

MEDWAY SECONDARY PSHE EDUCATION
MANAGING HEALTHY AND UNHEALTHY
RELATIONSHIP BEHAVIOURS

TEACHER GUIDANCE

PLEASE READ THIS GUIDANCE FOR ADVICE ON SAFE CLASSROOM PRACTICE BEFORE TEACHING ANY OF THE LESSONS IN THIS PACK

This set of materials was created by the PSHE Association to support teachers in Medway to address unhealthy relationship behaviours. The lessons will enable young people to recognise and expect high quality and loving relationships, exhibit healthy relationship behaviours, and to be able to seek help for themselves and others for unhealthy or unsafe relationship/family situations, both now and in the future.

The lessons are aimed at key stage 4 students and build on the learning covered at key stage 3 through the previously released Medway relationships and sex education (RSE) lesson pack. Those plans feature lessons on the difference between healthy and unhealthy relationships, effective communication, and the law on consent. If this content has been missed, teachers should consider adapting these materials and adding supplementary learning, as appropriate.

SAFE PRACTICE CONSIDERATIONS

These teacher notes should be read in conjunction with those that accompany the Medway RSE teaching pack as they provide additional important details around creating a safe learning environment. If you are unfamiliar with techniques for establishing a safe learning environment, it is essential you read this guidance before delivering any of the lesson content. The RSE teaching pack teacher guidance can be found [here](#).

It is particularly important to ensure all activities are effectively distanced so that young people are not encouraged to share personal details and are not re-traumatised by encouraging them to revisit their own, potentially difficult, experiences.

The lessons are designed to encourage young people to consider the features of positive relationships as well as unhealthy relationships, and to empower them to be able to seek help for unhealthy or unsafe behaviours. This ensures lessons are balanced and promote positive social norms.

Delivery of these lessons may encourage young people to disclose around unhealthy and/or abusive situations. It is therefore incredibly important to be aware of safeguarding processes and protocols in advance of delivery.

STATUTORY GUIDANCE

Until September 2020, schools should have due regard to the following statutory and non-statutory curriculum guidance:

- [The DfE RSE \(2000\) Guidance](#)
- [The Brook/SEF/PSHE Association Supplementary Guidance for RSE](#)
- [The National Curriculum for Science](#)

When planning their programmes, schools may also wish to consider the PSHE Association's Programme of Study.

- [The PSHE Association Programme of Study for KS1-5](#)

In addition, from September 2020, schools must follow new statutory guidance relating to this topic area. Schools are recommended to begin teaching the prescribed content and consider the additional guidance from September 2019.

- [The DfE RSE & Health Education \(2019\) Guidance](#)

CURRICULUM LINKS

These lessons are designed to support schools to meet statutory requirements regarding the importance of healthy relationships. They also facilitate learning to address a range of the opportunities outlined in the PSHE Association's Programme of Study.

Secondary phase learning opportunities in the statutory relationships & sex education guidance relating to this resource

FAMILIES:

- how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS:

- the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

BEING SAFE:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.

INTIMATE SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.

Key stage 4 learning opportunities in the PSHE Association Programme of Study relating to this resource:

Core theme 2: Relationships



- R2. the characteristics and benefits of positive, strong, supportive, equal relationships
- R5. to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk.
- R7. to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support
- R9. about the impact of domestic abuse (including sources of help and support)
- R11. about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement
- R12. how to access such organisations and other sources of information, advice and support
- R16. to recognise when others are using manipulation, persuasion or coercion and how to respond
- R29. the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)

OVERVIEW OF THE LESSONS

TITLE	LEARNING OBJECTIVE	LEARNING OUTCOMES	RESOURCE
Identifying healthy and unhealthy relationships	We are learning to assess relationship attitudes and behaviours.	<ul style="list-style-type: none"> I can identify common features of healthy relationships. I can evaluate the acceptability of a range of relationship behaviours and identify when a relationship may be unsafe. 	<ul style="list-style-type: none"> Resource 1: Relationship attitudes Resource 2: Relationship qualities and behaviours statement sort Resource 2a: Relationship qualities and behaviours teacher notes Resource 3: Online posts Resource 3a: Online posts teacher notes
Managing conflict in relationships	We are learning to identify and appropriate and inappropriate conflict behaviours.	<ul style="list-style-type: none"> I can differentiate between healthy and unhealthy behaviours when managing conflict in relationships. I can identify inappropriate conflict behaviours and suggest effective ways to respond. 	<ul style="list-style-type: none"> Resource 1: Conflict scenarios Resource 2: Disagreement statements Resource 2a: Disagreement statements (differentiated) Resource 3: Script outline (differentiated) Resource 4: Teacher notes
Addressing relationship abuse	We are learning how to end and/or get support for abusive relationships.	<ul style="list-style-type: none"> I can identify signs of different types of abuse. I can describe exit strategies and identify support for abusive relationships. I can identify likely thoughts and feelings which can affect decision-making and suggest how to overcome barriers to help-seeking. I can explain how to help others who may be in an abusive relationship. 	<ul style="list-style-type: none"> Resource 1a-d: Hayley's Story Resource 2: Help-seeking vox pop

QUALITY ASSURED RESOURCES

In addition to these lesson plans, the PSHE Association has quality assured a number of other resources which can be used to supplement the learning in this pack.

RESOURCE	DETAILS	TOPICS COVERED
MEDWAY HEALTH DIRECTORATE: Relationships and sex education teaching pack 	<ul style="list-style-type: none"> • Guidance document • 3 lesson plans – key stage 1 • 10 lesson plans – key stage 2 • 15 lesson plans – key stage 3 	Includes at KS3: <ul style="list-style-type: none"> • Healthy relationships • Relationship values • Starting out in romantic relationships • Relationship expectations
ALICE RUGGLES TRUST: Relationship safety resource 	<ul style="list-style-type: none"> • Guidance document • 2 lesson plans • Key stage 4 	<ul style="list-style-type: none"> • Healthy and unhealthy relationships • Stalking • Harassment

USEFUL NATIONAL SUPPORT ORGANISATIONS

The following support services are signposted on each lesson plan and can provide additional information and background understanding to support teaching of this sensitive topic area.

Domestic Abuse Support in Medway: www.domesticabuseservices.org.uk/

Childline: www.childline.org.uk Contact number: 0800 1111

Refuge: www.refuge.org.uk/

Women's Aid: www.womensaid.org.uk

Mankind: www.mankind.org.uk

Domestic abuse helpline: 0808 2000 247

Some helpline services are aimed specifically at those over 16 but young people can still use the organisation's websites for more information about other sources of support.

LESSON 1

IDENTIFYING HEALTHY AND UNHEALTHY RELATIONSHIPS

CONTEXT

This lesson examines the features of a healthy relationship and explores attitudes around different relationship behaviours. The lesson has a particular focus on digital communication, to ensure learning is relevant and reflects young people's realities.

The timings given are the minimum required to deliver the activities. It is always important for PSHE education lessons to be pacy but it is equally important to meet the needs of your students. More may be gained from spending longer on exploring in-depth an activity that has fired up discussion and imagination, so long as you are comfortable leading the discussion and feel that the students are progressing towards the lesson objectives.

These lessons are not designed to be taught in isolation, but should form part of a planned, developmental PSHE education programme.

LEARNING OBJECTIVES

We are learning:

- to assess relationship attitudes and behaviours.

INTENDED LEARNING OUTCOMES

- I can identify common features of healthy relationships.
- I can evaluate the acceptability of a range of relationship behaviours and identify when a relationship may be unsafe.

RESOURCES REQUIRED

- Anonymous question box
- Resource 1: Relationship attitudes
- Resource 2: Relationship qualities and behaviours statement sort
- Resource 2a: Relationship qualities and behaviours teacher notes
- Resource 3: Online posts
- Resource 3a: Online posts teacher notes

CLIMATE FOR LEARNING

Please read the accompanying teacher guidance before teaching these lessons. Ensure that you understand how to establish a safe learning environment (see the [Medway RSE programme teacher guidance](#)) and are familiar with the school's policies including the PSHE and/or RSE, child protection policy and safeguarding policies. Consider any sensitivities and prior knowledge about specific students' circumstances.

Establish or reinforce existing ground rules – adding or emphasising any ground rules that are especially relevant to this lesson, such as no personal stories or questions.

Remind students to use the question box if there is anything they wish to ask anonymously.

KEY WORDS

Honesty, respect, shared outlook, coercion, abuse, assertive, negotiation, communication

LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Attitudes baseline	Students individually assess their level of agreement with different statements.	15 minutes
Relationship behaviours continuum	Students sort then rank the relationship qualities and behaviours that are common features of healthy relationships.	10 minutes
Online posts	Review the different online forum posts and assess the behaviours and advice provided, adding additional ideas as appropriate.	20 minutes
Assessing progress	Revisit attitude continuum and reflect using a 3,2,1 format.	10 minutes
Signposting	Highlight support available.	5 minutes

BASELINE ASSESSMENT

Ensure ground rules are revisited and remind students about the anonymous question box. Share the intended learning outcomes for the lesson with the group.

RELATIONSHIP ATTITUDES BASELINE

Provide students with Resource 1: relationship attitudes and ask them to decide how far they agree with each statement.

This is an individual task to be completed without further prompting so as to gauge students' starting points. Circle the room to gain insight into their current understanding, any misconceptions, and particular gaps in knowledge, to inform and adapt your teaching in this and future lessons.

15 MINS

10 MINS

Using this understanding, feedback from this activity by focusing on particular statements or follow-up questions to support development of positive relationship attitudes. As the baseline activity is intended as a personal reflection activity, it is best not to share an individual student's responses unless they volunteer their views.

CORE ACTIVITIES

RELATIONSHIP QUALITIES AND BEHAVIOURS CONTINUUM

Students create a continuum line as below in their books. Then cut out and order the relationship qualities and behaviours on Resource 2: Relationship qualities and behaviours statement sort and place them on the continuum of those that are common features of healthy relationships through to unhealthy relationship behaviours. In the middle of the line would be located those where 'it depends'.

unhealthy ←———— it depends —————→ healthy

Feedback as a class. Draw out the key features that would be expected in a healthy relationship but highlight that each person will have a slightly different hierarchy of what is important to them, and will expect slightly different behaviours to meet those needs. Teacher notes are provided to aid these discussions (Resource 2a).

For those students who may need further support:

Ask students to sort the cards into healthy or unhealthy relationship behaviours.

For those students who may need further challenge:

Provide blank cards for students to suggest their own behaviours and qualities.

20 MINS

ONLINE POSTS

Give each table group one of the online forum posts from Resource 3: Online posts.

Each group reviews the posts and assess whether (a) the behaviours shared are healthy or unhealthy (b) the advice provided is appropriate or not.

Finally, the groups should agree their own post to give high quality advice.

Take feedback from each group, using the teacher notes for support (Resource 3a).

For those students who may need further support or challenge:

Select the forum posts carefully — each increases in complexity to allow for effective differentiation.

10 MINS

ASSESSING PROGRESS

Ask students to comment below their baseline (or verbally) using a 3, 2, 1 format.

- Name 3 relationship qualities they think are most important in healthy relationships.
- Name 2 skills that people their age might practise to become better at forming and maintaining healthy relationships.
- Name one thing that the lesson has prompted them to reflect more deeply on or think differently about.

5 MINS

SIGNPOSTING FURTHER SUPPORT

Ensure students are aware of the information and support available; for example, a friend, teacher, parent, school nurse or GP.

Highlight local and national services such as:

- **Domestic Abuse Support in Medway:** <http://www.domesticabuseservices.org.uk/>
- **Childline:** www.childline.org.uk Contact number: 0800 1111
- **Refuge:** <http://www.refuge.org.uk/>
- **Women's Aid:** www.womensaid.org.uk
- **Mankind:** www.mankind.org.uk
- **Domestic abuse helpline:** 0808 2000 247

Some helpline services are aimed specifically at those over 16 but young people can still use the organisation's websites for more information about other sources of support.

EXTENSION ACTIVITIES/ HOME LEARNING

WRITE A BOOK SYNOPSIS

Ask students to imagine they have written a book about healthy relationships. They need to write the synopsis for the back cover that tells readers what the book is about. The piece needs to be informative, to the point and engaging.

LESSON 2

MANAGING CONFLICT IN RELATIONSHIPS

CONTEXT

This lesson explores the features of disagreement in a healthy relationship and compares this with unhealthy relationship conflict. Through this, students develop a more sophisticated understanding of the signs of coercion and abuse in relationships.

The timings given are the minimum required to deliver the activities. It is always important for PSHE education lessons to be pacy but it is equally important to meet the needs of your students. More may be gained from spending longer on exploring in-depth an activity that has fired up discussion and imagination, so long as you are comfortable leading the discussion and feel that the students are progressing towards the lesson objectives.

These lessons are not designed to be taught in isolation, but should form part of a planned, developmental PSHE education programme.

LEARNING OBJECTIVES

We are learning:

- to identify and manage appropriate and inappropriate conflict behaviours.

INTENDED LEARNING OUTCOMES

- I can differentiate between healthy and unhealthy behaviours when managing conflict in relationships.
- I can identify inappropriate conflict behaviours and suggest effective ways to respond.

RESOURCES REQUIRED

- Anonymous question box
- Resource 1: Conflict scenarios
- Resource 2: Disagreement statements
- Resource 2a: Disagreement statements (differentiated)
- Resource 3: Script outline (differentiated)
- Resource 4: Teacher notes

CLIMATE FOR LEARNING

Please read the accompanying teacher guidance before teaching these lessons. Ensure that you understand how to establish a safe learning environment (see the [Medway RSE programme teacher guidance](#)) and are familiar with the school's policies including the PSHE and/or RSE, child protection policy and safeguarding policies. Consider any sensitivities and prior knowledge about specific students' circumstances.

Establish or reinforce existing ground rules – adding or emphasising any ground rules that are especially relevant to this lesson, such as no personal stories or questions.

Remind students to use the question box if there is anything they wish to ask anonymously.

KEY WORDS

Abuse, psychological, harassment, stalking, coercion, manipulation, persuasion, controlling, exit strategies

LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Baseline activity	Students analyse and compare scenarios showing conflict in relationships and explain which are examples of healthy relationships and which are not.	10 minutes
Conversation state-ments	Students sort statements into those which might be appropriate when discussing disagreements and those which are coercive or manipulative.	10 minutes
Script	Use statements from previous activity to script an example of a disagreement being managed successfully.	20 minutes
What if...?	Ask how a character might respond safely to different negative outcomes from relationship disputes.	10 minutes
Assessing progress	Students suggest 5 top tips to assess and manage conflict in relationships.	5 minutes
Signposting support	Students are signposted to local and national support services available.	5 minutes

BASLINE ASSESSMENT

Ensure ground rules are revisited and remind students about the anonymous question box. Share the intended learning outcomes for the lesson with the group.

CONFLICT SCENARIOS BASELINE

Provide students with Resource 1: conflict scenarios. Each pair should analyse and compare the scenarios and explain which are examples of managing conflict in relationships in a healthy way and which are examples of unhealthy conflict styles.

10 MINS

10 MINS

They should use this activity to create a list of features of constructive conflict in relationships and another list of signs of aggression or passive behaviours which are less likely to support healthy relationships.

Feedback as a group. It's important to point out that the behaviour in Lily's scenario shows signs of emotional abuse and Tanzy should seek help to manage this.

CORE ACTIVITIES

CONVERSATION STATEMENTS

Using *Resource 2* in pairs, ask students to indicate whether statements might be appropriate when discussing disagreements or are likely to come across as insulting, coercive or manipulative. There is a '?' column for those where students are not sure or the statement could be either. This is an opportunity to build on the comments from the baseline activity and to consider examples which could be used in a range of different contexts.

Feedback as a class, picking up on common misconceptions and statements which could be both acceptable or part of an unhealthy approach.

For those students who may need further support:

Provide an alternative set of cards – Resource 2a.

For those students who may need further challenge:

Blank rows are provided for students to suggest their own examples.

20 MINS

SCRIPT

Either display on the board, or read out to the class, the scenario below.

Jocinda really loves Kai – they've been together for nearly 6 months and she's excited about an upcoming daytrip to the coast, just the 2 of them. But she gets really upset when Kai makes jokes about their relationship when they hang out with friends. Last night it happened again and Kai didn't even seem to notice how hurt she was. She knows Kai doesn't really mean anything by it – people are always saying things like that in relationships on TV - but it makes her feel embarrassed.

Discuss the following:

- What might Kai's reasons for making jokes might be?
- Is this acceptable or not? Why?

Students may raise that Kai could be joking about the relationship in front of friends for a range of reasons including:

- to make them laugh
- to appear blasé rather than serious about the relationship to maintain 'street cred'
- embarrassment if friends don't think Jocinda's a 'catch'
- just something that friends sometimes do
- Kai thinks gentle teasing about relationships is normal and that it's clear

from other comments that they really like Jocinda.

Each person will have their own view on whether this is right but it's important that if it's upsetting Jocinda, they talk about it and see if they can find a way forwards. Without knowing the full context and details of the statements, it is possible that Jocinda is being overly sensitive but it is still important to discuss the situation and value her opinion. Just having the discussion and helping Jocinda see why Kai makes those comments may be enough to stop her being worried.

Ask students (individually or in pairs) to use both statements from the previous activity and their own ideas to build a script to successfully manage the disagreement.

Circulate the class and select good examples to share. Analyse why these are good examples and agree what helps to ensure conflict is managed successfully e.g. talking calmly and respectfully, saying how it feels when a person acts in a particular way rather than accusing a person of being in the wrong. This is likely to build on the list students came up with in the baseline activity.

For those students who may need further support:

Provide the script outline *Resource 3*.

For those students who may need further challenge:

Suggest the students add in challenging aspects in their script such as how to manage Kai's hurt feelings.

WHAT IF ... ?

Now pose the following four negative outcomes from the above dispute. Ask students as a class group (giving table group discussion time if appropriate) how the character could respond safely in each situation. These could again be displayed on the board or read to the class.

1. Kai laughs at Jocinda and says she is being paranoid. Kai then refuses to talk any further and goes out for the rest of the evening. When Kai returns home, it's as if they never had any discussion at all and the whole disagreement seems forgotten.
2. Kai tells Jocinda that the reason they make fun of their relationship is because it's a bad relationship. Kai then lists all the things that they believe are Jocinda's flaws and tells her she's lucky to have Kai as no-one else would have her. Jocinda is left in tears while Kai stays at a friend's that night. In the morning, Kai comes home with a bunch of flowers and apologises for everything they said last night.
3. Kai gets very angry and raises a fist as though to hit Jocinda but doesn't. Kai tells Jocinda not to get them all riled up in the future then storms off.
4. Kai cries, says they will never do anything like that again and gets on their hands and knees and begs Jocinda not to leave them. Kai comments 'I'd nev-

er cope without you. It's you and me forever now'. At first Jocinda thought this was sweet but she's left feeling a little uncomfortable by Kai's overreaction. She can't put her finger on why exactly...

Take feedback. Use the detailed notes in *Resource 4* to support the discussion. Be sure to cover the following points:

- If we really care about someone, we will respect their concerns, even if they seem quite trivial to us.
- Some people handle criticism less well than others and sometimes seem quite defensive - they may need time away from the conversation to 'regroup' – this does not excuse poor behaviour.

For those students who may need further support:

Select one scenario and ask students to suggest (a) why this approach is inappropriate, (b) one thing Jocinda could do next, and (c) who Jocinda could ask for help.

For those students who may need further challenge:

Ask students to explain their thinking in the form of a post in response to a problem on a forum page.

PLENARY/ASSESSMENT FOR AND OF LEARNING

5 MINS

ASSESSING PROGRESS

Discuss how a person decides whether a relationship behaviour is appropriate or not.

Individually or in small groups, ask students to suggest five top tips to help people assess whether a relationship behaviour is appropriate and to manage conflict in relationships.

Examples could include:

- Statements show respect for another person's feelings
- Using neutral, distanced statements such as 'I feel...' are often less inflammatory than 'You...' accusatory statements
- The person still gives their partner a choice about how to behave
- There is no violence or threats
- It's often helpful to seek advice from someone outside the relationship
- It's important to talk about things that might be causing upset – this avoids problems later in the relationship.

5 MINS

SIGNPOSTING FURTHER SUPPORT

Ensure students are aware of the information and support available; for example, a friend, teacher, parent, school nurse or GP.

Highlight local and national services such as:

- **Domestic Abuse Support in Medway:** <http://www.domesticabuseservices.org.uk/>
- **Childline:** www.childline.org.uk Contact number: 0800 1111
- **Refuge:** <http://www.refuge.org.uk/>
- **Women's Aid:** www.womensaid.org.uk
- **Mankind:** www.mankind.org.uk
- **Domestic abuse helpline:** 0808 2000 247

Some helpline services are aimed specifically at those over 16 but young people can still use the organisation's websites for more information about other sources of support.

EXTENSION ACTIVITIES/ HOME LEARNING

NEWS REPORT

Create a 60 second news report for TV or radio about managing conflict in relationships. Highlight the key points from today's lesson and tips for managing conflict.

LESSON 3

ADDRESSING RELATIONSHIP ABUSE

CONTEXT

This lesson focuses specifically on abusive relationship behaviours and strategies to address such behaviour, including sources of support and safe exit strategies. The lesson has a particular focus on domestic violence and its specific challenges and barriers to seeking support.

The timings given are the minimum required to deliver the activities. It is always important for PSHE education lessons to be pacy but it is equally important to meet the needs of your students. More may be gained from spending longer on exploring in-depth an activity that has fired up discussion and imagination, so long as you are comfortable leading the discussion and feel that the students are progressing towards the lesson objectives.

It is important that lessons 1 and 2 have been taught prior to teaching this one and that these lessons are not taught in isolation, but form part of a planned, developmental PSHE education programme.

LEARNING OBJECTIVES

We are learning:

- how to end and/or get support for abusive relationships.

INTENDED LEARNING OUTCOMES

- I can identify signs of different types of abuse.
- I can describe exit strategies and identify support for abusive relationships.
- I can identify likely thoughts and feelings which can affect decision-making and suggest how to overcome barriers to help-seeking.
- I can explain how to help others who may be in an abusive relationship.

RESOURCES REQUIRED

- Anonymous question box
- Resource 1a-d: Hayley's Story
- Resource 2: Help-seeking vox pop

CLIMATE FOR LEARNING

Please read the accompanying teacher guidance before teaching these lessons. Ensure that you understand how to establish a safe learning environment (see the [Medway RSE programme teacher guidance](#)) and are familiar with the school's policies including the PSHE and/or RSE, child protection policy and safeguarding policies. Consider any sensitivities and prior knowledge about specific students' circumstances.

Establish or reinforce existing ground rules – adding or emphasising any ground rules that are especially relevant to this lesson, such as no personal stories or questions.

Remind students to use the question box if there is anything they wish to ask anonymously.

KEY WORDS

Coercion, abuse, domestic violence, safety, refuge.

LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Key points abuse baseline	Students complete a grid in their books focusing on types of abuse, signs of abuse, the law and sources of support/advice.	5 minutes
Hayley's story — parts A&B	Students analyse a script showing an abusive relationship to support recognition of controlling behaviours.	15 minutes
Hayley's story — part C	Class read and comment upon the exit strategies used to end the relationship and seek help.	10 minutes
Hayley's story — part D	Students comment and reflect upon the character's thoughts after the relationship has ended.	5 minutes
Revisit the story	Focus on how others could have supported Hayley at different points in the story.	5 minutes
Vox pop	Students comment on the different opinions shared about help-seeking.	10 minutes
Revisit baseline	Students revisit baseline grid and add additional information and comments in a different pen.	5 minutes
Signposting	Highlight support available.	5 minutes

BASELINE ASSESSMENT

Ensure ground rules are revisited and remind students about the anonymous question box. Share the intended learning outcomes for the lesson with the group.

KEY POINTS ABUSE BASELINE

5 MINS

5 - 10 MINS

Ask students to divide a double page in their books (or a sheet of paper) into four and label each corner of the page with one of the following: types of abuse, signs of abuse, the law, sources of support/advice. Students fill in everything they know about relationship abuse in the relevant boxes.

This is an individual task to be completed without further prompting to gauge young people's starting points. Circle the room to gain insight into students' current understanding, any misconceptions, and particular gaps in knowledge to inform how you focus discussions in today's lessons.

Take feedback from the activity and ensure the class are aware of different types of abuse, including physical, emotional, sexual and economic abuse and domestic violence. Ensure students understand that abuse is against the law and that the police can arrest, caution or charge the perpetrator. Some people in abusive situations might be concerned about involving the police but many police forces have specially trained officers who will do their best to help. The lesson content does not cover the legal position in detail as prosecutions depend on the nature of the behaviours involved (e.g. physical abuse will be prosecuted as a physical assault/battery). This is likely enough age-appropriate detail for students.

CORE ACTIVITIES

HOW IT STARTED...

Class read Resource 1a: Hayley's story part A showing the beginnings of a relationship which, as is revealed, is an abusive relationship.

Once finished reading this part of the story, ask students:

- What signs did you notice that the relationship might not be a healthy one?
- Why might Hayley have chosen to ignore the signs at this point?
- Hayley made a bold decision due to the strength of feeling she had for Jack. How did Hayley assess the different risks and benefits in this situation?

See Resource 2: Teacher notes for a list of key points to consider. It is important to stress throughout all sections but particularly here that Hayley's decision to move in at this point may have involved a degree of personal risk but it in no way excuses Jack's behaviour and **it is vital not to unwittingly engage in victim-blaming.**

5 - 10 MINS

WHAT HAPPENED NEXT...

Class read the next part of the story (Resource 1: *Hayley's story part B*) which shows how their relationship developed further.

Once finished reading this part of the story, ask students:

5 - 10 MINS

- What additional signs did you notice that showed the relationship might not be a healthy one?
- What barriers are there for Hayley which mean she does not seek help or leave the relationship at this point?
- Consider Saskja's situation. What can she do here, even if the adults in the situation do not act to protect her welfare?

See Resource 2: *Teacher notes* for a list of key points to consider.

HOW THINGS ESCALATED ...

Class read the next part of the story (Resource 1c: Hayley's story part C) which shows how the abusive relationship has escalated.

Once finished reading this part of the story, ask students:

- What additional signs are there of abuse in the relationship?
- What barriers are there for Hayley which mean she does not seek help or leave the relationship at this point?

See Resource 2: *Teacher notes* for a list of key points to consider.

5 - 10 MINS

AFTER THE BREAKUP ...

Class read the final part of the story (Resource 1d: Hayley's story part D) which shows the aftermath of a domestic violence situation.

Once finished reading this part of the story, ask students:

- Why was seeking support so important for Hayley?
- What are the problems that Hayley is having to manage at this point?
- What are the positive aspects of Hayley's life now that she has left the abusive relationship?
- How will Hayley's choice to seek support for Saskja improve her wellbeing?

See Resource 2: *Teacher notes* for a list of key points to consider.

5 - 10 MINS

REVISIT THE STORY

Class read the next part of the story (Resource 1c: Henri's story part C) which shows how the abusive relationship has escalated.

Once finished reading this part of the story, ask students:

- What additional signs are there of abuse in the relationship?
- What barriers are there for Henri which mean he does not seek help or exit the relationship at this point?

See Resource 2: *Teacher notes* for a list of key points to consider.

Also pose the following question:

- This story focuses on a heterosexual relationship where a woman is the target of male abuse, as this reflects the most common abuse dynamic. Would the issues and advice be any different if this were not a heterosexual couple, for example if the people involved were gay, lesbian, or bisexual?

Ensure the class is clear that, although the majority of relationship abuse, especially domestic violence, is perpetrated by males, anyone can be a perpetrator or target of abuse and the issues are the same.

For those students who may need further challenge:

Ask students to consider what should happen next in Jack's case. During feedback, discuss the treatment services available and the potential legal ramifications of abusive behaviour.

HELP-SEEKING VOX POP

In pairs, students read Resource 2: Help-seeking vox pop and note potential barriers and potential positives related to help-seeking. Lead class discussion to pick out key points of interest for students.

Ensure signposting is effective and ask the class to note down any organisations they hadn't listed in the advice section of their baseline activity.

Highlight local and national services, such as:

- **Domestic Abuse Support in Medway:** <http://www.domesticabuseservices.org.uk/>
- **Childline:** www.childline.org.uk Contact number: 0800 1111
- **Refuge:** <http://www.refuge.org.uk/>
- **Women's Aid:** www.womensaid.org.uk
- **Mankind:** www.mankind.org.uk
- **Domestic abuse helpline:** 0808 2000 247

Some helpline services are aimed specifically at those over 16 but young people can still use the organisation's websites for more information about other sources of support.

Ensure students are aware of the full range of information and support available; for example, a friend, teacher, parent, school nurse or GP.

For those students who may need further support:

Students write down/ think about three people they might go to for support if someone was treating them badly in a relationship.

5 MINS

PLENARY/ASSESSMENT FOR AND OF LEARNING

ASSESSING PROGRESS

Ask students to revisit the baseline activity and make any revisions and additions to their original answers in a different coloured pen.

5 MINS

WALL OF SUPPORT

In order to lift the mood after a difficult lesson and assess progress, ask each student to share an encouraging comment, piece of advice, or source of support on a post-it to create a wall of support to remind the class that positive relationships are an entitlement for all and that help is available. Present this as a display or a photo of the display to record and reinforce the positive techniques and opinions shared. Alternatively, a graffiti wall where students can draw or write comments directly onto a shared board/sheet of paper could provide a stronger way to lift the mood and encourage young people to build on each other's comments.

EXTENSION ACTIVITIES/ HOME LEARNING

ADVICE TO OLDER SELF

Ask students to create a short message for their older self in the future with advice about healthy relationships. This could include top tips, relationship mantras and suggestions for managing common issues. Students can present this work as a leaflet, poster or other creative way with text, images and colour.

Lesson 1: Resource 1

Relationship attitudes

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1. There shouldn't be any secrets in a committed relationship					
2. It's best to keep things casual or it can complicate things					
3. A loving partner will always say where they are going so their partner knows they can trust them					
4. There shouldn't be arguments in a healthy relationship					
5. It is okay to threaten to hit someone if their behaviour deserves it					
6. It is important to have shared values in a relationship					
7. It's normal to expect sex in a relationship					

Lesson 1: Resource 2

Relationships qualities and behaviours statement sort



Common interests	Buying each other gifts and tokens of affection
Spending a lot of time together	Complimenting someone
Helping a person feel valued by cancelling plans to be with them	Laughing with a partner
Able to flirt with other people without it being a problem	Physical contact with a partner e.g. hugs and kisses
Clear communication if a partner does something upsetting	Splitting the bill when going out
Lots of texts, messages or calls each day from a partner	Taking time to listen when a partner talks about something
Friends in common	Changing clothing style to suit a partner's wishes
Agreeing with a partner on almost everything	Compromising on activity choices when spending time together

Lesson 1: Resource 2a

Relationship qualities and behaviours teacher notes

Common interests	Many people would consider this a strength but there are some couples who prefer to live more separate lives, whilst having enough common ground to maintain a relationship. Some couples start a new hobby as a way to spend more quality time together.
Buying each other gifts and tokens of affection	It can be a really loving act to buy a gift or 'treat' a partner. However, gifts can sometimes be used to manipulate people into feeling they 'owe' their partner so it's helpful to have a common approach to gift-giving in the relationship – agree what both partners feel comfortable with.
Spending a lot of time together	Shared experiences build relationships so many couples spend time together. Each couple will find a balance which works for them. However, it's important to note that relationships function best if both partners continue to have interests and friendships outside of the partnership and most people find that time apart often strengthens the relationship, so balance is important.
Complimenting someone	True compliments show someone is valued and appreciated. This can help strengthen a relationship.
Helping a person feel valued by cancelling plans to be with them	As above, it is generally healthier to preserve a healthy life outside of the partnership as this supports long-term wellbeing and strengthens the relationship. Cancelling plans to be with a partner may therefore temporarily show value for them, and might be considered by some as acceptable as a one-off, but it devalues other relationships and can create unrealistic expectations and a lack of boundaries moving forwards in the relationship.
Laughing with a partner	This is generally perceived to be a good thing.
Able to flirt with other people without it being a problem	There are a wide variety of opinions about what degree of flirting with others is acceptable in a relationship. Many people feel that such behaviour is disrespectful, whereas others think there is nothing wrong with being playful as long as it goes no further than casual flirtation. Each person will have a sense of what feels comfortable for them. Some people prefer polyamorous relationships and may be quite open to a partner having other relationships and therefore might not see a problem with such flirtations. Again, it is best to clarify what each partner's expectations are. If, however, a person seems to be prone to jealousy and accuses their partner of cheating or flirting without cause, this can be a sign of an unhealthy relationship. Equally, a person dismissing/trivialising a person's concerns if they feel uncomfortable with a partner's flirtatious behaviour is also cause for concern.
Physical contact with a partner e.g. hugs and kisses	Each couple should negotiate what feels acceptable to them in a relationship. Some degree of physical intimacy can add to the strength of feeling in a partnership and many people enjoy this aspect of a relationship. Some people are asexual and prefer a much lesser degree of intimacy.
Clear communication if a partner does something upsetting	Assertive and open communication strengthens relationships. Aggressive conflict is harmful and may be illegal. Passive approaches to conflict (e.g. hoping it will go away) may work temporarily but is likely to lead to other situations coming up in the future which feel even more problematic. It is best to communicate issues sensitively where possible.
Splitting the bill when going out	Each couple will need to negotiate what they feel most comfortable with. As above, paying for meals/tickets etc. can create a sense of obligation which it is important to consider.

Lots of texts, messages or calls each day from a partner	Many people find that such exchanges build and maintain relationships. However, people may have different expectations around what is 'normal' or okay for them. Some people might only message or call a few times a week at the start of a relationship, whereas others might prefer contact throughout the day and feel let down if their partner does not respond. Each couple needs to find a balance which works for them. If this does not happen naturally, it's important to talk about it. If someone starts to message and call excessively – to the point where the other partner feels like they cannot enjoy their day/time with other people etc. then this is unhealthy and perhaps controlling so should be discussed with the partner.
Taking time to listen when a partner talks about something	This is considered to be a sign of respect and most would consider this important.
Friends in common	As with shared interests, friendships in common can help to strengthen a relationship but is not necessarily a deciding factor in the success or otherwise of a partnership. Most people would consider it a healthy relationship behaviour to introduce their partner to friends as the relationship progresses, and to then spend time together in such groups. The degree to which this happens is up to the individuals to negotiate.
Changing clothing style to suit a partner's wishes	Sometimes a partner might discuss things in an open way e.g. saying they really like it when their partner dresses up for an event or they like it when their partner wears the colour blue, for example; this is simply sharing a viewpoint and might be considered 'normal' within a healthy relationship. If their remarks are quite negative/insulting and manipulative then this is a sign of a controlling partner and it is best to seek help.
Agreeing with a partner on almost everything	It is healthy for people to disagree from time to time. Low-level conflict in a relationship is healthy and shows that each person is honouring their own wishes yet willing to find a way forward to strengthen the relationship. Aggression or passivity can be signs of an unhealthy relationship (see above).
Compromising on activity choices when spending time together	It is common for partners to have slightly different interests so compromise is appropriate in these situations – as long as both partners have the opportunity to decide if something is right for them and that the compromises are fair. Such conversations are a normal part of a healthy relationship. See further guidance on 'common interests' above.

Lesson 1: Resource 3

Online posts



Live Chat



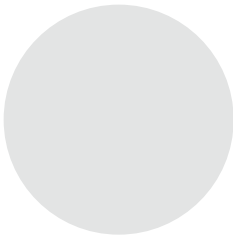
Tamz456

I've just started dating and it's not like I thought it would be. They are constantly checking up on me, following me around, and getting upset if I hang out with friends without them. Is this what it's supposed to be like?



JazzyT

It's always weird when you first start dating. It's never like it is in the movies. You'll get used to it.



Type your message here...



Lesson 1: Resource 3 (cont.)

Online posts



Live Chat



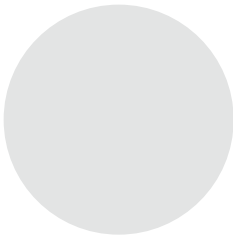
Retrogirl79

I really like someone in my year but I've heard they weren't very nice to their last girlfriend — they made her feel quite bad about herself and she's not been the same since. But maybe it's just gossip...



Superstar30

There's always lots of gossip when people split up and, anyway, every relationship is different — so just ignore it! Why not go out with them and find out what they are like for yourself?!



Type your message here...



Lesson 1: Resource 3 (cont.)

Online posts



Live Chat



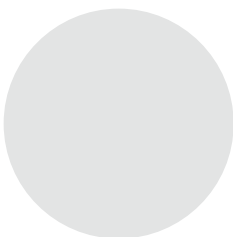
GenX300

My mum has a new partner who I think is hitting her when I'm not around. She says she's just fallen over but I can tell she's lying. I don't know what to do to help her and I'm worried that if I stay at home, I'll end up getting hurt too. Maybe I should leave home?



Fanboy50

You don't really know what's happening so just leave well alone. Go stay on a mate's sofa till you can get your own place. You're better off out of it.



Type your message here...



Lesson 1: Resource 3a

Online posts Teacher Notes

Tamz456's scenario

It's important to stress that this is not 'normal'. The behaviours she describes are quite controlling and suggest that this is not a healthy relationship. JazzyT is right that it takes time to adjust and learn how to behave in healthy relationships, but she shouldn't feel she needs to 'get used to' such behaviours. Tamz456 should either end the relationship or talk to them about their behaviour to see if they are able to change their approach — perhaps by suggesting they speak to someone about why they are acting in that way.

Retrogirl79

Superstar30 is right — rumours are not a good basis for decision-making. But the fact that Retrogirl79 knows how changed the ex-girlfriend was, suggests there is reason to find out more. Talking to the ex-girlfriend directly might help her find out more. There is a risk that she will be untruthful and relay things in a negative light but this would at least help Retrogirl79 to know what to look out for. Talking to her potential partner's friends and getting to know the potential partner more might help her to make a better decision. But we must remember that in many controlling relationships, there are very few signs to begin with and often friends aren't aware of what occurs.

GenX300

We should trust our intuition in such situations — if something doesn't feel right, it probably isn't. So it's important that he gets help for his mum if at all possible. This not only protects someone he cares about but prevents him from becoming homeless which is a very vulnerable position for a young person to be in.

Speaking to his mum when her partner is not around is an important step. He could speak to a helpline for further advice — including getting details of where his mum could go if she decides she needs to leave in a hurry.

GenX300 is right not to want to stay in an abusive environment so, if his mother does not feel able to address the situation at this time, he could contact his local council using the details he can find on the Shelter website. They (or social services, dependent on his age) can help find him a safe place to stay.

If at any time he or his mum feel in imminent danger, they should dial 999.

Lesson 2: Resource 1

Conflict scenarios

Lily is angry that her daughter Tanzy broke a lamp while dancing in the lounge. She yells at her, tells her she's stupid and can't dance as she's so fat so it's no wonder she broke the lamp.

Lily tells Tanzy she's grounded until she pays back the cost of a new one. Tanzy says she's worried this will take years as it was an expensive luxury one - she doesn't want to work extra hours while she's studying for her exams. But Lily says she's no-one to blame but herself and threatens to post embarrassing photos on Lily's social media timeline if she talks back to her mum like that again. She then says she might just do that anyway to teach her a lesson for being so clumsy.

Lily sends her to bed without dinner and says she should get used to missing meals till she pays for a new lamp.

Jeff and Joe have been seeing each other for 3 months and are really enjoying their relationship. But one night, Jeff tells Joe that his troubles at work are his own fault which Joe feels is really insensitive. Joe's upset and accuses Jeff of not understanding him and being really thoughtless. He storms out and goes for a walk to cool down. He then sees he has a message from Jeff asking him to call him to talk when he's ready.

They sit down together and are really honest about what happened. It feels uncomfortable and they're worried their relationship might not survive the argument. But they both listen to each other and realise there are things they could easily do differently that would show more respect. At first things feel a little strange but within days the relationship is back on track.

Adrienne and Jamil have been going out for nearly 8 months. Neither is particularly happy in the relationship but they still really care about each other and think that breaking up would be awful.

Adrienne feels like Jamil always ignores her to spend time with friends and it makes her feel unwanted so her self-esteem has suffered. Jamil really likes spending time with Adrienne but found his last relationship really 'intense' so is following friends' advice and is intentionally spending more time with them than with Adrienne so the same thing doesn't happen again. Neither of them has said anything in the hope that things will just sort themselves out in time.

Habib and Paula have been going out for two years and are thinking of moving in together. They've spoken to their parents about it and they feel like they are emotionally and financially ready. But when they try to find a place to live, they can't agree on where to move to and on the kind of place they are looking for. Some places are too far away from where Paula works and other places are too far away from Habib's family who he's really close to. Modern flats feel unwelcoming in Habib's eyes but Paula wants somewhere where all the appliances are working well and there is space for her crafting. They can't seem to agree on anywhere.

They realise they are putting strain on their relationship with this disagreement so they ask a trusted friend to help them decide some criteria for where they want to rent and what they are both looking for. Then they agree that they will wait to find the right place to rent rather than rush into it and argue over things.

It takes an extra month but they find a really lovely flat and their relationship continues to go well.

Lesson 2: Resource 2

Conflict statements

	✓	?	X
If you loved me you would do...			
You are so ugly no-one would look at you...			
I hear what you are saying but from my point of view...			
I don't want to upset you but I sometimes feel really hurt when...			
You are behaving like a child – grow up!			
You are too much work to listen to right now...			
I really like being together and don't want to change that but there's something that's been bothering me and I'd like to talk about it...			
I don't like your friends so it's me or them!			
I hadn't thought of it like that before...			
Promise me you'll never leave me or I'll have to...			
Seriously!! You need to sort your head out 'cus that's just crazy!			
I'm sorry I made you feel that way. Let me explain...			
It's easy to find someone else, so stop nagging me or...			
I'm sorry. How can I make this better?			
I promise I'll never do it again, as long as you don't upset me...			

Lesson 2: Resource 2a

Conflict statements

	✓	?	X
I don't want to upset you but it hurt my feelings when...			
I don't like your friends so you need to choose between me or them!			
I hadn't thought of it like that before...			
I don't care what you think!			
I'm sorry I made you feel that way. Let me explain...			
I'm sorry. How can I make this better?			

Lesson 2: Resource 4

What if...? Teacher Notes

1. Kai's behaviour minimises Jocinda's concerns and may well reduce her feelings of self-esteem and self-worth. This is a potential sign that Kai is using controlling behaviours to keep Jocinda in the relationship on his or her terms. Additionally, when disputes go unresolved, it is likely they will be revisited at a later time, often in a more heated manner. Jocinda would need to consider whether Kai is able to change this behaviour and respond in a more positive way to conflict, or whether this is a sign that they are not a considerate partner who will build a healthy relationship with their partner.
2. Similarly to scenario 1, Jocinda's self-esteem and self-worth are likely to be damaged by the encounter. Such behaviour is likely a sign of coercive control. People who use such techniques to gain power over their partners often apologise quite quickly and with grand gestures to minimise the incident. Jocinda needs to ensure her experiences are not forgotten.
3. Violence in a relationship is always unacceptable. Jocinda might be tempted to stay in the relationship to see if Kai becomes violent but it's important to recognise that the threat of violence is abuse in and of itself. It's important Jocinda exits the relationship. If Jocinda decides to continue to speak with Kai in this moment, it's important not to escalate the situation. However, targets of abuse often explain that they take on responsibility for trying to ensure they don't do anything to upset their partner – things become entirely dependent on their partner's mood so their own needs are ignored. So placating Kai to ensure her safety in this situation is sensible, but is not a long term strategy for her safety and happiness.
4. Kai's overreaction is unsettling because the response manipulates Jocinda into staying in the relationship, whatever the disagreement in this situation or in the future. If Jocinda fears similar reactions from every discussion, there is a chance she will avoid bringing up conflicts which will affect the quality of the relationship in the future. It's important for Jocinda to talk about what Kai has said and understand whether they may need help with their behaviour. She should also consider whether there are other unhealthy relationship signs which could indicate that exiting the relationship could be difficult and consider getting help to support such an exit.

Lesson 3: Resource 1

Hayley's Story

Hayley's Story Part A

Jack and Hayley met on holiday and couldn't believe how much they had in common and how easy it was to hang out with each other - the 7-year age gap didn't seem a problem at all. They spent the entire 2 weeks of the holiday together and discussed how they would see each other when they got back to the UK. It was a whirlwind romance and Hayley had never felt happier.

Hayley noticed that Jack had a habit of commenting on what she wore – most of the time he said really nice things but a few times he suggested Hayley change her shirt or shoes “to bring out her beautiful eyes”. Hayley had laughed and said it wasn't a big deal if she didn't look ‘perfect’ but somehow Jack had convinced her to get changed anyway. She didn't think anything of it as Jack always sounded supportive and like he wanted to help Hayley look her best, but for some reason she felt a bit weird about it.

She was also slightly worried when Jack was really rude to the waiter in the restaurant on their last night but thought this was probably just down to them having had a drink or two and him being upset it was their last night together.

It was hard to continue to get to know each other when they got back to the UK as Jack lived in London while Hayley was finishing her degree in Manchester. Jack had a 9-year-old daughter (Saskja) from a previous relationship so it often meant Hayley travelled to London to visit rather than Jack travelling to Manchester. This started to affect Hayley's studies – she was getting behind with all the reading and essays she needed to do as she was often really tired after so much travelling – so Jack suggested she quit university and move to London with him. Jack hinted that he was worried the relationship might not last unless she moved. Hayley was so caught up in how much Jack must love her to suggest they live together that she set aside any worries and decided to move to London – after all, wasn't love more important than a degree?

Hayley's Story Part B

Hayley and Jack had been living together for three months. Hayley had found it difficult to get a job when she arrived in London so Jack was paying all the bills. This made things a little awkward as Hayley didn't really have a lot of money of her own. She'd been a student for the previous year so her savings had gone on course fees. She didn't even have jobseeker's allowance as Jack said it would affect the child benefit he got for Saskja if Hayley registered using their address. So she was relying on Jack to pay for her to socialise or buy anything. Jack had started to be quite rude if she ever asked to borrow some money which meant Hayley hadn't really felt able to build a life in London outside of their relationship.

Hayley helped look after Saskja and they got on really well. Over their time living together, she noticed how scared she sometimes was if Jack raised his voice. One day they were eating dinner together when Jack got angry about the food not being hot enough. He threw his plate at the wall and stormed off, leaving Hayley and Saskja feeling shocked and scared by Jack's behaviour.

Hayley's Story Part C

One of Hayley's university friends came to visit and immediately noticed things weren't quite right. Hayley seemed a lot quieter and less outgoing than when they'd known each other in Manchester. Despite Jack complaining about it, Hayley went out for a coffee with her friend on their own. When they spoke about the relationship, Hayley told her friend they were happy and gave what she thought were really reasonable reasons for Jack's behaviour. Her friend felt strongly that something was wrong but didn't want to ruin their friendship so let it go. But the conversation made Hayley think.

After her friend left, Jack got very angry and threw Hayley's phone out of the window. When Hayley protested, Jack raised his fist to hit her. Jack stopped himself and apologised, saying he only acted that way because he loved Hayley so much. But it had really left Hayley shaken.

Over the next few days, Jack seemed to be watching Hayley really carefully. He took Hayley and Saskja out to the cinema and carried on as normal. Without her phone, Hayley didn't really know her friend's details to be able to ask for help. She didn't have any friends in London and no money to travel to Manchester. She thought about using email or online messages but she'd noticed that Jack sometimes logged in to her accounts and she was really worried he might find out what she'd said which would make Jack angry.

Hayley finally found a time when she was on her own and rang a helpline for advice. Over the course of that and another long conversation, they helped Hayley to recognise that Jack's behaviour was controlling and abusive. They didn't push her to do anything but they helped her to see what her options might be. The situation with Saskja was really complicated as she wasn't her legal guardian, but they talked Hayley through some options to ensure Saskja's safety.

Hayley didn't know what to do. She still had strong feelings for Jack and was worried about what would happen to Saskja if she left. She didn't have any money and had lost contact with most of her friends so didn't have anywhere to go if she did leave.

It all felt very complicated and she felt really out of her depth with it all. She'd not been with Jack for long but she already felt less confident and clear-headed than she used to. But the helpline helped her to see things a little more clearly.

Hayley's Story Part D

Hayley had found the courage to leave after Jack ruined Saskja's birthday. It had hurt her to see Jack's daughter so unhappy and it made her realise that Jack would never be able to treat her (or Saskja) with the respect and love they deserved.

It hadn't been easy to walk out. She'd had to leave behind most of her things and hadn't had much money to replace them. Even though she knew it was the right thing to leave – for both her safety and her emotional health, the good times together had been fun so she really missed Jack. The person she'd spoken to on the helpline had explained that these mixed feelings were normal but that it was important to remember that difficult feelings would pass and that she would have fun, loving times again, just with different people.

As she wasn't Saskja's legal guardian, she'd had to ask for support to find the best way to help, but she'd made sure she found a way to ensure her safety – it would not have felt right to leave without making sure she was okay. Hayley had contacted the school for support who had contacted social services. After further investigation and meetings, Saskja was placed with extended family who arranged for her to talk to a professional about what had been happening. For lots of reasons, Hayley

Part D continued...

hadn't been able to visit Saskja yet but she'd spoken to her via Skype. When they had spoken at the weekend, Hayley knew she'd made the right choice – Saskja was still 'shell-shocked' but seemed less on-edge and she smiled more.

Hayley had managed to get a message to a university friend who'd offered her a place to stay while she got settled. Jack had tried to look for her there but thankfully he didn't know where to look – Hayley's phone had had a tracking app on it when she was with Jack but she'd got a new phone so Jack didn't have any other ways to find her. When she'd moved to a flat share of her own, Hayley applied to have her name anonymised on the electoral roll to protect her.

She was able to access support for her mental health which had been impacted by everything that had taken place. She had spoken to the university who were exploring ways to help her finish her degree – they were clear that Hayley going back to study at the same University wasn't the right option in case Jack thought to try and visit, but they had discussed distance learning options and transferring her course credits to another university.

Hayley hadn't realised how much of herself and her life she'd given up while she was in a relationship with Jack. As hard as it was to manage her feelings about what had happened, she really liked how she was feeling more and more like herself each day.

Lesson 3: Resource 2

Teacher notes

Important points to cover in part A:

- There is a fine line between giving someone advice about their style - as it's a point of interest for both people in a couple - and being controlling about what someone wears. Often small behaviours like this are the start of undermining a person's confidence.
- Marked changes in behaviour around different people (e.g. with the waiter) can suggest a person is masking their personality in some way. Raise the fact that alcohol can exacerbate aggression but is importantly never an excuse for abuse.
- Sometimes in relationships, strong feelings can mean people ignore things that don't feel right as relationships are enjoyable and they don't want them to end or someone to feel hurt by raising issues.
- Strength of feeling means people sometimes make bold decisions without fully thinking about their safety and wellbeing. It's important to think things over and perhaps talk to friends and family to help make the best decisions.
- People with controlling personalities often engineer situations where they have more control over their partner. People move in together after varying relationship lengths so this is not the key issue; the key point is that there are already indicators of an imbalance of power in the relationship. Hayley has already been doing most of the travelling – perhaps for fair and reasonable reasons regarding care for Jack's daughter – but when Jack suggests the move without considering the consequences for Hayley and then adds emotional pressure, this suggests there could be a problem. A big age gap in teen relationships is often a concern but in a mature relationship, an age difference is not a problem as long as the relationship is healthy and enjoyable. However, in this situation, this may have reinforced a power imbalance as Hayley's career and financial stability is less established and she may have had less experience in building long-term relationships.
- In this situation, Hayley focused on the benefits of what she hoped was a loving relationship and weighed this as more important than the risks related to her studies, friendships and financial wellbeing. This in itself is a potentially positive decision and many successful relationships involve taking risks like moving in together and getting married. But it is of note that Hayley's choice places all the onus on one aspect of her life which she'd not had time to fully assess. Sometimes it is helpful to talk big decisions through

in more detail before making such decisions, especially as there were signs the relationship might not have been all it seemed.

- Regardless of whether the decision to move in at this point in the relationship was the right one, the reason it didn't work is Jack's abusive behaviour (which we will see in more detail later in the story), so it's important not to be seen to judge Hayley's actions. **It's vital not to unwittingly engage in victim-blaming.**

Important points to cover in part B:

- The relationship imbalances due to Hayley's relocation have allowed Jack to gain a degree of control over Hayley and have socially isolated her.
- The information Jack gave Hayley around the benefits she could claim in her situation was not necessarily accurate and may have been a way of controlling Hayley.
- The plate incident and Saskja's reactions are signs that Jack is not able to control his temper and needs help with this. (Although it is also quite common for young people in domestic violence situations to not react to such incidents as they have become used to such outbursts.) Hayley and Saskja are not entirely safe in this situation and it's important that Hayley acts before any further incidents, to protect their wellbeing.
- Hayley still cares for Jack and has become quite dependent on him due to the move. It is quite common for people in such a situation to rationalise quite extreme behaviours, as the alternative is that they have to leave what is often quite an enjoyable relationship in the 'good times'.
- Hayley may also be feeling overwhelmed by everything that leaving Jack would mean and by having to take responsibility for helping Saskja.
- Saskja's teachers are trained to get help in these situations. If a student ever tells them something isn't right at home, they will speak to a safeguarding specialist in the school who will decide what the best thing to do is. They often speak to social services who can find out more and can get help for Saskja. There may be other trusted adults in her life, such as grandparents or a neighbour, who can call a helpline for guidance. Saskja is quite young so may not yet feel able to call for help herself but if she did feel able to, she can always call a helpline. Childline is free and does not appear on any phone bills so is particularly helpful.

Important points to cover in part C:

- Hayley's personality has changed, according to her friend. This is often a sign that other people pick up on rather than the individual concerned.
- Jack's behaviour shows how he is continuing to isolate Hayley and stop her from getting help or hearing different opinions on what is happening.
- This is clearly domestic abuse and the escalation of violent behaviours highlights the risks to Hayley and Saskja in this situation.
- Often after some time in a controlling relationship, a person's self-esteem can be so affected by the situation that they may take some time to accept the situation and be able to change it, particularly when so much of their lives has become invested in the relationship.
- As above, Hayley may not be able to see a way out at this point as her life is now so controlled by Jack.

Important points to cover in part D:

- Hayley needed to hear a neutral perspective to help her see the abuse as such. Coercive control often develops gradually over time so the person in that situation almost doesn't realise it.
- During the course of an abusive relationship, a person can become quite dependent and, paradoxically, very attached to their abuser which can lead to them feeling a strong sense of grief and regret over the ending of the relationship, even though to an outside observer this might not make sense. So it's really important that there is emotional support in place to help someone in this situation.
- Hayley is now looking to rebuild all aspects of her life – her emotional health, her financial wellbeing, her friendships, her studies/career and living situation. This is why it's so important to seek help in this sort of situation. There are people who specialise in supporting those who have experienced abusive relationships and it can make a big difference if people access this help.
- Hayley is likely to be somewhat emotional but she is starting to gain her sense of self back and feels safer. This will allow her to rebuild her life with stronger foundations.
- The end of a relationship is a risky time as an abuser is losing power and control. This may or may not impact on Jack's behavior towards Saskja but it was best that Hayley got prompt support for Saskja. Schools are not the only source of support but they

often know the best ways to find help in this situation and, given Hayley was not a legal guardian for Saskja, contacting them was a good strategy. If Hayley had been a legal guardian, she could have taken Saskja to a shelter in order to get to safety quickly.

- Saskja will likely miss her father – this is a normal reaction, despite her past experiences. But there are often ways to maintain a connection, particularly if Jack commits to seeking help for his behaviour. The stability she will likely find with her relatives will make a big difference to both her mental and physical wellbeing.

Revisiting the story points to cover:

- In part A, friends and family might have been able to meet Jack and help Hayley to fully consider any unsettling behaviours. Making arrangements to visit and call regularly can also be a way of supporting Hayley's choices but also looking out for her. There are also practical considerations here – speaking to the university about the problems Hayley had been facing with her studies and asking for a deferment or transfer might have supported other aspects of her life.
- In part B, Hayley could seek advice from organisations such as Citizens Advice or the Job Centre regarding her financial situation. Again, friends and family can check in with her. Often people can feel ashamed or worried about letting others know what is going on but it's important she tells a trusted person about any concerns or worries. After Jack's violent outburst, it is important for her to get help from one of those suggested in the signposting section. If at any point Hayley feels she or Saskja are in imminent danger, she should ring the police on 999.
- In part C, Hayley's friend could perhaps have found a way to keep the door open for further discussion. Often those who are in abusive relationships may not be ready to accept or talk about their situation the first time someone says something. Signposting other sources of support is really helpful as it's something Hayley might not have thought of herself. Sometimes a person can be open to going to a GP or advice centre to talk about such situations – having a friend with them often makes someone more comfortable and confident to do so. As before, it is important for Hayley to seek help from an organisation suggested in the signposting section. Reinforce that, if at any point Hayley feels she or Saskja are in imminent danger, she should ring the police on 999.
- In part D, Hayley has a range of people supporting her, but it will take time for her to rebuild her confidence and to improve her mental wellbeing. So friends and family can

help by providing emotional support and by helping her talk through practical options. It is important they are led by Hayley as to what support she needs, and about how much she wants to talk about what happened. It's important to reassure Hayley that none of what happened is her fault. Hayley may want to consider a police prosecution for the abuse she experienced – and this may be linked to any decision to prosecute around what happened to Saskja – but it is important that she be supported whatever choice she makes. Hayley may also be able to apply for a non-molestation order to prevent contact (if the relationship lasted longer than 6 months).

Additional information and advice to support those experiencing abuse can be found here:

<https://www.citizensadvice.org.uk/family/gender-violence/domestic-violence-and-abuse/>

For the additional challenge activity focusing on the consequences for Jack, you may wish to consult the following sources:

- <https://www.cps.gov.uk/legal-guidance/domestic-abuse-guidelines-prosecutors> (Annex C provides details of the different crimes a person may be prosecuted for, if it is in the public interest to do so. There is also a wealth of information on the safeguards in place to support those who have experienced abuse.)
- <https://www.thehotline.org/2013/09/05/is-change-possible-in-an-abuser/> (Considers the question of whether it is possible for a person to get treatment and change their abusive behaviour.)

Lesson 3: Resource 3

Help-seeking vox pop

We met at a support group for people who'd been in abusive relationships. Years later, we now own a business together. We have regained our sense of identity and self-confidence which has allowed us to be happy again.



I worked with the police to help prosecute him for what he'd done. I was scared about the process and I admit, it was an experience I'd rather forget, but it felt like the right thing for me to do and there were some really supportive people in the specialist police unit who helped me through it. I know making that choice will help stop him from ever doing this to someone else.

Now the trial is over, I think I am finally turning a corner.

I was worried about a friend so I spoke to my teacher. Others told me it wasn't my business but I knew what was happening wasn't right. I was worried my friend would be angry with me but he actually told me it meant a lot that someone cared enough to find him some help at a time when he felt too confused and scared to get help himself.



I'm so pleased my mum and brothers are safe. Once the police knew what was happening, they helped us find a new home. Now my mum doesn't have to worry so much.

Looking back, I'm proud of myself for finding the courage to talk to a women's shelter about the abuse I was experiencing. Their support, advice and guidance made a real difference – they were a real pillar of strength for me and it helped me to leave a dangerous situation knowing that I would be supported through it all.



I didn't want my family to know what I'd been through, and I didn't think they'd understand. But they were really supportive and helped me to leave on my own terms. It turns out I'd underestimated them. It's brought us closer together and now I can talk to them about anything.