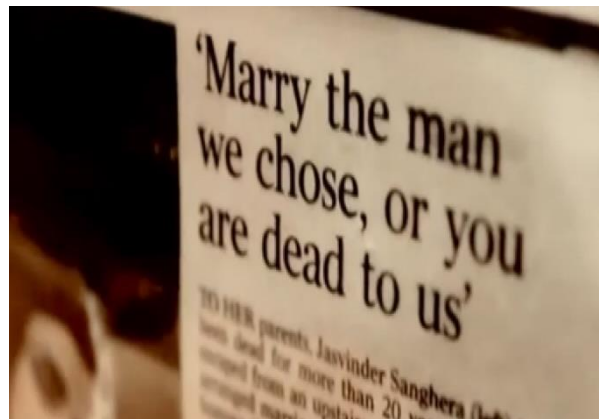
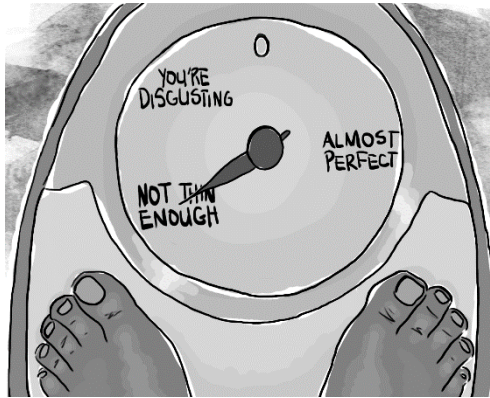





















# YEAR 9 – MORAL & ETHICAL ISSUES



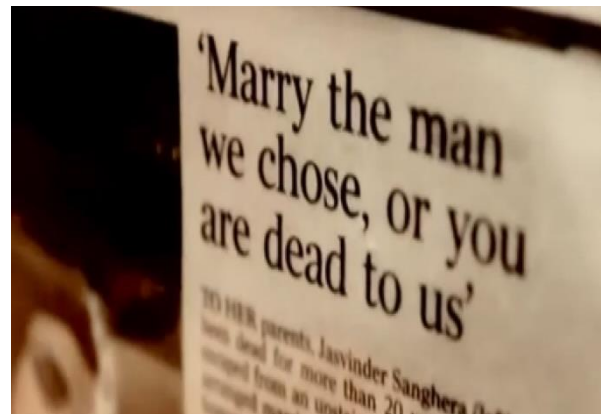
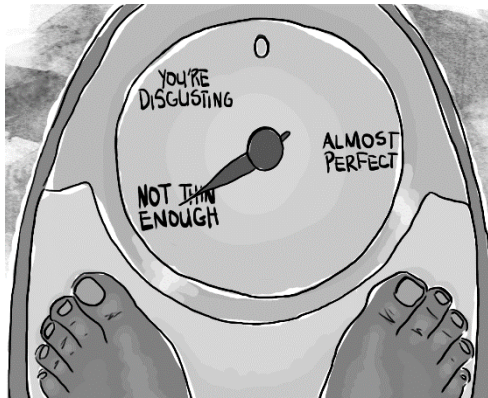
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# In the following booklet you will be focusing on aspects of the New Curriculum and the PSE and RSE framework.

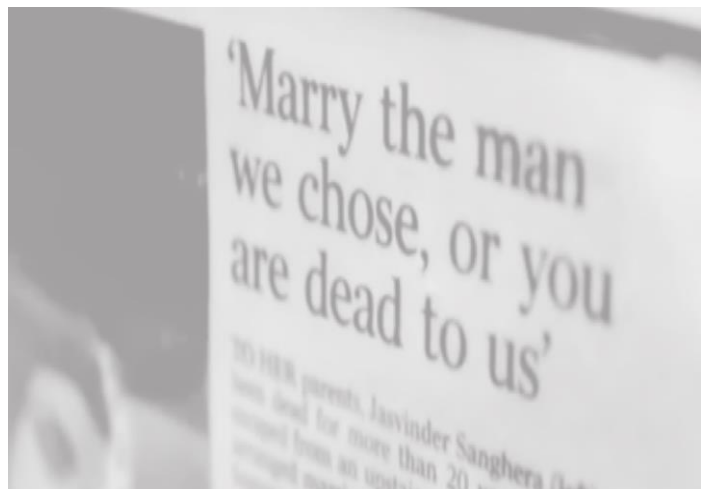
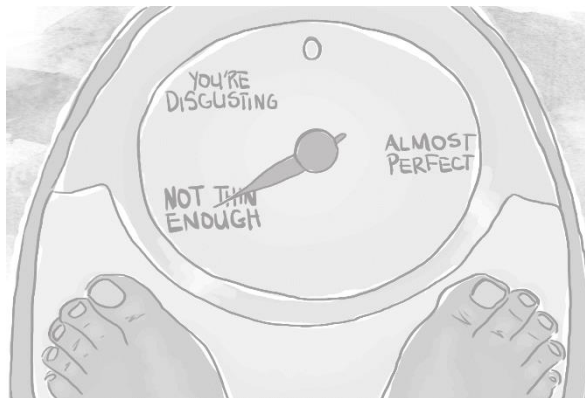
New Curriculum links/Purposes		PSE Framework Links		RSE (Relationship Sexual Education)		Cross curricular/integral skills	
Ambitious, capable learners ready to learn throughout their lives.		Active Citizenship – Value and celebrate diversity and equality of opportunity throughout the world.		Relationships		Literacy	
Enterprising, creative contributors, ready to play a full part in life and work.		Active Citizenship – be moved by injustice, exploitation and denial of human rights.		Values, rights, culture and sexuality		Numeracy	
Ethical, informed citizens of Wales and the world.		Health & Emotional Well-Being – display a responsible attitude towards keeping the mind and body safe and healthy.		Understanding gender		Digital Competence	
Healthy, confident individuals, ready to lead fulfilling lives as members of society.		Health & Emotional Well-Being – understand the features of safe and potentially abusive relationships.		Violence and staying safe		Creativity & Innovation	
		Moral and spiritual development – show sensitivity to the values of others.		Skills for health and well-being		Critical Thinking & Problem Solving	
		Moral and spiritual development – understand what they believe to be right and wrong actions and the moral dilemmas involved in life situations.		Human body and development		Personal Effectiveness	
		Sustainable development and global citizenship – understand how conflict can arise from different views about global issues.		Sexuality and sexual behaviour		Planning & Organisation	
		Sexual and reproductive health.					

## Overview

**During your mentoring sessions in Year 9, you will be concentrating on a number of moral and ethical issues. Can you guess what they are?**



## What do you already know about these issues?



**How can these issues interlink each other?**

**Think outside the box!**



## **Ground Rules**

**Teaching and learning about the following issues will be challenging and emotive for some pupils and teachers. During these mentoring sessions there could be discussions about a number of issues that might affect you personally either now or in the future. Bearing in mind we will be talking about these topics, what difficulties do you think that we might face as a class. In your pairs come up with a list of other problems that might occur. We will then use these lists to generate a class discussion regarding what rules you need to have in place so that everyone feels comfortable.**

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- 5.** .....  
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- 6.** .....  
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- 7.** .....  
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- 8.** .....  
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**Signed .....**

## **Issue 1 – Arranged/Forced Marriages**

### **Before we start.....**

**‘Forced’ and ‘Arranged’ marriages are two entirely different practices and should be treated as such. The terms are often used interchangeably which results in confusion over the distinction between the two and can lead to some communities or groups being understandably offended.**

**Arranged Marriage - In an arranged marriage families play a leading role in finding a partner for marriage, but both parties are free to decline the proposal. This is key; the right to choose and refuse exists within an arranged marriage. Both parties give their consent to marry. Prior to the proposal they are encouraged to meet and find out if they are compatible.**

**Forced Marriage - In a forced marriage the right to refuse is taken away. Either or both parties are pressured or forced to enter the marriage against their will. Pressure can be subtle, and ranges from threats of violence to emotional blackmail. As soon as there is any pressure placed upon either one or both of the potential spouses to marry, it is a forced marriage.**

**Honour Based Violence (HBV) - Honour based violence and abuse can take many forms, e.g., threatening behaviour, assault, rape, kidnap, abduction, forced abortion, threats to kill and false imprisonment committed due to so called ‘honour’. Murders in the name of ‘so-called’ honour (often called Honour killings) are murders in which predominantly women are killed for actual or perceived immoral behaviour which is deemed to have brought shame on the family. Some examples nationally of honour-based murders have been for trivial reasons for example, dressing or behaving too westernised, falling in love with somebody not chosen by their family, rejecting forced marriage, or being LGBT.**

**Domestic Abuse - Women’s Aid defines Domestic Abuse as an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence, by a partner or ex-partner. It is very common. In most 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 abuse ● Sexual abuse ● Financial abuse ● Harassment ● Stalking ● Online or digital abuse.**

**Consent - Consent means simply to give permission. Sex without consent is rape and is a serious crime. In forced marriage one or both people getting married have not freely chosen to get married so have not given their permission or consent.**



## **Discussion Areas**

**What did you find most surprising in the film and why?**

**What was the most powerful moment in the film and why was this moment so effective?**

**In what way has the film changed how you think about forced marriage and honour-based violence?**

**How do you think the young women in the film feel about what has happened to them?**

**If you felt worried or afraid about something that was happening in your home or community, who would you feel most comfortable talking to about it?**

**What would you do if you suspected that your friend might become a victim of forced marriage?**

**How did you feel at the end of the film?**

## Sunita's Story

My name is Sunita, and I am 27 years old. At the age of 13 I was pulled out of secondary school. My parents kept me at home and would not allow me to go to school. When I was 17 years old, I got myself a job at a local warehouse as a picker and packer. I had been working there for a year when my parents then said to me that we were going to Pakistan on a family holiday. I was very excited as I had not been on holiday before and I wanted to see my grandparents and extended family. But a week into the holiday I was told by my parents that I was getting married to my first cousin. I disagreed and I was told by my parents that if I didn't get married, I couldn't come back to England. So, I had to say yes even though I didn't want to as I didn't know where to seek help. In the end my parents got me engaged and arranged for the wedding to take place in the following year.

*Q: How do you think Sunita is feeling?*

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After the wedding my parents left me in Pakistan for six months, hoping the marriage would work out. I couldn't believe how my parents had betrayed me and left me in a different country all on my own. I explained to my husband that I didn't want to get married and that my parents forced me. He replied by saying he didn't care, and he just wanted to come to England. I then wrote a letter to the Home Office explaining that my marriage was a forced marriage, and I did not want to sponsor my husband to come over to the UK. But unfortunately, my letter was never acknowledged, and he got his visa and then came over to England.

*Q: What would you do in Sunita's position and why?*

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I was then not allowed to continue with my work. I was told to stay at home by my parents to make the marriage work as they had wanted. I was kept at home and was not allowed around the house, so I didn't use the house telephone. My parents had taken my mobile from me. I managed to get to the phone in the middle of the night so I called a friend and asked if he could call the police and explain what was happening and that I wanted to leave the house the next evening when my dad would be at work. The police arrived at 6.30 pm and I was escorted out of the house and taken to the police station, where I gave a statement and then went to stay at a bed and breakfast. While staying there I felt very isolated and depressed not knowing where to turn to for help or any support.

***Q: Do you think Sunita's friend did the right thing?***

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**When I went to make a claim for Job Seekers Allowance, I was told by a worker that I was stupid and I should go back home as I was 20 years old and didn't have a future without my family. I then felt I couldn't go on without my family, but I was going to stay strong and get myself a job. I was also informed by a friend that my father was tracking me down through my National Insurance Number.**

***Q: Could the government have done more to help Sunita?***

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**I then went to the Karma Nirvana Refuge where I was supported tremendously. I contacted my family, but they said I was dead to them, so they disowned me. I continued to rebuild my life. Through my work with Karma Nirvana, I have gained a university qualification after leaving school with none. I feel very passionate about what I do as I can help and support people who have been in the same situation or are going through the same experience as myself.**

***Q: Why is it important to educate people about Sunita's story?***

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*If you think you, or someone you know, may at be risk, you can seek help from:*



**Call 999 in an emergency.**

A trained professional will give you free advice on what to do next.

They can also help you:

- find a safe place to stay
- stop a UK visa if you've been forced to sponsor someone

## **Forced Marriage Unit**

[fm@fco.gov.uk](mailto:fm@fco.gov.uk)

Telephone: 020 7008  
0151



**KARMA NIRVANA**  
Supporting all victims of honour based abuse and forced marriage

*Supporting victims of honour crimes and forced marriages since  
1993*

**Helpline: 0800 5999247**

Select language:

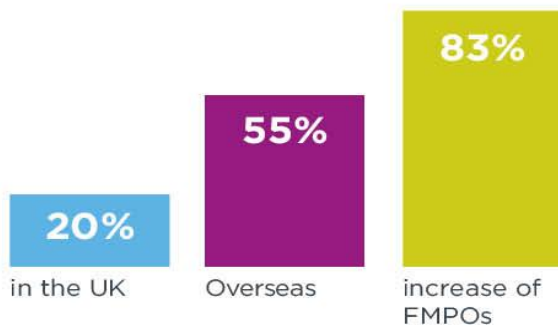


## Honour-Based Abuse Helpline



## Forced Marriage

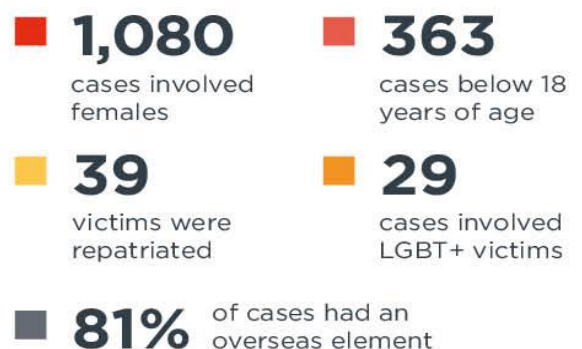
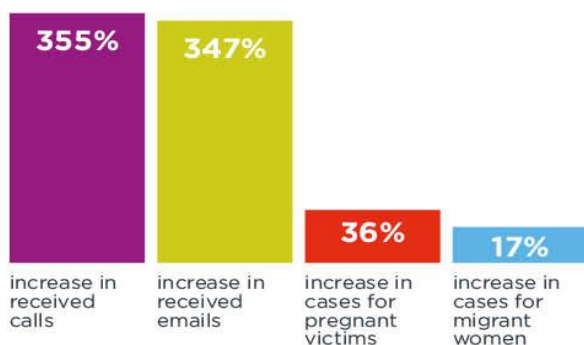
**350** victims threatened with a Forced Marriage



## Forced Marriage Unit, 2019



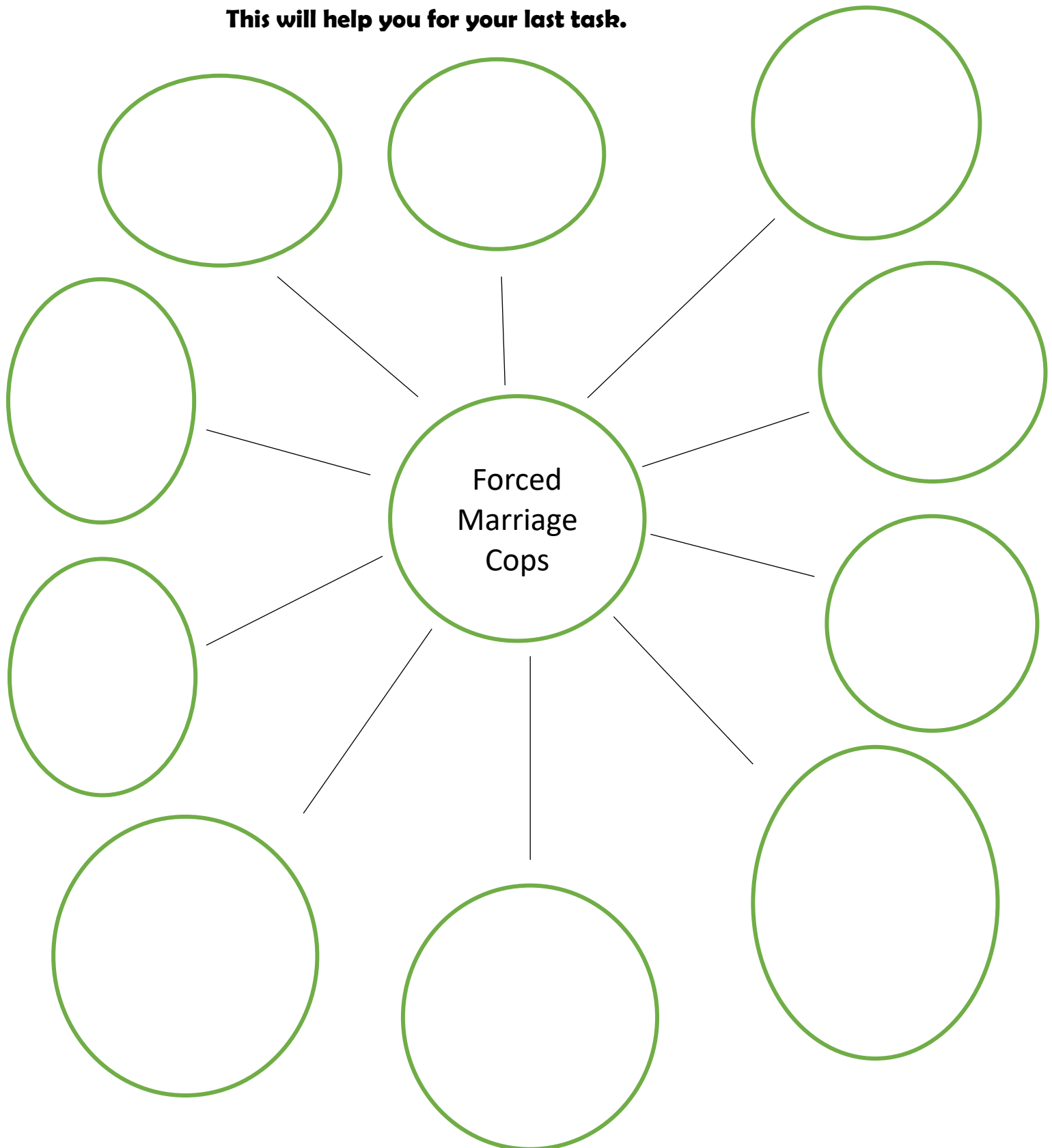
## During Lockdown



## Forced Marriage Cops

Write down 10 points about the documentary.

This will help you for your last task.



**What do you think?**

**‘Forced marriages are a cultural issue and society should not get involved.’**



## Issue 2 – Eating Disorders

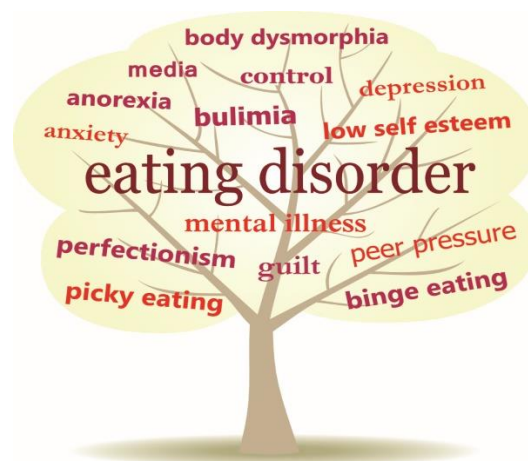
On your own read through the list of statements below. Think about whether you have ever:

- ☐ “Felt fat” and felt unhappy about it.
- ☐ Felt like you ought to diet.
- ☐ Felt that you ought to be a certain weight.
- ☐ Looked at the calorie content of a food product.
- ☐ Counted calories.
- ☐ Wished that you hadn’t just eaten something.
- ☐ Wanted to change your appearance.
- ☐ Felt good at reaching your goal weight and then set a new one.
- ☐ Felt like you needed to do exercise.
- ☐ Weighed yourself before and after a meal.
- ☐ Planned what you were going to eat for the next month.
- ☐ Not gone to a restaurant with friends because of being anxious about the food.
- ☐ Been unable to decide what you wanted to eat and not had anything instead.
- ☐ Made excuses for not eating.
- ☐ Not been able to stop eating.
- ☐ Lied about what you’ve eaten that day.
- ☐ Not been able to sleep due to hunger.
- ☐ Fainted due to hunger.
- ☐ Made yourself throw up because you’re upset with what you’ve eaten.
- ☐ Not been able to concentrate in class because you were thinking about what to eat and how much exercise to do.
- ☐ Been unable to stop excessive dieting and exercise. Has this ever got in the way of your friendships and day to day life.

A. How do you feel about the ones you said yes to?

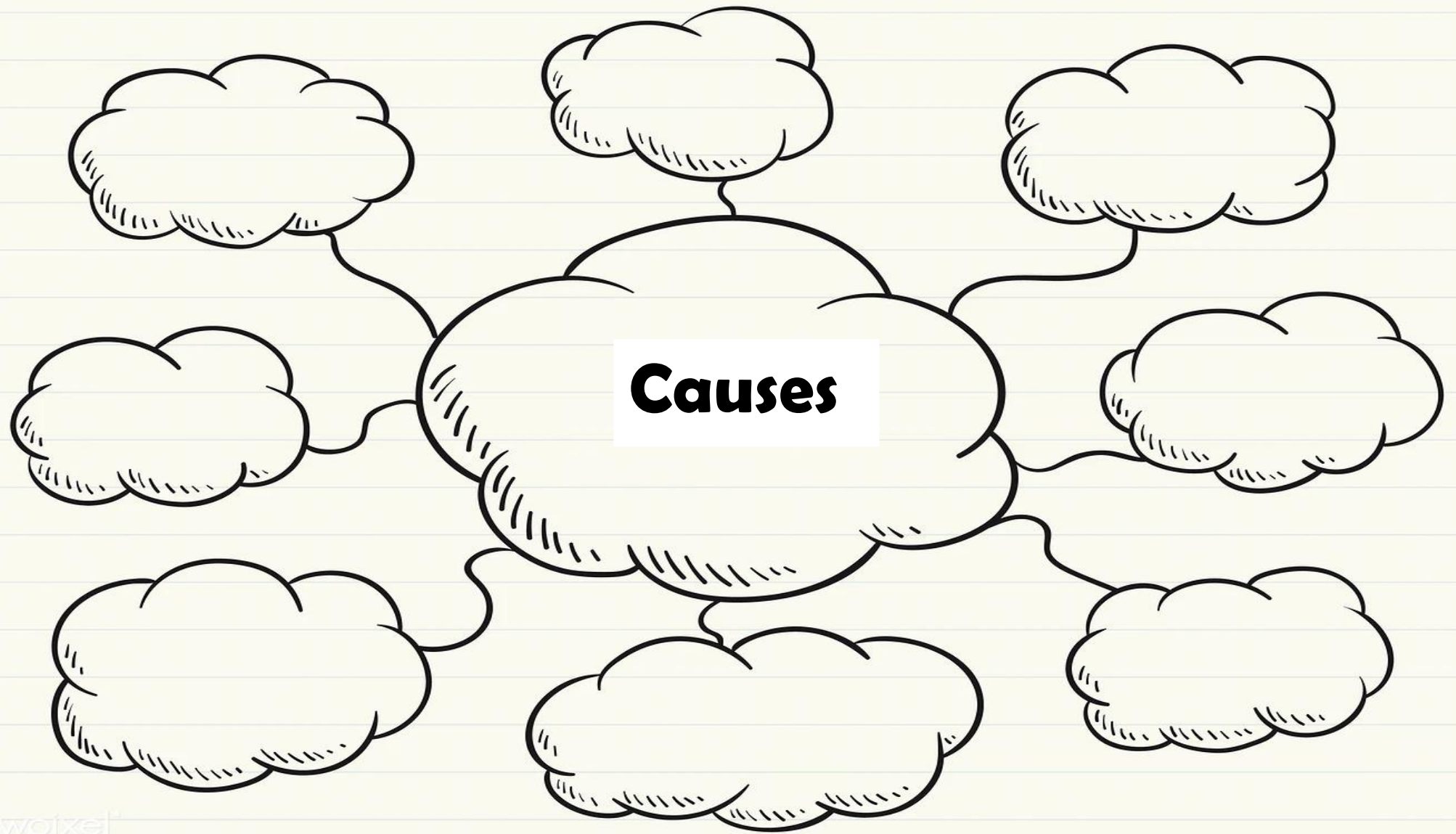
B. How would you feel if you had to deal with all of them every day?

Eating disorders are characterised by abnormalities in the pattern of eating which results largely from the way they think about their weight and shape.



## There are four main types of eating disorders:

<b>Type</b>	<b>What do I know?</b>	<b>What have I learnt?</b>
<b>Bulimia nervosa</b>		
<b>Anorexia nervosa</b>		
<b>Binge eating disorder</b>		
<b>Other specified feeding and eating disorder (OSFED)</b>		



## Case Studies

**A. How do eating disorders start? In pairs read through the personal accounts below and discuss what you think caused the individual's eating disorder.**

**B. For each personal account discuss how old, what gender and what race you think the individual is.**

<p><b>Person A:</b> I don't know how my eating disorder started. In the summer before year 10 I just decided to lose weight; replacing food with water, generally eating very little, and starting to exercise a lot. I never consciously thought "starving myself will make me happy" or "I'm going to develop an eating disorder". I was just starting to question fundamental aspects of my identity; and feeling terrible as a result. I felt guilty, like a bad person, and my self-esteem plummeted. I became unhappy, miserable, and desperate; nothing I did was ever good enough. And somehow starving myself made me feel better, exercising for hours every day made me feel better. Or at least starving and exercising was what I ended up doing, alongside an obsession with being thin and losing weight. I don't know how or why but the eating disorder helped me cope with a lot of difficult feelings.</p>	<p><b>Person B:</b> The eating disorder started after I lost a significant amount of weight due to physical illness. A close childhood friend also died around the same time. I could no longer control my weight but I could control what I ate. Rules surrounding food were born. Historically food had made physically unwell so I developed the rules to help me cope. The rules, my rules determined whether food was acceptable or unacceptable. The rules were rigid, complex, and dominated my life. If I kept the rules, then the day was perfect. If I broke the rules, then my day was considered a failure. When the world around me crumbled, I clung to my rules and their safety. Treatment helped me see the rules lied; they provided no safety. Giving up my rules was a huge challenge, but I succeeded. I won!</p>
<p><b>Person C:</b> It starts with genetics and then is fed over time with little bits from society, the media, family and friends. Once the foundation is there all it really takes is a catalyst. For me that was the desire to feel in control when everything around me was out of control. It has nothing to do with food. NOTHING. In the beginning it had a little to do with weight, but since that was a moving target eventually it transformed into my one and only coping mechanism. I would purge to calm myself, to reward and to punish myself. Because I was so consumed by the eating disorder in my formative years, I missed the opportunity to learn actual healthy coping tools for when life gets to be too much. And now I must learn to live without purging – I have to learn to live life on life's terms.</p>	<p><b>Person D:</b> Someone close to me realized that using "fat," "walrus," "chubby," and other weight-related insults were a great way to hurt me. I believed their words and began to see myself as fat and ugly. I began restricting my food intake and exercising and trying to purge [throw up] when I thought I had eaten "too much." I began to over exercise to deal with the stress and to try to alleviate my bad feelings about myself. I began experimenting with skipping meals and twice a day workout. Soon, I felt trapped by these behaviours--I wouldn't allow myself to eat unless I had a specific plan to exercise the food off. Researchers say that a person's brain will stop working logically when they eat too little and lose too much weight. This happened to me. I began to feel like perfection was attainable. I lost more weight, and soon had to enter treatment.</p>



## **What questions would you like to ask Charles?**

- 1.** .....  
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- 2.** .....  
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- 3.** .....  
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**Create a fact sheet on eating disorders.**

# LGBT Awareness

**It is important that we know and use language correctly.**

## **Task 1 - Match the words with the correct definition**

**1. First, read the words in the boxes below.**

<b>Homosexual</b>	<b>Heterosexual</b>	<b>Gay</b>	<b>Lesbian</b>	<b>Bisexual</b>	<b>Sexual orientation</b>

<b>Transgender</b>	<b>Discrimination</b>	<b>Homophobia</b>	<b>LGBT</b>	<b>Coming out</b>

**2. Read through the definitions below and then write the number of the correct definition that matches each word above in the boxes for each word.**

<b>1. Treating a group of people less favourably than others because of a certain characteristic.</b>	<b>2. People who are attracted to the same sex.</b>	<b>3. Someone who feels the sex they were born into does not match how they feel inside. This is different to sexual orientation/sexuality.</b>	<b>4. An abbreviation for lesbian, gay, bisexual and trans.</b>
<b>5. Describes who we are attracted to. Sometimes referred to as 'sexuality'.</b>	<b>6. A woman who is sexually attracted to other women.</b>	<b>7. People who are attracted to the opposite sex. Commonly known as 'straight'.</b>	<b>8. The process of a lesbian, gay or bisexual person telling others their sexuality. Can be an ongoing process.</b>
<b>9. Usually used to describe someone who is attracted to the same sex. It can apply to both men and women.</b>	<b>10. People who are attracted to people of both sexes.</b>	<b>11. A fear, hatred or dislike of people who are attracted to the same sex. Normally expressed through prejudice or discrimination towards gay people.</b>	

# LGBT Quiz

1. What does the 'B' stand for in LGBTQAI? \_\_\_\_\_
2. When were civil partnerships introduced in the UK? \_\_\_\_\_
3. What is the symbol of the LGBT movement? \_\_\_\_\_
4. This is the flag for which group of people? \_\_\_\_\_
5. What did the word 'lesbian' originally mean? \_\_\_\_\_
6. Who is this famous lesbian TV personality? \_\_\_\_\_
7. What is the name of Dr Who's first gay companion? \_\_\_\_\_
8. Who is the top selling gay singer/songwriter in the world? \_\_\_\_\_
9. The symbol of which famous global brand is a tribute to gay mathematician Alan Turing? \_\_\_\_\_
10. Which one of the following celebrities is NOT bisexual? \_\_\_\_\_
11. American drag queen RuPaul has hosted a very successful reality TV show since 2009. What is it called? \_\_\_\_\_
12. When was homosexuality between men decriminalised in the UK? \_\_\_\_\_
13. Laverne Cox is a transgender actress famous for her role as Sophia Burset in which US drama series? \_\_\_\_\_
14. This is the flag for which group of people? \_\_\_\_\_
15. When homosexuality was still a crime in the UK, gay men used to speak to each other in a special secret language. What was it called? \_\_\_\_\_
16. In how many countries is homosexuality still illegal today? \_\_\_\_\_
17. When did homophobic hate crime become a criminal offence in the UK? \_\_\_\_\_
18. Frank Ocean is an award winning gay singer songwriter. What was his name at birth? \_\_\_\_\_
19. According to a recent survey in the US, which group of people have the highest average salary? \_\_\_\_\_
20. According to LGBT rights charity Stonewall, what percentage of the UK population is estimated to be LGBT? \_\_\_\_\_

## *What do these celebrities have in common?*



Illusionist Derren Brown – TV presenter Sue Perkins – R&B singer/songwriter Frank Ocean – Rugby player Gareth Thomas – Actor Jodie Foster – Actor Jim Parsons – Actor Neil Patrick Harris – Actor Megan Fox

## *What do these celebrities have in common?*

**Answer:** They all identify as either lesbian, gay or bisexual

**Derren Brown:** ‘Came out’ to the Guardian newspaper in 2012 and says that he once tried to “train himself out of his homosexuality”, which made him very unhappy, so instead he learnt to embrace who he is

**Sue Perkins:** ‘Outed’ in 2002 by her ex-girlfriend Rhona Cameron who appeared on I’m a Celebrity Get Me Out of Here

**Gareth Thomas:** The most-capped Welsh rugby player, in 2010 he was voted the most influential gay man

**Frank Ocean:** Posted a blog on Tumblr about his first love, a man he met when he was 19, and said that sharing the story made him “feel like a free man”

**Jodie Foster:** Used her acceptance speech at the 2013 Golden Globe awards to thank her ex-partner Cydney Bernard

**Megan Fox:** Openly bisexual, she had several relationships with women before marrying her husband in 2010

**Jim Parsons:** Famous for playing Sheldon Cooper in The Big Bang Theory, he talked about being gay in an interview with the New York Times in 2012

**Neil Patrick Harris:** Known for playing womaniser Barney Stinson in How I Met Your Mother, in 2006 he told the media he is “a very content gay man living life to the fullest”

# LGBT+ HISTORY MONTH

## LEARNING OBJECTIVES

- Learn about LGBT+ Role Models in the UK
- Encourage students to think about who would make a great LGBT+ Champion for young people



The overall aim of LGBT History month is to promote equality and diversity for the benefit of the public.

**This is done by:**

Increasing the **visibility of lesbian, gay, bisexual and transgender ("LGBT") people**, their history, lives and their experiences in education and in the wider community;

**Raising awareness** and education on matters affecting the LGBT community;

Working to make educational and other institutions **safe** spaces for all LGBT communities;

Promoting the welfare of LGBT people, by ensuring that the education system recognises and enables LGBT people to achieve their full potential.



Task 1 – Go through the list of names and tick the ones that you have heard of.

Task 2 – Discuss with other pupils in the class to see if they have heard of any names you have not ticked.

Task 3 – Add six more people to the list.

Task 4 – Pick one person to become your LGBT champion to young people and complete a profile sheet for them.

- ☐ Graham Norton
- ☐ Samantha fox
- ☐ Justin Fashanu
- ☐ Freddie Mercury
- ☐ Ian McKellen
- ☐ Ricky Martin
- ☐ Elton John
- ☐ George Michael
- ☐ Alan Turing
- ☐ Stephen Fry
- ☐ Michaelangelo
- ☐ Boy George
- ☐ Alan Carr
- ☐ Will Young
- ☐ Paul O'Grady
- ☐ Sue Perkins
- ☐ Russell Tovey
- ☐ Matt Lucas
- ☐ John Maynard Keynes
- ☐ Shane Dawson
- ☐ Peter Tatchell
- ☐
- ☐
- ☐

- ☐ Clive Barker
- ☐ Simon Anstell
- ☐ Richard Cromwell
- ☐ Clare Balding
- ☐ Tyler Oakley
- ☐ Gok Wan
- ☐ John Amaechi
- ☐ Sophie Ward
- ☐ Wilfred Owens
- ☐ David Starkey
- ☐ Cyril Nri
- ☐ Matthew Rush
- ☐ Siedfried Sassoon
- ☐ David Hockney
- ☐ Tom Daley
- ☐ Nicola Adams
- ☐ Waheed Alli
- ☐ Angela Eagle
- ☐ Samantha Ronson
- ☐ Scott Mills
- ☐ Lucas Cruickshank
- ☐
- ☐
- ☐

# Profile of your LGBT CHAMPION



Attach photo

Name:

Age:

Nationality:

Well known for:

Career of LGBT Champion



Famous things or quotes they have said



HOW DOES YOUR LGBT CHAMPION INFLUENCE OTHERS?

How many stars would you give your LGBT champion?

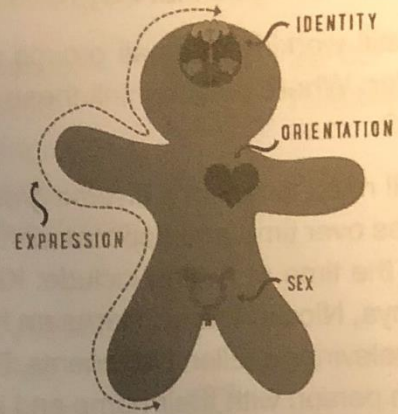


Two hashtags to describe your champion

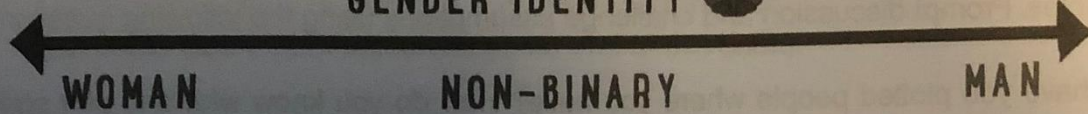
# \_\_\_\_\_  
# \_\_\_\_\_

# THE GENDERBREAD PERSON

Original concept by  
itspronouncedmetrosexual.com

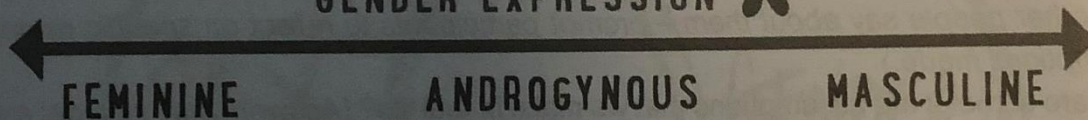


## GENDER IDENTITY



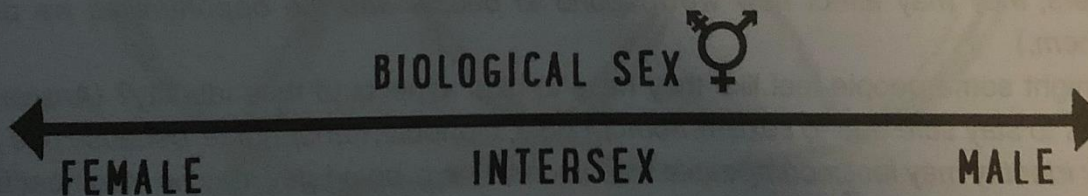
Your gender identity is how you think about yourself, the gender that you identify with and/or feel that you are. Some people feel as though they do not have a gender at all, and may refer to themselves as agender or non-gendered.

## GENDER EXPRESSION



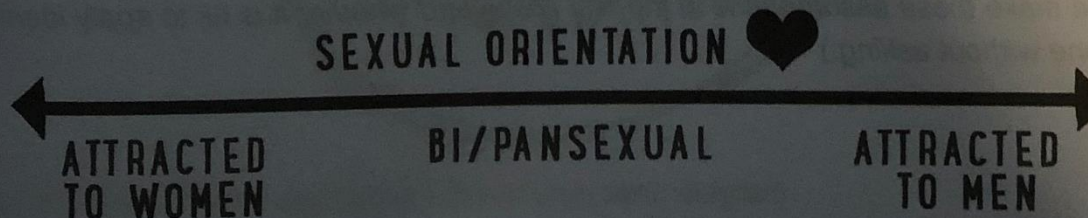
This is how you display your gender and is demonstrated through the ways that you act, dress, behave and interact in the world, in relation to the gender expectations of your society.

## BIOLOGICAL SEX



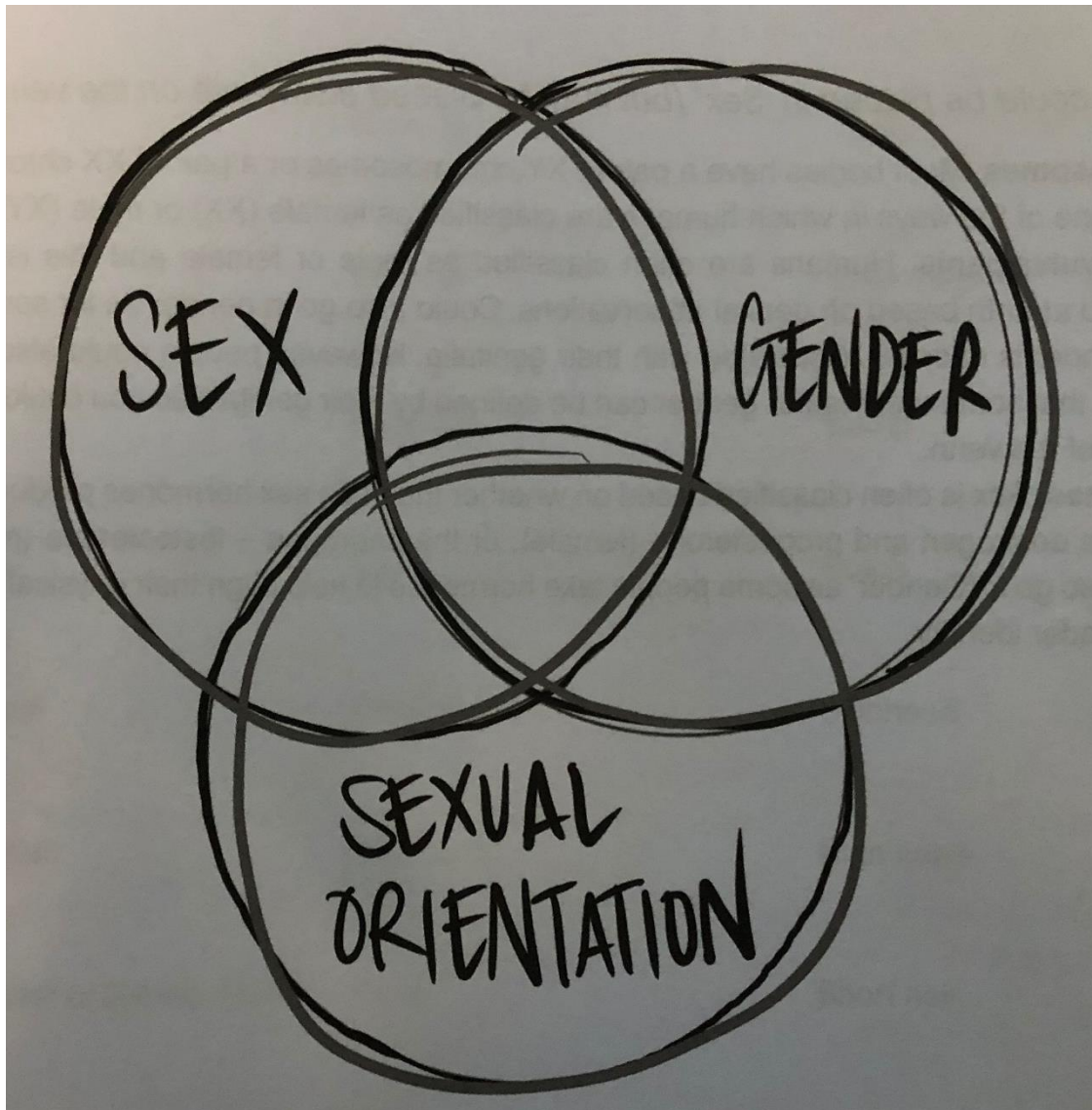
This is usually determined at birth, based on observation of your genitals. However, your chromosomes, hormones, genes and internal sex organs also contribute to the make-up of your biological sex.

## SEXUAL ORIENTATION



The types of people (often based on gender) that you find yourself attracted to, can help you determine your sexual orientation. Attraction can be emotional, sexual, physical and/or spiritual. Some people experience little or no sexual attraction, and may refer to themselves as asexual.

## What's in a word?



Male	Cisgender	Facial hair
Female	Cross-dresser	Breasts
Man (boy)	Drag Queen	Womb
Woman (girl)	Drag King	Queer
Masculine	Asexual	Tomboy
Feminine	Lesbian	Effeminate
Intersex	Bisexual	Camp
Trans	Gay	Butch
Transsexual	Heterosexual	Skinhead
Transgender	Pansexual	High heels
Genderqueer or Gender Fluid	Penis	Short hair
Hormones	Vagina	Baggy T-shirt
Chromosomes	Vulva	

## Diversity, Power and Privilege: Identity Labels



**This activity will explore key concepts such as privilege, power, equity and inequality. There is a focus on heteronormativity as a key form of privilege and on the homophobia and sexism experienced as a result. The aim is to make these complex concepts relevant to a young person's life.**

**You will have to complete this activity in a large space. You will be given a role. Once you have been assigned an identity, a list of activities will be read out. You will take a step forward, if you think you can do the activity as your assigned identity. If the answer is 'no', 'sometimes' or 'depends on the situation' they should stay where they are.**

## Identity \_\_\_\_\_

Activity	Yes	No	Sometimes	Depends
Feel safe kissing your lover in public.				
Feel safe holding hands with your lover in public.				
Expect your family to accept your girlfriend or partner.				
Marry your partner in the UK.				
Marry your partner abroad.				
Feel safe to walk the streets after dark.				
Give blood.				
Adopt a child.				
Expect to receive helpful sex education at school.				
Have access to affordable social meeting places.				
Have sex legally at 16.				
Expect to be fairly treated by the police and get justice for crimes committed against them.				
Join the army.				
Have your relationship supported by your religion.				
Expect promotion at work.				
Be represented positively in the media.				
Be represented positively on children's TV.				
Expect positive role models at school.				

<b>Go on holiday to anywhere in the world that you want to.</b>				
<b>Feel able to be yourself while at school.</b>				
<b>Expect to have a toilet that meets your needs.</b>				
<b>Be able to vote.</b>				

**Once the list has been read out, and the initial line of participants are now spread out across the space, check which identities were able to take the most steps forward (white adult male usually). How does power and privilege and the effect of gender, race, age and sexual orientation on people’s experiences of school and community life.**

**Top 5 identities:**

- .....
- .....
- .....
- .....
- .....



The difference between healthy and unhealthy love

Katie Hood

In a talk about understanding and practicing the art of healthy relationships, Katie Hood reveals the five signs you might be in an unhealthy relationship -- with a romantic partner, a friend, a family member -- and shares the things you can do every day to love with respect, kindness and joy. "While love is an instinct and an emotion, the ability to love better is a skill we can all build and improve on over time," she says.

Write any words, phrases or statements that link to healthy or unhealthy relationships in the boxes below.

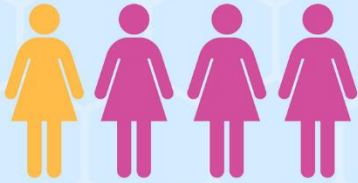
Healthy Relationships	Unhealthy Relationships

Multiple choice – a, b or c	Answer
Of all violent crimes that take place in the UK (not just those reported to the police), how much is domestic violence? a. 10% (that's 1 in 10 violent crimes) b. 20% (that's 1 in 5 violent crimes) c. 25% (that's 1 in 4 violent crimes are domestic violence)	
How many adult women are estimated to experience some form of domestic violence by their partner or ex-partner at some point in their adult lives? a. 1 in 4 b. 1 in 8 c. 1 in 10	
How many adult women are estimated to experience some form of domestic violence by their partner or ex-partner each year? a. 1 in 4 b. 1 in 8 c. 1 in 10	
In which age group are women at greatest risk of domestic abuse? a. 16 - 24 b. 25 - 33 c. 34 - 42	
During which decade did it become illegal for a man to rape his wife? a. the 1970s b. the 1980s c. the 1990s	

## Domestic Abuse

When are women at greatest risk of being killed by an abusive partner? a. Within the first few months of the relationship b. just after having the first baby c. At or shortly after the point of separating from their partner	
Of all the women killed in England and Wales, the percentage who are killed by partner or ex-partner is usually close to the following: a. 10% b. 25% c. 40%	
In England and Wales, what is the average number of MEN killed by their partner or ex-partner in one year? a. 25 b. 50 c. 100	
Of all the men killed in total in England and Wales, the percentage who are killed by partner or ex-partner each year is usually closest to the following: a. 10% b. 25% c. 40%	

True or False (T or F)	T or F
If the police are called to deal with a domestic violence incident, they can't do anything if the couple is a married couple.	
Domestic violence happens much more in some cultures than others.	
An adult who witnessed domestic violence or was abused as a child is much more likely to become violent or abusive themselves than someone who did not.	
Threatening to kill someone is against the law.	
Regularly threatening to hurt someone is against the law.	
Regularly making a boyfriend/girlfriend/husband/wife etc wear things that they do not want to wear is against the law.	
If, after reporting domestic violence to the police, a woman decides she does not want the charges to go against her partner, the case cannot ever go to court.	
Multiple choice – a, b or c	Answer
In the UK, how many calls do the police receive per day to assist with domestic violence incidents? a. 950 b. 1440 c. 1710	
What proportion of domestic violence is reported to the police? a. 3/4 b. 1/2 c. 1/3	
In England and Wales, what is the average number of WOMEN killed by their partner or ex - partner in one year? a. 25 b. 50 c. 100	



Domestic violence will affect **1 in 4 women**



It takes an average of **2.3 years** for a high-risk victim to get seek help

# Domestic Violence

**7**

Women a month are killed by a **current** or **former partner** in **England** and **Wales**.

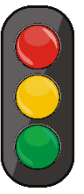
**130,000**

**Children** live in **homes** where there is **high-risk** domestic abuse



**1 in 6 men** will experience domestic violence

Type of abuse	Examples of behaviour
PHYSICAL	
SEXUAL	
EMOTIONAL	
ISOLATION	
FINANCIAL	
THREATS	



	Red	Amber	Green
<b>Texts you every day.</b>			
<b>Listens to you when you're upset.</b>			
<b>Respects your boundaries and doesn't pressure you into things.</b>			
<b>Tells you your problems aren't important.</b>			
<b>Doesn't let you have any friends they don't approve of.</b>			
<b>Buys you lots of presents.</b>			
<b>Respects if you want to end the relationship.</b>			
<b>Tells you you'll do things they want to do or you don't love them.</b>			
<b>Apologises if they make a mistake.</b>			
<b>Wants to spend all their time with you.</b>			
<b>Makes mean remarks about your appearance.</b>			
<b>Doesn't want you to hang out with their friends.</b>			
<b>Sticks up for you if you argue with friends, family or teachers.</b>			
<b>Shares all the same interests as you.</b>			
<b>Being able to politely disagree on personal tastes.</b>			

**Which of the following do you think are warning signs of an abusive relationship?**

