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# Domestic Abuse Awareness Programme For Schools:

PSHE Session Plans

Key  
Stage  
4



# Secondary School Version:

## Based on Focus Group Discussion

### **AIM**

To provide a one-hour session at Key Stage 4 that raises awareness of domestic abuse to promote healthy relationships.

### **By the end of the session, students will have explored**

- Exploitation, bullying and harassment in relationships
- The impact of domestic abuse (including sources of help and support)
- The role peers can play in supporting one another
- The characteristics and benefits of positive, strong, supportive and equal relationships

### **Learning outcomes**

- To recognise the skills and strategies to respond appropriately or access support in relationships
- To manage unwanted attention in a variety of contexts
- How to seek consent and to respect others right to give, not give or withdraw consent

## **Before the session starts**

Refer to good practice guidance re introductions, ground rules, managing disclosures 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 how to help friends in unhealthy relationships to how to help themselves if they are worried they might be in an unhealthy relationship.

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 4 Session Plans

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

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

## Strand 1 Friendships and Relationships

### When is a relationship unhealthy?

#### Activity 1

Small group - Students to use one word only to describe unhealthy features of an attraction relationship.

Hand out the printed scenarios. Students to discuss in small groups why the scenario is unhealthy. What should the couple do?

Could any of the scenarios be improved if consent was asked for? What are the dangers of staying in an abusive relationship? **Refer to Teachers Guidance 'Barriers to help-seeking and exiting abusive relationships'**. Feed back to the whole group.

**Resources needed:**

- Prompt List

#### Activity 2

Small group - Having agreed from Activity 1 that asking for consent is an important aspect in all relationships the students can now complete the 'All about consent' worksheet. Statements in green are likely to be said by the students. Statements in red must be added by the teacher if not made by the students. Feedback to the whole group.

Watch the consent video.

What is consent in sexual relationships?

**Resources needed:**

- All about consent - Pupils worksheet
- All about consent - Facilitator sheet
- Cup of tea video describing sexual consent

See  
delivery  
note 1

#### How to help someone

Small group - Complete the scenario activity.

Use one of the scenarios from Activity 1 to discuss:

If this was happening to a friend I would.....

Discuss the Helplines poster'

**Resources needed:**

- Scenario cards
- Photos
- Helplines Poster

See  
delivery  
note 2

#### 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 screen and choose a circle as a starting point
- Then move left or right to the nearest square.
- Then move up or down to the nearest circle.
- Move diagonally to the nearest square
- Finally, left or right to the nearest circle.

**Resources needed:**

- Mind reading slides

# Key Stage 4 Delivery Notes

Increasingly the aspect of responding to questions and contexts that come from the students is more significant through KS4. Each session has therefore included the section “next session we want to talk about...” student requests.

## **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 and
- 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

After watching the video ask the following questions - “How does the issue of consent relate to learning about abusive relationships? What does this video tell us about the key requirements for effective consent? Why is it sometimes not clear whether a person is consenting or not? In those circumstances, how can a person be sure their partner consents? What are the consequences of not respecting a person’s right not to give consent at any time in an intimate encounter? What specialist support is available if a person has experienced non-consensual intimate contact?”

Delivery  
note 2

Split the class into small groups and give each group a set of photos. Ask them to discuss what they think is happening, what might happen next and what the characters should do about it.

When everyone has completed the task ask the groups to feed back to the whole class. Read out descriptions 2. Ask the groups to discuss the scenarios. Feedback to the whole class. Refer to the Helplines poster.

## Activity 1

The power in the relationship is unequal ie he/she always chooses what they do and where they go

She/he texts them all the time and gets angry if they don't answer right away

He/she wants to have lots of friends and they want to be the only one

She wants to have more than one relationship at a time and they don't

They argue all the time

One person always agrees and never argues

One person in the relationship is not having fun any more

Sometimes they feel scared when they are with him

He/she treats them differently in school compared to outside of school

## Activity 2

# All about Consent

What does it mean to give consent?



<b>What does consent sound like?</b>	<b>When do we need to ask for consent?</b>
<b>What if?</b>	<b>What can you say if you do not give consent?</b>

# All about Consent (answer sheet)

What does it mean to give consent?

To give permission



To say 'yes' or 'no'



To be allowed to do something

<p><b>What does consent sound like?</b></p> <p>Yes Sure Of course I'll allow that Yes please I'd like that Ok</p> <p>(The response must sound positive and enthusiastic)</p>	<p><b>When do we need to ask for consent?</b></p> <p>Giving hugs Borrowing things Touching another person Kissing Sharing Secrets Having sex</p>
<p><b>What if?</b></p> <p>*You really want a hug but the other person doesn't?</p> <p>*The other person says 'no' but is smiling?</p> <p>*You're in the middle of a hug and the person changes their mind?</p> <p>*The person let you hug them yesterday, but they don't want a hug today?</p> <p><b>NOT consent</b></p>	<p><b>What can you say if you do not give consent?</b></p> <p>"I don't feel like it right now" "Maybe another time" "I don't like that" "No!" "I don't want that" "No thank you" "Nah, I'm good right now" "Ask me again later"</p> <p><b>NOT consent</b></p>





### Scenario 5

Amelia and Josh were boyfriend and girlfriend for nearly 2 years, Amelia recently ended things but since then she has missed lots of school, her friends say she hasn't been out and that she rarely replies to messages and has removed herself from social media. Josh doesn't seem any different apart from posting a lot more on social media and being seen out more.



## Scenario 2

Jessica has been Ryan's girlfriend for the last year, they live close by to one another, Jessica lives with her mum and 2 younger brothers. Ryan is an only child and lives with both parents. Ryan's dad is very strict and sometimes shouts aggressively at him and his mum when Jessica is at Ryan's house, she hears him belittling them both too.



### Scenario 1

James and Sophie have been seeing each other for almost 6 months, James is life and soul of the party among his friends and Sophie used to be the same, but in the last few months Sophie has stopped seeing her friends and only goes over to James's house a few times a week, she lost weight and doesn't look after herself like she used to.



### Scenario 3

Alice has started handing in her homework late, she always looks very tired and her form tutor has noticed that she seems startled at the slightest noise, no one sees her on a lunch time anymore and her friends say that she rarely talks to them these days.



#### Scenario 4

Carl has been seeing Amal for a few months. He is normally very pleasant and gets on with everyone, he loves to socialise and plays on a local football team. Amal is a popular boy with a good set of friends, he sometimes goes to the same parties as Carl but is very focused on his school work and plays on the school football team. Recently Amal is wondering if he and Carl are right for each other but he is really worried about saying anything to him.



### Scenario 7

Alyssa and Ben are the couple everyone thinks will be together forever. Ben used to play rugby but stopped saying doctors told him he had to because he had a knee injury. Alyssa is very popular and is constantly posting pictures of herself and her and Ben on social media looking happy and doing lots together. They often attend friend's parties and walk to and from school together every day.



### Scenario 6

Callum has always liked Evie, he asked her out last week and she agreed to go out with him. He is a nice lad, a bit quiet but has a large circle of friends. Callum's friends have teased him about it and that he's never had a girlfriend before. They have been teasing and daring him to do things he's not ready to do. Evie has always liked Callum too and was happy he asked her out. She is very quiet and shy and can be easily led, she has never had a boyfriend before and is in the year below Callum.

## Description 2

### Pic A - scenario 5

Amelia ended the relationship due to Josh's increasing possessive behaviour, he was checking her phone, complaining about her seeing her friends and putting her down. Since ending things, Josh has been stalking and harassing Amelia, he is careful not to let anyone see and withholds his number when he rings her. Amelia is trying to stay home as she is becoming fearful and nervous.

### Pic B - scenario 2

Ryan's dad has been abusive to his mum for as long as he can remember and for the last few years he has started doing the same to him too. He is taking out his frustration and anger on Jessica and although he knows it is wrong, he feels less weak when she is visibly scared of him.

### Pic C - scenario 1

Sophie's mum and step mum have been arguing a lot recently, she hasn't been able to sleep for the fights and last night she heard a loud bang and her mum crying. She is finding it hard to concentrate in school. She goes to James house a few times a week but won't let him come to her house and doesn't like leaving her mum for long as she is worried about her.

### Pic D - scenario 3

Alice lives at home with her mum and little sister, recently her mum's partner has started staying there a lot and he goes out and comes in late and as soon as he comes in he starts being nasty to her and her mum, her mum says it is just because he is stressed out and had a drink, she says he is lovely really and that she loves him. He threatened to hurt Alice's sister when she told him that she was going to tell her dad about what was going on.

### Pic E - scenario 4

Carl has started being nasty to Amal, especially when he drinks alcohol. He keeps telling him that he is stupid, that he is the worst player on the football team and that if he didn't go out with him then no one else would. Amal thinks that if Carl stopped drinking then he would stop being nasty. He is scared to say anything to him as he is becoming more volatile all the time.

### Pic F - scenario 7

Alyssa is very insecure and is convinced that Ben is going to go off with someone else, she thinks his rugby friends are a bad influence so she told him that if he really loved her, he would stop playing, Ben said he couldn't do that because his friends would ridicule him, so she told him to fake a knee injury and lie to say he was too bad to play. She is nasty to him if he doesn't want to see her when she wants and says she will tell people things about him if he doesn't do as she wants. Ben does everything he can to keep Alyssa happy and not cause trouble.

### Pic G - scenario 6

Callum just wanted to go on a date with Evie and take things slowly, he has never had a girlfriend before. He doesn't like drinking alcohol but all his friends do and they constantly ridicule him for not being like them. They have been calling him a sad virgin and saying that he must be gay. Evie has never had a boyfriend and has had a crush on Callum for years. Her friends have all had boyfriends before and she sometimes feels left out, she has never drunk alcohol before but agrees to when Callum's friends tease them both at a school friend's party. The next thing she remembers is waking up in bed with Callum and can't remember what has happened.



# 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](http://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



CRAZY

GENEROUS

LOVING

FRIENDLY

KIND

SUPPORTIVE

PLAYFUL

DAFT

FUN

WONDERFUL

CARING

HAPPY

You picked...

KIND

# Key Stage 4 Session Plans

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

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

## Strand 2 Emotions and Empathy

### What is 'power' in a relationship?

#### Activity 1

Small group - Ask the students to complete the blank Power and Control Wheel with definitions and examples of what they believe should go in each section. Give the students the completed copy of the Power and Control Wheel. What are the differences between their wheel and the completed wheel? Do they agree with the completed wheel? Are there things on their wheel that they think should be on the completed wheel and why?

**Resources needed:**

- Blank Teen Power and Control Wheel
- Completed Teen Power and Control Wheel

#### Activity 2

Small group feeding back to large group.

Watch the film 'Coercive Control'.

Please note that the term 'victim' is used in the video. The 'Partners 4 prevention' organisation would prefer the term 'a person who has experienced intimate partner violence'. The video shows short clips in the life of a relationship. There will have been warning signs that the relationship was becoming unhealthy. What could these be? (Demanding passwords, checking her phone, tracking her movements, insisting she wears certain clothes etc)

Make a list of the possible impact and long term effects of this behaviour on people who have experienced intimate partner violence. What help can they get? (Helplines poster)

**Resources needed:**

- Facilitator list
- Coercive Control film

#### How to help someone

Look at how you can help others who may need support.

**Resources needed:**

- Graffiti wall either on the smart board or printed
- Scenarios
- Post Its
- 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

What has a head, a tail, is brown, and has no legs? *A penny*

David's father has three sons : Snap, Crackle and \_\_\_\_ ? *David*

What belongs to you, but other people use it more than you? *Your name*

# Key Stage 4 Delivery Notes

Delivery  
note 3

Display or hand out the graffiti wall sheets, divide the group into three groups and ask each group to read the scenarios. Then ask the group to answer the questions and place post-it's on the wall. Have a discussion around the impact, what would a friend say and what services are available to support them.

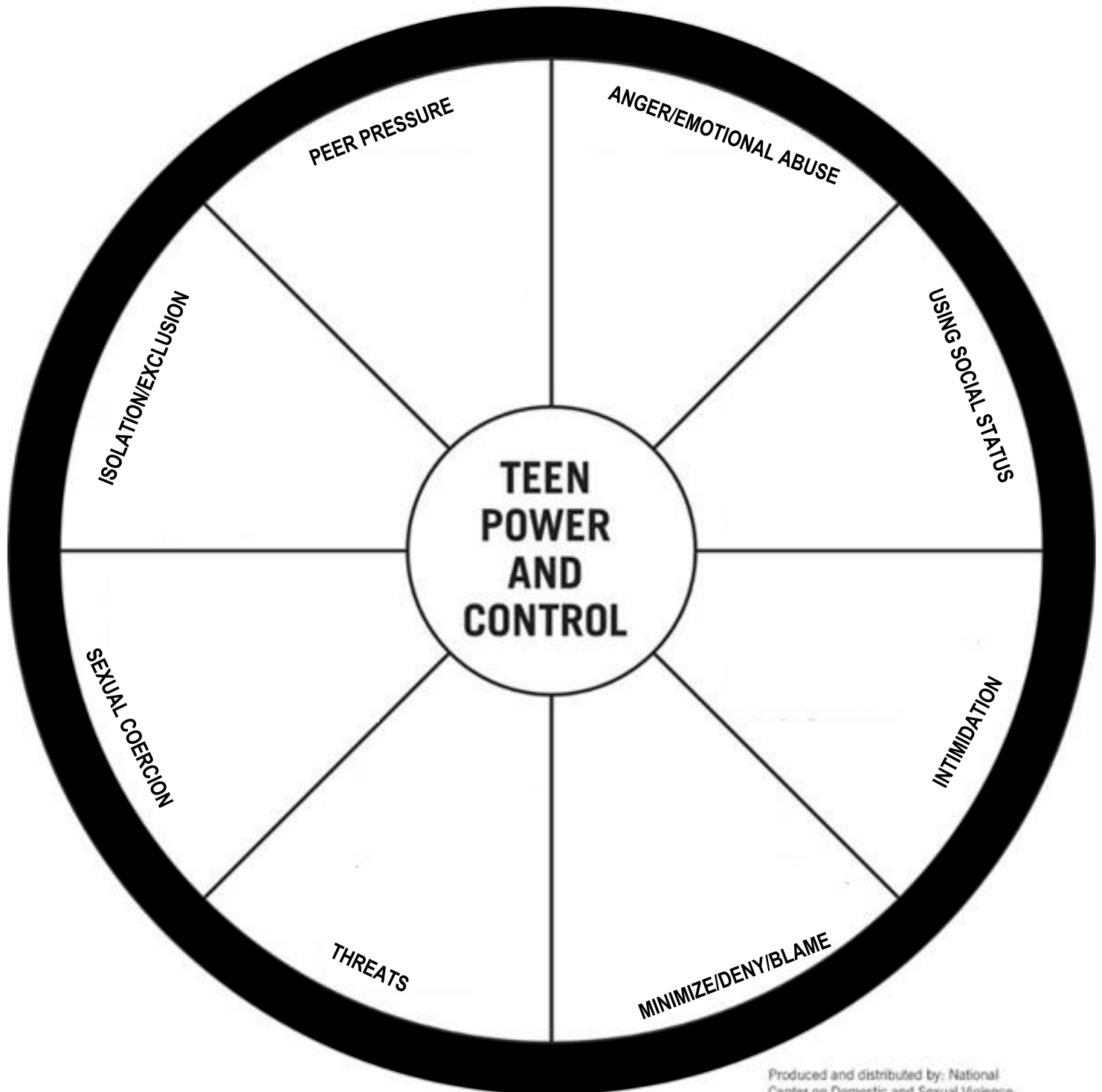
Ask the group how this could happen in adult life, how could someone be exploited, bullied or harassed.

## Activity 1

'Coercive Control' - [www.youtube.com/watch?v=2MpFOgp3nQ4](http://www.youtube.com/watch?v=2MpFOgp3nQ4)

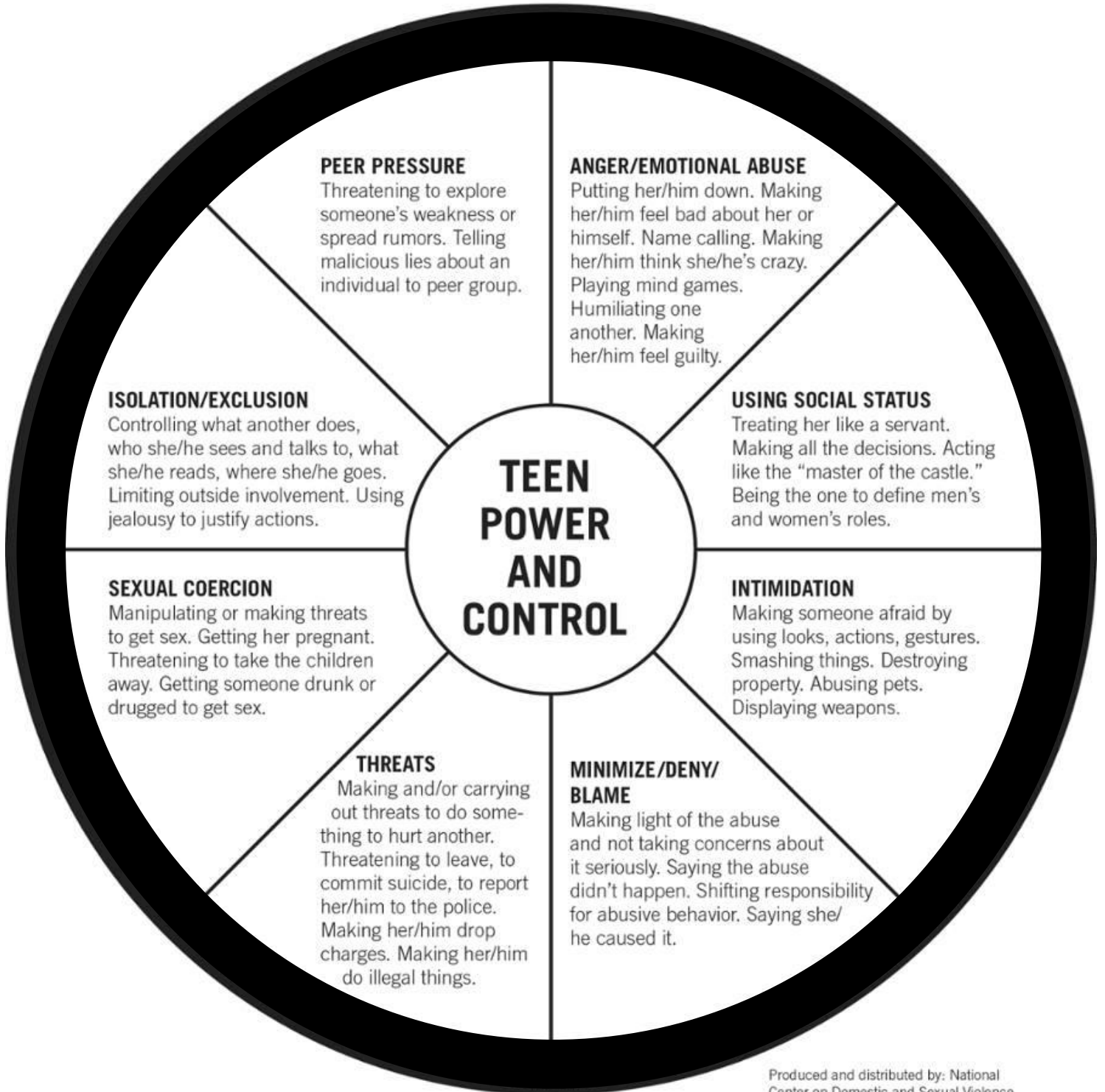
- They may become anxious or depressed
- They may have difficulty sleeping
- They have nightmares or flashbacks
- They can be easily startled
- They may complain of physical symptoms such as tummy aches and may start to wet their bed
- They may have temper tantrums and problems with school
- They may behave as though they are much younger than they are
- They may become aggressive or they may internalise their distress and withdraw from other people
- They may have a lowered sense of self-worth
- Older students may begin to play truant, start to use alcohol or drugs, begin to self-harm or develop an eating disorder

# TEEN POWER AND CONTROL WHEEL



Produced and distributed by: National Center on Domestic and Sexual Violence

# TEEN POWER AND CONTROL WHEEL



Produced and distributed by: National Center on Domestic and Sexual Violence



# Lisa

Lisa is a very popular girl in school. Sarah is going out with Lisa and is jealous that Lisa is popular, so she has started to undermine her in front of her friends. Sarah has started to encourage their friend Jack to do the same, he has been humiliating Lisa and encouraging others to laugh with him. His comments are undermining and are not always seen by others as hurtful.

From the outside the other friends don't see the behaviour as too bad and see it as Lisa can't take a "joke"

Sarah and Jack enjoy mocking Lisa, they sing songs about her and make it public on snapchat for others to see.

Lisa has started to get upset and is quiet within school and lost a few of her friends.

When they are out together after school and at weekends Sarah is affectionate and supportive. Lisa is confused about the change in Sarah's behaviour when at school.

A few months have passed and the situation is getting worse as Sarah is involving more pupils from the class, the other day Sarah and a small 'gang' followed Lisa home and start sending messages via social media.

Lisa is unsure what to do and her friends are also unsure.

## **Please answers the questions on your Graffiti wall**

- How will Lisa be feeling?
- What impact will Sarah's behaviour be having on Lisa?
- Who could Lisa talk to?
- How would you as her friend feel / what would you do?

# Sally

Sally is 14 years and is having a hard time at home. She feels her mum doesn't understand her and she has been spending a lot of time in her room and online. She has met Tom through social media and thinks he is nice and he seems to understand her situation. Sally has not met Tom yet but they have been messaging a lot over the last few weeks. Tom has started to put pressure on her to meet. She feels very happy and feels she is falling for him.

Sally finally agrees to meet Tom. He is sweet and he takes a lot of interest in her, giving her gifts and an expensive mobile phone. He is clearly older than 16 and he admits he is actually 19 years old.

They start a relationship and are spending a lot of time together. He asks her to stop seeing her friends and continues to buy her gifts and encourages her to try new things like alcohol and kissing.

Their relationship continues and during a party Tom tells Sally to go to bed with him. Sally doesn't want to but Tom becomes angry. Sally goes home with a friend. The following day Tom apologises and gives Sally a bracelet.

A few months pass and the situation gets worse. Tom is telling Sally to do more and more things that she is uncomfortable with and he tells her not to tell anyone. Sally is scared, she is unsure what to do and her friends are also worried about her.

## **Please answers the questions on your Graffiti wall**

- How is Sally feeling?
- Do Sally and Tom have equal / healthy relationship?
- What would you say to Sally as her friend?
- What services are available?
- When do you think the problems started and what could Sally have done differently?

# Ben

Ben is 15yrs. Ellie is his first girlfriend and he is very happy. Ellie is nice to Ben and has started to walk with him to school and back every day.

Ben is very popular and his friends also still want to walk to school with him but Ellie has started to be nasty towards them. Ben has said to Ellie that he still wants to walk to school with his friends a few days a week, Ellie said 'ok' but the next day and every other day she continued to turn up at Ben's house. Ben is unsure what to say to Ellie.

Ben has told Ellie that he is going to a party with his friends on Friday. Ellie finds out the details of the party and turns up. Ben is shocked and upset so leaves the party early with Ellie. Ellie informs Ben she only turned up at the party as she was worried he might drink too much beer and wanted him to get home safe. Ben later tells his friends she only did that because she cares for him.

Ellie continues to turn up at his home, places of interest and some days Ben can receive 50 plus texts from her.

Ben is starting to have doubts about his relationship and is unsure whether to continue or share with a friend.

## **Please answers the questions on your Graffiti wall**

- How does Ben feel?
- What impact does this relationship have on Ben?
- How do you as his friend feel about his relationship?
- Is his relationship with Ellie healthy?
- Is Ellie's behaviour acceptable?
- Where could Ben get help/support?

# Key Stage 4 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 are the warning signs of domestic abuse?

#### Activity 1

**WARNING! See delivery note before running this session with the students.**

Watch Domestic Abuse film. Discuss.

Hand out the statements to the students. In small groups students record their suggestions and share their responses with the group.

"It wasn't ok when .....  
So I .....  
This would work /might not work because .....

Support discussion to allow students to group common and effective solutions into their own categories. This discussion is important to prepare students should they ever find themselves in these situations.

**Resources needed:**

- Rapman - Domestic Abuse film
- Facilitators list

See  
delivery  
note 4

#### Activity 2

Small group - Look at the list of the top 10 common indicators that a relationship is abusive according to ukhealthcare.net . Order them from the most common to least common as reported. Discuss discrepancies and what would make something move higher up the list.

**Resources needed:**

- List of top 10 common indicators of domestic abuse
- Top 10 common indicators answer sheet

#### How to help someone

Small group - Exploring thoughts and feelings around when a relationship is considered unhealthy.

**Resources needed:**

- Prompt cards

See  
delivery  
note 5

#### 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

84% of people reading this will not find the the mistake in this A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

**Resources needed:**

- Puzzle slide

# Key Stage 4 Delivery Notes

## Delivery note 4

The Rapman Domestic Abuse video shows realistic violence and must be watched by the member of school staff, who will be leading the session, before the students see it. If the member of staff deems the video to be unsuitable the rest of the session can be delivered without it. Discuss the video with the students asking them if they thought it was realistic, what were the reasons she went back to him, who could she have spoken to about the relationship, what was the first sign that the relationship may not be healthy.

## Delivery note 5

Recap what the class thinks are the essential qualities for a positive relationship. Either gather ideas or flipchart them to refer to during the activity.

Explain that we are going to have a think about how we might help a friend where we can see that some of their actions are potentially harmful or dangerous in a relationship. What might we say to that friend, or how could we advise them? How might you approach the situation and offer guidance? No right or wrong answer, these scenarios are to generate discussion.

Divide into small groups of 3 or 4

Use the scenario cards, split between the groups and give 10 mins for a discussion on how they might approach these situations. Ask them to consider two questions:

1. What do they see as the potentially harmful situations going on either now or in the future?
2. What advice would they give as a friend or what could they do to help?

Ask one from the group to read out the scenario for the class, discuss their ideas and bring in the rest of the class for any extra suggestions.

If time – ask each group to discuss between themselves and come up with a scenario which has the potential to be harmful to one or more of the group. Swap these between the groups and go through a similar process to discuss each one.

# Key Stage 4 Resources

## Rules and expectations

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### Activity 1

Rapman - Domestic Abuse - *available on the Operation Encompass: The Next Steps download section.*

- ..... they stopped feeling respected
- ..... they didn't feel free to be themselves
- ..... he/she started calling them names
- ..... they had to be careful what they said when they were together
- ..... she/he kept checking their messages all the time
- ..... they weren't allowed to make any decisions
- ..... he/she started to make them feel useless
- ..... she/he made them feel stupid
- ..... he/she stopped them seeing their friends
- ..... they felt they were being bullied
- ..... they felt they couldn't talk to anyone about what they felt
- ..... he/she told them if they left them he/she would make sure no one else would want to go out with them
- ..... he/she started to harass them on social media
- ..... she/he started stalking them online
- ..... he/she started to recognise controlling behaviours within their relationship
- ..... physical abuse started in their relationship
- ..... he/she sometimes felt scared when they were together

## Activity 1

..... they stopped feeling respected

..... they didn't feel free to be themselves

..... he/she started calling them names

..... they had to be careful what they said when they were together

..... she/he kept checking their messages all the time

..... they weren't allowed to make any decisions

..... he/she started to make them feel useless

..... she/he made them feel stupid

..... he/she stopped them seeing their friends

..... they felt they were being bullied

..... they felt they couldn't talk to anyone about what they felt

..... he/she told them if they left them he/she would make sure no one else would want to go out with them

..... he/she started to harass them on social media

..... she/he started stalking them online

..... he/she started to recognise controlling behaviours within their relationship

..... physical abuse started in their relationship

..... he/she sometimes felt scared when they were together



### **Threats of suicide:**

Using threats of suicide as a way to control a partner and/or keep them from leaving.

### **Drug or alcohol abuse:**

This can lead to other abusive behaviours. One partner insisting the other drink or take drugs is also a form of abuse.

### **Physical abuse:**

Any use of force or physical harm.

### **Cruelty to animals or children:**

Violent behaviour toward animals or children.

### **Mental or emotional abuse:**

A regular pattern of verbal offense, threatening, bullying and constant criticism, as well as more subtle tactics like intimidation, shaming and manipulation.

### **Checking phone, email or social media without their permission:**

Looking through their email, phone or internet history without their knowledge or permission.

### **Extreme jealousy or possessiveness:**

Calling or checking up on them excessively or insisting on knowing where they are at every moment. This also includes possessive behaviour, such as criticizing or dictating what they wear.

### **Isolation:**

Keeping them from seeing friends or loved ones.

### **Controlling money:**

Their partner should not have financial secrets, keep money from them or control how they spend their money.

### **Threats or intimidation:**

This may include their partner breaking things on purpose that are sentimental or valuable to them.

## **Top 10 warning signs for domestic abuse**

### **Answer sheet**

- 1. Physical abuse**
- 2. Mental or emotional abuse**
- 3. Controlling money**
- 4. Checking phone, email or social media without their permission**
- 5. Isolation**
- 6. Cruelty to animals or children**
- 7. Threats or intimidation**
- 8. Threats of suicide**
- 9. Drug or alcohol abuse**
- 10. Extreme jealousy or possessiveness**

## How to help

You're discussing the weekend with some friends at school. Jess says that her boyfriend has bought her some clothes/jewellery and insists that she wears them, as he thinks they make her look gorgeous. She is unsure what to do or whether she wants to wear them or not.

Sam has started drinking a lot of alcohol at parties at the weekend and sometimes during the week. You have noticed that she is often late for school and she does not seem to care about her personal appearance, which is a definite change in her behaviour.

Your friend Becky has recently begun a new relationship outside of your friendship group. They have started spending a lot of time with each other but you have noticed Becky criticising her new boyfriend's family and friends and suggesting that he only spends time with her and her friends because she likes him so much.

Alex has started texting and messaging another friend John more often than usual within your friendship group. A few times, John has mentioned that Alex has turned up unexpectedly at his house or at the Leisure Centre where he didn't expect to see him.