



# Forced Marriage, Honour Based Abuse

and PSHE Education

Professionals' Pack

# 2023

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# Introduction

This pack aims to support education providers to deliver quality PSHE education around Forced Marriage & Honour Based Violence through identifying the curriculum links within the PSHE Associations' Spiral Curriculum and the Department for Education's statutory guidance and developing staff's confidence and competence on the subject matter to support them to facilitate PSHE education on this topic within their own setting.

The Department for Education's statutory guidance states that:

- Pupils can also put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- Schools should show flexibility to respond to local public health and community issues to meet the needs of pupils
- Should be addressed sensitively and clearly

Children and young people need to be taught to manage risks, make safer choices and recognise when pressure from others threatens their personal safety and wellbeing.



# Safe Learning Environment

A safe learning environment enables children and young people to feel comfortable to share their ideas without attracting negative feedback. It avoids possible distress and prevents disclosures in a public setting and enables professionals to manage conversations on sensitive issues confidently.

We have created a guidance document to support professionals to create this safe in their own setting.



## **No. 01 — Ground Rules**

Create in collaboration with the group . As the facilitator role model the agreed ground rules.



## **No. 02 — Collaborate with DSL**

Let them know when the session is being delivered to ensure the correct support is in place should any disclosures be made.



## **No. 03 — Staff Confidence**

Check Staff confidence levels. If anyone is in panic zone it is not safe or appropriate for them or the participants to teach on the topic. This pack should help professionals to move from panic zone to learning or comfort zone



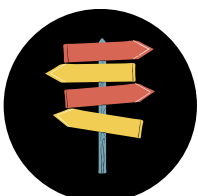
## **No. 04 Learning Techniques**

Use scenarios and stories to help participants engage with the topic. Refer to the third person rather than you e.g. what could this character do?, or people of about your age....



## **No. 05 — Difficult Questions**

Questions are an important part of learning. Sometimes a child or young person will ask a difficult question. As with all questions the first thing is to value the question whilst either allowing time to consider an appropriate answer or to deflect an inappropriate question.



## **No. 06 — Signposting**

It is absolutely essential, that included in the lesson, is information about different organisations and people that can provide support both within the organisation and outside of it.

A more detailed version of this page is available by emailing either Natalie or Ellie

# Best Practice Principles

## Do not use scare/fear or guilt tactics

It is a common misconception that if a child or young person is shocked or scared by what they see in images, videos used in sessions, they will avoid the behaviour in the future.

Whilst young people will often say that they like 'hard-hitting' material and that it engages them more effectively, in fact when experienced in a safe setting (in this case a classroom or youth space), shocking images become exciting (in a similar way to watching a horror film or riding a rollercoaster) and this excitement response can block the desired learning. Equally, for anyone who has previously been affected by something similar, it can re-traumatise them or they can block the message as it is too close for comfort, which again prevents the intended learning. It also presents a scenario which is more likely to make young people think 'that won't ever happen to me' than the desired 'that could be me' response.

The adolescent brain is still developing which means that the perception of messaging and how they react to them is different to our experiences as adults. Furthermore, because their brains are still developing, they often live "in the moment;" when an unhealthy situation arises, they'll make decisions based on what they're feeling then and there, instead of making a reasoned, logical decision.

The pre-frontal cortex or critical thinking/reasoning part of the brain is the last section to develop.

You can find out more about the teenage brain [here](#).

Young people should be informed of risks in a balance and measured way through an approach that supports them to make informed, healthy, safe decisions and empower them to believe they can act on "good choices."

### Top Tips:

- Evidence shows that shock and scare tactics just don't work.
- Check resources (including external agencies) for images or scenes that might be shocking, harrowing or scary for the age group – remember that children and young people will have a much lower threshold for what might worry them.
- Remember the purpose of the session is to educate not entertain. Just because young people might watch scary films in their own time, does not mean using similar films within PSHE Education will promote learning.
- Make sure there is a range of examples, case studies and consequences, most of which do not focus on the most dramatic or extreme outcomes.

# Best Practice Principles

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## Knowledge, Skills and Values

Topics explored in PSHE education, relate directly to a child's or young person's life, when they might find themselves in a tricky situation or "crunch" moment – and need to make a quick decision; for example, a child who is dared to run across the road by their friends, or a teenager who is being pressured to start a fire. They will need to recall learning from PSHE education at that moment to help them make a decision.

They will, of course, require knowledge e.g., of the legality (or not) of their actions. However, in order to make a safe decision in the moment, they will also need skills to negotiate with their peers to resist pressure from others, to exit the situation (if they choose to) and access appropriate help or support if necessary. They will need a strong sense of their own values, to make the right decision and the confidence to stick to it.

Knowledge on its own won't necessarily stop someone from trying things. In many cases young people end up in situations where they know what they are doing is "wrong", but they do it anyway, as they lack the essential skills or attributes to help them effectively manage the situation.

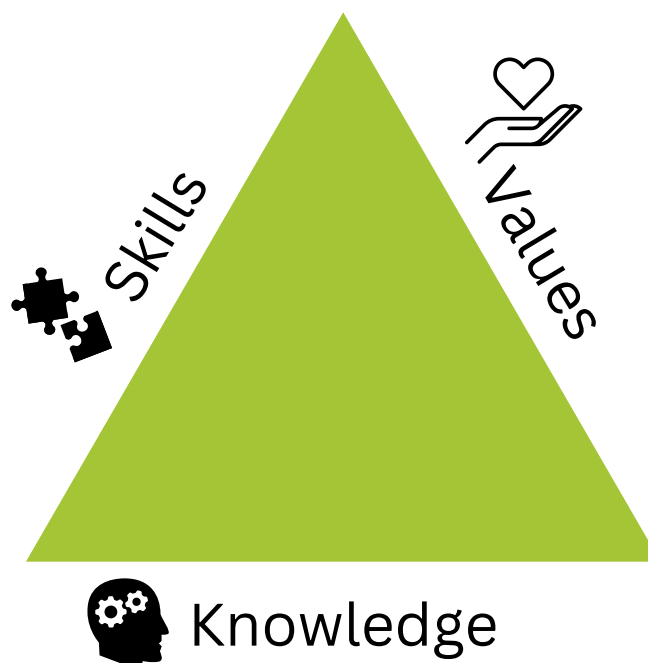
To ensure that sessions are balanced it is important to know the purpose of the activity and create a balanced session that increases or enables reflection on knowledge, skills and values.

The definition of each of these is:

**Knowledge:** gaining new information on a topic

**Skills:** gaining new skills on a topic

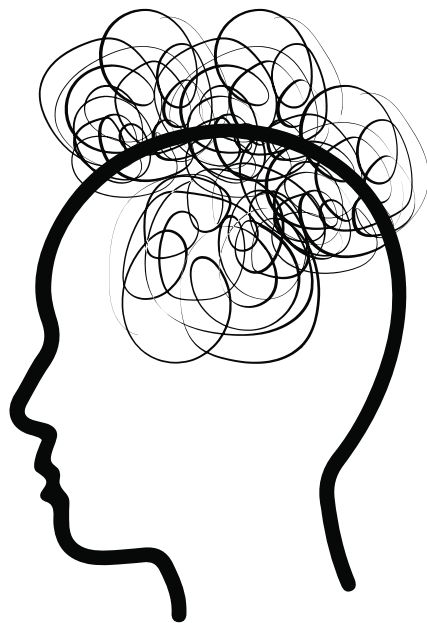
**Values:** reflecting on, and potentially altering, your own values in relation to a topic



# Trauma Informed Approach

## Being Trauma-Informed

It is important to be aware of the risks of educative interventions, if not delivered carefully. PSHE resources – when used with children and young people who have been affected by the topic being covered – can re-traumatise children and young people or induce vicarious trauma – this is defined as the feelings of trauma experienced by a third party when witnessing or engaging with the harm or trauma of another (Eaton, 2017).



The National Youth Agency provides a free e-learning course to help professionals gain a greater understanding of trauma and how it affects mental and emotional wellbeing. The module provides tools and reflection space for professionals to enable them to better support young people in this area.

You can access the course [here](#) – you will need to create a Youth Work One account to be able to access the course.



## Top Tips

- Do not use resources that include graphic images, victim blaming or scenes of abuse.
- Ensure that the work is part of a planned, sequential curriculum that builds on prior knowledge.
- Work with your pastoral team to understand if there is anyone who could be affected by this scheme of work. Ask the individuals if they want to be included in the class or if they would prefer to do some other work – explain there will be no explanation given to their absence.
- Use resources only within class-sized groups and not within assemblies.
- Ensure that a trigger/content warning is given beforehand.
- Ensure there is plenty of time for class-based discussions and signposting and that children/young people do not move onto a different topic/lesson before having time to debrief.
- When exploring themes with the participants do not ask “what could x have done to not be a victim of...” or “what signs should they have spotted” this encourages victim-blaming and abuse is never the fault of the child or young person.
- Use distancing techniques – Avoid questions or activities which encourage students to consider their personal experiences, or ask them to put themselves in a particular situation. It is more appropriate to ask “how do you think x is feeling?” or “how would you feel if x was your friend?”. This helps to develop skills of emotional literacy and empathy. You could also ask young people to imagine the response of “a young person, about your age who goes to school around here”
- How can you make it easy for participants to leave the room and communicate this in advance?
- How will you ensure parents/carers have information about this scheme of work to support it within the home?
- You might want to consider a Disassociation Game to close the session. This is a quick, light-hearted, unrelated activity following the plenary on learning from the session. The purpose of this is to help students emotionally detach themselves from the content of the session before they leave.



# Tips for Communication

## Communication difficulties

Special provision should be put in place to support conversations with children, young people or adult learners who:

- have communication difficulties
- are too young
- are unable to communicate
- cannot or will not explain

You should refer to the child, young person or adult learner's behaviour plan and the information available from any assessments. This may include visual cues to help facilitate discussion, such as picture exchange communication cards.

Mencap has published further information on communicating with people with learning difficulties.

The National Autistic Society has also published tips to communicate more effectively with an autistic person.



The table below shows the learning opportunities from the relevant PSHE Association core themes which can be linked to Forced Marriage & Honour Based Abuse.

## Primary

### PSHE Association

#### Key Stage 2

R4	that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
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## DfE Statutory Guidance:

By the end of Primary pupils will know:

F6	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
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# Secondary

## PSHE Association

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### Key Stage 3

R6.	that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion
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### Key Stage 4

R33	The law relating to 'honour'-based abuse and forced marriage; the consequences for individuals and wider society and ways to access support
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## SEND

## KS3-4

### CG5 – Long term relationships and parenthood

Development	<ul style="list-style-type: none"><li>• Explain that no-one can be forced to marry someone; that this is always wrong; that the person trying to force someone to marry is committing a very serious crime no matter who they are or what they say</li><li>• Identify what we can do and whom we could tell if we think someone is being forced to marry someone.</li></ul>
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## DfE Statutory Guidance:

By the end of Secondary pupils will know:

F4	why marriage is an important relationship choice for many couples and why it must be freely entered into.
11	the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships

## Key Stage 5

to recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk

## NYA Youth Work Curriculum:

GC3	Exploring social justice and human rights and how they apply to all people
HW4	Helping young people to understand and negotiate the difference between online and offline worlds
HW5	Offering opportunities for young people to meet with their friends and mix with others beyond their usual peer group

# Useful Resources

Please check all resources are suitable for your settings and children before use

## Forced Marriage & Honour Based Abuse

### Videos:

#### KS3/4 Forced Marriage – True Tube

*Sameem Ali was forced to marry a man she hardly knew at the age of 13, but eventually escaped her abusive family. She is now an author, a local government councillor and campaigns for better education about the problem of forced marriage. Here she tells her story and makes it clear. “Forced marriage is not part of my culture”.*

#### Rubie's Story – Forced Marriages and Honour Based Abuse – University of Derby

*This video talks to survivors of both forced marriages and honour-based abuse; a violent crime committed to defend the honour of the family/community.*

### Lesson Plans:

#### KS4 Family Life – PSHE Association

*These lesson plans will help your students understand their right to choose a partner and that there are different types of committed relationships, with different rights, responsibilities and legal status. Young people will understand the unacceptability of forced marriage and how to seek help if they are concerned.*

# DEVELOPING SUBJECT KNOWLEDGE



**FORCED MARRIAGE**

## Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised, or abuse is used, to force them to do so.

Forced marriage is illegal in the UK. It is recognised as a form of domestic or child abuse and a serious abuse of human rights.

The pressure put on a person to marry can take different forms:

- physical pressure might take the form of threats or violence (including sexual violence);
- emotional or psychological pressure might take the form of making someone feel they are bringing shame on their family, making them believe that those close to them may become vulnerable to illness if they do not marry, or denying them freedom or money unless they agree to the marriage.

## Arranged Marriage

An arranged marriage is NOT the same as a forced marriage. In an arranged marriage, the family takes the lead to find a marriage partner for their adult child, but, importantly, **both parties are free to choose whether they enter into that marriage.**

## Consent

For consent to exist, both parties must fully and freely agree to the marriage and no force must be used upon either party to enter into the union. Legally, people with certain learning disabilities or severe mental health conditions are not able to consent to marriage, even if they feel the marriage is what they want.



The drivers of forced marriage are complex and may include:

## Family

- Protecting “family honour” (referred to in some communities as “izzat”, “ghairat”, “namus” or “sharam”)
- Responding to peer group and/or family pressure
- Attempting to strengthen family ties and links
- Longstanding family commitments
- Ensuring care for a child or an adult with special needs when parents and existing carers are unable to fulfil that role
- Protecting perceived cultural and religious ideals
- Controlling “unwanted” behaviour, e.g. alcohol use, drug use or wearing make-up
- Preventing “unsuitable” relationships, e.g. outside ethnic, cultural, religious or socioeconomic group

## Sexuality

- Controlling “unwanted” sexuality (particularly on the part of women), perceived promiscuity, or being lesbian, gay or bisexual.

## Financial

- Achieving financial gain
- Ensuring land, property and wealth remains within the family

## Immigration

- Assisting claims for UK residence and citizenship.

This list is not exhaustive and further information about the drivers of forced marriage can be found in the [Government’s guidance on forced marriage, chapter 2](#).

# Forced Marriage and the <sup>17</sup>law

The Department for Education requires education providers to:

*“Teach pupils that it is a criminal offence to force someone to marry. This includes:*

- *taking someone overseas to force them to marry (explain that people can get a forced marriage protection order to stop this happening)*
- *causing someone to marry who lacks the mental capacity to consent to doing so (whether they are pressured to or not)*
- *causing a child to marry before they turn 18 (whether they are pressured or not)”*

The Anti-social Behaviour, Crime and Policing Act 2014 made it a criminal offence in England, Wales and Scotland to force someone to marry.

This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- doing anything intended to cause a child to marry before their eighteenth birthday, whether or not a form of coercion is used
- causing someone who lacks the mental capacity to consent to marry to get married (whether they are pressured to or not)

A Forced Marriage Protection Order (FMPO) can be issued under section 63A of the Family Law Act 1996. FMPOs can help safeguard victims, or potential victims, of forced marriage. They can help victims who are:

- being forced into marriage
- already in a forced marriage

The person who requires protection or a local authority social services department may apply directly to the Family Court for a FMPO. All other parties (such as the police) must apply to the court for permission to make a FMPO application.

A FMPO is unique to each case and contains legally binding conditions and directions that change the behaviour of a person or persons trying to force someone into a marriage. The aim of the order is to protect the person who has been, or is being, forced into marriage. The court can make an order in an emergency so that protection is in place straightaway.

# DEVELOPING SUBJECT KNOWLEDGE



**HONOUR BASED ABUSE**

# Definitions

## Honour-Based Abuse

There is currently no statutory definition of Honour Based Abuse in England and Wales, but a common definition has been adopted across government and criminal justice agencies:

*Honour-based abuse is a crime or incident committed to protect or defend perceived cultural and religious beliefs or 'honour'.*

The abuse can occur when perpetrators perceive that a relative or member of the community has shamed the family and/or community by breaking their honour code.

It can happen to anyone but is most commonly directed at women and girls.

## Types of honour-based abuse

There isn't one specific crime of honour-based abuse. It can involve a range of crimes and behaviours, such as:

- forced marriage
- child marriage
- domestic abuse (physical, sexual, psychological, emotional or financial)
- sexual harassment and sexual violence (rape and sexual assault or the threat of)
- threats to kill, physical and emotional violence and murder
- enforced abortion
- virginity testing
- female genital mutilation
- pressure to go or move abroad
- being kept at home with no freedom
- not allowed to use the telephone, internet, or have access to important documents like your passport or birth certificate
- isolation from friends and members of your own family

# Causes

The Department for Education requires education settings to *"Explain some of the scenarios in which people are victimised by honour-based abuse"*

## The impact of shame

The majority of incidents of so called 'honour'–based abuse occur when it is perceived that the victim has brought or may bring shame on their family and/or on the wider community, in effect tarnishing the image of their family or community.

Honour based abuse is not linked to any specific communities and cuts across various nationalities, cultures, faith groups and communities. The abuse may be 'justified' on grounds including that a person:

has worn unapproved make-up or clothing;

is having an unapproved relationship (girlfriend / boyfriend / same-sex)

has engaged in intimacy in a public place

has rejected a forced marriage

is pregnant outside of marriage

has been a victim of rape

is in an inter-faith relationship

has left a spouse or sought divorce

# Warning Signs

The Metropolitan Police provide some indicators that someone is a victim of honour based abuse:

- acting withdrawn or upset
- bruising or other unexplained physical injury
- depression, self-harming or attempted suicide
- unexplained absence or poor performance at school or work
- their movements at home are strictly controlled
- family rows, domestic ab
- running away from home
- a family history of relatives going missing

# Perpetrators

Although it can be the family who perceive that they have been wronged and had shame brought onto them by the actions of a family member, it should also be noted that there may be multiple perpetrators of so called honour-based abuse. Relatives may conspire, support, or participate in acts of abuse as may members of the wider community.

# Honour Based Abuse and the law

The Crown Prosecution Service states that "So Called Honour Based Abuse (SCHBA) cases will be prosecuted under the specific offence committed e.g. causing grievous bodily harm, stalking, and harassment, kidnap, rape, threats to kill and murder, etc."

These crimes should be identified as "honour crimes" on CMS as well as by their named offence(s). It is especially important to note the links between SCHBA, Stalking and Harassment and Controlling or Coercive Behaviour.

## Stalking and Harassment

Stalking or harassment offences can be found in sections 2, 2A, 4 and 4A of the Protection from Harassment Act 1997 (PHA 1997) and section 42A (1) Criminal Justice and Police Act 2001. Section 32 Crime and Disorder Act 1998 creates racially or religiously aggravated versions of the PHA 1997 offences, which have higher maximum sentences than the 'basic' PHA offences. Where a PHA offence involves hostility based upon sexual orientation, transgender identity or disability, then the sentence uplift provisions of section 66 Sentencing Act 2020 will apply.

## Controlling or Coercive Behaviour

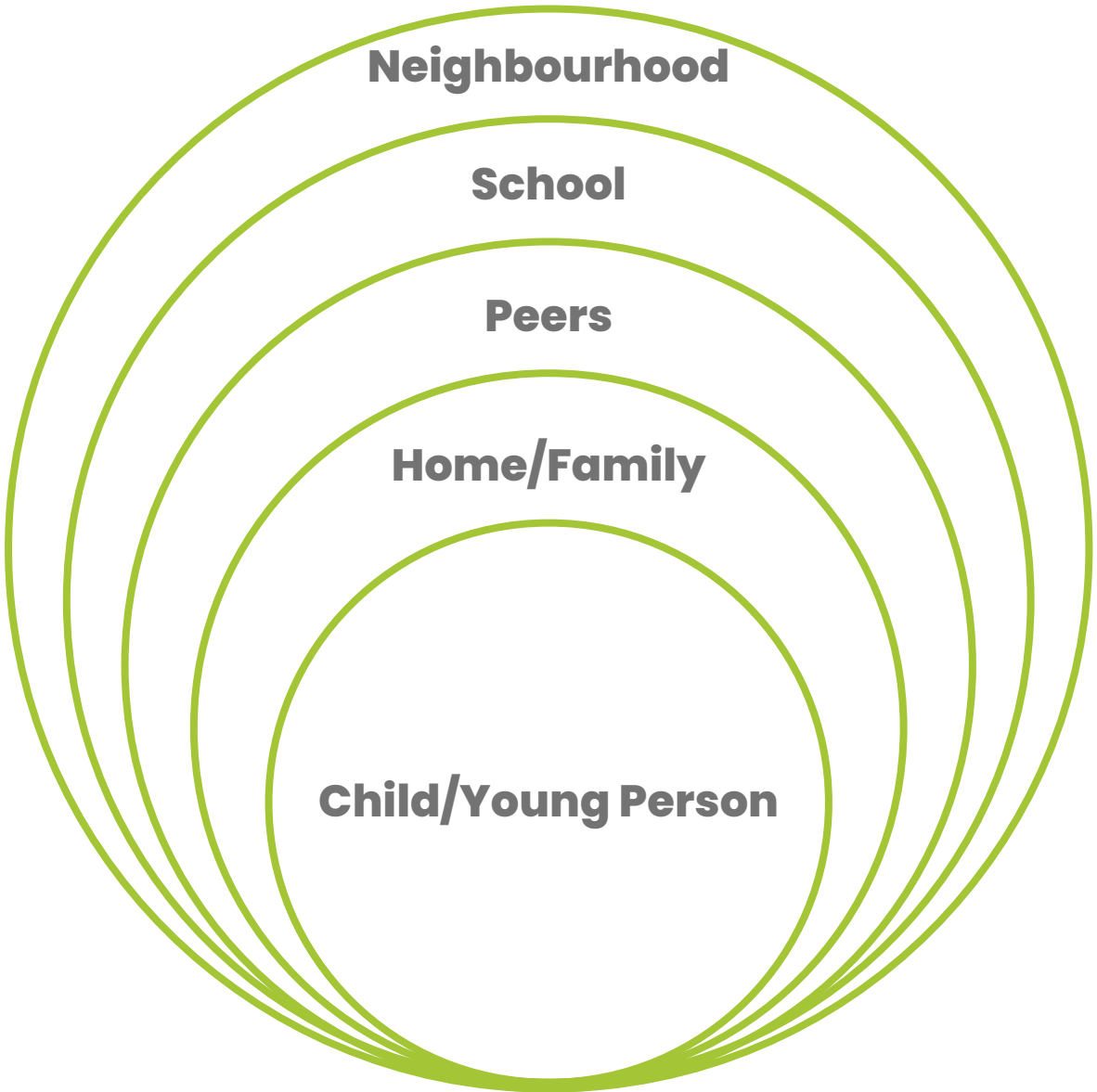
Section 76 Serious Crime Act 2015 (SCA 2015) created the offence of controlling or coercive behaviour in an intimate or family relationship (CCB). It can be tried summarily or on indictment and has a maximum penalty of five years' imprisonment.



# Contextual Safeguarding<sup>23</sup>

Contextual safeguarding recognises the impact of the public/social context on young people's lives, and consequently their safety. Contextual safeguarding seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people. Using Contextual safeguarding can enable professionals to build a holistic picture of the child or young person's individual factors and also identify where and by whom interventions can occur

More information on contextual safeguarding can be found [here](#)



Virtual College

Awareness of Forced Marriage – Free Course

EduCare

Raising Awareness of Honour-Based Abuse and Forced Marriage

## Signposting

It is essential to respond to and manage the distress that teaching and learning about Forced Marriage and Honour Based Abuse may cause. Therefore, it is important to close each lesson by referring to ways to get help. This should include talking to a trusted adult and contacting national and local support services.

Services include:

999 in an emergency

Forced Marriage Unit (FMU) if you're trying to stop a forced marriage or you need help leaving a marriage you've been forced into.

[fmu@fcdo.gov.uk](mailto:fmu@fcdo.gov.uk)

Telephone: 020 7008 0151

From overseas: +44 (0)20 7008 0151

Monday to Friday, 9am to 5pm

Out of hours: 020 7008 5000

Karma Nirvana

UK Helpline: 0800 5999 247

Halo Project

Specialist Support Hub: 01642 683 045

Childline

Helpline: 0800 1111

# Useful Contacts:

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[fmufcdo.gov.uk](mailto:fmufcdo.gov.uk)

Telephone: 020 7008 0151

From overseas: +44 (0)20 7008 0151

Monday to Friday, 9am to 5pm

Out of hours: 020 7008 500

**If a referral to Children's Social Care is required, please contact:**

**Staffordshire:**

Staffordshire Children's Advice Service – 0300 111 8007

Monday – Thursday 8.30am – 5pm and Friday 8.30–4.30pm

Out of Hours – 0345 604 2886 / 07815 492613

**Stoke:**

CHAD – 01782 235 100

Monday – Thursday 8.30am – 5pm and Friday 8.30–4.30pm

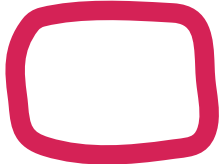
Out of Hours – 01782 234 234

# Further Reading:

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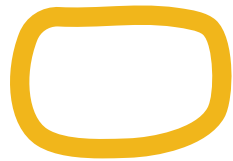
Home Office: Forced Marriage Resource Pack



Karma Nirvana: What is Forced Marriage?



Childline: Forced Marriage



Met Police: Honour Based Abuse



**PSHE**  
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STOKE-ON-TRENT  
STAFFORDSHIRE

**SASCAL**  
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