



Domestic Abuse Toolkit for Professionals  
Worksheets & Resources



## Acknowledgments

These resources are intended to be used with children and young people who are being affected / or have been affected by Domestic Abuse or Violence.

These sessions can form the outline for the child / young person to explore and understand their emotions, whilst also offering an opportunity and a safe space to talk about their experiences, understand their feelings and develop safety plans. These tools are not solely intended to gain disclosures from children/young people, they are to help them explore their feelings and emotions. However, if disclosures are made please follow your safeguarding procedures.

We have drawn on tools and resources that are being used widely within children's social work practice, family work and other agencies where direct work with children is carried out.

We would like to thank Lincolnshire Council, Salford City Council and our local partnership for their contributions.

A list of further resources and support can also be found at;

[Rochdale Safeguarding Partnership Board - Domestic Abuse](#)

[Toolbox | Childline Domestic abuse worksheets \(salford.gov.uk\)](#) [Domestic abuse worksheets \(salford.gov.uk\)](#)

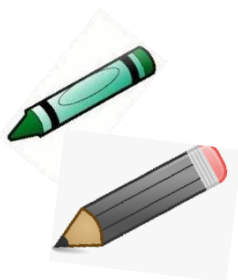
### User Guide:

In each section you will find resources that are labelled as age specific, this is only a guide and will be reliant on the child / young person's level of understanding.

As a rough guide:

Primary age resources will be marked with:

Secondary age resources will be marked with:



**Check-in: At the end of each session, please make sure you ask the young person how they feel and what they want to do with their work. Ask them about what they have explored and discovered; do you need to follow anything up? (Referrals, visits, information sharing, updating casenotes)**

**This is emotional work, look after each other!**

## Contents:

### Section 1 – Getting to know you

All about Me (Ages 6-11)

Who Am I?

All about Me! (Age 11+)

Mirror, Mirror on the wall Best

Friend Voice

### Section 2 - Feelings

Colour my feelings

- Feelings Scale

Things that make me feel

All about My day (6-11)

About my day (11 +)

What my week has been like

Desert Island

Coping Skills Wheel

The way I cope

Helping Hand

Three Houses (6-11 Yrs.)

Three Houses (11+ yrs.)

River of Life

Family Tree

### Section 3 - Safety

What is Domestic Abuse 11+ Safety

Planning 6-11

Safety Planning 11+

### Section 4 - Additional Resource Links



## Section 1

## Getting to know you

“These are great worksheets to use for the purpose of getting to know a young person and a tool to use to begin to build up trust and rapport with a young person. HINT: You can complete it alongside them and swap over when you’re done”.

# All About Me



## 5 of my favourite things:

- 1.
- 2.
- 3.
- 4.
- 5.

## 4 People I like:

- 1.
- 2.
- 3.
- 4.



## 3 Words that describe me:

- 1.
- 2.
- 3.

## 2 things I don't like:

- 1.
- 2.



## 1 Thing I would get rid of...

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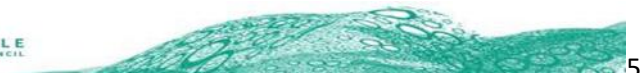


# Who Am I?

On this side, draw a picture of yourself.  
How you look on the outside.

On this side, draw a picture of your favourite  
things; food, TV, books, toys, animals, colours...

Get Squiggling!



# All About Me



## 5 Things about me you don't know:

- 1.
- 2.
- 3.
- 4.
- 5.

## 4 People I can talk to:

- 1.
- 2.
- 3.
- 4.



## 3 Words to describe me:

- 1.
- 2.
- 3.

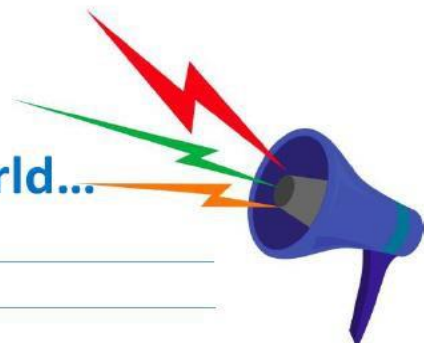
## 2 People I would like to meet:

- 1.
- 2.

## 1 Thing I want to say to the world...

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# Mirror, Mirror on the wall

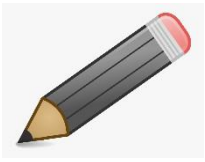
How do others see you? On your socials...

- 1.
- 2.
- 3.
- 4.
- 5.

How do you see yourself?...

When you look in a Mirror...

- 1.
- 2.
- 3.
- 4.
- 5.



# Best Friend's Voice

*"We hope our friends would be kind if they were asked about us, they're our friend's for a reason after all"*

How would your best friend's describe you and what would they say if they were asked about you?

A large, light blue speech bubble with rounded corners and a small tail pointing downwards, intended for writing a response.A large, yellow speech bubble with rounded corners and a small tail pointing downwards, intended for writing a response.A large, green speech bubble with rounded corners and a small tail pointing downwards, intended for writing a response.A large, orange speech bubble with rounded corners and a small tail pointing downwards, intended for writing a response.A large, grey speech bubble with rounded corners and a small tail pointing downwards, intended for writing a response.A large, purple speech bubble with rounded corners and a small tail pointing downwards, intended for writing a response.

Whenever you feel bad about yourself, these are the kind things can you think about to make you feel better?



## Section 2

## Feelings

In this section, we are trying to establish the child or young person's emotional Intelligence, the capacity of the individual to recognise their own and other people's emotions. To discriminate between different feelings and label them appropriately. To show how they can use emotional information to guide their thinking and behaviours.

The following worksheets aim to:

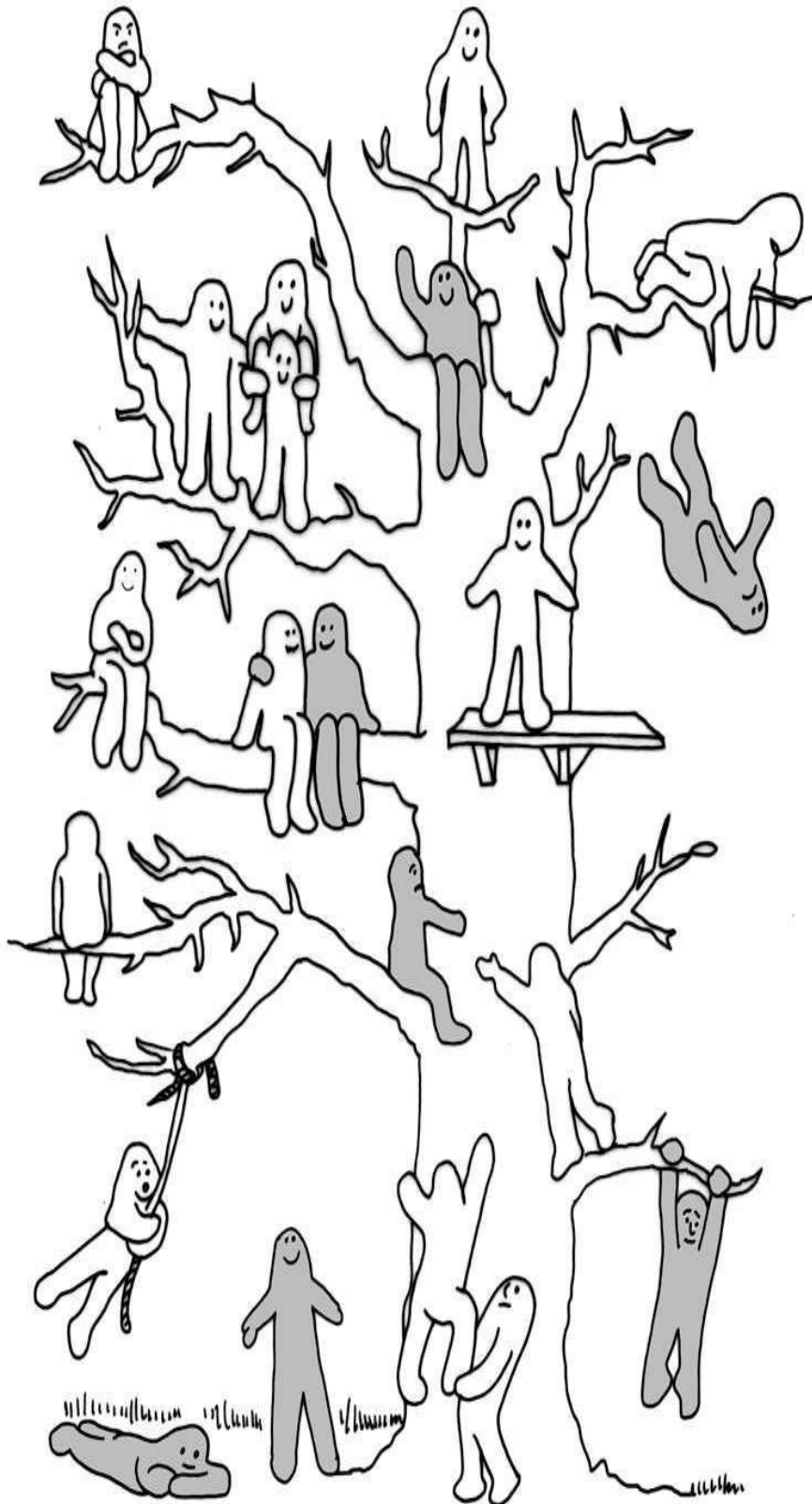
- Increase children's recognition of their feelings (including physical sensations)
- To increase children's vocabulary and ability to explain their feelings.
- To validate feelings, and help children to understand that it's ok to have very strong and / or different emotions
- To give helpful strategies to express feelings in ways that are safe.

### Key Messages to be given to the child or young person during Feelings work

- ┌ Feelings are ok, they have a purpose
- ┌ It is normal to have lots and lots of different feelings
- ┌ It is normal to have positive and negative feelings
- ┌ It is normal to feel angry, sad, scared, happy, excited
- ┌ It is normal to feel strongly
- ┌ It is normal to have 100's of different feelings in one day
- ┌ Everybody in the whole world has all these feelings
- ┌ Feelings can affect how we behave
- ┌ It is important to listen to the message our feelings are trying to tell us
- ┌ People can't make us feel things, we can choose how we respond
- ┌ Hurting other people because we feel bad is not ok
- ┌ Feelings kept inside too long can cause aches and pains, sore heads and tummies
- ┌ Sometimes it is easier to talk about our feelings when we have words to describe them.



# Blob Tree



*"In this tree there are lots of Blobs, can you spot who I am asking about?"*

Can you show me a Blob that is Happy?

Can you show me a Blob that is sad?

Can you show me a Blob that looks cross or angry?

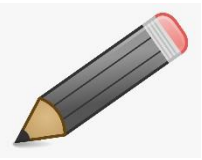
Can you show me a Blob who has a friend?

Can you show me a Blob who looks like he loves another Blob?

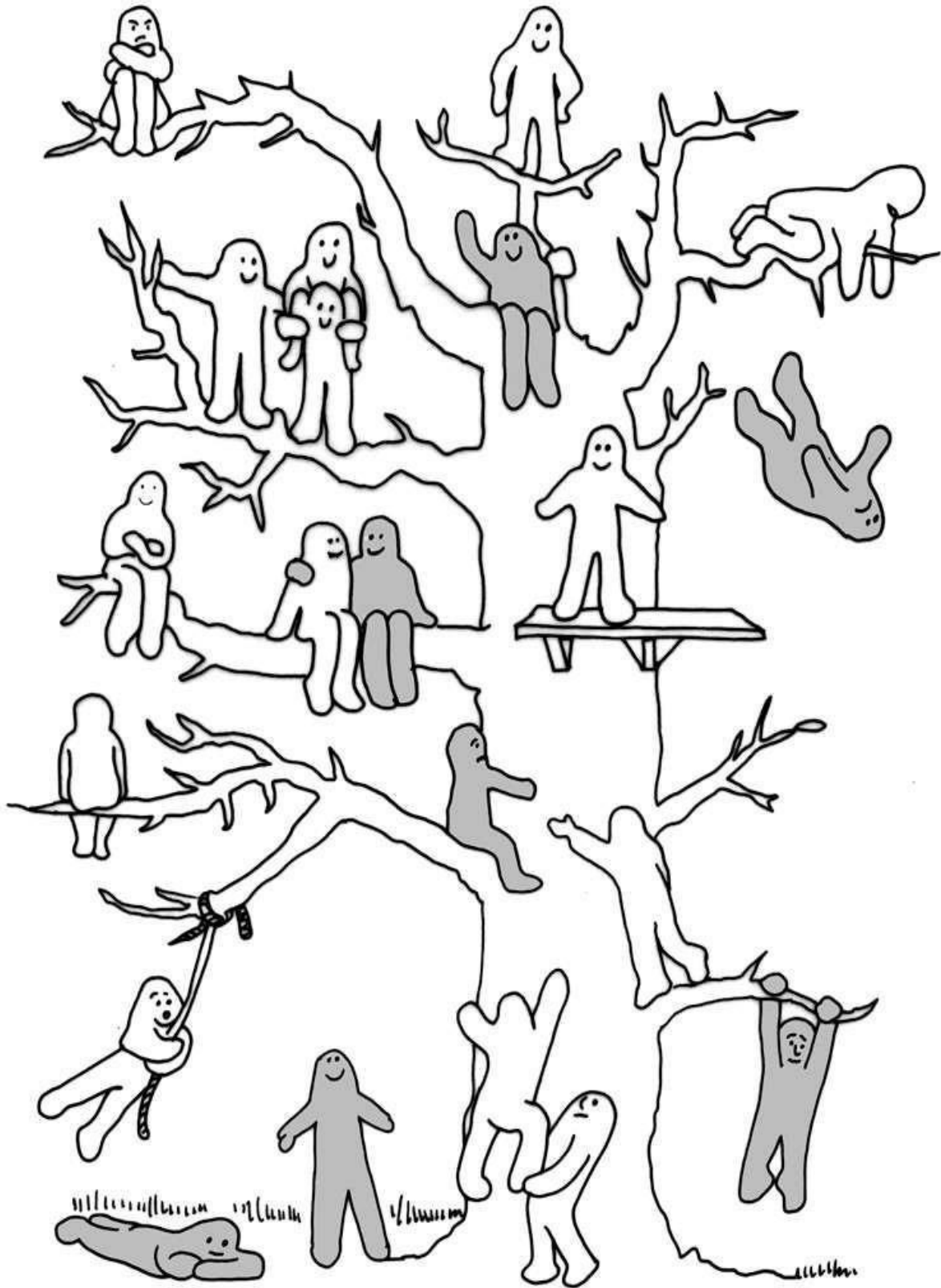
Can you show me a Blob who looks scared / worried?

Can you show me a Blob who looks alone / lonely?

Show me your favourite Blob and tell me about it...



# Blob Tree



## Blob Tree

Hints and questions for using The Blob Tree with children and young people aged 10+.

This is **The Blob Tree**, these are **The Blob's**. This is a place, a group or an organisation – it can represent a family, club, friendship group, school, church, football team.

Think about what this looks like to you?

There is a platform and a rope to swing on. What may they symbolise?

- Safety, leadership, separation, fun.

Would this represent different feelings on a different day? Think about today? Think about another day of the week recently?

Which Blob is the saddest? Which Blob looks worried or afraid?

Which Blob is making use of support? Who could that be?

Consider the Blobs place on the tree, talk about what the placements mean, and 'Why is that Blob there?'

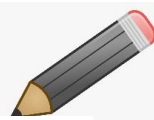
Look at the Grass – it is outside of the tree and away from the group. What does this represent to you? Is it respite, is it peaceful, is it lonely, is it sad?

Do you want to be on the Grass? Why?

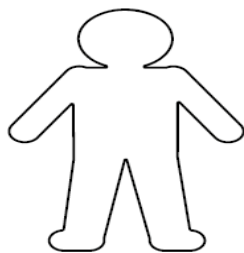
Which one looks like you today? Which one looks like you on the best day you can think of recently? What is different?

Which one stands out to you the most – which one do you have the most feelings for? Why? What / who does that Blob represent.

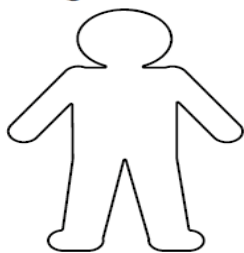
## Colour your feelings



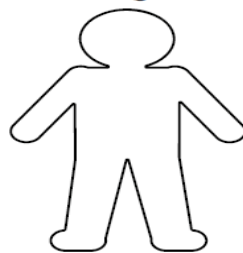
Colour the areas of your body where you feel...



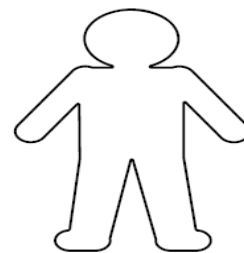
Anger



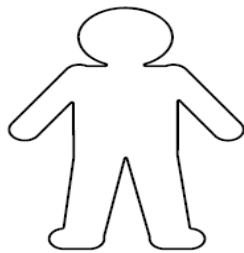
Sadness



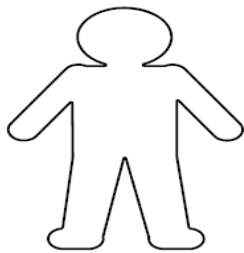
Disgust



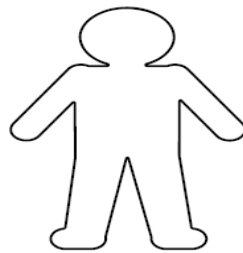
Fear



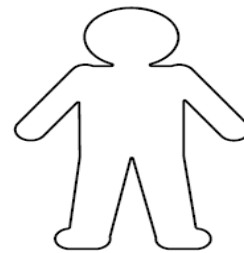
Surprise



Happiness



Worried



Frustration



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This is helpful to understand the physical symptoms of different emotions.

On the picture, colour in the areas where you may feel the following emotions:

When you feel **Happy** you may smile, but where else would you show how you feel happiness?

When you feel **Excited**, you might get 'Butterflies' in your tummy, but people feel excitement in other areas. Where do you feel excitement?

When you feel **Sad**, you may cry, but we get other sensations too, where do you feel your sadness?

If you feel **Angry**, we get lots of feelings through our body, we feel tense and we tighten our muscles, colour where you feel Anger?

Think about the other colours to, how do you feel now?

**Red** - for when you feel **Angry** **Purple** -

for when you feel **worried** **Green** - for

when you feeling **disgust** **Black** - for

when you feel **Frightened** **Orange** - for

when you feel **Worried** **Yellow** - for

when you feel **Happy** **Brown** - for when

you feel **surprised** **orange** for when

you feel frustrated

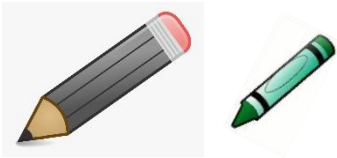
**Light Blue** - for when you feel **excited** **Grey**

- for when you feel **Guilty**

**Lilac** - for when you feel **Lonely**

**Dark Blue** - for when you feel **Sad**





## Feelings scale

Listed below are some emotions, Please show us how you've been feeling recently, by ticking a face next to the feeling.

Never    Not often    Sometimes    Often    Most of the time

I feel Happy



I get very angry  
(& lose my temper)



I worry about things



I feel frightened



I feel lonely

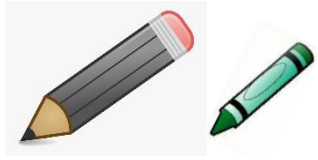


I feel special









Never    Not often    Sometimes    Often    Most of the time





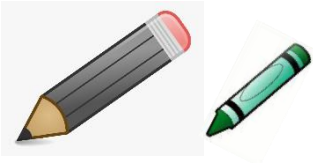


## Things that make me feel...

	Happy		
	Happy		
	Happy		

	Sad		
	Sad		
	Sad		

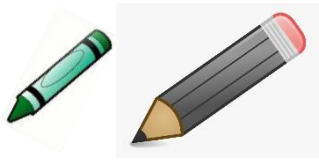
	Proud		
	Proud		



## Things that make me feel...

	Worried / scared		
	Worried / scared		
	Worried / scared		
	Angry		
	Angry		
	Angry		
	Calm / chill		
	Calm / chill		
	Calm / chill		

How can we use what we have learned? What changes can we make together?



## All about my day

Can you finish at least two of these sentences?

Today i was excited to...

I got the chance to...

I have thought about...

I didn't expect

All about my day...

Let's now look at your day in more detail... this will help us understand your daily lived experience. We can identify positives or strengths as well as highlighting areas of concern or risk.

Getting Up	Going to School	The school day	After school	Evening	Bedtime



Look at this timeline and complete it together from getting up at 7am, for example, to going to bed at 9pm



# About My Day

Use These Sentences Starters

Name

Date

I was excited to...

I was happy with ....

I didn't really like....

Next, I would like to...



# About My Week

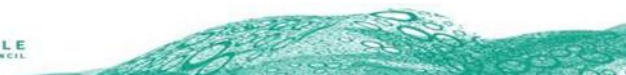
Use These Sentences Starters

Name

Date

I was proud of....

Next week I am to.....





## What my week has been like

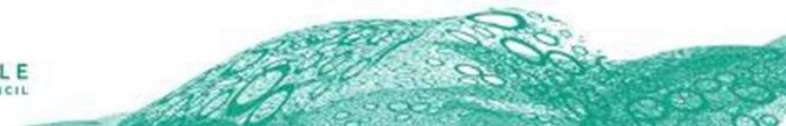
Use these sentence starters to help you write about your week. Complete one, two, or all of these lines below.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

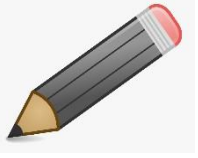
This week was a good/bad for me because...

I had the opportunity to...

I was excited to....





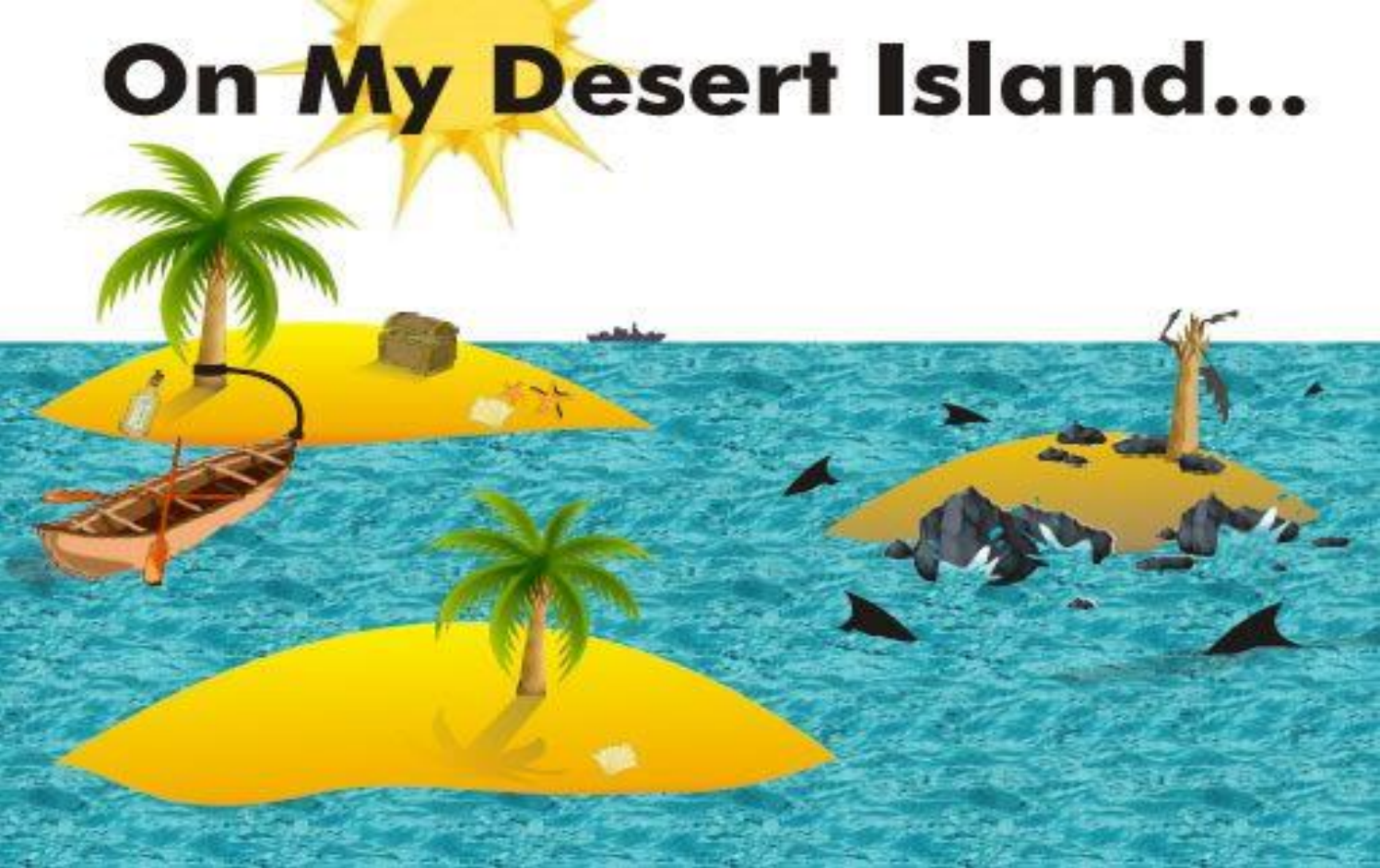


# My Desert Island

**Guidance:** The activity enables professionals to understand what children like, dislike and worry about. During the activity, the child is prompted to discuss and explore their likes and dislikes through discussions.

Ask some of the questions below to begin the conversations

## On My Desert Island...



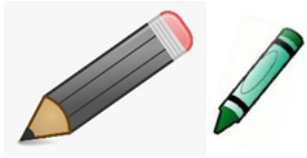
Which island would like to go to? .....

Who you would like to take to which island.....

What are your favourite things to take with you?.....

What will you leave behind or place on the shark island.....



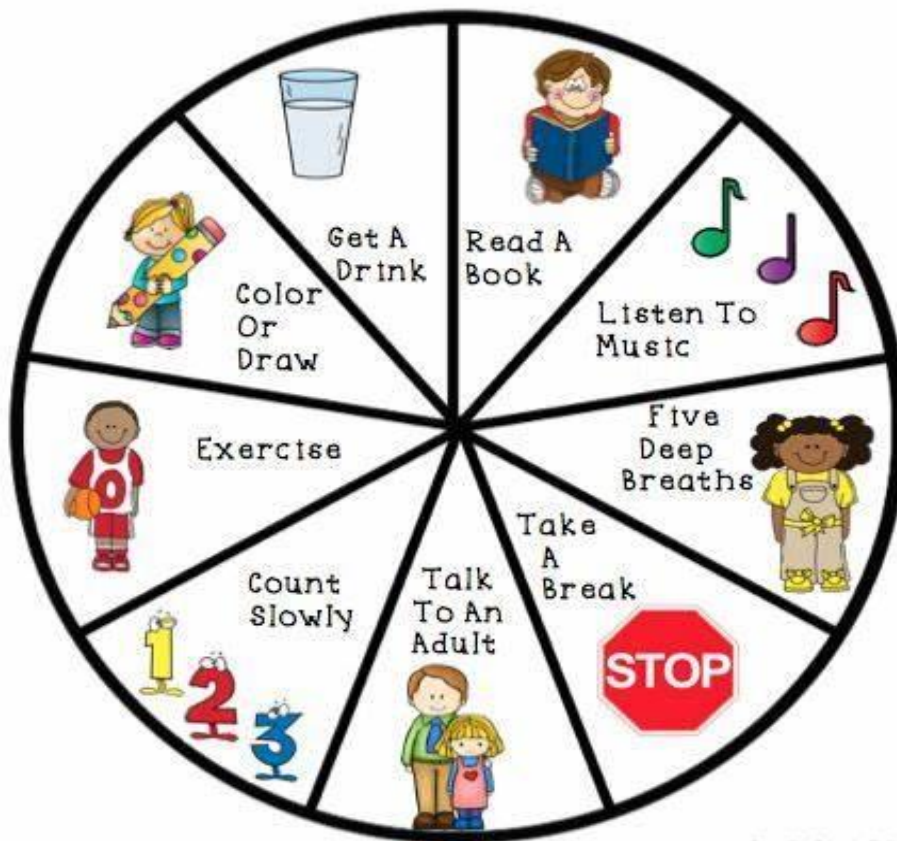


## Developing coping skills and Positive thoughts

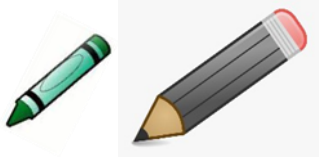
Use these sentence starters to help you discuss the coping skills and positive thoughts.

### Coping Skills Wheel

9 Ways to Handle Big Emotions



Created by: [CounsellorChatter](#)



## Coping skills Wheel Guidance

### Guidance:

The coping skills and positive thoughts wheel offers 8 strategies that can be discussed to learn how a child is feeling and how confident they feel in using the strategies.

The wheel provides students with a variety of calm- down strategy options, which may be applied in a situation where they feel overwhelmed by their emotional response.

Spin the wheel to see where the wheel stops

Remember to guide them to include their wider support networks such as parents' siblings and wider family and friend networks.

A good mix of people will mean that the child/young person has a range of people that they know they can talk to about anything.

Role model examples such as; counting slowly, taking deep breaths and exercise (suggestions on the wheel) Young people may feel more confident to try these things if they are role modelled



## The way I cope

### Developing coping skills and Positive thoughts



What do you do to distract yourself?

What tools do you already have for grounding yourself?

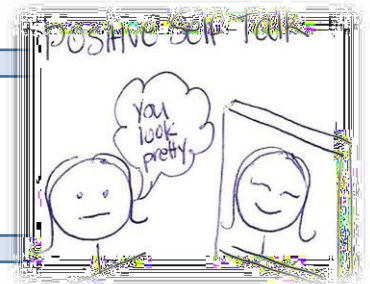
How do you release the emotions which have built up inside you?

How do you show yourself love?

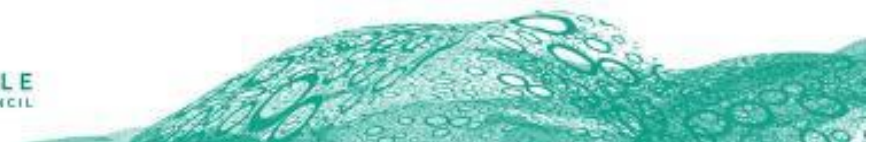


How do you challenge negative thoughts?

What alternative thoughts could you have about the situation?



What are the things that you like to do that focus on you?





For this you will need pencil crayons and different colour pens.

Safety networks have been used as a part of protective behaviours model for a long time. They are effective and fun to do.

Trace around a hand, then on the fingers of the hand, the child can write the names of trusted adults they can talk to. It should be people who listen, believe, and take appropriate action.

Remember to guide them, to include;

Adults who are both male and female,

Someone in the home,

People outside of the home and people outside of the family.

A good mix of people, will mean that the young person has a range of people that they know they can talk to about anything.

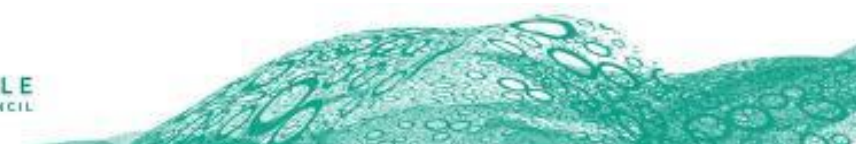
For example, a hand might include a mum or a dad on one finger, a grandparent on another, a friends parents, a teacher / pastoral school staff member, or a trusted neighbour.

Sometimes young people want to include people or things that you know cannot help. But they want them there. They might include a sibling, cousin, friend or toy.

You can use the palm of the hand to write these people's names, but it is important to explain that they can 'practice' talking to the people on the palm, but it is the people on the fingers that can help.

Remind young people if they do not get a response, or are unable to contact the first person, to move on to the next person on the network.

Remind the young person how they can contact the emergency services on 999 in an emergency.







## Helping Hand

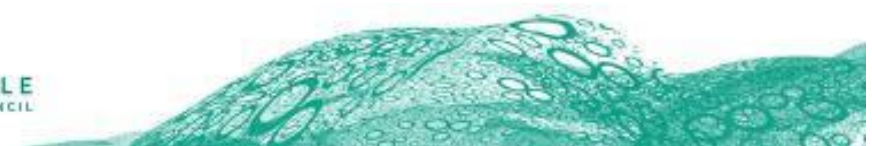
Draw around your hand, write on each finger the people you can talk to if you need help. On the palm / middle of your hand, list the people or things that you trust.

In an Emergency you can call the  
Police on 999

You can also ring 112 or 222 if you  
do not want anyone to see you ring  
999.

If you can't speak, when the call  
operator speaks, press 55 - they will  
trace your call and send help

Look who is around to give you a Helping Hand!







# Three Houses

A large rectangular frame containing a worksheet template. On the left side, there are three stylized clouds and a sun. In the center, three triangles point towards the right: a blue triangle at the top labeled 'House of Dreams', a yellow triangle in the middle labeled 'House of Good Things', and a red triangle at the bottom labeled 'House of Worries'. To the right of each triangle is a large, empty rectangular box for writing. The right side of the frame is filled with a light green background.



The Three Houses template enables you to discuss a child's likes / hobbies / strengths / protective factors, dislikes / worries and risks related to their dreams / hopes / wishes. You can either ask a child to draw / write things in each house or you can assist them in doing so.

Three houses works by describing an individual or family as a house in a metaphoric sense, we can ask a number of questions including:

What makes their house (themselves or the family) strong?

What makes it vulnerable / weak?

What are their hopes for their house?

What is happening both within and around a person that keeps them safe from and also vulnerable to danger / harm?

Using the Three Houses Tool:

### *"The House of Vulnerabilities or Worries"*

*Vulnerabilities include past and present hurts and issues that can make a person more vulnerable to danger and harm such as addictions, anger, sadness, past and current experiences of violence, or being involved in or exposed to, criminal activities. Worries might include these types of vulnerabilities and anything that may make a child, young person, or adult feel sad, angry, scared, and ashamed, and therefore worried about. Vulnerabilities and worries can be both internal and external, and might include behaviours both within people and from others that increase the likelihood of harm or distress for them.*

### *The House of Strengths or Good Things*

*Exploring 'Strengths' or 'Good things' helps identify internal and external factors that are working well to support safety and wellbeing, and the things people feel good and ok about. The strengths and good things in a person's world often become the resources and ways to help manage the vulnerabilities and worries, and to support people to reach their hopes and dreams. Strengths and good things might include humour, supportive family members or friends, positive values and beliefs, faith, positive self-identity, good engagement in work or school, and skills or talents. If people do not have a great deal in this house this is likely to indicate we need to look at bringing in additional resources to help them build more safety and greater well-being in their lives.*

### *The House of Hopes and Dreams*

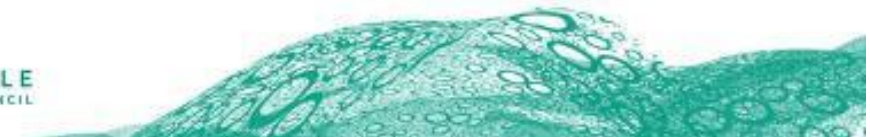
*The house of 'Hopes and Dreams' explores what people would like to see happening in their world, especially in relation to their vulnerabilities or worries. This house helps us build understanding of what someone may like to be different in their world and their goals and aspirations around this. It is here that that solutions and goals can start to be formed to build a future picture of increased safety and well-being. Without a future picture people can become stuck, unable to see where they could be or what might be, and less motivated. This is especially true for children, young people, and adults who have experienced trauma and may have difficulty thinking longer term or having goals and aspirations.*

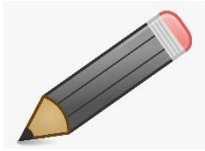
*(HOUSE OF HOUSE OF HOUSE OF © Weld & Greening, 2004. 2 Copyright Nicki Weld & Sonja Parker, who provides full permission for you to duplicate and share this resource booklet. This booklet can be downloaded from the Partnering for Safety website at <http://www.partneringforsafety.com.au>)*

The houses can be completed in any order, this is decided by the child or young person. This tool is open and transparent, make sure children know this and know what is going to happen to the information afterwards. You can also explain how the information might help the work that is being / may be done with their family.

You can come back to this tool and build on the information that has been shared. It is an important way to check in with and adapt safety plans. You can ask what is different, what has improved in their day to day life.

You can adapt the tool if you are working with older children a separate copy has been included.





## Three Houses

HOUSE OF  
**DREAMS**

A large, empty rectangular box with a blue border, intended for writing about dreams.

HOUSE OF  
**GOOD THINGS**

A large, empty rectangular box with a green border, intended for writing about good things.

HOUSE OF  
**WORRIES**

A large, empty rectangular box with a red border, intended for writing about worries.

# River of life Guidance

What is it?

Life Paths (or River of Life) are a way of helping people map out the journey their life has taken so far. This can be helpful in highlighting any recurring patterns and important events. They can also be used as a reflective tool and to help begin difficult conversations.

What do I need? A piece of paper, pens, or pencils. Possibly pictures to cut out and stick.

What do I do? At the simplest level you can just draw a winding line on a page, write the person's date of birth at the beginning and their current age at the end. If you are feeling more creative you can draw a snake or river. Then encourage them to start to indicate on the path the important things that have happened to them showing ages and perhaps noting down feelings and experiences.

The child can use symbols, drawings, colours or even cut-out pictures/photos instead of words to convey events, relationships and feelings.

Remember to leave enough time to fully explore this.

You can be as creative as you wish. See this simple example below:

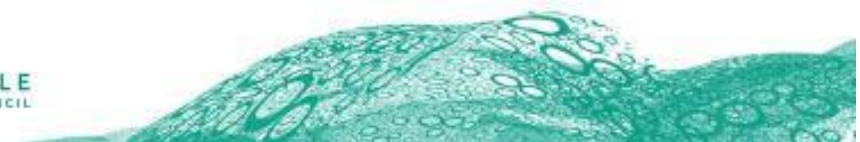


Or else, you can use the template below to begin your journey.

At the end of the exercise, think about whether you have any insights or have developed any concerns through the river, practitioners should check these out through further discussions.

Check with the child / young person what they want to do with what they have explored or discovered. Do you need to follow anything up? (referrals, visits, information sharing)

Also check in with the young person, how are they feeling, acknowledge this is an emotional piece of work. Where would they like to keep it?



# River of Life



Details from when I was born:

Are there Rocks or obstacles in the way?

Where am I heading?  
What does my future hold?

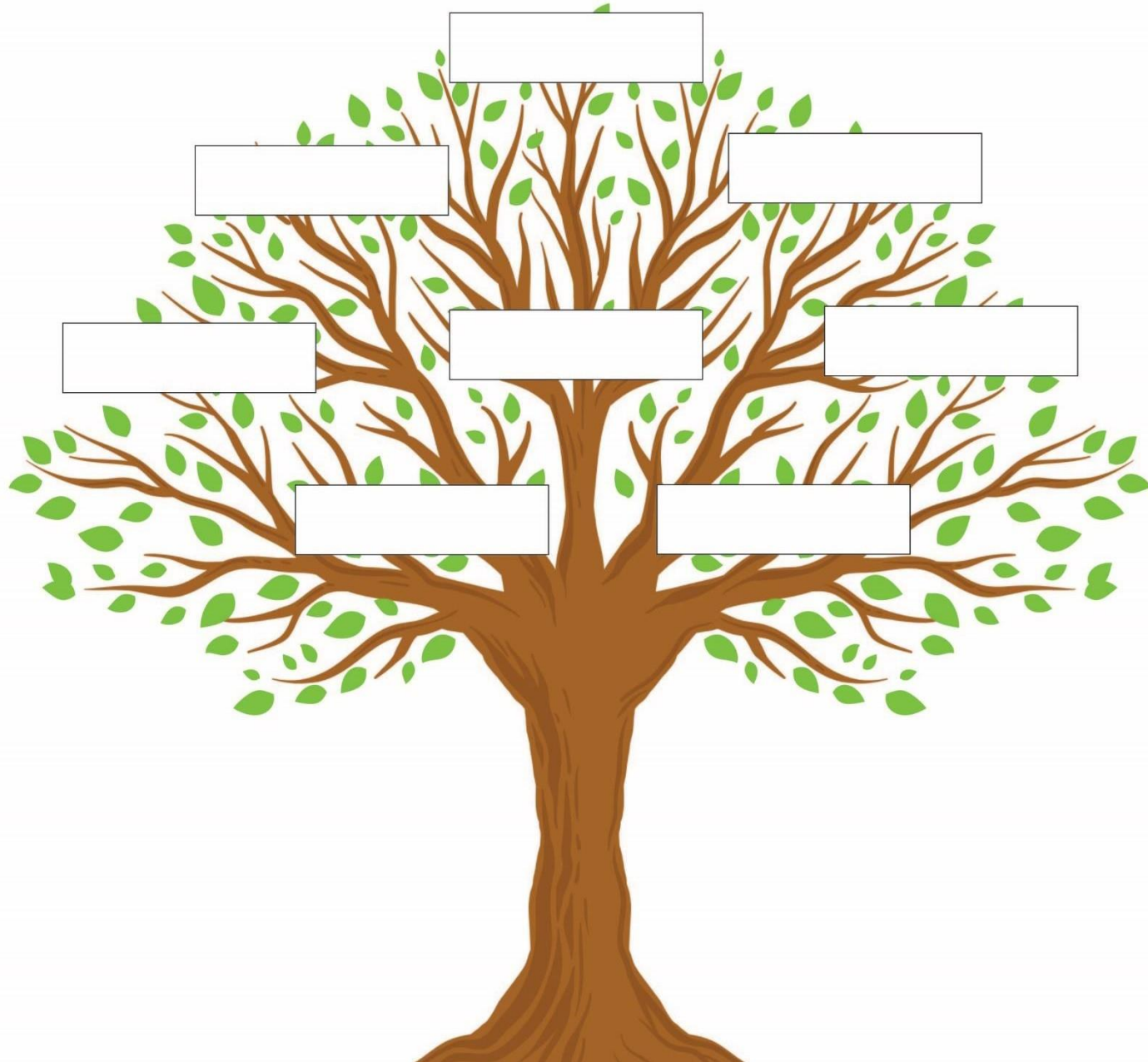
What's happening now? What does my life look like?



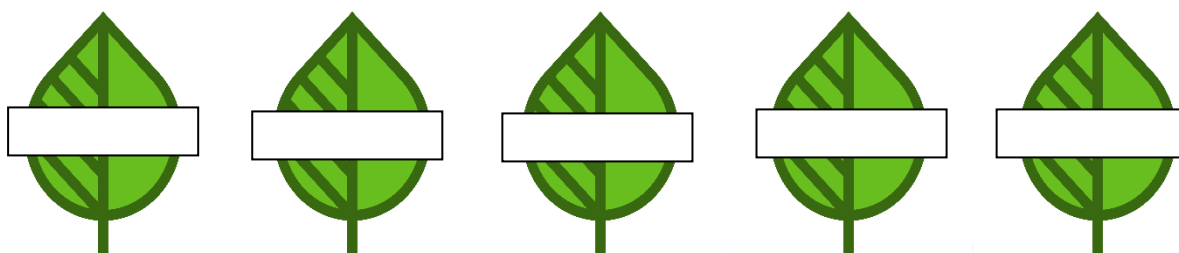
Who is in your family, name the people in your family and let's explore what their relationship is to you and where you will put them in your tree. Where do you put yourself?



# FAMILY TREE



Is there anyone, who isn't in your family tree, but deserves a leaf and should be recognised as being close and important to you? Who are they?





# What is Domestic Abuse?



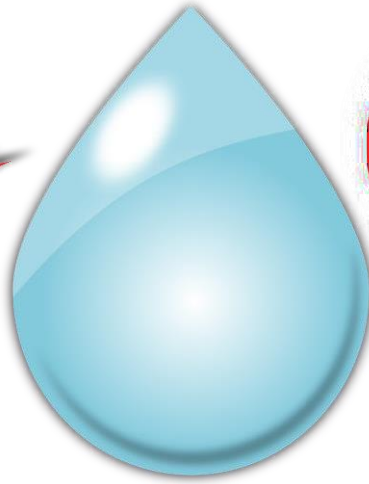
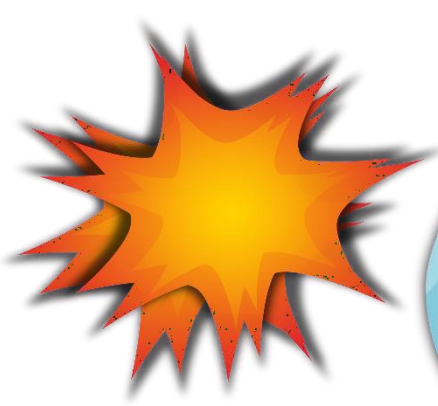
Think about the different types of abuse that a person may suffer.

Physical

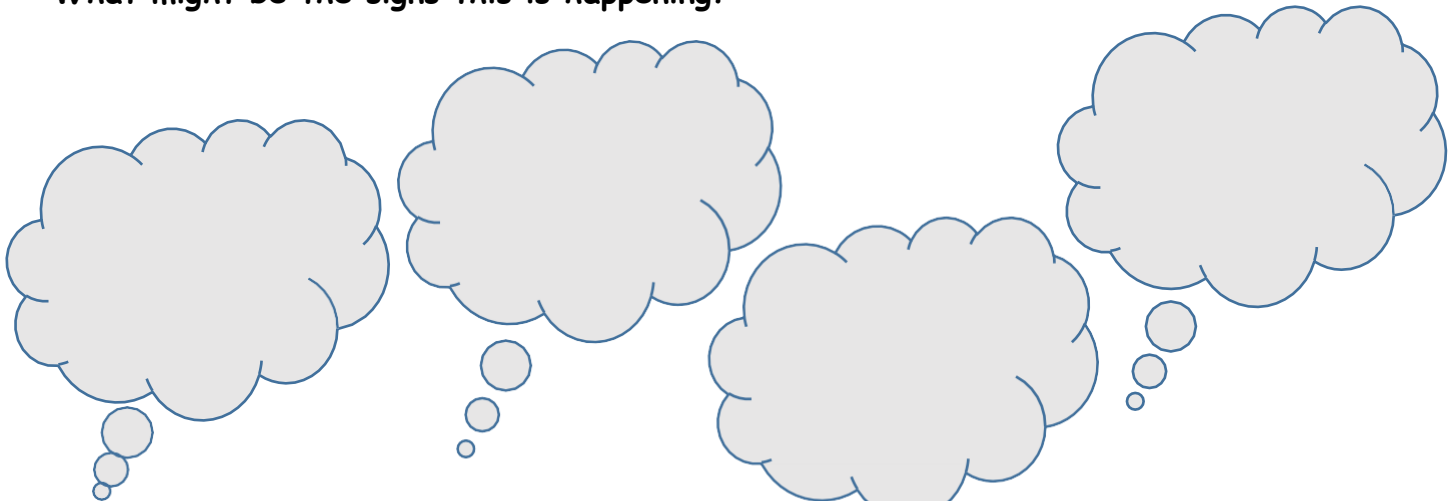
Emotional / Psychological

Sexual

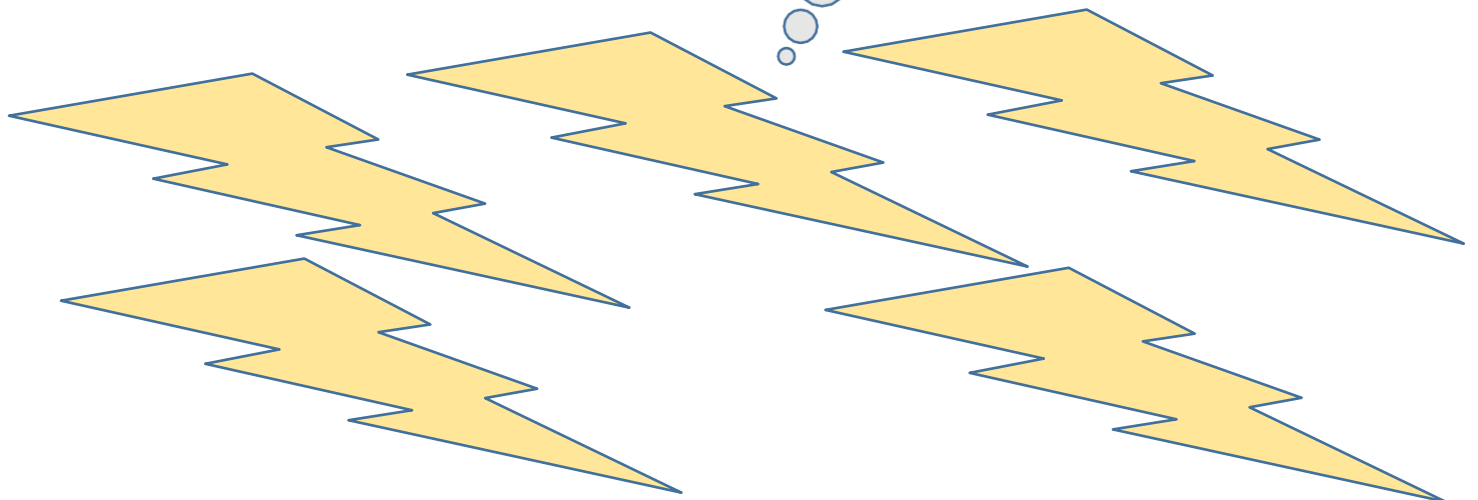
Financial



What might be the signs this is happening?



What are the effects of Domestic abuse?



Explore what you think of these questions - use this sheet or make a list to work through your thoughts and feelings.

Amended 2024



## What is Domestic Abuse Guidance Sheet?



With this work sheet we are trying to understand what the child or young person knows about Domestic Abuse. Can they recognise what behaviours and actions may be abusive? Can they identify the effects or impact of these actions?

Domestic abuse is any type of controlling, coercive, threatening behaviour, violence or abuse between people who are, or who have been in a relationship, regardless of gender or sexuality. It can also happen between adults who are related to one another and can include physical, sexual, psychological, emotional or financial abuse. (NSPCC, 2021)

Domestic abuse can include:

- sexual abuse and rape (including within a relationship)
- punching, kicking, cutting, hitting with an object
- withholding money or preventing someone from earning money
- taking control over aspects of someone's everyday life, which can include where they go and what they wear
- not letting someone leave the house
- reading emails, text messages or letters
- threatening to kill or harm them, a partner, another family member or pet.

Domestic abuse always has an impact on children. Being exposed to domestic abuse in childhood is child abuse.

- Children may experience domestic abuse directly, but they can also experience it indirectly by:
- hearing the abuse from another room
- seeing someone they care about being injured and/or distressed
- finding damage to their home environment like broken furniture
- being hurt from being caught up in or trying to stop the abuse
- not getting the care and support they need from their parents or carers as a result of the abuse.

**Psychological effects** of experiencing domestic abuse can include:

- aggression and challenging behaviour
- depression
- anxiety - including worrying about a parent's or carer's safety
- changes in mood
- difficulty interacting with others
- withdrawal
- fearfulness, including fear of conflict
- suicidal thoughts or feelings

Domestic abuse can cause confusing relationships with parents and carers. Children might experience conflicting feelings, including:

- not having a strong bond with their parents or carers
- hoping an abused parent will leave for safety reasons
- worrying about what might happen if their parents or carers separate
- being afraid of their parents or carers.

Some teenagers' worry that being raised in abusive environment will affect their own future relationships.

Explore this and keep checking in, this is emotive work 





## Safety planning

If I don't feel safe inside my house, I will go to a safe place and contact my trusted adult. If I am scared and I feel that my safety or the safety of others is at risk, I will call the police. If I need to, I will go somewhere else inside the house to make the call.

**My safe space inside my house is:**



**My trusted adult is:**



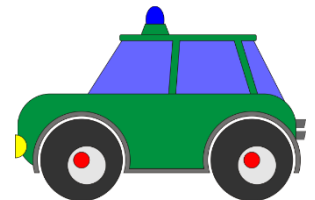
**Their contact number is:**



**If I need to go somewhere outside my house, my safe space outside is:**

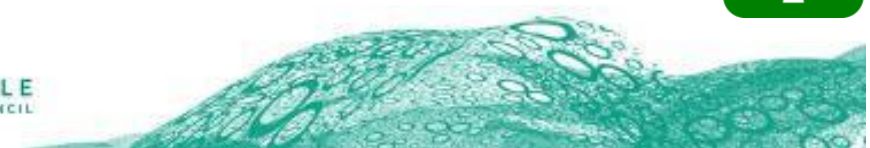
**I will phone the police if I am afraid myself, or someone else may get hurt.**

**Their number is:**



**When I am not able to speak openly, I will use my code word to alert trusted people that I need help.**

**My code word is:**



Continue for Safety Planning with Secondary age young people:



I know the details of a support service I could use (or professional) who understands about young people experiencing domestic abuse:



I will talk to someone that I trust about what is happening to me, so that I have a friend that I can turn to when I need to get things off my chest.

That person is:



Trusted people that will know my code word are:

Name:



**I understand that domestic abuse is never my fault. I understand that I am not alone I understand that I need to call the police if myself or someone else in my home is not safe.**





# SAFETY PLAN

Name:

Brothers and sisters:

Age:

My Address:



My Phone Number:

Someone I trust and can talk to:

Their Address:

Phone Number:

Safe places I can go:



For Police

In an Emergency: Call 999

Helplines:

Childline:

Tel. 0800 1111

[thehideout.org.uk](http://thehideout.org.uk)

Police non-emergency: 101

Remember – Make sure your safe numbers are saved on your mobile phone

"You may want to give a number a 'nickname' if you don't want it to be seen on your phone"





When discussing safety planning with children and Young People it is best to be led by their level of understanding and ability.

Always ensure the child understands what the emergency telephone numbers are, as well as their address.

The young person should also be able to identify a safe place either inside their home or outside with a trusted adult.

Ensure that the child / young person knows who to go to in school should they need to and where that trusted adult can be found.

There are a wide range of tools to support safety planning, those listed are just a starting point.



## Additional Resource Links

[Layout 2 \(salford.gov.uk\)](#) – safety planning for teens.

[Home | The Hide Out](#) – safety plan for younger children or teens

[YP\\_safetyplan.pdf \(safelives.org.uk\)](#)-safety planning young people resource

[Domestic abuse worksheets \(salford.gov.uk\)](#) – safety planning for Primary aged children

<https://www.camhs-resources.co.uk/apps-1> - Resources & apps to support mental health and well- being

[www.gdass.org.uk](http://www.gdass.org.uk) - A teen Guide to Safety Planning

[www.socialworkerstoolbox.com](http://www.socialworkerstoolbox.com) – Free Social Work Downloadable Tools & Resources

[www.sparklebox.co.uk](http://www.sparklebox.co.uk) – Free downloadable Primary School resources- Direct Work With Younger Children

[www.thewishcentre.org](http://www.thewishcentre.org) - /resources/resources-children-young-people

## Online resources for children and young people

**'Making Sense of Relationships'** – workshops for Key Stage 2, (year 6) in Primary and Key Stage 3 & 4 in Secondary schools/settings, produced by the NSPCC in partnership with PSHE Association

<https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships>

**PSHE Association:** The PSHE Association - Healthy Relationships, Consent and Sexting. All of which are safeguarding concerns for children and young people:

[Relationships and sex education \(pshe-association.org.uk\)](http://relationshipsandsexeducation.pshe-association.org.uk)

**'Alice Ruggles Trust Relationship Safety'** – Workshops for Key Stage 4 +, by the Alice Ruggles Trust in partnership with the PSHE Association. <https://www.pshe-association.org.uk/curriculum-and-resources/resources/alice-ruggles-trust-relationship-safety-resource>

**Love Life:** A series of films and resources about relationships and staying safe for people with learning disabilities aged 11-24 years. Supports conversations with young people about feelings, privacy and boundaries, friendships, different kinds of love and online safety.

[Love Life: resources for young people with learning disabilities | NSPCC Learning](#)

