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## Addressing relationship abuse

### KS4 Year 10 Lesson 5

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#### Learning objective

- We are learning how to end and/or get support for abusive relationships

#### Learning outcomes

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

## Key points

Divide your page into three and add everything you know under each heading:

Types of abuse	Signs of abuse	Sources of support/advice

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## How it started...

Read **part A** of Hayley's story:

- What signs did you notice that the relationship might not be a healthy one?
- Why might Hayley not have recognised, or have dismissed signs that the relationship was not healthy at this point?
- Hayley made a bold decision (to move to London) due to the strength of feeling she had for Jack. How did Hayley assess the different risks and benefits in this situation?

Add your reflections to the first box on your handout.

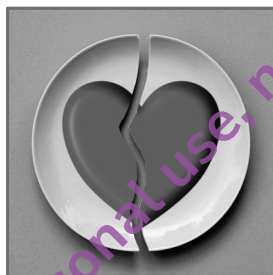


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## What happened next...

Read **part B** of Hayley's story:

- What additional signs did you notice that showed the relationship was not 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?



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Add your reflections to the next box on your handout.

## How things escalated...

Read **part C** of Hayley's story:

- 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?

Add your reflections to the next box on your handout.



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## After the breakup...

Read **part D** of Hayley's story:

- Why was seeking support so important for Hayley?
- What are the challenges that Hayley is having to manage at this point?
- Why was it so important for Hayley to take steps to protect her safety even after she had left Jack?
- 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?

Add your reflections to the final box on your handout.

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## Revisit the story

In groups, review each part of the story again...

How might friends and family have helped Hayley and Saskja?

Would the issues and advice be any different if this were not a heterosexual couple, or if the perpetrator were female and the target male?

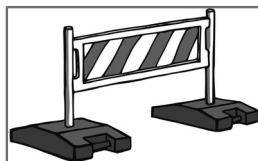
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## Talking heads – seeking help

Read the scenarios and note down:

- Potential barriers
- Potential positives

in relation to each character seeking help.



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## Signposting support

If you would like further guidance or support, speak to:

- a parent/carer, tutor, head of year
- school nurse/counsellor or other trusted member of staff in the school

- **Domestic Abuse Support in Medway:** [www.domesticabuseservices.org.uk](http://www.domesticabuseservices.org.uk)
- **Childline:** [www.childline.org.uk](http://www.childline.org.uk) Contact number: 0800 11 111
- **Refuge:** [www.refuge.org.uk](http://www.refuge.org.uk)
- **Women's Aid:** [www.womensaid.org.uk](http://www.womensaid.org.uk)
- **Mankind:** [www.mankind.org.uk](http://www.mankind.org.uk)
- **Domestic abuse helpline:** 0808 2000 247
- **Galop (LGBT anti-abuse charity):** [www.galop.org.uk](http://www.galop.org.uk)
- **National LGBT+ domestic abuse helpline:** 0800 999 5428

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## What has been learnt?

Revisit your lists from the start of the lesson – what can you add?  
Do you need to change anything?

Types of abuse	Signs of abuse	Sources of support/advice

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## Revisiting the online posts



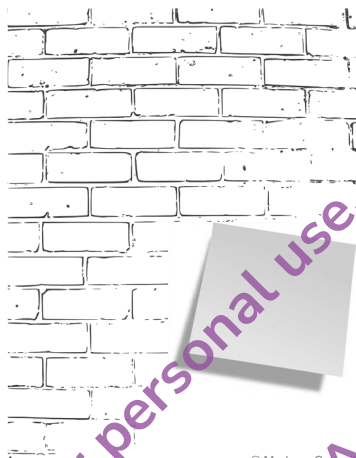
Read the two posts from lesson 1 again.

Using a different coloured pen, add any new learning or advice to the characters, based on what you have learnt over the last 5 lessons.

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## Wall of support

Add an encouraging comment, piece of advice, or source of support on a post-it to create a wall of support, to remind us that everyone is entitled to positive relationships.



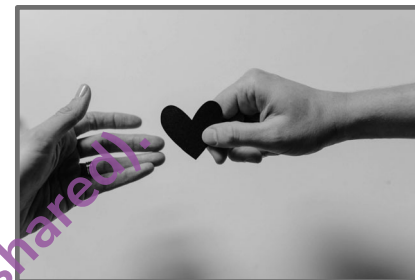
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## More activities

Create a short message for your older self in the future, giving advice about healthy relationships.

This could include:

- top tips
- relationship mantras
- suggestions for managing common issues



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