

Recognize violence in romantic relationships (physical, verbal, psychological, sexual)¹

Examples of what students are expected to learn

- Be familiar with the manifestations of different forms of violence in romantic relationships (physical, verbal, psychological, sexual).
- Be familiar with the elements of sexual consent.
- Recognize the contexts in which violence in intimate or romantic relationships occurs (e.g. between current or former partners, in casual or long-term relationships, in a virtual context, regardless of the partners' gender identity and sexual orientation).
- Identify feelings that can serve as warning signs of violence:
 - feeling controlled or manipulated, or feeling that something is not right
 - being afraid of saying something that could be misinterpreted or ridiculed
 - feeling as though all the challenges in the relationship are always their fault
 - not feeling free or having to ask their partner for permission
 - not feeling like themselves anymore
 - hiding parts of their personality from their partner
 - etc.
- Think of what can hinder their ability to recognize certain warning signs or manifestations of violence in a romantic relationship (e.g. the intimate nature of the relationship, the love felt, the fear of losing their partner, the mistaken beliefs of what violence in romantic relationships looks like, experiencing positive emotions and moments in the relationship).
- Realize that loved ones, family, friends and school staff members can help in identifying the manifestations of violence in romantic relationships and offer their support if needed.
- Identify appropriate ways to manage feelings of jealousy (e.g. talk about it openly, find compromises and solutions) as well as inappropriate ways to do so (e.g. use violent behaviours, such as manipulation and control).

Contribution of the content to adopting prosocial behaviours

Recognizing violence in romantic relationships, whether physical, verbal, psychological or sexual, fosters the use of respectful gestures, words and behaviours, contributes to preventing, identifying and stopping this violence, and helping those involved. Understanding what constitutes violence helps foster healthy, positive and egalitarian interpersonal relationships. These are key concepts in the development of the competency *Adopts prosocial behaviours*.

Influence on the other personal and social competencies

This content also fosters the development of the following competency:

- Manages emotions and stress

1. This content is similar to that in sexuality education, now integrated into the Culture and Citizenship in Québec (CCQ) program.



Content-related glossary

RECOGNIZE VIOLENCE IN ROMANTIC RELATIONSHIPS (PHYSICAL, VERBAL, PSYCHOLOGICAL, SEXUAL)

Violence in romantic relationships

Any behaviour that compromises the physical, psychological and sexual integrity of a person in the context of a romantic or intimate relationship, whether this relationship is ongoing or has ended, is casual or long-term, in real life or in the virtual world.

Physical violence

In a romantic context, it consists in an intentional use of physical force toward a partner, potentially leading to injury, pain, disability and even death.

Verbal violence

Verbal violence is used to intimidate, humiliate or control the other person, or to cause them psychological harm.

Psychological violence

Psychological violence refers to any threatening, derogatory, cheating or controlling behaviour that aims to destabilize the other person and compromise their well-being.

Sexual violence

Any form of violence committed through sexual practices or by targeting sexuality, including sexual assault. It also refers to any other misconduct, including that relating to sexual and gender diversity, in such forms as unwanted direct or indirect gestures, comments, behaviours or attitudes with sexual connotations, including by a technological means.

ADDITIONAL RESOURCES

- For more information on the content related to the development of personal and social competencies
- To find ideas for turnkey structured educational interventions that are in line with the proposed content
- For training designed to help convey the content and establish conditions for implementing it with students
- For other resources and tools related to the content and to the implementation of actions designed to promote the well-being of young people



Resources available
on [Québec.ca](https://www.quebec.ca)