

Peer on Peer Abuse

LEARNING OUTCOMES

Knowledge, Skills
& Actions



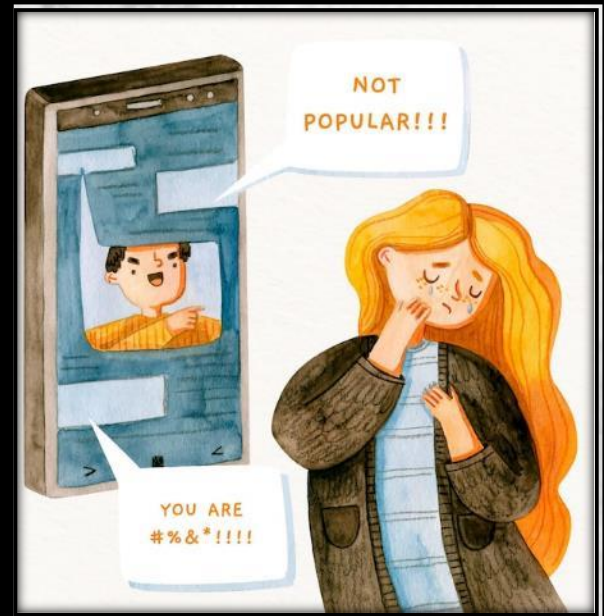
To define the phrase 'peer on peer abuse' and understand what constitutes abuse

To explore circumstances when peer pressure becomes peer abuse

To evaluate what support networks are available to help support those in need

NEW VOCABULARY

Peer Abuse, Domestic Violence, Honour, Equality, Respect, CSE



STARTER ACTIVITY

What could be happening in each scenario?
How is each young person feeling?
What could each young person do to get support?
What could you do as a bystander if you saw these?

3 Minutes



GROUND RULES



Be open and honest
No Personal Comments
Discussions must be about
'general situations'



You don't have to say
things about yourself if
you don't want to

It's OK to be embarrassed
by a topic but don't show
that you are embarrassed
through silliness



Be Respectful

Listen and don't interrupt others
Only 1 person talking at a time
Use the agreed appropriate
language (avoid slang terms)



Don't Make Assumptions
about people's values,
attitudes, behaviours, life
experiences or feelings

PSHE CLASSROOM RULES

DEALING WITH SENSITIVE TOPICS

SAFEGUARDING YOUR WELFARE & HAVING YOUR INTERESTS AT HEART

Be Non-Judgemental

No put-downs. Challenge
the opinion, not the
person



Conversations on sensitive
topics stay in the
classroom unless it is a
safeguarding issue

There are **no stupid questions**
It's OK to get things wrong

Enjoy the lesson, challenge your perceptions and understand how to seek further advice and support



Peer on Peer Abuse

ASSESSMENT
FOR LEARNING

BASELINE CONFIDENCE CHECKER

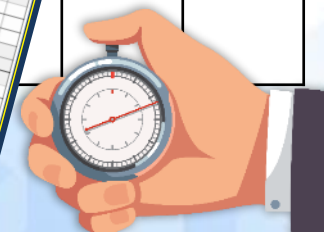


BEFORE THE LESSON	NOT CONFIDENT				CONFIDENT				VERY CONFIDENT	
Knowledge, Skills & Actions	1	2	3	4	5	6	7	8	9	10
I can describe what abuse is										
I understand the different forms that peer abuse can come in										
I know where to seek support and help for someone suffering abuse										



Complete a baseline assessment of where you think you are at for this lesson

(Discuss or complete sheet)



2 Minutes

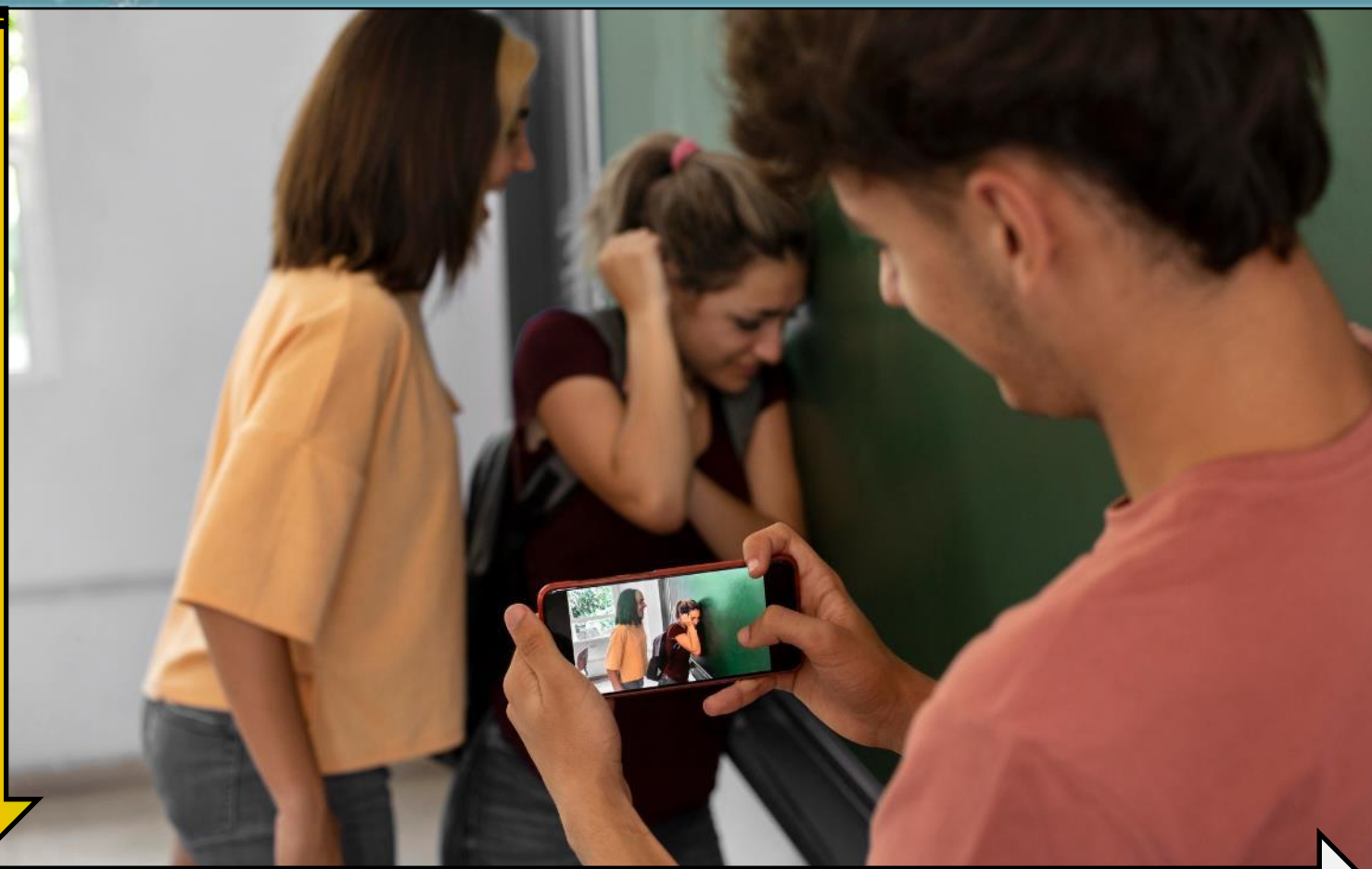
I'm not confident at all on this topic

A little confident

Confident

Very confident

I am super confident on this topic

HOW?						
WHAT?						
WHERE?						
WHO?						
WHY?						
<div> <div>PAIR & SHARE</div> <div>THOUGHTS & FEELINGS</div> </div>		<div>SECOND</div> <div> <div>DID?</div> <div>MIGHT?</div> <div>COULD?</div> <div>CAN? / WILL?</div> <div>IS? DOES?</div> </div>				



Using the grid above to help you come up with three questions about the image

2 Minutes



Core Aims for Young People for Relationships and Sex Education in Secondary Schools

- ✓ Respect and understanding of consent
- ✓ Understanding of anatomy, physiology, dysfunction, fertility and sexual response
- ✓ Ability to maintain safety (legally, physically and emotionally)
- ✓ Understand how to build, maintain and negotiate healthy relationships
- ✓ Celebrate sexuality, pleasure and the joy of sexual relationships
- ✓ Understand own values/beliefs and how they impact on decision-making and behaviour
- ✓ Ability to comprehend, establish and respect boundaries
- ✓ Build resilience to be able to manage any unwanted outcomes
- ✓ Having an awareness of the diversity of sexual behaviour
- ✓ Understanding of varying gender roles in cultures and societies
- ✓ Applying critical analysis to media representations
- ✓ Developing a positive attitude to own concept of self

Task

Which of the above core aims link in with why schools are teaching about peer on peer abuse?



Tasks

- 1) How does society put pressure on us?
- 2) What kind of pressures are they?
- 3) When does pressure in the physical world become abuse?
- 4) In what ways could your peers (friends, classmates, other young people) abuse you offline?
- 5) What advice would you give to someone suffering these types of abuse?



Tasks

- 1) How does social media put pressure on us?
- 2) What kind of pressures are they?
- 3) When does online pressure become abuse?
- 4) In what ways could your peers abuse you online?
- 5) What advice would you give to someone suffering these types of abuse?



What is peer on peer abuse?

Peer-on-peer abuse refers to any form of abusive behaviour that occurs between individuals within the same peer group under the age of 18.

It involves one young person inflicting harm upon another young person.

This type of abuse can occur in various settings, such as schools, sports teams, social groups or online platforms, and it can have serious and long-lasting impacts on the victims.

Peer-on-peer abuse can take many forms, including but not limited to:

- Physical abuse
- Sexual abuse
- Sexual harassment
- Emotional harm
- Online and offline bullying
- Teenage relationship abuse

It can even include grooming children for sexual and criminal exploitation.

Defined by Sean Harford, National Director for Education, and Yvette Stanley, National Director for Social Care

- Physical - may involve hitting, slapping, choking or other forms of physical harm.
- Sexual - can involve any unwanted sexual contact or coercion, including rape or sexual assault.
- Emotional or psychological - may involve verbal attacks, manipulation or isolation.
- All of the above can be a factor in an abusive relationship.



Did you know?

Research suggests that girls and young women are more at risk of abusive behaviours perpetrated by their peers. It is still common for boys too!

Peer-on-peer abuse can have severe and long-lasting effects on the mental, emotional and physical wellbeing of victims, often leading to decreased self-esteem, anxiety, depression and difficulties in relationships.

Did you know?

Peer-on-peer abuse is often underreported and victims may face barriers to disclosing their experiences due to fear, shame, or concerns about retaliation.

Did you know?

Peer-on-peer abuse tends to be experienced by children aged 10 and upwards, with those abusing them being slightly older.



Key Term Definitions

With a partner come up with a definition for the following key terms:

Respect
Equality
Honour



Definition– [\[Click to Reveal\]](#)

Respect

Definition– [\[Click to Reveal\]](#)

Equality

Definition– [\[Click to Reveal\]](#)

Honour



SORTING ACTIVITY

Match the key word with its correct meaning

Cyberbullying and
Bullying

Inappropriate sexual language, inappropriate role play, sexually touching another or sexual assault / abuse. Sexting or forcing / manipulating someone into sexting.

A

Harmful Sexual
Behaviours

Being exploited by a gang or group to take part in criminal activities. These activities may cause harm to the individual or others.

B

Gangs and Serious
Youth Crime

Occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity.

C

Domestic Abuse

Behaviour by an individual or group in person or online usually repeated over time, which intentionally hurts another individual or group either physically or emotionally.

D

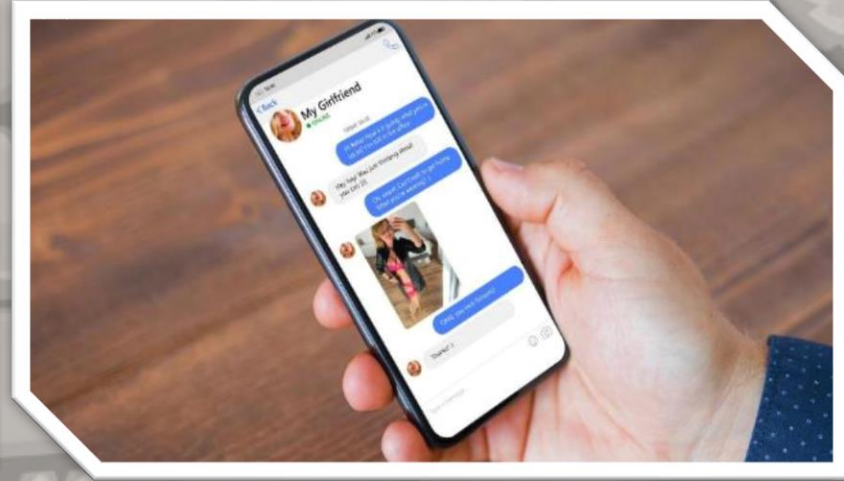
CSE (Child Sexual
Exploitation)

Incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour. Experiencing physical, emotional, sexual or financial abuse within a relationship.

E

Sexting

A mash up of sex and texting, Sexting is the act of sending sexually explicit messages or photos electronically, primarily between mobile phones and/or the internet.



Sending
nudes,
#ItHappened
ToMe

7 Minutes



Did you know?

*Sexting can lead to bullying online and offline.
60% of 13-18 year olds have been asked for a sext.*

There have now been legal cases in the UK and an update in the law to cover revenge porn (releasing of images without consent to others).

Did you know?

Indecent content of a sexual image or video of someone under 18 is illegal to be in possession of. This is child pornography.

Don't give in to peer pressure

Peer pressure refers to the influence that a social group or individual has on a person to conform to certain behaviours, attitudes or beliefs. It is most commonly experienced during adolescence when you are trying to establish your identity and social connections.



Did you know?

Research has shown that peer pressure can have a powerful effect on behaviour but it can also be resisted by individuals who have a strong sense of self-esteem and a clear set of personal values.

Crossing the
Line PSHE
Toolkit: Peer
Pressure -
Back me up

4.5 Minute



Task

1. How is Jack being peer pressured by Charlie?
2. How is Jack being abused by his peer?
3. What could Jack do in this situation?
4. What could Jack's other friends do?
5. What should Jack do?
6. Why is it sometimes difficult to do what you know is right?

In this school, we pride ourselves on having respect for all people. We recognise that all people are equal. We honour each other's life choices and individual liberty.

To really respect and honour each other, we have to ensure we don't put peer pressure on each other.

Task

Do we all adhere to these values at all times in our lives?
What are the different kinds of peer pressure that exist?

Direct Peer Pressure

Explicit requests / demands, this can be:

Obvious – “Everyone's doing it, so should you”

Underhanded – “You're a virgin, you wouldn't understand”

Controlling – “If you love me you will do it”

Indirect Peer Pressure - Feeling compelled to conform to group behaviours “All my friends are doing it so I should to”

Cyber Peer Pressure - Online comments, messages, or posts that pressure individuals to conform or engage in certain behaviours. This is how online trends exist.

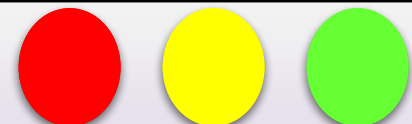
Did you know?

Positive peer pressure refers to situations where peers encourage and influence each other to engage in beneficial or constructive activities, such as participating in sports or pursuing academic goals.

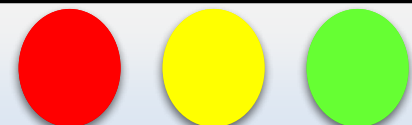
Have you ever pressured someone into doing something they didn't want to do?



Have you ever been peer pressured into doing something you didn't want to do?



Does the statement above align with your values?



How could these people help someone who is being negatively peer pressured?

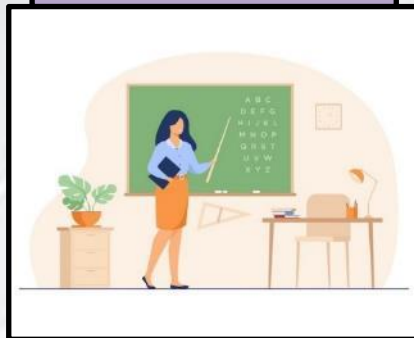
Friends



Family Members



School Teachers



Medical Professionals



Other Trusted Adult



The Police



Local Religious Leaders



Charities & Support Services



Discuss with a partner which of these groups of people can offer:

1. Help and support. How do you access this? Try to be specific with each group.
2. Someone to talk to and give you moral support and help you make the right decision

'This is Abuse' Campaign

Task

Watch the clips from the 'This is abuse' campaign, and write down all the ways Maxine (the lady seen first) and Nina (the school girl) are being abused in each of the three clips below

First
Exclusive
Hollyoaks Scene
for This is Abuse

2 Minutes



Second
Exclusive
Hollyoaks Scene
for This is Abuse

1.5 Minutes



Third
Exclusive
Hollyoaks Scene
for This is Abuse

3 Minutes





REVIEW YOUR LEARNING OUTCOMES

ASSESSMENT
FOR LEARNING

CONFIDENCE CHECKER



AFTER THE LESSON	NOT CONFIDENT				CONFIDENT				VERY CONFIDENT	
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Complete the confidence checker of where you think you are at for this lesson

(Discussion or complete sheet)



3 Minutes

I'm not
confident at all
on this topic

A little
confident

Confident

Very
confident

I am super
confident on
this topic

HOMEWORK SUGGESTION

Homework Explained

Design a poster highlighting the importance of not giving into peer pressure and to speak up if someone is a witness of peer on peer abuse.

DUE DATE

It must be submitted
by...

Hand/ Google Classroom





IMPORTANT INFORMATION



2 Minutes



FOR MORE INFORMATION ABOUT THE TOPICS COVERED IN THIS UNIT
WE WOULD ADVISE ONE OF THE BELOW:

SPEAK TO YOUR PARENTS/GUARDIANS, HEAD OF YEAR,
A TRUSTED ADULT OR FRIEND.

IF YOU HAVE ANY CONCERNS ABOUT YOURSELF OR SOMEONE YOU KNOW,
IT IS IMPORTANT TO SPEAK UP AND TELL SOMEONE!

SPECIFIC FURTHER INFORMATION ON THIS TOPIC CAN BE FOUND HERE:

- ☐ Sexual Assault Referral Centers (SARCs) :To find your nearest SARC, contact Your local GP or Accident and Emergency hospital Or call NHS Direct on 0845 4647 or see www.nhsdirect.nhs.uk
- ☐ <https://www.gottman.com/> - provide a research-based approach to relationships
- ☐ <https://www.childline.org.uk/> - support on all sorts of topics
- ☐ <https://www.youngminds.org.uk/young-person/coping-with-life/friends/> - a guide to friends for young people
- ☐ <https://www.loveisrespect.org/> : This website is dedicated to providing information and support to young people who are experiencing dating abuse.

RELATIONSHIPS
& SEX EDUCATION

SEEKING
SUPPORT

REFLECTION PLENARY



A problem I overcame today was...

Before I only knew...
now I also know...

The key words for this lesson
were...

I'm really proud of the way I have...

Today I have tried to...

The most important thing I have
learnt today is...

I used to feel ... but I now feel ...

Before I would have done...
Now I will ...

Next lesson I would like to...

A question I would like to ask
is...

I would like to learn more
about...

I know if I need further support
or help I could speak to... or
contact...

I now know I can supported
others by...

One thing I didn't realise was...
this will help me to...

2 Minutes





REFER TO MINDFULNESS POWERPOINT

