

# A Healthy Respectful Relationship



## LEARNING OUTCOMES

### Knowledge, Skills & Actions

Compare and contrast the characteristics of healthy and unhealthy relationships.

Describe the potential impacts of power differences such as age, status or position within relationships.

### New Vocabulary

consent, boundaries, values, sex, relationships, trust, dignity, compromise

If each circle represents an individual in a relationship – Which relationships are healthy?

3 Minutes



## STARTER ACTIVITY

Think of a couple in your lives – it could be family members, friends, siblings, whoever you think is in a healthy relationship  
What makes that relationship healthy?

# EFFECTIVE GROUND RULES

CREATIVE CURRICULUM

# PSHE

# EFFECTIVE GROUND RULES

CREATIVE CURRICULUM

## Show respect

- By listening
- Not interrupting
- Only 1 person talking at a time

Be open and honest but **no personal comments** – Discussions will be about **'general situations'**

**Don't make assumptions** about people's values, attitudes, behaviours, life experiences or feelings

You don't have to say things about yourself if you don't want to (**You have the right to pass**)

## *PSHE CLASSROOM RULES* DEALING WITH SENSITIVE TOPICS

There are **no stupid questions**. A question box for anonymous Questions

It's OK to get things wrong

## **SAFEGUARDING YOUR WELFARE & HAVING YOUR INTERESTS AT HEART**

Have a **non-judgemental approach**. No put downs and challenge the opinion not the person

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

Use the agreed appropriate Language (**Avoid slang terms**)

Don't show the fact you are embarrassed through silliness

Conversations stay in the room unless it is a **safeguarding issue**



# A healthy respectful relationship



ASSESSMENT FOR LEARNING

## BASELINE CONFIDENCE CHECKER



BEFORE THE LEARNING	1	2	3	4	5	6	7	8	9	10	
	NOT CONFIDENT				CONFIDENT				VERY CONFIDENT		
Identify what a healthy relationship looks and feels like											
Able to identify characteristics of an unhealthy relationship											
Recognise how healthy the relationships are that you have with others											



Complete a baseline assessment of where you think you are at for this lesson  
(Discussion or complete sheet)



2 Minutes



I'm not confident at all



I'm getting more confidence



Confident



Very confident



Super confident

# STARTER ACTIVITY – BATTLE POINT

Instructions: Pick a number and you have 1 minute to debate the topic

Battle Point– [\[Click to Reveal\]](#)

**No. 1**

Battle Point– [\[Click to Reveal\]](#)

**No. 2**

Battle Point– [\[Click to Reveal\]](#)

**No. 3**

**Rule 1: Pick first or pick second**

**Rule 2: Make a point let the other person rebuttal**

**Rule 3: If they take too long make another point (Count up who makes the most points)**

Battle Point– [\[Click to Reveal\]](#)

**No. 4**

Battle Point– [\[Click to Reveal\]](#)

**No. 5**

Battle Point– [\[Click to Reveal\]](#)

**No. 6**





**“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 ....
- An alternate way of looking at this is...
- I sort of agree, however....
- In my view...
- I would challenge what... said because ...

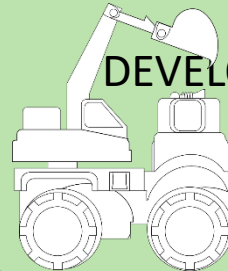
AGREE



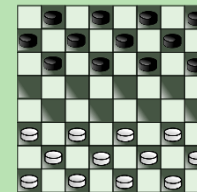
DISAGREE



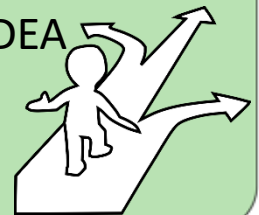
DEVELOP



CHALLENGE



ALTERNATE IDEA



# What teens think about healthy relationships



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

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

Teens talk about relationships

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

THINKING

JUDGEMENT



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

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

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



INFORMATION

FEELINGS

CREATIVITY

2 Minutes

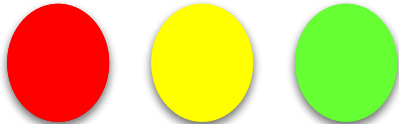
THINKING  
HATS

# Healthy Relationship or Not?

## THE HEALTH CALCULATOR

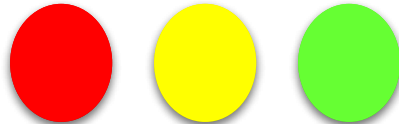
1

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



2

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.



NO

MAYBE

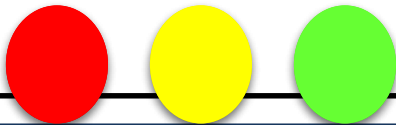
YES

### TASK

Work out if each scenario is Green (Healthy) Amber (Somewhat healthy) or Red (Completely unhealthy) (Click below for colour to appear)

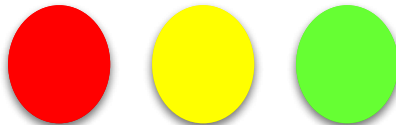
3

A couple has an agreement that they won't put passwords on their mobile devices and they will connect each others social media account to both their phone and their partners phone.



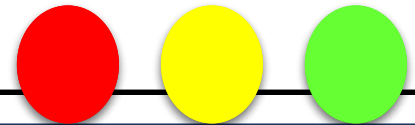
4

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



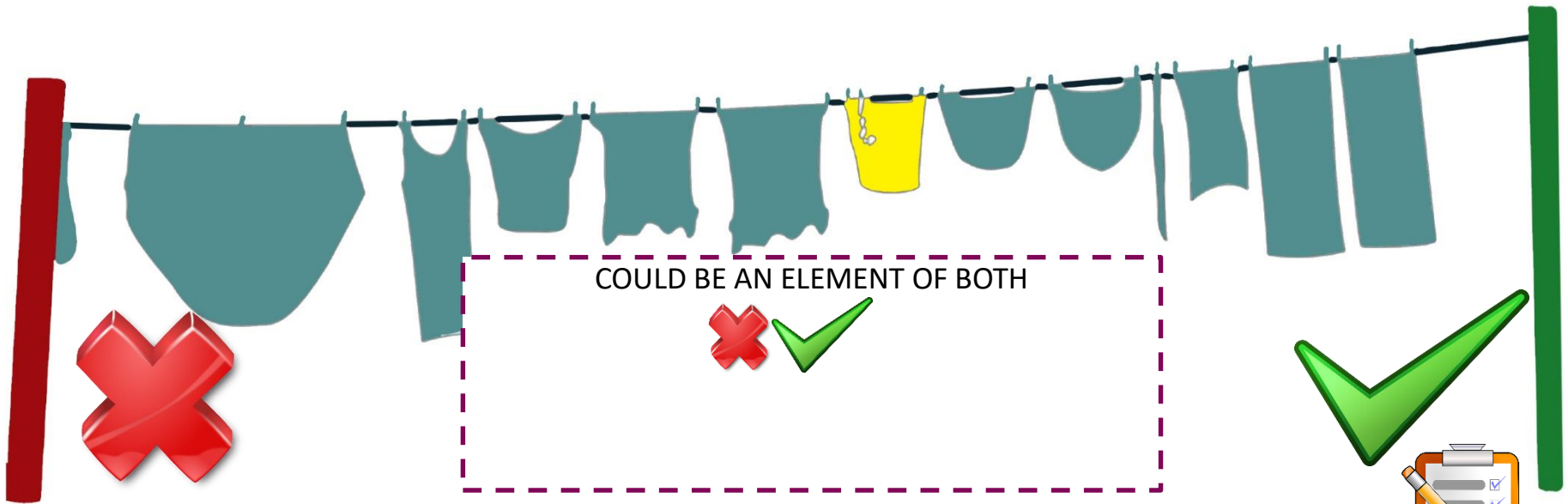
5

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



# Relationships

## Healthy Relationship



## Unhealthy 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 behaviors' that could be healthy or unhealthy

CURRICULUM CARD SORT - RELATIONSHIP CURRICULUM

Spending lots of time together	One person constantly paying for everything	"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 able to be open and honest when things are upsetting you	Compromise



The age of **consent** to any form of sexual activity is 16 for both men and women. 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 1185 increased the age of consent in England from 13 to 16*

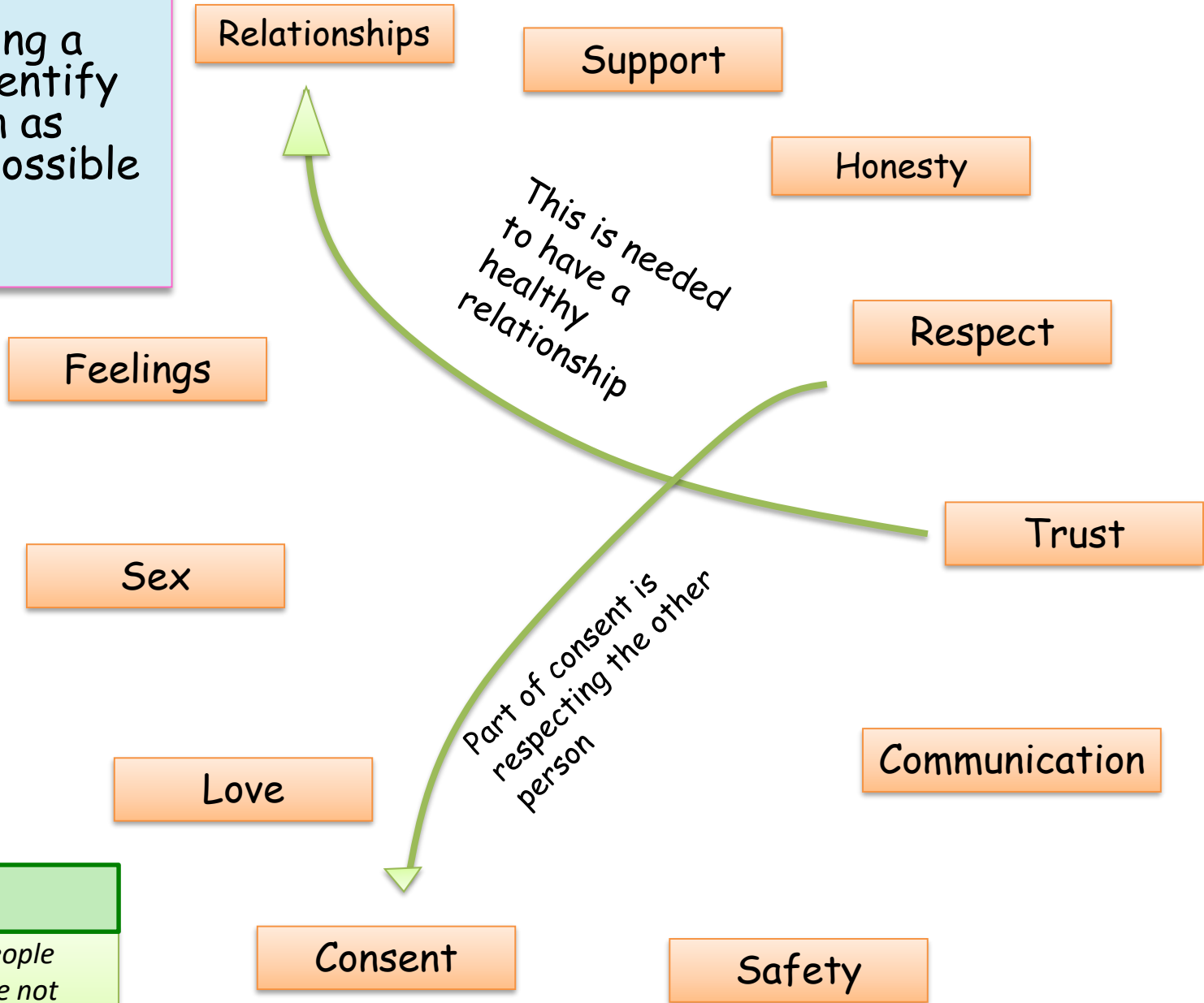
Write these statements using a whole page. Identify and write down as many links as possible between the concepts.

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





**“A healthy relationship is listening to each other and seeing each other regularly. It’s talking all the time and Instagram pictures together and being there for each other. Knowing where you stand and being able to trust them”**

## 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 ...  
An alternate way of looking at this is...  
I sort of agree, however...  
In my view...  
I would challenge what... said because ...

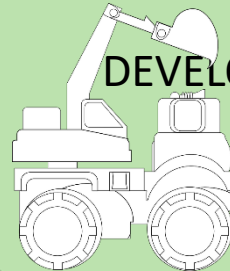
AGREE



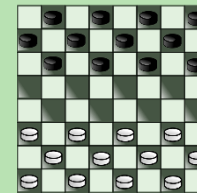
DISAGREE



DEVELOP

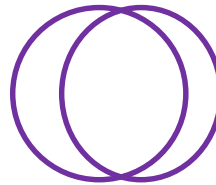
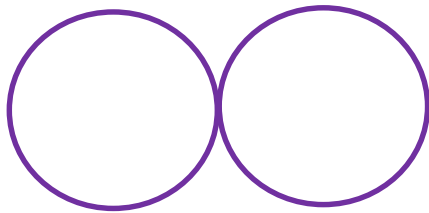
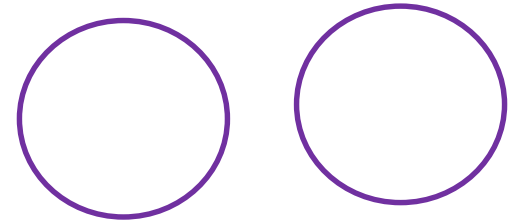
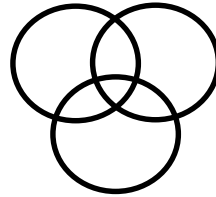
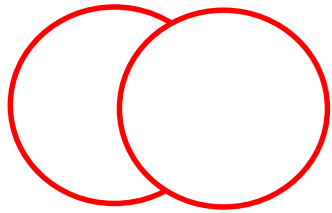


CHALLENGE

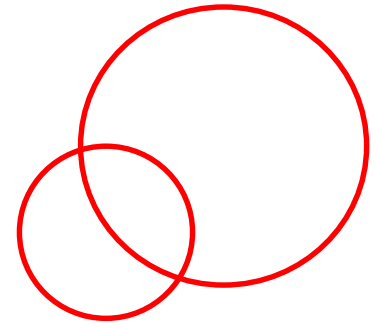
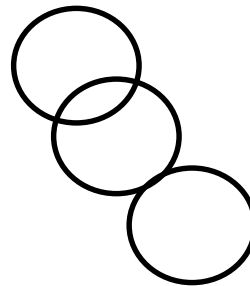
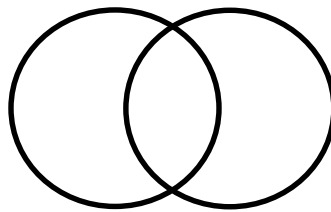
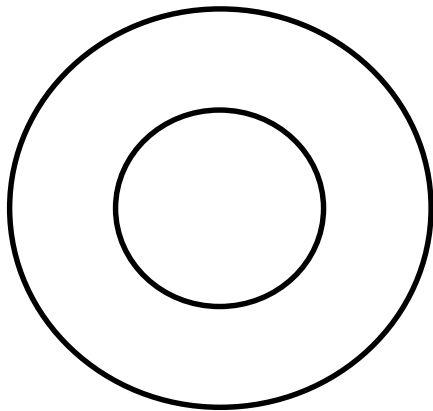


ALTERNATE  
IDEA

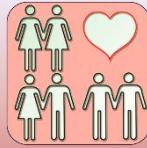




**What could be going on in these relationships?**



# LEARNING OUTCOMES



# STOP!






**Let us review our learning outcomes for this lesson**  
**Knowledge, Skills & Actions**

**PAIR & SHARE**

ASSESSMENT FOR LEARNING

## Confidence Checker



AFTER THE LEARNING	1	2	3	4	5	6	7	8	9	10
	NOT CONFIDENT				CONFIDENT				VERY CONFIDENT	
Identify what a healthy relationship looks and feels like										
Able to identify characteristics of an unhealthy relationship										
Recognise how healthy the relationships are that you have with others										



Complete the confidence checker of where you think you are at for this lesson (Discussion or complete sheet)



3 Minutes

	I'm not confident at all		I'm getting more confidence		Confident		Very confident		Super confident
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IMPORTANT INFORMATION

# SEEKING SUPPORT

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

IMPORTANT INFORMATION



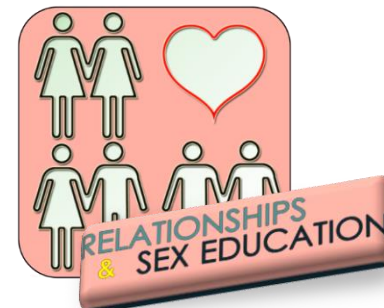
FOR MORE INFORMATION ABOUT THE TOPICS COVERED IN THIS UNIT WE WOULD ADVISE ONE OF THE BELOW:

SPEAK TO YOUR PARENTS/GUARDIANS OR HEAD OF YEAR, TRUSTED ADULT OR FRIEND IF YOU HAVE ANY CONCERNS ABOUT YOURSELF OR SOMEONE YOU KNOW - IT IS ALWAYS IMPORTANT TO TELL SOMEONE!

SUBMIT ANNONYMOUS QUESTION TO <https://riseabove.org.uk/wall/>  
VISIT THE BROOKE WEBSITE <https://www.brook.org.uk/> FOR ADDITIONAL SUPPORT ON SEXUAL HEALTH AND WELLBEING FOR UNDER 25s

SPECIFIC FURTHER INFORMATION ON THIS TOPIC CAN BE FOUND HERE:

- <https://www.childline.org.uk/info-advice/friends-relationships-sex/sex-relationships/healthy-unhealthy-relationships/> What is a healthy Relationship Article - Childline
- 



2 Minutes

SIGNPOSTING SUPPORT

HELP & SUPPORT SERVICES

FURTHER INFORMATION



# REFLECTION PLENARY

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

Before I could/would say and do ... but now I feel I am able to say

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

I supported others by...

One thing I didn't realise was... now I know that...

The key words for this lesson are...

I always knew ... but now I can see how it connects to...

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

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

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

I would like to learn...

A question I would like to ask is...

Before I thought that ... but now I realise..

One assumption of mine that was challenged was...

Today I have tried to...

Next lesson I would like to..

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

Before I would have said ... but now I will say...

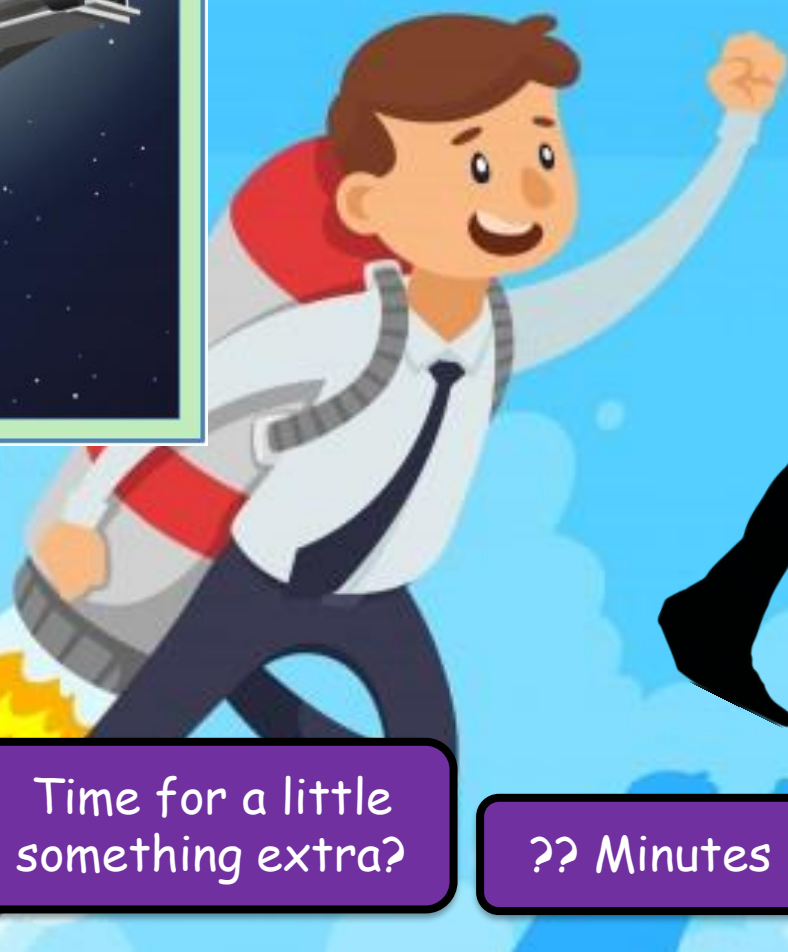
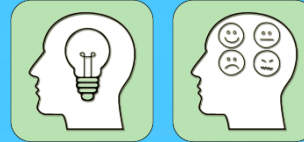
A problem I overcame today was...

2 Minutes



**REFER TO MINDFULNESS**

**➤➤➤ POWERPOINT**



Time for a little something extra?

?? Minutes

