

Healthy Respectful Relationships

LEARNING OUTCOMES

Knowledge, Skills
& Actions



Compare and contrast the characteristics of both healthy and unhealthy relationships

To know what respect in a healthy relationship looks like

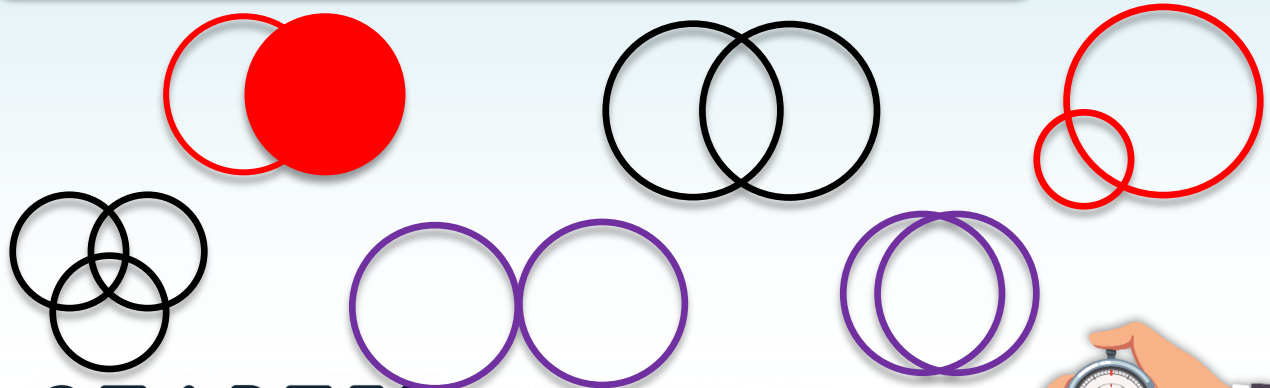
To explain various aspects of a healthy relationship, and understand how they are connected

NEW VOCABULARY

Consent, Support, Honesty,
Relationships, Love, Sex,
Communication

Task

Each circle represents an individual in a relationship.
What sorts of relationships are shown here?
Which relationships are healthy?



STARTER ACTIVITY



Think of a couple in your life who you believe is in a healthy relationship (it could be family members, friends, siblings, etc).

What makes their relationship healthy?

3 Minutes

GROUND RULES



Be open and honest
No Personal Comments
Discussions must be about
'general situations'



You don't have to say
things about yourself if
you don't want to

It's OK to be embarrassed
by a topic but don't show
that you are embarrassed
through silliness



Be Respectful

Listen & don't interrupt others
Only 1 person talking at a time
Use the agreed appropriate
Language (Avoid slang terms)



Don't Make Assumptions
about people's values,
attitudes, behaviours, life
experiences or feelings

PSHE CLASSROOM RULES

DEALING WITH SENSITIVE TOPICS

SAFEGUARDING YOUR WELFARE & HAVING YOUR INTERESTS AT HEART

There are **no stupid questions**
It's OK to get things wrong

Be Non-Judgemental

No put-downs. Challenge
the opinion, not the
person



Conversations on sensitive
topics stay in the
classroom unless it is a
safeguarding issue

Enjoy the lesson, challenge your perceptions and understand how to seek further advice and support



Healthy Respectful Relationships

ASSESSMENT
FOR LEARNING

BASELINE CONFIDENCE CHECKER

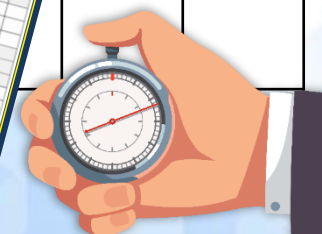


BEFORE THE LESSON	NOT CONFIDENT				CONFIDENT				VERY CONFIDENT	
Knowledge, Skills & Actions	1	2	3	4	5	6	7	8	9	10
I can identify what a healthy relationship looks and feels like										
I am able to identify characteristics of an unhealthy relationship										
I can evaluate how healthy the relationships that I have with others are										



Complete a baseline assessment of where you think you are at for this lesson

(Discuss or complete sheet)



2 Minutes

I'm not
confident at all
on this topic

A little
confident

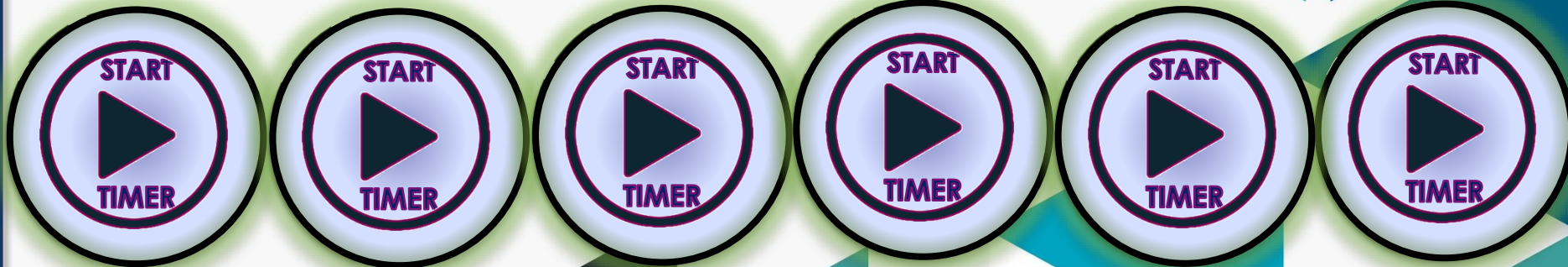
Confident

Very
confident

I am super
confident on
this topic

STARTER ACTIVITY - BATTLE POINT

In pairs, pick a number. You have 1 minute to debate the topic



BATTLE POINT - 1
(CLICK TO REVEAL)

BATTLE POINT - 2
(CLICK TO REVEAL)

BATTLE POINT - 3
(CLICK TO REVEAL)

BATTLE POINT - 4
(CLICK TO REVEAL)

BATTLE POINT - 5
(CLICK TO REVEAL)

BATTLE POINT - 6
(CLICK TO REVEAL)

- 1: Decide if you are person 1 or person 2
- 2: Person 1 make a point, and then let person 2 provide rebuttal
- 3: If either person takes too long, come up with another point you can jump in with
- 4: Count up who makes the most points

What Do You Think?



"A year 8 student cannot fall in love with someone and be in a healthy loving relationship"

Talking Points



I think that ...
I don't think... is right because...
My opinion is...
I would argue the same because...
I disagree with... because...
Building on what... said. I think...
An alternate way of looking at this is...
I sort of agree, however....
I would challenge what.. said because ...

Do you agree or disagree? Why?

Can you add to the statement?

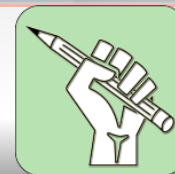
Do you have a question about the statement?

Would you like to challenge what is being said?

Do you have an alternative idea?



Healthy Relationships



What Teens Think About: Healthy Relationships

Task: Pick one or two coloured hats and answer all the related questions



3 Minutes



What facts do I know? What else do I need to know? What do I want to know?

INFORMATION



How do I feel about this? What don't I like about this? What do I like about this?

FEELINGS



Can something be done? New ideas? What are the solutions/suggestions?

CREATIVITY



What thinking is needed? Next steps? Where are we now?

THINKING



What is wrong? Is it safe? Can it be done?

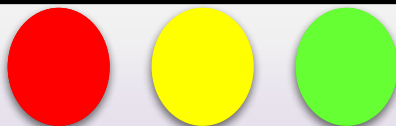
JUDGEMENT

Healthy Relationship or Not?

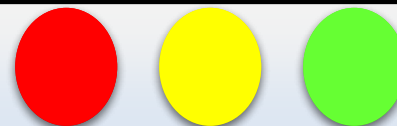
A girl notices her younger girlfriend is getting a lot of attention from a few different people in her friendship group. She warns each of them separately to “stay away, or else...”



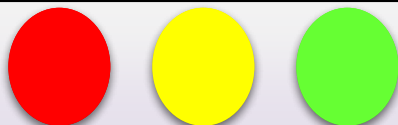
Partner one wants to have sex. Partner two says they're not ready, but after talking about it, gives in, and has sex, even though they didn't really want to.



A couple has an agreement that they won't put passwords on their mobile devices, and they will connect each other's social media accounts to both theirs and their partner's phone.



Two people have been together for twelve months, and things haven't been going so well. One person decides to stop taking contraception without informing the other.



Your partner buys you lots of gym wear for your birthday because they want you to lose weight.



Task

Discuss each statement and decide if each scenario is:

Green (Healthy)

Amber (Somewhat healthy)

Red (Completely unhealthy) (Click below for colour to appear)

SORTING ACTIVITY

Relationships - Card Sort

Unhealthy Relationship

Healthy Relationship

Task

Sort out your 18 statements and put them into three categories on your table.

Explain why some may go in the middle.

Come up with three extra behaviours that could be healthy or unhealthy.

Elements of both

CARD SORT - RELATIONSHIPS		
Spending lots of time together	One person constantly paying for everything	Saying "I love you" all of the time
Making plans for the future	Buying each other lots of gifts	An imbalance in power
Arguments over small things	Going on holiday together	Having enjoyable sex
Constant communication via social media apps and "checking in" all of the time with you	Never spending time apart	Keeping small secrets from each other
Being able to be yourself	Talking over each other	Wanting to keep the relationship private
Being a shoulder to cry on	Being open and honest when things are upsetting you	Compromise

Key Aspect of the Law on Consent

The age of consent to any form of sexual activity is 16. The age of consent is the same regardless of the gender or sexual orientation of a person and whether the sexual activity is between people of the same or different gender.

- It is an offence for anyone to have any sexual activity with a person under the age of 16 (If both are under 16 this will be a matter of public interest to decide if a prosecution will be sought).
- It is an offence for a person aged 18 or over to have any sexual activity with a person under the age of 18 if the older person holds a position of trust, (for example a teacher or social worker) as such sexual activity is an abuse of the position of trust.

EXTRACTS FROM

Home Office, Children and Families: Safer from Sexual Crime – The Sexual Offences Act 2003, London: Home Office Communications Directorate, 2004.

Did you know?

The Criminal Law Amendment Act 1885 increased the age of consent in England from 13 to 16



Write down these statements using a whole page. Identify and write down as many links as possible between the concepts.

Why is it important to understand the links between these concepts?



Did you know?

Two thirds of young people under the age of 18 are not sexually active

Relationships

Support

Honesty

Respect

Trust

Communication

Safety

Consent

Love

Sex

Feelings

This is needed to have a healthy relationship

Part of consent is respecting the other person

THOUGHTS & FEELINGS

What Do You Think?



"A healthy relationship is listening to each other, and seeing each other regularly. It's talking all the time, posting Instagram pictures together, and being there for each other. Knowing where you stand and being able to trust them"

Talking Points



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My opinion is...

I would argue the same because...

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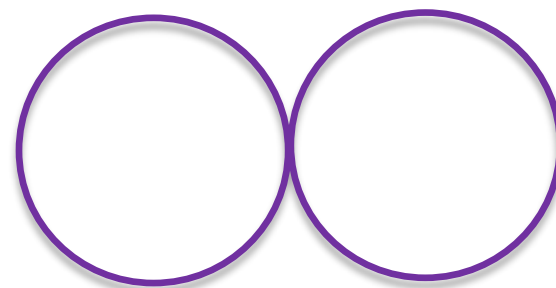
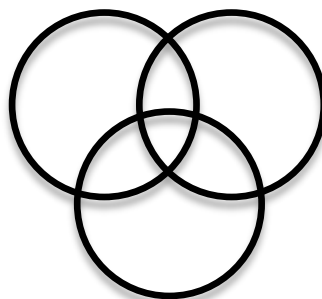
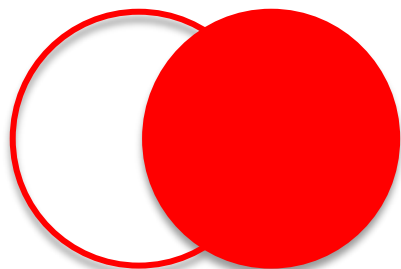
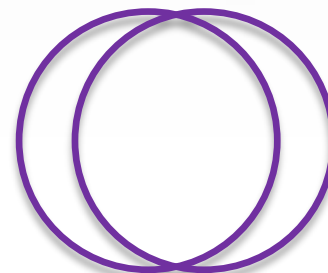
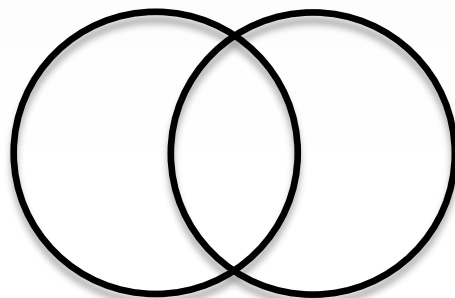
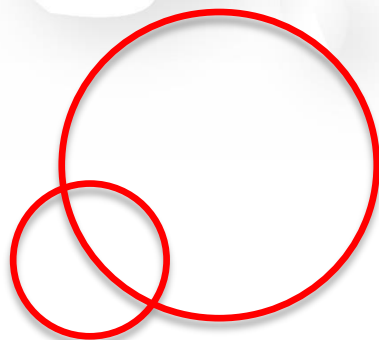
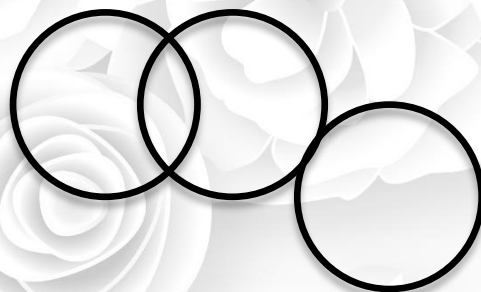
Do you have a question about the statement?

Would you like to challenge what is being said?

Do you have an alternative idea?



What could be going on in these relationships?










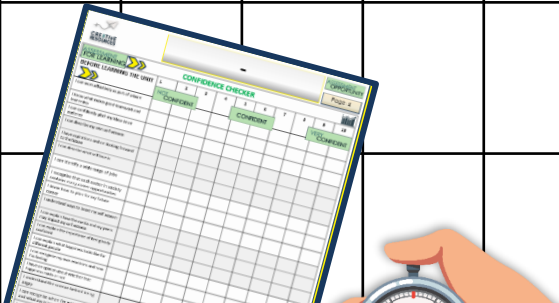
REVIEW YOUR LEARNING OUTCOMES

ASSESSMENT
FOR LEARNING

CONFIDENCE CHECKER



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Complete the confidence checker of where you think you are at for this lesson

(Discussion or complete sheet)





3 Minutes


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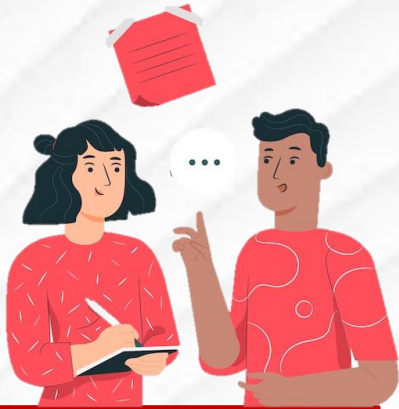

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confident


Confident


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HOMEWORK SUGGESTION



Homework Explained

Interview a couple you know who are in a healthy relationship, find out what makes their relationship healthy and the steps each of them take to maintain their relationship.

DUE DATE

It must be submitted by..

Hand / Google
Classroom





IMPORTANT INFORMATION



2 Minutes



FOR MORE INFORMATION ABOUT THE TOPICS COVERED IN THIS UNIT
WE WOULD ADVISE ONE OF THE BELOW:

SPEAK TO YOUR PARENTS/GUARDIANS, HEAD OF YEAR,
A TRUSTED ADULT OR FRIEND.

IF YOU HAVE ANY CONCERNS ABOUT YOURSELF OR SOMEONE YOU KNOW.
IT IS IMPORTANT TO SPEAK UP AND TELL SOMEONE!

SPECIFIC FURTHER INFORMATION ON THIS TOPIC CAN BE FOUND HERE:

- ☐ <https://www.loveisrespect.org/> : This website is dedicated to providing information and support to young people who are experiencing dating abuse.
- ☐ <https://www.gottman.com/> - provide a research-based approach to relationships
- ☐ <https://www.childline.org.uk/> - support on all sorts of topics

RELATIONSHIPS
& SEX EDUCATION

SEEKING
SUPPORT

REFLECTION PLENARY



A problem I overcame today was...

Before I only knew...
now I also know...

The key words for this lesson
were...

I'm really proud of the way I have...

Today I have tried to...

The most important thing I have
learnt today is...

I used to feel ... but I now feel ...

Before I would have done...
Now I will ...

Next lesson I would like to...

A question I would like to ask
is...

I would like to learn more
about...

I know if I need further support
or help I could speak to.... or
contact...

I now know I can supported
others by...

One thing I didn't realise was...
this will help me to...

2 Minutes





REFER TO MINDFULNESS POWERPOINT

