



Title: Abuse and relationships: Partner control, Coercion and Violence

Level: THIRD

Code: 3.8.2

Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
<p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 3-45a</p> <p>I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law. HWB 3-48a</p> <p>I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse. HWB3-49b</p>	<ul style="list-style-type: none"> • Explains the impact an imbalance of power can have on relationships, including sexual relationships, for example, consent, coercion, responsibility for actions and decisions. • Knows how to access confidential information, guidance and help. • Gives examples of laws in relation to sexual health, for example, age of consent, right to confidentiality, consent, coercion, grooming. • Identifies how to take action in a situation involving abusive or inappropriate sexual behaviour, for example, ending unhealthy relationships, local support, police.

Learning Intentions

- Young people explore signs of abusive relationships and propose a range of strategies for accessing help.
- Young people understand the law protects them from abuse in relationships.

Success Criteria

- Young people can identify the signs of unhealthy relationship.
- Young people articulate their right to be safe in intimate and sexual relationships.
- Young people can name sources of information, help and support.

Resources to support this activity

- PowerPoint slides
- What is abuse in a relationship? Information leaflet to take home
- ‘This is Abuse’ series of film clips:
 - <https://www.youtube.com/watch?v=r6G4BEfJ0pM> (2 minutes 20)
 - https://www.youtube.com/watch?v=UO_7qHQsls (2 minutes 51)
 - <https://www.youtube.com/watch?v=zthG1nzn0uY> (1 minute 33)

Activity

1. Start with an acknowledgement that when we imagine our future relationships, we will usually think about loving and caring partners, but sometimes people can find themselves in situations where a partner is not loving and caring. Sometimes in relationships there can be a partner who tries to control their partner or is abusive toward them. Explain that this is what the class/group will think about today so that everyone can learn how to recognise these bad situations – and know that there is help available.
2. **What is abuse in a relationship?** Share the slide, ask the young people to work in small groups to think about what things can happen in a relationship that might be described as such. Then share the information leaflet (which the young people can take away). Give the small groups a few minutes to run through the information to see if their given examples are there (or to make it more manageable, suggest that the different groups look at different sections). Ask for any questions young people have to help clarify what any of the terms or examples mean.

What is abuse in a relationship?

There are different kinds of abuse that can happen.

- Emotional abuse
- Physical abuse
- Sexual abuse
- Digital abuse
- Financial abuse

3. **Digital abuse.** At this age, and in the coming years, this may be an area of relationship abuse that young people can face – it is important they recognise it as such. Spend some time looking at this section of the information leaflet, discussing examples, ensuring understanding.
4. **Domestic abuse.** Explain that this term is one the young people might have heard. The word ‘domestic’ really just means in the home environment, but we realise that abuse doesn’t just happen *in the home*, it happens *in the relationship*. With this in mind, it’s used to describe any of the abuses already talked about. If someone reports this abuse, then it is counted as a domestic abuse incident. Use the slide and discuss responses to the statistic/fact presented.

Domestic abuse is when someone uses physical, emotional, digital or financial abuse or sexual violence to control, force, threaten or degrade a partner or an ex-partner.

- One in five women will experience some form of domestic violence in their lifetime
- There are 60,000 incidents of domestic violence reported in Scotland every year – but its thought that many are not reported.
- 1 in 5 children and young people live in a home where there has been domestic violence.

5. **What about young people?** Share this fact and have some discussion – what do young people think – are they surprised? How does it make them feel? How would they feel if this was something a friend experienced? (Statistic from research conducted by the Zero Tolerance Trust in Scotland).

1 in 5 teenage girls have been hit by a boyfriend.

6. **Watch and Discuss.** These short scenarios which develop two parallel stories of relationship abuse were made by the Hollyoaks TV programme (the young people might know/view) for a campaign called 'This is Abuse'. They should be shown one at a time with discussion in between – exploring young people's views of the scenarios, focus on what abuse is happening here? What could they do to help if this was happening to someone in their family or a friend? The situations remain unresolved, the voice over at the end of the 3rd film urges young people to seek help. The website given now re-directs viewers to <https://www.disrespectnobody.co.uk/>
- I. <https://www.youtube.com/watch?v=r6G4BEfJ0pM> (2 minutes 20 – this first piece introduces experiences of abuse, coercion and control for 2 women)
 - II. https://www.youtube.com/watch?v=UO_7qHQslls (2 minutes 51 – this 2nd piece explores how friends can identify abuse and help)
 - III. <https://www.youtube.com/watch?v=zthG1nznOuY> (1 minute 33 – this final piece continues to present experiences and urges young people to recognise signs and seek help)
7. **End with the series of 5 slides** (checking understanding as you go) that remind young people about some key messages, including the final slide about seeking support or help.

Important things to remember

- Healthy relationships are all about respecting each other. You should feel loved, safe and free to be yourself.
- Abuse in relationships can happen to anyone. It's not normal, it's never OK and definitely not part of a healthy relationship. It isn't always physical, it can be emotional and sexual abuse too. If your relationship leaves you feeling scared, intimidated or controlled, it's possible you're in an abusive relationship.
- Relationship abuse can destroy someone's self-confidence, have a negative impact on their health and wellbeing and leave them feeling isolated, lonely or depressed.
- **There's never an excuse for relationship abuse.** Anger, jealousy, alcohol or wanting to protect the other person – none of these justify abuse.
- **Childline** provides free confidential advice and support for all young people your age. Whatever your worry, if it's about you or someone you love, Childline counsellors are there to help. Speak to them by phone, online or email 24 hours a day.

Information and chat online <https://www.childline.org.uk/>
Phone 0800 1111

Additional ideas

Young people who want to do further reading or research could visit these sites/agencies:

- **Scottish Women's Aid** is the lead organisation in Scotland working towards the prevention of domestic abuse: <https://womensaid.scot/>
- **Zero Tolerance** is a charity working to end men's violence against women. It began in 1992 with a ground-breaking Edinburgh-based poster campaign which brought the issue of domestic abuse out from behind closed doors and into public consciousness and asserted that violence against women was never acceptable: <https://www.zerotolerance.org.uk/>

Connecting with home

See learning activity 3.8.1 for information that can be sent home.

Further learning activities are available that connect to this RSHP curriculum content

- 3.8.1 Abuse and relationships: Grooming