

# Starter activity

## Mindmap in pairs:

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



## Healthy Relationships

Healthy relationships share certain characteristics that teens should be taught to expect. They include:

- *Mutual respect.* Respect means that each person values who the other is and understands the other person's boundaries.
- *Trust.* Partners should place trust in each other and give each other the benefit of the doubt.
- *Honesty.* Honesty builds trust and strengthens the relationship.
- *Compromise.* In a dating relationship, each partner does not always get his or her way. Each should acknowledge different points of view and be willing to give and take.
- *Individuality.* Neither partner should have to compromise who he/she is, and his/her identity should not be based on a partner's. Each should continue seeing his or her friends and doing the things he/she loves. Each should be supportive of his/her partner wanting to pursue new hobbies or make new friends.
- *Good communication.* Each partner should speak honestly and openly to avoid miscommunication. If one person needs to sort out his or her feelings first, the other partner should respect those wishes and wait until he or she is ready to talk.
- *Anger control.* We all get angry, but how we express it can affect our relationships with others. Anger can be handled in healthy ways such as taking a deep breath, counting to ten, or talking it out.
- *Fighting fair.* Everyone argues at some point, but those who are fair, stick to the subject, and avoid insults are more likely to come up with a possible solution. Partners should take a short break away from each other if the discussion gets too heated.
- *Problem solving.* Dating partners can learn to solve problems and identify new solutions by breaking a problem into small parts or by talking through the situation.
- *Understanding.* Each partner should take time to understand what the other might be feeling.
- *Self-confidence.* When dating partners have confidence in themselves, it can help their relationships with others. It shows that they are calm and comfortable enough to allow others to express their opinions without forcing their own opinions on them.
- *Being a role model.* By embodying what respect means, partners can inspire each other, friends, and family to also behave in a respectful way.
- *Healthy sexual relationship.* Dating partners engage in a sexual relationship that both are comfortable with, and neither partner feels pressured or forced to engage in sexual activity that is outside his or her comfort zone or without consent.

For Teachers.....

# 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

# Understanding relationship abuse



# Understanding relationship abuse

**Think, pair, share – 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?
- 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)?

## Group Discussion: What is.....

- What is sexual harassment?
- Can you think of any examples? What might it look or sound like?
- What is sexual assault?
- What is sexual violence?
- What is the difference between a compliment and sexual harassment?
- What is an abusive relationship?
- What is coercive control?
- What is Clare's Law?

## What is sexual harassment?

**Sexual harassment is any form of unwanted sexual behaviour. It can happen to anyone**, regardless of gender or sexuality; and could be from someone of the same or different sex. **However it happens, it is never your fault and there are lots of ways to get support.** It can happen anywhere, such as at school, on the bus or at work and can be a 'one-off' or repeated behaviour.

Common forms of sexual harassment include:

- Sexual comments, names and jokes
- Unwanted sexual attention and contact
- Cyberflashing (sending nudes without consent)
- Intimate image abuse (“Revenge Porn”)
- Upskirting

## What is sexual violence and sexual assault?

Sexual violence is the general term used to describe any kind of unwanted sexual act or activity. This can include:

- Rape, which is penetration of the vagina, anus or mouth with a penis without [consent](#).
- Sexual assault/abuse, which is any act of unwanted sexual contact including rape, online grooming, domestic abuse and sexual exploitation.
- [Sexual harassment](#), which is any unwanted behaviour of a sexual nature such as sexual comments or jokes, intrusive staring, sexual gestures, [sending unwanted sexual messages](#) (nudes) and revenge porn.
- [Female Genital Mutilation \(FGM\)](#).



## The law and FGM

Female genital mutilation (FGM), also known as cutting or female circumcision, is a procedure carried out on girls and young women/people with a vulva, which involves removing some or all of the external genitals for any reasons other than genuine medical necessity. FGM has no health benefits, and is harmful in many ways. It involves removing and damaging healthy and normal female genital tissue, and interferes with the natural functions of people's bodies.

FGM is illegal in the UK, and it's also illegal to take someone out of the country to make them have FGM in a country where it isn't against the law. The maximum sentence for carrying out FGM, or helping it to take place, is 14 years in prison. [Read the government's statement opposing FGM.](#)

Despite this, the charity Equality Now estimates that [137,000 women and girls who live in the UK have been affected by FGM](#). Globally, over 200 million girls and women around the world have had FGM, [according to UNICEF](#).

Get Help ..... <https://www.brook.org.uk/your-life/female-genital-mutilation-fgm/>

# The law and FGM

## Cultural and social factors for performing FGM

The reasons why FGM is performed vary from one region to another as well as over time and include a mix of sociocultural factors within families and communities.

- Where FGM is a social convention (social norm), the social pressure to conform to what others do and have been doing, as well as the need to be accepted socially and the fear of being rejected by the community, are strong motivations to perpetuate the practice.
- FGM is often considered a necessary part of raising a girl, and a way to prepare her for adulthood and marriage. This can include controlling her sexuality to promote premarital virginity and marital fidelity.
- Some people believe that the practice has religious support, although no religious scripts prescribe the practice. Religious leaders take varying positions with regard to FGM, with some contributing to its abandonment.

In 2011, about 137,000 women and girls with FGM, born in countries where FGM is practised, were permanent residents in England and Wales (Equality Now and City University London, 2014, p.3). The number of women with FGM living in England and Wales has increased since 2001, and this is largely attributable to migration (Equality Now and City University London, 2014, p.21). The main groups in the UK who experience FGM are from Egypt, Eritrea, Ethiopia, Gambia, Iraq, Kenya, Kurdistan, Liberia, Mali, Nigeria, Northern Sudan, Sierra Leone, and Somalia (British Medical Association, 2011, p.3). In 2011, there were 170,000 women aged 15 and over in England and Wales with FGM and 63,000 girls aged 0-13 were at risk of FGM (Equality Now and City University London, 2014, p.20).

# Compliment or sexual harassment?

## HOW TO TELL THE DIFFERENCE BETWEEN A COMPLIMENT AND SEXUAL HARASSMENT

### Compliment

- ✓ Said by a friend or someone they know
- ✓ Said in a respectful way with nothing respected in return
- ✓ Doesn't sexualise the person
- ✓ Makes the person feel happy
- ✓ Said in a safe space

### Sexual Harassment

- ✗ Shouted across the street
- ✗ Makes the person feel intimidated
- ✗ Referring to body parts
- ✗ Comments of a sexual nature
- ✗ Approached in a place they don't feel safe or unable to leave

# 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.

## **COERCIVE OR CONTROLLING BEHAVIOUR**

This type of abuse takes many different forms, including criticising your clothes or telling you what to wear, which makes it easier for victims to doubt whether they are victims of abuse and to make excuses for the abuser. It also makes it easier for the abuser to insist they are behaving in this way out of love or concern.

Coercive and controlling behaviour is illegal under the Serious Crime Act 2015 (England and Wales).

2. In your groups, read the following slides and decide if they are *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.

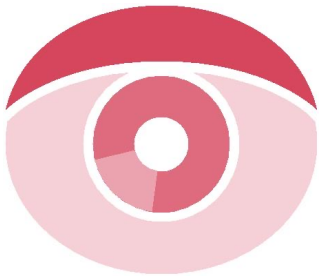
## True or false key points II

- 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

Watch this short clip and write down all the warning signs that he was being abusive.

*Remember: It's important to note that women can be abusive too!*

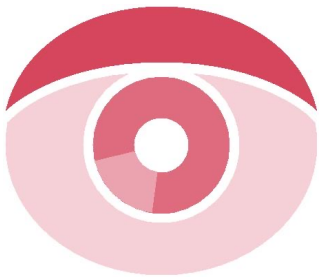




# Warning signs and asking for help

## Discussion.....

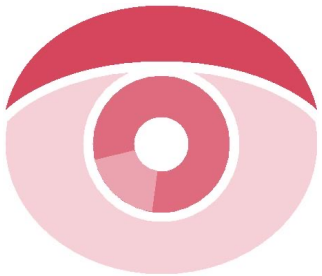
- What are the warning signs that someone might be in an abusive relationship?
- What stops people asking for help?
- Why might a target of abuse find it difficult to leave an abusive partner or take other action to protect themselves? (think about the practical and emotional consequences of leaving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



# Dealing with sexual harassment

Experiencing sexual harassment can be very upsetting. It can often cause a lot of distress and can lead to headaches, anxiety, depression, problems sleeping and eating, and loss of self-confidence. It's important to know that **if someone else's behaviour is making you feel uncomfortable then it's not okay**, and there are ways you can get help.

If you have been sexually harassed, **it is not your fault** and no one should have to put up with it. We have listed a few steps below which could help you deal with it: [Dealing with sexual harassment](#)



# Plenary and reflection on the learning

Remember you can talk to:

Your teacher

Your form tutor

Your Head of Year

Any teacher you feel comfortable talking to

Your GP

A trusted adult

Speak to a member of the Safeguarding Team

You can also visit websites such as Mind, ChildLine and NSPCC, ThinkUKnow

# SIGNS OF GASLIGHTING

Gives manipulating compliments

**You're the smartest, just like me**

Calls you crazy and delusional

**You don't make any sense.**



Makes generalisations about you frequently

**You are a bad person.**

Dismisses, ignores or criticises your needs

**You are so needy. What a burden.**

Corrects your memory

**You're remembering it wrong.**

Makes false accusations and shifts blame

**It's all your fault.**

Turns things around on you

**Well... you made me angry.**

Trivialises & criticises how you feel

**You are so sensitive and emotional.**

Hides objects from you then denies it

**You are always losing things.**

Outright lying and denial

**That never Happened.**



Puts words in your mouth

**We already talked about this.**

Tells you what you are feeling

**You're fine, stop exaggerating.**



# SIGNS OF AN ABUSIVE RELATIONSHIP

## Possessiveness:

- They check on you all the time to see where you are and what you're doing whilst monitoring /controlling your finances.
- They try to control where you go and who you see, and get angry if you don't do what they say or if you don't reply to their messages.



## Jealousy:

- They accuse you of being unfaithful or of flirting.
- They isolate you from family and friends, often by behaving rudely to them.

## Put-downs:

- They put you down, either publicly or privately, by attacking your intelligence, appearance, opinions, mental health or capabilities.
- They constantly compare you unfavourably to others.
- They blame you for all the problems in your relationship, and for their violent outbursts and say things like, 'No one else will want you.'



## Threats:

- They yell and deliberately break things that you value.
- They threaten to use violence against you, your family, friends or a pet.

## Physical and sexual violence:

- They push, shove, hit or grab you, or make you have sex or do things you don't want to do.
- They harm you, your family members or your pets.