

‘I Don't Want Someone to Speak on my Behalf’, Co-designing Relationship Education Resources with Pupils in Special Educational Needs Schools

Janette Porter and Kay Standing

Liverpool John Moores University, UK

J.porter1@ljmu.ac.uk

K.E.standing@ljmu.ac.uk

Abstract: This paper draws on the authors' experience of working with special educational needs and disabilities (SEND) school pupils on a research project about domestic abuse and healthy relationships. The focus is on work with pupils in four SEND schools. Disabled women in the UK are more than twice as likely to experience domestic abuse compared to women who are not disabled. The abuse they face usually lasts for a longer period and with greater severity. Research shows that school staff are often reluctant to talk with disabled young people about relationship education and relationship abuse. This means pupils' views and opinions often go unheard and undervalued. Pupils with SEND needs can be particularly vulnerable to abusive relationships, so a focus on friendships and healthy relationships and how this impacts on emotional wellbeing is important in teaching relationship and sex education (RSE). Teaching RSE became compulsory in UK schools in 2020. The paper considers how creative methodologies can be used in the classroom to listen to and respect the voices of pupils and to ensure that their participation is integral to research. It explores how creative research methods can be adapted to diverse participants, including those with SEND requirements, in particular, pupils with visually and sensory impairments, to enable the creation of a co-designed resource on relationship education. There is increasing recognition of the need for a whole school approach to prevent gender-based violence, and the need to equip school staff to feel more confident teaching relationship education to SEND pupils. However, there is little research on how effective current resources are for pupils with disabilities. This paper demonstrates the importance of co-designed resources tailored specifically for use by pupils with disabilities to learn about domestic abuse and healthy relationships.

Keywords: Special educational needs, Domestic abuse, Creative methods, Relationship education

1. Introduction

The UK education system is structured into five key stages within the National Curriculum, with higher education typically beginning at age 18 and above. Education is compulsory until the age of 16, with mandatory participation in education or training continuing until age 18. Mainstream education provides standard provision for the majority of pupils, while alternative provision is available for those with special educational needs and disabilities (SEND). These settings are commonly referred to as SEND schools. In the UK, disability is defined as a physical or mental impairment that has a substantial and long-term adverse effect on an individual's ability to carry out normal day-to-day activities. According to Zylbersztejn and Lewis et al (2023) a third of all children in the UK have are recorded as having special education needs provision during their school life.

Porter, the lead researcher (LR) is both an academic and an artist who using creative participatory methods in her research (Porter & Standing 2025). The power between child participants and adult researchers is key to positive outcomes not only for the researchers but to the learning outcomes for the child (Davidson 2017). With pupil outcomes key to this research project the LR delivered a relationship education research project in secondary schools (pupils aged 11-19) in the Greater Merseyside area of the UK between 2012-2020. The project delivered relationship education workshops in 24 schools, four of which were SEND schools. Ethical approval was through Liverpool John Moores University (LJMU). Informed consent for the participant was sought from each school's principal in loco parentis, however pupils had the right not to participate in the project and could leave the project at any point.

During the eight years of the project the research team delivered the programme workshops 34 times. The programme was delivered more than once in six schools to different academic year groups and different years of delivery during the course of the eight years of the project, including 4 SEND schools (Table 1). The project was delivered to SEND pupils in mainstream schools, however the data for this cannot be extracted for the purpose of this paper. The workshops consisted of 10 hours of relationship education delivered to school pupils by the Lead author supported by undergraduate students from her institution and a member of school staff. Workshops were either delivered over a two-day period or weekly over 10 weeks. In total 912 pupils participated directly in the workshops, with these pupils delivering a school assembly to their year group about relationship education. 3,293 pupils in total attended the assemblies. 559 school staff received training on healthy relationship. The project was initially funded by the Tender and took a gendered approach to relationship

education. The project was designed to be taught in mainstream schools but during the early stages of the project it became apparent that provision for SEND pupils had not been considered. Funding was secured to enable expansion of the project scope from Children in Need, a UK based charity.

Table 1: Schools type and delivery

School	Gender	Pupil Age	Type of School	Times Visited	Year of Delivery
A	Girls	14-15	Mainstream State	1	2013
B	Mixed	14-15	Mainstream State	1	2013
C	Girls	14-15	Catholic	1	2013
D	Mixed	14-15	SEND	1	2013
E	Mixed	14-15	Mainstream State	1	2014
F	Boys	14-15	Mainstream State	1	2014
G	Mixed	13-15	Mainstream State	3	2013/17/19
H	Girls	14-15	Catholic	1	2013
I	Mixed	14-15	Mainstream State	1	2014
J	Mixed	14-15	Catholic	1	2014
K	Mixed	13-15	Catholic	2	2014/18
L	Girls	14-15	Catholic	1	2014
M	Boys	14-15	Church of England	1	2015
N	Mixed	14-15	Mainstream State	1	2015
O	Mixed	14-15	Mainstream State	3	2015/17/19
P	Boys	14-15	Catholic	1	2015
Q	Mixed	14-15	Mainstream State	1	2015
R	Mixed	13-15	Jewish	2	2015/17
S	Mixed	14-15	Mainstream	1	2015
T	Mixed	13-19	Catholic, SEND	2	2015/19
U	Mixed	15-16	Mainstream State	2	2015/16
V	Mixed	13-15	Catholic	2	2017/18
W	Mixed	13-15	SEND	1	2019
X	Mixed	13-15	SEND	1	2019

Reference: Porter & Standing 2025

This paper presents the findings of working with the four SEND schools between 2013-2019: one of the schools received the project twice (school T, table 2). Pupils ranged in age from 13-19 and were all attending mixed sex schools: three of the schools were state SEND schools and one was a Roman Catholic mixed sex SEND school. The schools included a specialised community special needs school, a specialist school for sensory impairment and other needs, a school for complex learning difficulties and autism spectrum disorder (ASD) and a school for pupils with moderate to complex SEND, including autism and learning difficulties. 106 pupils in SEND schools received the relationship education project, with the same pupils observing each other in peer led assemblies on relationship education. For the purposes of this paper, pupils' gender cannot be disaggregated within the dataset. However, it is estimated that, of the 106 participants, there was an approximately equal distribution of male and female pupils. While this limits detailed gender-based analysis, it remains important to acknowledge gender as a key factor shaping young people's experiences and understandings. The total number of school staff trained on relationship education in SEND schools was 127. The pupils' artworks were used within the school staff training to share the learning experiences of the school pupils (Figures 1).

Table 2: SEND Schools type and delivery

School	Gender	Pupils Age	Type of School	Times Visited	Year of Delivery	Number of Pupils	Number in Assembly	Staff Trained	Parent Attended Staff Training
D	Mixed	13-14	SEND	1	2013	12	12	9	0
T	Mixed	13-19	Catholic SEND	2	2015 2019	57	57	30	1
W	Mixed	14-15	SEND	1	2019	26	26	11	0
X	Mixed	13-15	SEND	1	2019	11	11	77	0

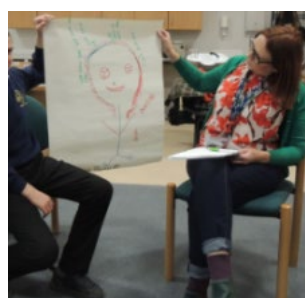


Figure 1: Pupil sharing and discussing their artwork to their peers school X, 2019, image ©Porter

This paper aims to share the findings from use of creative methods as an effective tool to engage pupils in SEND schools with relationship education. It will also justify the need to develop co-designed resources tailored for use by SEND pupils in both SEND school and mainstream schools as a vital asset for pupils to learn about domestic abuse and healthy relationships (Porter & Standing 2024) (Figure 2 and 3).



Figure 2: Pupil using braille to read co-designed scripts on a healthy relationship School T, 2015, image ©Porter

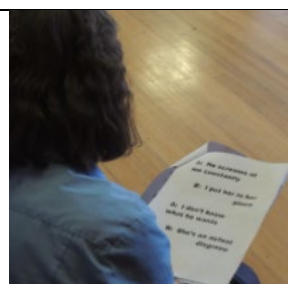


Figure 3: Pupil using large print to read co-designed scripts on a healthy relationship School T, 2015, image ©Porter

2. Background to the UK Policy of Relationship Education

The UK definition of Domestic Abuse (DA) was amended in 2013 to include young people aged 16 and 17. DA is defined as 'Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse: psychological, physical, sexual, financial and emotional (GOV.UK, 2013). This amendment to include young people age 16 and 17 meant young people of this age could be legally recognised as being involved in DA incidents whereas previously they had not. Additionally, the offence of 'controlling or coercive behaviour' was introduced under the Serious Crime Act 2015 (Bishop & Bettinson, 2018). Legislation under the UK government in 2012 also brought changes to definitions of the criminal offences of DA crimes.

Globally, 1 in 3 women worldwide will experience intimate partner violence in their lives either physical and or sexual intimate partner violence (WHO 2024). Research shows young people aged 16-24 are at most at risk of relationship violence, with 25% of girls and 18% of boys aged 13-17 years old experiencing physical abuse and 75% girls and 50% boys reporting emotional partner abuse (Home Office, 2019). Relationship and Sex Education (RSE) became compulsory in all UK primary and secondary schools in September 2020. It is considered that RSE

“contributes to reducing relationship violence by helping children to recognise situations that are unhealthy, abusive or harmful” (Long, 2024:27). The new RSE curriculum covers topics such as consent, ‘sexting’, and calls for high-quality in school training for school staff to teach RSE. However, little research exists on how effective the resources are for pupils with disabilities. Feminist disability theory (Garland-Thomson, 2005, Mays, 2006), integrates analysis of gendered violence, and the social model of disability and underpinned our work SEND schools, exploring how relationship education can be effective and accessible to all. Previous research (Stanley et al 2015) has identified a need for interventions for children with disabilities, and we attempt to address some of these issues in this paper

3. Domestic Abuse and People with Disabilities

Disabled people experience much higher rates of DA than non-disabled people. Disabled women are two times more likely to experience abuse than non-disabled women (Safe Lives 2019). Research by The Office of National Statistics quote 1 in 7 (14.1%) of disabled adults age 16-59 experience DA in the years ending 2019 compared with 1 in 20 (4.4%) of non-disabled adults. (ONS 2019). According to Public Health England disabled people are significantly more likely to be sexually assaulted by intimate partners or strangers and experience physical, sexual, emotional and financial domestic abuse than people without disabilities (Public Health England 2015). Young people ages 12-19 with disabilities report violence more than twice the rates of those without a disability (Rand and Harrell 2009). Online abuse, such as sexting is a key issue for young people, with girls experiencing sexualized technology abuse at a higher rate than boys: 16% of girls compared with 6% of boys (ONS 2021). Despite these high numbers, only 33% of teenagers involved in a violent or abusive relationship talk to someone about it (Barter et al 2009). There is little research about disability and GBV despite the high statistics and its known prevalence (MacIntyre & Stewart 2022). This gap in the literature is a failure of researchers and advocates rather than children and young people with disabilities to meaningfully contribute and communicate about their experiences (Robinson et al, 2013), and SEND schools often miss out on opportunities for external visitors/trainers. Research shows that often adults (including teachers, researchers, practitioners, and policymakers) are reluctant to talk with young people with disabilities about RSE and relationship abuse (Robinson et al 2023.) This means their views and opinions often go unheard and undervalued (Robinson & Graham, 2020; Moore et al., 2020).

4. ‘I Don’t Want Someone to Speak on my Behalf’: Participatory Arts Based Methods

Using creative methods and action-based research (ABR) in SEND schools the LR aimed to maximise her outputs for maximum reach and inclusivity for all pupils. (Porter & Standing 2023). ABR is collaborative, inclusive, interdisciplinary and engaging (Finley 2008, 71). Evidence shows that a variety of creative methods are an effective tool in DA intervention and prevention (Hester and Lilley, 2014; Sander-McDonagh et al., 2016, Stanley et al. 2015). The arts-based methods used within the project consisted of drawing, poster making, poetry and rap writing, singing and role play. These varying methods were all piloted in each school prior to the delivery of the project and were adapted to suit not only the schools' needs, but their pupils' needs too. The focus of delivery for the research project was on healthy and unhealthy relationships and aimed at reducing teenage intimate relationship abuse. The project was proactive in that it was in part co-designed by the pupils and delivered to their peers in schools.

The research team co-designed resources with pupils, supported by school staff, to ensure full inclusion and to meet the varied access needs of all pupils. It was vital that the voice of the pupils could be heard in both the research design and workshop delivery. Co-design research is an increasingly popular methodological approach, with the primary intention to include relevant stakeholders meaningfully in design and implementation so that research processes and outcomes are relevant, valuable, and acceptable to those who engage with them (Moll et al., 2020). Co-design approaches can improve the capacity of systems and services to meet diverse needs through partnership(s) with people typically marginalised and excluded, such as SEND pupils (Robinson et al 2023).

Pupils were central in the design of script writing relationship scenes (table 3). The co-development of scripts for pupils with visual impairment was particularly significant not only in the designing of the scripts but also because the scripts could be used as a research tool in itself (Porter & Standing, 2020). Pupils, working alongside the researchers to co-design materials, felt an incredible sense of ownership whilst it was invaluable as a way for school staff to understand the sensitivities amongst pupils about teenage intimate partner relationships. As Davidson (2017) would argue, honesty, inclusivity and, importantly, the humour that can come from this approach to research was powerful.

Table 3: Scene D: Visual Impairment Scene

<p>Person A: hey please could you come and help me make a cup of tea because I don't know where everything is in your kitchen</p> <p>Person B: no, I'm busy</p> <p>Person A: well, if you change your mind let me know</p> <p>Person B: just have some water or something instead</p> <p>Person A: well, I just wanted a cup of tea but never mind sorry for bothering you</p> <p>Person B: stop going on about it you are boring me now</p> <p>Person A: *starts to cry* I wish you weren't so horrible to me all the time, like I always help you I wish you would help me as well</p> <p>Person B: oh, give over crying all the time it's so annoying I was only joking chill out</p> <p>Person A: you always say you're joking, but you don't understand how much you upset me</p> <p>Person B: I didn't even say anything bad anyway I don't know what you're talking about so just chill out you're overreacting like you always do it's only a cup of tea</p>
--

The research team valued the pupils' insight and supported them to engage fully with the project. Pupils began peer on peer support, encouraging each other not only to write the scripts but to act them out as well in the form of role playing. The performative element of this project offered pupils the use of drama, music, song, rap and role play: these methods gave the pupils the opportunity in some cases to act out lived relationship experiences. The knowledge the pupils gained while attending the project workshops was not only shared in formal assemblies but lived on through the school corridors with pupils sharing what they had learnt with peers in breaks between lessons. *'I don't want someone to speak on my behalf'* are the words of a 15-year-old female pupil with a visual impairment after she had learnt about relationship education. She wanted to be her own advocate; she had knowledge she wanted to use to make decisions about her relationships going forward. The methods in this research project identified to enable pupils to learn about relationships and relationship abuse also proved an effective tool for the research team to understand what existing knowledge pupils had (Porter & Standing, 2023).

Teaching notes were developed as prompts for workshops to support the co-developed scripts not only with the research team but also for use by school staff after the life of the project (table 4). These were a guide for pupils to reflect on the scenarios they had written yet they began to offer some explanation as to how their lived experience may have been different if they had questioned those relationships earlier on. This led to conversations about early warning signs in unhealthy relationships. The pupils used the scripts to question each other about what they considered was healthy or unhealthy. Supported by the research team pupils were able to identify what was considered controlling behaviour in a relationship.

Table 4: Scene D Visual Impairment Scene, Teaching Notes

<p>What's happening in this scene?</p> <ul style="list-style-type: none"> • Is this normal in a relationship? • What are the early warning signs of an unhealthy relationship in this scene? • Who has the power in this scene? <p>Exercises:</p> <ul style="list-style-type: none"> • Change the scene so that person B is being kind: how does this change how this scene feels? • Change the scene with person A telling person B about how they feel about the way they are being treated. • Discuss if should person A leave this relationship if person B does not change. <p>Early warning signs present in the scene: Minimising and Denying:</p> <ul style="list-style-type: none"> • Making light of the abuse and not taking concerns about it seriously. • Isolation. • Controlling what another does by limiting their independence as they are unable to have a cup of tea without assistance. • Emotional abuse. • Making person A feel bad about themselves. • Putting them down
--

To ensure full accessibility to the project for all pupils the research team worked with school staff to develop a variety of accessible tools. One of these, the Pod book, a visual book specifically designed for each pupil's needs, was essential in one school for a non-verbal pupil (figure 4). The pupil in question worked alongside their peers who used spoken language to communicate as well as drawings (figures 5 & 6).



Figure 4: Using a Pod Book with a pupil to discuss healthy and unhealthy relationships drawing School W, 2019 Image ©Porter



Figure 5: Pupil drawing unhealthy relationships School W, 2019, image ©Porter



Figure 6: Pupil discussing their unhealthy relationships drawing School W, 2019, image ©Porter

'I love him I love him I love her' are the words written in a poem about an unhealthy relationship by a female pupil age 14 in one of the mainstream schools. The poem became central to reading in all the participant schools: it became the poem that spoke loudly to the pupils. A short film was made about the project, and these words became the title of the film. 'Creativity' is defined as working within certain boundaries while, at the same time, somehow changing them (Jones, 2017). The curious nature of the LR enabled the boundaries of creativity to be tested with methods of engagement adapted by the research team not only to increase knowledge of the pupils but to add simple fun to what is a sensitive subject of domestic abuse and GBV. *'I've heard the pupils talking about the project and what's been happening it's lovely to hear talk going on and the pupils looking forward to it next time so that for me is impact ...what I've liked about it is that there is some strong academic underpinning in how it's been delivered,'* (SEND school principal 2016).

5. Ethical Considerations

As the project progressed the LR amassed a vast amount of creative data that had not originally been intended. This included drawings, posters, poems and raps all created by the pupils. Pupils were given the choice to keep their artwork or offer it to the research team as part of their data collection. This data gave the LR an opportunity to negotiate with the school staff about the ethics of creativity. The project was initially for mainstream pupils in mainstream schools, so the research teams had to apply for an amendment to their ethics application to deliver to pupils with an upper age limit of 19. Head teachers provided consent in loco parentis for their pupils; however, all pupils had the right to attend and or leave the project at any point. A staff member was present during all the workshops given the sensitive nature of the workshop content, DA and unhealthy relationships. In all the SEND school additional staff members were required to support the learning needs of their pupils. Some SEND school staff were reluctant for us to work with their school because of the physical and emotional needs of pupils. The research team took their time establishing relationships of trust not only with the pupils but also with school staff. We met numerous times with school staff and delivered a staff training session on relationship education. Staff were able to see the value of the research project not only for the pupils but also for themselves.

Informed consent from all participants, schools and partners had been obtained by the research team prior to the project. However, consent is not a one-off thing (Scherer 2016), but a process of constant negotiation and

renegotiation between partners. Researchers can rarely predict what the full outcomes of participation will be, especially in ABR, and consent in qualitative research is negotiated and processual. We had to re visit issues of ethics throughout the project, and respect for participants' competency, agency and resistance in the research process was key (Miller & Ben 2002).

It was vital that the voice of the pupil was not only heard but also respected in the data produced. This advocacy of pupils' knowledge exchange was the strength of the project: it enabled school staff to appreciate and understand that pupils do have an opinion and know how best to share their knowledge with their peers. The LR's belief and high expectations of her pupils was the key to enabling school staff to fully engage with the project (Porter 2025). According to the GOV.UK Families and Children's Act (2014), professionals who elicit the voice of children and young people with SEND requirement have a commitment to ensure a person-centred approach.

6. Conclusion: Generating a Positive Change with Young People as a Researchers

Although the funding sources of the project limited it to a narrow geographical region: Greater Merseyside UK the project shed a light on the importance of early intervention in both mainstream and SEND schools in enabling young people to understand the difference between healthy and unhealthy relationships. The success of the creative methods incorporated into the design of the project led to pupils feeling comfortable to talk about relationships and therefore learn to look out for the early warning signs of unhealthy relationships. The whole school approach meant that all staff in school had the opportunity to attend a staff training on relationship education: this in turn enabled increased support for the project and the pupils themselves. Arts-based methods were effective when researching sensitive subject areas with pupils in schools and proved a positive way to allow for rich data to not only be gathered for research dissemination but also allowed the pupils creativity and ownership of their data. The healthy relationship project has shown that respecting pupils enabled them to be heard throughout project design and delivery which led to significant positive results not only in impact on pupils but also on the staff. Pupils as agents of change had the confidence to rewrite scripts, perform in front of their peers, school staff and the research team while constantly evaluating their knowledge of and attitudes towards romantic relationships. Co-designing scripts about relationships with and for young people is the key to learning about healthy relationships. This research has proven that working alongside young people, pupils in schools, extends the impact of their learning beyond the classroom. The quote below was from a letter sent to the research teams via a school they had delivered in from a parent of a pupil who attended the project. This quote captures the the impact of the project beyond not only classroom by the school itself. The project impacted the pupil and in turn their family and friend networks.

My daughter attended the (relationship education) course and I can't believe the difference it has made. She has changed her attitude, been more respectful and also has more confidence. It has made such a huge difference for the better for the whole family. (parent of pupil aged 14 who attended the relationship education project 2013)

Adaptability and co-design were essential for the success of the project. The researchers adapted workshop content and methods in a creative way to engage all pupils in activities, and to develop age and ability appropriate methods with pupils in SEND schools. We believe that including pupils with SEND in the designing of workshop materials is essential to achieving positive outcomes, particularly when addressing healthy and unhealthy relationships shaped by gender norms. Pupil's ability to learn is centred around them feeling safe and respected however when they codesign the resources the impact is maximised.

Table 5 illustrates the Action–Empowerment Wheel (Porter, 2024). This cyclical model of action, which actively engages young people in and through research, must be embedded from the outset of the research design. To ensure meaningful engagement and impactful outcomes, particularly in relation to how gender shapes young people's experience, the following actions must be recognised, valued, and systematically integrated into the research process.

ethics-action-participant-youngpeople-creativity-learning-empowering-equal-researchers-research-data-dissemination-action

Table 5: The Action-Empowerment Wheel. Janette Porter 2024 Sharing Research in Real Terms Guided by its Participants



I don't want someone to speak on my behalf' offers a small snapshot into the voices of the young people involved in the project. Throughout, young people were treated with respect and as equals, which supported them in understanding their rights and building the confidence to have their voices heard, Action = Empowerment (Porter, 2025). This approach highlights that all pupils, all genders all schools need inclusive age and ability appropriate relationship and sex education.

Ethics Declaration: Middlesex University UK received the approval for the Healthy Relationship project to be delivered as part of the Tender, Acting Against Abuse National Partnership programme. Ethics reference ST003 – Middlesex University 2024. LJMU granted approval for an ethics amendment to the Middlesex approved ethics application for working with an upper age of 19 in 2017. Ethics reference 17/HSS/011 - LJMU

AI Declaration: Artificial intelligence (AI) tools were utilised to assist in the organisation and formatting of references.

References

- Barter, C., McCarry, M., Berridge, D., & Evans, K. (2009). *Partner exploitation and violence in teenage intimate relationships*. NSPCC. <https://www.nspcc.org.uk/globalassets/documents/research-reports/partner-exploitation-violence-teenage-intimate-relationships-report.pdf>
- Bishop, C., & Bettinson, V. (2018). Evidencing domestic violence, including behaviour that falls under the new offence of controlling or coercive behaviour. *International Journal of Evidence and Proof*, 22(1), 3–29. <https://doi.org/10.1177/1365712717725535>
- Davidson, E. (2017). Saying it like it is? Power, participation and research involving young people. *Social Inclusion*, 5(3), 228–239. <https://doi.org/10.17645/si.v5i3.967>
- Garland-Thomson, R., (2005). Feminist Disability Studies: A Review Essay. *Signs: Journal of Women in Culture and Society* 30(2), 1557–1587. <https://doi.org/10.1086/423352>
- Gov.UK. (2021). *Implementation of relationships education, relationships and sex education and health education 2020 to 2021*. <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/implementation-of-relationships-education-relationships-and-sex-education-and-health-education-2020-to-2021>
- GOV.UK. (2013). *New government domestic violence and abuse definition*. <https://www.gov.uk/government/publications/new-government-domestic-violence-and-abuse-definition/circular-0032013-new-government-domestic-violence-and-abuse-definition>
- GOV.UK. (2010). *Definition of disability under the Equality Act 2010*. <https://www.gov.uk/definition-of-disability-under-equality-act-2010>
- GOV.UK. (n.d.). *National curriculum*. <https://www.gov.uk/national-curriculum>
- Hester, M., & Lilley, S-J., (2014). Preventing Violence Against Women. Article 12 of the Istanbul Convention: A collection of papers on the Council of Europe Convention on preventing and combating violence against women and domestic violence. Strasbourg: Council of Europe.
- Home Office. (2015). *Teenage relationship abuse: A teacher's guide to violence and abuse in teenage relationships*.
- Jones, K. (2017). *Performative social science*. Wiley-Blackwell. <https://eprints.bournemouth.ac.uk/22616/1/Performative%20Social%20Science%20Wiley.pdf>
- Legislation.gov.uk. (2021). *Domestic Abuse Act 2021*. <https://www.legislation.gov.uk/ukpga/2021/17/contents>
- Long, R. (2024). *Relationships and sex education in schools (England)*. House of Commons Library. <https://researchbriefings.files.parliament.uk/documents/SN06103/SN06103.pdf>
- Mays, J.M., (2006, January 19). Feminist disability theory: domestic violence against women with a disability. *Disability & Society* 21(2), 147-158. <https://doi.org/10.1080/09687590500498077>

- MacIntyre, G. & Stewart, A. (August 2022) Working with women with learning disabilities who have experienced gender-based violence, *Insight* 65 <https://www.iriss.org.uk/resources/insights/working-women-learning-disabilities-who-have-experienced-gender-based-violence>
- Mohd Arifin, S. R. (2018). Ethical considerations in qualitative study. *International Journal of Care Scholars*, 1(2), 30–33. <https://doi.org/10.31436/ijcs.v1i2.82>
- Moll S, Wyndham-West M, Mulvale G, Park S, Buettgen A, Phoenix M, Fleisig R, Bruce E. Are you really doing 'codesign'? Critical reflections when working with vulnerable populations. *BMJ Open*. 2020 Nov 3;10(11):e038339. doi: 10.1136/bmjopen-2020-038339. PMID: 33148733; PMCID: PMC7640510.
- Office for National Statistics. (2019). *Disability and crime in the UK*. <https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/disability/bulletins/disabilityandcrimeuk/2019>
- Office for National Statistics. (2021). *Children's online behaviour in England and Wales: Year ending March 2020*. <https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/bulletins/childrensonlinebehaviourinenglandandwales/yearendingmarch2020>
- Porter, J., & Standing, K. (2025). "He hits me and it's hard": Using creative methods in schools to research gender-based violence. In C. Borda-Niño-Wildman (Ed.), *Routledge international handbook of gender-based violence research*. Routledge.
- Porter, J. (2025). This is a healthy relationship: School pupils as researchers and equals. In *The ethics of unlocking research with children: Creativity, agency and change*. Emerald Publishing.
- Porter, J., & Standing, K. (2024). *My perfect partner: Using creative methods to address gender-based violence*. International Conference on Gender-Based Violence. https://www.researchgate.net/publication/379970673_My_Perfect_Partner_Using_Creative_Methods_to_Address_Gender_Based_Violence
- Porter, J., & Standing, K. (2023). *My perfect partner: Creative methods in relationship education*. UKFIET Conference. <https://www.ukfiet.org/2023/my-perfect-partner-creative-methods-in-relationship-education/>
- Porter, J., & Standing, K. (2020). Love Island and relationship education. *Frontiers in Sociology*, 4, Article 79. <https://doi.org/10.3389/fsoc.2019.00079>
- Porter, J., & Standing, K. (2020). *Children in Need end of project report* (Unpublished manuscript).
- Porter, J., & Standing, K. (2017). *I love him, I love her* [Film]. YouTube. <https://www.youtube.com/watch?v=Za1Yqr0wHF0>
- Porter, J., & Standing, K. E. (2018). Love Island: Adam shows teenagers how not to treat romantic partners. *The Conversation*. <https://theconversation.com/love-island-adam-shows-teenagers-how-not-to-treat-romantic-partners-98801>
- Public Health England. (2015). *Disability and domestic abuse: Risk, impacts and response*. https://assets.publishing.service.gov.uk/media/5a806673ed915d74e622e3c8/Disability_and_domestic_abuse_topic_overview_FINAL.pdf
- Rand, M. R., & Harrell, E. (2007). *Crime against people with disabilities, 2007*. https://www.researchgate.net/publication/280660022_Crime_Against_People_with_Disabilities_2007
- Robinson, S., Foley, K., Moore, T., Valentine, K., Burton, J., Marshall, A., O'Donnell, M. & Brebner, C. (2023, January 28). Prioritising Children and Young People with Disability in Research About Domestic and Family Violence: Methodological, Ethical and Pragmatic Reflections. *Journal of Family Violence* 38, 1191–1204. <https://doi.org/10.1007/s10896-023-00496-9>
- Safelives. (2019). *Disabled people and domestic abuse spotlight*. <https://safelives.org.uk/resources-for-professionals/spotlights/spotlight-disabled-people-and-domestic-abuse>
- Sander-McDonagh, E., Rogers, S. A., Horvath, M., & Selwood, S. (2016). *Evaluation report of the Tender Healthy Relationships Project National Partnership Programme*. Middlesex University. <https://repository.mdx.ac.uk/item/88832>
- Scherer L. (2014). 'I am not clever, they are cleverer than us': children reading in the primary school. *British Journal of Sociology of Education*, p. 1–19.
- Stanley, N., Ellis, J., Farrelly, N., Hollinghurst, S., Bailey, S. & Downe, S. (2015). Preventing Domestic Abuse for Children and Young People (PEACH): A Mixed Knowledge Scoping Review. *Public Health Research*, 3(7).
- World Health Organization. (2021). *Devastatingly pervasive: 1 in 3 women globally experience violence*. <https://www.who.int/news/item/09-03-2021-devastatingly-pervasive-1-in-3-women-globally-experience-violence>
- Zylbersztejn, A., Lewis, K., et al. (2023). Evaluation of variation in special educational needs provision and its impact on health and education using administrative records for England: Umbrella protocol for a mixed-methods research programme. *BMJ Open*. <https://pmc.ncbi.nlm.nih.gov/articles/PMC10626865/>