

KS4 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:¹

- How to judge when an 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.
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, and how these can affect current and future relationships.
- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing.

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

Domestic abuse is defined as any incident 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 their gender or sexuality. 'Domestic abuse' covers a range of types of abuse, including, but not limited to, psychological, physical, sexual, financial or emotional abuse. 'Domestic abuse' can be prosecuted under a range of offences and the term is used to describe a range of controlling and coercive behaviours, used by one person to maintain control over another with whom they have, or have had, an intimate or family relationship. Although the definition relates to those aged 16 and over, many of the individual offences are still prosecutable for those under 16 and police are increasingly recognising and treating these behaviours as 'domestic abuse' in teenage relationships.

Further Resources:

Safe Stories website: 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>

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

¹ <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>

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. 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.



Support for Young People
Affected by Crime

Lesson Overview Grids

Lesson One			
Timing	Activity		Resource
5 minutes	Teacher Led Task	Go through health warning and signposting	PPT slides 1-3
10+ minutes	Activity One	Key word lists sort features of healthy and unhealthy relationships	PPT slides 4-5 Key word list
5 minutes (video 3.28)	Activity Two	Watching video: Hope and Donte	PPT slide 6 Video link
10 minutes	Activity Three	Identifying red flags	PPT slide 7 Script
10 minutes	Activity Four	Linking flags to features of unhealthy relationships	PPT slide 8 Key word list
5 minutes	Activity Five	Identifying appropriate behaviours and responses	PPT slides 9-10 Card sort
5 minutes	Teacher Led Task	Signposting sources of advice	PPT slide 11

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
10 minutes	Activity Two	Supporting a friend and starting a difficult conversation	PPT slides 5-6 Students' previous work
10 minutes	Activity Three	Considering barriers to asking for help	PPT slides 7-9 Students' previous work
10 minutes	Activity Four	Protective behaviours and building healthy relationships	PPT slides 10-11 Key word list
5 minutes	Activity Five	Quick quiz	PPT slides 12-17
5 minutes	Teacher Led Task	Signposting sources of advice	PPT slide 18

Useful Key Words

Healthy relationship	A relationship based on mutual (two-way) trust, respect, honesty, and clear communication that is emotionally, physically and psychologically safe and beneficial for both partners.
Unhealthy relationship	A relationship that has a power imbalance between partners and/or where one or more features of a healthy relationship are missing or are not available to both partners equally.
Informed consent	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. Informed Consent is dependent on: choice, capacity, and freedom. The legal definition is: "A person consents if (s)he agrees by choice, and has the freedom and capacity to make that choice". Sexual Offences Act 2003 (section 74). According to the law young people under the age of 16 cannot give consent.
Physical abuse	Causing short or long-term harm to another person's body.
Verbal abuse	Causing harm to another person through language. It can include being called names or insulted.
Emotional abuse	Can come in many different forms. Emotional abuse can be overt (easy to spot) such as using language to insult, belittle, criticise, intimidate or threaten someone. It can also be covert (more difficult to spot) such as controlling someone's access to friends, family or finances, constantly checking up on someone, or playing mind-games (gaslighting).
Gaslighting	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.
Mental abuse	Causing harm to someone's state-of-mind and psychological wellbeing. This can be through physical, verbal and/or emotional abuse and may result in psychological trauma such as anxiety, depression, or post-traumatic stress disorder (PTSD).
Sexual abuse	Forcing someone into having sexual contact without them freely giving informed consent.
Red Flag	A warning sign that something isn't quite right in a relationship.
Domestic abuse	The Law in England defines Domestic Abuse (DA) or Domestic Violence as any incident 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 their gender or sexuality. Men, women and children can all experience domestic abuse against them. Domestic abuse occurs amongst people of all ethnicities, sexualities, ages, disabilities, immigration status, religions or beliefs, and socio-economic backgrounds. Despite the term 'domestic', 'domestic abuse' does not only relate to people who live or have lived with each other.

KS4 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 relationships and how to support yourself and others.

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.

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

Teacher Explanation:

“We will be focusing today on romantic relationships but many of the features of healthy and unhealthy romantic relationships are also features of non-romantic relationships such as friendships and family relationships, they can even appear in work-based relationships such as that between you and your boss.

Those features of healthy romantic relationships apply equally to same and opposite gender, and non-binary relationships.”

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.

Note: Students may decide that some features could belong in the healthy or unhealthy categories depending on the circumstances. For example: ‘Always there when you need them’ or ‘encourage you to try new things’. 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. It may be suitable to re-watch and pause a certain points when students identify red flags.

Activity Three

Teacher Explanation:

“When Hope posts about her relationship on social media, the posts get a lot of ‘likes’ and comments. We know that people typically present their life in a really positive light on social media; it doesn’t reflect what the whole of their life is like. However, when those around you are really positive about your relationship it can make it really difficult to recognise the red flags for yourself.”

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 Four

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.*

Activity Five

“Donte’s behaviour towards Hope is emotionally abusive and controlling, which is unhealthy and is also illegal.”

In order to highlight this, students should consider how Donte might/could have behaved if his relationship with Hope was a positive one. Select one red flag or unhealthy aspect from the card sort, link it to the relevant type of abuse described in the key terms, and describe what the healthy, opposite of this behaviour could look like (they could use the features of healthy relationships from the card sort).

Students could verbalise or write this answer depending on timing. Either way, encourage students to use the structure and language of the model to do this well.

Model Answer: *Donte persuades Hope to leave her best friend’s birthday party early, she says “I kinda felt bad, as it was my best friend’s birthday. But Donte said he was tired and wanted to get going.” This is emotional abuse because Donte is controlling Hope’s access to her friends. If their relationship was a healthy one Donte would be happy for Hope to spend time with her friends, even if he was not there.*

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

Samaritans: call 116 123 or email jo@samaritans.org

Oxfordshire Sexual Abuse and Rape Crisis Centre (OSARCC): <https://www.osarcc.org.uk/>

Oxfordshire Domestic Abuse Helpline: 0800 731 0055 (10am - 6pm, Monday to Friday and 10am - 4pm on Saturdays). For 24 hour advice, call the National Helpline: 0808 2000 247

KS4 Safe!Stories Healthy Relationships – Hope and Donte

Lesson Two Plan – 50 minutes

Teacher-led Task

Health Warning

Repeat health warning from first lesson. 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).

Teacher Explanation:

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

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.

Relationships 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 relationship.

Activity Two

Look back over the red flags in Hope and Donte’s relationship that you identified last lesson. Now we are going to consider how her friends and his could have intervened if they noticed the same things. Approaching your friend to have this kind of difficult conversation can be really challenging because you don’t know how the other person is going to react.

Students should consider for themselves and through discussion the different ways Hope might react to her friends expressing concern about her relationship/behaviour and then consider the ways Donte might

react to his friends expressing concern about his relationship/behaviour. This activity can be done individually, in pairs, or in groups.

Ask the class to feedback the results of their discussions.

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 two 'difficult conversations', one for a friend of Hope's towards her and one for a friend of Donte's towards him. These can be shared with the class. It would be useful for all students to practice saying these sentences aloud. This can build up their confidence and improve their communication skills.

Activity Three

Teacher Explanation:

"Between March 2018 and March 2019, an estimated 2.4 million adults aged 16 to 74 years experienced domestic abuse in the last year (1.6 million women and 786,000 men)². The majority of these cases were partner-on-partner abuse. Safe! ran an assembly at Hope's school and Hope was very brave to ask for help, as it is a very difficult thing to do."

Students should consider the barriers to asking for help that a person might experience. It is important that they consider not just Hope's experience but that of a boy who is experiencing abuse from his girlfriend and partner-on-partner abuse in a same-gender couple. It is also valuable opening up the discussion to include barriers to asking for help in an unhealthy friendship. This activity can be done individually, in pairs, or in groups.

Ask the class to feedback the results of their discussions.

Possible answers:

- Not being believed
- Being scared of the consequences / worried they will not be safe
- Retaliation
- Being blamed (remind students here that no-one deserves to be abused and it is never the fault of the survivor)
- Being outed or experiencing homophobia, biphobia or transphobia
- Shame
- Sense of helplessness
- Not knowing who/where to ask for help
- Not knowing how to ask for help
- Causing upset to family and/or friends invited"

Model answer: *Without knowing about Safe! Hope might have felt helpless, that her situation could not improve. She might also have not known where to ask for help.*

Students should look back at their 'difficult conversations' scripts from earlier in the lesson. A script like this can also be helpful when asking for help so that we have an opportunity to share our worries with

² Source: Office For National Statistics

<https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/bulletins/domesticabuseinenglandandwalesoverview/november2019>

someone else. Use the template to create a script for either Hope or someone else experiencing one or more of the barriers to asking for help:

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....

Activity Four

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. However, if she had felt in immediate danger the safest thing she could have done would be to call 999. **Everybody has the right to feel safe all of the time.**³

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, relationships."

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 Relationships

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 to 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 Five

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

1. Which three of the following are the elements of informed consent?
 - a. Options
 - b. Choice
 - c. Freedom
 - d. Flexibility
 - e. Capacity
2. What is a red flag?

³ Protective Behaviours <https://www.protectivebehaviours.org/what-does-protective-behaviours-mean>

3. Which aspect of an unhealthy relationship is described here? *Manipulating someone so that they come to doubt the truth and reality of their experiences. Can involve twisting or mis-representing information or even giving false information.*
 - a. Physical abuse
 - b. Emotional abuse
 - c. Mental abuse
 - d. Gaslighting
4. Name one source of help you could go to inside school and one organisation from outside school.
5. Everybody has the right to feel safe all of the time. If you feel you are in immediate danger from a partner or ex-partner, what should you do?
 - a. Report it to school the next day
 - b. Call 999
 - c. Tell someone you trust
 - d. Let your friends know

Answers: 1b, 1c, 1e, 2 - a warning sign that something isn't quite right in a relationship. 3d, 4(specific to your setting, and sources identified below), 5b (this should be your first action but you may wish to also take some of the other actions afterwards as it is important to talk about events that have caused us distress).

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

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Oxfordshire Sexual Abuse and Rape Crisis Centre (OSARCC): <https://www.osarcc.org.uk/>

Oxfordshire Domestic Abuse Helpline: 0800 731 0055 (10am - 6pm, Monday to Friday and 10am - 4pm on Saturdays). For 24 hour advice, call the National Helpline: 0808 2000 247

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	Distrustful	Makes choices for you
Cheats on you	Happy to do some activities together and some with other people instead	Able to comfort one another without the need for repayment	Partner's emotions blow hot and cold, you never know how they will respond to you
Good communication between partners	Makes you feel bad about spending time with friends/family	Allowed to have differing opinions	Checks that you are safe
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 and friends
Trusting	Compliments you	Comments by one partner leaves the other feeling down or unhappy	Encourages you to try new things

Appendix 2.

Correct list of healthy and unhealthy features.

These have been compiled with the input of KS3 students.

Features of a Healthy Relationship	Features of an Unhealthy Relationship
Always there for you when you need them	Cheats on you
Good communication between partners	Lies to you or is dishonest with you
Happy to do some activities together and some with other people instead	Tries to change you
Allowed to have differing opinions	Makes you feel bad about spending time with friends/family
Able to comfort one another without the need for repayment	Insists that you spend all your time with them
Trusting	Distrustful
Compliments you	Comments by one partner leaves the other feeling down or unhappy
Happy when you spend time on your own with your family and friends	Partner's emotions blow hot and cold, you never know how they will respond to you
Checks that you are safe	Regularly checks where you are and who you are with
Encourages you to try new things	Makes choices for you