



# Highland Gender Equality and Violence Against Women Prevention and Education Framework

*The framework has been developed to support violence against women and girls education in schools alongside the Curriculum for Excellence Health and Wellbeing 'Experiences and Outcomes'. This Prevention and Education Framework provides evidence-informed learning resources for children, young people, parents/carers and professionals at an appropriate stage. The framework should be used as a pathway alongside the Sexual Health, Relationships and Parenting frameworks. It delves more deeply into issues relating to gender and gender based abuse and violence, exploring issues relating to power, control and consent.*

Updated April 2018

## Violence Against Women Framework Introduction:

It is strongly recommended that teachers participate in CPD before delivering lessons relating to violence against women which includes domestic abuse. Please visit <http://www.hvawp.scot.nhs.uk/> for more information.

### Why take a gendered approach?

The Scottish Government definition states: “*Violence against women and girls, in any form, has no place in our vision for a safe, strong, successful Scotland. It damages health and wellbeing, limits freedom and potential, and is a fundamental violation of human rights.*”

Equally Safe is the delivery plan for Scotland’s Strategy for preventing and eradicating violence against women and girls. It sets out the actions the Scottish Government, COSLA and partners will take (2017-2021). The strategy can be found at <http://www.scotland.gov.uk/Resource/0045/00454152.pdf>

Gender is one of the ‘protected characteristics’ of the **Equality Act 2010**. Information on this act and associated ‘protected characteristics’ can be found on the Equality, Diversity and Children’s Rights site on Highland GLOW. It can be accessed via the For Highland’s Children section.

### What is gender based violence?

Gender based violence is an overarching term covering 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 (verbal, coercive control, physical, financial etc.)
- 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.

This is not to suggest that all men are violent. To be clear, the majority of men are not violent. Nor is it to deny that women use violence or that men use violence against men, including male partners. But evidence shows that men commit the vast majority of violent crimes and sexual offences. Women and children are disproportionately affected by men’s violence.

# Violence Against Women Framework Introduction:

## Why prevention education is needed:

### Scottish Statistics

- In 2016/2017 there were 58,810 incidents of domestic abuse recorded by the police in Scotland.
- Sexual crimes increased by 5% to 10,822. Rape & attempted rape accounted for 17% of sexual crimes.
- In the last ten years, just over half (52%) of the female victims aged between 16 and 70 years were killed by their partner or ex-partner, 28% were killed by an acquaintance and 8% were killed by a stranger. For male victims aged 16 to 70 years, only 6% were killed by their partner or ex-partner.
- In 2016/2017, 88% of incidents occurred in a home or dwelling. This can be further split into 42% of incidents of domestic abuse that occurred within the victim's own home and 21% occurred within a joint home. A further 5% occurred in the accused's home while 19% occurred in an 'other dwelling'.
- In 2016-17, over half (55%) of domestic abuse incidents (where the relationship between the victim and accused is known) were between current partners. Of the remaining incidents, 44% involved ex-partners.
- In 2016, 92% of the victims trafficked for sexual exploitation were female.

### Highland Statistics

- In 2016/2017, 2350 people in Highland reported domestic abuse to the police
- 7% of all crime recorded in 2016/17 in Highland involved rape or sexual assault.

### Attitudes among children and young people in Highland

The Highland Lifestyle Survey 2017 provides positive results of young people's attitudes towards gender based violence. However the numbers of participants is low, and when broken down into associated school group, it has highlighted the numbers are too low to make definite claims.

- *Is it OK for a man to hit or hurt his wife or girlfriend?*  
It is never OK—97.6% of P7s, 97.2% of S2s and 94% (96% male and 99% female responses)
- *Is it OK for a woman to hit or hurt her husband or boyfriend?*  
It is never OK—95% of P7s, 93% of S2s and 92% of S4s (91% male and 97% female responses)
- 3% of S2s and 5% of S4s thought it was OK for a man to hit his partner if he found out she was having an affair, compared to 2.5% of P7s.
- 6.8% of S2s and 7.7% of S4s thought it was OK for a woman to hit or hurt her partner if she found out he was having an affair, compared to 5.3% of P7s.

The local and national statistics highlight the importance of children and young people developing an understanding of safe, healthy and positive relationships from an early age; embraces equality and mutual respect; rejects all forms of violence; positive gender roles are promoted; and individuals and communities recognise and challenge violent and abusive behaviour.

## VIOLENCE AGAINST WOMEN—EARLY LEVEL—PRE SCHOOL AND P1

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

**HWB 0-02a** I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.

**HWB 0-04a** 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.

**HWB 0-5a** 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 0-44b** I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.

**HWB 0-45b** 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 0-47a** I recognise that we have similarities and differences but are all unique

**HWB 0-48a/HWB 1-48a** I am learning what I can do to look after my body and who can help me.

**HWB 0-49a** 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.

### **Intended Learning**

Learners should:

- Name and recognise a variety of feelings in myself and others
- Understand that some differences between boys and girls are constructed and can be challenged
- Understand that there are different types of bullying
- Understand how bullying can make someone feel
- Understand that they have the right to say no
- Talk about their body and understand their body is private to them

### **Suggested Success Criteria**

Learners can:

- Play beside other children
- Play beside my friends, taking turns and sharing
- Begin to understand the similarities between boys and girls and reject attempts to stereotype
- Identify an adult, both at home and in school, who will help me if I am feeling upset

## Suggested Learning Experiences

**Staff actions:** Be careful not to perpetuate gender stereotypes, for example question why heroes and heroines have particular characteristics, avoiding blue and pink distinctions

**Small Group Work** - Play a card game matching a facial expression with a feeling; pupils discuss friendships, likes, dislikes, talents, qualities and similarities between boys and girls

**Partner Links** – Invite a guest to talk about gender, think about the gender of visitors, for example, female Fire Fighters, male carers or cooks. Safe Strong and Free or Women’s Aid.

**Role Play** – Explore what makes a good friend using puppets

## Resources

*Teachers should choose images and examples which are supportive of diversity*

Just Like a Child - Challenging Gender Stereotyping [www.zerotolerance.org.uk](http://www.zerotolerance.org.uk)  
Zero Tolerance Respect Pack—Primary  
[www.zerotolerance.org.uk/respect/primary](http://www.zerotolerance.org.uk/respect/primary)

Safe Strong and Free  
[www.safestrongandfree.org.uk](http://www.safestrongandfree.org.uk)

NSPCC - Pants are Private resources; Speak Out Schools Programme (P1—3 Assembly) contact [john.Darcy@NSPCC.org.uk](mailto:john.Darcy@NSPCC.org.uk)  
[www.nspcc.org.uk](http://www.nspcc.org.uk)

Highland GLOW - Equality, Diversity

[Resilient Kids - To School](#)

Highland Literacy Equality and Diversity Picture book and lesson plans.

*E.g. Jacob’s New Dress, My Princess Boy.*  
<https://highlandliteracy.com/equality-and-diversity-picture-books/>

Book - Health for Life 4-7

## Assessment Approaches / Evidence

**Say** talk about the similarities between boys and girls

**Make** class gender code

**Write** words relating to gender

**Do** role play in non-traditional male/female roles

## Suggested Vocabulary

angry	feelings	likes	thoughtful
caring	friends	sad	upset
different	gender	same	sharing
dislikes	happy	scared	worried
fair	kind	unique	

## VIOLENCE AGAINST WOMEN - First Level, P2-4

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

**HWB 1-02a** I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.

**HWB 1-09a** 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 1-44b** I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.

**HWB 1-45b** 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 1-49a** 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** I am learning about respect for my body and know what behaviour is right and wrong. I know who I should talk to if I am worried about this.

### Intended Learning

Learners should:

- Understand that they have the right to say no
- Be able to name and recognise a variety of feelings in myself and others
- Understand that there are different types of bullying including a type of bullying that can happen between mum and dad/mum's partner as domestic abuse
- Understand how bullying can make someone feel
- Demonstrate empathy for people who are treated badly
- Understand that people can react in different ways in different situations
- Be introduced to the idea of safety planning
- Understand ways in which issues at home can affect people's behaviour
- Be aware of the difficulties involved in standing up to people who bully
- To know how taking care of each other keeps everyone safe
- Demonstrate appropriate responses to behaviours e.g. communicating with different people in different situations
- Be able to talk about their body and understand their body is private to them
- Identify who to talk to, either at school or at home, if they are upset

# VIOLENCE AGAINST WOMEN-FIRST LEVEL P2-4

## Suggested Success Criteria

Learners can:

- Play with other children, taking turns and sharing
- See that there are differences / similarities between them and their friends
- Describe different types of bullying
- Describe a type of bullying that can happen between mum and dad/mum's partner as domestic abuse
- Describe how bullying can make someone feel
- Demonstrate empathy for people who are treated badly
- Demonstrate that they understand that people can react in different ways in different situations
- Understand the idea of safety planning
- Understand ways in which issues at home can affect people's behaviour
- Demonstrate understanding of the difficulties involved in standing up to bullying behaviours
- Demonstrate understanding of how taking care of each other keeps everyone safe
- Demonstrate understanding of appropriate/inappropriate behaviours e.g. communicating with different people in different situations
- Talk about their body and understand their body is private to them
- Identify who to talk to, either at school or at home, if they are upset
- Separate appropriate and inappropriate behaviours including communicating with and touching different people

## Suggested Learning Experiences

**Small Group Work** – Choose words and phrases which could be used to describe feelings, sex and gender. Explore heroes and heroines in fairy tales, cartoon films. Discuss how they reinforce or challenge gender stereotypes; explore and decide appropriate words and phrases which could be used to describe feelings after a fall out and how they might resolve it

**Partner Links** – e.g. talk from Women's Aid

**Independent** – Create list/picture on what makes a good girl/boy/man/woman

**Emotional Literacy** – Ensure safe and confidential place in case children disclose.

**ICT** – Create a Wordle listing appropriate vocabulary

**Role Play** – Some of the challenges that may arise in a friendship e.g. jealousy, fall outs and not sharing etc.

## Resources

*Teachers should choose images and examples which are supportive of diversity*

Resilient Kids – Together (HC Psychological Services)

[Zero Tolerance Respect Pack—Primary](#)

Just Like a Child - Challenging Gender Stereotyping [www.zerotolerance.org.uk](http://www.zerotolerance.org.uk)  
Zero Tolerance Respect Pack—Primary  
[www.zerotolerance.org.uk/respect/primary](http://www.zerotolerance.org.uk/respect/primary)

NSPCC - Pants are Private resources; Speak Out Schools Programme (P1—3 and p4-7) Assembly contact  
[john.Darcy@NSPCC.org.uk](mailto:john.Darcy@NSPCC.org.uk)  
[www.nspcc.org.uk](http://www.nspcc.org.uk)

Highland GLOW - Equality and Diversity

Highland Literacy Equality and Diversity Picture book and lesson plans.

*E.g. The Paper Bag Princess, Jacob's New Dress, My Princess Boy, 10000 dresses.*  
<https://highlandliteracy.com/equality-and-diversity-picture-books/>

Book - Health for Life 4-7

National Education Union—[Breaking the Mould: challenging gender stereotypes](#)

## Assessment Approaches / Evidence

**Say** discussion on what pupils can contribute to friendships, personal space and appropriate touching

**Make** Posters about heroes and heroines and what makes a good boy/girl/man/woman

**Write** words to describe positive relationships

**Do** various role plays

## Suggested Vocabulary

abuse

fair

left out

scared

anxious

feelings

likes

sharing

close

frightened

love

upset

different

gender

nurture

worried

dislikes

happy

respect

distance

Inequality

sad

domestic abuse

jealousy

safe

equality

kind

same



# VIOLENCE AGAINST WOMEN -SECOND LEVEL - P5-7

**HWB 2-03a** 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

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

**HWB 2-09a** 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 2-44a** I understand that a wide range of different kinds of friendships and relationships exist.

**HWB 2-44b** I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.

**HWB 2-45a** I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing.

**HWB 2-49a** I know all forms of abuse are wrong and I am developing the skills to keep myself safe and get help if I need it.

## Intended Learning

Learners should:

- Develop an understanding of gender equality
- Be able to recognise the qualities they need to develop in order to form good relationships
- Develop an understanding of abuse within relationships
- Understand that there are different types of relationships including those between friends and family
- Know what are safe and appropriate ways to express feelings
- Know what constitutes abusive behaviours
- Understand that abusive behaviours are a choice
- Be able to respond to clues from others such as facial expression and body language
- Know that strategies are available for dealing with a range of situations
- Know where and how to seek help if needed
- Be able to explain the definition of abuse and understand there are different forms of abuse, e.g. domestic and child

## Suggested Success Criteria

Learners can:

- Give examples of a range of relationship types
- Identify qualities and demonstrate skills to develop good relationships and friendships
- Rank different types of relationships, from positive to very negative based on behaviours
- Correctly identify and demonstrate emotions using facial expressions and body language
- Devise a safety network and other strategies to keep safe
- Recognise the difference between positive and negative peer pressure
- Identify trusted individuals and groups who make up a support network
- Provide examples of strategies that they are able to use and show an understanding of when they would be used
- Define different forms that abuse can take
- Identify a number of organisations that offer support to children and adults who are in difficult situations

## Suggested Learning Experiences

**Cooperative Learning Strategies** – Pupils create graffiti walls on different expressions and body language, abuse and safety networks; pupils use expert groups to find out about a range of organisations and the support they offer; explore different forms of domestic abuse

**ICT** – Examine a range of relationships from soaps and TV programmes; research work of key organisations that support victims of domestic abuse

**Small Group Work** – Discuss various scenarios and rank in order of risk; suggest possible strategies which could be implemented to reduce / manage risk (possible link with Substance Misuse); discuss situations where you have experienced positive or negative peer pressure and how you coped with this

**Role-play** – Scenario questions around how to say no effectively and manage peer pressure effectively

**Independent Work** – Reflect on their own experience of peer pressure as both a participant and a by-stander

## Resources

*Teachers should choose images and examples which are supportive of diversity*

Being Cool In School, Resilient Kids, Feelings & Friendships and Conflict & Resolution (HC Psychological Services)      Creating Confident Kids (Edinburgh Council) Zero Tolerance [Dragon Marks and Gold Stars](#) school training pack [www.zerotolerance.org.uk](http://www.zerotolerance.org.uk)

Circle Time <https://www.circle-time.co.uk>

[www.thehideout.org.uk](http://www.thehideout.org.uk)

[www.respectme.org.uk](http://www.respectme.org.uk)

<http://www.no-worries.org.uk>

NSPCC Schools Service Programme (P4-7 Assembly) contact [john.Darcy@NSPCC.org.uk](mailto:john.Darcy@NSPCC.org.uk)  
[www.nspcc.org.uk](http://www.nspcc.org.uk)

Highland GLOW Equality, Diversity and Children's Rights - FGM and Forced Marriage

Think U Know – Child Exploitation & Online Protection ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk))

## Assessment Approaches / Evidence

**Say** Class discussion on strategies that have been used or could be used to say no; Define and discuss different forms of abuse

**Make** A decision wheel, information leaflet outlining work of a key organisation

**Write** A Safety Route to obtain help if needed; a letter to a friend sharing how they have a positive influence on your life

## Suggested Vocabulary

abuse	disclose	forced marriage	safety network
body language	discrimination	gender	secure
boundaries	domestic abuse	grooming	support
communication	empathy	inequality	trust
confident	equality	personal space	
confidentiality	female genital	reliable	
consent	mutilation	respect	

# VIOLENCE AGAINST WOMEN -THIRD/FOURTH LEVEL S1-3

**HWB 3/4-02a** know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.

**HWB 3-/406a** understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships, I know that it is not always possible to enjoy good mental health and that if this happens there is support available

**HWB 3 –09a/HWB 4-09a** 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—16a/HWB 4-16a** I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible

**HWB 3/4-44a** I understand the importance of being cared for and caring for others in relationships and can explain why.

**HWB 3/4-44b** I understand and can demonstrate the qualities and skills required to sustain different types of relationships.

**HWB 3/4-44c** 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 3/4-45a** I recognise that power can exist within relationships and can be used positively as well as negatively.

**HWB 3/4-45b** 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 3/4-46a** I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour.

**HWB 3/4-46b** 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 3/4-46c** 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 3/4-49b** 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.

## **Intended Learning**

Learners should:

- Understand why women/girls are more likely to experience particular forms of abuse than boys/men
- Have an awareness of the different forms of Violence Against Women, including sexual violence, domestic abuse, FGM, forced marriage
- Understand that sexual harassment is wrong and know how to challenge others who condone or perpetrate it
- Understand the difference between positive and negative relationships
- Know how to care for self and others in an emotional and practical sense
- Be aware of appropriate sexual behaviours at a given age
- Know where they can access support if they have concerns about themselves or others experiences of abuse
- Understand the concept of power and how it can relate to age, gender, race, sexual orientation, etc.

## Suggested Success Criteria

Learners can:

- Describe why women/girls are more likely to experience abuse than men/boys
- Suggest how best to care for others in an emotional and practical sense
- Exhibit the skills and qualities to sustain different types of relationships in their own behaviours and choices
- Understand what constitutes different types of mutually supportive relationships in a variety of circumstances and life stages
- Demonstrate self-awareness by taking personal responsibility for choices and decisions made and the consequences
- Demonstrate and apply decision making skills
- Describe ways to access information, guidance and help as and when necessary
- Demonstrate confidence and skills to access information, guidance and help as and when necessary
- Understand and make a list of their rights and responsibilities
- Identify and take action when they encounter abusive or inappropriate behaviour (no bystanders).

## Suggested Learning Experiences

**Cooperative Learning Strategies** – Pupils discuss different relationships, different types of gender based violence, appropriate sexual behaviours and keeping safe using an inside-outside circle structure

**Small Group Work** – Explore the continuum of gender based violence across different ages; explore the history of gender equality

**Partner Links** – e.g. Women's Aid, Sexual Violence Services (Highland Rape and Sexual Abuse Service); Educational Psychology Service, Police; various drama providers

**Independent** – Create a safe network of people they can talk to/contact should they need help

## Resources

**Teachers should choose images and examples which are supportive of diversity**

Sexual Health and Relationships Education (SHARE)

Zero Tolerance [www.zerotolerance.org.uk/vaw/resources](http://www.zerotolerance.org.uk/vaw/resources)

- Reduce Abuse Sexual Bullying Pack
- Crush, screenplay and resource pack
- Healthy Relationships

[Young Scot](https://young.scot) <https://young.scot>

[Channel 4 Sex & Relationships DVD](#)

Think U Know – Child Exploitation & Online Protection ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk))

Highland GLOW Equality, Diversity and Children's Rights - Violence Against Women, FGM and Forced Marriage

Could be used for S3 pupils if appropriate - Fife VAWP - [Young People, Relationships and Pornography programme & lessons](#)

## Suggested Vocabulary

affection	emotional abuse	violence	partner(s)	sexting
appropriate	exploitation	grooming	pornography	stalking
coercion	female genital	harassment	power	violence against
commitment	mutilation	inappropriate	rape	women
consent	forced marriage	loving	safety networks	vulnerable
control	gender based	physical abuse	sexual assault	

# VIOLENCE AGAINST WOMEN-SENIOR PHASE- S4-6

## **Intended Learning**

Learners should:

- Understand that Violence Against Women occurs in society because of continued gender inequality between men and women
- Understand the similarities and differences between women/girls and men/boys experience of violence
- Be aware of the impact of abuse, such as alcohol/drugs/mental health problems
- Be able to recognise an abusive relationship
- Know where to get support for experiences of abuse
- Understand how to use 'bystander' approaches to challenge and prevent Violence Against Women

## **Suggested Success Criteria**

*In the Senior Phase success criteria should be negotiated with learners to reflect individual, school and community circumstances or topical issues. Suggested success criteria could include:*

- Understanding of what constitutes different types of mutually supportive relationships in a variety of circumstances and life stages
- Ability to describe the negative impact that dominating personalities can have on relationships
- Ability to identify signs of abusive relationships and propose a range of strategies for accessing help
- Ability to correctly explain appropriate sexual behaviours i.e. the law in relation to consent, sexual assault, rape, sexting etc.
- Ability to identify and take action when they encounter abusive or inappropriate sexual behaviours (no bystanders)
- Ability to demonstrate confidence in identifying and accessing relevant support networks when necessary
- Ability to demonstrate self-awareness by taking personal responsibility for choices and decisions made and the consequences
- Ability to demonstrate and apply decision making skills

## Suggested Learning Experiences

**Cooperative Learning Strategies** – Research harmful traditional practices, for example, female genital mutilation, forced marriage;

**ICT** – CEOPS input on sexual exploitation and grooming

**Small Group Work** – Look at different scenarios and discuss how they would respond, for example bystander, different types of relationship, different types of abuse

**Partner Links** – e.g. Women’s Aid, Educational Psychology Service, Police

**Independent** – Consider if they were in an abusive relationships, what would they do

## Resources

*Teachers should choose images and examples which are supportive of diversity*

Women Support Project

[www.womenssupportproject.co.uk](http://www.womenssupportproject.co.uk)

- [Sexualisation and Pornography—Pleasure vs Profit](#) [Young Scot](https://young.scot) <https://young.scot>
- [Female Genital Mutilation](#) Lesson Plan

Sexual Health and Relationships Education (SHARE)

Women’s Aid - <http://womensaid.scot>

Rape and Sexual Abuse Service Highland  
[www.rasash.org.uk/prevention](http://www.rasash.org.uk/prevention)

Zero Tolerance [www.zerotolerance.org.uk/vaw/resources](http://www.zerotolerance.org.uk/vaw/resources)

- Reduce Abuse Sexual Bullying Pack
- Crush, screenplay and resource pack

- Healthy Relationships

Who are You? Bystander <http://whoareyou.co.nz/>

[Channel 4 Sex & Relationships DVD](#)

Think U Know – Child Exploitation & Online Protection ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk))

Highland GLOW Equality, Diversity and Children’s Rights - Violence Against Women, FGM and Forced Marriage

Fife VAWP - [Young People, Relationships and Pornography programme & lessons](#)

## Suggested Vocabulary

boundaries

bystander

consent

control

dominant

emotional abuse

exploitation

female genital mutilation

forced marriage

gender based violence

grooming

harassment

manipulation

perpetrator

physical abuse

pornography

rape

respect

safety networks

sexual violence

sexting

stalking

survivor

support

tolerance