

# Using Curriculum to prevent intimate partner violence among sixth form students in England

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## Background

- There is an awareness of IPV due to the visibility of IPV in the society, however, fewer interventions have been carried out to prevent this problem, especially within the UK educational setting.
- Adolescents, especially the age range from 16 to 19, are regarded as the riskiest life stage for suffering IPV.
- The Sex and relationship education (SRE) guidance (2000) focuses on lower the rate of teenage pregnancy but neglected the situation that most teenage mothers' vulnerabilities can increase their risk of suffering IPV.
- The RSE guidance (2019), general forms of IPV, cyber or sext violence, healthy and safe relationships have been made compulsory to be taught in all schools since September 2020. (DfE, 2019). Therefore, adolescent groups consist of a risky sub-sample of the IPV population, while are a prospectively fruitful target sub-sample for IPV prevention programmes.



## Research questions

RQ1: What prior knowledge do sixth form students have regarding IPV?

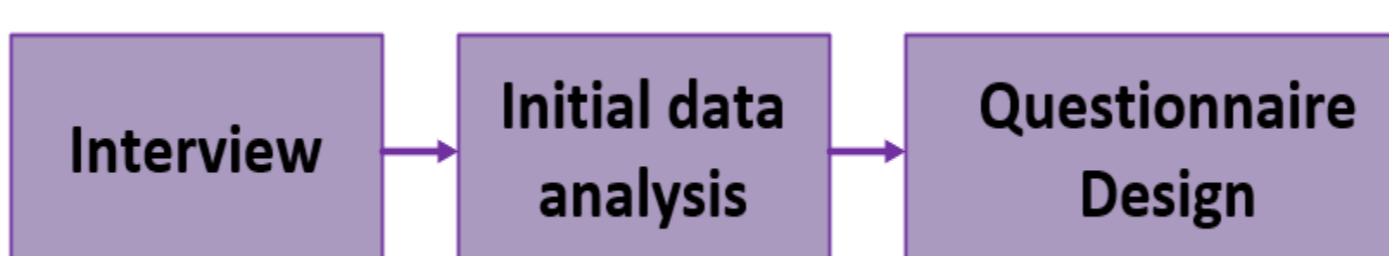
RQ2: To what extent can sixth form students' understanding of IPV be increased following a curriculum intervention?

RQ3: Is this curriculum based intervention effective in promoting awareness and mitigating the risk of IPV among sixth form students?

## Research design & results

### Phase 1--RQ1

#### Identifying the problem

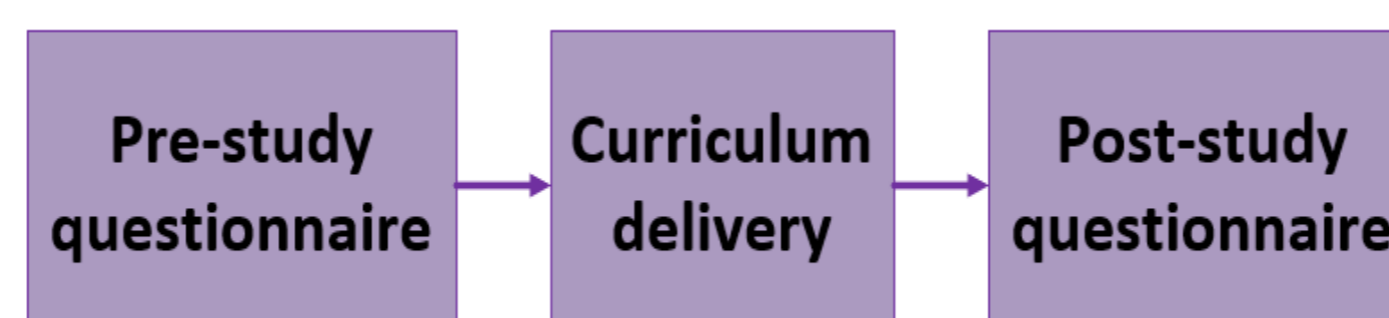


#### Interview data results:

1. Male students are more likely to accept physical violence to resolve conflicts when there was a reason for it. *'Physical violent behaviour is like beating other people with no reason, hitting them with no real reason, you just want to'.* (Interviewee A)
2. Cyber violence not only can exist in a public form but also can happen in a private way (Thacker, 2017). The comments from interviewees only revealed some aspects of public cyber violence, however, private cyber violence was neglected.
3. When it came to the definition of intimate partner violence, all the responses indicated that they had never heard the term before and were uncertain about what it could mean to them.
4. All the participants suggested that schools and colleges are the best place in teaching students IPV issues. However, in the UK, the school's role in domestic violence prevention has long been neglected and more emphasis has been given to charity organisations.

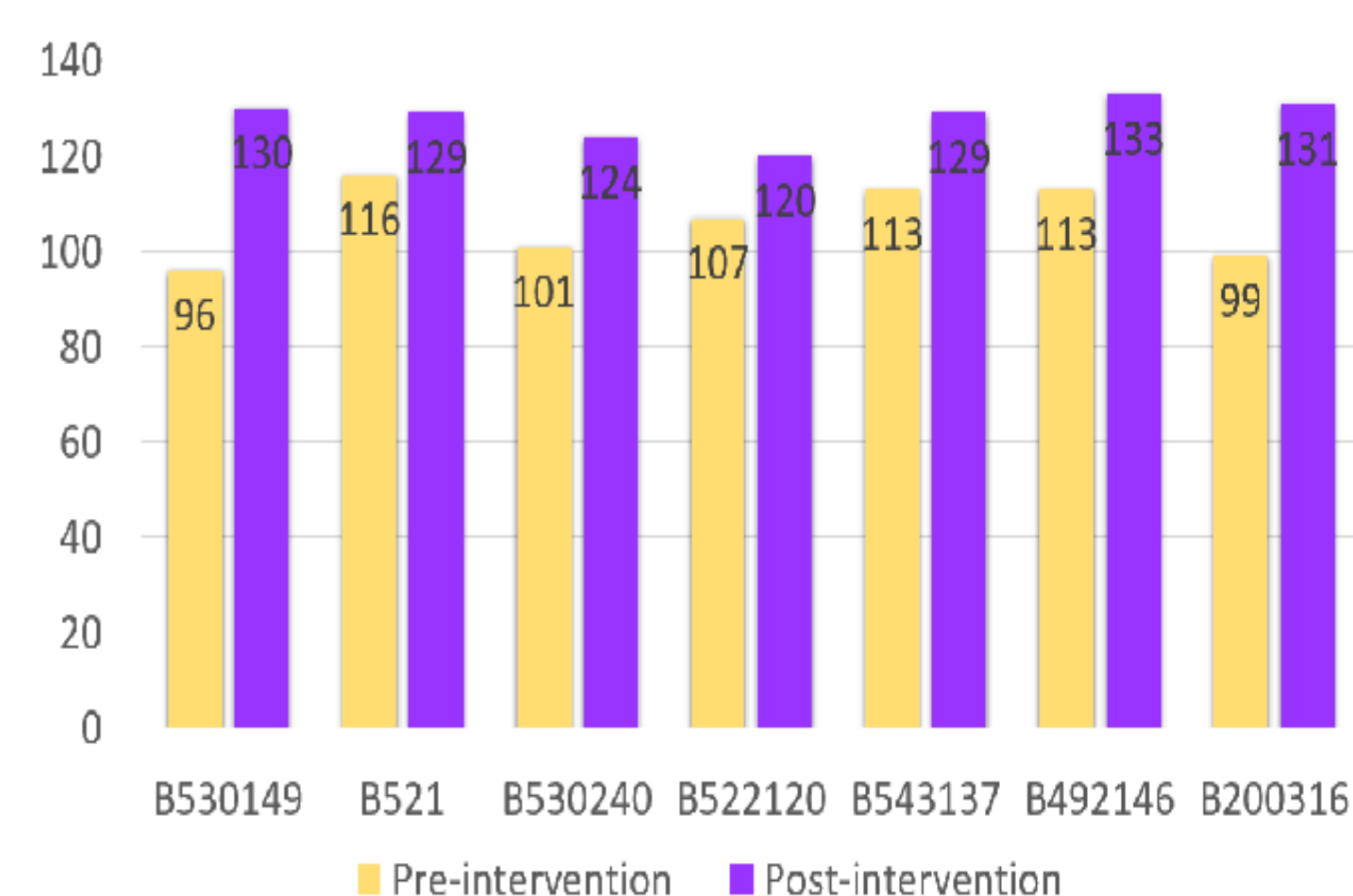
### Phase 2--RQ2&3

#### Curriculum intervention



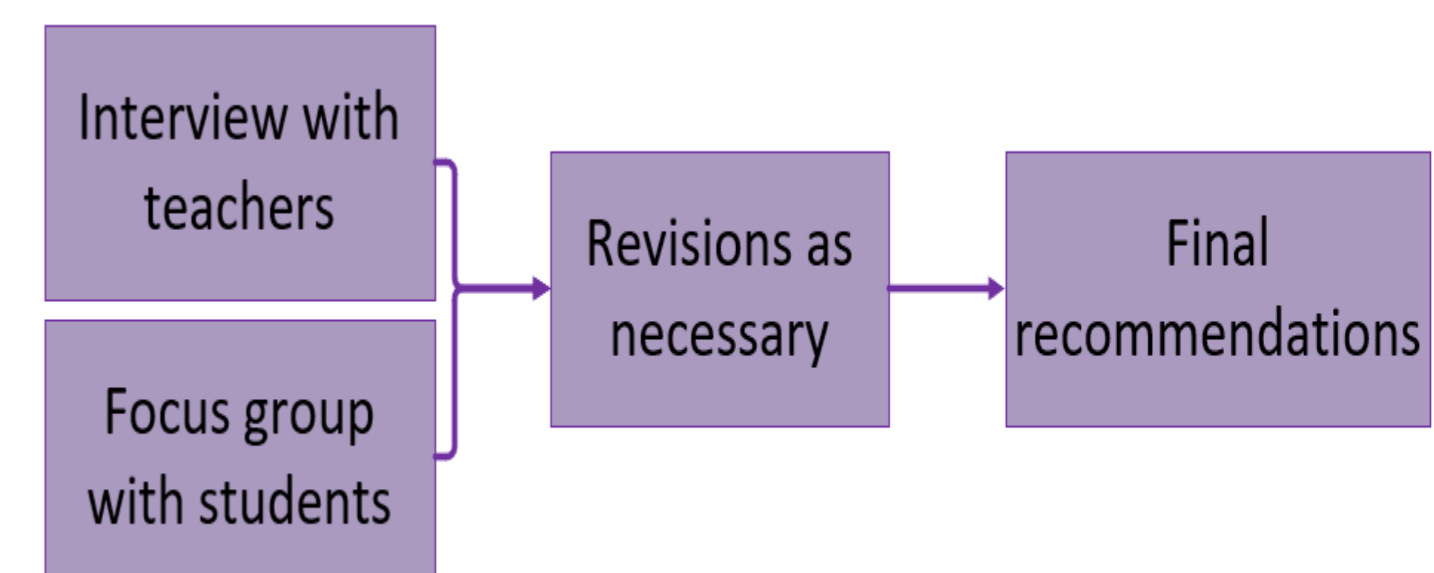
#### Pre-test-post-test questionnaire data results:

The effectiveness of an IPV-based curriculum intervention



### Phase 3--RQ3&2

#### Evaluation



## Reflection & conclusion

Data from the first and second phase indicate that sixth form students lack IPV based knowledge and had received limited knowledge from previous education. The presented data also proves that students are interested in having a curriculum in IPV and students' knowledge of IWPV has been increased after the intervention.

## References:

1. DfE. (2019). Draft statutory guidance: relationships education, relationships and sex education (RSE) and health education. London: Department for Education
2. DfEE. (2000). Sex and relationship education guidance. the UK: DfEE
3. Thacker, F. (2017). Understanding Cyber Violence in Intimate Partner Relationships: A Qualitative Study.