



# **DOMESTIC ABUSE**

## **Lesson Package**



YOUTH & POLICING  
**EDUCATION HUB**

# Lesson Package

## DOMESTIC ABUSE

### SYNOPSIS

A resource package aimed at encouraging young people to recognising the signs of domestic abuse, to model and promote healthy, non-abusive relationships, and to explore and challenge the myths that perpetuate domestic abuse. The package also introduces students to strategies to stay safe and reporting methods.

This resource has been produced by Avon and Somerset and draws on resources produced by Women's aid. The materials have been combined to produce a package which takes into account the PSHE agenda while also providing a police perspective.

### OFSTED CRITERIA

The PSHE programme of study is divided into three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World.

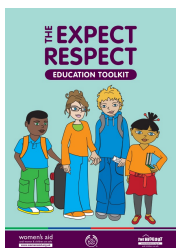
This lesson plan on DOMESTIC ABUSE encompasses the following:

Theme 2 (Relationships): KS2: R2, R3. KS3: R6, R29. KS4: R5, R7, R9, R16.

### ALTERNATIVES

#### Women's aid expect respect tool kit

(Womens' Aid website will not accept direct links. To find this resource, go to [www.womensaid.org.uk](http://www.womensaid.org.uk) select 'Information and Support' and then select 'Children and Young People'.)



This resource comes complete with lesson plans, guidance notes and additional materials.

## Disrespect Nobody: Teenage relationship abuse

A complete lesson package produced by the Home Office as part of the Disrespect Nobody Campaign which promotes awareness of healthy relationships and advice. <https://www.psheassociation.org.uk/system/files/Disrespect%20NoBody%20Guide%20Session%201%20-%20Relationship%20Abuse.PDF>

### AIMED AT

- **This package:** Primary Age 10-11 and Secondary Age 11-15 (depending on version used)
- **Expect Respect Package:** Suitable for Reception age up to year 13, depending on activities chosen
- **Disrespect Nobody package:** Ages 13-18 (the online materials also provide guidance about how to tailor this lesson to younger age groups).

### OBJECTIVES

- To explain what Domestic Abuse is and that it can be physical, mental or financial abuse
- To identify traits are healthy /unhealthy relationship traits
- To recognise coercive and controlling behaviour
- To build resilience against abusive behaviour
- To know how to get help.

### WHAT'S INCLUDED IN THIS PACKAGE

- Downloadable Lesson plan
- Links to videos
- Link to activities (separate primary and Secondary options)
- Links to resources.
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### WHAT YOU NEED

- Computer with projector
- Internet access
- Printed and prepared Activity resources
- Blue tack.

### LESSON TIME

Up to 50 minutes (depending on activities selected)

### PREPARATION TIME

Approximately 30 minutes (allow time for printing and familiarisation. There is a small amount of preparation time required to cut out one of the activity resources before a session)

# Lesson plan

Written by Kathleen Blackburn and Fiona Currey.

## INTRODUCTION (2-3 minutes)

### SAFE LEARNING ENVIRONMENT

Cover the rules which normally apply in your educational setting, which should include:

- Let other people talk and listen without interrupting
- Be respectful
- Do not use bad language and try to use language that won't offend or upset anyone
- Use the correct terms – if you don't know them ask for help
- Comment on what was said, not who said it
- Avoid sharing your own experiences
- Never share your friends' personal experiences
- Don't ask personal questions
- Try not to judge others.

### DISCLOSURE OF SENSITIVE INFORMATION

Any information shared will remain confidential unless any person has been highlighted as at risk and action needs to be taken.

### EXPLAIN THE OBJECTIVES

- To explain what Domestic Abuse is and that it can be physical, mental or financial abuse
- To identify traits are healthy /unhealthy relationship traits
- To recognise coercive and controlling behaviour
- To build resilience against abusive behaviour
- To know how to get help.

## DEFINITIONS (5 minutes)

Depending on age range, select from the following:

### PRIMARY SCHOOL

- Play video: The Hideout (from Women's Aid)  
<http://thehideout.org.uk/children/home/> (1.08 mins)

Then inform the class:

Domestic abuse is a repeated pattern of behaviour. Domestic abuse is when one grown-up hurts or bullies another grown-up who is or was their partner, or who is in the same family. Domestic abuse can happen between people who are boyfriend and girlfriend or who are married. It can happen when people live together or in different houses. It is often the man who hurts his wife or partner but it can be the other way around too.

Although domestic abuse happens between grown-ups, children can be affected by the abuse that they see and hear. Children can also be hurt or bullied as part of domestic abuse. **If someone in the family is abusive, it is never the child's fault.**

Domestic abuse can be:

**PHYSICAL** – for example, hitting, pushing, kicking

**EMOTIONAL** – saying things to frighten the other person or make them feel bad

**SEXUAL** – making someone do sexual things that they don't want to

**FINANCIAL** – such as taking away the other person's money or not letting them get a job

### SECONDARY SCHOOL

- Play video: The Hideout (from Women's Aid)  
<http://thehideout.org.uk/children/home/> (1.08 mins)

Then inform the class:

Women's Aid define domestic abuse as an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence, in the majority of cases by a partner or ex-partner, but also by a family member or carer. It is very common. In the vast majority of cases it is experienced by women and is perpetrated by men.



Domestic abuse can include, but is not limited to, the following:

- Coercive control (a pattern of intimidation, degradation, isolation and control with the use or threat of physical or sexual violence)
- Psychological and/or emotional abuse
- Physical or sexual abuse
- Financial abuse
- Harassment and stalking
- Online or digital abuse.

## **ACTIVITY 1**

### **BENCHMARKING CURRENT KNOWLEDGE**

#### **PRIMARY YR6 (7 MINUTES)**

**This activity is based on resources provided by [the.hideout.org.uk](http://the.hideout.org.uk) (part of Women's Aid)**

This activity can be completed either with children completing the quiz individually or in groups, or in the style of a continuum where you the children have to stand by a poster they feel best reflects their views in answer to the questions which are read out loud.

If you are carrying out this activity as an individual/group quiz, you will need to print out a copy of the Activity 1 Questionnaire for each individual/group. Complete the quiz and then discuss the answers as a class.

If you are carrying this out as a continuum, you will need to print out the Activity 1 Posters and place them within the class room. Discuss the answer after each question before moving on to the next.

#### **QUESTIONS AND ANSWERS**

**1. Is it ever OK to hit to hit each other?**

- It's never OK to hit someone – woman, man, girl or boy.

**2. Is domestic abuse OK if children don't get hurt?**

- Domestic abuse is never OK. Even if children are not in the same room, they often see or hear what's happening and this can be deeply upsetting.

**3. Is it domestic abuse if the abuser is drunk?**

- If a grown-up hurts another grown-up it is domestic abuse. Being drunk is just used as an excuse for bad behaviour.

**4. Does domestic abuse only happen in poor families?**

- Domestic abuse can happen in any family – rich or poor, big or small.

**5. Is it the victims fault if they are being hurt or abused?**

- It's never the fault of the person who is being abused. The abuser is always to blame.

**6. Can domestic abuse happen between two men or two women?**

- Domestic abuse can happen between two men or two women who are going out with each other or live together. It can also happen between family members, for example an uncle and nephew.

**7. If my parents argue about me, is it my fault?**

- Parents sometimes argue about their children or parenting, however, if the arguments become violent or abusive this is wrong and never the fault of the children.

**8. Does domestic abuse only happen between married couples?**

- Domestic abuse can happen between two adults whether they are married to each other or not. They might be going out with each other, or living together, or they might have recently split up, be separated or divorced. Domestic violence can also happen within the wider family – for example from a grandparent to a parent.

**9. Can domestic abuse happen to teenagers?**

- Domestic abuse may also happen between teenagers who are going out together.

**10. Can a woman abuse a man?**

- Yes, women and men can be abusive. There are some very strong men who have been victims of domestic abuse.

**SECONDARY (7 MINUTES)**

**This activity is based on resources provided by the [the.hideout.org.uk](http://the.hideout.org.uk) (part of Women's Aid)**

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If you are carrying out this activity as an individual/group quiz, you will need to print out a copy of the Activity 1 Questionnaire for each individual/group. Complete the quiz and then discuss the answers as a class.

If you are carrying this out as a continuum, you will need to print out the Activity 1 Posters and place them within the class room. Discuss the answer after each question before moving on to the next.

Regardless of how you run the activity, try to encourage discussion around types of abuse which are not physically violent to help understanding that abuse can take many different forms.

### QUESTIONS & ANSWERS:

1. Is it domestic abuse when one adult calls another person names all the time and puts them down constantly?

**Yes**

2. Is it domestic abuse when one person constantly checks another person's messages and calls?

**Yes**

3. Is it domestic abuse when a brother and sister argue about a toy or game they both want to play?

**No**

4. Is it domestic abuse when an adult hits his/her partner then says sorry but does it again another day?

**Yes**

5. Is it domestic abuse when someone won't allow their boyfriend/girlfriend to see his/her friends?

**Yes**

6. Is it domestic abuse if a person forces their partner to have sex when they don't want to?

**Yes. This is also rape.** (Avon and Somerset provide a separate package on consent and sexual relationships.)

7. Is it domestic abuse when someone's partner doesn't return a phone call?

**No**

8. It is domestic abuse when someone won't let their partner have any money of their own or checks everything they spend, or won't let them get a job?

**Yes**



9. Is it domestic abuse when someone constantly tells their partner what to wear and who to hang out with?

**Yes**

10. Is it domestic abuse when someone forces their partners to stay in the house?

**Yes**

11. Can a woman abuse a man?

**Yes**

## **ACTIVITY 2**

### **HEALTHY AND UNHEALTHY RELATIONSHIP TRAITS (20 MINUTES)**

For this activity you will need a copy of the Activity 2 Worksheet, either primary or secondary (depending on age). Worksheet 2 is a series of statements/characteristics presented in a table. Each box in the table needs cutting out in advance to create a series of cards.

- Divide the class into small groups of about 5 students each.
- Give each group an equal number of the cards you have made (assuming a standard class of 30, this will equate to about 4 cards per group)
- At the front of the class hang two sheets of A3 paper, one with the heading HEALTHY RELATIONSHIP and one with the heading UNHEALTHY REPLATIONSHIP
- Give the groups five minutes to discuss the cards
- Ask one person from each group to come up in turn and stick a card to the sheet of paper which they think their card reflects best (i.e. healthy or unhealthy).

### **WHAT DOES THE LAW SAY? (5-15 MINUTES)**

#### **ALL AGES**

Domestic abuse is not a crime in itself – you cannot be arrested or sent to prison for a law called domestic abuse. However, many things that abusive people do **are** against the law. For example, it's a crime to physically hurt another person, break their belongings, or to harass someone. Under the law everyone has the right to live free from and be protected from violence and abuse. Abuse isn't an accident – it's a pattern of behaviour that's done on purpose to hurt, intimidate or frighten another person.

## SECONDARY LEVEL

The following is aimed at secondary level but an abridged version could be presented to Year 6 primary pupils and the level of detail can be reduced as necessary for the level of understanding at secondary level.

The government definition of domestic abuse applies to 16 year olds and older only. However, this is largely for recording reasons. You are still a victim if you are under this age, although the type of crime the offender is guilty of may be different if the victim/offender/both is/are under 16.

## TYPES OF CRIME WHICH MAY FORM PART OF DOMESTIC ABUSE

### ASSAULTS

There are different types of assault, ranging from really threatening behaviour where the victim believes they are about to get hurt (even if they don't end up becoming so), right up to Grievous Bodily Harm, and with different levels of seriousness in between. A number of laws cover these (such as the Criminal Justice Act 1988 and the Offences Against the Person Act 1861). Depending on the crime, the offender may have to pay compensation or attend rehabilitation course, or could be imprisoned for life in the worst cases.

### DAMAGE

Criminal damage is purposefully or recklessly breaking someone's property. It includes setting fire to property (arson). It is covered by the Criminal Damage Act of 1971. If convicted of this offence you could face a fine or life imprisonment depending on what you damaged, how you did it and whether people's lives were put at risk.

### HARASSMENT

The Protection from Harassment Act of 1997 makes it illegal for someone to 'pursue a course of conduct' (this means to do something two or more times) which causes someone else harassment. If stalking or violence is involved (e.g. following someone) it is taken more seriously. If the case goes to court, punishments range from a fine to up to 10 years in prison.

### ONLINE HARASSMENT AND THREATS

A lot of harassment is carried out online. The Malicious Communications Act of 1988 defines different types of online harassment, which includes threatening people or sending them offensive messages or material. This can result in being sent to prison in serious cases.

### CONTROLLING AND COERCIVE BEHAVIOUR

The Serious Crime Act of 2015 created a new offence of "controlling or coercive behaviour in an intimate or family relationship".

The offence carries a maximum sentence of 5 years' imprisonment, a fine or both. Coercive and controlling behaviour can be anything that has a really serious effect on the victim, or which causes them to fear violence.

*You could develop this answer by asking the class (via a show of hands) to give examples of what they think is coercive or controlling behaviour. Examples could include: asking for nude pictures repeatedly, asking someone to account for their whereabouts every time they have been out with friends, or repeatedly criticising someone's appearance until they change it to the abuser's satisfaction). It is important to make it clear that abuse does not have to be physical.*

## **DEATH**

The most serious domestic abuse can result in someone dying. When this is done on purpose it is murder, which comes with a life imprisonment sentence. An offender may also be guilty of manslaughter (which can be thought of as killing without meaning to) which also carries a life sentence. In 2004 the Domestic Violence, Crime and Victims Act was introduced which made it an offence to 'cause or allow' the death of a child or vulnerable adult. This was amended in 2012 to include causing or allowing serious physical harm (equivalent to grievous bodily harm).

## **ACTIVITY 3**

### **FURTHER HELP (5 MINUTES)**

For this activity you will need to print out the Activity 3 worksheet. You will need enough for each individual in the class to have their own copy. The worksheet is self-explanatory, with students encouraged to write down individuals/organisations they can contact for further advice or help. The worksheets can be kept by the students as a safety network for most challenges faced growing up.

- Hand out the worksheets and explain to the students that they can fill in their personal contacts in private if they wish.
- Explain that most trusted adults are adults they feel safe with, and that you can talk to about how you feel – adults they would go to first if they needed help.
- Point out that other trusted adults can include people like police and teachers as well as adults they have a personal connection with, such as a relative or a leader in a community group, although they may not have a close relationship with them.

## **BRING THE FOLLOWING ORGANISATIONS TO THE STUDENTS' ATTENTION:**

### **PRIMARY AGE**

#### **Childline – 0800 1111**

Free, 24-hour telephone helpline for children and young people anywhere in the UK. Trained counsellors offer comfort, support, advice and protection. Calls to Childline are confidential, and are free even from mobiles. Calls don't show up on phone bills. If you're deaf, hard of hearing or have difficulties with speech, you can use their text phone service on 0800 400 222 (not available at night). You can also look at their website: [www.childline.org.uk](http://www.childline.org.uk)

### **Women's Aid: The Hideout**

This is produced by Women's Aid specifically for children and young people to learn about domestic abuse and where to get help.

<http://thehideout.org.uk/children/home/>

## **SECONDARY AGE**

As above and also:

### **Disrespect Nobody**

This is the government's campaign about respect and abuse in relationships, which provides a number of videos and guidance about where to get help and further support.

<https://www.disrespectnobody.co.uk/>

### **GALOP**

The National Lesbian, Gay, Bisexual and Trans Domestic Abuse Helpline provides specialist telephone advice and webchats to anyone affected by or experiencing domestic abuse within the LGBT community.

0800 999 5428

[www.galop.org.uk/domesticabuse](http://www.galop.org.uk/domesticabuse)

### **Love is Respect**

This is an American site but has some really useful information about abusive relationship tailored to teenagers (including LGBTQ) and includes a quiz to test the health of your own relationship.

<http://www.loveisrespect.org/>

### **Rape Crisis**

For women and girls experiencing sexual abuse in their relationships or other forms of sexual assault. Rape crisis also provide advice to friends and family.

[www.rapecrisis.org.uk](http://www.rapecrisis.org.uk)

### **Survivors UK**

This organisation supports men and males under 18 who have experienced rape or sexual assault.

[www.survivorsuk.org/](http://www.survivorsuk.org/)

## CALLING THE POLICE (1-2 MINUTES)

Explain to the class:

We've discussed a range of people and organisations who you can speak to for advice and further information. Don't forget the police. The police take domestic abuse very seriously, particularly when children or young people are involved in it, either directly or when they are affected by domestic abuse between other people in their lives.

You can call the police on 101 for non-emergencies and 999 for urgent situations, such as when a crime is ongoing or when someone is in danger. If you are ever caught up in a domestic situation at home and you are scared for your personal safety, **call 999**.

## CLOSE (1-2 MINUTES)

- Ask the class for a show of hands about what they have learned new from today
- If wanted, provide each member of the class with a copy of the Extra Resource worksheet provided (there are different worksheets for different ages)
- Remind the class that if they have been affected by anything they have learned today they can talk to you after the lesson or contact any of the people/organisations you have talked about.