

RSHE QUESTION POSTBOX

As we have now moved on to Relationship, sex and health education (RSHE) we will have a POSTBOX in our classroom.

There will be a stack of post-it notes next to it. If at any point you have a question or something you wanted to know about linking to RSHE then please take a post-it note write your question and pop it in. You don't have to put your name on them if you don't want to.

THE TOPICS WE WILL COVER OVER THE NEXT TERM ARE:

- Honour-based abuse
- Forced marriages
- Modern day slavery
- Preventing knife crime
- Online gambling
- Social media validation
- Keeping data safe

TITLE – HONOUR-BASED ABUSE & FORCED MARRIAGE

DATE:



In today's lesson we will:

- Understand what honour-based violence and forced marriage are
- Explain how they are crimes and identify laws and rights they break
- Recognise warning signs and coercion
- Know where and how to get help



TODAY'S
BIG
QUESTION

Can something be wrong even if the people involved say it is 'tradition' or 'family expectation'?

There is no right or wrong answer at this stage

3
Minutes

The 10 KEY KNOWLEDGE POINTS we want you to take away from this block of work AND store in your LONG-TERM MEMORY toolbox for this block of work - **HOW TO KEEP MYSELF SAFE – VIOLENCE, CRIMES AND SEEKING SAFETY** is:

1. I can explain what honour-based abuse is and why it is harmful.
2. I can explain that honour-based abuse is a crime and that the law protects people.
3. I can identify who to talk to and how to get help safely and confidentially.
4. I can explain the difference between forced marriage and arranged marriage.
5. I can recognise signs that someone may be at risk of forced marriage and know how to get help.
6. I can explain how online gambling and gaming can cause harm and how media and algorithms influence behaviour.
7. I can explain what modern slavery is and how people can be exploited.
8. I can explain the risks and consequences of carrying or using a weapon and how to stay safe.
9. I can explain what FGM is, why it is abuse, and that it is illegal in the UK.
10. I can explain the risks of sexting and how consent and privacy apply online.

What are Honour-based abuse and Forced Marriage?

Honour-based abuse

Harm or abuse used to control someone's behaviour because they are believed to have brought "shame" on a family or community.



What are Honour-based abuse and **Forced Marriage**?

Forced Marriage

When someone is pressured, threatened or forced into marriage without consent.

Key distinction:

- **Arranged marriage** = choice and consent
- **Forced marriage** = pressure or fear
→ abuse



It is important to remember

- This can affect any gender
- It happens in the UK
- Abuse is never justified by culture or religion



RIGHTS AND CHOICES

DISCUSSION
QUESTIONS FOR
TODAY

Share **general
ideas only**

- Why is **consent** important in big life decisions?
- What might make it hard for someone to say “no”?

Crimes, Laws & Rights (teacher input)

These behaviours are crimes because they:

- Remove a person's **freedom**
- Use **fear, threats or violence**
- Break basic **human rights**

Rights that are broken:

- Right to safety
- Right to choose
- Right to education
- Right to protection from abuse

If someone feels scared or pressured, it is not a real choice.

RIGHTS CARDS

Right 1 – The right to feel safe

Everyone has the right to live without fear or harm.

Right 2 – The right to make your own choices

Everyone has the right to decide what happens in their life.

Right 3 – The right to consent

Big decisions must be freely agreed to — without pressure or fear.

Right 4 – The right to freedom

No one should be controlled, trapped or isolated.

Right 5 – The right to protection as a child

Children must be kept safe by adults and services.

Right 6 – The right to education and support

Everyone has the right to attend school and get help when needed.

Laws and rights... What is being broken?

UK LAWS

- **Law A – Forced Marriage Law**
Makes it illegal to force, threaten or pressure someone into marriage.
- **Law B – Law Against Physical Harm**
Protects people from being physically hurt or injured.
- **Law C – Law Against Harassment and Coercive Control**
Protects people from being controlled, threatened, intimidated or emotionally abused.
- **Law D – Child Protection Law**
Protects children and young people from harm and abuse.
- **Law E – Law Protecting Freedom**
Protects people from being trapped, taken away, or having their freedom removed.

Recognising Warning Signs & Coercion

In pairs – discuss the following scenarios

- Being closely monitored by family
- Being told you will “bring shame”
- Threats of being sent abroad
- Having phone or documents taken
- Being emotionally blackmailed

Are they...

 **Healthy / OK**

 **Concerning**

 **Dangerous**

Teacher slide – suggestions for the discussions

Which warning signs are hardest to notice?

The hardest signs to notice are often the ones that don't look like abuse at first.

Common answers to draw out

- Emotional pressure
 - guilt-tripping
 - being told you are “letting people down”
- Control disguised as care
 - “We’re just protecting you”
 - “This is for your own good”
- Gradual changes
 - seeing friends less
 - being watched more closely over time
- Normalised behaviour
 - behaviour that has “always been that way”
- Fear without bruises
 - feeling anxious or scared but not physically hurt

Key teaching point

- *The most dangerous control is often quiet and gradual, not obvious or sudden.*

Why might coercion not always look violent?

Coercion doesn't need physical force to be powerful.

Key reasons

- Fear can be emotional, not physical
 - fear of shame
 - fear of being rejected
 - fear of losing family or community
- Pressure can come from people you love or trust
 - parents
 - relatives
 - community leaders
- Threats are often indirect
 - “You’ll ruin the family”
 - “People will talk”
- Control can feel invisible
 - phones checked
 - movements restricted
 - choices made “for you”
- Violence may come later
 - coercion often starts before physical harm

Key teaching point

If someone feels scared, trapped or unable to say no, that is still abuse — even without violence.

Split the class in half – give each side a different discussion question to have

DISCUSSION A:

Which warning signs are hardest to notice?

DISCUSSION B:

Why might coercion not always look violent?

Getting Help

If someone is worried:

- Talk to a trusted adult
- Speak to school safeguarding staff
- Use confidential helplines
- In immediate danger you must call 999 - emergency services

Important reassurance:

- Help is about **keeping people safe**
- Asking for help is **not getting someone in trouble**
- Schools must act if someone is at risk

REFLECTION POINT

Students choose **one** (private written task):

- *“One warning sign I didn’t know before today was...”*
- *“One right everyone should always have is...”*
- *“One safe adult or service someone could speak to is...”*



Complete your EXIT
TICKET questions on
page

These link to the key
knowledge you need
to know for this block
of work

