

Developing Healthy Relationships

Key Stage 3

This lesson has been developed by the Alice Ruggles Trust for students at Key Stage 3 to teach about developing healthy relationship and stalking in order to help protect young people from the potential risks in such situations.

Make sure you have read the accompanying teacher guidance notes before teaching this lesson for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

Learning Objectives	<p>Students learn:</p> <ul style="list-style-type: none"> about developing healthy relationships how to recognise behaviours related to stalking, when and how to seek help
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> identify unacceptable behaviour, explain why it is unacceptable, and when it should be reported recognise the factual definition of stalking explain how the term 'stalking' is used in modern language and the effect this can have explain how to report incidents and get support for themselves or others if concerns arise
Resources	<ul style="list-style-type: none"> PPT: Developing Healthy Relationships Resource 1: <i>Overheard conversation</i> – optional Resource 2: <i>Negative relationship scenarios</i> Resource 3: <i>Positive relationship scenarios</i> Box or envelope for anonymous questions Sticky notes – optional Flipchart and marker pens – optional

Lesson summary

Lesson structure	Activity	Slides	Timing
Introduction	Introduce the lesson and agree ground rules.	1-3	5 min
Baseline assessment	Students respond to questions using a script as stimulus: <i>Overheard conversation</i>	4-5	5 min
Talking about stalking	Students discuss the term 'stalking' when, where and how it is used.	6-7	5 min
Key information and considerations	Information about what stalking is, developing relationships, emotions and feelings.	8-9	5 min
Scenarios 1	Students discuss <i>Negative relationship scenarios</i> and advise how to manage.	10-12	15 min
Reporting concerns	Explanation of why it is important to seek help early and how to do this.	13	5 min
Scenarios 2	Students discuss <i>Positive relationship scenarios</i>	14	5 min
Plenary	Students discuss the key differences between positive and negative scenarios.	15	5 min
End-point assessment	Students respond to additional questions about the script: <i>Overheard conversation</i>	16-17	5 min
Signposting	Information about where to find further information, advice, help and support.	18	5 min

Lesson Plan		
Lesson topic	Slide 1	
Ground rules	Slide 2	To set the tone for the lesson and safe learning environment explain ground rules, or revisit class ground rules for PSHE education, previously agreed.
Learning objective and outcomes	Slide 3	Introduce the learning objectives and outcomes – today’s lesson focus is about developing respectful relationships, but also to recognise unacceptable behaviour – when and how to seek help.
ACTIVITY 1: Baseline assessment – Overheard conversation*	Slides 4-5	<ul style="list-style-type: none"> • Give out copies of Resource 1: <i>Overheard conversation</i> or use the slide and show the class. • Read aloud the script, or ask students to read it for themselves. • Without further discussion, ask the students to think about the questions on slide 5. • Ask students to pair up and share their ideas about the overheard conversation and the questions. • Take note of the students’ current understanding, assumptions and attitudes. (Names in the overheard conversation have been kept purposefully gender neutral. It may be interesting to note whether the students assign a gender to the characters as this will provide an insight to their perceptions of behaviour.) • To keep a record of student progress in this lesson: Before the paired discussion, students can write notes in their workbooks or on Resource 1: <i>Overheard conversation</i>. *This can be done prior to the lesson, to allow teachers time to reflect on students’ starting point for the lesson.
ACTIVITY 2: Talking about stalking	Slide 6	<ul style="list-style-type: none"> • Organise students into small groups by joining with another pair (four students in each group). • Ask students to discuss in their groups where they have noticed, heard about or experienced the term ‘stalking’ used as a joke or in a jokey way. Without naming others or breaking confidentiality, ask them to discuss examples, then decide as a group, where this is most likely to happen: news stories, friends, TV/film, social media and why. • Take feedback by asking each group to share the most likely and least likely and encourage students to explain their reasoning.
Class discussion	Slide 7	Discuss the questions on the slide with the class, allowing students to share their points of view (either as a whole class or with students continuing to work in smaller groups).

Teacher input	Slides 8-9	<ul style="list-style-type: none"> • Explain the definition of 'stalking' to students, reiterating the law: stalking is a criminal offence (under the Protection and Harassment Act 1997). • Put forward the viewpoint that 'stalking' can seem an odd topic to joke about; that trivialising the issue could mean that people who are experiencing behaviours that exemplify stalking, may not: <ul style="list-style-type: none"> ○ Recognise the situation is serious – perpetrators may not realise how their behaviour affects someone else, others may even encourage them, thinking what they are doing is fun or funny. ○ Identify some of the feelings they have as 'not ok' – victims may think that their feelings of distress are not valid, or that they should also just laugh it off as a joke too. ○ Feel able to tell anyone about what is happening – victims may feel their concerns won't be taken seriously, or that the situation is not bad enough to talk to someone else about it, or report it. • Explain that, during puberty, when we're growing up (and even as adults) developing new relationships can be confusing. People can encounter all sorts of mixed-up emotions or strong emotions, especially when experiencing (romantic) feelings for others. There is also more independence, being alone or with others, both online and offline. However, it's also a time when people need to be aware of their own behaviour and how it can make themselves, or others feel. Behaviours that can seem unremarkable or ordinary at first, can escalate and cause distress, worry or upset, so we need to evaluate our own and others behaviour, to help us all develop and keep healthy, happy and respectful relationships. • If someone experiences behaviours that make them feel uncomfortable, that is a valid emotion. Other people may downplay their feelings, or the person may question their own feelings based on other's reactions. However, if they feel that someone's behaviour towards them is wrong, they should trust their instincts.
ACTIVITY 3: Negative relationship scenarios (Part 1)	Slide 10	<ul style="list-style-type: none"> • Give out copies of Resource 2: <i>Negative relationship scenarios</i> to groups of students. • You could give each group all of the scenarios or choose different scenarios to be given to each group. • Each scenario includes two characters: A (name starts with A) and B (name starts with B). • Ask the students to discuss the questions: <ul style="list-style-type: none"> ○ What is character A doing? - What kinds of behaviour are being described? ○ What is character B feeling? - What could the behaviour from character A cause character B to feel? • Take feedback on the different scenarios and compile a list of words on the flipchart or whiteboard. Responses might include: <ul style="list-style-type: none"> ○ <i>Behaviour from character A: checking up, monitoring, tracking, pressuring, pursuing, not listening/responding to character B.</i> ○ <i>Feelings from character B: watched, upset, uncomfortable, anxious, under pressure.</i> • Explain that some of these behaviours may relate to, or be similar to 'stalking-behaviours'. Even though they may not be criminal, they can still cause another person distress, and therefore are not acceptable. • Support: Students may find it helpful to focus on one scenario and use two different colour highlighters to note the behaviour from character A and feelings from character B. Scenario 2 would be a suggested option, as behaviour and feelings are described rather than inferred in this example. • Extension: Students could reflect on the four descriptive words from the definition of 'stalking' and discuss whether the behaviour is starting to mirror stalking.

Teacher input	Slide 11	<ul style="list-style-type: none"> Briefly discuss again that developing relationships can bring all sorts of strong feelings and emotions, and that most people experience having a crush on someone or having strong romantic feelings about another person, but even so, being assertive about what is and isn't acceptable behaviour is an important part of developing relationships too. It's not necessarily that people are committing a crime in these examples, but is more about how they are making another person feel. This is important to communicate, someone should not think they should 'keep quiet about it' or 'accept it as normal' or 'just ignore it'. Explain that if something does not feel right, whether in a new or established relationship, it probably isn't ok. Someone feeling that they are: being watched, purposely upset, uncomfortable, or under pressure, does not equal a healthy relationship and may highlight warnings signs that the relationship is, or may become negative or unhealthy. These situations do not have to be accepted, and action may need to be taken to help prevent further distress.
ACTIVITY 3: Negative relationship scenarios (Part 2)	Slide 12	<ul style="list-style-type: none"> With students working in their groups, ask them to go back to their scenario/s and discuss responses to the questions on the slide. Take feedback and discuss appropriate positive action steps. Responses might include: <ul style="list-style-type: none"> <i>What can character B do about the situation? Talk to character A about how they are feeling and asking them to stop, explain that if it doesn't stop they will report it, end the relationship (such as in scenario 1); discuss the situation with a friend/friends for support; talk to a trusted adult (parent/teacher) about the situation, ask for support and advice; call a helpline; report it to the police – if the behaviour is fixated, obsessive, unwanted, repeated, it is stalking, and so the police should be made aware.</i> <i>What could support character B? Knowing that school, family, friends will listen to them and take the situation seriously; having friends who will help them recognise this is a serious situation and should be reported; reporting the situation now sooner, rather than later – so that it can be stopped; understanding what stalking is and that the behaviour from character A is not ok.</i> Support: Using the same scenario as for part 1 of this activity, students could be given options to choose from – what the character can do about the situation – choose one option and explain why. Options could include: talk to a friend, tell class tutor, ignore the situation, ask character A to stop. Extension: Ask students to discuss 'What could prevent character B from reporting the situation?'

Teacher input	Slide 13	<p>Explain that:</p> <ul style="list-style-type: none"> • Talking about concerns about another person's behaviour is important as this can stop the behaviour or the situation from getting worse. It is important to recognise these behaviours are not normalised or ok because they are causing another person distress. • It is better to report any concerns sooner rather than later – not to wait until the situation becomes more serious. • Talking to a trusted adult – parent or teacher is probably best in the first instance. People should make sure they feel 'listened to' and if not, they should try again or tell someone else – never just leave it, and not say anything. The trusted adult can help the person decide whether to report the incidents to the police (call 101). The person should explain what has been happening and how it is making them feel. If the person feels threatened or in immediate danger, they should call 999, and ask for police. • It is likely the person will be asked to keep details on further incidents (a log or diary), school staff and/or police are likely to want to speak to the person demonstrating the unacceptable behaviour and explain it needs to stop; the police may choose to give a formal caution (or warning), and take further action if someone is in danger.
ACTIVITY 4: Positive relationship scenarios	Slide 14	<ul style="list-style-type: none"> • Give out copies of Resource 3: <i>Positive relationship scenarios</i>. • You could give each group, all of the scenarios or choose different scenarios to be given to each group. • Each scenario includes two characters: As for the previous resource, A (name starts with A) and B (name starts with B). • Ask the students to discuss how the scenarios differ from the previous ones, specifically answering the following questions: <ul style="list-style-type: none"> ○ What is character A feeling? - What kinds of emotions are being described? ○ What is character A doing? – What behaviours are being demonstrated? • Take feedback. Responses might include: <ul style="list-style-type: none"> ○ <i>Feelings from character A: infatuated, disappointed, upset, rejected, overwhelmed, sad</i> ○ <i>Behaviours from character A: respectful, distanced, proportionate, thoughtful, taking a step back/away, doing something else instead</i>
ACTIVITY 5: Plenary – Negative v positive relationship building	Slide 15	<ul style="list-style-type: none"> • As a whole class or with students working in pairs, ask students to reflect on the examples in the negative and positive relationship scenarios. • <i>For example, the positive scenarios included: accepting someone's decision, consent, managing feelings appropriately and proportionately, finding other interests or distractions, taking 'positive' advice from friends, changing their own behaviour that didn't feel right.</i>
ACTIVITY 6: Reflection / endpoint assessment – Overheard conversation*	Slides 16-17	<ul style="list-style-type: none"> • Go back to the Overheard conversation from the beginning of the lesson (see next slide, slide 17, or <i>Resource 1: Overheard conversation</i>). • Ask students to consider the question on the slide, and discuss in pairs. • For further prompts ask: <ul style="list-style-type: none"> ○ What sorts of feelings or behaviours could Shaan and/or Janis look out for? ○ At what point should they ask for help or support? ○ At what point should they report concerns? ○ What could the people having the conversation do to be more supportive? • To keep a record of student progress in this lesson: Students can add to their initial notes in their workbooks or on <i>Resource 1: Overheard conversation</i>. It can be helpful if students use a different colour pen to easily identify the notes made at the beginning and end of the lesson. This reflective activity can also be done after the lesson, if additional time is required.

Signposting support	Slide 18	<ul style="list-style-type: none">• Reiterate the importance of asking for help, advice or support as soon as concerns arise.• Signpost different sources of support and ways of accessing them.
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