

Developing Healthy Relationships

Key Stage: 3

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.

Learning Objectives	<p>By the end of the lesson, we will be able to:</p> <ul style="list-style-type: none">• identify unacceptable behavior, 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
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Resources	<ul style="list-style-type: none">• PPT: Developing Healthy Relationships• Resource 1: Overheard conversation – optional• Resource 2: Negative relationship scenarios• Resource 3: Positive relationship scenarios• Box or envelope for anonymous questions• Sticky notes – optional• Flipchart and marker pens –optional
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Introduction, Slides 1-3

5 Mins

Introduce the lesson and agree ground rules.

- To set the tone for the lesson and safe learning environment explain ground rules, or revisit class ground rules for PSHE education, previously agreed.
- Introduce the learning objectives and outcomes – today's lesson focus is about developing respectful relationships, but also to recognise unacceptable behavior – when and how to seek help.

Activity 1: Baseline assessment, Overheard conversation* – slides 4-5

5 Mins

- Students respond to questions using a script as stimulus: Overheard conversation.
- Give out copies of Resource 1: Overheard conversation 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 behavior.)
- 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: Overheard conversation. *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

5 Mins

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 and teacher input-slides 7-9

5 Mins

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).

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 trivializing the issue could mean that people who are experiencing behaviours that exemplify stalking, may not:

- Recognise the situation is serious – perpetrators may not realise how their behavior 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. Behaviors 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 behavior, to help us all develop and keep healthy, happy, and respectful relationships.

If someone experiences behaviors 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 behavior towards them is wrong, they should trust their instincts.

Activity 3: Negative relationship scenarios (Part one) - slide 10

15 Mins

- Give out copies of Resource 2: Negative relationship scenarios 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:
- What is character A doing? – What kinds of behaviour are being described?

Activity 3: Negative relationship scenarios (Part one) – slide 10

15 Mins

- 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 flip chart or whiteboard. Responses might include:

- Behaviour from character A: checking up, monitoring, tracking, pressuring, pursuing, not listening/responding to character B.
- Feelings from character B: watched, upset, uncomfortable, anxious, under pressure
- 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

- 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

5 Mins

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:

- 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.
- 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.

Activity 3: Negative relationship scenarios (Part 2) – slide 12

5 Mins

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

Explain that:

- 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

5 Mins

Give out copies of Resource 3: Positive relationship scenarios. 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:

- 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:

- Feelings from character A: infatuated, disappointed, upset, rejected, overwhelmed, sad
- Behaviours from character A: respectful, distanced, proportionate, thoughtful, taking a step back/away, doing something else instead.

Activity 5: Plenary – Negative v Positive Relationship Building – slide 15

5 Mins

As a whole class or with students working in pairs, ask students to reflect on the examples in the negative and positive relationship scenarios.

- 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.

Activity 6: Reflection / endpoint assessment – Overheard conversation* – slides16-17

5 Mins

Go back to the Overheard conversation from the beginning of the lesson (see next slide, slide 17, or Resource 1: Overheard conversation).

- Ask students to consider the question on the slide and discuss in pairs.

For further prompts ask:

- 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 Resource 1: Overheard conversation. 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

- 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.