

This lesson has been developed by the PSHE Association in collaboration with the Alice Ruggles Trust to promote awareness of unhealthy relationship behaviours 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 objective	<p>We are learning:</p> <ul style="list-style-type: none"> To identify and manage unhealthy relationships
Intended learning outcomes	<ul style="list-style-type: none"> ✓ Assess whether relationship behaviours are healthy, less healthy, or are controlling behaviours ✓ Explain effective strategies to end coercive relationships ✓ Suggest ways to address a friend’s unreasonable relationship behaviour ✓ Suggest ways to support a friend who is in an unhealthy relationship
Resources required	<ul style="list-style-type: none"> Box or envelope for anonymous questions Paper and pens Resource 1: <i>Attitudes snapshot</i> [1 copy between 2-3 students] Resource 2: <i>Make up or break up scenarios</i> [1 copy printed on A3]
Key words	Harassment, stalking, coercion, controlling behaviours
Baseline assessment	<p>Introduction 5 min</p> <ul style="list-style-type: none"> Revisit or introduce ground rules. Introduce the learning objectives and outcomes.
	<p>Baseline draw and write 10 min</p> <ul style="list-style-type: none"> Ask students to draw two pictures or outline drawings – one of a healthy relationship and another of an unhealthy relationship. Then ask students to annotate their drawing with answers and ideas in response to the following questions. <ul style="list-style-type: none"> What behaviours show us that the relationships are healthy and unhealthy? What kinds of things do people say in those relationships? How do people feel in those relationships? What help is available to those in an unhealthy relationship? Use the class’s responses to inform your approach to the lesson – are there particular attitudes which need challenging or gaps in understanding which have been identified? Their baselines will be revisited at the end of the lesson so remind students to keep them safe.
Core activities	<p>Attitudes snapshots 10 min</p> <ul style="list-style-type: none"> Give out <i>Resource 1: Attitude snapshots</i> and ask how far students agree or disagree with each statement. Students could annotate the full handout or focus on particular characters. Detailed teacher notes are provided to support feedback. It is important to explain that different people have different boundaries and views on what is/is not acceptable but there are some behaviours that are clearly wrong and may even be illegal. We must listen to others to make sure we are not acting in a way that makes them feel unsafe. <ul style="list-style-type: none"> Support: select fewer/simpler statements to focus on. Extension: Ask students to rank the behaviours from most to least healthy.

	<h2 style="text-align: right;">Breakup scenarios 15 min</h2> <p>In groups of 4-5, students should discuss a scenario from <i>Resource 2: Make up or break up scenarios</i>. Ask class to give advice to their character by writing notes around the situation. In particular, if they identify any controlling behaviours, they should suggest actions the person in the scenario could take to manage the situation.</p> <p>After a few minutes, ask students to pass the sheet to the next table. Each table should then review the scenario and comments then add any extra thoughts – including comments which may contradict what has already been said. This should be repeated until all tables have seen all 5 scenarios and the sheets have been returned to the original groups.</p> <p>Collect in the sheets and check whether students have covered the key points and have agreed on key messages. Ensure any omissions or differences of opinion are covered using the guidance in the teacher notes.</p> <ul style="list-style-type: none"> ○ Support: Use a highlighter to show the controlling behaviours in each scenario. ○ Extension: Write a response to each situation as if it were a question on an online forum. <p>Next, ask students to choose one scenario and decide what they could do if a friend was behaving in this potentially controlling way towards their partner. Ensure students consider their own safety as well as sources of further support.</p>
Plenary / Assessment for and of learning	<h2 style="text-align: right;">Plenary 5 min</h2> <ul style="list-style-type: none"> • Share sources of support and explain the kinds of help they provide and how to access them. <ul style="list-style-type: none"> ○ Childline 0800 1111 ○ Women’s Aid 24-hour National Domestic Violence Freephone Helpline 0808 2000 247 ○ Relate https://www.relate.org.uk/relationship-help/help-relationships ○ Police 999 in an emergency or 101 for further support and advice ○ Respect - support those exhibiting controlling behaviours 0808 802 4040 ○ Men’s Advice Line supports men with controlling partners 0808 801 0327 • Ask the class to summarise how people can help if a friend is in an unhealthy relationship – either as the person being controlling or facing coercion from their partner. Come up with 3 clear suggestions for each. Possible answers are provided on the teacher notes sheet. • Revisit the baseline activity and ask students to add any additional ideas in a different colour pen. They should also make changes in a different colour pen where applicable. Use this to help you assess lesson progress and identify any remaining misconceptions.
Extension activities	<h2 style="text-align: right;">Healthy relationship behaviours</h2> <p>Ask students to list all the things that might make a person feel happy and safe in a relationship. They could then nominate their top 5 most important behaviours in a relationship.</p>