

## KS3 Safe!Stories Healthy Relationships: Teacher Notes

Safe!Stories lesson plans and resources\* are designed to be in-line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

The lessons to support Hope and Donte's story link to the following aspects from the RSE and Health Education statutory guidance:

- How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed.
- The characteristics of positive and healthy friendships, in all contexts including online, such as trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

As such, Hope and Donte's story would fit well in any sequence of lessons covering these issues.

Hope and Donte's story is an example of an unhealthy, abusive romantic relationship. In order for this resource to be age appropriate for KS3, the focus of the following lessons are on healthy and unhealthy friendships and how to support a friend who might be involved in an unhealthy friendship. For age-appropriate learning opportunities that deal more directly with romantic relationships and abusive situations, please refer to the KS4 resources that accompany this video. In some school settings it may be appropriate to make use of both sets of resources across the course of a school year, most likely Year 9.

### Further Resources:

Safe Stories website: [www.safestories.org.uk](http://www.safestories.org.uk)

SAFE! <https://www.safeproject.org.uk>

Step Out @Donnington Doorstep: <http://www.donnington-doorstep.org.uk/step-out/about-step-out#>

Project Respect: <https://www.yesmeansyes.com/consent/>

Multi-Agency Safeguarding Hub (MASH) guidance: <https://www.oxfordshire.gov.uk/business/information-providers/multi-agency-safeguarding-hub>

Childline: <https://www.childline.org.uk/info-advice/friends-relationships-sex/friends/>

Freephone 24 Hour National Domestic Violence Helpline – 0808 2000 247

The Hideout: <http://thehideout.org.uk/children/home/>



\*These resources have been produced by Safe! in conjunction with The Cherwell School (L. Dorn and R. Hancock) 2020.

## KS3 Safe!Stories Healthy Relationships – Hope and Donte

### Essential Teacher Notes

It is important to be mindful that there may be students in the class who have direct or indirect experience of unhealthy and abusive relationships, including friendships. Nonetheless it is crucial that all students have access to information on how to stay safe and seek help. Therefore, you may wish to speak with particularly vulnerable students beforehand and share the lesson intentions with them so they can ask any questions. In order to provide a wider safety-net it may be appropriate to do this in conjunction with the relevant pastoral teams in your setting. The lesson does not include specific details of how one person may cause harm to another as vulnerable students may copy or be adversely affected by the behaviours they learn about in class.

Do use non-emotive language, try to be factual rather than dramatic. We know students learn best and most safely when presented with facts and given the opportunity to discuss and explore them within safe boundaries. Throughout the lesson you will see that teacher explanations have been clearly specified for each activity. These should be read directly to your class to ensure that students experience consistency. We hope this will also give you confidence in your own delivery.

A list of key words and definitions are provided. Familiarise yourself with these because students need to be provided with clear, accurate and consistent explanations. It is important that your own knowledge is secure in this area. You might want to print these out for students and encourage them to use and refer to them throughout the lesson. This is important for improving a student's ability to communicate effectively about features of healthy and unhealthy relationships.

**Disclosures:** Be aware that students may make disclosures to you or their peers at any point during or after the lesson. Should a child make a disclosure within the lesson either directly or indirectly (e.g. you overhear it while they are chatting to peers) you must follow your school's safeguarding procedure and report this to the relevant staff as directed in your school policy. In these lessons do be vigilant, take notice and report any concern, however small, as it could be part of a bigger picture. Do speak to your safeguarding lead ahead of the lesson should you want clarification and advice on the process, including how you deal with the student.

## Lesson Overview Grids

Lesson One			
Timing	Activity		Resource
5 minutes	Teacher Led Task	Go through health warning and signposting	PPT slide 1-3
10+ minutes	Activity One	Key word lists Sort features of healthy and unhealthy friendships	PPT slide 4-5 Key word list Card sort
5 minutes (video 3.28)	Activity Two	Watching video: Hope and Donte	PPT slide 6 Video link
5 minutes	Activity Three	Shared features of unhealthy friendships and relationships	PPT slide 7 Card sort
5 minutes	Activity Four	Friendships and technology	PPT slide 8-10 Risk list
5 minutes	Activity Five	Re-watch video: Hope and Donte	PPT slide 11 Script
10 minutes	Activity Six	Identifying red flags	PPT slide 12 Script
10 minutes	Activity Seven	Linking flags to features of unhealthy friendships	PPT slide 13
5 minutes	Teacher Led Task	Signposting sources of advice	PPT slide 14

Lesson Two			
Timing	Activity		Resource
5 minutes	Teacher Led Task	Repeat health warning and signposting	PPT slides 1-3
5 minutes (video 3.28)	Activity One	Re-watching video: Hope and Donte	PPT slide 4 Video link
5 minutes	Activity Two	Healthy and unhealthy responses to difficult scenarios with friends	PPT slides 5-7
10 minutes	Activity Three	Discussion of different friendship scenarios – what could go right, what could go wrong	PPT slides 9-10
10 minutes	Activity Four	Writing a speech and practicing it aloud	PPT slides 11-12
10 minutes	Activity Five	Protective behaviours and building healthy friendships	PPT slides 13-14
5 minutes	Activity Six	Quick quiz	PPT slides 15-19
5 minutes	Teacher Led Task	Signposting sources of advice	PPT slide 20

## Useful Key Words

<b>Healthy friendship or relationship</b>	A friendship or relationship based on mutual (two-way) trust, respect, honesty, and clear communication that is emotionally, physically and psychologically safe and beneficial for both individuals.
<b>Unhealthy friendship or relationship</b>	A friendship or relationship that has a power imbalance between individuals and/or where one or more features of a healthy relationship are missing or are not available to both individuals equally.
<b>Positive risk</b>	An action or situation that has the possibility of a good, healthy outcome.
<b>Risk (or negative risk)</b>	An action or situation that has a likelihood of something bad happening.
<b>Informed consent</b>	<p>Informed consent is important in all areas of our lives, not just our friendships. It means that you have all the information needed to make a choice and you give your consent (agree). You also have the right to change your mind at any point. In order to truly give informed consent to anything you need three things: choice, capacity, and freedom.</p> <p>You need to have a choice, be in the best frame of mind to make the choice and have the freedom to make that choice and change your mind should you want to.</p>
<b>Gaslighting</b>	Manipulating someone so that they come to doubt the truth and reality of their experiences. Gaslighting can involve twisting or misrepresenting information or even giving false information.
<b>Red Flag</b>	A warning sign that something isn't quite right in a friendship or relationship.

## KS3 Safe!Stories Healthy Relationships – Hope and Donte

### Lesson One Plan – 50 minutes

#### Teacher-led Task

##### Health Warning

In order to create a safe environment in your classroom in order to sensitively deal with the issues covered in this sequence of lessons, please share the following statement with students (including sign-posting where they can get support). Do repeat throughout the lesson if necessary. It is vital that this is established before moving onto the activities so it might take more than 5 minutes if the message needs to be repeated.

##### Teacher Explanation:

“We are going to be focusing on how to recognise healthy and unhealthy friendships and how to support yourself and others.

When a person is able to recognise and be part of healthy friendships they are more likely to be able to recognise healthy and unhealthy romantic relationships later in life. In these lessons we will focus on friendships.

This information is to help you protect yourself and your friends from harm, not to be used in order to bully or make fun of others. Later in KS4 it will be appropriate to consider healthy and unhealthy romantic relationships.

Friendships are a very personal and intimate issue, and we are required to be mature and sensitive in the way that we discuss. These issues will be closer to the experience of some of us more than others. Remember to talk and discuss in a sensitive and respectful manner. This means that people need to feel safe should they choose to share an idea or a personal experience. To show we are being respectful we will put our hands up if we want to contribute (and will wait patiently), we will not talk over somebody, we will make sure we are actively listening by looking at the person talking and being kind with our facial expressions and body language. We will also not leave the lesson and go and tell other people what someone else has said.

You can step out of the classroom if you need a minute. Someone may come and check to see if you are ok but you do not have to explain to them what you are feeling if you are not comfortable.”

##### Sign-posting

##### Teacher Explanation:

“If you or anyone you know are affected by the issues we discuss today, remember that there are many people in school who can support you [list adults and resources specific to your school context]. At the end of the lesson we will provide you with places outside of school that you could go to for support.”

##### Activity One

Read through the key words and definitions together. Students can highlight the words that are new to them on their copies.

Sort the friendship cards into healthy and unhealthy features [Appendix 1]. This activity can be done individually, in pairs, or in groups.

Ask the individuals, pairs, or groups to add at least two features of their own. One healthy feature and one unhealthy.

### Teacher Explanation:

“We will be focusing today on friendships but many of the features of healthy and unhealthy friendships are also features of other relationships such as romantic relationships and family relationships, they can even appear in work-based relationships such as that between you and your boss. Those features of healthy friendships apply equally to those where friends are the same or opposite gender, and those where one or more friends identifies as non-binary. They are also the features of healthy friendships between more than two people.”

Ask the class to feedback the results of their sort. The correct list [Appendix 2] can then be given out as a handout to use with later tasks.

Class can feedback the features they have come up with themselves and these can be added to individual handouts.

Note: Students may decide that some features could belong in the healthy or unhealthy categories depending on the circumstances. For example: ‘Shares the secrets you confide in them’ or ‘Able to help or comfort one another without the need for repayment’. This is ok and is a good opportunity to confirm for students that context is really important. Also if they or someone they know are ever unsure whether aspects of a relationship they are in are healthy or unhealthy, talking to a trusted adult can be really helpful.

## Activity Two

Watch the video that shows Hope and Donte’s relationship. Show the video in its entirety without pause to allow students to make their own initial interpretations of the story.

## Activity Three

### Teacher Explanation:

“Hope refers to Donte as her boyfriend and Donte talks about his past relationships so we can assume that Hope and Donte are in a romantic relationship. However, it is important to remember that many of the features of healthy and unhealthy romantic relationships are also features of healthy and unhealthy friendships. There are ways we can behave and things we can do in all our relationships to treat other people with respect and kindness.”

Ask the class to look again at their list of features of healthy and unhealthy friendships. Ask individuals, pairs or groups to select which of these features they have seen in Donte and Hope’s relationship.

Class can feedback the shared features they have found. Remind students that these are good examples to show how the features of healthy and unhealthy friendships and relationships are often the same or similar.

This can also be turned into a written activity: Identify and explain how what is unhealthy behaviour in a romantic relationship can also be unhealthy behaviour in a friendship.

Model Answer: *A feature of an unhealthy friendship or romantic relationship is when the other person tries to change you. In both cases this shows that the other person does not actually accept and like you as you are and instead wants to change and control you.*

## Activity Four

Hope says that Donte was “really tech savvy, always showing me new stuff. The latest was a messaging app with a location feature. He wanted to start looking out for me.”

Hope feels pressure to let Donte download an app to her phone. This is a pressure that can happen in friendships as well. It is important that we always know what we are consenting (agreeing) to. Look at the definition of informed consent in the key word list. The following are all risks that come with allowing someone else to download an application on your phone [Appendix 3.]. Individually, put them in order of risk with 1 being the most risky (that could cause the most harm) and 10 being the least risky (could cause the least amount of harm).

- It might cost money to download.
- You might know that it will cost money to purchase but may not know how much until it is too late.
- It might require in-app purchases later that will cost you money.
- It may share personal and private information such as your location with others.
- You sometimes share your device with younger siblings and the app might not be age-appropriate for them.
- The app may contain malware that puts your phone and information at risk.
- You are worried that if they take your phone they may not give it back right away.
- You are worried that if they take your phone it may be damaged.
- The app may be genuine but just not very well made and so causes lots of glitches on your phone.
- You are worried that when they have your phone they will also look through your private messages or photos.

Students can add other risks that they have identified themselves.

### Teacher Explanation:

“It is possible that someone who is a good friend will suggest that you download a particular app onto your phone and their intentions are not malicious, but that same friend will also respect your decision if you say no.”

Take the riskiest possible consequence you have identified (number 1) and turn it into a reason to explain to your friend why you don’t want this to happen on this occasion.

Model Answer: *In order to explain the risk to my friend I could say “I don’t want to put that app on my phone right now because sometimes I have to let my little brother borrow it and I could get in trouble if he uses it”.*

“Remember, a good friend will respect your decision and won’t pressure you further.”

## Activity Five

It may be suitable to re-watch and pause the animation at certain points when students identify red flags.

## Activity Six

### Teacher Explanation:

“Part of being a good friend is looking out for the safety and wellbeing of your friends. You want them to be safe and happy.”

Remind students what the definition of a red flag is from the key word list.

From the outside looking in, what are the red flags in Hope and Donte's relationship? This activity can be done individually, in pairs, or in groups. Ask students for their ideas, these could be collected in a class list and recorded by everybody. If students have access to the transcript they could highlight where the red flags are.

Possible answers:

- "He even started picking out new outfits for me. He said he likes me in green."
- "I knew he cared for me, but I didn't think he'd be so protective"
- "I kinda felt bad, as it was my best friend's birthday. But Donte said he was tired and wanted to get going."
- "I didn't have time for music anymore"
- "Relationships keep you really busy, that's all"
- "He said we didn't need anyone else"
- "The latest was a messaging app with a location feature. He wanted to start looking out for me."
- "He started messaging me all the time. Always to check where I was, and who I was with."
- "He got upset about a comment on a pic I posted"
- "But then he showed up. Demanding to know why he wasn't invited"

## Activity Seven

Choose at least two red flags and explain why it is a sign of an unhealthy relationship. Students should use the model, key word list and the sort cards to support them.

Model Answer [with key words highlighted]: *Hope says that since she met Donte she "didn't have time for music anymore". This could be a red flag that this is an unhealthy relationship because Donte is taking up all her time and is isolating her from groups that she is a member of.*

## Sign-posting

End the lesson by reminding students of the places they can access support:

### Teacher Explanation:

"Remember, If you or anyone you know are affected by the issues we discuss today, remember that there are many people in school who can support you [list adults and resources specific to your school context].

There are also organisations outside of school that you can go to [make sure students can see this]:"

Safe: <https://www.safeproject.org.uk>

Childline: <https://www.childline.org.uk/> 0800 1111

Freephone 24 Hour National Domestic Violence Helpline – 0808 2000 247

The Hideout: <http://thehideout.org.uk/children/home/>



## KS3 Safe!Stories Healthy Relationships – Hope and Donte

### Lesson Two Plan – 50 minutes

#### Teacher-led Task

##### Health Warning

In order to create a safe environment in your classroom in order to sensitively deal with the issues covered in this sequence of lessons, please share the following statement with students (including sign-posting where they can get support). Do repeat throughout the lesson if necessary. It is vital that this is established before moving onto the activities so it might take more than 5 minutes if the message needs to be repeated.

##### Teacher Explanation:

“We are going to continue focusing on how to recognise healthy and unhealthy friendships and how to support yourself and others.

When a person is able to recognise and be part of healthy friendships they are more likely to be able to recognise healthy and unhealthy romantic relationships later in life. In these lessons we will focus on friendships.

This information is to help you protect yourself and your friends from harm, not to be used in order to bully or make fun of others. Later in KS4 it will be appropriate to consider healthy and unhealthy romantic relationships.

Friendships are a very personal and intimate issue, and we are required to be mature and sensitive in the way that we discuss. These issues will be closer to the experience of some of us more than others. Remember to talk and discuss in a sensitive and respectful manner. This means that people need to feel safe should they choose to share an idea or a personal experience. To show we are being respectful we will put our hands up if we want to contribute (and will wait patiently), we will not talk over somebody, we will make sure we are actively listening by looking at the person talking and being kind with our facial expressions and body language. We will also not leave the lesson and go and tell other people what someone else has said.

You can step out of the classroom if you need a minute. Someone may come and check to see if you are ok but you do not have to explain to them what you are feeling if you are not comfortable.”

##### Sign-posting

##### Teacher Explanation:

“If you or anyone you know are affected by the issues we discuss today, remember that there are many people in school who can support you [list adults and resources specific to your school context]. At the end of the lesson we will provide you with places outside of school that you could go to for support.”

##### Activity One

Re-watch the video that shows Hope and Donte’s relationships.

##### Activity Two

Read through the teacher explanation, and model scenario for student discussion

### Teacher Explanation:

“Remember the red flags in Hope and Donte’s relationship that we identified last lesson. We noticed that there were many signs of an unhealthy friendships. Being friends with people is often really great but sometimes we can find ourselves in tricky situations and it is important to think about how we can avoid being in unhealthy friendships.

One way of doing this is to think about how we might have a difficult conversation with a friend. For example, think about how Hope and Donte went shopping. You will remember from the video that Donte started picking out clothes for Hope. We said this was a red flag. We are going to think about a different perspective on this scenario.

Let’s read the model scenario together. [Read model scenario 1]. This is a difficult scenario because you do not want to upset your friend but you also want to be honest. Look at the list of possible responses and discuss which behaviours you would expect to see from a healthy friendship and those behaviours which would indicate an unhealthy friendship. If students need support they could look back to appendix 2. correct features of healthy/unhealthy friendships.”

**Model Scenario 1** *You and your friends go clothes shopping together. They have tried something on and they ask for your advice. You do not think what they have tried on looks good.*

Students to look at the list of possible responses and discuss in pairs which behaviours you would expect to see from a healthy friendship and those behaviours which would indicate an unhealthy friendship. Add any of your own examples too. Go through one example model, e.g. the first one says ‘you lie and tell them it looks great when you don’t think it does’. We know that lying or being dishonest is a feature of an unhealthy friendship. Imagine how your friend would feel if they knew you hadn’t told them the truth, even though telling the truth might be a difficult thing for you to do. Complete some brief feedback from the class. You could ask the class to think about what they think would be difficult about having this sort of conversation. Share the correct list afterwards.

- You lie and tell them it looks great when you don't think it does
- Silence - you don't really say anything
- You say, “I'm not sure that’s the best look, how about this?”
- You take a photo and tell them that even a snapchat filter doesn’t help
- you ask them how confident they feel wearing it
- You ask them if they feel comfortable
- You make fun of how they look in it
- You take a photo, laugh then send it to all your friends on snapchat
- Recommend a different style of colour
- Remind them about an outfit that you saw them in where they seemed comfortable and confident.

Note: If you feel that the class would benefit from a more challenging and mature scenario (especially if they are year 9) then you could adapt the model scenario to be this: ‘you are out shopping with a friend and they have chosen an outfit for you that you do not feel comfortable in, but they are adamant you should buy it’. The model responses would need to be adapted to include examples such as, ‘you give in and buy the outfit’, ‘you get angry with your friend and shout at them in the shop’, ‘you tell them that you don’t feel comfortable’.

### Activity Three

Read scenario 2 and 3. Each pair to discuss what could go right, and what could go wrong in these scenarios.

### Teacher Explanation:

“Next we are going to think about two different friendship scenarios which might require a difficult conversation between friends. For each scenario I want you to think about what. What would a response look like if this was an unhealthy friendship and what would a response look like if this was a healthy friendship? You will find it helpful to have the table of features of healthy and unhealthy friendships in front of you.”

**Scenario 2** - One of your friends hasn't been invited to something but everyone is talking about it and you know that your friend is feeling left out and upset. What would you say to the person inviting people (who is also your friend)?

**Scenario 3** - You are at a party with your friend, they are tired and say they want to leave early, but you want to stay as you are having a good time. What would you say to your friend who wants to leave? Is there anything else you would need to do?

Get feedback from class, ideally using a hands down approach. You should write a few ideas on the board for each scenario, which will help all students be able access the next task.

Note: You may want to discuss this more widely with an older KS3 group (i.e. year 9) and draw out points about how negotiating this conversation with a friend should also take into consideration issues relating to safety and personal wellbeing. For example, if a person was to be assertive and say they would want to stay at a party but then they don't have a safe way of getting home or will be on their own, then part of a healthy friendship might involve negotiation so that you stay at the party but you also help them get home safely. Another perspective could be that the friend who wants to leave might be responding to their gut instinct (a protective behaviour) in wanting to leave and so it would be a good sign of friendship if they had a conversation with their friend to see if the reason they want to leave early is because they feel unsafe.

### Activity Four

Students to work in pairs to produce a short script for one of the scenarios which shows how this scenario would play out if a difficult conversation was held, and the friendship was a healthy one. They are going to write down exactly what each person will say. They can use some of the model phrases to help them. After this they will practice reading through the scripts out loud, in their pairs (all at the same time - this is more inclusive and maximises engagement). It is important that we give students the opportunity to practice being assertive through speech (as well as writing).

### Teacher explanation:

“Having a difficult conversation with a friend can be really challenging because you don't know how the other person is going to react.

When having these difficult conversations, it can be really helpful to have a script in your mind, so that you say everything you need to. You can start a difficult conversation like this:

1. I have something to tell you...
2. Here's what I'm afraid will happen when I tell you...
3. Here's what I want to have happen...
4. Here's what I have to tell you....

Work with a partner to script a 'difficult conversation' from one of the scenarios we have just discussed. You will be writing a script between two friends who are in a healthy relationship. If you can practice this it can build up your confidence and improve your communication skills, so that if you find yourself in a situation like this you will know what you might say.”

Before practicing the speaking: “Now you have written your script you are going to practice saying it out loud. You will do it twice and will switch parts so you both get a chance to read both parts of the script. I will give you a time limit and when I say switch you will change the part you are reading. It is really important that when you are having a difficult conversation that you are as confident and assertive as possible. You can do this by

- making eye contact with the person
- keeping your arms unfolded
- standing up straight
- speaking in a calm way
- speaking slowly, and remembering to breathe
- taking a deep breath if you feel anxious
- being firm and sometimes repeating your point, calmly

If you are playing the part of the friend who is being spoken to, it is important that you also show you are a good friend and listener by

- making eye contact
- listening to the points your friend is making without interrupting
- waiting your turn to speak
- making sure your body language is good - e.g. facing the person (not away from them)

Take a moment to read through the script in silence and think about how you are going to say it.”

## Activity Five

### Teacher Explanation:

“Hope chooses to end her relationship with Donte, however she says he “didn’t take the break-up well. I was scared of what he would do next, so I spoke to my teacher”. In her case, talking to a trusted adult was the right thing to do. **Everybody has the right to feel safe all of the time.** This applies just as much to our friendships as any other relationship. Just like Hope, if you feel unsafe, talking to a trusted adult is a sensible course of action. However, if you or your friends are ever in immediate danger the safest thing to do is call 999.

There are other ways we can all keep ourselves safe on a day-to-day basis and these can also help us fill our lives with healthy, rather than unhealthy, friendships.”

Share the following protective behaviours with students, gather further positive suggestions from them to add to the list. This activity can be done individually, in pairs, or in groups. Ask the class to feedback the results of their discussions.

### Building Healthy Friendships

Stay connected to groups and/or people you feel safe and happy with	Get involved with activities that help you feel positive about life	Trust your gut instinct, if a situation feels unsafe, leave and tell someone you trust
Identify peers and adults you trust and could ask for help (your support network)	Look out for your friends and loved ones	Your feelings are important, you have someone you can talk to about your feelings
Prioritise self care through eating healthily and getting enough exercise	Develop confidence with your communication skills by practicing what you could say	Learn a new skill to encourage relaxation and mindfulness

## Activity Six - Quick Quiz

Use the quick quiz to re-cap the knowledge learnt from this pair of lessons.

1. True or False? A feature of an unhealthy relationship is where one friend makes the other feel bad about spending time with other friends/family.
2. An unhealthy friendship or relationship is one that has a \_\_\_\_\_ between individuals and/or where one or more features of a healthy relationship are missing or are not available to both individuals equally. What are the missing words?
  - a. balance of power
  - b. unpredictable atmosphere
  - c. power imbalance
3. Which of the following is not a serious risk that comes from allowing someone to download an app on your phone?
  - a. The app may contain malware that puts your phone and information at risk.
  - b. You might change your mind
  - c. It might require in-app purchases later that will cost you money.
4. What is the phone number for Childline?
5. True or False? Everybody has the right to feel safe all of the time?

**Answers:** 1. True, 2. c, 3. b, 4. 0800 1111, 5. True

## Sign-posting

End the lesson by reminding students of the places they can access support:

### Teacher Explanation:

“Remember, If you or anyone you know are affected by the issues we discuss today, remember that there are many people in school who can support you [list adults and resources specific to your school context].

There are also organisations outside of school that you can go to [make sure students can see this]:”

Safe: <https://www.safeproject.org.uk>

Childline: <https://www.childline.org.uk/> 0800 1111

Freephone 24 Hour National Domestic Violence Helpline – 0808 2000 247

The Hideout: <http://thehideout.org.uk/children/home/>

## Appendix 1.

### Card Sort – Features of Healthy and Unhealthy Relationships

Always there for you when you need them	Lies to you or is dishonest with you	Trusts you	Makes choices for you
Is pleased for you when you are successful	Happy to do some activities together and some with other people instead	Able to help or comfort one another without the need for repayment	Their emotions blow hot and cold, you never know how they will respond to you
Acknowledges you as their friend, whoever you are around	Makes you feel bad about spending time with other friends/family	Allowed to have differing opinions	Shares the secrets you confide in them
Tries to change you	Insists that you spend all your time with them	Regularly checks where you are and who you are with	Happy when you spend time on your own, with your family or other friends
Trusting	Takes credit for your successes	Makes comments that leave the other person feeling down or unhappy	Encourages you to try new things and take positive risks

## Appendix 2.

Correct list of healthy and unhealthy features.

These have been compiled with the input of KS3 students.

Features of a Healthy Friendship	Features of an Unhealthy Friendship
Trusting	Takes credit for your successes
Encourages you to try new things and take positive risks	Makes comments that leave the other person feeling down or unhappy
Happy when you spend time on your own, with your family or other friends	Tries to change you
Allowed to have differing opinions	Insists that you spend all your time with them
Happy to do some activities together and some with other people instead	Regularly checks where you are and who you are with
Is pleased for you when you are successful	Makes you feel bad about spending time with other friends/family
Always there for you when you need them	Shares the secrets you confide in them
Acknowledges you as their friend, whoever you are around	Their emotions blow hot and cold, you never know how they will respond to you
Able to help or comfort one another without the need for repayment	Lies to you or is dishonest with you
Trusts you	Makes choices for you

### Appendix 3.

The following are all risks that come with allowing someone else to download an application on your phone.

Put them in order of risk with 1 being the most risky (that could cause the most harm) and 10 being the least risky (could cause the least amount of harm).

Risk	My Order
It might cost money to download.	
You might know that it will cost money to purchase but may not know how much until it is too late.	
It may share personal and private information such as your location with others.	
You sometimes share your device with younger siblings and the app might not be age-appropriate for them.	
The app may contain malware that puts your phone and information at risk.	
You are worried that if they take your phone, they may not give it back right away.	
You are worried that if they take your phone it may be damaged.	
The app may be genuine but just not very well made and so causes lots of glitches on your phone.	
You are worried that when they have your phone they will also look through your private messages or photos.	