



Title: Relationship Abuse

DATE:

Ready to Learn Reminders

- Sit in the seating plan.
- Take your coat/hat/scarf off.
- Get equipment out (including green pen).
- Write title, date, subheading and underline – keep your book beautiful!
- Complete DNA in silence.



Do Now Activity

Retrieval Practice

Starter



EFFECTIVE GROUND RULES

CREATIVE CURRICULUM

PSHE

EFFECTIVE GROUND RULES

CREATIVE CURRICULUM

Show respect

- By listening
- Not interrupting
- Only 1 person talking at a time

Be open and honest but **no personal comments** – Discussions will be about **'general situations'**

Don't make assumptions about people's values, attitudes, behaviours, life experiences or feelings

You don't have to say things about yourself if you don't want to (**You have the right to pass**)

PSHE CLASSROOM RULES DEALING WITH SENSITIVE TOPICS

There are **no stupid questions**. A question box for anonymous Questions

It's OK to get things wrong

SAFEGUARDING YOUR WELFARE & HAVING YOUR INTERESTS AT HEART

Have a **non-judgemental approach**. No put downs and challenge the opinion not the person

Enjoy the lesson, Challenge your perceptions and **understand how to seek further advice and support**

Use the agreed appropriate Language (**Avoid slang terms**)

Don't show the fact you are embarrassed through silliness

Conversations stay in the room unless it is a **safeguarding issue**

Session One

What is 'relationship abuse'?



Learning objectives and outcomes

Objective

To learn:

- how to identify relationship abuse
- how to access support

Learning outcomes

Students will be able to:

- explain what is meant by 'relationship abuse'
- identify the different types of abuse that can affect relationships
- describe ways to get help with relationship abuse

Starter activity

Brainstorm in pairs/groups:

- the features of a healthy, positive relationship
- the feelings of those in a healthy, positive relationship



Understanding Relationships

[What Makes A Relationship Healthy? \(youtube.com\)](#)



Understanding relationship abuse

After viewing the film, discuss:

- what are your initial thoughts?
- what do you think about the way the characters (puppets) in the film are behaving?
- what do you think about the behaviours which were mentioned in the film?

Further discussion of the film:

- What kinds of abusive or disrespectful (unhealthy) behaviours does the film show?
- When two people are attracted to one another, can one of them still be abusive towards the other (or both towards one another)?

Understanding healthy and unhealthy behaviours

- What is the difference between abusive behaviour versus having a 'normal' healthy argument?
- A 'normal' healthy disagreement can happen between people who feel able to express their views and opinions, but also respect those of others. A healthy disagreement normally involves negotiation, and no one emerges as the 'winner' or the 'loser'.
- Abuse means: treat with [cruelty](#) or violence, especially regularly or repeatedly.



Emotional vs. physical abuse

Where do you stand?

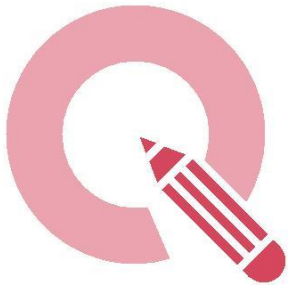
- It isn't really abuse if it's not physical
- It is sometimes justified to hit your partner during an argument
- Physical abuse is more serious than emotional abuse

Emotional abuse is just as serious as physical abuse, as the impacts can be just as long-lasting



Understanding controlling behaviour

1. Discuss the controlling behaviours you saw in the film.
2. In your groups, sort the Abuse true or false cards into three piles:
True; False; Not sure



True or false key points I

- Relationship abuse happens when one person hurts or bullies another person with whom they are in a relationship.
- The abuser is always responsible; no one else is to blame.
- Abuse can happen between people of any age, nationality, religion, race or family background
- Abuse can happen between young people in different types of relationships (e.g. boyfriend and girlfriend, parent and child etc.), whether they live together or separately
- Abuse can also happen after a relationship has finished
- People can use physical, emotional, sexual and financial abuse to control others

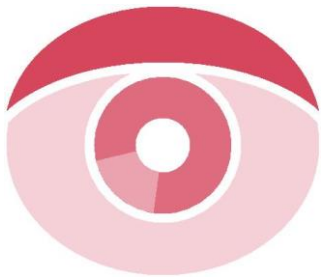
True or false key points II

- While women are usually the targets of abuse in heterosexual relationships, men can also be targets of abuse, and often find it harder to seek help
- Abuse can happen in same-sex relationships and in relationships involving a trans person, and may in such cases have its own unique characteristics: e.g. threatening to 'out' someone as lesbian, gay, bi or trans; pressuring someone to 'prove' their sexual orientation or gender identity.
- Abuse within relationships is often a repeated pattern of behaviour
- Abuse often involves several different types of abusive behaviour, including physical, emotional, sexual and financial abuse
- People who use controlling behaviour are more likely to go on to use violence, or are already doing so.

Warning signs and asking for help

Write your responses to these questions on the graffiti walls:

- What are the warning signs that someone might be in an abusive relationship?
- What stops people asking for help?
- Why might a target of abuse find it difficult to leave an abusive partner or take other action to protect themselves? (think about the practical and emotional consequences of leaving or taking action)



Plenary and reflection on the learning

- Do you feel differently about anything as a result of what you have seen and heard in this session?
- Has anything surprised or shocked you?
- Can you describe what 'abuse' is?
- If someone you knew was experiencing any form of abuse would you know how to get help?
- Do we have a responsibility to help someone who is being abused or is it 'up to them'? What might happen if we do nothing? How might we feel about that?
- How can someone end an abusive relationship? What could happen if they didn't?
- What might stop someone seeking help with an abusive relationship? What might encourage them to seek help?