

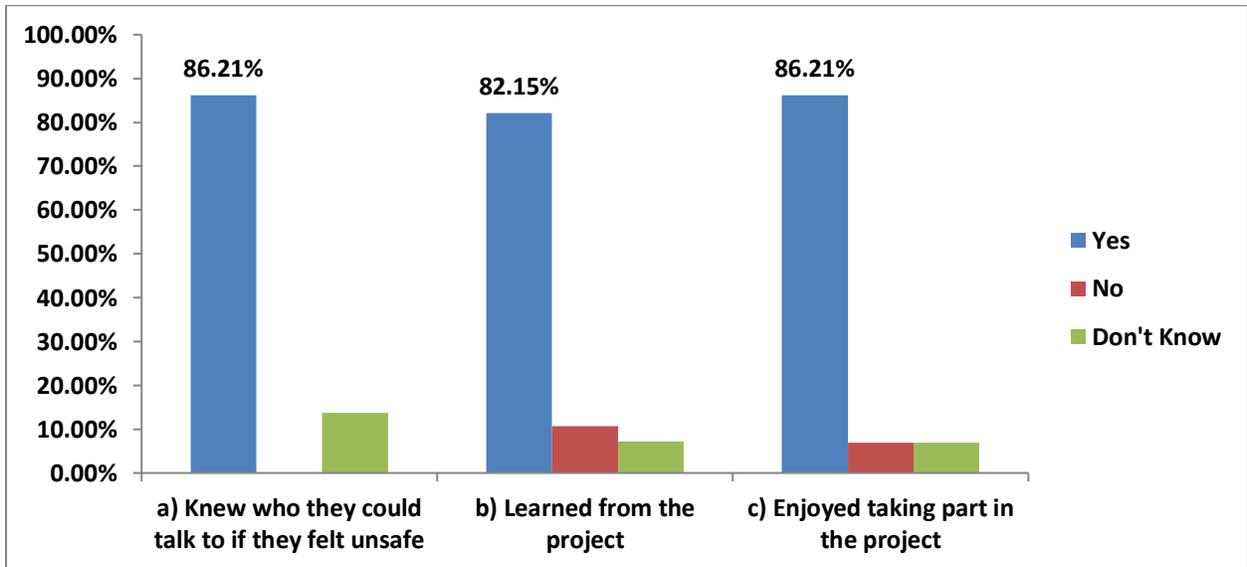
**Greatstone Primary School  
Impact Report - Kent**

**Evaluation Results**

As part of each project Tender delivers, we robustly evaluate the changes in attitude that identify the impact of our work through surveys. We also gather information from young people about their understanding of healthy and unhealthy friendships and relationships.

Below is a set of results from this process, highlighting the impact our work had on 29 students in Year 5 at Greatstone Primary School, and the response of the audience of young people they shared their learning with via a presentation at the end of the project.

**After the project, children felt they....**



- **90%** of students reported that, when at school, they could talk to their teachers if someone makes them feel unsafe.
- **96%** of students stated that, when at home, they could talk to their parents or a sibling if someone makes them feel unsafe.

## **Project Efficacy**

Following the project, facilitators were delighted to see that respondents were able to identify what constituted a healthy or an unhealthy friendship. Some responses about what made a good friendship included:

***“Sticks up for you and helps you and they’re kind to you and play with you and help you when you need to be helped”*** – Female, 9

***“Doesn’t boss you about and doesn’t tell you to do stupid things”*** – Male, 10

***“Tells you what’s right and wrong”*** - Female, 9

***“Won’t force you to do stuff, will understand that you are you and will help and not leave you stuck”*** - Male, 10

***“Is kind and does not pressure their friends”*** - Female, 9

Students also engaged in learning about **personal space boundaries** and **safe and unsafe touch** via the **NSPCC “PANTS” Rule**, designed to help children recognise and protect themselves from potential abuse.

Participants were also educated about their rights – a topic they proved particularly passionate about – which included a discussion and raised awareness of **online safety** and the dangers of taking/sharing inappropriate photos, delivered in an age-appropriate format.

When asked if they had one thought about what they had learnt during the project, students gave an enthusiastic range of responses:

***“How important it is to tell someone”***

***“If someone’s mean you know who to talk to and you know what to do about it”***

***“Don’t do things you don’t want to”***

***“Don’t let people pressure you. Always tell a grown up”***

***“For Childline. Thank you for teaching me about Charlie and thank you for teaching me about friendships. Thank you.”***

## Audience Feedback

**Upon sharing a presentation on what they had learned to 97 of their peers, the audience reported the following:**

**86%** enjoyed the assembly presentation.

**95%** said that if somebody did something that made them feel unsafe, they knew who they can talk to.

**89%** felt that if a friend came to them for help they would know what to do.

## Teachers' Evaluation

**We received overwhelmingly positive feedback from the teaching assistant who was in the room for the duration of the project:**

“I have noticed some of the group show understanding of others feelings”

“Some of the group have been sympathetic and listened to opinions”

“They understand now that violence is high on the unacceptable list”

“They have been able to realise that it's not OK and who to tell or what to do if they have any concerns”