



Session 1

LO: To explore different types of relationships

Think about the relationship between Bruno and Shmuel - what type of relationship is it?



Stimulus: Boy in the Striped Pyjamas



Question: Some relationships are impossible to have. Do you agree?

Are relationships always "healthy"?

What does "healthy" mean to you?

What does "impossible" mean? Can something just feel impossible?



Class discussion -
TA supported

What do all of these groups of people have in common?



Emily's mum and dad got divorced and then her mum remarried Ellen. They all live in the same town.



Mason's parents are both in the army. Normally, they go away at different times but sometimes he goes to stay with his aunt if they are deployed simultaneously.



Nadine has a brother and a sister who don't share a parent with her. Her sister is adopted and her brother was born to her step-mum before she knew them.



Sarah and Edward live with their grandparents.



Tom and Mary both have special educational needs. Their baby doesn't have any.



Do any of these look like your family or the family of anyone you know?



Aiden looks after his son on his own after his girlfriend died.



Families all look a particular way.



Katie lives with her Aunty, Uncle and cousins as her parents were no longer able to look after her safely.

How do families make us feel?

Loved
I belong somewhere



CT support
model

The Healthy Relationship Triangle



In another colour, let's show the impact this has on you? Is it positive or negative? How does it affect you?

Let's have a look at this family scenario. What do you notice? What impact do you think it is having on Mia?

Natalie is a 9-year-old girl who lives with her mum, dad and older brother, Julian. Every day after school, Natalie comes home hoping to talk about her day but something always gets in the way.

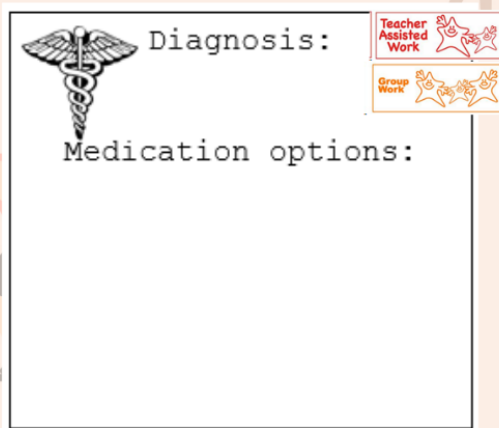
At dinner, Natalie's dad is often on his phone, barely looking up. Her mom usually seems tired or frustrated and often snaps at small things, like spilled milk or a forgotten chore. Jake, who is 13, spends most of his time in his room and doesn't like to talk much.

When Natalie tries to share something exciting from school, like getting a gold star on her project, no one really listens. Sometimes, if she keeps talking, her dad sighs loudly and says, "Not now, Natalie," and her mum might say, "Can't you see we're busy?"

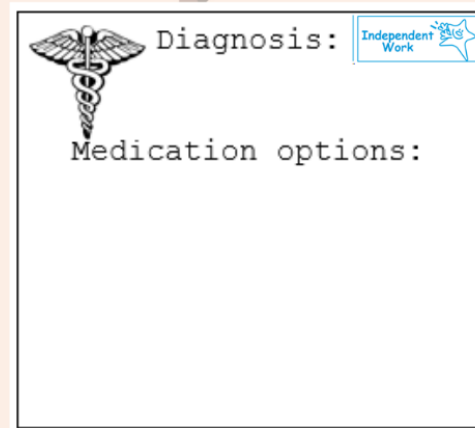
Sometimes, Mum and Dad argue—loudly. The house feels noisy, not from laughter, but from raised voices and slamming doors. When this happens, Natalie often hides in her room with her stuffed bunny, Mr. Fluff, hugging him tight and wishing everyone would just be calm.

What impact might unhealthy relationships have on our mental health? For each example, we are going to turn our diagnosis (the impact) into a medication (the solution).

Record one on your sheet.



This worksheet template is designed for recording a diagnosis and medication options. It features a large white rectangular area for writing. At the top left, there is a caduceus symbol. To the right of the symbol, the word "Diagnosis:" is written. Below this, the words "Medication options:" are written. In the top right corner, there are two small boxes: one labeled "Teacher Assisted Work" with a red star icon, and another labeled "Group Work" with a yellow star icon.



This worksheet template is designed for recording a diagnosis and medication options. It features a large white rectangular area for writing. At the top left, there is a caduceus symbol. To the right of the symbol, the word "Diagnosis:" is written. Below this, the words "Medication options:" are written. In the top right corner, there is a small box labeled "Independent Work" with a blue star icon.

TA su

What is the role of each person in your family?
Fill in the family album portraits (you can take as many polaroids as you need) and write underneath who it is and what they do in your family.



This is my
drawing of my...

Their role is to...



Did anyone include anything like this in their family album?

Language support



She looks after us, does the washing and cooks for us.

What do we mean by stereotypical gender roles ?

Are these a problem, in your opinion?

Does your family work this way or differently?



He goes to work and I see him in the evenings.



My parents think their job is to snoop. They look at my phone without even asking.

Someone wrote this on their parents' polaroid.

Do you think parents have the right to look at your devices?

We are going to hold a class court.



Why do parents want to look at your devices?



What could they prevent from looking at your devices regularly?

What are the benefits of your parents keeping 'tabs' on your devices?

These are statements from children ages 11-13. Let's discuss them - do you feel the same or different? What would you like your parents to do?



"We want our parents/carers to help us feel empowered to manage our online world."

"Ask about what I am doing"

"By being interested and checking on me"

"Tell you how serious it is every now and again, remind me to tell people if anything happens"

"By being honest and open with me and talking regularly"

"By talking 2 me evry day & trusting me [sic]"

"Being open, so that I can talk openly"

"Being always ready to listen to my experiences and my feelings and discussing them with me"

"By trusting me to do the right thing by talking to them and being open"

"Tell me what not to do and how to avoid these situations"

"By talking with me about the dangers"

"By talking to me about how to protect myself from strangers online"

"Help me to know what's good and bad"

"Tell me what to be careful of"

"Let me know what I should do about it."

"Tell me what is ok and what isn't so I know what to do"

"Talk to me about things that could happen"



My parents think their job is to snoop. They look at my phone without even asking.

Do you think parents have the right to look at your devices?





Tell me your conclusion.



I think my parents _____ have a right to look at my devices because _____.

What is the value in friendships? What do we all get out of them?

Clas

What other relationships do we have in our lives?

How are they different?

How are they are same?

Does anyone have any relationships which have continued from a previous school?

If you are a military child, do you feel lucky to have formed these relationships or not? Why?

We are going to come up with attributes that we value in a friend. You have 2 minutes to do this alone.

CT support

Then, share them with your table. Recycle any duplicates.



Then, we will share them as a class. We will remove any duplicates again.

Now, let's order them on our friendship continuum from most to least important. We cannot have any at the same point. We have to rank them all!

Which words came up multiple times? Why do you think that is?



What is your responsibility in a friendship?

Think about the different qualities and attributes that you need to demonstrate.

TA support

What do these attributes look like? Are these the same online and in person?

Do you think that you manage to fulfil your responsibilities as a good friend all of the time?



★ I am good at...

★ I always...



I need to improve on...

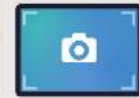
Complete your 2 stars and a wish about your own friendship skills.

Does anyone want to share theirs? You do not have to.



We've thought about relationships which are close to us. What about our world relationships?

What social actions can we take - big or small?



Model examples



This is a photo of around 100 teachers (Mrs Harman-Box is in the photo somewhere!) who all decided to spend their summer holiday training teachers in other countries. Why did these teachers **pay** to spend their holiday working?

What is the value of voluntary service?



People in other countries always need our help.



What are your fundamental human rights?

Do you think that every child and young person in the world has the same rights?

What barriers might exist to stop other young people experiencing these rights?



What impact can my actions have on me and others?

Group work

What impact do others have on me?



Look at the Convention on the Rights of the Child. Which do you think is most important?

With your table, come up with a strategy to improve one of these rights for children in Talavera, in Aldershot, in Britain or globally.



Which of the rights in the Convention of the Rights of the Child have you already approved?	
Why?	
What are the main conditions facing young people in exercising this right? (from being individual?)	
What key strategies will you bring with children?	
What problems do you foresee and can you forecast if you?	
What will be the outcome that will help the world to solve this problem?	



1. Firstly, choose which right you have chosen in the middle of a piece of paper.
2. Annotate the main problems that are preventing young people from having this right met locally or globally.
3. Complete 5 steps you think should happen to enable all children to access this right.

Group work



What will be the outcome if we can help the world to achieve this goal?



Session 2

LO: To understand when relationships are not safe and how to get support

Class discussion



Stimulus: Hampshire police "Raise a Flag" scheme

Question: Can adults ask for help in relationships?



When we say "relationships", we're referring to anyone you have contact with. What do all of these relationships have in common?

When playing online, someone started talking to me using the chat function. They asked me my name and how old I was.

I bumped into someone in the street when I was walking and looking at my phone. They told me to watch where I was going.

I needed help getting something off the top shelf in the shop. A man did it for me and told me that he always helped "pretty girls like me."

Can you help me sort these into safe and unsafe relationships? Why?



TA support during discussion - ensure clarity of understanding



It can be difficult to notice when our personal relationships are not healthy. Why?

Class discussion

Physical contact intended to cause harm

Cyberbullying

Over-messaging someone so they feel bombarded

Sharing inappropriate content

Isolating someone by leaving them out

Physical contact to a private body area

How should you respond if you do see or experience one of these?



Cyberbullying can take lots of forms. What can we **do** about it? What is **your responsibility** as a member of our community? CT sup

What is your responsibility if you see someone experiencing cyberbullying? Tick the actions you'll take.



- Use the report function if there is one
- Talk about it with friends at school
- Tell an adult
- Delete the person doing the bullying
- Take a screenshot
- Delete all the messages
- Keep it secret if your friend asks you to



Why do adults feel like they have 'lost' their children?



What are children accessing whilst spending time on their phones?

How can social media and gaming both help and hinder our relationships?



Is there anything other than smartphones that is taking children away from their parents?

What are the possible ramifications if children over-use social media and other electronic devices?



We know that some images we see online are not true or don't reflect reality.



Class discussion

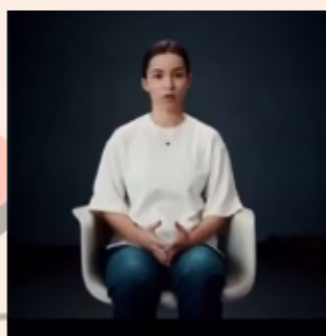


What about videos? Do they have to be real or reflections of reality?



This video was posted as a joke but what about videos which we believe represent the **way we should behave** or **how we are expected to respond** to certain situations?

Sometimes, like Simon Cowell singing, AI can be used for our entertainment and other positive impacts but it can also be a dangerous tool! It is really important you know how to protect your self and your identity from these dangers when online!



Let's watch the Ella campaign and discuss how we can prevent these scenarios from happening to us.



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Online abuse

● **IT security experts find 'Tomb Raider'**

Fifth of young women and girls 'cyber-flashed' in past year, UK study reveals

Online sexual abuse of young women has long been a worrying issue, but a new study has found that one in five young women have been cyber-flashed in the past year.



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Online abuse

New law banning cyberflashing to be included in online safety bill




Do you think that adults are doing enough to protect young people online?

Are they doing too much?



Class discussion

Online, you may come across information, memes, videos or pictures that spread gender stereotypes and create a culture of hate towards women or men.

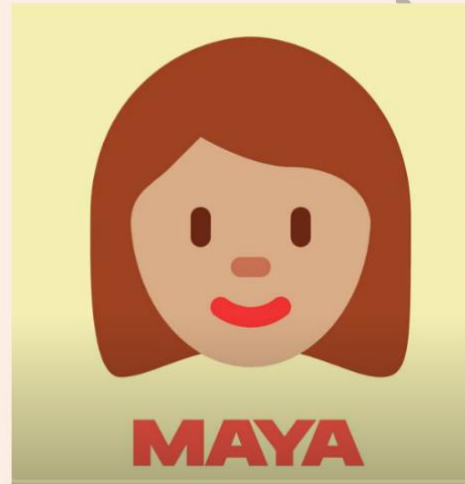


Misogyny is, in simple words, the hate against women and girls. It also includes prejudice and promotes harmful gender stereotypes. Online, it is found in different communities through social media, video games and other spaces.

Who has come across gender stereotype content online? Is it ever used to be respectful or cause harm or upset to others? Let's discuss.

This is Maya's story but there are many stories just like hers from both boys and girls.

What did Liam do to trick Maya into sending inappropriate images of herself? What warning signs make us feel uncomfortable?



What is happening online that makes you feel unsafe?



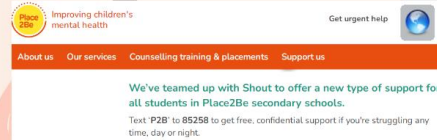
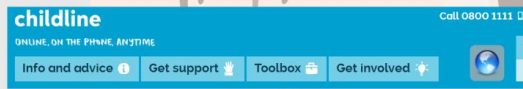
We are going to create our own Online Safety Bill.

Let's start by mind-mapping some key ideas which are important to us.



You have the choice in every interaction that you have. You do not need to consent to any communication that makes you uncomfortable.

You are not to blame if you have an interaction that makes you feel uncomfortable. Who can you talk to if that happens?



My parents think their job is to snoop. They look at my phone without even asking.

Do you remember when we talked about this? It's important to think about your right to privacy versus your right to be protected.



Ensure clarity of

Sometimes, people try to gain power or control over you. What signs might you see that this is happening?



What is Coercion?

It is the use of pressure, intimidation, threats or force to persuade someone to do something they are unwilling to do.

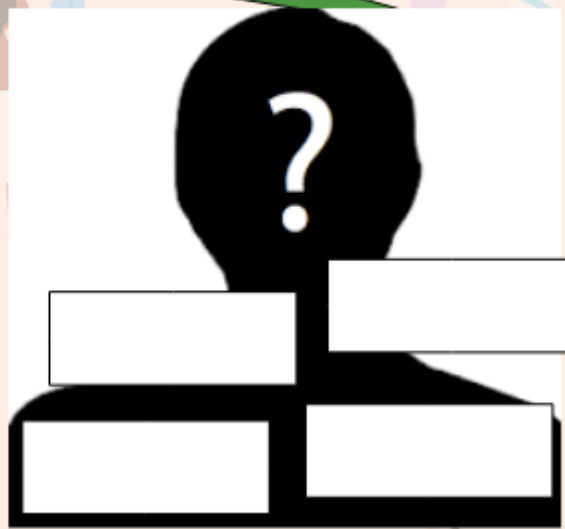


We are going to create our own puppet to show the signs we might see.

Ensure clarity of understanding

Who do you think is likely to use coercive control on someone?

Discuss in your groups and label the figure with as many possibilities you can think of.

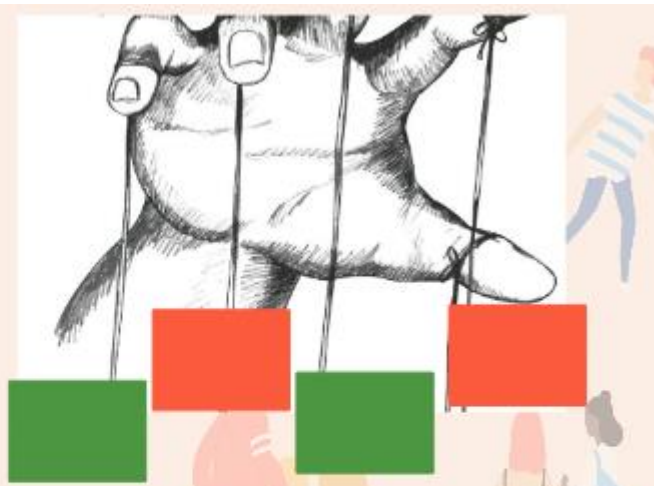


Where do you think coercive control takes place?

WHERE?

Discuss in your groups and label as many possibilities you can think of.





Let's come up with some ideas together. What are the signs that someone is being controlled? What actions might you see? How might they behave?

Now, we are going to write the **impact** these actions have on us on the back.

Let's try these 2 together:

Being questioned constantly and told you are lying.

Being made to feel that everything is your fault

Being isolated from seeing family or friends

Being put down all of the time, publicly humiliated or disrespected.



Finally, we are going to cut each one off to represent our own strength.



Let's list the things we can do to get help and protect ourselves to help stop the 'puppet master' from controlling us.

A large, empty rectangular box with a thin black border, intended for writing a list of things to do to get help and protect oneself.

Let's think about another scenario that we might experience.

Can you take this bag with you next time you go into town? Don't worry about what's in it - that doesn't matter. Make sure you don't tell anyone, though. If you can do it, and keep it a secret, I'll get you those new trainers.

You've got the chance to write a short script with your group to show how you would respond to this.

We will hold us scores to show how **assertive** you have managed to be.



5 = assertive enough
3 = quite assertive
1 = not assertive enough

How can we resist the pressure to behave in a certain way?



We need to be able to say no when we feel uncomfortable. Why can this be difficult?



Group work

Look at the scenarios that you've been given. Practise acting out the most effective way to say no in each case. Remember: shouting might not communicate your point effectively.

Scenario 1: Someone has told you that they are going to send you a video that they found online. They said it shows something really rude and they want you to see it too.

Scenario 2: Your friends have fallen out and both of them want you to take their side.

Scenario 3: Your friend says that they've been asked to keep hold of something valuable and then to drop it off in a specific place. They tell you that you should get involved too because the person who asked them to do it is giving them so many gifts.



What if you did say no but someone else didn't listen?

Remember: if someone else needs help, that is **not your burden to carry**. What does that mean?

Class discussion

The most important thing to remember is that you can always ask for help. If you are nervous about telling a parent/ career or a teacher, who else could you talk

childline

ONLINE, ON THE PHONE, ANYTIME

Call 0800 1111

Info and advice

Get support

Toolbox

Get involved

Improving children's mental health

Get urgent help

Ado

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We've teamed up with Shout to offer a new type of support for all students in Place2Be secondary schools.

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YOUNG MINDS

Helping young people think

Let's go you want to go

Find the help and advice you need.

You are not alone.

Which best describes you?

I am a young person

I am a parent



Session 3

Class discussion

LO: To explore the link between physical and mental health in puberty



Stimulus: Image

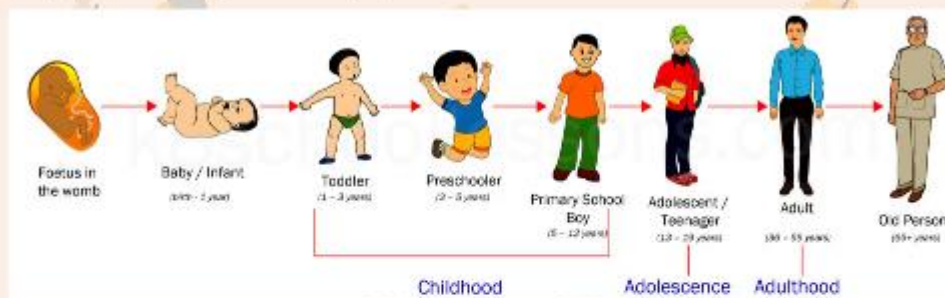
Question: Should we talk about our mental health?



Do you feel comfortable talking about your mental health?

Do you feel comfortable talking about other peoples' mental health?

Do you recognise any parts of the human life cycle?



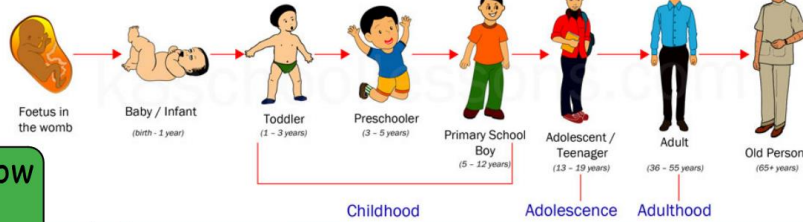
Which part of it are you in now?

Do you know anyone in any of the other sections?

Which do you think is the best part? Why?

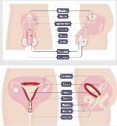
Class discussion

Where is puberty in this lifecycle?

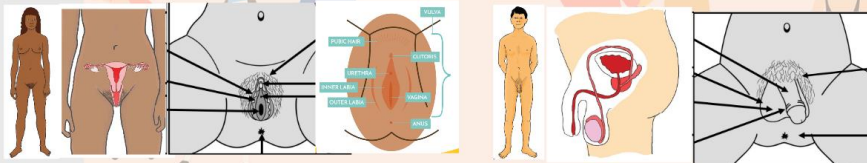


What do you know about puberty?

We have to use the correct language. Do you recognise any other these words?



BBC bitesize clear, visual diagrams if needed to explain the urethra is not the vagina.



vagina
womb
uterus
ovaries
penis
testicles
scrotum
vulva
urethra
anus

Ensure language





Lots of changes happen to our bodies throughout puberty. They can take years to settle into a routine for us, or may happen very quickly.

Support to identify and understand



Boys get angry and girls cry.

Help me to fill in what some of these changes may be.

	♀ Female	♂ Male
Physical 		
Emotional 		



Let's watch this video about menstruation. Afterwards, let's explore some common questions from our worry boxes.

Class discussion

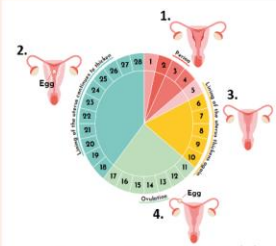
My friends have started their periods and I haven't. Does that mean there's something wrong with me?

I don't want to tell my parents I've started my period. Where can I get pads or tampons from?

I'm worried that I will bleed too much and it will come through the pad.

I'm the only one to have started my period. Is there something wrong with me?

My first period lasted for ages - way longer than it says they should - and then I haven't had another one. Is that normal?



Show products



When girls are on their period, they're really emotional.



Group work

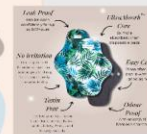
What if I start my period? Where can I get hold of menstrual products?



- Parents
- Shop
- School



If you decide to get your own menstrual products, it can be a bit bewildering.



Let's explore how they all work and see if we have a preference. We will also talk about how they are used.



Pads

Pads are pieces of absorbent material that attach to the inside of underwear.

Some pads have extra material on the sides (called "wings") that fold over the edges of your underwear and help hold the pad in place and prevent leaks.

Pads need to be changed every 3–4 hours and disposable pads should be disposed of in a bin, NEVER flushed.



Disposable Pads



Reusable Pads



Tampons



Unlike a pad, which catches menstrual blood after it leaves the body, a tampon absorbs blood from *inside* the vagina.

A tampon is made from absorbent material and is compressed into a tubular shape.

Like pads, tampons come in different sizes for heavier and lighter periods. You must change a tampon every 4–8 hours and tampons should be disposed of in a bin, NEVER flushed.

Applicator Tampon



Digital Tampon



Reusable Applicator



Menstrual Cups



Like a tampon, a menstrual cup is inserted into the vagina.

Instead of absorbing blood, though, the cup catches it before it flows out of the vagina.

Menstrual cups are made of flexible materials, like rubber or silicone. They are reusable and can be used for approximately 10 years, depending on the brand.

Period Pants













Period pants are essentially leakproof knickers, so you won't need to wear a pad, a tampon or menstrual cup if you wear them during your period.

A standard thickness for a pair of period pants is around 3mm, and they usually hold around two standard tampons' worth of menstrual blood, lasting up to 12 hours.

You can now buy period pants in a large range of styles, colours and patterns. You can even buy period swimwear. They are reusable and can be used for approximately 2 years, depending on the brand.

Let's explore the pros and cons of the different products and what might be the most appealing for you and the environment.

Menstrual products: the choices 						
	Which materials is it made from?	What level of flow is it suitable for? How often do I need to change it?	What does it cost? (guidance only)	How long will the product last?	Where can I buy it?	What do I do with it after use?
Worn internally: tampons & cups	 Non-applicator tampons	<ul style="list-style-type: none"> Cotton or rayon with a thin cover of polyester or polyethylene Plastic wrapper 	<ul style="list-style-type: none"> Suitable for a range of flows Change every 4-8 hours 			
	 Applicator tampons	<ul style="list-style-type: none"> Cotton or rayon with a thin cover of polyester or polyethylene Cardboard or plastic applicator 	<ul style="list-style-type: none"> Suitable for a range of flows Change every 4-8 hours 			
	 Organic tampons	<ul style="list-style-type: none"> Organic, unbleached cotton Bioplastic or plastic wrapper Some have cardboard or bioplastic applicator 	<ul style="list-style-type: none"> Suitable for a range of flows Change every 4-8 hours 			
	 Reusable applicator	<ul style="list-style-type: none"> Applicator - medical grade silicon, latex or TPE Antibacterial materials Used with tampons 	<ul style="list-style-type: none"> Tampons suitable for a range of flows Change every 4-8 hours 			
	 Menstrual cups	<ul style="list-style-type: none"> Medical grade silicon, latex or TPE 	<ul style="list-style-type: none"> Suitable for a range of flows Change every 4-12 hours 			
Worn externally: pads & pants	 Disposable pad	<ul style="list-style-type: none"> Synthetic fibres, plastic Organic cellulose Synthetic fragrances 	<ul style="list-style-type: none"> Suitable for a range of flows Change every 3-4 hours 	10p per pad	Single-use	<ul style="list-style-type: none"> Supermarkets Chemists Online Machines in public toilets <ul style="list-style-type: none"> Fold and dispose of in the bin NEVER flush
	 Organic disposable pad	<ul style="list-style-type: none"> Organic cotton Wood pulp Bioplastic 	<ul style="list-style-type: none"> Suitable for a range of flows Change every 3-4 hours 	25p per pad	Single-use	<ul style="list-style-type: none"> Some supermarkets Chemists Online <ul style="list-style-type: none"> Fold and dispose of in the bin or home compost NEVER flush
	 Reusable pad	<ul style="list-style-type: none"> Cotton Bamboo Synthetic materials 	<ul style="list-style-type: none"> Suitable for a range of flows Change every 3-4 hours 	£4.50 per pad (16p per use over product lifetime)	Up to 5 years, if well cared for	<ul style="list-style-type: none"> Online Make your own (instructions online) In some supermarkets Health food shops <ul style="list-style-type: none"> Hand or machine wash without fabric softener and hang dry Rinse with cold water and store in a wet bag if changed away from home
	 Pants	<ul style="list-style-type: none"> Cotton Synthetic materials 	<ul style="list-style-type: none"> Suitable for a range of flows (hold between 1-4 regular tampons worth of blood) Change every 4-12 hours 	£10 - £20 per pair (40p - 80p per use over product lifetime)	Up to 3 years, if well cared for	<ul style="list-style-type: none"> Online Health food shops <ul style="list-style-type: none"> Hand or machine wash without fabric softener and hang dry Store in a wet bag if changed away from home

Erections happen across a huge range of ages but boys normally become more aware of it when they reach puberty. An erection is when the penis becomes 'stiff' as it is filled with blood. It is not a problem!

Having an erection does not mean that the person feels anything in particular because they can happen at strange times during puberty.

Sometimes, erections happen overnight and boys can wake up having ejaculated. This can be embarrassing but is very normal!

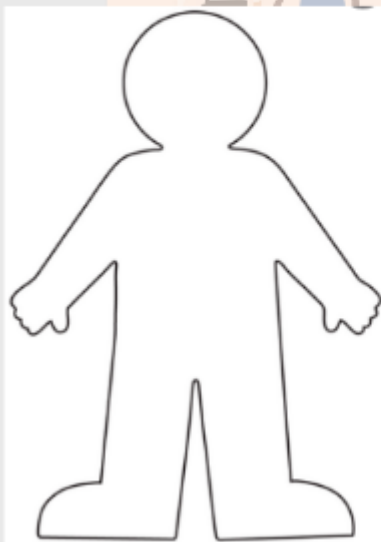
Has anyone heard the phrase 'testicles dropping'? This actually happens when boys are babies, when the scrotum descends. However, it has become a slang way of explaining that boys have reached puberty.

Sperm is produced by males in the testicles.

The sperm is actually very tiny and not visible without a microscope. It is the fluid (the semen) which the sperm uses to travel that you can see.



It's always been important to look after our physical health; it's especially important, though, to think about hygiene when you hit puberty.



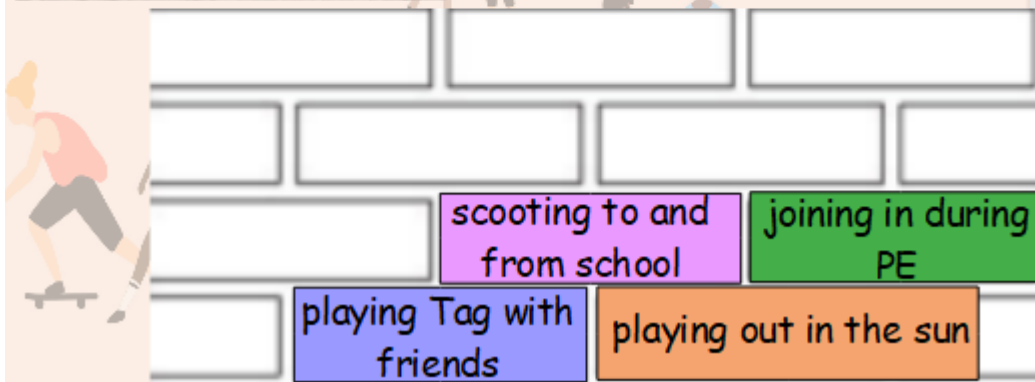
What actions can we take for different parts of our body to ensure that they are clean and healthy?

You have all been given a genderless body outline. Think about your own needs when completing this task.

Which products will you use and where?



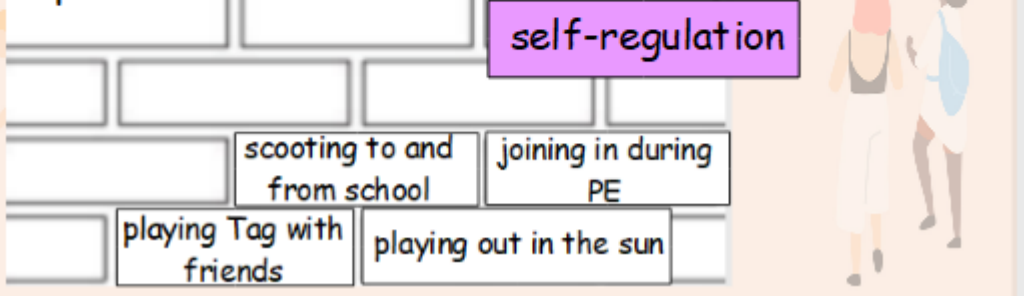
What else can we do for our **physical** health? Let's build a wall of all of the different things that we can do.



Now, let's think about the **impact** that each one of these building blocks has on us.



For each brick, let's flap a benefit over the top.





Session 4

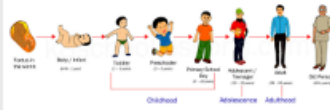
LO: To understand the facts of conception

Class discussion



Stimulus: Human lifecycle

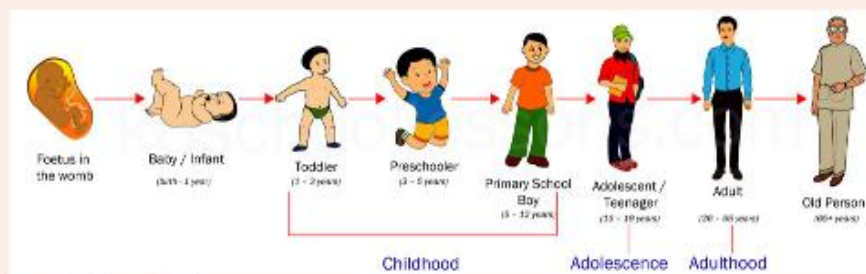
Question: When are you grown-up?



What does being grown-up mean?

How will you know when you are grown-up?

Do you want to be an adult?



Remind me when puberty occurs.

Do you think that you are a grown-up if you are still going through puberty? Why?

Where on the lifecycle do families get created?

Class discussion

If you decide in the future that you would like to have a baby, what experiences in life would you like to have first?



Discuss with
adult before
sharing if
needed

In your opinion,
are there
things that
people should
do first before
having a baby?

I am going to hand out some pictures now which might make some people feel uncomfortable.

Remember our ground rules.



Once we've looked at the pictures, let's watch this video to help us understand the biological process of conceptions by looking just at the cells.

Consent means that we agree to do something or have something done to/for us.

In the video, we heard that 'it feels nice for both of them'.

Why do you think that is important?

How is consent linked to the idea of trust?



That video was about 'a cup of tea' which is a physical action. Just because something isn't a physical action, doesn't mean you do not need consent. You need consent to share images, taking pictures and information being shared.

When we talk about consent - can anyone under the age of 16 consent to anything sexual? This includes, touching, looking, pictures, videos.

If you say yes to start with, you can change your mind at any point and this must be respected.

No is not yes.
Drunk is not yes.
Not sure is not yes.
Silence is not yes.

Get consent. Ask First.



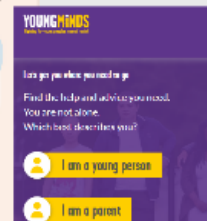
If we felt that someone was touching or speaking to us or someone else inappropriately, who can we turn to for help?

Class discussion

What if you feel a bit confused - that it wasn't a horrible feeling but you didn't fully like it either?



You have the right to your own body and image. If someone makes you feel uncomfortable, **you are not at fault**. Lots of people and organisations are available to help you without any judgement.



Let's think right back to the beginning of our Healthy Relationships unit.



Georgie and Aaron's dad adopted them when they were ready for children.



Isabella and Emilio live with their grandparents.

Class discussion

Do families all get built in the same way?



Mr and Mrs Ali met at university and now have three children.



Alison's mum and dad are separated. She doesn't see her dad.



Dan's parents split up and both of them married someone else. Dan's step-dad already had a daughter - Isla. Sometimes, they stay with his mum, sometimes his dad.



Mr Jones and Miss Singh live together and have two children. They are both blind.



Session 5

LO: To explore peer pressure and our transition to secondary school



Stimulus: Previous learning



Question: Doing what my friends do is the easiest option. Do you agree?

Do you have the same interests as your friends?

Do friends encourage you to do the same things as them? Do they force you?

Friendship should be easy - right? So, what's the problem?

Class discussion

What is peer pressure? How is this girl experiencing the effects of peer pressure? Have any of you felt this?



How might people treating children like they're older than they are cause problems?

Is the image that the girl posts **real**? Who has an instagram account? Do you think all of the images that you see on that are true?



Based on everything we've explored, what do you think are the most important elements of a healthy relationship?

On word cards, write nine important things. Order them in a diamond 9. We'll discuss our different answers.



Why might we have different answers?

Now you've heard other peoples', would you like to change any of yours in **purple pen**?



In a healthy relationship, you're happy all of the time.

Gather ideas from peers and choose

What pressures do you feel to look or behave a certain way and where do they come from?



I'm just posting a video that I took at a sleepover. Everyone there knew I'd been filming things all evening. Surely, that's not a problem?



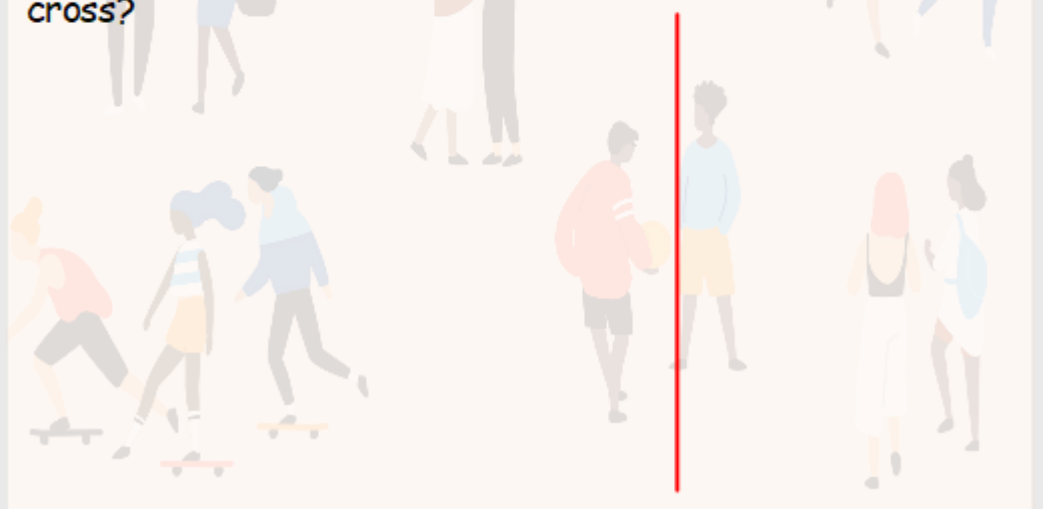
In actual fact, you can cause a lot of harm by posting a video taken or uploaded without someone's permission.



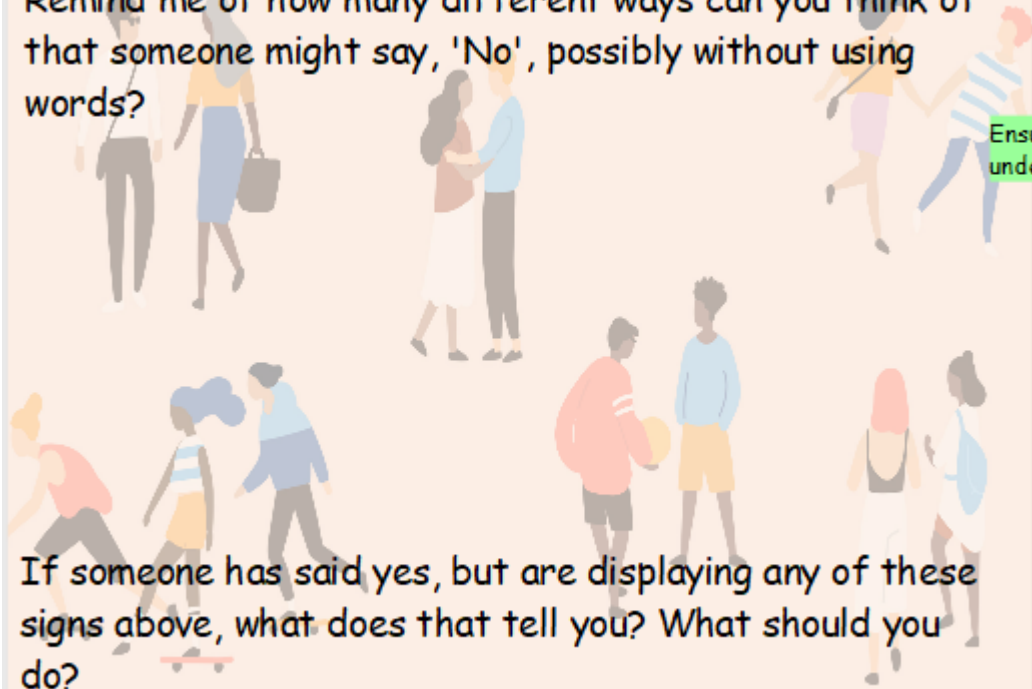
Fill in the police report to show the possible outcome if a video of someone at a sleepover is posted without permission.

Shared write to ensure key points included

As you move to secondary school, you will be creating new relationships. You will naturally want to test the boundaries of what you should and shouldn't do. Where is our **red line** - a line which we don't feel comfortable to cross?



Remind me of how many different ways can you think of that someone might say, 'No', possibly without using words?



If someone has said yes, but are displaying any of these signs above, what does that tell you? What should you do?