Preventing Gender Based Violence

An information and resource pack for working with children and young people.

Promoting equality between men and women is a key element in tackling violence against women. Socialisation of boys and girls from an early age is important and should emphasise equality and respect.

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Foreword

Gender-based violence is a matter that all of us who work with children and young people need to understand and feel confident in addressing.

Prevention and early intervention are key to the approaches we want to promote in Fife. We know that gender stereotypes are limiting to both girls and boys and reinforce inequality. Such stereotypes also support unhealthy relationships and can put young people at risk. It is for these reasons that we need to tackle them.

We all have responsibilities in terms of the principles of Getting It Right and the indicators of wellbeing (SHANARRI). Gender-based violence is a cross-cutting issue impacting on learning outcomes as it impacts health and wellbeing.

Fife Domestic and Sexual Abuse Partnership has developed this resource to improve understanding of Gender Based Violence. The pack includes links to specific experiences and outcomes in Curriculum for Excellence. It recommends a range of quality resources that can be used from early levels through to the senior phase.

We cannot underestimate the impact that gender based violence has on the lives of many children in Fife and the opportunity that we have to influence positive change for this and future generations of young people.

I commend this resource to colleagues working with children and young people.

Bryan Kirkaldy
Chair of the Getting it Right Working Group

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a**

State Parties shall take all appropriate legislative, administrative, social and education measures to protect the child from all forms of physical or mental violence, injury of abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse.

Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up

(Article 19, UN Convention on the Rights of a Child 44/25 20.11.89)
Gender Based Violence is recognised globally as a major societal and public health issue. Being born female is the highest risk factor for experiencing Gender Based Violence.

The World Health Organisation estimate that between 1 in 2 and 1 in 10 women will experience some form of violence at some point in their lives.\(^1\)

Relationships within the context of Gender Based Violence are highly complex. Violence, control and abuse within any relationship has the effect of limiting victim’s options and choices. Exiting or ending an abusive relationship is never easy and is recognised as a key risk factor for further abuse.

This resource provides an introduction to attitudes and influences in relation to gender based violence and the subsequent impact this has on relationships. It is intended as a background resource to support professionals who wish to prevent gender based violence and promote healthy relationships with young people.

Preventing Gender Based Violence involves:

**Primary** prevention approaches which aim to prevent violence/abuse before it occurs, for example through campaigns, education and activities which raise awareness and change attitudes.

**Secondary** prevention approaches which focus on the more immediate responses to violence/abuse, for example, access to support and information to address the impact and consequences of abuse.

Preventing gender based violence through engaging with campaigns, education and activities which explore healthy/unhealthy relationships supports and equips young people with knowledge; enables them to understand the issues, what influences behaviour, how they may be affected and where they can access support and advice if required.

The cross curricular links within Curriculum for Excellence: Experiences and Outcomes detailed are not prescriptive and staff should identify the experiences and outcomes they are working with and link these to Fife Education Learning and Directorate Milestones.

Resources have been identified from Early to Fourth level to support learning and teaching. Examples of experiences and outcomes are provided under individual sections within Part 1. Further cross curricular links with experiences & outcomes and resources are detailed in Part 2.

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I recognise that power can exist within relationships and can be used positively as well as negatively.  
\(\text{HWB 3-45a/HWB 4-45a}\)

I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.  
\(\text{HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a}\)

I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view.  
\(\text{SOC 3-15a}\)

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\(^1\) WHO, Multi-cultural study
A healthy, safe relationship is based on equality and respect. (appendix 1)

The World Health Organisation’s (WHO) defines sexual health* as “a state of physical, mental and social well-being in relation to sexuality. It requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence.”

Gender Based Violence

Gender based violence is an umbrella term which covers a spectrum of complex abusive behaviours which overwhelmingly affects women and children and impacts negatively on individuals, communities and societies across the globe. Gender based violence is not conducive to safe, healthy relationships.

Gender Based Violence includes:
- Domestic Abuse
- Sexual Violence (rape, incest and childhood sexual abuse)
- Sexual harassment and intimidation at work and in the public sphere
- Commercial Sexual Exploitation including prostitution, pornography and human trafficking
- Forced and child marriages, Dowry related violence, honour crimes, female genital mutilation.

Children and young people can be affected by gender based violence via parental domestic abuse and they can experience abuse within their own personal relationships

In 2009, the Scottish Government defined violence against women as.....actions which harm or cause suffering or indignity to women and children, where those carrying out the actions are mainly men and where women and children are predominantly the victims. The different forms of violence against women – including emotional, psychological, sexual and physical abuse, coercion and constraints are interlinked. They have their roots in gender inequality and are therefore understood as gender-based violence.

I know that friendship, caring, sharing fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 0-5a/1-05a/2-05a/3-05a/4-05a

The Scottish Government approach is based on the United Nations Declaration on the Elimination of Violence Against Women* which defines Gender Based Violence as….....a function of gender inequality, and an abuse of male power and privilege. It takes the form of actions that result in physical, sexual and psychological harm or suffering to women and children, or affront to their human dignity, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. It is men who predominantly carry out such violence, and women who are predominantly the victims of such violence. By referring to violence as 'gender based' this definition highlights the need to understand violence within the context of women's and girls subordinate status in society......

.....Such violence cannot be understood, therefore, in isolation from the norms, social structure and gender roles within the community, which greatly influence women’s vulnerability to violence.

The Scottish Government describes gender based violence as caused by the fact that men and women are not equal, and this in turn causes inequality between women and men. Using a “Gendered analysis” as a way of looking at the world takes account of the differences in men’s and women’s lives and how this affects them, for example research shows that women and men use and experience violence differently:

- Men are more likely to use violence (especially severe violence) against both other men and women. Prevalence statistics show that women and children are disproportionately affected by men’s violence

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2 http://www.who.int/topics/sexual_health/en/
4 United Nations Declaration on the Elimination of VAW 1993
5 What does gender have to do with violence against women, Scottish Government and Cosla 2010
• In intimate relationships domestic abuse (of the type described as “intimate terrorism”6) is perpetrated almost entirely by men
• Women’s descriptions of domestic abuse and rape typically includes tactics of control, humiliation and degradation; the abdication of responsibility by the man; and blame of the woman. The violence is characterised by his power and control over her.
• Many women experience repeat victimisation from the same or different men and more than one type of violence over a lifetime.
• Economic disadvantage, cultural and religious expectations, caring responsibilities and attitudes of institutions (enshrined in laws and procedures) combine to limit women’s options for naming the violence (it may not even be recognised as such).

I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. SOC 3-16a

Attitudes to Gender Based Violence

• 1 in 8 young men believed it was ‘ok’ to hit a woman if she was ‘nagging’
• 1 in 5 young men thought it acceptable to force a woman to have sex if she was his wife while a further 15% were unsure.
• 81% of young men and 68% of young women thought that women may provoke violence by ‘flirting’7

Research conducted with 11-12yr olds in 5 primary schools in Glasgow in 2011 found that the young people spoke confidently and articulately on a range of topics. The young people perceived violence as only being perpetrated by adult men and viewed violence between young people as not being real - a ‘carry on’, they minimised and normalised it. Intervention by an authority figure was key to the acts being labelled as ‘real’ violence. Many of the young people viewed:

• Violence as the physical embodiment of strength (and weakness) and acceptable displays of masculinity.
• Girl’s violence as unnatural or ‘non’ violence because of their lack of masculinity.

• Masculine identify as being socially constructed rather than natural and some boys struggled with the expectation of displaying violence
• Heterosexual relationships as being based upon owning, belonging, possession and legitimising a man’s sense of entitlement
• Men’s violence against women as the result of women’s lack of obedience, or not doing what they were told.

“Because they’re a couple, she should do what he says” **

The young people viewed the violence used by men against women as a justified consequence and interpretation of expectations of male entitlement, obedience, control, ownership and possession. This understanding of heterosexual relationships leads to young people blaming women for violence perpetrated against them. The girls’ views of their futures revolved around their interpretation of rigid gender roles regarding future relationships and having children.8

I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships and sexual behaviour. HWB 3-46b/4-46b

In 2005 a Scottish Survey9 involving 1,395 young people aged 14-18yrs found that a third of young men and a sixth of young women thought that using violence in intimate relationships was acceptable under certain circumstances. The same study found that 17% of young women had experienced violence or abuse in their own relationships with a boyfriend.

Raising Awareness - Changing Attitudes

Rape Crisis Scotland campaigns aim to challenge, influence and change societal attitudes to rape: www.thisisnotaninvitationtorapeme.co.uk
www.notever.co.uk
Scottish Women’s Aid campaign aims to raise awareness and end domestic abuse: www.togetherwecanstopit.org
White Ribbon Scotland campaign aims to engage men and boys and encourage them to take part in the campaign to end violence against women. www.whiteribbonscotland.org.uk
Scottish Police Forces campaign ‘we can stop it’ aims to raise awareness and change attitudes in relation to issues of ‘consent’ and ‘rape’

6 Domestic Abuse as ‘intimate terrorism’ describes a pattern of coercively controlling behaviour. Violence is used as one of the ‘tools’ used to ‘coercively control’ a woman in order to maintain power and control. Johnston 2005
7 Young People’s attitudes towards violence, sex and relationships Zero Tolerance 1998
Our views and understanding of relationships are influenced by the family, community and society we are born into and within which we grow and learn. We are born biologically male or female (the sex of a person) but our ‘gender’, the attitudes, behaviours, roles that a society expects of men and women, is learned and is shaped by the community, society within which each person lives. These expectations and roles are changeable over time and vary enormously across the world.

**Our gender is a socially constructed definition of women and men.**

Gender influences, expectations, roles and behaviours are often subtle, seen as ‘normal’ and therefore not questioned, but instead accepted as ‘the way things are’ within any given community/society. This promotes and reinforces gender inequality. Conforming to often narrow gender roles serves to limit and restrict women and men in fulfilling healthy adult lives.

You have to show how masculine you are; you can’t show sensitivity – it is difficult to be different – you need to look and act a certain way  
( young man, Year 11)

What influences our gender roles, expectations and behaviours

Promoting healthy relationships requires us to understand the many influences and pressures that are around for children and young people in today’s society. Gender influences begin at birth; for example, dressing girls in pink and boys in blue. Girls and boys learn gender messages through the toys and games they are encouraged to play. Messages about how to act and behave are introduced and reinforced, “Big boys don’t cry”

“Boys get told they should be tough. Girls get told they should be skinny”* **
(Primary 6 girl)

The ‘What’s Gender got to do with it?’ initiative worked with 95 children aged 9-11 years, across 4 primary schools, found that for a number of children, adherence to gendered stereotypes is deeply ingrained and the work within the schools established the pervasiveness of homophobic terms used by children to ridicule others who did not conform with traditional notions of gender ideals.

10 ** What’s Gender Got to do with it? Reduce Abuse, Dr M McNab 2012

Raising Awareness - Changing Attitudes

White Ribbon Scotland, in partnership with Zero Tolerance recently launched a new campaign Play Fair which aims to end discrimination in children’s toys and challenges marketing companies, stores and manufacturers to take a look at the impact these toys have and asks them to stop stereotyping children.

Just like a child: Challenging gender stereotyping in the early years. A guide for child care professionals. Produced by Zero Tolerance

Children and young people today are exposed to an unprecedented range of sexualised media content through magazines, television, online, mobile phones, game boxes/online gaming.

66% of young people learn about sex and relationships through the media

**Magazines**: Children and young people are not only exposed to increasingly hyper-sexualised images they are also sold the idea that they have to look ‘sexy’ and ‘hot’. A dominant theme of magazines, marketing and advertising is for girls to present themselves as sexually desirable in order to attract male attention. Advice on hairstyles, cosmetics, clothing, diet and exercise attempt to remake even young readers as objects of male desires, promoting premature sexualisation.

Boys ‘lads mags’ contain highly sexualised images of women that blur the lines between pornography and mainstream media. The predominant message for boys is to be sexually dominant and to objectify the female body.

In some ways, the messages we are sending out to boys are just as limiting and restrictive: be macho, be strong, don’t show your emotions. Hyper-sexualisation of femininity cannot exist without hyper-masculinisation of males. They feed off and reinforce each other.

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11 Referenced in Money & Power, Commercial Sexual Exploitation in Scotland, Women’s Support Project, Zero Tolerance 2010
12 Sexualisation of Young People, L Papadopulous 2010
Television, film and music: Women on TV are more likely than their male counterparts to be provocatively dressed and scenes of violence against women are increasingly common. In 2010 parentstv.org based in USA, found that depictions of violence against women on TV had risen by 120% since 2004 while depictions of violence against teenage girls rose by 400%. Music channels and videos across all genres sexualise and objectify women who are depicted in a state of sexual readiness in provocative and revealing clothing. Males on the other hand are shown as hyper-masculine and sexually dominant. Many lyrics within music are degrading.13

New technologies (smartphones, ipads, tablets) Over 80% of young people use the internet daily or weekly and around a third of 8-11yrs olds and 60% of 12-15yr olds say that they mostly use the internet on their own. Social networking sites encourage children and young people to create online identities. Girls report being under increasing pressure to display themselves in their ‘bras and knickers’ online whereas boys seek to display their bodies in hyper-masculine ways, showing off muscles and posing as powerful and dominant.14

Video Games: three quarters of 12-15yrs olds have a games console in their bedroom. Many games feature highly sexualised content and there is a notable lack of strong female characters. The link between violent content and aggression has been cited in several studies.15

I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions. HWB 3-46b/4-46b

Repeated exposure to gender stereotypical ideas and images contributes to sexist attitudes and beliefs, sexual harassment, violence against women, and stereotyped perceptions of and behaviour toward men and women. Adults who view sexually objectifying images of women in the mainstream media are more likely to be accepting of violence…….

……evidence gathered in the review suggests a clear link between consumption of sexualised images, a tendency to view women as objects and the acceptance of aggressive attitudes and behaviour as the norm.16

Mass media promotes and reinforces an idealised notion of beauty for both men and women, presenting unrealistic standards – of thinness for women and of masculinity for men. The unrealistic and often unattainable body images promoted in the media, advertising and celebrity culture result in increased pressure on young people. This can lead to depression, eating disorders, unhealthy behaviours including steroid use and cosmetic surgery. Over half of young people who experience bullying report that appearance was the focus of the bullying.17

A recent survey conducted with ATL members found that 78% thought girls suffered low self esteem, 59% said worries about body image made female pupils anxious and 30% said it caused anxiety in male pupils.18

Sexualisation and Pornification

The increasingly normalisation of the sexualisation and ‘pornification’ of our culture has wide ranging implications for relationships.

The psychological ramifications of sexualisation from violence in teenage relationships to self-objectification are seen across diverse class systems, suggesting that the issue of sexualisation is not confined to either a single race or class.

The Sexualisation of Young People review undertaken by Dr Linda Papadopoulos for the Home Office in 2010 used the American Psychological Association (APA) definition of sexualisation. According to APA sexualisation occurs when:

- A person’s value comes only from his/her sexual appeal or behaviour to the exclusion of other characteristics
- A person is held to a standard that equates physical attractiveness (narrowly defined) with being sexy
- A person is sexually objectified – that is, made into a thing for others’ sexual use, rather than seen as a person with the capacity for independent action and decision making
- Sexuality is inappropriately imposed upon a person.

Sexualisation and the commodification of women and girls is now so ingrained in our culture that glamour modelling and lap dancing are seen as aspirational.

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13 Referenced in Sexualisation Of Young People, L Papadopolous 2010
14 Ibid
15 Ibid
16 Ibid
17 Source http://www.bbc.co.uk/news/education-21864312
18 Ibid
A survey of nearly 1,000 15-19yr old girls found that 63% considered “glamour modelling” their ideal profession. One quarter said that they thought lap dancing would be a good profession. Only 4% choose teaching.  

Pornography is very easily accessible and increasingly becoming part of our popular culture and for many young people it is their first introduction to sex.

Childline reported a 70% increase in calls over the previous year from children who had watched pornography online and been upset by it in some way. Research has found that 90% of 8-16 yr olds have viewed porn online (most while doing homework), the largest consumer group of internet pornography is the 12 – 17 yr age group and the average age of first internet porn exposure was 11 years old. The BBC recently estimated Scotland’s porn industry to be worth £38 million.

A YouGov survey found that 27% of boys accessed pornography every week, with 5% viewing it every day. The survey also found that 58% had viewed pornography online, on mobile phones, in magazines, in films or on TV.

In 2007, mobile phones were the UK’s biggest distributor of pornography.

Pornography does not promote healthy, loving relationships; it promotes a narrow, harmful version of sex and sexual relationships. It is increasingly dominated by themes of aggression, power and control, blurring the lines between consent, pleasure and violence. There is consistent and reliable evidence that exposure to pornography is related to male sexual aggression against women.

...... children and young people may be unable to understand and contextualise violent or pornographic images or content and may assume that they are appropriate models for behaviour and a reflection of how the world works. So, for example, exposure to violent sexual images could lead impressionable young men to assume that women want to be forced into sex. This has serious implications for gender equality in sex and relationships

A new generation is being raised on porn. Young men are getting their sex education from pornography – an industry whose product is overwhelmingly violent and degrading towards women – and this must be seen in the context of our society where one in five teenage girls have been hit by a boyfriend”

Matt McCormack Evans – Anti Porn Men Project

There is a “culture of confusion about what is acceptable among girls and boys living in today’s highly sexualised landscape” The impact of pornography, particularly extreme and violent types, is a concern reported by professionals from many agencies, in particular its impact on both children’s and young adults’ understanding of what is acceptable, required or expected during sexual contact.

“It doesn’t show normal sexual behaviour, but there is so much of it that to young people, without the benefit of experience, it appears normal” Teacher, ATL Conference 2013

I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult

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20 Referenced in Pleasure v’s Profit, WSP, ZT, 2011
21 Source http://www.bbc.co.uk/news/education-21328411
22 Research quoted in Money & Power, Commercial Sexual Exploitation in Scotland, WSP, Zero Tolerance 2010
23 Referenced in Sexualisation of Young People, L Papadopolous
24 Ibid
25 Sexualisation of Young People, L Papadopolous
26 Chris Cloke, NSPCC, Head of Child Protection Awareness, quoted in Sexualisation of Young People 2010
27 Children’s Commissioner Inquiry into Child Sexual Exploitation in Gangs and Groups, Interim Report 2012
28 http://m.bbc.co.uk/news/education-21938823
As pornography becomes more prominent and pornographic imagery becomes more "mainstreamed" we become accustomed to living in a 'pornified' world where women and girls are objectified and exploited.

Activities such as pornography, prostitution, stripping, lap dancing, pole dancing and table dancing are forms of commercial sexual exploitation. These activities have been shown to be harmful for the individual women involved and have a negative impact on the position of all women through the objectification of women's bodies.29

Raising Awareness - Changing Attitudes
The Pleasure vs Profit website developed by the Women's Support Project and Zero Tolerance provides information and resources for young people on the reality behind the porn fantasy. An information pack for anyone who wishes to discuss the issues with young people is also available online.

Through discussion, I have identified aspects of social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected.
SOC 4-16b

'Letting Children Be Children': Review of the Commercialisation and Sexualisation of Childhood.
Reg Bailey, Chief Executive of the Mother’s Union led a 6 month review which included engaging with parents and young people. Nearly 9 out of 10 parents surveyed for the review thought that 'these days children are under pressure to grow up too quickly'.

"I think that it's crept up on us gradually and this makes it difficult to take a stand against it"

Advertisements for perfumes on posters and in magazines were identified by contributors to portray men and women in highly sexualised ways and shown in stereotyped general roles. It was felt that this put particular pressure on children and young people – both girls and boys – to conform both to certain body shapes and 'looks', and to particular gender roles.
The reviews recommendations included:

- a call to action to publishers, distributors and retailers to ensure that magazines and newspapers with sexualised images on their covers are not in easy sight of children
- introducing age ratings for music videos
- developing a retail code of good practice to ensure retailers do not sell or market inappropriate clothing products or services for children.

This was in response to the biggest area of concern voiced by parents around the sexualised and gender stereotyped clothing, products and services for children.

"Unfortunately, we have all become so used to the ubiquity of these images and messages that we no longer always register them consciously. This is worrying”

The review specifically requested that sexualised images used in public places and on television, the internet, music videos, magazines, newspapers and other places are more in line with what parents find acceptable, and that public space becomes more family-friendly. The review highlighted the need to put the brakes on an unthinking drift towards ever greater commercialisation and sexualisation, while also helping children understand and resist the potential harms they face.

Raising Awareness - Changing Attitudes.
Following a successful campaign 'Let Girls Be Girls' launched in 2010 by mumsnet in response to concern that an increasingly sexualised culture was 'dripping, toxically, into the lives of children, a number of major retailers agreed to take measures to ensure that 'lads mags' were displayed out of the view of children.

"The consequences of the sexualisation of girls in the media today are very real and are likely to be a negative influence on girls’ healthy development...........As a society we need to replace all these sexualised images with ones showing girls in positive settings. The goal should be to deliver messages to all adolescents— boys and girls – that lead to healthy sexual development"
Eileen Zurbriggen, APA’s task force chairperson

I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view
SOC 3-15a

Domestic Abuse is a form of gender based violence.

Domestic Abuse (as gender based abuse) can be perpetrated by partners or ex-partners and can include:

- Physical abuse: assault and physical attack involving a range of behaviour
- Sexual abuse: acts which degrade and humiliate women and are perpetrated against their will, including rape.
- Mental and emotional abuse: such as threats, verbal abuse, racial abuse, withholding money and other types of controlling behaviour such as isolation from family and friends.

Teenage domestic abuse

Teen abuse mirrors adult domestic abuse in that it can be physical, mental/ emotional or sexual abuse.

Research into partner exploitation and violence in teenage intimate relationships undertaken in 2009 identified that girls, compared to boys, reported greater incidence rates for all forms of violence. The research found that:

- 25% of girls and 18% of boys reported some form of physical partner violence
- 11% of girls and 4% of boys reported severe physical violence
- 33% of girls and 16% of boys reported some form of sexual partner violence and having an older partner, especially a “much older” partner was a significant risk factor for girls.
- 75% of girls with a “much older” partner experienced physical violence, 80% emotional violence and 75% sexual violence.

Coercive control: Girls experienced high levels of control over where they could go, whom they could see or what they could do. Often girls were under constant surveillance through the use of online technologies, mobile telephones and text messaging. Control often resulted in isolation from peer networks.

“Like when I’d be out with my friends and he'd drag me off and say he didn’t want me out any longer and I’d got to go in and it could be like half past six”

The majority of the young people either told only a friend about the violence or told no one. Only a minority informed an adult.

Raising Awareness - Changing Attitudes

www.dartsscotland.org/ website provides information on domestic abuse, teen abuse, gender stereotyping, bullying. It provides information on what schools can do to support children and families affected by domestic abuse. Details how CfE health and wellbeing outcomes provide a context for schools to work towards the promotion of equal, healthy relationships. Lesson plans and activities, DVD films and teaching resource packs are available.

thisisabuse.gov.uk website features a variety of short films which explore different elements of abuse. Used for awareness raising/group discussion with young people.

I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships. I understand the different contexts of such relationships including marriage.

HWB 3-44c/4-44c

Sexting involves sending sexually explicit messages via mobile phone, email, web chat, social networking sites.

Different surveys suggest around one third of young people are doing this. 70% of 11-18yr olds surveyed were found to have known the sender of the sexually explicit message personally. 23% of messages were found to have come from a current partner, 45% from friends and 2% from adults.

The sharing of images has been linked to young people, usually young men, vying for power and status within their peer group and using others, usually young women’s images as the means to do that.

30 The National Strategy to Address Domestic Abuse in Scotland, Scottish Government 2000
31 Partner Exploitation and violence in teenage intimate relationships (Barter, McCarry, Beveridge, Evans) NSPCC, Bristol University 2009
32 Partner Exploitation and violence in teenage intimate relationships (Barter, McCarry, Beveridge, Evans) NSPCC, Bristol University 2009
33 Referenced in Pleasure v’s Profit, Women’s Support Project, Zero Tolerance 2011
Increasingly, girls are encouraged and pressured into sending pictures of themselves to boyfriends on mobile phones. This can lead to them being bullied and blackmailed at a later date, as it is easy for these photographs to be uploaded onto the internet to be seen by a much wider audience. Distribution of indecent images is a criminal offence, something young people are often unaware of. Explicit images may be taken when consent was not given to any sexual activity being filmed and shared. Sharing images without consent is abuse and can be used as a mechanism of control within a relationship.

A survey undertaken by Zero Tolerance and the YWCA found that:

- 59% of youth workers had experience of young people exchanging images or texts which included harmful gender stereotyping or could be seen as sexually demeaning or abusive.
- 37% of the youth workers had experience of young people saying they felt pressured into activities of a sexual nature that they felt uncomfortable with.

### Domestic Abuse & LGBT Relationships

Domestic Abuse and other forms of Gender Based Violence can impact on LGBT relationships. Perpetrators of abuse may use emotional abuse and threaten to ‘out’ their partner as part of coercive control.

Research undertaken by Voices Unheard project with lesbian, gay, bisexual and transgender young people found that:

- 61% of the respondents had witnessed some form of abuse in their families.
- 79% of the young people believed that someone who had witnessed domestic abuse in their family or home would feel less confident to ‘come out’ as a result.
- Although 52% of respondents identified having experienced some form of abusive behaviour from a partner or ex-partner, only 37% recognised the behaviour as abuse.
- 24% of respondents had experienced physical violence from a partner or ex-partner.
- 20% of respondents who had experienced abuse had tried to kill themselves since experiencing domestic abuse.

### Raising Awareness - Changing Attitudes

**Stop Revenge Porn Scotland**: campaign recently launched by Scottish Women’s Aid. Revenge Porn is when a partner or ex-partner shares images or videos of a sexual nature without someone’s consent.

34 Under Pressure: Preventing teen abuse and exploitation, Zero Tolerance, YWCA, 2012

Sexual Exploitation & Trafficking

It is essential to separate sexual activity from exploitative sexual activity. A sexual activity becomes sexual exploitation if it breaches a person’s human right to dignity, equality, respect and physical and mental wellbeing. It becomes commercial sexual exploitation when another person, or group of people, achieves financial gain or advancement through the activity. **Safer Lives: Changed Lives Scottish Government, Cosla 2009**

In Scotland the current definition of **Child Sexual Exploitation** is: Any involvement of a child or young person below 18 years in sexual activity for which remuneration of cash or in kind is given to the young person or a third person or persons. The perpetrator will have power over the child by virtue of one or more of the following – age, emotional maturity, gender, physical strength, intellect and economic and other resources e.g. access to drugs. **36**

**Human Trafficking**

a) Human Trafficking in human beings shall mean the recruitment, transportation, transfer, harbouring or receipt of persons by means of threat, or use of force or other forms of coercion, of abduction, or fraud, or deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery, servitude or the removal of organs.

b) The consent of a victim of trafficking is irrelevant where any of the means have been used

c) A position of vulnerability means a situation in which the person concerned has no real or acceptable alternative but to submit to the abuse involved

d) When the conduct referred to in (a) involves a child, it shall be a punishable offence of trafficking in human beings even if none of the means have been used.

e) “Child” shall mean any person under 18 years. **37**

Human Trafficking is not just transnational. Trafficking can be external across borders and internal within and across cities and towns in any one country. UK nationals can be victims of trafficking. The EU recognises the gender-specific phenomenon of trafficking whereby females and males are often trafficked for different purposes. In 2012, the EHRC Inquiry into Human Trafficking in Scotland stated **“Sexual exploitation remains the most prevalent type of trafficking”**. It involves external and internal trafficking of vulnerable individuals, both males and females but predominantly women and girls using a variety of premises across cities and towns. Earlier research in Scotland found that the location of some indoor sexual exploitation had moved from saunas and massage parlours to private houses and flats. **39**

The UN consistently calls for measures, predominantly awareness-raising campaigns which **eliminate the demand for trafficked women and girls for all forms of exploitation but particularly for commercial sexual exploitation**. **40**

“.........we’re becoming more and more aware of children being internally trafficked, or moved from one region to another for the purpose of sexual exploitation. In these cases, there is nearly always an abusing adult controlling a group of children – it’s a common experience. Whose Child Now : Barnardos 2009**

One of the most difficult aspects of the sexual exploitation of children and young people is that the process can be very subtle in the early stages. Perpetrators are not easy to identify and may appear initially as helpful and caring, someone the young person sees, not as a threat, but as a friend or a boyfriend.

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. **HWB 3-49b/4-49b**

Although sexual exploitation tends to be associated with young women, young men are also affected, though much less is known about their experience. There is some evidence demonstrating the vulnerability of gang-associated young women to sexual exploitation. **Adolescents aged 12-15 are considered to be at most risk** of sexual exploitation, but much younger children have also been identified (Barnardo’s, 2011) and young people aged 16-18 are also known to be at risk. **41**

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**36** Exploring the scale and nature of CSE in Scotland, 2012  
**37** Council of Europe Convention on Action Against Trafficking in Human Beings No 197 2005. EU Directive 2011/36/EU.

**38** Inquiry into Human Trafficking in Scotland, Follow on Report, EHRC 2012  
**40** UN Resolution 49/2 2005, UN 104 2.7.2010  
**41** Exploring the scale and nature of child sexual exploitation in Scotland, Scottish Government 2012
While any young person may experience sexual exploitation, some groups are especially vulnerable. Individual characteristics associated with risk of sexual exploitation are known to include: family difficulties; experience of different types of abuse/neglect; experience of the care system; a history of educational difficulty, including truancy and exclusion from school; a history of running away or going missing; drug/alcohol misuse; delinquency and gang involvement. Barnardos Safer Choices Project worked with 138 young people (aged 14-18yrs) 58% of whom had been missing.42

A variety of routes into sexual exploitation are identified within Scotland: grooming by individual adults; the use of drink, drugs and parties to befriend, then exploit, young people; exploitation via groups of other young people; targeting places where young people socialise and residential units.43 The use of mobile phones and social networking sites are recognised as channels through which perpetrators groom, bully and pursue victims.

Safeguarding Children in Scotland who may have been trafficked identified that girls are targeted, groomed & lured away from their families/carers/ care homes into social networks of boys & men who then traffic them across the UK. Grooming tactics are similar to those used by child sex offenders. The girls are then manipulated, threatened & forced to comply with demands.44 Sexual exploitation carries with it risk of serious harm, including physical violence, exposure to harmful drug and alcohol misuse, self-harm, sexually transmitted disease and unwanted pregnancy.45

“A friend asked me to go meet a guy he’d met on the Internet... Before I knew it I was being introduced to lots of men who wanted sex. If I tried to say “no” I got physically hurt. I had to get a friend to help me out to cover my injuries so my parents wouldn’t find out.... I thought that guys giving you money, fags and alcohol was a normal thing. I had such a low opinion of myself that I couldn’t think of anything else except not living.”46

The Children’s Commissioner’s Inquiry into CSE in Gangs and Groups found that threats were used to ensure compliance, including filming sexual abuse and threatening to post images of victims online. Children reported feeling they had lost all control over their lives.

Girls and young women were found to be at much greater risk than boys and young men and were targeted due to the way some men and boys perceive women and girls. The inquiry states that serious questions must be asked about the prevailing attitudes towards women and girls in some parts of society.

Some of the young people who were sexually exploited were labelled and seen as being promiscuous, liking the glamour, asking for it..... The inquiry highlighted a worrying perspective which viewed the young people as being complicit in and/or responsible for their own abuse.47

It is important to challenge attitudes that view those involved in/at risk of sexual exploitation as having consented and/or made a lifestyle choice.

I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. SOC 3-16a

Raising Awareness - Changing Attitudes

Grooming, Pornification, Sexting, Sexual Exploitation Information booklets: provide background reading with a view to supporting discussions with young people, available via: www.womenssupportproject.co.uk


Buying sex is not a sport is a campaign aimed at raising awareness of the harm caused by sexual exploitation and reducing the demand from men to buy sex.

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42 Whose Child Now, Barnardos 2009
43 Exploring the scale and nature of child sexual exploitation in Scotland, Scottish Government 2012
44 Safeguarding Children In Scotland who may have been trafficked, Scottish Government 2008
45 Exploring the scale and nature of child sexual exploitation in Scotland, Scottish Government 2012
46 Puppet on a string, Barnardos
47 Children’s Commissioner’s Inquiry into CSE in Gangs and Groups 2012
Forced marriage is associated with other forms of gender based violence including domestic abuse, child abuse and ‘honour based violence’. Family, friends, community members and leaders may be colluding with any abuse so particular care must be taken around confidentiality; it can be dangerous to involve families, friends or community leaders in any capacity.

Forced Marriage is illegal in Scotland. [The Scottish Government Forced Marriage (Scotland) Act 2011](http://www.scotland.gov.uk/Topics/Law-and-Justice/Constitutional-Matters/Next-Steps) introduced Forced Marriage Protection Orders (FMPO) which are aimed at protecting both adults and children at risk.

Forced marriage is different from arranged marriage. In an arranged marriage, the families of both spouses take a leading role in arranging the marriage but the choice whether or not to accept the arrangement remains with the prospective spouses. A forced marriage is a marriage in which one or both spouses do not (or in the case of children/young people/adults at risk, cannot) consent to the marriage and duress is involved.

Duress can include physical, psychological, financial, sexual and emotional pressure, threatening conduct, harassment, threat of blackmail, use of deception and other means. It is also ‘force to knowingly take advantage of a person’s incapacity to consent to, or understand the nature of, the marriage. Duress may be from parents, other family members and the wider community.

Many cases of forced marriage go unreported. Those at risk of forced marriage can be under enormous cultural pressure to conform to the wishes of family and community.

**The One Chance Rule**

It is important that if you suspect a forced marriage that you act on your concerns. If the victim is allowed to walk out of the door without support, that one chance to intervene and save a life might be lost.

**Supporting Those At Risk of Forced Marriage: Fife Practitioner’s Guide** has been produced to clarify practitioners’ roles and responsibilities.

The Scottish Government produced summary guidance for Responding to Forced Marriage which includes details of the One Chance Checklist as there may be only one chance to speak to a potential victim of Forced Marriage.

**Raising Awareness - Changing Attitudes**

The Forced Marriage Unit produced various short video clips aimed at raising awareness of Forced Marriage. They can be accessed on [youtube](https://www.youtube.com) via:

- Right to choose: [Spotting the signs of forced marriage (1)](https://www.youtube.com/watch?v=example1)
- [Spotting the signs of forced marriage (2)](https://www.youtube.com/watch?v=example2)
- [Spotting the signs of forced marriage (3)](https://www.youtube.com/watch?v=example3)

It is NOT appropriate to use family, friends, community members for interpretation purposes or to attempt family counselling, mediation, arbitration or reconciliation.

Forced Marriage is an abuse of human rights and young people should be made aware of this. The young person may have been told that refusing to comply with a forced marriage will bring ‘shame’ or ‘dishonour’ to their family or community. Schools, colleges or youth groups may be the only places where a young victim or potential victim can speak freely or access support, online resources, away from family members.

Both men and women can be affected by forced marriage but women, particularly those aged between 13 and 30, tend to be the main victims.

Studies have shown a significantly higher level of self-harm in young Asian women.

Summer holidays are the peak time for young people to be taken overseas and forced into marriage. In some cases they are taken on what they have been told is a holiday to visit family abroad, but in fact a marriage has been planned. Once abroad, victims are even more isolated than they might have been in the UK and getting help is more difficult.

For more information please see [Fife Child Protection Guidance](http://www.fife.gov.uk/child-protection).

I know of actions I can take to help someone in an emergency [HWB 2-42a/3-42a/4-42a](http://www.hwb.gov.uk/).
The impact of domestic abuse on a child should be understood as a consequence of the perpetrator CHOOSING to use violence rather than of the non-abusing parent/ carer’s failure to protect. Moms make strenuous efforts to protect children, however research tells us that the pervasive nature of domestic abuse means that children are often very aware of and at times involved in the abuse.

Domestic Abuse is the systematic breakdown of everything you thought you were worth.

A Fife Woman’s Definition of Domestic Abuse

Parental Domestic abuse is an indicator of risk of harm for children, with children affected being at greater risk of physical, sexual and emotional abuse from the perpetrator.

I know of actions I can take to help someone in an emergency. HWB 2-42a/3-42a/4-42a

Domestic abuse often does not stop after separation; many children continue to be affected even if they no longer live with the perpetrator. Separation and child contact following separation are recognised as key risk factors for further abuse.

Some children’s lives are characterised by moving house several times in order to flee from the perpetrator. These repeated upheavals can result in disruptions to education, as well as a loss of friends, family members and belongings.

Research has shown that domestic abuse undermines the relationship between mother and child. Domestic abuse is therefore often seen as an attack on the mother-child relationship.

Women describe exhaustion as a result of anxiety and violent attacks, and parenting strategies that are orientated around minimising the severity of domestic abuse.

Women are verbally, physically and sexually abused in front of their children and this not only undermines the respect she has for herself, but can also undermine the authority which she needs to parent confidently.

I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 1-44b/3-44b/4-44b

The effects of parental domestic abuse can be short and/or long term for children and young people. These effects are overlapping but can be broadly categorised as being physical, social/ emotional, and behavioural.

Physical: Children affected by parental domestic abuse may exhibit physical symptoms that are associated with trauma and stress. For instance, they may develop eczema, experience bed-wetting, have nightmares, or suffer from sleep disturbances. Some children may sustain physical injuries either direct assaults made by the perpetrator or as a result of intervening to protect their mother or siblings during attacks. At its most extreme children may be killed by the perpetrator.

Social and Emotional: Children with experience of domestic abuse can have intense feelings of fear and anxiety. Some children feel guilty and responsible for the abuse that it is happening. They may feel responsible for protecting their siblings and mother. Children also describe feelings of extreme sadness and experience low self-esteem and depression. Children endure severe disruptions to their lives as a result of domestic abuse. They might find it difficult to attend and concentrate at school. Some children become socially isolated and as a result find it difficult to make and keep friends.

Behavioural: Given the physical, social and emotional effects of domestic abuse, children who experience parental domestic abuse are more likely to have behavioural and developmental problems. Some children may experience ‘externalising’ problems, for example, they may become aggressive or ‘act out’.

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50 National Child Protection Guidance 2010
Other children may experience ‘internalising’ problems, for example they may become introverted or withdrawn.55

How children and young people are able to express distress or feelings about parental domestic abuse depends on individual circumstances. Young children are more likely to have physical symptoms connected with anxiety, for instance, disturbed sleep or excessive screaming as babies. Older children may express distress in other ways, they may try to remove themselves from the situation by avoiding home or they may be fearful of leaving mum at home ‘scared of what may happen’.

Many families who leave an abusive relationship find themselves disadvantaged for example through unemployment, lone parenting, on low income. Many children and young people may experience multiple school transitions which can affect confidence and educational performance.

Some families will have lived with abuse for many years, the results of which may impact on every aspect of their lives. Many families face additional barriers (rural location, no access to transport, language, living within an ethnically diverse community, multiple and complex needs) and may therefore experience further difficulty accessing effective support services.

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.

Raising Awareness - Changing Attitudes

www.dartsscotland.org/ Scottish Government funded website provides a wealth of information on domestic abuse including information on what schools can do to support children and families affected by domestic abuse. Details how CfE health and wellbeing outcomes provide a context for schools to work towards the promotion of equal, healthy relationships. Lesson plans and activities, DVD films and teaching resource packs are available.

www.safehub.org website designed by young people who have experienced domestic abuse. Provides information and resources aimed at helping other young people understand domestic abuse.

I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.

Conclusion

The impact and consequences of abuse, whether parental domestic abuse or personal abuse, on children and young people depends on individual circumstances.

**Incidence of Gender Based Violence in Fife:**

A third of all cause for concern raised in Fife relate to children and young people experiencing parental domestic abuse.

The numbers of young people experiencing abuse and exploitation within their own personal relationships is currently unknown.

**Preventing Gender Based Violence** requires wide cultural changes.

Young people need to be equipped with the necessary information and offered opportunities to discuss issues, understand the wide gender influences which can affect both their own and other people’s beliefs, behaviours and how this may affect them.

Effectively supporting young people with this requires a 3 prong approach:

1. **Raising awareness, challenging and changing attitudes to gender based violence** are key to any prevention approach. This resource pack provides links and information to many national campaigns/resources which support effective awareness raising and are specifically aimed at changing attitudes.

2. **Knowledge and understanding** of what constitutes healthy and unhealthy behaviour within relationships and understanding what influences this behaviour are essential components of any prevention approach. Promoting and discussing relationships, enables children and young people to recognise ‘safe’ and ‘unsafe’, ‘healthy’ and ‘unhealthy’ behaviour.

3. **Access to support and advice:**

   Children and young people need to be equipped with the necessary information to enable them to access help, support and advice for themselves or their peers. Specialist support agencies are detailed on page 33.

   Many professionals, but particularly education professionals (teachers, CLD staff) have a key role within any prevention approach. Using the resources detailed in this pack, professionals can provide information and opportunities which will enable children and young people to recognise abuse and abusive behaviour, promote and engage in healthy behaviour within relationships and be able to signpost to further support/information.

   It is important that any professional, before engaging with any young person ensures that they:

   - Understand and have knowledge of the gender influences and pressures that are around for children and young people today.
   - Understand and have a knowledge of gender based violence.
   - Are familiar with and know who to contact in relation to Child Protection issues.
   - Are aware of good practice in responding to disclosure.
   - Have knowledge and information of where to signpost for further support and information.
   

   (Specialist support services are detailed on page 33).

For further information please contact:

Fife Domestic and Sexual Abuse Partnership

e-mail [FDASAP@fife.gov.uk](mailto:FDASAP@fife.gov.uk)

Telephone: 01592 583690

Having reflected upon and considered a range of beliefs, belief systems and moral viewpoints, I can express reasoned views on how putting these beliefs and values into action might lead to changes in society.

RME 4-09a
POWER & CONTROL WHEEL

PHYSICAL VIOLENCE

USING COERCION AND THREATS
Making and/or carrying out threats to do something to hurt her • threatening to leave her, to commit suicide, to report her to welfare • making her drop charges • making her do illegal things.

USING ECONOMIC ABUSE
Preventing her from getting or keeping a job • making her ask for money • giving her an allowance • taking her money • not letting her know about or have access to family income.

USING MALE PRIVILEGE
Treating her like a servant • making all the big decisions • acting like the “master of the castle” • being the one to define men’s and women’s roles.

USING CHILDREN
Making her feel guilty about the children • using the children to relay messages • using visitation to harass her • threatening to take the children away.

USING ISOLATION
Controlling what she does, who she sees and talks to, what she reads, where she goes • limiting her outside involvement • using jealousy to justify actions.

USING MINIMIZING, DENYING AND BLAMING
Making light of the abuse and not taking her concerns about it seriously • saying the abuse didn’t happen • shifting responsibility for abusive behavior • saying she caused it.

USING EMOTIONAL ABUSE
Putting her down • making her feel bad about herself • calling her names • making her think she’s crazy • playing mind games • humiliating her • making her feel guilty.

USING INTIMIDATION
Making her afraid by using looks, actions, gestures • smashing things • destroying her property • abusing pets • displaying weapons.

DOMESTIC ABUSE INTERVENTION PROJECT
202 East Superior Street
Duluth, Minnesota 55802
218-722-2781
www.duluth-model.org
There are many ways we can talk about love. But there are certain images and words describing what love is that lead to confusion and sometimes too bad situations if acted on. In fact some of these messages are actually what love isn’t. There are many things about love that cannot be summed up in one word. Here are two lists to help you sort out what love is or isn’t.

**Love is…**
- Responsibility
- Hard work
- Pleasure
- Commitment
- Caring
- Honesty
- Trust
- Communication
- Sharing
- Compromising
- Closeness
- Recognising
  - Differences
- Openness
- Respect
- Friendship
- Strong Feelings

**Love isn’t…**
- Jealousy
- Possessiveness
- Pain
- Violence
- Obsession
- Being Selfish
- Cruelty
- Getting Pregnant
- Making someone pregnant
- Dependency
- Intimidation
- Fear
- Proving yourself
- Manipulation
- Expecting all your needs to always be met

Adapted from: Outreach to teens. A manual for counsellors who work with teen victims of violence against women
The experience and outcomes noted are not prescriptive but provide examples of cross curricular links when discussing gender based violence

Early Stage

Health & Wellbeing: Mental, emotional, social and physical wellbeing

I am aware of and able to express my feelings and am developing the ability to talk about them. **HWB 0 – 01a**

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **HWB 0 – 05a**

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know this it is not always possible to enjoy good mental health and if this happens there is support available. **HWB 0 – 06a**

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. **HWB 0 – 07a**

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 0 – 09a**

Health & Wellbeing: Substance Misuse

I know how to react in unsafe situations and emergencies. **HWB 0 – 42a**

Health & Wellbeing: Relationships sexual health and parenthood

I am aware of how friendships are formed and that likes, dislikes, special qualities and needs influence relationships. **HWB 0 – 44a**

I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. **HWB 0 – 44b**

I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. **HWB 0-45a / HWB 1-45a**

I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. **HWB 0 – 45b**

I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this. **HWB 0 – 49a**

Social Studies:

I am aware that different types of evidence can help me to find out about the world around me. **SOC 0-15a**

Within my everyday experiences and play, I make choices about where I work, how I work and who I work with. **SOC 0-18a**

Literacy:

To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. **LIT 0-07a / LIT 0-16a / ENG 0-17a**

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. **LIT 0-26a**

Religious and Moral education

I am developing respect for others and my understanding of their beliefs and values. **RME 0-07a / 1-07a / 2-07a / 3-07a / 4-07a**

Examples of resources which can be used to support CfE Experiences and Outcomes include:

**Just like a child: Challenging gender stereotyping in the early years** A guide for childcare professionals. Produced by Zero Tolerance.

Mikey & Jules Keep Safe DVD Cedar Project Fife.

(Further information/resources can be found on pages 27 – 32)
First Stage

**Health & Wellbeing: Mental, emotional, social and physical wellbeing**

I am aware of and able to express my feelings and am developing the ability to talk about them.  
**HWB 1 – 01a**

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.  **HWB 1 – 05a**

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know this it is not always possible to enjoy good mental health and if this happens there is support available.  **HWB 1 – 06a**

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss  **HWB 1 – 07a**

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.  **HWB 1 – 09a**

**Health & Wellbeing: Substance Misuse**

I know how to react in unsafe situations and emergencies.  **HWB 1 – 42a**

**Health & Wellbeing: Relationships sexual health and parenthood.**

I am aware of how friendships are formed and that likes, dislikes, special qualities and needs influence relationships.  **HWB 1 – 44a**

I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.  **HWB 1 – 44b**

I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.  **HWB 1 – 45a**

I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this.  **HWB 1 – 49a**

**Social Studies:**

I understand that evidence varies in the extent to which it can be trusted and can use this in learning about current issues in society.  **SOC 1-15a**

By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me.  **SOC 1-17a**

I have participated in decision making and have considered the different options available in order to make decisions.  **SOC1-18a**

**Literacy:**

When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.  **LIT 1-02a**

To help me develop an informed view, I am learning to recognise the difference between fact and opinion.  **LIT 1-08a**

**Religious and Moral education:**

I am developing respect for others and my understanding of their beliefs and values.  **RME 0-07a / 1-07a / 2-07a / 3-07a / 4-07a**

**Examples of resources which can be used to support CfE Experiences and Outcomes include:**

A Box Full of Feelings: Developing emotional literacy [www.speechmark.net](http://www.speechmark.net)

(Further information/resources can be found on pages 27 – 32)
Second Stage

Health & Wellbeing: Mental, emotional, social and physical wellbeing
I am aware of and able to express my feelings and am developing the ability to talk about them. **HWB 2 – 01a**

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **HWB 2 – 05a**

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know this it is not always possible to enjoy good mental health and if this happens there is support available. **HWB 2 – 06a**

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. **HWB 2 – 07a**

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 2 – 09a**

Health & Wellbeing: Substance Misuse
I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions. **HWB 2 – 39a**

I know of actions I can take to help someone in an emergency. **HWB 2 – 42a**

Health & Wellbeing: Relationships sexual health and parenthood
I am aware of how friendships are formed and that likes, dislikes, special qualities and needs influence relationships. **HWB 2 – 44a**

I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. **HWB 2 – 44b**

I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. **HWB 2 – 45a**

I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. **HWB 2 – 45b**

I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this. **HWB 2 – 49a**

Social Studies:
I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people’s lives. **SOC 2-16b**

I can discuss issues of the diversity of cultures, values and customs in our society. **SOC 2-16c**

Literacy:
When I engage with others, I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking. **LIT 2-02a**

To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. **LIT 2-08a**

Religious and Moral education
I am increasing my understanding of how people come to have their beliefs, and further developing my awareness that there is a diversity of belief in modern Scotland. **RME 2-09a**

Examples of resources which can be used to support CfE Experiences and Outcomes include:

SmallTALK Magazine P4 – P7. Fife Domestic and Sexual Abuse Partnership.  
Being Cool In School. [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)  
Zero Tolerance Respect Pack. [www.zerotolerance.org.uk](http://www.zerotolerance.org.uk)  
(Further information/resources can be found on pages 27 – 32)
Third & Fourth Stage

Health & Wellbeing: Mental, emotional, social and physical wellbeing
I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 3-01a / 4-01a

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 3-05a / 4-05a

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know this it is not always possible to enjoy good mental health and if this happens there is support available. HWB 3-06a / 4-06a

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 3-07a / 4-07a

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 3-09a / 4-09a

Health & Wellbeing: Substance Misuse
I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions. HWB 3-39a / 4-39a

I am developing a range of skills, which can support decision-making about substance use. I can demonstrate strategies for making informed choices to maintain and improve my health and wellbeing and can apply these in situations that may be stressful or challenging, or involve peer pressure. HWB 3-40a / 4-40a

I know of actions I can take to help someone in an emergency. HWB 3-42a / 4-42a

Health & Wellbeing: Relationships sexual health and parenthood
I am aware of how friendships are formed and that likes, dislikes, special qualities and needs influence relationships. HWB 3-44a / 4-44a

I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 3-44b / 4-44b

I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships. I understand the different contexts of such relationships including marriage. HWB 3-44c / 4-44c

I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 3-45a / HWB 4-45a

I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 3-45b / 4-45b

I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 3-46a / 4-46a

I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions. HWB 3-46b / 4-46b

I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult. HWB 3-46c / 4-46c

I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this. HWB 3-49a / 4-49a

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. HWB 3-49b / 4-49b

Social Studies:
I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view. SOC 3-15a

I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. SOC 3-16a
Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected. **SOC 4-16b**

I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed. **SOC 3-17b**

I can present an informed view on how the expansion of power and influence of countries or organisations may impact on the cultures, attitudes and experiences of those involved. **SOC 4-19a**

**Literacy:**
To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion. **LIT 3-08a**

To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources. **LIT 4-08a**

**Religious and Moral education**
I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others. **RME 3-02b**

I am developing my own understanding of values such as honesty, respect and compassion and am able to identify how these values might be applied in relation to moral issues. **RME 3-09b**

Having reflected upon and considered a range of beliefs, belief systems and moral viewpoints, I can express reasoned views on how putting these beliefs and values into action might lead to changes in society. **RME 4-09a**

**Examples of resources which can be used to support CfE Experiences and Outcomes include:**

- **TALKabout Magazine. S1 – S3. Fife Domestic and Sexual Abuse Partnership**
- **What’s Going On? (The secondary version of Being Cool in school) [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)**
- **Teen Abuse, Gender Stereotyping, Bullying, Domestic Abuse. [www.dartscotland.org](http://www.dartscotland.org)**
- **Zero Tolerance Respect Pack. [www.zerotolerance.org.uk](http://www.zerotolerance.org.uk)**

(Further information/resources can be found on pages 27 – 32)
Whilst grouped under general themes, it is important to note that many resources will potentially address multiple issues. This links to our understanding that **Gender Based Violence** is an umbrella term which covers a spectrum of complex abusive behaviours. The websites below are primarily for children and young people from P4 to S6. The list of books would be more appropriate if you are working with children at nursery or infant classes – you may already use some of these resources within your school, but we would encourage you to use them within the context of exploring gender and relationships.

### Useful Websites

<table>
<thead>
<tr>
<th><strong>Women's Support Project</strong></th>
<th><a href="http://www.womenssupportproject.co.uk">www.womenssupportproject.co.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Women's Support Project is a national project which works to raise awareness around the causes and consequences of male violence against women. Key themes of their work have been highlighting the links between different forms of male violence and promoting interagency responses to the abuse of women and children. Main areas of work are: support for women whose children have been sexually abused or exploited; raising awareness of the harmful impact of commercial sexual exploitation and highlighting male demand as the root cause; improving service responses to violence against women including delivery of training; public education. A national Violence Against Women training resource is available via the main website.</strong></td>
<td><a href="http://www.pleasurevsprofit.co.uk">www.pleasurevsprofit.co.uk</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Zero Tolerance</strong></th>
<th><a href="http://www.zerotolerance.org.uk">www.zerotolerance.org.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Zero Tolerance works to tackle the causes of men’s violence against women.</strong></td>
<td><strong>“Too many women in Scotland, and around the world, experience violence from men – most often men they are close to and/or who are in a position of power over them. We believe that men’s violence against women is caused by gender inequality, and that it helps this inequality to continue. It doesn't have to be this way. We work with individuals, communities, women’s organisations, schools, the media and others to address the causes of violence against women, and bring about change”</strong></td>
</tr>
<tr>
<td>The website provides access to different resources and links with the general theme of raising awareness and challenging beliefs about gender and gender stereotyping with the long term aim of ending male violence against women and children</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>White Ribbon Scotland Campaign</strong></th>
<th><a href="http://www.whiteribbonscotland.org.uk">www.whiteribbonscotland.org.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aims to engage men and boys to encourage them to play their part in ending violence against women. Wearing a white ribbon is a pledge never to commit, condone or remain silent about Violence Against Women.</strong></td>
<td><strong>White Ribbon Scotland delivers training and information workshops which engage with men/boys to give them the skills to stand up to violence against women.</strong></td>
</tr>
<tr>
<td><strong>“Our training includes the opportunity to become local speakers and we provide support on public speaking. We also provide training for organisations, local community groups, colleges and schools to help men/boys understand the issues and their role”</strong></td>
<td><strong><a href="http://www.whiteribbonscotland.org.uk">www.whiteribbonscotland.org.uk</a></strong></td>
</tr>
</tbody>
</table>
### NHS Gender Based Violence Guides.

![www.gbv.scot.nhs.uk](www.gbv.scot.nhs.uk)

### TEEN ABUSE, GENDER STEREOTYPING, BULLYING, DOMESTIC ABUSE
This website provides a wealth of information on Domestic Abuse including information on what schools can do to support children and families affected by domestic abuse. It outlines how the CfE health and wellbeing outcomes provide a context for schools to work towards the promotion of equal, healthy relationships. The website provides lesson plans and activities, DVD and teaching resource packs and links to further resources and support organisations.

**Gold Stars and Dragon Marks**: Short film and resource to guide pupils from primary 4-7 and teachers through an exploration of the issues of domestic abuse and bullying, and the problems these can cause for children and young people.

**CRUSH**: Short film and resource to guide pupils from S3-S6 and teachers through an exploration of the issues of teen abuse, gender stereotyping and bullying and the problems these issues can cause for young people.

Both of the above films can be viewed directly from the [dartsscotland](http://dartsscotland.org) website.

![www.dartsscotland.org](www.dartsscotland.org)

### DOMESTIC ABUSE
Websites aimed at children and young people:

**Safehub** website is designed by young people who have experienced domestic abuse. It has lots of information and resources aimed at helping other young people understand domestic abuse and access further support.

![www.safehubscotland.org](www.safehubscotland.org)
![www.voiceagainstviolence.org.uk](www.voiceagainstviolence.org.uk)
![www.thehideout.org](www.thehideout.org)
![http://thisisabuse.direct.gov.uk/](http://thisisabuse.direct.gov.uk/)

**Scottish Women’s Aid (SWA)**
Scottish Women’s Aid is the lead organisation in Scotland working towards the prevention of domestic abuse. The website is full of information for victims and contains awareness raising information for all. SWA also play a vital role campaigning and lobbying for effective responses to domestic abuse.

Together we can stop it is aimed at ending domestic abuse.

Stop Revenge Porn Scotland campaign recently launched by Scottish Women’s Aid.

![www.scottishwomensaid.org.uk](www.scottishwomensaid.org.uk)
![www.togetherwecanstopit.org](www.togetherwecanstopit.org)
![http://stoprevengepornscotland.wordpress.com/](http://stoprevengepornscotland.wordpress.com/)
<table>
<thead>
<tr>
<th>Safe Fifer on GLOW</th>
<th>GLOW Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Safer Relationships stage 2 you will find a 2 lesson resource that considers the different types of abuse, staying safe from sexual abuse and safety planning. Lesson plans, teachers notes and resources are all included. ‘Mikey and Jools Keep Safe’ – a short film designed for use with 8-11 year olds to consider safety and feelings is included with this resource.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cedar Fife</th>
<th><a href="http://www.cedarnetwork.org.uk">www.cedarnetwork.org.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cedar (children experiencing domestic abuse recovery) is a unique way of working with children, young people and their mothers recovering from living with domestic abuse. It is a group work model based on core principles that recognise that domestic abuse is damaging to children as well as to the mother/child relationship and the belief that mothers are best placed to support their own children in their recovery. Groups provide an opportunity to explore feelings with an emphasis on providing fun and creative activities that keep children engaged and interacting with each other. The main aim of the programme is to help mothers to support their children in their recovery. The programme uses resources that address topics such as emotional literacy, understanding abuse and safety planning. A national website provides information and voices of children and young people. See Specialist support agencies for contact details for Cedar Fife.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LGBT Youth Scotland</th>
<th><a href="http://www.lgbtdomesticabuse.org.uk">www.lgbtdomesticabuse.org.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scotland’s lesbian, gay, bisexual and transgender domestic abuse project</td>
<td></td>
</tr>
</tbody>
</table>

| SEXUAL VIOLENCE | |
|-----------------| |

<table>
<thead>
<tr>
<th>Rape Crisis Scotland</th>
<th><a href="http://www.rapecrisisscotland.org.uk">www.rapecrisisscotland.org.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Information about services available, needs of victims, facts and figures. Rape Crisis promotes the following national campaigns.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>This Is Not An Invitation To Rape Me</th>
<th><a href="http://www.thisisnotaninvitationtorapeme.co.uk">www.thisisnotaninvitationtorapeme.co.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes to Rape are confronted in a very direct way, and members of the public in Scotland are invited to join in to put an end to blaming women for rape. The campaign comprises a range of images (and supporting materials) which facilitate examination of attitudes to the situations presented, and encourages the reader to enter the debate.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Not Ever – Asking for it?….as if</th>
<th><a href="http://www.notever.co.uk">www.notever.co.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>The ordeal and humiliating scrutiny to which women are subjected in the course of rape trials is well documented. Overcoming prejudicial attitudes towards the dress and behaviour which lead to women being blamed is crucial for change. This website provides useful resources to support debate, learning and awareness raising</td>
<td></td>
</tr>
</tbody>
</table>
### COMMERCIAL SEXUAL EXPLOITATION

<table>
<thead>
<tr>
<th><strong>Money &amp; Power: Commercial Sexual Exploitation in Scotland.</strong></th>
<th><a href="http://www.womenssupportproject.co.uk">www.womenssupportproject.co.uk</a></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Pleasure vs Profit: Growing up in a pornified Scotland.</strong></th>
<th><a href="http://www.pleasurevsprofit.co.uk/">www.pleasurevsprofit.co.uk/</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>A website developed by the Women’s Support Project and Zero Tolerance provides information and resources for young people on the reality behind the porn fantasy. It also provides useful information and links for anyone who wishes to address the issues with young people.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>The Porcupine Campaign on Facebook</strong></th>
<th><a href="http://www.facebook.com/ThePorcupineCampaign">www.facebook.com/ThePorcupineCampaign</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>was developed by a group of young people to raise awareness about the truth behind porn.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>‘My dangerous loverboy’</strong></th>
<th><a href="http://www.mydangerousloverboy.com">www.mydangerousloverboy.com</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>A short film and education resources which aim to raise awareness of sexual exploitation and trafficking of young people.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Child Exploitation and Online Protection (CEOP)</strong></th>
<th><a href="http://www.ceop.police.uk">www.ceop.police.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Child Exploitation and Online Protection (CEOP) Centre is dedicated to eradicating the sexual exploitation and abuse of children. The website provides a wealth of information and advice</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Thinkuknow website</strong></th>
<th><a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>CEOP’s Thinkuknow website provides a wide range of information and activities tailored to specific age ranges (5-7 years, 8-10 years, 11-16 years). It provides the latest information on websites, mobiles and new technology. Information on what’s good, what’s not and what you can do about it. Information for parents, carers and teachers – with resources which can be used in the classroom or at home. Most importantly, there’s also a place which anyone can use to report if they feel uncomfortable or worried about someone they are chatting to online.</td>
<td></td>
</tr>
</tbody>
</table>

### FORCED MARRIAGE

<table>
<thead>
<tr>
<th><strong>FORCED MARRIAGE: A Learning Resource</strong></th>
<th><a href="http://www.scotland.gov.uk">www.scotland.gov.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Created by Glasgow Life in partnership with the Scottish Government to support the national Forced Marriage campaign, the pack is designed to give teachers, youth workers, voluntary workers and anyone working with children and young people aged 12 – 25 years, the facts about forced marriage, who it affects and what impact it can have on their lives.</td>
<td></td>
</tr>
</tbody>
</table>
## Resources for Younger Children: BOOKS

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>ISBN</th>
<th>Price (£)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FEELINGS</strong></td>
<td></td>
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</tr>
<tr>
<td>The Way I Feel</td>
<td>Janan Cain</td>
<td>9781884734724</td>
<td>4.99</td>
</tr>
<tr>
<td>When I Feel Angry</td>
<td>Cornelia Maude Spelman</td>
<td>9780807588888</td>
<td>7.99</td>
</tr>
<tr>
<td>Big Bag of Worries</td>
<td>Virginia Ironside</td>
<td>0-7500-2626-X</td>
<td></td>
</tr>
<tr>
<td><strong>FAMILY</strong></td>
<td></td>
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<tr>
<td>The Family Book</td>
<td>Todd Parr</td>
<td>9780316738965</td>
<td>7.99</td>
</tr>
<tr>
<td><strong>It's not my fault – understanding responsibility</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Words Are Not for Hurting</td>
<td>Elizabeth Verdick</td>
<td>9781575421551</td>
<td>4.99</td>
</tr>
<tr>
<td>Hands Are Not for Hitting</td>
<td>Martine Agassi</td>
<td>9781575420776</td>
<td>6.99</td>
</tr>
<tr>
<td>Feet Are Not for Kicking</td>
<td>Martine Agassi</td>
<td>9781575421582</td>
<td>4.99</td>
</tr>
<tr>
<td>Conflict – is it right to fight?</td>
<td>Pat Thomas</td>
<td>9780750242639</td>
<td>6.99</td>
</tr>
<tr>
<td><strong>SELF ESTEEM</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I Like Me</td>
<td>Nancy Carlson</td>
<td>9780140508192</td>
<td>5.99</td>
</tr>
<tr>
<td>It’s Okay to be Different</td>
<td>Todd Parr</td>
<td>9780316155625</td>
<td>3.50</td>
</tr>
<tr>
<td>The Feel Good Book</td>
<td>Todd Parr</td>
<td>9780316072069</td>
<td>7.99</td>
</tr>
<tr>
<td>When I Feel Good About Myself</td>
<td>Cornelia Maude Spelman</td>
<td>9780807589014</td>
<td>3.50</td>
</tr>
<tr>
<td><strong>SEXUAL ABUSE - KEEPING SAFE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No More Secrets For Me</td>
<td>Oralee Wachter</td>
<td>9780316990424</td>
<td>15.50</td>
</tr>
<tr>
<td>The Right Touch</td>
<td>Sandy Kleven</td>
<td>9780935699104</td>
<td>7.99</td>
</tr>
<tr>
<td>Your Body Belongs To You</td>
<td>Cornelia Spelman</td>
<td>9780807594735</td>
<td>3.50</td>
</tr>
<tr>
<td>It’s My Body</td>
<td>Lory Freeman</td>
<td>978094399003</td>
<td>3.99</td>
</tr>
<tr>
<td>My Body is Private</td>
<td>Linda Walvoord Girard</td>
<td>0807553190</td>
<td>6.95</td>
</tr>
</tbody>
</table>

## MAGAZINES

<table>
<thead>
<tr>
<th>Title</th>
<th>Age Group</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>SmallTALK</td>
<td>P4-7</td>
<td>Fife Domestic and Sexual Abuse Partnership</td>
</tr>
<tr>
<td>TALKabout</td>
<td>S1-3</td>
<td>Fife Domestic and Sexual Abuse Partnership</td>
</tr>
</tbody>
</table>
## RESOURCES PACKS/GAMES

<table>
<thead>
<tr>
<th>Title</th>
<th>Age Group</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Picture Workbook for Workers, Mothers and Children Affected by Domestic Abuse</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Being Cool In School</strong></td>
<td>Primary age</td>
<td><a href="http://www.educationscotland.gov.uk">www.educationscotland.gov.uk</a></td>
</tr>
<tr>
<td>Is a mainstream programme focusing on key personal social skills relevant to pro-social behaviour, good citizenship, emotional literacy, mental health and wellbeing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What’s Going On</strong></td>
<td>Secondary age</td>
<td><a href="http://www.educationscotland.gov.uk">www.educationscotland.gov.uk</a></td>
</tr>
<tr>
<td>The secondary version of Being Cool in School which has a writing team included 5 adolescents who advised on content and style - it is a pack by teenagers for teenagers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age appropriate cartoons and comic strips enliven the themes and situations encountered.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mikey &amp; Jools: Keep Safe</strong></td>
<td>8 – 12years</td>
<td><a href="http://www.cedarnetwork.org.uk">www.cedarnetwork.org.uk</a></td>
</tr>
<tr>
<td><strong>Safe Fifer on GLOW</strong></td>
<td>Early to Fourth stage</td>
<td>GLOW Website</td>
</tr>
<tr>
<td><strong>A Box Full of Feelings</strong></td>
<td>Pre-school – P7. Resource can be adapted to suit different age groups and activities</td>
<td><a href="http://www.speechmark.net">www.speechmark.net</a>  £125.00</td>
</tr>
</tbody>
</table>
You may be in a key position to help children & young people to access information and sign post to specialist support. Accessing information and support may not always be safe or possible for them to access at home. There are a number of support agencies listed who can help.

<table>
<thead>
<tr>
<th>Specialist Support</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fife Women’s Aid (for women, children and young people)</td>
<td>0808 802 5555</td>
</tr>
<tr>
<td><a href="http://www.fifewomensaid.org.uk">www.fifewomensaid.org.uk</a></td>
<td></td>
</tr>
<tr>
<td>Shakti Fife (ethnic minority women)</td>
<td>01383 431243</td>
</tr>
<tr>
<td><a href="http://www.shaktiedinburgh.co.uk">www.shaktiedinburgh.co.uk</a></td>
<td>07510347506</td>
</tr>
<tr>
<td>National Domestic Abuse Helpline (for women and men)</td>
<td>0800 027 1234</td>
</tr>
<tr>
<td>Public Protection Unit (for men and women)</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.fife.police.uk">www.fife.police.uk</a></td>
<td></td>
</tr>
<tr>
<td>Domestic Abuse</td>
<td>01592 418460</td>
</tr>
<tr>
<td>Child Protection</td>
<td>01592 776767</td>
</tr>
<tr>
<td>Fife Rape and Sexual Assault Centre</td>
<td>01592 642336</td>
</tr>
<tr>
<td><a href="http://www.frasac.org.uk">www.frasac.org.uk</a></td>
<td></td>
</tr>
<tr>
<td>Kingdom Abuse Survivors Project</td>
<td>01592 644217</td>
</tr>
<tr>
<td><a href="http://www.kasp.org.uk">www.kasp.org.uk</a></td>
<td></td>
</tr>
<tr>
<td>Safe Space</td>
<td>01383 739084</td>
</tr>
<tr>
<td><a href="http://www.safe-space.co.uk">www.safe-space.co.uk</a></td>
<td></td>
</tr>
<tr>
<td>Rape Crisis Helpline</td>
<td>0808 801 0302</td>
</tr>
<tr>
<td><a href="http://www.rapecrisisscotland.org.uk">www.rapecrisisscotland.org.uk</a></td>
<td></td>
</tr>
<tr>
<td>Victim Support Fife</td>
<td>0845 241 2126</td>
</tr>
<tr>
<td><a href="http://www.victimsupportsco.org.uk">www.victimsupportsco.org.uk</a></td>
<td></td>
</tr>
<tr>
<td>Police Scotland</td>
<td>101</td>
</tr>
<tr>
<td>Forced Marriage Unit</td>
<td>0207 008 0151</td>
</tr>
<tr>
<td><a href="http://www.fco.gov.uk">www.fco.gov.uk</a></td>
<td></td>
</tr>
<tr>
<td>Mens Advice Line</td>
<td>0808 801 0327</td>
</tr>
<tr>
<td><a href="http://www.mensadviseline.org.uk/">www.mensadviseline.org.uk/</a></td>
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<tr>
<td>Scotland’s lesbian, gay, bisexual and transgender domestic abuse project</td>
<td>0808 802 0300</td>
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<td><a href="http://www.lgbtdomesticabuse.org.uk">www.lgbtdomesticabuse.org.uk</a></td>
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<tr>
<td>Stalking National Helpline</td>
<td>0800 1111</td>
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<td>Childline</td>
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<tr>
<td>Fife Domestic and Sexual Abuse Partnership</td>
<td>01592 583690</td>
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<td><a href="http://www.fifedirect.org/domesticabuse">www.fifedirect.org/domesticabuse</a></td>
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<tr>
<td>Cedar Fife</td>
<td>01592 583676</td>
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<td><a href="http://www.cedarnetwork.org.uk">www.cedarnetwork.org.uk</a></td>
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