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Domestic Abuse Awareness Programme For Schools:

PSHE Session Plans

Key
Stage
2



Primary School Version:

Based on Focus Group Discussion

AIM

To provide a one-hour awareness session on what is domestic abuse for Key Stage 2 focusing on respectful friendships/relationships.

By the end of the session, children will have explored

- What makes a respectful friendship/relationship;
- An empathetic approach towards others;
- How to respond to other children's thoughts and needs;
- Discrimination and a range of bullying and prejudiced behaviour;
- How to challenge views they know are wrong.

Learning outcomes

- To recognise and respond appropriately to a wider range of feelings in others
- To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support
- To respect and, if necessary, challenge others' point of views

Before the session starts

Refer to good practice guidance re introductions, ground rules, managing disclosures (worry box) etc. In order to set the scene & prepare the children for the session.

Key Stage 2 Session Plans

Ground rules and keeping safe, contract of behaviour, confidentiality.

Resources - Flip chart/white board/smart board, pens

Strand 1 Friendships and Relationships

Strand 2 Emotions and Empathy

Strand 3 Rules and Expectations

Learning Outcomes

Activity 1

"Can I describe the friendships and relationships I have and describe the good and bad parts?"

Small group.

Resources needed:

- Paper and pens

See
delivery
note 1

"Can I recognise why people have arguments?"

Large group – Musical statues.

Resources needed:

- A way to play music

See
delivery
note 3

"Can I recognise that secrets can lead to good and bad feelings?"

Small group.

Resources needed:

- Story cards

See
delivery
note 5

To recognise and respond appropriately to a wider range of feelings in others.

Activity 2

"Can I see what aspects of a friendship are unhealthy and work with others to make a friendship work?"

Small group – Happy heart, sad heart. Feedback in large group.

Resources needed:

- Happy heart/sad heart cards

See
delivery
note 2

"Can I recognise the physical and emotional signs of being angry?"

Small group.

Resources needed:

- Emotion cards
- Large sheet of paper and pens
- Answer sheet for facilitators

See
delivery
note 4

"Can I recognise that some secrets should not be kept?"

As above.

To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.

To respect and, if necessary, challenge others' point of views.

Strand 1 Friendships and Relationships

Strand 2 Emotions and Empathy

Strand 3 Rules and Expectations

Learning Outcomes

How to help someone

Large group - Power and control video. Discuss.
How can they make it equal?

Resources needed:

- Power and control video

Large group - Discuss with the children what they can do to help friends when they see the signs of anger. Include where they can go for help.

Small group - Design a poster suggesting some of the rules/expectations for when to keep a secret and when to tell someone. To be displayed in school.

Resources needed:

- Paper and pens

As above

Additional activity if needed

Similar to Additional Activity in Key Stage 1 using statements like 'Boys are stronger than girls' 'Women like men telling them what to do'.

Resources needed:

- Facilitator list

Thinking about everyone who may get involved in an argument (See list in 1st activity) make a list of who to go to for help. Include Childline, police, family, friends, teachers.

Resources needed:

- (reference banner pens)

As above.

Returning to a happy place

Tell me what you like doing with your friends.

Pass the smile.

See
delivery
note 6

Children stand in a circle and say 'I am strong because....'

Session evaluation

Ask the children if there was anything they didn't like/liked about the session and one thing they learnt.
Write up on a large piece of paper or smart board.

Key Stage 2 Delivery Notes

Delivery note 1

“Can I describe the friendships and relationships I have and describe the good and bad parts?”

Who are your friends in school? Why are they your friend? Do you have the same interests? Does your friend help you when you find something difficult? When you are feeling sad, does your friend cheer you up? Discuss.

Delivery note 2

“Can I see what aspects of a friendship are unhealthy and work with others to make a friendship work?”

Happy heart, sad heart activity – A4 laminated picture of a happy heart and another of a sad heart. Small statement cards ie being called names, being shown affection (hugs and kisses), messaging each other all the time, feeling respected etc. The children put the statement cards on a happy heart or sad heart depending on what they think. If they are unsure, they put it in the middle i.e. being called names could be nice if it is a pet/nick name that both people are happy to use or it could be nasty if they are names that one person does not want to be called. Discuss.

Delivery note 3

“Can I recognise why people have arguments?”

Hold a game of musical statues with the facilitator ruling out some children who may not have been moving when the music stopped. Discuss with the children “Did it seem fair, was anyone getting a bit cross about being sent back?” Use this as a starting point to look at what counts as an argument, what kinds of arguments are there (e.g., in families, between friends, between parents, between other adults, between countries). Is an argument always bad? Can it ever be good? Is it ever useful to be angry?

Delivery note 4

“Can I recognise the physical and emotional signs of being angry?”

Use facial emotions photos as stimulus for small groups. What is the emotion? Can you mimic the face? Does it match the face of others? Do all people show anger in the same way? Draw an outline of a person on a large sheet of paper and label the sights and signs of anger.

Delivery note 5

“Can I recognise that secrets can lead to good and bad feelings?”

Hand out part 1 of the story cards. Give the children time to discuss why the characters might be acting this way, what is happening to them, are they good secrets or bad secrets?

“Can I recognise that some secrets should not be kept?”

Hand out part 2 of the stories. Questions as above plus how might they feel in similar circumstances, what possible solutions can they think of, should the secrets be kept, who might help? Ask the small groups to share their discussions/conclusions with the class. Read out the final parts of the stories to the whole class. Discuss the end of the stories. Are they a surprise? Discuss when it is ok to keep secrets and when you should tell someone or ask for help.

Delivery note 6

Pass the smile

All the children stand in a circle. One facilitator starts by smiling to the person on their left who smiles at the person to their left until it gets back to the person who started.

Key Stage 2 Resources

Friendships and Relationships

Activity 2

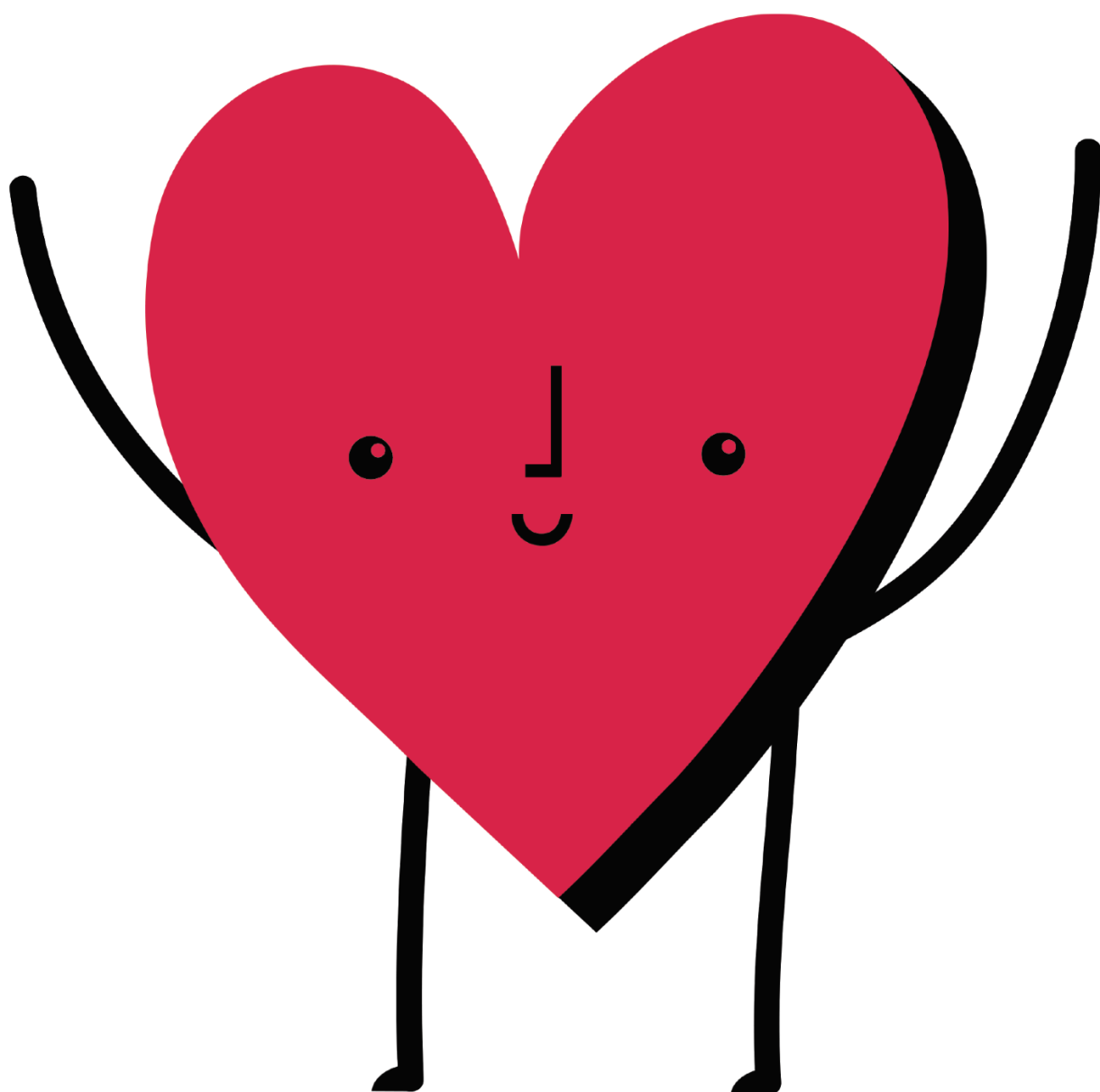
Happy and sad heart printable cards and statements, on the following pages.

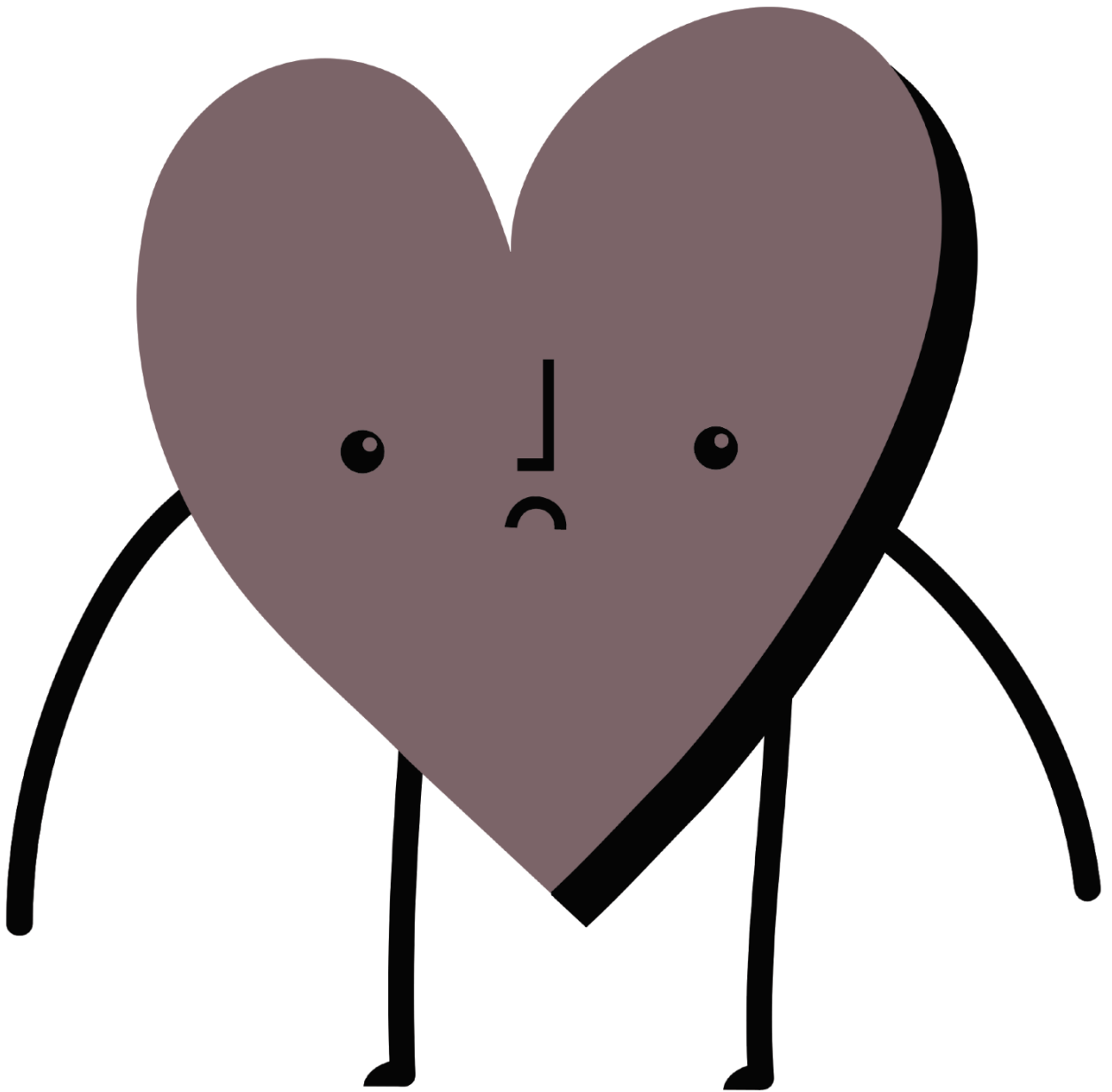
How to help someone

Power and control video - *available on the Operation Encompass: The Next Steps download section.*

Additional activity

- Girls get away with more than boys
- Boys are naturally more violent than girls
- Girls who wear short skirts are 'asking for it'
- Girls and boys are always treated equally in this school
- Poor people don't have the same rights as rich people
- Equality is impossible, so it's not worth trying
- Men and women are different so they can't be equal
- Being male or female makes no difference to whether you do well at work
- Doing something 'like a girl' should not be used as an insult
- Little girls should not be called princesses







FEELING SAFE TOGETHER



THEY SAY 'IF YOU LOVED ME YOU WOULD'



TRUSTING EACH OTHER



NOT CHEATING ON EACH OTHER



FEELING HAPPY WHEN
THEY'RE AROUND



TELLING YOU NOT TO BOTHER
GOING TO SCHOOL



HURTING YOU



SHARING EACH OTHERS
INTERESTS



IGNORING YOU WHEN THEY'RE
WITH THEIR MATES



PLAYING TOGETHER



LAUGHING TOGETHER



HAVING FUN TOGETHER



MESSAGING EACH OTHER
ALL THE TIME



FEELING RESPECTED



BEING CALLED NAMES



BEING BULLIED



FEELING LOVED UP



BEING MADE TO DO THINGS
YOU DON'T WANT TO DO



TO BE SHOWN AFFECTION
(HUGS AND KISSES)



FEELING FREE TO BE YOURSELF



Emotions and Empathy

Activity 1

A way to play music

Activity 2

Emotion cards - *facial emotions photos on the following pages*

Physical signs of anger

- clenching your jaws or grinding your teeth;
 - headache;
 - stomach ache;
 - increased and rapid heart rate;
 - sweating, especially your palms;
 - feeling hot in the neck/face;
 - shaking or trembling;
 - dizziness.
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Additional activity

Key criteria resource list poster



















HELPLINES

Below is a list of helpline numbers where you can talk to someone about abuse that might be happening in the home.

In an emergency, please ring the police on 999 for immediate help.

CHILDLINE

0800 1111
WWW.CHILDLINE.ORG.UK

NATIONAL DOMESTIC VIOLENCE HELPLINE

0808 2000 247

SAMARITANS

08457 90 90 90 (UK)

MUSLIM WOMEN'S HELPLINE

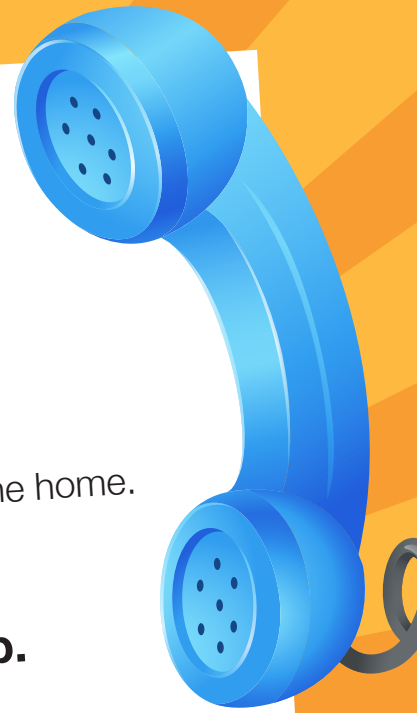
020 8904 8193 or
020 8908 6715

NSPCC HELPLINE

0808 800 5000

BROKEN RAINBOW LGBT HELPLINE

0300 999 5428



Rules and expectations

Activity 1

Story cards - *on the following pages*

Part 1 - A

Miriam is a new girl at school in year five. She always gets dropped off by car and often comes in late. The children in her new class want to be friendly but she doesn't talk much and she won't tell anyone where she lives. She says it's a secret. She goes to after school club and leaves after everyone else, so no one has met her mum or dad. Some of the children in Miriam's class want to make friends with her but don't know how to talk to her. Some of the others start to make jokes about her and call her names behind her back. Miriam is a bit moody and this makes it easy to wind her up and hard to be friendly with her.

Part 1 - B

Kieran has been to this school since reception. He comes to school early every day. He is suddenly very neat and tidy and works extra hard, which is not how he was last year. He had lots of friends in year four, and would often invite them around to his house after school. But some of his friends and their parents are beginning to wonder why he has stopped inviting them back to his house since starting in year five. When they ask him what's going on he just says he can't tell them. His friends don't know what to do. They wonder if he doesn't like them anymore.

Part 1 - C

Jack comes into school looking really tired. His eyes look sore like he might have been crying, which is really unlike him. He has a bruised arm but he asks his friends not to tell anyone. He won't say what has happened and at the end of the day he rushes away from school and walks home on his own. His friends are really worried about him and don't know what to do.

Part 2 - A

Miriam has had to move with her mother into a refuge because her father was violent to her mother. She has had to move school and leave most of her clothes and possessions behind because they had to leave in a hurry in case her dad came back and caught them. She can't tell the others in her class where she lives because she is scared her father might come and hurt her mother if he finds out where they are living now. Miriam wants to make new friends but she really misses her old ones and her own house. Before the trouble started with her dad, Miriam had lots of friends and was one of the most popular girls in her old school. Although the refuge is friendly and safe, it is all new and strange to her at the moment. She is angry with her dad for hurting her mum and at her mum for making her move.

Part 2 - B

In the summer holidays Kieran's mum met a new boyfriend on holiday. At first everything seemed really good. The new boyfriend bought Kieran lots of new stuff and wanted to move in with him and his mum. She was really happy and Kieran thought it might be good for both of them to have a new man in the house. But when the new boyfriend moved in he started to get very angry if there was any noise or mess anywhere. He would shout and throw things if Kieran left any of his things out in the hall or living room. He started to tell Kieran's mum what to wear, what to cook, when she could go out. Gradually, both Kieran and his mum have stopped seeing friends or family outside the house because the boyfriend says they should all be happy just the three of them. Kieran is very worried that his mum is scared of her boyfriend now and he doesn't know what to do.

Part 2 - C

Jack loves his dad and he can be really good fun, playing football and computer games and having a laugh. Sometimes, though, he comes home late and shouts, or punches the walls, but afterwards he always says he's really sorry and that he loves everyone in the family and he won't do it again. Last night Jack's dad didn't get back until really late and Jack's mum shouted at him. He threatened to hit her. Jack ran out of his room and tried to stop him but he was pushed aside. In the end a neighbour rang the police and they came and arrested Jack's dad. Jack is very upset but he says he doesn't want any of his friends to tell anyone else about what has happened.

Part 3 - A

Miriam is seen crying one day by her teacher, who knows that she is living at the refuge. Her teacher decides she needs some friends and sets up a small group of girls to be friends with her. Miriam talks to her mum about how she feels and the children's worker at the refuge helps too. When her mum realises how lonely Miriam is feeling she says she can tell her new group of friends about the refuge (but not where it is) so they understand why she can't bring them home. With help from the refuge, Miriam's mum starts to look for a flat for the two of them near the school and she promises that when they find a place of their own Miriam can choose a pet. Miriam's friends all bicker so much about what would be the best pet that at last Miriam laughs. She starts to feel better. Perhaps life in this new town will be OK after all.

Part 3 - B

Kieran thinks for ages about what to do. In the end he phones ChildLine one day when his mum is cooking tea and his mum's boyfriend is at work. Kieran whispers on the phone so no one can hear. The person on the end of the phone takes the situation very seriously, listens carefully to Kieran and suggests that he talk to someone in his family. He decides to tell his grandmother. Although she lives a long way away, as soon as she hears what is going on she gets in the car and drives down to see his mum. After talking it through Kieran's mum realises just how much her new boyfriend is upsetting Kieran and controlling her life. She gathers her brother, sisters and her mother and together they ask the boyfriend to leave. Kieran's grandma says she will come and visit more often. Kieran's mum is much happier, like her old self. Kieran is so glad he talked to someone and so is his mum.

Part 3 - C

Jack's best friend Simon stays awake all night worrying about Jack. In the morning his mum asks him what's upsetting him and he tells her about Jack's problems. She tells him not to worry and she goes round to talk to Jack's mum when the children have gone to school. When Simon sees Jack the next day he looks much happier. He says his mum has asked his dad to move out. He will still see Jack at weekends in the day. Jack isn't sure how it will all end but he's glad Simon got his mum involved because she knew how to get his mum to find some help.