

Freedom Charity: Forced Marriage

Teacher Guidance

“This publication makes an important contribution to the ongoing campaign to eradicate all forms of abuse and ill treatment of young people”.

Chris Keates
General Secretary NASUWT The Teachers' Union



Version 1.3

Freedom Charity is registered in England and Wales as charity 1139657

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Please note: Do not ask any pupil to undertake research into forced marriage using their own home computer or any ICT equipment that could be viewed by their family. This could seriously endanger a vulnerable pupil. Instead offer the use of school equipment.

Freedom Charity: Forced Marriage Guidance

This guidance accompanies Freedom Charity's forced marriage lesson for upper key stage 3/key stage 4. The lesson explores how forced marriage differs from arranged marriage, the laws and protections relating to forced marriage, and how students can seek help and support for themselves or others. These lessons should be taught as part of wider learning on relationships education, within a comprehensive PSHE education programme. Please read and consider this guidance first, before teaching the lesson.

Who are Freedom Charity

Freedom works to protect the lives of children and young people by raising awareness of human rights abuses. Our work focuses on forced marriage, the associated problem of dishonour abuse, virginity testing, and female genital mutilation (FGM). Freedom uses the term 'dishonour abuse' instead of 'honour-based violence', as there is nothing honourable about the physical and emotional suffering inflicted upon young women and girls. The term 'abuse' (as now mandated in the Court system) covers the full range of unwelcome and unacceptable coercive behaviour associated with both FGM and Forced Marriage. Freedom believes that all children have the right to live free from violence and coercion, without being forced into marriage, or to endure the horrors of FGM. Prevention is crucial; a core aim of the charity is to ensure that if a young person is in danger, they know where to go, and that their friends know what the warning signs are and who can help.

Freedom's founder, Aneeta Prem, has written a novel: 'But it's not fair', which tells a fictional account of the experiences of young people and their families relating to forced marriage. It is available from www.freedomcharity.org.uk/freedom-shop/book/but-its-not-fair. If you would like copies of 'But it's not fair', or would like to find out more about the Freedom team's work in schools, please contact us at hello@freedomcharity.org.uk or call 0845 607 0133.

¹ While the scenarios used in this lesson plan are based on the characters and their stories in *But it's not fair*, only the lesson plan and accompanying resources carry the PSHE Association's Quality Mark

² www.gov.uk/government/statistics/forced-marriage-unit-statistics-2020/forced-marriage-unit-statistics-2020



Freedom Charity: Teacher Guidance

Why teach about forced marriage?

The Forced Marriage Unit (FMU) states that, 'A forced marriage is one in which one or both spouses do not (or, in the case of minors or some adults who lack the relevant mental capacity, cannot) consent to the marriage, and violence, threats, or any other form of coercion is involved. Coercion may include emotional pressure, physical force or the threat of it, and financial pressure.'

Unfortunately, many cases of forced marriage go unreported but, in 2020, the FMU gave advice/support in 753 cases related to a possible forced marriage (the average number of cases annually is 1,359 - this decrease in 2020 is likely to be the result of the Covid-19 pandemic). Of the cases in 2020, 15% involved victims aged under 15, 11% were aged 16-17 and 22% were between the ages of 18 and 21; 79% of cases involved female victims, while 21% involved male victims. Forced marriage can happen in any country and is not specific to any one religion or culture. 7% of cases in 2020 involved the potential or actual forced marriage taking place entirely in the UK, with no overseas element.

It is therefore crucial that all students understand that marriage is a choice to be made only by them, that forcing someone to marry is illegal, that they can recognise the signs that someone may be at risk of forced marriage, and that they know where to seek help and support for themselves or others.

Reporting forced marriage

Schools and colleges play an important role in safeguarding children and young people against forced marriage. The Forced Marriage Unit provides guidance for schools/colleges and recommends that staff contact the FMU if they need information or advice: 020 7008 0151 fm@fcdof.gov.uk. Should a student make a disclosure, or if forced marriage/the risk of forced marriage is suspected, the Designated Safeguarding Lead must be informed so that appropriate action can be taken. For more information, see the statutory safeguarding guidance: Keeping Children Safe in Education.

Virginity testing and hymenoplasty

Whilst this lesson focuses on forced marriage, the topic of virginity testing may arise in discussions. Virginity testing describes the practice of inspecting female genitalia to determine whether the individual has had sexual intercourse – it has no scientific merit or clinical indication, and there is no known examination that can prove a history of vaginal intercourse. It is a violation of someone's human rights. Hymenoplasty is a procedure undertaken to reconstruct the hymen. It is illegal and a form of violence against women and girls. There is no medical reason for the procedure. The Health and Care Act 2022 makes it illegal to carry out, offer or aid and abet virginity testing or hymenoplasty in any part of the UK. These offences carry a maximum sentence of 5 years imprisonment and/or an unlimited fine.



Freedom Charity: Teacher Guidance

Creating a safe learning environment

A safe learning environment helps students feel comfortable with sharing their ideas without attracting negative feedback, and avoids possible distress and disclosures in a public setting. It also helps teachers to manage discussions on sensitive issues confidently. This is particularly important when teaching a topic which may be particularly sensitive or personal for some students in the room. It is good practice to:

- work with students to establish ground rules about how they will behave in PSHE lessons, such as;
 - *Everyone has the right to be heard and respected.*
 - *We will use language that won't offend or upset other people.*
 - *We will comment on what was said, not the person who said it.*
 - *We won't share our own, or anyone else's, personal experiences.*
 - *We won't put anyone on the spot and we have a right to pass.*
 - *We won't judge or make assumptions about anyone.*
 - *We will use the correct terms, and if we don't know them, we'll ask the teacher.*
- make a box or envelope available in which students can place anonymous questions or concerns, to avoid having to voice them in front of the class – this should include providing opportunities in the lesson for all students to submit responses to the anonymous question box, so as to not 'spotlight' those students that want to ask a question
- provide balanced, factually accurate information and differing views to help students clarify their own opinions
- be sensitive to the needs and experiences of individuals
- distance the learning from students to discourage personal disclosures in the classroom and to keep the learning environment safe
- always work within the school's policies on safeguarding and confidentiality
- make students aware of sources of support, both inside and outside the school
- link PSHE education into the whole school approach to supporting student wellbeing

Further guidance on creating a safe learning environment is available from the PSHE Association.



Freedom Charity: Teacher Guidance

Links to PSHE Association Programme of Study and DfE statutory guidance for RSE and Health education

The table below shows the learning opportunities from the relevant PSHE education Programme of Study core themes which are met by these lessons. It also highlights where elements from the statutory guidance for relationships and sex education (RSE) and health education are met through the lesson content. Learning should always take place within a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in developmentally-appropriate contexts.

Learning opportunity from PSHE Association Programme of Study

Key stage 3

Students should have the opportunity to learn:

R2. indicators of positive, healthy relationships and unhealthy relationships, including online

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

R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)

R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances

R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others

Continued ...

Department for Education: Statutory Guidance for RSE and Health Education

Topic: Families

- what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.

- why marriage is an important relationship choice for many couples and why it must be freely entered into.

Topic: Being safe

Pupils should know:

- 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 4

Students should have the opportunity to learn:

R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality

R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary

R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships

R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed

R28. to recognise when others are using manipulation, persuasion or coercion and how to respond

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

R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others

Signposting support

It is essential that in all PSHE education lessons, appropriate support is signposted.

Ensure students know where they can find help and further advice, if they are concerned for themselves or someone else, both now and in the future. This includes highlighting trusted adults in school, such as their tutor, head of year, the Designated Safeguarding Lead, the school nurse and other teaching staff. Reassure students that staff are always willing to listen to their concerns. When signposting support, it is important not only to inform students of where they can access it, but also to help them understand why they might seek support for themselves, or others, when they might seek support, how to do so, and what will happen next if they do.

- Freedom Charity www.freedomcharity.org.uk 0845 607 0133
- Forced Marriage Unit (FMU) fmu@fco.gov.uk 020 7008 0151
- Childline www.childline.org.uk/info-advice/bullying-abuse-safety/crime-law/forced-marriage.

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Freedom Charity: Forced Marriage

Lesson Plan

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Freedom Charity: Forced Marriage

Context

This lesson is for students in upper key stage 3 and key stage 4. The lesson explains what forced marriage is and how it differs from arranged marriage, explores laws and protections relating to forced marriage, and supports the development of protective factors that will help young people to speak up, seek help and report if they or others are at risk of forced marriage.

Freedom Charity have worked closely with the PSHE Association to bring you these lesson plans which we hope you will find invaluable for your school. We have invested heavily in ensuring that we get our lesson plans accredited so they will be of benefit for teachers, and give you expert knowledge and confidence to tackle the tough topic of dishonour abuse that faces many pupils.

The lesson is not designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme. Teaching about forced marriage could be included in units on healthy relationships, families, or keeping safe.

Learning objective

To learn:

- about forced marriage and how to access help and support for self or others

Learning outcomes

Students will be able to:

- explain what is meant by forced marriage and how it differs from arranged marriage
- identify the consequences of forced marriage
- analyse how to safely access support for themselves or others who may be at risk, or have already been subject to a forced marriage





Resources

- Box or envelope for anonymous questions or requests to speak privately
- Post-it notes
- Resource 1: Four corners [one per student]
- Resource 2: Card sort [one per pair]
- Resource 3: Anna's story [one per student]
- Resource 4: Fatima and Abby [one per small group]

Additional optional resource:

- Young adult novel: **But It's Not Fair** by **Aneeta Prem** (available from www.freedomcharity.org.uk/freedom-shop/book/but-its-not-fair). The scenarios used in this lesson plan are based on the characters and their stories in But it's not fair.

"But It's Not Fair had a profound effect on me and the students at our school. Aneeta has an extraordinary gift for taking subjects that are often left unspoken and easily ignored, and then bringing them into sharp, unforgettable focus. This is an important book. Recommended."

GB Headteacher Suffolk school



Lesson Summary:

Activity	Description	Timing
1. Baseline assessment	Establish or reinforce ground rules. Students respond to four key questions about the topic.	5 mins
2. Introduction	Introduce the learning objective and outcomes, and explain what forced marriage is.	5 mins
3. Forced or arranged marriage?	Students sort statements on cards about forced marriage and arranged marriage.	10 mins
4. Anna's story	Students review a story about forced marriage and identify the consequences for the character involved.	10 mins
5. Fatima and Abby	Students assess the feelings of characters at risk of forced marriage and barriers to accessing help.	10 mins
5. Signposting support	Teacher explains who students should talk to if they have concerns and where to access further advice.	5 mins
6. Giving advice	Students advise characters at risk of forced marriage of possible next steps.	10 mins
7. Endpoint assessment	Students revisit the baseline assessment activity and write an anonymous question or note for the teacher.	5 mins
Climate for learning: Make sure you have read the accompanying teacher guidance notes before teaching this lesson, which include guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively. It is important to consider sensitivities and prior knowledge about specific students' circumstances. Be aware that, in a diverse community, it is possible that some pupils may have personal experience of forced marriage within their own family or community and may find this lesson challenging or distressing. They may also become concerned about a future forced marriage. Any disclosure must be reported immediately (see Teacher Guidance).		
Key words	<i>forced, arranged, marriage, rights, protection</i>	

Detailed Lesson Plan:

Baseline assessment 10 min	Before teaching, establish or remind students of the ground rules. Highlight that if they have worries or questions during or after the lesson that they do not want to raise in front of the class, they can write their name on a piece of paper and put it in the question box so that you can talk to them individually. Explain that everyone will get a chance to write a question (anonymously if they wish), or a thought about their learning, at the end of the lesson. Ask students to respond to the four questions in Resource 1: Four corners: • What does 'being married' mean? • What makes a marriage positive or healthy? • What might the benefits of being married be? • How do people decide who to marry? Circulate the room while students are completing the activity and take some feedback from individuals. This will allow you to gauge students' current understanding and any common ideas or misconceptions, and consider how these will be addressed in the lesson. Once completed, make sure students have added their names and put these to one side, as they will be revisited at the end of the lesson.												
Introduction	Introduce the learning objective and outcomes and explain that the lesson will explore forced marriage and the importance of seeking help and support. Explain that in some cultures, individuals find their own partners and may choose to marry them, while in other cultures families work together to arrange a marriage between two of their members. Both routes to marriage can be very successful and result in happy partnerships. However, some people can be forced to marry someone they don't want to; sometimes these are 'disguised' as arranged marriages. It is therefore important to be able to identify a forced marriage and tell it apart from an arranged marriage, so that help and support can be sought if needed.												
Forced or arranged marriage? 10 min	In pairs, ask students to sort the statements in Resource 2: Card sort into two piles or columns: one for features of a forced marriage, the other for arranged marriage. Go through their answers as a class using the table below to help you. <table border="1" data-bbox="405 1256 1437 1603"> <thead> <tr> <th>ARRANGED MARRIAGE</th><th>FORCED MARRIAGE</th></tr> </thead> <tbody> <tr> <td>Consent is given by both people</td><td>One or both people do not consent</td></tr> <tr> <td>Parents of the person getting married respect their wishes</td><td>Involves physical, emotional, or psychological pressure</td></tr> <tr> <td>Legal</td><td>Illegal</td></tr> <tr> <td>Both people must be over the age of 18</td><td>An abuse of human rights</td></tr> <tr> <td>Potential partner can be declined</td><td>Can take place at very short notice</td></tr> </tbody> </table> Draw out key learning: - There are important differences between forced marriage and arranged marriage – in an arranged marriage consent is given by both people, in a forced marriage one or both people do not consent; forced marriage is illegal. - Arranged marriage can become a forced marriage if someone changes their mind about marrying, but is made to do it regardless, because their parents do not accept their decision. - Forced marriages can affect both males and females. Someone might also be forced into a marriage because of their sexual orientation, for example if someone's parents do not agree with same-sex relationships, they may force their child into a mixed-sex marriage.	ARRANGED MARRIAGE	FORCED MARRIAGE	Consent is given by both people	One or both people do not consent	Parents of the person getting married respect their wishes	Involves physical, emotional, or psychological pressure	Legal	Illegal	Both people must be over the age of 18	An abuse of human rights	Potential partner can be declined	Can take place at very short notice
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Detailed Lesson Plan (cont):

Anna's story 10 min	Ask students to read Resource 3: Anna's story and highlight all the ways Anna's marriage changed her life. Take feedback, drawing out key learning: - Anna has been forced to marry an older man, have a sexual relationship with him, and live in another country, where she does not speak the language. Emphasise to students that this is illegal, and an infringement of her human rights. - Anna may have also had to undergo a 'virginity test'. This is an examination of the genitalia to determine if a female has had vaginal intercourse. This has no scientific merit or clinical indication and is a violation of human rights. The Health and Care Act 2022 makes it illegal to carry out, offer or aid and abet virginity testing or hymenoplasty (a procedure undertaken to reconstruct the hymen – it is illegal and there is no medical reason for the procedure) in any part of the UK. These offences carry a maximum sentence of 5 years imprisonment and/or an unlimited fine. - She does not attend school and has to cook and clean for her husband's family - if she doesn't work quickly enough, or to a high enough standard, she is punished. - Anna is unable to contact her friends and family in the UK. - Forced marriages often happen during school holidays – it can be very challenging for a young person to avoid going on a family holiday, even if they think they might be forced to marry while away. Then, ask students to think, pair, share: How might Anna feel about her new life? How might she access help and support? Take feedback, drawing out key learning: - Anna was taken on holiday by her parents, only to discover she was getting married – this may have had consequences for their relationship, as she may feel anger, upset, or a sense of betrayal. - Anna might feel upset, angry, scared, helpless about her new life. - Anna might see if there is someone in her community who she could speak to, or try to access information about support services online (e.g. Freedom Charity), if she has access to a phone, computer, or another electronic device. She might also ask to speak to a family member or friend and see if they can seek support on her behalf, such as from Freedom Charity.
Fatima and Abby 10 min	In small groups, ask students to read Resource 4: Fatima and Abby then discuss and note down their answers to the questions underneath: • What signs are there of the risk of a forced marriage? • How might Fatima and Abby be feeling? • What might prevent them from seeking help and support? Take feedback, drawing out key learning: • Fatima's father has made plans for her future and has told her she is getting married, even though she will not be the legal age to do so in the UK. She will be taken to another country to marry and live, and will not have the opportunity to finish her education. <i>Continued on following page...</i>

Detailed Lesson Plan (cont):

Fatima and Abby <i>Continued</i>	• Abby's sister has already had a forced marriage and Abby's parents are planning the same for her. Her mother is also preparing her for her new life with her husband by teaching her how to cook and clean. • Other signs that someone might be at risk of a forced marriage include: changes in their behaviour, e.g. becoming withdrawn or anxious, mood swings, loss of interest in school or socialising; having a sibling who has married at a young age; having movements restricted by family members; not making contact in a long time. • Sometimes young people might also be forced into a marriage because of their sexual orientation, such as Abby's brother. If someone's parents do not agree with same-sex relationships, they may force their child into a mixed-sex marriage. • Both characters feel pressure from their parents to marry and may worry about bringing 'shame' to their families. They may be worried about their futures and about moving to another country, as well as about leaving their friends, families and schools behind. • They may feel unable to seek help and support because of: worries about getting into trouble; fear of getting people they love into trouble; finding it difficult, upsetting, or embarrassing to tell others what might happen to them, or what has already happened to family members; feeling confused about whether it is right or wrong; not knowing what will happen to them or their family if they report it.
Signposting support <i>5 min</i>	Reiterate to students that forced marriage is illegal and a violation of someone's human rights. Explain that if a young person is concerned that they, a family member, or a friend may be at risk of forced marriage, they should contact the Forced Marriage Unit (fmu@fco.gov.uk 020 7008 0151). They can apply for a forced marriage protection order, which is designed to protect an individual according to their specific needs (e.g. it might order someone to hand over an individual's passport so that they cannot be taken out of the country). If a young person is concerned that someone they know has been taken abroad to be forced into marriage, they should contact the Forced Marriage Unit who can then contact the relevant embassy. They can also visit www.freedomcharity.org.uk/what-we-do/forced-marriage, for advice and support. Freedom also has a helpline (0845 607 0133) or young people can text them for help (text the words 4freedom to 88802) if they, or someone they know, might be at risk. A young person concerned about forced marriage, whether it has already happened to them or someone they know, or it might happen in the future, can also: • Talk to a teacher or adult they trust at school • Talk to an adult they trust at home (or outside the family) • Contact Childline www.childline.org.uk 0800 1111 • Contact the Police: non-urgent calls call 101, or if in immediate danger, call 999
Giving advice <i>10 min</i>	In their groups, ask students to write down three pieces of advice to the characters, explaining what support is available and what they could do next. They should consider: • How could Fatima and Abby overcome any barriers to reporting? • What steps might they take to report their concerns? • Who could they talk to for emotional support? <i>Continued on following page...</i>

Detailed Lesson Plan (cont):

Giving advice <i>Continued</i>	•Take feedback, drawing out key learning: • Reporting forced marriage may feel challenging and it can feel like there are a lot of reasons not to tell someone. Remind students that everyone is entitled to the same rights and that if someone is abusing these, it is important to speak out. The benefits of reporting forced marriage/the risk of forced marriage outweighs the barriers to seeking help. • Fatima and Abby could report their situations to the FMU, Freedom, or a teacher who could then take steps to keep them safe. • They could speak to friends or family members for emotional support, as well as teachers or other trusted adults (who will report it). A friend might provide a listening ear and encourage them to contact a support service, or tell a teacher or someone else about their concerns.
Endpoint assessment <i>5 min</i>	Ask students to revisit the 'Four corners' baseline assessment activity. Using a different colour pen, ask students to add any additional information they have learnt in response to each question, as well as any new learning not directly linked to the questions. This will demonstrate students' progress and identify any gaps in learning that still need to be addressed in future lessons. Give all students an opportunity to write something on a post-it note to add to the question box. This might be a something they learnt in the lesson, an unanswered question they have about the topic, or, if they want to tell you anything privately, they can do so on this note. Remind students that if they want to talk to someone for more advice, to put their name on the paper. Ensure that the question box is checked at the end of this lesson. Any questions about the content should be followed up as soon as possible; in the following PSHE education lesson if not before. If any students have chosen to make a disclosure, ensure this is responded to immediately in line with the law, and the school's safeguarding and child protection procedures (see Teacher Guidance).
Extension activity	Helping a friend Provide students with the following extract from Anna's friend: <i>'I haven't seen her in a long time. She went on holiday with her parents. Her parents came back but she wasn't with them. It is really odd – we all had plans for doing things together later on in the year that she was looking forward to. I asked her parents where she is, but they just said she had decided to stay abroad with other members of her family and that I couldn't contact her. She isn't answering her phone and I can't contact her online. It is like she just disappeared.'</i> Ask them to write to Anna's friend, explaining what might have happened to Anna and what her friend could do next. Book report Ask students to read Aneeta Prem's 'But it's not fair' and write a short book report, summarising what they learnt from the story.

"This book provides a vital understanding of Forced Marriage and Dishonour Abuse and is a crucial tool to protect people and save lives."

Mak Chishty ACPO
Lead on Forced Marriage



Get the book

The Freedom Charity lesson plans are designed to work in conjunction with the two books we have produced 'Cut Flowers' on Female Genital Mutilation (FGM) and 'But It's Not Fair' which focuses on Forced Marriage, both by Aneeta Prem.

As a school we can offer you a pack of 34 books, bookmarks and posters at a discounted rate of £180 inc . (list price for a copy of each book on our website and Amazon £6.99).

Freedom Charity has delivered assemblies to over one hundred schools and staff and safeguarding training on dishonour crimes including, Forced Marriage, FGM and Dishonor Abuse. We have had outstanding feedback from both pupils and staff. Ofsted have been invited to some of our Assemblies and we have been rated 'excellent'.

If you would like more copies or book an assembly and or safeguarding training for your school, please contact us at hello@freedomcharity.org.uk or call 07703 191 326 and speak to Vineeta or any one of the Freedom team.



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Resource 2: Four Corners

What does 'being married' mean

How do people decide who to marry?

What might the benefits of being married be?

What makes a marriage positive or healthy?



Resource 2: Forced or arranged?

Consent is given by both people	Parents of the person getting married respect their wishes
Can take place at very short notice	Legal
Both people must be over the age of 18	Involves physical, emotional, or psychological pressure
An abuse of human rights	Potential partner can be declined
One or both people do not consent	Illegal

Resource 3: Anna's story

Resource 3: Anna's story

'Mum and Dad took me on holiday, and I was made to marry a man Uncle Mohammed Jan chose for me. Everyone kept saying what a handsome man he was, but he was older than me and spoke a different language - I didn't want to be with him.

I live with him and his family now, and have to do all of the housework and cooking... if I don't work hard enough, I'm punished. I haven't been home since the wedding, and I haven't spoken to my family in two years.

I was never much good at school, but now I wish I was there, instead of raising children in this unfamiliar country...'

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Resource 4: Fatima and Abby

Fatima

"My dad says that when I turn 15, he's going to take me back to his home country. Dad says my future husband lives there and that he is a good boy who is training to be a car mechanic. He says that once we marry I'll live there for a year and then we'll both come back to the UK. I asked if I could finish school first, but he said that's not an option. If I refuse, I'll bring shame to my family, but I'm really scared... I don't want to get married like this."

"My parents are really traditional. My older sister, Anna, was forced to marry and I'm worried it will be my turn soon. I want to work hard at school, but Mum says that learning how to cook properly and get quicker at cleaning are more important, so I can keep my future husband and his family happy. Mum doesn't want me to be seen as "another lazy Western daughter". If I refuse to marry, I don't think my parents will let me be part of the family anymore. My Dad couldn't accept that my brother was gay and didn't want to marry a woman. When Aran refused to go through with his marriage, Dad kicked him out. We haven't seen him in years."

Abby

1. What signs are there of the risk of a forced marriage?
2. How might Fatima and Abby be feeling?
3. What might prevent them from seeking help and support?

Write three pieces of advice to Fatima and Abby, considering the following:

- How could they overcome any barriers to reporting?
- What steps might they take to report their concerns?
- Who could they talk to for emotional support?

Thank you

Contact

Aneeta Prem

aneeta.prem@freedomcharity.org.uk

School support

education@freedomcharity.org.uk

Book sales

hello@freedomcharity.org.uk

Fundraising

hello@freedomcharity.org.uk

Forced Marriage Unit

fmufco.gov.uk

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Monday to Friday, 9am to 5pm

Out of hours: 020 7008 1500

(ask for the Global Response Centre)

Or Freedom's 24 helpline 0845 607 0133



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Freedom Charity is registered in England and Wales as charity 1139657

