Your friend tells you he/she has hit his/her girlfriend/boyfriend after hearing a rumour he/she had kissed someone else. The girl/boy is also a pupil at the school and is not there today.

5. Can you provide support as an individual?

- How could you help deal with this yourself?
- What could be the issues with involving a trusted adult or other support

6. Do you need to gain extra support?

- Why might it be important to let someone else know?
- Who might be able to help and why?



Key Stage 3 Session Plans

Ground rules and keeping safe, contract of behaviour, confidentiality.

Resources - Flip chart/white board/smart board, pens

Strand 3 Rules and Expectations

What do you think is unacceptable behaviour in an attraction relationship?

Activity 1

Large group - Your bottom line is the point where something is acceptable (above the line) or unacceptable below the line.

Ask the students to hold a picture each and line up in order of least severe to most severe. Discuss. eg what could bullying lead to? Would that change its position in the line?

Resources needed:

- Prompt cards and pictures

Activity 2

Small group – Place the abuse cards in order from what the public view as acceptable to unacceptable behaviour. Feedback to the class.

Resources needed:

- Abuse cards
- Sanctions/Offences table

See
delivery
note 4

How to help someone

Is it easier to stick to your bottom lines when you are on your own or in a group? Can your bottom lines change due to health, pressure, and other factors? Discuss who to go to for help if you are concerned about someone.

Resources needed:

- Helplines poster

Session evaluation

Summarise the session. Repeat the baseline question and ask what the students have learnt in the session. Add to the baseline question comments from the start of the session. Is there anything from this session we need to discuss further? If anyone has any concerns/ following this session speak to (teacher) from the school, other trusted adults or contact an organisation from the Helplines poster.

Returning to a happy place

Stroop Task - With a partner take it in turns to name the ink colour of a word, not the written word.

Resources needed:

- Stroop Task slide

Key Stage 3 Delivery Notes

This session must show that no personal answers and views are recorded in order to allow the most honest and open views from students in order for students to see where their existing perceptions could be altered

Delivery
note 4

The purpose of this activity is to challenge young people's views and levels of tolerance to controlling behaviour. This session introduces the element of coercive control and how abusive behaviours could start; young people often don't see these behaviours as domestic abuse. The learning from this session comes from the discussions linked to the activity. Allowing young people the opportunity to discuss controlling behaviours in relationships ensures that when they are in a relationship they can recognise potentially abusive behaviour.

Questions to start the discussion could include 'Would you consider any of these to be controlling behaviour? Are there occasions when the actions could be considered acceptable?'

Discuss the sanctions table and the consequences of engaging in these behaviours. How could certain behaviours evolve ie bullying could become abuse, tracking someone's phone can turn into stalking etc. Is this what the students expected? Do they see the connection between engaging in abusive behaviour and breaking the law?

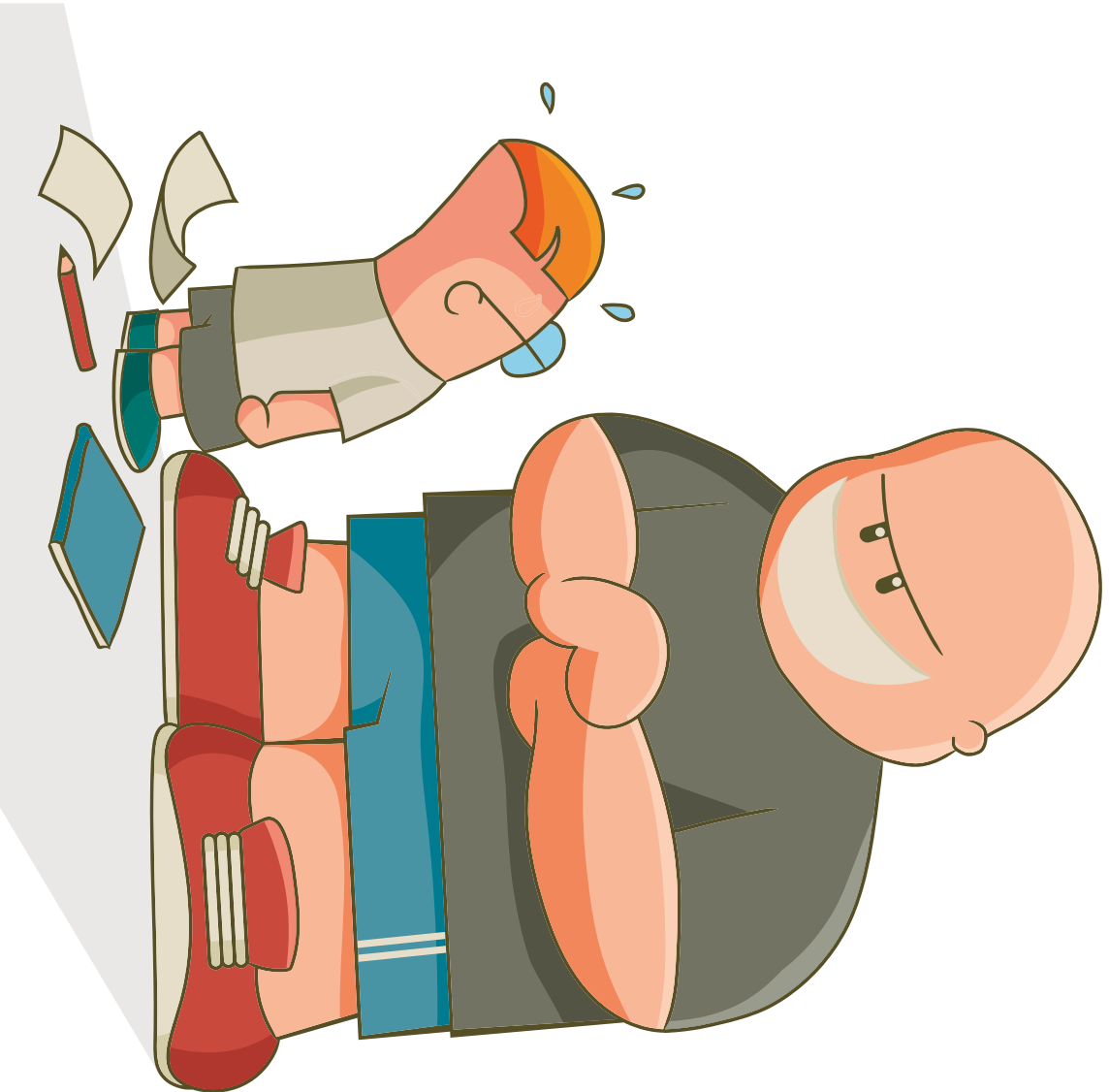
What can influence how much abuse affects someone ie resilience, what else is going on in their life, whether the abuse happens once or repeatedly.

Activity 1

See pictures on the following pages

- Bullying
- Calling in sick when they are not
- Not washing often
- Ignoring friends messages
- Not listening when someone is talking to them
- Interrupting when someone is talking
- Shaking hands when you meet
- Unless the cinema is busy don't sit next to someone
- Picking their nose/farting in public
- Pushing in front of a line
- Not flushing the toilet after use
- Not arriving in class in time

Bullying



Calling in sick when they are not



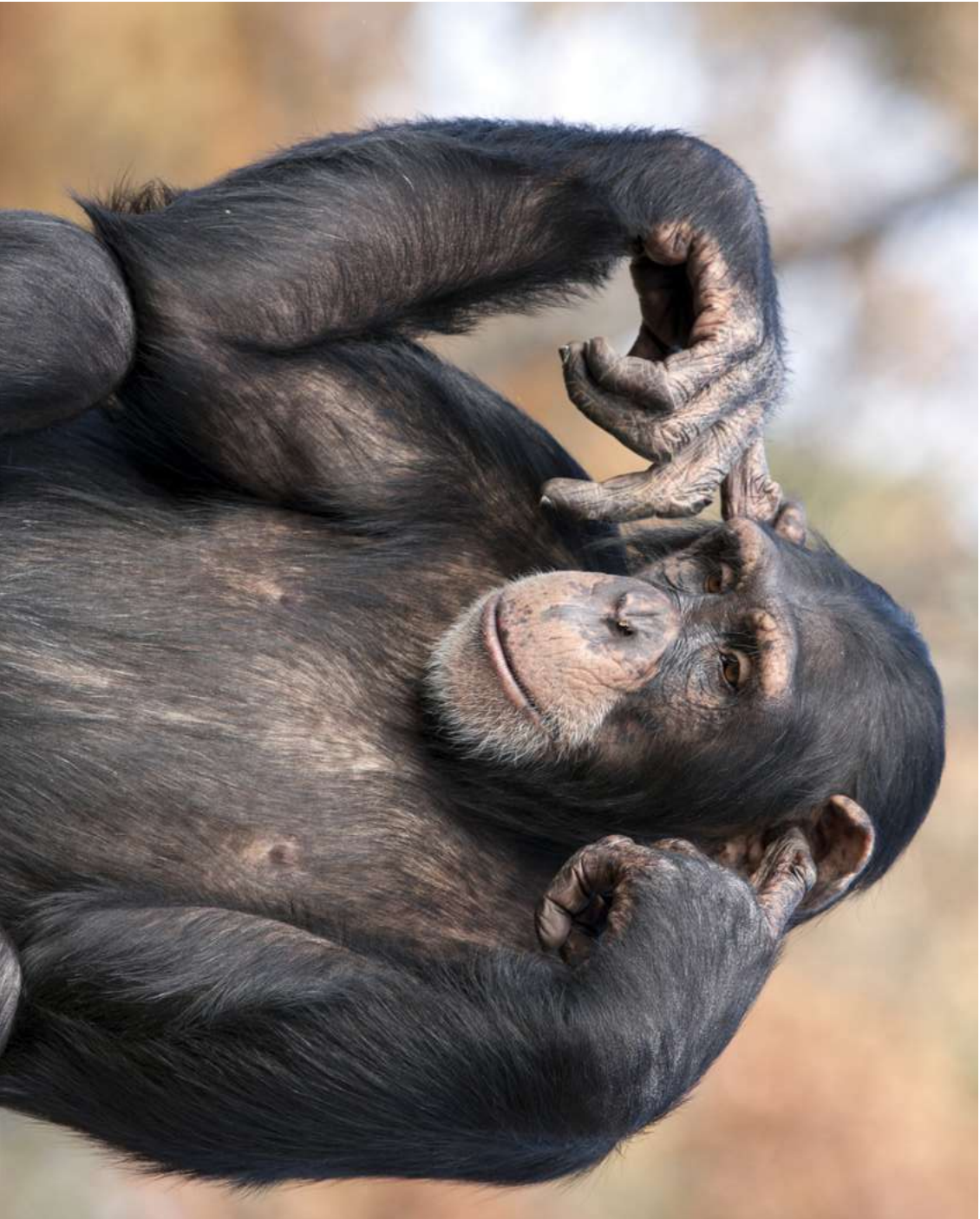
Not washing often



Ignoring friends messages



Not listening when someone is talking to them



Interrupting when someone is talking



Shaking hands when you meet



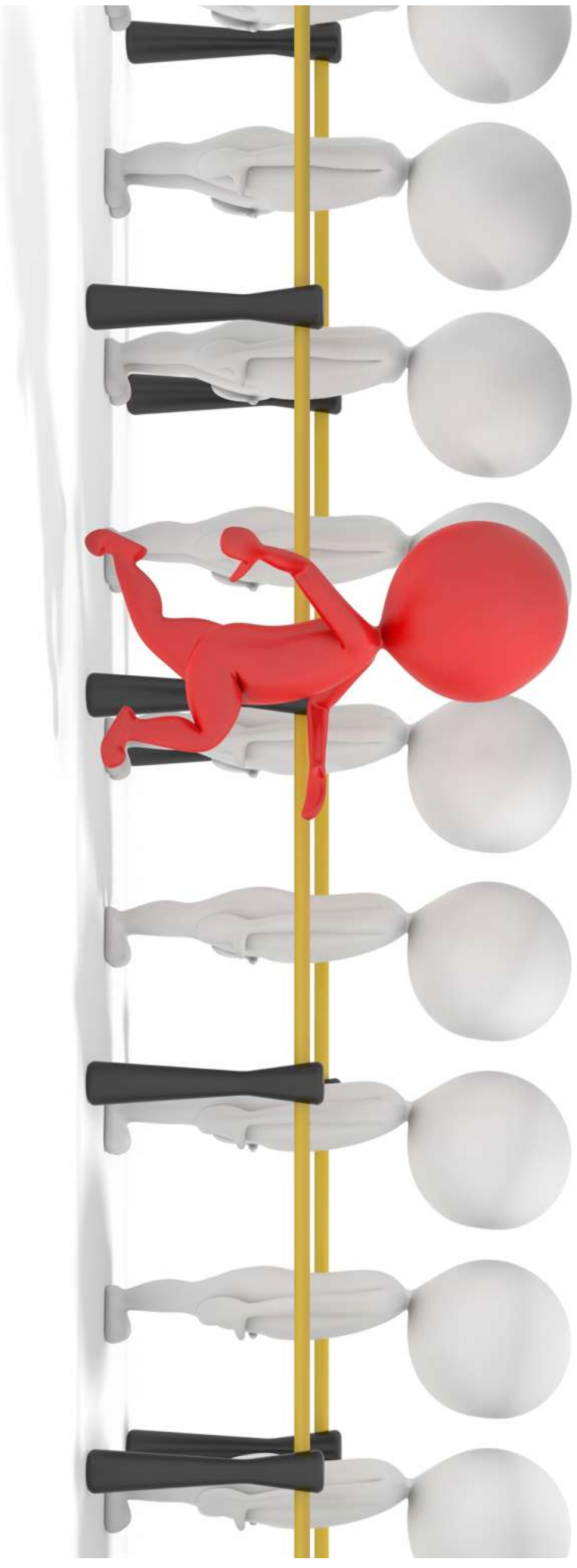
Unless the cinema is busy, don't sit next to someone



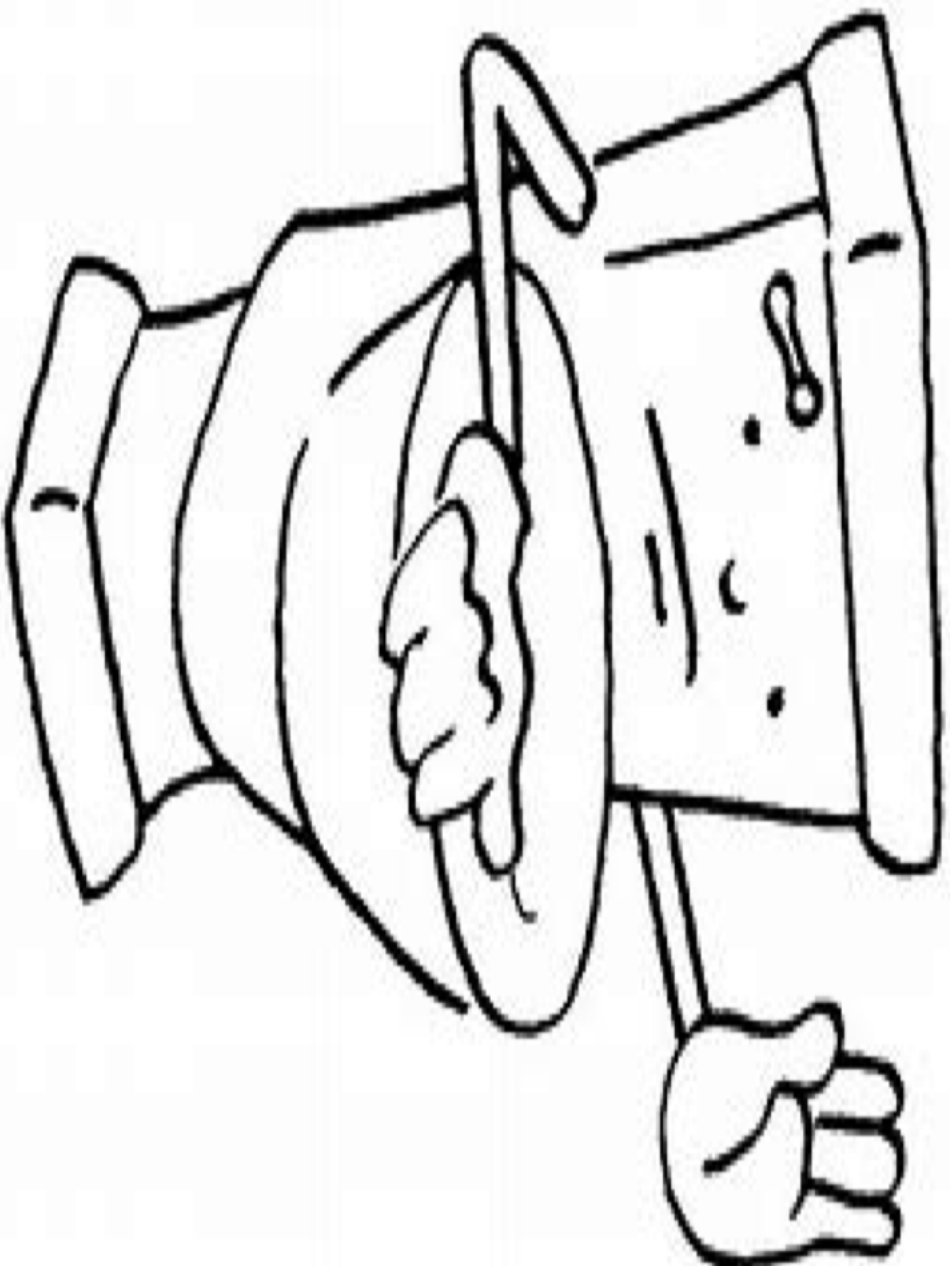
Picking their nose/farting in public



Pushing in front of a line



Not flushing the toilet after use



Not arriving at class in time



Activity 2

Rape

Isolating someone

Taking class A drugs

Abortion

Tracking someone's phone

Inappropriate touching

Child online grooming

Repeatedly telling someone they are ugly/fat

Racism

Sexism

Minimising someone's feelings

Telling someone what to wear

Financial control over another

Bullying

Underage sex

Hurting an animal

Neglecting a child's needs

Forced marriage

Telling someone who they can see

Sanctions Offences Table

Behaviour	Definition	Can lead to.....	Criminal offence?	Sanctions
BULLYING	The process of intimidating or mistreating somebody weaker or in a more vulnerable situation	This can become Harassment (Persistent name calling etc.), It can also lead to Assault.	These are criminal acts that can lead to Cautions or even Criminal Convictions. Eg Sec 47 Assault (Actual Bodily Harm), 5yrs imprisonment.	Affects job prospects (Police, Education, Military, NHS) Some housing companies may evict or refuse housing. Travel will be restricted to other countries (USA)
SENDING CONSTANT UNWANTED MESSAGES (HARASSMENT/ STALKING)	Behaviour that threatens or torments somebody, especially persistently. For example messages via social media	This can and has been interpreted as Harassment.	A caution can be received for Harassment and a Criminal Conviction can lead to 6mths imprisonment.	Affects job prospects (Police, Education, Military, NHS) Some housing companies may evict or refuse housing. Travel will be restricted to other countries (USA)
COERCIVE AND CONTROLLING BEHAVIOUR	To make somebody do something against his or her will by using force or threats	This is controlling someone in an intimate relationship.	This is an Absolute offence with possible 5yrs imprisonment on conviction.	Future relationships – This is a Domestic Violence offence and Police/Friends can apply for any person in a future relationship to be informed of the offender's history. This is CLARE'S LAW. Affects job prospects (Police, Education, Military, NHS) Some housing companies may evict or refuse housing. Travel will be restricted to other countries (USA)

HELPLINES

Below is a list of helpline numbers where you can talk to someone about abuse that might be happening in the home.

In an emergency, please ring the police on 999 for immediate help.

CHILDLINE

0800 1111
WWW.CHILDLINE.ORG.UK

NATIONAL DOMESTIC VIOLENCE HELPLINE

0808 2000 247

SAMARITANS

08457 90 90 90 (UK)

MUSLIM WOMEN'S HELPLINE

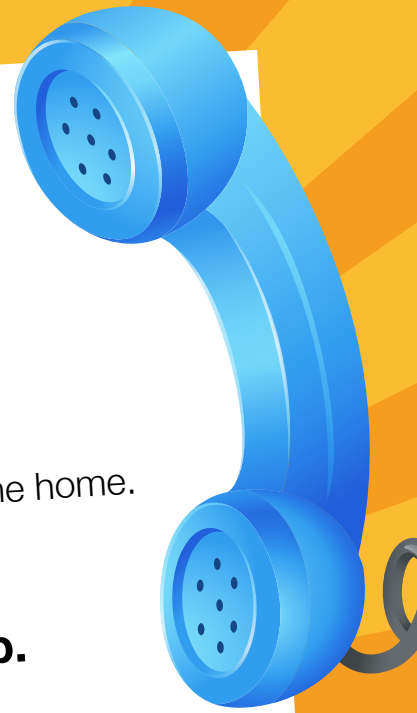
020 8904 8193 or
020 8908 6715

NSPCC HELPLINE

0808 800 5000

BROKEN RAINBOW LGBT HELPLINE

0300 999 5428



red blue orange purple

orange blue green red

blue purple green red

orange blue red green

purple orange red blue

green red blue purple