

Supplementary File 12. Fidelity of curriculum delivery by lesson element, reported in log-books

Table 49 reports fidelity of curriculum delivery by lesson element, based on log-book data. Essential elements (those counting towards the fidelity score) are not highlighted and non-essential elements (those that are part of the curriculum but do not count towards the fidelity score) are highlighted grey. The figures for the “total” column are calculated as (total # of log-books reporting element delivery) / (total # of log-books returned for that lesson).

Table 49. Fidelity of curriculum delivery by lesson element delivered, reported in log-books

	Element delivered					Total, % ^a (SD)
	Intervention schools, n (%)					
	1	2	3	4		
Year 9 lesson 1						
Number of log-books	2	5	8	3	18	
Topics						
Definition of sexual harassment	2 (100%)	4 (80%)	8 (100%)	3 (100%)	94% (2.63)	
Definition of sexual bullying	2 (100%)	4 (80%)	7 (88%)	3 (100%)	89% (2.16)	
Consideration of why gender based stereotypes can lead to harmful behaviour in relationships	2 (100%)	3 (60%)	7 (88%)	3(100%)	83% (2.22)	
Consideration of how gender based stereotypes can affect our thoughts and behaviours towards others	2 (100%)	2 (40%)	4 (63%)	3(100%)	61% (0.96)	
Consideration of how we can challenge or resist thoughts and behaviours that are harmful.	2 (100%)	2 (40%)	2 (25%)	2 (67%)	44% (0)	
Information on national sources of support for those affected by abuse	2 (100%)	1 (20%)	6 (75%)	3 (100%)	67% (2.16)	
Exercises						
Gendered behaviours	2 (100%)	2 (40%)	4 (50%)	2 (67%)	56% (1.00)	
Role play	2 (100%)	1 (20%)	0 (0%)	2 (67%)	28% (0.96)	
Homework activity	2 (100%)	1 (20%)	2 (25%)	2 (67%)	39% (0.50)	
Opportunities for discussion						
Discussion about the types of behaviours pupils have experienced or are aware of in school	2 (100%)	4 (80%)	8 (100%)	3(100%)	94% (2.63)	
Discussion of where, outside of school, girls and boys get ideas about how they should behave or look	2 (100%)	2 (40%)	8 (100%)	3(100%)	83% (2.87)	
Discussion about Chris and Charlie	2 (100%)	1 (20%)	7 (88%)	2 (67%)	67% (2.71)	
Year 9 lesson 2						
Number of log-books	2	4	8	3	17	
Topics						
The features of healthy relationships	2 (100%)	3 (75%)	8 (100%)	3 (100%)	89% (2.71)	
The signs of unhealthy relationships	2 (100%)	3 (75%)	8 (100%)	3 (100%)	89% (2.71)	
How others’ behaviour can make us feel	2 (100%)	3 (75%)	7 (88%)	2 (67%)	78% (2.38)	
Information on national sources of support for those affected by abuse	2 (100%)	1 (25%)	5 (63%)	3 (100%)	65% (1.71)	
Exercises						
Healthy relationships quiz	2 (100%)	3 (75%)	7 (88%)	2 (67%)	82% (2.38)	
Opportunities for discussion						
Scenario 1: Jordan and Marie	2 (100%)	2 (50%)	8 (100%)	3 (100%)	88% (2.87)	
Scenario 2: Tariq and Nic	2 (100%)	0 (0%)	7 (88%)	2 (67%)	65% (2.99)	
Scenario 3: Lee and Tam	2 (100%)	1 (25%)	7 (88%)	1 (33%)	65% (2.87)	

	Element delivered					Total, % ^a (SD)
	Intervention schools, n (%)					
	1	2	3	4		
Year 9 lesson 3						
Number of log-books	2	5	6	3	16	
Topics						
Boundaries that are defined by rules	2 (100%)	3 (60%)	6 (100%)	3 (100%)	88% (1.73)	
The meaning of consent	2 (100%)	3 (60%)	6 (100%)	3 (100%)	88% (1.73)	
Different places in school that make us or others feel safe or unsafe	2 (100%)	2 (40%)	6 (100%)	3 (100%)	81% (1.89)	
What we can do to increase cool spaces and/or reduce hot spaces	2 (100%)	2 (40%)	6 (100%)	3 (100%)	81% (1.89)	
Information on national sources of support for those affected by abuse	2 (100%)	1 (20%)	6 (100%)	3 (100%)	75% (2.16)	
Exercises						
“No Big Deal” exercise	2 (100%)	3 (60%)	6 (100%)	3 (100%)	88% (1.73)	
“No Big Deal” handout for pupils to complete	2 (100%)	1 (20%)	4 (67%)	3 (100%)	63% (1.29)	
Hot spotting mapping on school plan	2 (100%)	1 (20%)	6 (100%)	2 (67%)	69% (2.22)	
Opportunities for discussion						
Discussion whether location and/or gender make a difference to responses to “No big deal” exercise	2 (100%)	3 (60%)	3 (50%)	3 (100%)	69% (0.50)	
Discussion of consent	2 (100%)	1 (20%)	0 (0%)	3 (100%)	38% (1.29)	
Discussion of how ‘hot’ spots could be made ‘cooler’	2 (100%)	1 (20%)	0 (0%)	2 (67%)	31% (0.96)	
Year 9 lesson 4						
Number of log-books	2	3	7	3	15	
Topics						
What we can do to help a friend if we are worried about their relationship with someone	2 (100%)	3 (100%)	7 (100%)	3 (100%)	100% (2.22)	
Using student campaigns to raise awareness and/or change behaviours in the school	2 (100%)	1 (33%)	5 (71%)	3 (100%)	73% (1.71)	
Information on national sources of support for those affected by abuse	2 (100%)	2 (67%)	7 (100%)	3 (100%)	93% (2.38)	
Exercises						
Description of Circle of 6 app	2 (100%)	1 (33%)	7 (100%)	3 (100%)	87% (2.63)	
Agree on up to 3 different issues that pupils want to change	2 (100%)	1 (33%)	4 (57%)	2 (67%)	60% (1.26)	
Set homework activity to plan a campaign idea which will result in a behaviour or attitude change in school	0 (0%)	1 (33%)	0 (0%)	1 (33%)	13% (0.58)	
Opportunities for discussion						
Discussion about film Listen to your selfie	2 (100%)	1 (33%)	7 (100%)	3 (100%)	87% (2.63)	
Discussion about scenario with Jordan and Marie	2 (100%)	3 (100%)	4 (57%)	2 (67%)	73% (0.96)	
Year 9 lesson 5						
Number of log-books	0	4	7	3	14	
Topics						
How we know we are getting angry	0 (0%)	3 (75%)	7 (100%)	3 (100%)	93% (2.87)	
How we can communicate effectively in relationships when we are not happy	0 (0%)	2 (50%)	7 (100%)	3 (100%)	86% (2.94)	
What we can do to manage the way we behave when we are angry	0 (0%)	2 (50%)	5 (71%)	3 (100%)	71% (2.08)	
Information on national sources of support for those affected by abuse	0 (0%)	1 (25%)	5 (71%)	3 (100%)	64% (2.22)	

	Element delivered				
	Intervention schools, n (%)				Total, % ^a (SD)
	1	2	3	4	
Exercises					
Role plays focusing on talking and listening skills	0 (0%)	1 (25%)	4 (57%)	2 (67%)	50% (1.71)
If you have time, collect the suggestions for calming down together so that pupils are aware of other strategies	0 (0%)	1 (25%)	5 (71%)	2 (67%)	57% (2.16)
Opportunities for discussion					
Small group discussion of resolving differences	0 (0%)	1 (25%)	6 (86%)	1 (33%)	57% (2.71)
Whole class discussion on ways of communicating	0 (0%)	1 (25%)	7 (100%)	3 (100%)	79% (3.10)
Year 9 lesson 6					
Number of log-books	0	3	4	3	10
Topics					
What services and resources can offer support to those worried about or experiencing DRV	0 (0%)	1 (33%)	3 (75%)	3 (100%)	70% (1.50)
Information on national sources of support for those affected by abuse	0 (0%)	1 (33%)	2 (50%)	3 (100%)	60% (1.29)
Students reminded of school and/or local sources of support	0 (0%)	1 (33%)	2 (50%)	3 (100%)	60% (1.29)
Exercises					
Group work to develop campaign ideas	0 (0%)	1 (33%)	1 (25%)	3 (100%)	50% (1.26)
Group presentations on campaign ideas	0 (0%)	1 (33%)	0 (0%)	1 (33%)	20% (0.58)
Make plans to take campaign ideas forward	0 (0%)	1 (33%)	1 (25%)	2 (67%)	40% (0.82)
Distribute "Relationship Spectrum" handout	0 (0%)	0 (0%)	1 (25%)	3 (100%)	40% (1.41)
Opportunities for discussion					
Discussion of Circle of 6	0 (0%)	2 (67%)	4 (100%)	3 (100%)	90% (1.71)
Year 10 lesson 1					
Number of log-books for each school	2	4	5	5	16
Topics					
How to recognise and prevent DRV	2 (100%)	4 (100%)	5 (100%)	5 (100%)	100% (1.41)
Information on national sources of support for those affected by abuse	2 (100%)	4 (100%)	5 (100%)	4 (80%)	94% (1.26)
Information on school and/or local sources of support for those affected by abuse	2 (100%)	3 (75%)	4 (100%)	5 (100%)	88% (1.29)
Exercises					
Write down or shout out warning signs in "Lara's story" film	2 (100%)	3 (75%)	5 (100%)	4 (60%)	88% (1.29)
In whole class or smaller groups, pupils suggest what would need to change about Lara's relationship with Dan to make it healthier	2 (100%)	2 (50%)	5 (100%)	5 (100%)	88% (1.73)
Opportunities for discussion					
Discuss what might stop Lara from asking for help	2 (100%)	3 (75%)	5 (100%)	5 (100%)	94% (1.50)
Year 10 lesson 2					
Number of log-books	2	4	5	4	15
Topics					
The meaning and importance of consent in relationships	2 (100%)	3 (75%)	5 (100%)	4 (100%)	93% (1.29)
Information on national sources of support for those affected by abuse	2 (100%)	2 (50%)	5 (100%)	4 (100%)	87% (1.50)
Information on school and/or local sources of support for those affected by abuse	2 (100%)	3 (75%)	5 (100%)	4 (100%)	93% (1.29)

	Element delivered				
	Intervention schools, n (%)				Total, % ^a (SD)
	1	2	3	4	
Exercises					
Verbal and non-verbal consent signals	2 (100%)	2 (50%)	5 (100%)	4 (100%)	87% (1.50)
Out loud or in pairs, pupils read scenario about “withdrawing consent” scenario	2 (100%)	2 (50%)	4 (80%)	4 (100%)	80% (1.15)
“Saying no” scenarios exploring ways to say no to pressure or coercion	2 (100%)	3 (75%)	5 (100%)	4 (100%)	93% (1.29)
Opportunities for discussion					
“Withdrawing consent” scenario	2 (100%)	1 (25%)	3 (60%)	4 (100%)	67% (1.29)

^a “Total” column summarises reporting in all logbooks submitted in all intervention schools combined.