



# ReSPECTful Relationships



## Lesson Plans and Resources

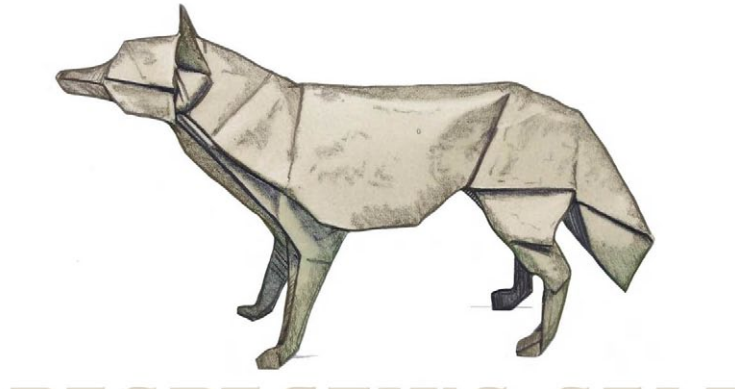
### Key Stage 2: Years 5 & 6

#### Lesson 4: Understanding Domestic Abuse

Aims & Outcomes ..... 2

Lesson Plan ..... 3

Quiz Answers ..... 5



## Lesson 2: Understanding Domestic Abuse

KS2  
Y5 and 6

### Session Aim

- To understand the term domestic abuse (DA).
- To differentiate the between what is having fun and what is bullying.
- Discuss online safety.
- Explore expectations and responsibilities within relationships.

### Learning Outcomes

All young people can:

- Understand different types of abuse which will help them to be better equipped to recognise abusive behaviour.
- Understand that abuse takes many forms and that abuse can be threatened as well as actual.
- They will be able to recognise unhealthy behaviour in adult relationships.
- Understand that Domestic abuse is not acceptable and there is help available for families living with abuse.

Most young people will :

- Understand it's not right or fair for an adult to try and control another adult.
- Understand the different types of abuse of power.

Some students will:

- Understand the dynamics of abuse in a young person's relationship.



TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
15 mins	<p><b>Introduction:</b></p> <p>Introduce the term <b>“Domestic Violence &amp; Abuse”</b> – it can be effective to write this on the whiteboard/flipchart and ask pupils to spend a minute considering it in silence. Ask pupils to say what they think it means.</p> <p>Age appropriate definition: <i>“Domestic Violence is abuse that takes place in the home or within the family. This is usually when an adult deliberately hurts or upsets their partner (or ex-partner) or treats them badly, but it can also be if a child deliberately upsets, hurts or threatens a parent”</i></p> <p>Pupils may struggle with the term ‘domestic’. Oxford English Dictionary definition: <i>“relating to the running of the home or family”</i></p> <p>Clarify learning with the following points:</p> <ul style="list-style-type: none"> <li>• Adults can sometimes behave very badly towards each other, but there is also a great deal of good behaviour between adults and this is much more acceptable.</li> <li>• There are many things that are needed to make a healthy relationship and lots of different things that can make an unhealthy relationship.</li> <li>• It is not right when one person in an adult relationship tries to take control and treats the other person badly.</li> <li>• Domestic Violence and Abuse can happen in any family and many families try to keep it a secret; there is nothing to be ashamed of; but Domestic Violence is not acceptable and with some help, things can get better for the children, adults and families living with abuse.</li> </ul> <p>At this point facilitator should define the following key terms with pupils:</p> <p>Partner: <i>“The person an adult has a romantic relationship with. This may be a husband/wife/girlfriend/boyfriend/person they have children with/person they live with. This includes couples where both adults are the same gender”</i></p> <p>Victim: <i>“The person who is being bullied, abused or hurt”</i></p>	Students will suggest any ideas they have to group.		Students have a chance to explore the term domestic abuse and have a chance to explore the myths and stereotypes that surround it.

TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
30 mins	<p><b>Main activity:</b></p> <p>Give each pupil True or False worksheet.</p> <p>The quiz is a tool to measure what pupils already know. Pupils should be advised that if they don't know the answer, or they don't understand to move onto the next question.</p> <p>All the answers should be discussed with pupils together as a class after they have completed the quiz.</p> <p>Generate discussion around each answer.</p> <p>Answers to the quiz are on the next page.</p>	Students contribute ideas in class discussion.	<b>True or False quiz worksheet</b> (see resource pack, answers on page 5)	<p>Students learn about how behaviours in relationships can vary drastically.</p> <p>Students consider what behaviour are acceptable in healthy and unhealthy relationships.</p>
5-10 mins	<p><b>Plenary:</b></p> <p>Clarify learning with the following points.</p> <p>Adults can sometimes behave very badly towards each other, but there is also a great deal of good behaviour that is much more acceptable.</p> <p>There are many things that are needed to make a healthy relationship and lots of different things that can make an unhealthy relationship.</p> <p>It is not right when one person in an adult relationship tries to take control and treats the other person badly.</p> <p>Domestic Violence and Abuse can happen in any family and many families try to keep it a secret; there is nothing to be ashamed of; but Domestic Violence is not acceptable and with some help, things can get better for the children, adults and families living with abuse.</p>	Student to listen to teacher recapping on points from lesson. Any questions/ points welcomed.		Students can reflect on what healthy and unhealthy relationships can be from thinking about point made in lesson.

## Year 5 & 6 Lesson 4

# True or False Quiz: Answers

### Question 6

It is advisable to discuss question 6 (of the quiz) first, inviting examples from pupils:

**Physical Abuse:** “When someone uses force or violence to hurt their partner’s body or stop them from moving/leaving” - Examples from pupils may include; hitting, punching, spitting, and locking someone in a room.

**Financial abuse:** “When someone uses money or possessions to control their partner” - Examples from pupils may include; stopping their partner from getting a job, stealing money from their partner, or not allowing their partner access to money.

**Sexual Abuse:** “When someone touches or looks at their partner’s body in a way that makes them feel worried or uncomfortable. This includes forcing their partner to do something with their body that they don’t want to do”

Individual schools will have their own guidance for exploring the term sexual abuse and how much discussion they wish to generate with pupils around this term; however please be aware pupils may want further clarification or suggest examples anyway. These may include questions about rape or other kinds of abuse. Please think carefully about how you will deal with this in a class or individual setting. Age appropriate examples facilitators may give: hugging someone who doesn’t want to be hugged, making their partner kiss them if they don’t want to.

**Cyber abuse:** “When someone uses the internet, social media or technology to upset or threaten their partner” – Examples pupils may suggest include; posting nasty messages about someone on Facebook, sharing videos or pictures of someone without their permission, constantly texting or phoning their partner.

**Emotional Abuse:** “Using words or actions to upset, scare or threaten their partner or make them feel bad about themselves” – Examples pupils may give include; saying nasty things about them, stopping them from spending time with their friends and family, making someone feel bad about themselves, ignoring someone or leaving them out of activities.

Depending on how many examples pupils have been able to give for each type of abuse, facilitator may choose to read the following examples and ask pupils to decide which category of abuse the examples belong in.

- a. Pulling a partner’s hair (physical abuse)
- b. Spending money for the family on themselves (financial abuse)
- c. Reading their partner’s emails (cyber abuse)
- d. Telling their partner they are not good enough to do something (emotional)

You may wish to note with pupils that most abusive behaviours come under the category of emotional abuse as well as other categories.

## Year 5 & 6 Lesson 4

# True or False Quiz: Answers

### Question 1

Only women are the victims of Domestic Violence – This is **FALSE**.

Men can also be the victims of domestic violence. Government research shows that women are more likely to be a victim (1 in 3 women to 1 in 6 men), but research also shows that men may find it more difficult to talk about if they are the victim of Domestic Violence & Abuse.

### Question 2

Children can be to blame when adults hurt or upset each other – **FALSE**.

It is never the children's fault. When adults argue or fight they might mention the children's names but that does not mean that the children are responsible.

### Question 3

Sometimes the victim deserves to be hurt or upset – **FALSE**.

The victim is not to blame, even if they do something wrong, they do not deserve to be abused. The perpetrator (person doing the abuse, or the violence, or the bully) is responsible for their own behaviour.

### Question 4

Domestic Violence can happen in any culture – **TRUE**.

It happens in families from all kinds of religion, culture, colour, race or background. It doesn't matter where a person lives, or how much money they have, or what age they are. Domestic Violence happens in same-sex relationships, and relationships between men and women. Domestic Violence happens in many different families.

### Question 5

Sometimes children hit or upset their parents too – **TRUE**.

Sometimes children can be abusive (refer to the 5 types of abuse) to their parent, step-parent or other adult in their family. This is called Domestic Violence too, because it happens in the home or in the family. There are lots of reasons why children might abuse their parents, and although those children are responsible for their actions and behaviour, we have to remember that they are still children and will need help and support from other adults to understand how their behaviour makes their parents or family feel, and to help those children to make good choices in the future.

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