tender

RE:SET

Programme Impact Report

Example School
September 2024 - July 2025



We at Tender believe that prevention education is the key to living in a world free from abuse and harm.

In order to prevent abuse, we must work with the whole school community to reset how we approach the delivery, programming and modelling of healthy relationship education.

Tender's unique and comprehensive whole-school approach works with Senior Leadership, Governors, Students, Staff and Parents to ensure everybody understands their responsibility for promoting healthy relationships.

The following report gives an insight into the impact that Tender's RE:SET programme has had on the school community.

Block 1: Project Delivery Team

At the start of the programme, we ask the programme delivery team to 'audit' their current provision for Relationship Education. We revisit this audit at the end of the programme.

Question	Start of the programme	End of the programme
The head and senior leadership team see Relationship Education as a high priority within the setting	8	9
There is clear senior management and governor support for the RESET project.	10	10
There is a named governor responsible for Relationship Education.	4	10
The school has an RSHE policy agreed by governors and staff that has involved consultation with pupils and parents/carers.	10	10
The policy links to and is consistent with other policies, such as safeguarding.	10	10
All students can comment on RSHE policy and their views contribute to curriculum planning and evaluation of effectiveness.	8	9
The setting ensures teachers, governors and support staff receive appropriate CPD, INSET and ongoing support to respond to the needs of all children and young people, including those with SEND/SEMH needs	8	9
Staff have a good understanding and feel confident on the appropriate action to take when challenging harmful sexual behaviour and attitudes.	7	8
RSHE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident.	5	8
RSHE and PSHE are resourced in line with other subjects, for example being allocated preparation and planning time and training budget.	10	10

A variety of teaching and learning strategies are used, which encourage participation and provide opportunities for children and young people to develop critical thinking and relationship skills.	8	9
RSHE is a clear part of the PSHE education curriculum and has timetabled sessions across all Key Stages.	10	10
Students feel safe being at school/setting.	9	9
Students feel listened to and respected by setting staff.	9	9
The diverse experiences of pupils, such as Looked After Children, those with SEND/SEMH and those from marginalised backgrounds, have their RSHE needs met	7	8
The setting has strong communication methods to parents and carers that results in regular collaboration between the setting and families.	7	8
The setting recognises that parents and carers are crucial to the success of the RSHE programme and gives them regular information about what is provided and accessible opportunities to comment on policy and practice.	7	8
Information is provided to support parents and carers in fulfilling their role as educators about relationships and sex at home.	8	9
The setting ensures that RSHE is embedded in the setting's culture, values and moral framework.	10	10
The setting keeps up to date with local health and advice services and provides clear access to information about them for children and young people.	10	10
The setting promotes healthy relationship messages visually, verbally and virtually.	8	9

List of Key RESET Events

Date	Young People	Staff	Parents and Carers
25/10/2024		Basic Awareness of Domestic Abuse Training	
02/12/2024		INSETs: • Control and Coercion • Impact of Domestic Abuse on Children • Child on Child Abuse • Online Harms	
21/01/25	Healthy Friendships Project		
22/01/2025	Healthy Friendships Project		
11/2/2025			Parent/Carer Session: Managing Emotions
25/02/2025	Campaign Project		
26/02/2025	Campaign Project		Parent/Carer Session: Change and Transitions
29/04/2025			Parent/Carer Session: Healthy Relationships Online
01/05/2025	Campaign Project Launch Assembly	Campaign Project Launch Assembly	Campaign Project Launch Assembly



Block 2: Involving Setting Staff

To kick off RE:SET's staff training package, we invite all school staff to access and complete our 1-hour Basic Awareness of Domestic Abuse training.
70 (90%) staff members completed the training, and 100% said that following the e-learning they feel more confident in supporting students with issues surrounding relationship abuse.

We also delivered a number of INSET sessions for staff:
50 staff members attended an INSET training titled Control and Coercion
50 staff members attended an INSET training titled Impact of Domestic Abuse
50 staff members attended an INSET training titled Child on Child Abuse
50 staff members attended an INSET training titled Online Harms

Knowledge

The table below shows the amount that staff members felt they knew about different areas after our training.

Indicator	Nothing At All	Very Little	Some	A Good Amount	A Lot
Awareness of the different forms of abuse	0%	0%	4%	64%	32%
Awareness of how common abuse is	0%	0%	4%	58%	38%
Awareness of the potential barriers to accessing support for those experiencing abuse	0%	1%	16%	59%	23%
Awareness of how intersecting inequalities shape patterns of abuse	0%	0%	15%	58%	27%
Awareness of the impact of trauma on children and young people who have experienced abuse	0%	0%	6%	60%	35%
Awareness of when to follow appropriate safeguarding and support processes to support child victims of abuse	0%	1%	6%	56%	37%

Skills

The below table shows how staff reported on their confidence levels in different skills related to RSHE and safeguarding at the end of the session.

Indicator	Not At All Confident	A Little Confident	Fairly Confident	Very Confident	Extremely Confident
Ability to discuss issues around healthy and unhealthy relationships with children	0%	1%	16%	63%	20%
Ability to recognise patterns of abusive or coercive behaviour	0%	1%	21%	63%	15%
Respond sensitively to the needs of children who have experienced abuse	0%	1%	11%	71%	17%

We also asked staff to respond to the following statement:

"A student tells you they are tired because their parents were fighting again last night. How confident would you feel in providing support to them?"

2% said not confident at all
4% said a little confident
14% said fairly confident
60% said very confident
20% said extremely confident

Tender's RE:SET Mentor for the school noted that **"SLT support for the training was excellent, and the Headteacher provided useful local context around the issues raised, which really aided teacher's understanding."**

In a meeting after the training, one PDT member noted how the number of Cause for Concern forms submitted from staff had increased that academic year, with staff drawing on their knowledge from the trainings to raise concerns.

Conclusion

99% of staff said they felt the INSETs were very or extremely helpful for their role as educators.

We also asked staff if they felt there were changes they could make within their school to address abusive behaviours:

28% strongly agreed
40% agreed
32% neither agreed or disagreed

When asked what they had learned from the sessions, staff said:

"Age restrictions for social media"

"Awareness of how different media platforms can be used to cause harm"

"Charities and local agencies to go for when support needed"

"Greater awareness of how to spot and better support children with regards to aspects of training delivered. Thank you"

"I'm more aware of the signs of child-on-child abuse"

"Not just accepting boys will be boys and looking deeper into the context"

"To be more vigilant in my awareness of behaviours and speaking with the appropriate people to help and address my concerns."

"Having a better understanding of the cause and effect of domestic violence on children"

"How to identify signs of domestic abuse within children that may be experiencing it."

"Looking out for practical and emotional symptoms of children experiencing domestic abuse at home"



Block 3: Working with Children and Young People

Healthy Friendship Project

On the 21st and 22nd January Tender delivered 2 Healthy Relationship Days to 60 of your Year 5 and 6 students. The following information shows the findings of our project evaluation, which gathered insight into the changes in knowledge, skills, beliefs, and behaviours reported at the end of the project.

Knowledge

We measure participants' knowledge against set learning outcomes after the project. Some of these are self-described, while others are measured through multiple choice questions. The data below represents how much students said they felt they knew about various aspects of relationships education before and following the workshop:

Before:

Learning outcome	Nothing at all	A little knowledge	Some knowledge	A lot of knowledge
What makes a relationship/friendship healthy or unhealthy	4%	36%	46%	14%
Know where to find support/advice about friendships and relationships	0%	14%	21%	65%
Know why equality is important in relationships and friendships	7%	29%	36%	29%
Know how to spot 'red flags' in a friendship or relationship	4%	25%	46%	25%

After:

Learning outcome	Nothing at all	A little knowledge	Some knowledge	A lot of knowledge
What makes a relationship/friendship healthy or unhealthy	0%	10%	29%	61%
Know where to find support/advice about friendships and relationships	0%	14%	21%	65%
Know why equality is important in relationships and friendships	0%	18%	29%	54%
Know how to spot 'red flags' in a friendship or relationship	4%	0%	32%	64%

Skills

The arts-based and interactive nature of Tender's programmes help to develop several soft skills. Our activities are creative, fun and engaging and help to boost the participants' self-esteem, collaborative skills and empathy among other skills. We asked questions in the survey so that the participants could self-report on those skills after the workshops. The insights from that data are as follows:

Skill	Not confident at all	A little confident	Somewhat confident	Very confident
I can express my feelings to others	11%	39%	43%	7%
Believe in myself and what I can do	7%	25%	36%	32%
Manage conflicts in my relationships	4%	29%	46%	21%
Understand my emotions	7%	32%	32%	29%

Question my own ideas and beliefs	0%	36%	46%	18%
See how my words and actions affect other people	4%	19%	38%	38%

Beliefs and Attitudes

We spent time challenging the excuses someone might give for being violent or abusive towards someone else, as well as some of the beliefs that lead us to hold victim-blaming attitudes. Tender's message is clear: abuse is never the fault of the victim.

We asked participants whether they agreed or disagreed with the following statement:

'There is never a good reason for your friend to hit you.'

Response	% of students that selected this option post-workshop
True	29%
False	36%
Not Sure	36%

Behaviours

Throughout the project, we focussed on empowering students to identify where to seek support and advice related to unhealthy or abusive behaviour. We asked students what they would do if faced with the following scenario (note – they could pick more than one option):

'A friend tells you that someone is asking them to do something that they don't want to do. They won't tell you what it is, but they seem upset and have asked you to keep it a secret.'

Here are their responses:

Response	% of students that selected this option post-workshop
Talk to a teacher	**39%**
Offer my support	**39%**
Do nothing, because it is their personal issue	**21%**

We also asked the students how confident they would feel in challenging the statement below:

'Your friend makes a rude comment about a classmate's body'

Here are their responses:

Response	% of students that selected this option post-workshop
Very confident	**43%**
Somewhat confident	**25%**
A little confident	**25%**
Not confident	**7%**



Conclusion

The workshop received an overall rating of 4.7 out of 5 by the participating students and was rated Very Good by the attending teacher.

96% of students reported that they would value more projects like this.
The students let us know they would like to learn more about the following topics:

- *About children that need help*
- *Drama and a way to get to know everyone.*
- *I would like to learn more about differences between friends.*
- *I'd love to learn more about charlie and also have more anyone who?*
- *Resolving conflict*
- *Why unhealthy relationships happen!*
- *I would like to learn more about how to spot unhealthy signs.*

Students told us they particularly liked these aspects of the project:

- *Anyone who? splat, basically all the games!*
- *Drawing and games*
- *I liked that I had to work as a group and I liked anyone who.*
- *I loved the game splat and anyone who?, which was absolutely fun and so exciting.*
- *The support tree, games and the childline video aswell as house of friendship.*
- *The teamwork*
- *That we played, drawed and we discussed things.*
- *I liked that we did the game splat it was really fun.*

When asked what their key learnings were from the project, students said:

- *Friends are equal.*
- *Friendship house. Drama scripts, healthy friendship and unhealthy friendship.*
- *Having a HEALTHY relationship is very important!*
- *Healthy friendships come from being nice and supporting each other.*
- *I get to decide what I want to do.*
- *I learnt that you could call childline and that it's number is 0800 1111*

Some other responses from the project:

- *"Students were very engaged and made fantastic contributions about the topic of friendships and boundaries"* ***(Tender Workshop Leader)***
- *"This was exactly what the class needed - they have experienced lots of issues this year around friendships and feeling like they have to do everything their friends do, and this workshop had some really powerful messages about healthy friendships being ones that allow you to be yourself."* ***(Observing Teacher)***

Healthy Relationship Campaign Project

On 20th and 21st May, Tender delivered a Healthy Relationship campaign project to 13 of your students on Student Council. The following information shows the findings of our project evaluation, as well as details of the campaign produced by your students

Knowledge

We measure participants' knowledge against set learning outcomes after the project. Some of these are self-described, while others are measured through multiple choice questions. The data below represents how much students said they felt they knew about various aspects of relationships education before and following the workshop.

Before:

Learning outcome	Nothing at all	A little knowledge	Some knowledge	A lot of knowledge
What makes a relationship/friendship healthy or unhealthy	0%	31%	38%	31%
Know where to find support/advice about friendships and relationships	0%	23%	23%	54%
Know why equality is important in relationships and friendships	8%	23%	0%	69%
Know how to spot early warning signs of abuse in a friendship or relationship	8%	23%	46%	23%

After:

Learning outcome	Nothing at all	A little knowledge	Some knowledge	A lot of knowledge
What makes a relationship/friendship healthy or unhealthy	0%	0%	46%	56%
Know where to find support/advice about friendships and relationships	7%	8%	23%	62%
Know why equality is important in relationships and friendships	15%	8%	8%	69%
Know how to spot 'red flags' in a friendship or relationship	0%	15%	54%	31%

Skills

The arts-based and interactive nature of Tender's programmes help to develop several soft skills. Our activities are creative, fun and engaging and help to boost the participants' self-esteem, collaborative skills and empathy among other skills. We asked questions in the survey so that the participants could self-report on those skills after the workshops. The insights from that data are as follows:

Skill	Not confident at all	A little confident	Somewhat confident	Very confident
I can express my feelings to others	15%	31%	31%	23%
Believe in myself and what I can do	0%	38%	23%	39%
Manage conflicts in my relationships	8%	31%	46%	15%
Understand my emotions	0%	23%	31%	46%
Question my own ideas and beliefs	15%	31%	31%	23%
See how my words and actions affect other people	0%	15%	38%	46%

Beliefs and Attitudes

We spent time challenging the excuses a someone might give for being violent or abusive towards someone else, as well as some of the beliefs that lead us to hold victim-blaming attitudes. Tender's message is clear: abuse is never the fault of the victim.

We asked participants whether they agreed or disagreed with the following statement:

'There is never a reason for your friend to hit you.'

Response	% of students that selected this option pre-workshop	% of students that selected this option post-workshop
True	**62%**	**78%**
False	**15%**	**15%**
Not Sure	**23%**	**8%**

Behaviours

Throughout the project, we focussed on empowering students to identify where to seek support and advice related to unhealthy or abusive behaviour. We asked students what they would do if faced with the following scenarios:

'A friend tells you that someone is asking them to do something that they don't want to do. They won't tell you what it is, but they seem upset and have asked you to keep it a secret.'

Here are their responses:

Response	% of students that selected this option post-workshop	% of students that selected this option post-workshop
Talk to a teacher	**54%**	**57%**
Offer my support	**38%**	**36%**
Ignore it because it is their personal issue	**8%**	**7%**

'A friend makes a rude comment about a classmate's body. How confident do you feel in challenging this comment?'

Response	% of students that selected this option post-workshop	% of students that selected this option post-workshop
Very confident	**54%**	**38%**
Somewhat confident	**38%**	**46%**
A little confident	**0%**	**15%**
Not confident at all	**8%**	**0%**

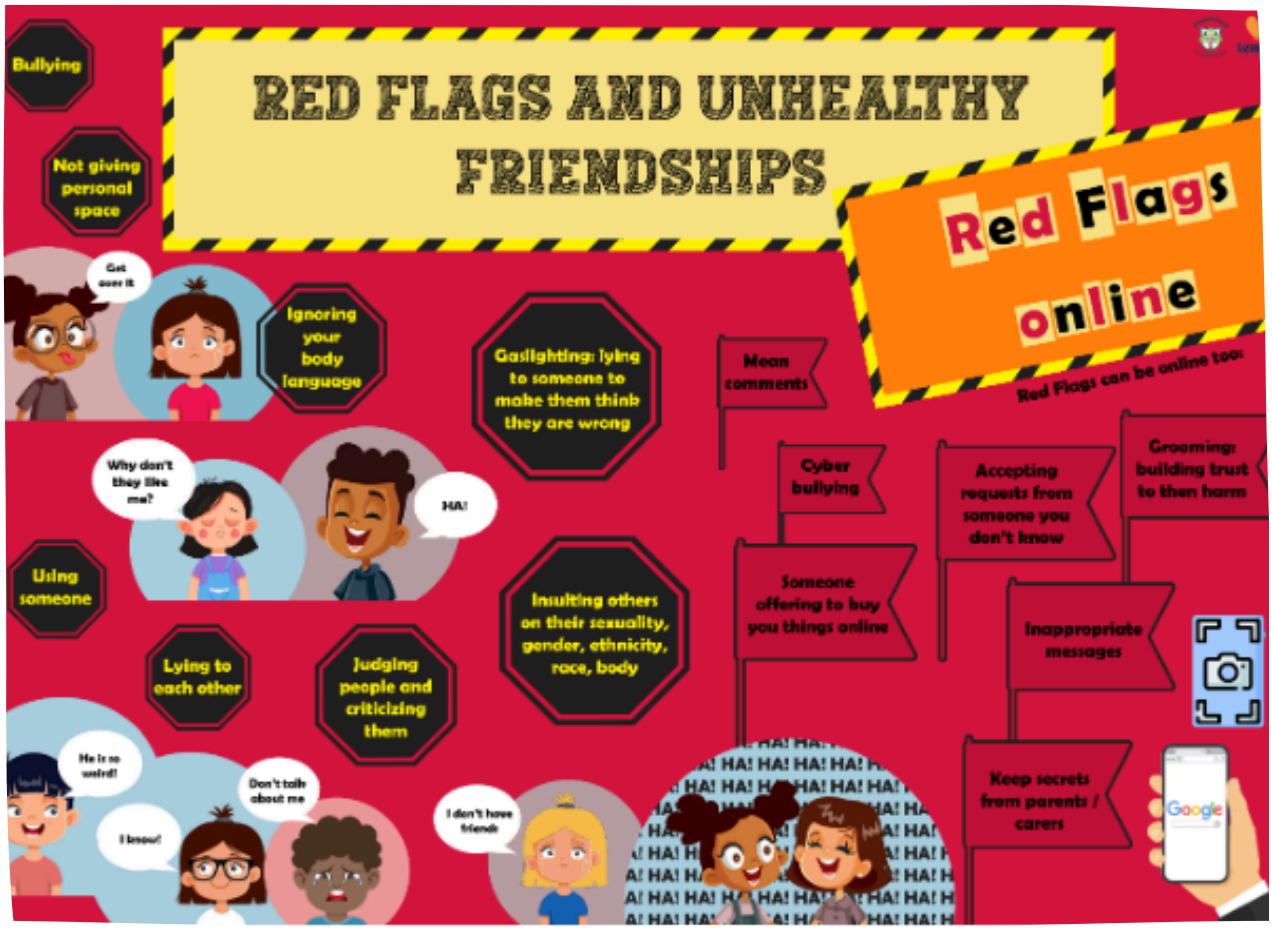
Campaign

Towards the end of the project, our highly trained arts-facilitators supported the young people to identify what message that they wanted to share with the school in order to begin to shape a creative campaign. Some ideas included:
"Be safe"
"be kind"
"Speak up if something is worrying you"
"Tell a teacher about a friendship issue"
"Never exclude people"

With the support of our staff and a budget for creative resources, the young people produced a poster campaign to be displayed throughout the whole school, raising awareness of the green and red flags in friendships. These will be put up in all school corridors, so all students will see them, and they will also be used in classrooms and PSHE lessons to support learning across the school.

We asked the children to share how they hoped this campaign, along with the learning from the project, would make a difference to the school:
"I hope more people understand the importance of being kind and not being rude"
"I hope people will understand and offer when they need support"
"Make the school understand equality"
"More kindness"
"People more aware of healthy relationships"


GREEN FLAGS AND HEALTHY FRIENDSHIPS
We listen, we don't judge
Believe each other's emotions
Green flags are things that make friendships stronger
Being kind to each other: help, support, care, share
Encourage each other to be their best
Respect each other's personal space
Boundaries can be different from day to day and from person to person
Listen to eachother
Help everyone feel included
Have fun!
Empathy: try to understand what someone else is going through
It's ok, I understand
Show respect and equality
Equality: Different people need different things
Stand up for someone else's rights
Having fun with other friends


RED FLAGS AND UNHEALTHY FRIENDSHIPS
Bullying
Not giving personal space
Red Flags online
Red Flags can be online too:
Ignoring your body language
Gaslighting: lying to someone to make them think they are wrong
Mean comments
Cyber bullying
Accepting requests from someone you don't know
Grooming: building trust to then harm
Why don't they like me?
HA!
Using someone
Insulting others on their sexuality, gender, ethnicity, race, body
Someone offering to buy you things online
Inappropriate messages
Lying to each other
Judging people and criticizing them
He is so weird!
I know!
Don't talk about me
I don't have friends
Keep secrets from parents / carers
Google

Conclusion

The workshop received an overall rating of 4.27 out of 5 by the participating students and was rated Very Good by the attending teacher.

90% of students reported that they would value more projects like this.
The students let us know they would like to learn more about the following topics:

- *"boundaries"*
- *"what happens if you call Childline"*
- *"mental health"*

Students told us they particularly liked these aspects of the project:

- "everything"
- "How we played games and that we learnt new things"
- "The campaign and the poems"
- "The games and learning"
- "The games and work"
- "The teachers was very nice. And I had a lot of fun"

When asked what their key learnings were from the project, students said:

- "Unhealthy friendships don't seem unhealthy even though they are."
- "What is a bad and good friendship"
- "You shouldn't be embarrassed to tell a trusted adult about something"
- "don't judge"
- "I learnt about the difference between healthy and unhealthy relationships and red flags and green flags about it."

Some other responses from the project:

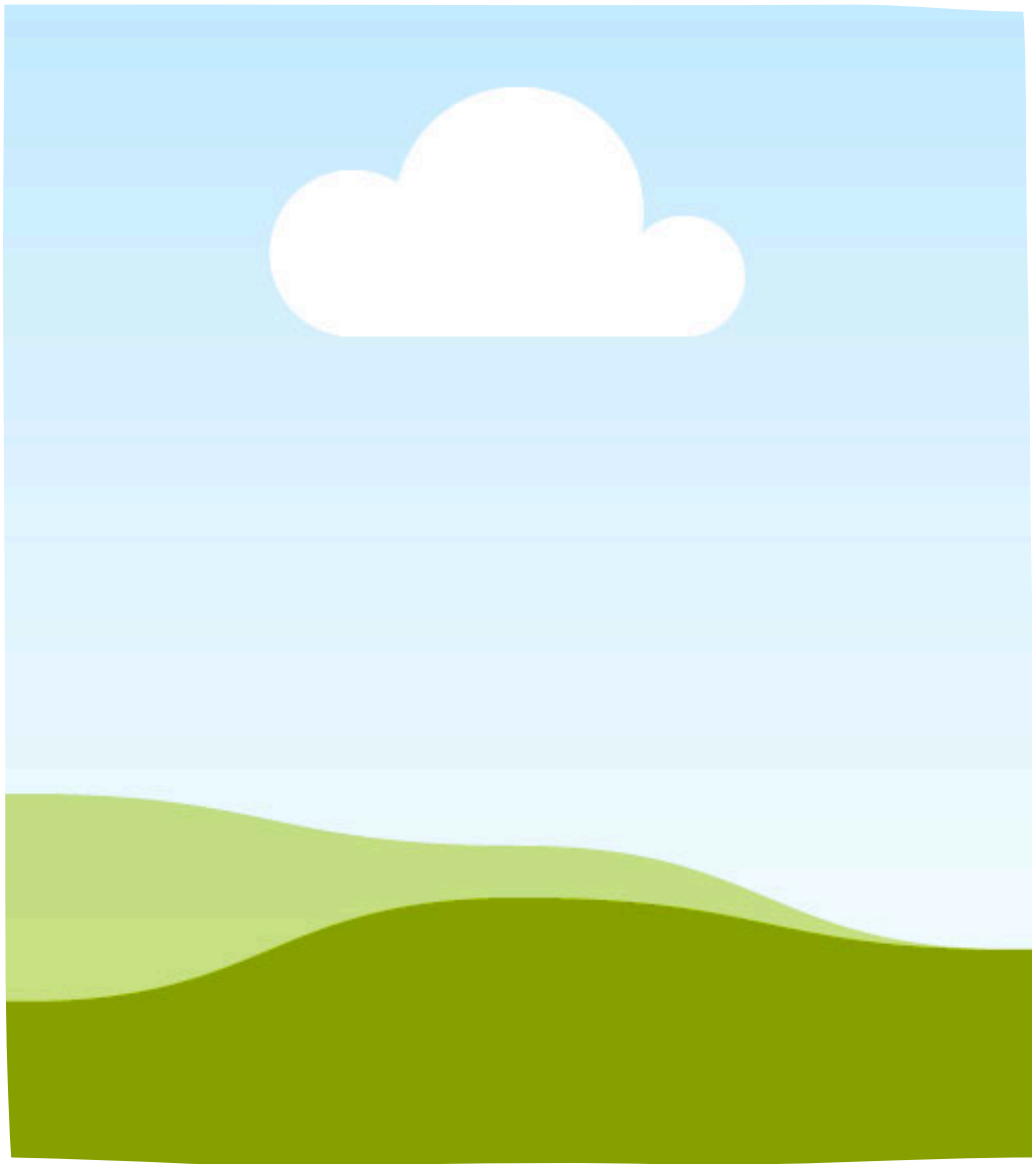
- ***The observing teacher said:*** *"All children engaged well"*
- ***One of Tender's workshop leaders said:*** *"The students really enjoyed creating the campaign, everyone had lots of creative ideas and they worked well together as a team. We had a big conversation around online safety and the children made some posters for the school on what to look out for in online friendships."*



Celebration Event

On 1st May 2025, Tender supported the school to deliver a celebration event. All campaign ambassadors delivered this to an assembly of 240 peers in Key Stage 2. There was a three-month gap since their campaign, and so the headteacher ensured pupils had enough rehearsal time to practice and feel confident for their assembly.

The students included their own 'QandA' at the end of the campaign rollout and worked as a team to answer questions from their peers around healthy friendships and the school's support system. They concluded with a live performance of some drama pieces around their 'green/red flags work' which felt like a fun and creative way to share the last piece of their campaign and their peers attending the assembly also seemed to enjoy it.



Block 4: Involving Families and Communities

Tender aims to offer RE:SET schools information sessions for parents and carers. Involving families and communities ensures that the healthy messaging being promoted throughout the school extends into the home and is reinforced in areas of a child's life. Having parent/carer buy-in is a key component of a whole-setting approach.

Tender ran a workshop for parents on the topic of Healthy Relationships Online. During this session, parents and carers learned about the opportunities and risks for young people online and were given information and guidance about how to support their children to stay safe whilst using online platforms, social media, or playing games online. The school provided a Turkish translator, which meant many more parents and carers could access the session. In total, 15 parents attended, and the session was full of curiosity, and passion for the topic.

Following the information sessions we asked parents/carers to respond to the following statements:

I feel confident that the school is addressing the social and emotional needs of the children and young people I look after
75% completely agreed and 25% somewhat agreed

I have a good understanding of how RSHE is taught and what's on the curriculum
65% completely agreed and 35% somewhat agreed

I know where to get help and information about healthy relationships in case I need it
40% completely agreed and 60% somewhat agreed

I think it's important that children & young people learn about healthy and unhealthy relationships
100% completely agreed and 0% somewhat agreed

What key messages will you take from this session?

- *"talk to my child about healthy behaviours"*
- *"the ages for particular apps and games"*
- *"where to go for more information"*



Block 5: Positive School Culture

Example Primary has demonstrated a strong, strategic commitment to fostering a positive and inclusive school culture through its engagement with the RE:SET programme. The Project Delivery Team (PDT) has played a pivotal role in embedding healthy relationship education across the school.

Effective Collaboration and Partnerships

From the outset in September 2024, the PDT has maintained strong links with local health services via the County Partnership and borough leads. This collaborative ethos extended to external partners including Tender, Nurture UK, and the Anna Freud Centre, reflecting a whole-school approach to wellbeing.

Proactive Implementation and Staff Engagement

The PDT ensured timely scheduling of all key delivery dates and supported multiple observation visits, including those from potential funders and programme leads. Staff engagement was high, with 29 responses to the needs assessment and a 90% e-learning pass rate. A full-day inset allowed for in-depth delivery of all four training modules in a trauma-informed setting, encouraging reflective and meaningful staff participation.

Visible Programme Integration

The RE:SET programme was well-integrated into the school environment, with visible materials such as posters and QR codes reinforcing its presence. Workshop leaders consistently reported a welcoming and supportive atmosphere.

Inclusive Approach to Parent and Carer Engagement

Although parent survey responses were limited, the PDT took proactive steps to address community needs, including language support. This included informal sessions and a dedicated in-person event with a Turkish translator, ensuring accessibility and inclusivity.

We would like to thank **[PDT NAMES]** for their support and commitment in ensuring the success of this programme and the ongoing legacy.





tender

acting for healthy relationships