

Lesson one: Healthy Relationships

Ages 12-14

+ Lesson overview

This is the first of six lessons, focusing on empowering and supporting young people as they develop relationships. The lesson explores the features of a healthy relationship and helps pupils to recognise the differences between healthy and unhealthy behaviours.

Learning objective

- To learn about the features of healthy relationships and explore strategies to communicate effectively.

Learning outcomes

Young people will be able to:

- Describe features of healthy relationships.
- Explain that everyone has rights and how someone can respond if these rights aren't respected.
- Describe or demonstrate how people can communicate their values and negotiate effectively in a relationship.
- Recognise when relationship behaviours become concerning and describe strategies to respond to concerns, including accessing support.

Resources

- Box or envelope for questions
- Blank paper and pencils for the draw and write activity
- Resource 1: *Values* (1 per pair)
- Resource 2: *Riley and Frankie case study* (1 per pair)

Lesson summary

Activity	Description	Timing
Introduction	Introduce learning objectives and outcomes and reinforce ground rules.	5 mins
Baseline assessment	Draw and write the features of a healthy relationship.	10 mins
My values	Arrange statements into a diamond 9 to explore relationship values.	10 mins
Features of a relationship	Give examples of how a relationship feature may be healthy or unhealthy.	10 mins
Riley and Frankie case study	Read a relationship case study and consider the perspective of each character.	15 mins
Reflection and endpoint assessment	Write advice to a character using what they have learnt during the lesson.	5 mins
Signpost support	Remind the class how to access further advice, guidance, and support about relationships.	5 mins

Climate for learning

Before teaching this lesson, make sure you have read the accompanying teacher guidance notes. These include guidance on ground rules, the limits of confidentiality, relevant subject knowledge, communication, and handling questions effectively.

Keywords

Self-worth, values, negotiation, loyalty, trust, honesty, respect

Baseline assessment

➤ Introduction – 5 mins

Negotiate or revisit ground rules for the lesson. Explain that young people can put questions in the question box, either anonymously, or with their name on if they would like to have a follow-up conversation.

Introduce the learning objectives and outcomes. Explain that today's lesson will explore what we mean when talking about healthy and unhealthy relationships, including negotiating and communicating with others effectively.

➤ Baseline assessment activity – 10 mins

On their own, without discussing with each other, ask the class to draw 'someone who is in a healthy relationship' and then write around their picture all the things that make the relationship healthy. As this is a baseline assessment, the class should work independently, without any further prompts, examples, or guiding language.

Afterwards, collect in their sheets and keep these safe so the class can return to their sheets in the final lesson of the scheme of work (lesson six).

Review the responses to the draw and write activity during and after the lesson to gauge current understanding, and to help you challenge stereotypes or misconceptions regarding the nature of healthy relationships.

Core activities

➤ Values – 10 mins

Hand pairs Resource 1: *Values* and ask them to sort the cards from this sheet into a diamond nine as shown on slide 4.

Develop this discussion further by asking:

- What rights do young people have in relationships? Which of these cards might support or go against those rights?
- Which of these beliefs is most likely to lead to a healthy relationship? Why?
- Are there any beliefs that might lead to an unhealthy relationship? Why?
- How might these beliefs affect how someone behaves in a relationship?

Use Slide 5 and the key learning below to guide feedback.

Key learning:

Some of these beliefs may support behaviours that respect people's rights more than others. For example, compromise may help to find a way to respect both partners' boundaries rather than prioritising one person's needs. Meanwhile, prioritising keeping a partner happy at all costs may mean that someone doesn't recognise and assert their own values and needs in a relationship.

Support: Identify one or two statements they agree with and one or two they disagree with.

Challenge: Suggest sources of influence they believe would affect how much someone agrees or disagrees with each statement.

➤ Features of a relationship – 10 mins

Ask pairs to give examples of how the possible features of a relationship on slide 6 might be either healthy or unhealthy in practice, using the example of 'giving gifts' as a model.

Ask the class to share examples and use Slides 7-12 to guide feedback.

➤ Riley and Frankie case study - 15 mins

Hand pairs '*Resource 2: Riley and Frankie case study.*'

Ask pairs to join with another to form groups of four. Ask one pair to focus on Riley and the other to focus on Frankie. They should then answer the questions on Slide 13, so that as a group they have considered both characters. Ask the group to compare answers between the two characters and consider whether any of the characters' rights are being infringed upon, using Slide 14 for support.

Key learning:

- Young people may need further explanation about what this 'next step' in a relationship may be. An example could be if Riley wants the relationship to become sexual.
- The case study includes features of both a healthy and unhealthy relationship. Through questioning, the class should be guided to realise that Riley is beginning to display increasingly controlling behaviour towards Frankie. Frankie

has the right to privacy, to spend time with friends and have their boundaries in a relationship taken seriously.

- Abuse in relationships, (whether this is physical, emotional or controlling behaviour) is never acceptable and infringes upon a person's rights. If someone of any gender is experiencing abusive behaviours, they should seek support.

Support: Read through the case study and highlight 'healthy' and 'unhealthy' relationship behaviours. They should then identify one person each character could talk to if they needed help or advice and suggest what they might say.

Challenge: Imagine they were Riley and Frankie's friends and they had witnessed this argument. What would they say to each of them? What relationship values is each character holding and how is it affecting their behaviour?

Plenary/assessment for and of learning

➤ Reflection and endpoint assessment – 5 mins

On their own, ask the class to write a brief sentence of advice to the character on slide 15 using what they have learnt during the lesson.

This is also an opportunity for the class to write any questions they need to ask.

➤ Signposting support – 5 mins

Explain that relationships are all individual and actions that can form part of a respectful relationship for some, may not be respectful in others, and that this is down to what the individuals in that relationship are comfortable with. An example of this could be light-hearted teasing. No one has the right to make another person feel uncomfortable, worried or upset, even if they are partners.

If young people require advice on what they have discussed in the lesson or have concerns, signpost them to support at home or in school (such as tutors and head of year).

Childline: www.childline.org.uk 0800 1111

Extension activity

➤ Extension one

Write a diary entry from the perspective of one of the characters in the Riley and Frankie case study. This diary entry could either be a month before the argument or a month after the argument.

If writing a month before: How is the character feeling about the relationship? Are there any early signs that the argument might occur?

If writing a month afterwards: How is the character feeling about the relationship now? Have there been any changes in the relationship, and has the relationship ended?

➤ Extension two

Visit a child-friendly version of the UN Convention on the Rights of the Child such as this version available from Unicef:

www.unicef.org/media/60981/file/convention-rights-child-text-child-friendly-version.pdf

Identify one to two articles of the convention that they think their learning from this lesson best links to and explain their decision.