

Alice Ruggles Trust Relationship Safety Resource

Teacher Guidance

These notes accompany the KS3 lesson plan which promotes the development of respectful, healthy relationships. It addresses the issue of stalking, and behaviours related to stalking, age-appropriately. It seeks to keep young people protected by enabling them to recognise behaviour that can cause distress and develop early help seeking skills.

This lesson for KS3, and the original KS4-5 lessons, are offered free to schools to help ensure students of secondary age are taught essential safeguarding knowledge and skills.

Developed by the Alice Ruggles Trust and PSHE education specialists, the lesson plans are designed to engage students through discussion and participatory activities.

Contextual information

9.7% or 263,000 young people between the ages of 16-19 are stalked, according to the 2023 Crime Survey for England and Wales.

Stalking as a behaviour is not widely understood by society and even less so by young people. A survey of 12,000 young people aged 13-24, conducted by VICE UK, found that 35% had personally experienced stalking. Worryingly, 1 in 4 of the young people surveyed didn't know that stalking was a crime and an even greater number 'didn't think that attempting to contact someone [repeatedly] by any means possible counts as stalking'.

Stalking within the context of unhealthy relationships is generally described as 'a pattern of unwanted, fixated and obsessive behaviour which is intrusive and causes fear of violence or serious alarm or distress'.

It can be remembered by the mnemonic FOUR: Fixated, Obsessive, Unwanted, Repeated.

Stalking can feature a range of behaviours which may include, but is not limited to: following a person, contacting or attempting to contact them by any means, visiting their home or workplace, sending/leaving unwanted gifts, tracking or surveillance, monitoring the person both physically and/or online, hacking digital devices, threatening the target or themselves, reputational damage or making false complaints, threatening to disclose private sexual images, physical assault, harming pets.

Stalking is identified within the National Police Chief's Council framework as Violence Against Women and Girls (VAWG) and is often associated with wider unhealthy behaviours including coercion and control. It is important to recognise, particularly with adolescent relationships, that boys can be stalked too and that stalking behaviours can be reciprocal within a relationship.

Stalking is illegal - the Protection of Freedoms Act 2012 made it a specific offence which is prosecuted under the Protection from Harassment Act 1997. In 2018 a Police/CPS Joint Protocol on the appropriate handling of Stalking or Harassment offences was published to improve safety of those experiencing stalking. The Stalking Protection Act introduced Stalking Prevention Orders in January 2020.

Alice Ruggles Trust

Alice Ruggles was killed by an ex-boyfriend who had stalked her for several months. In Alice's case, help-seeking was delayed as she did not initially recognise the risks she was facing. The Trust, set up by Alice's family, aims to increase awareness surrounding stalking in order to create a generation who understand more about the risks associated with such behaviours. It aims to educate young people about the warning signs which may be present in an unhealthy relationship or when someone initially receives unwanted attention from another, in order to reduce the risk of undesirable behaviours escalating.

Further details of the circumstances surrounding Alice's tragic death, to inform your professional understanding of the way stalking can escalate, can be found at

<https://www.alicerugglestrust.org/post/alices-story>.

Introduction to the KS3 lesson

Following requests from students and teachers to talk about issues in relation to 'stalking' at a younger age, and with increasing anecdotal evidence from young people, it is apparent that some concepts needed to be introduced earlier in secondary school than Key Stage 4.

The purpose of all these lessons is to support the development and understanding of the foundations of healthy relationships and potentially prevent inappropriate behaviours from developing into criminal action.

This lesson (2024) is for secondary students in Key Stage 3:

- Developing healthy relationships

The KS3 lesson acts as a precursor to the later lessons and encourages young people to look critically at relationships, especially new or emerging relationships. It enables them to consider behaviours that young people may accept as 'the norm' without realising the potential distress that can be caused. It includes the recognition of warning signs in developing relationships, amongst peers and families. It helps to break down the barriers that exist regarding seeking help, advice or support.

This leads on to three lessons for Key Stage 4-5, have been used in schools since April 2021:

- Identifying unhealthy relationships
- Managing unwanted attention
- Reducing inappropriate behaviours

Effective teaching principles

To ensure this lesson is taught safely and effectively the following principles must be adhered:

PSHE curriculum

This lesson has been specifically designed to be taught within the subject of PSHE education. It should be embedded within the wider curriculum framework and must not be taught as a stand-alone lesson. It is best placed when students are learning about the principles of healthy relationships, following lessons where positive expectations have been discussed, and followed up with lessons that provide a bright outlook on growing up and developing happy and healthy relationships.

Lesson delivery

This lesson has been designed for mainstream schools, to be facilitated by the teacher who usually teaches the PSHE education curriculum, who knows the students well, and who has built up a positive classroom ethos alongside the students. They should be a trained professional and have responsibility for teaching or leading PSHE education to the class and/or throughout the school. Lesson delivery may be supported by other trained professionals, such as specialists in stalking and stalking behaviours.

- **Ground rules** - should be referred to throughout the lesson, when required, and act as a shared agreement between staff and students regarding behaviour expectations.
- **Anonymous questions** - it is good practice to enable students time to reflect on the topic - a questions box or envelope can be used to collect students' questions anonymously which the teacher can read following the lesson and then consider how best to respond.
- **Distancing** - students should be discouraged from sharing personalised stories and experiences in a whole class setting, and direct personal questions should not be asked – the same applies for teachers.
- **Support / Extension** – teachers will need to adapt the lesson according to the needs of students within the class, but there are some suggestions for how the main activity can be adapted given within the lesson plan.

Assessment

The lesson plan includes a **baseline assessment activity** to establish students' starting point; gaining a sense of their knowledge, skills and attitudes, before delivering the main body of the lesson. There is also an **end-point assessment activity** so that learning (including a reconfirmation, change or development in knowledge, skills and attitudes) can be reflected on by both students and teachers. This can also highlight future learning needs. Individual progress can be tracked across the lesson if the students record their ideas, thoughts and opinions, as suggested on the lesson plan. These activities can be carried out outside of the lesson, as pre- and post-lesson activities if desired.

Safeguarding

This lesson must be delivered within the framework of school policies on safeguarding and confidentiality.

- **Students vulnerable to distress from lesson content** - this subject matter may be sensitive or triggering for some students. If staff are aware of this possibility for particular students, teachers should liaise with the school pastoral team to support in class, or for example, to provide an 'exit pass' should the student find the lesson content too uncomfortable to manage safely.
- **Signposting** – It is essential that students are made aware what to do, should they wish to raise concerns or discuss incidents. It is very important that students know who they can report to in school, and how to do this. It is good practice to inform students of agencies and support outside of school also. For students who want further information, it is good practice to provide exact website links (to guard against unsafe searches).
- **Disclosures** - During or following this lesson, students may choose to disclose situations they are currently experiencing, or have experienced previously. It is helpful if teaching staff can make themselves available at the end of the lesson should individual students wish to talk, or ask for further help and advice.

- **Serious concerns** - When teaching staff have concerns about student welfare, this must be reported to the Designated Safeguarding Lead, following child protection procedures.
- **Contacting the police** – In some instances, school staff may deem it necessary to inform the police. This guidance from Child Centred Policing, National Police Chiefs Council can help staff recognise when and how to do so: [When to call the Police – guidance for schools and colleges.](#)

Curriculum links

Statutory guidance - Keeping Children Safe in Education (KCSiE), 2023

The KS3 lesson helps address the following statutory requirements which can be found in full [here](#)

Opportunities to teach safeguarding (pages 33-35), including:

- 129. Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online.
- 130. Relevant topics will be included within Relationships and Sex Education (for all secondary pupils).
- 131. Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

Statutory Relationships and Sex Education:

The KS3 lesson helps address the following statutory requirements which can be found in full [here](#):

By the end of secondary school, pupils should know:

Families

- 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); and, how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships

- the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- 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.

Online and media

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

Being safe

- the concepts of, and laws relating to... harassment... and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, *including sexual consent*, and how and when consent can be withdrawn (in all contexts, including online).

PSHE Association Programme of Study:

The KS3 lesson helps address the following learning opportunities from the [PSHE Association Programme of Study](#):

Students learn:

Health and Wellbeing - Managing risk and personal safety

- H30. how to identify risk and manage personal safety in increasingly independent situations, including online.
- H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety.

Relationships – Positive relationships

- R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them.
- R2. indicators of positive, healthy relationships and unhealthy relationships, including online.
- R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships.
- R10. the importance of trust in relationships and the behaviours that can undermine or build trust.

Relationships – Forming and maintaining respectful relationships

- R13. how to safely and responsibly form, maintain and manage positive relationships, including online.
- R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online).
- R18. to manage the strong feelings that relationships can cause (including sexual attraction).
- R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships.
- R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them.

Relationships – Bullying, abuse and discrimination

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

Relationships - Social influences

- R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support.

Further guidance and information

www.alicerugglestrust.org