

# Lesson one: Rights, trust, and values

Ages 14–16

## + Lesson overview

This is the first of four lessons, focusing on empowering and supporting young people as they develop relationships. This lesson explores the features of healthy relationships, including respecting people's rights, personal boundary setting, and seeking support.

## Learning objective

To learn about the role of rights, trust, and values in managing healthy and positive relationships.

## Learning outcomes

Young people will be able to:

- Explain that everyone has rights and that these are respected in healthy relationships.
- Describe how people's values can vary, and explain how this can influence how they understand trust, their relationship expectations, and personal boundaries.
- Describe or demonstrate how someone can communicate about their rights and identify who can support them.

## Resources

- Box or envelope for questions
- Resource 1: *Unit baseline mind map* [1 per person]
- Resource 2: *Talking about values* [1 per pair – cut away suggestions section if not using as support]

## Lesson summary

| Activity                           | Description   | Timing  |
|------------------------------------|---|---------|
| Baseline assessment                | Complete a structured mind map to demonstrate young people's starting point for the unit.   | 10 mins |
| Introduction                       | Introduce learning objectives and outcomes and reinforce ground rules.  | 5 mins  |
| Rights in relationships            | Create a class list of rights in relationships and generate examples of behaviours that respect, or do not respect, these rights. | 10 mins |
| Communicating about values         | Identify the values held by characters and suggest how they might communicate these to their partner.                             | 15 mins |
| Helping Bayley                     | Focus on one character and how they can assert their right to privacy, as well as the people who can help them.                   | 10 mins |
| Reflection and endpoint assessment | Draft a school-wide commitment on respecting rights in relationships.   | 5 mins  |
| Signpost support                   | Remind the class how to access further advice, guidance and support about rights and relationships.                               | 5 mins  |

## Climate for learning

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

## Keywords

Rights, trust, values, communication, respect, infringement

## Baseline assessment

### ➤ Baseline assessment – 10 mins

Hand out individual copies of Resource 1: *Unit baseline mind map*. Ask the class to respond to the questions on the sheet on their own and to write one question that they hope to have answered over the course of the next four lessons.

As this is a baseline assessment, each young person should work independently. Circulate around the classroom to gauge starting points for this lesson. Collect in worksheets and keep them safe until the end of Lesson 4, when the class will return to them. Review these after the lesson to assess current understanding, and to help you challenge misconceptions throughout the unit regarding healthy, respectful relationships, unhealthy and abusive relationship behaviours, and the influence of pornography on relationship expectations.

### ➤ Introduction – 5 mins

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

Introduce the learning objectives and outcomes. Explain that today's lesson will explore the features of healthy relationships, including respecting people's rights, personal boundary setting and seeking support.

## Core activities

### ➤ Rights in relationships – 10 mins

In pairs, ask the class to create a list of rights in relationships from the prompts on Slide 4. When they have had time to discuss and note some of these down, take feedback and create a whole-class list of rights.

Young people might raise, or you might choose to emphasise, the following key points during discussion:

- Everyone has the right to be respected and treated equally in a relationship.
- They should feel safe and have the right to give, not give, or withdraw their consent. The age of sexual consent is 16. Someone under the age of 13 cannot legally give consent in any circumstances.
- People should be able to honestly express how they feel in a relationship, so long as this does not infringe on another person's right to feel safe in a relationship.

- Partners should respect each other's boundaries in a relationship, including each other's right to privacy. For example, respecting their right to keep messages on a phone private.
- People in relationships should have the freedom to leave relationships, as well as to have time to spend with people outside of the relationship, such as family and friends.
- People should feel comfortable to be themselves, and partners should respect each other's culture and identities as individual people.

**Support:** Discuss the following prompts and focus on these when creating the list from the prompts on Slide 4:

Consent – Discussing what a person might consent to, including sexual intimacy and wider meanings of consent, such as consenting to non-sexual touch; the age of consent for sexual activity; and signs that consent has been given, not given, or withdrawn.

Privacy – Discussing the value of being honest with a partner, but that everyone has the right to have privacy and should not be made to share things they feel uncomfortable about (for example, someone should not expect or pressure another person to send 'nudes' if they do not want to).

Friends and family – Discussing that, while it can be valuable to spend time together, it would be a sign of an unhealthy relationship if someone restricted a person's ability to see or talk to their family or friends.

### ➤ Communicating about values – 15 mins

Give pairs Resource 2: *Talking about values* (for most of the class, the prompts on the sheet showing Abe and Amma's conversation can be removed). Ask the young people to discuss the key questions on Slide 5.

Then still in pairs, ask the class to choose one couple and to 'go back in time', imagining that they had not yet sent the messages they have just read. They should describe what each character might be thinking and feeling, then draft an alternative set of messages the couple could have sent, discussing their needs in the relationship in a more respectful way.

Encourage them to think about:

- What are each person's values?
- How can each person communicate their values and set boundaries?
- How can the couple come to a respectful conclusion?

Take feedback from the class by asking volunteer pairs to read their script aloud. Ask other young people to identify how they have managed to meet the criteria above and suggest any further ideas about how a couple could manage this conversation respectfully.

**Support:** Ensure the individuals have the suggestion section from the bottom of Resource 2: *Talking about values* and encourage them to match one of the values to each character. Ask them to then write, or discuss in pairs/with an adult, what Abe and Amma could have said, to discuss their concerns in a more respectful way.

**Challenge:** Tell the young people that next lesson they will be exploring different ways to express intimacy in relationships. Focusing on Cassia and Claud's conversation, ask them to consider different non-sexual ways for Cassia and Claud to spend time together that supports their relationship, beyond going to the cinema together.

### ➤ Helping Bayley – 10 mins

Focusing on Bayley from Resource 2: *Talking about values*, ask the class to read the continued scenario on Slide 7.

In groups of three to four, the class should suggest how Bayley might manage the conversation with Blaise themselves; how a friend of Blaise's who knows he is behaving like this might respond to help the couple; how a trusted adult like a teacher or parent might advise Bayley or Blaise; and what other support is available for Bayley or Blaise.

Take feedback on each character's perspective.

**NB:** Bayley's name in this scenario is intentionally gender-neutral/ambiguous. Some young people may assume Bayley and Blaise are a heterosexual couple; however, this provides the opportunity to challenge any gendered assumptions the young people might bring to the discussion, and to emphasise that the key learning relating to rights is relevant regardless of the gender of the people involved.

Through discussion, emphasise the following key learning:

- Bayley has a right to privacy, as do their friends. Bayley could explain this to Blaise, so that Blaise is aware that he is infringing on Bayley's rights, that it is not 'OK' even if others are doing this, and that he is also infringing on the rights of others, as their messages were not intended for him. Bayley does not have to bring this aspect up if they do not want to, or if they are worried that this would make Blaise react more negatively. It is not acceptable for Blaise to infringe upon Bayley's rights, and the behaviour is quite controlling, which is cause for concern.
- A friend could intervene to explain that it is not acceptable and help to challenge Blaise's perceptions of this behaviour being normal.
- Trusted adults like parents, carers or teachers might give a variety of advice, but the important point here is that Blaise is making Bayley feel uncomfortable and guilty, and that pressuring Bayley into consenting to share these messages with him is not okay. They might give advice to Blaise about support to help him if he is struggling to trust Bayley, but if he feels the need to pressure Bayley into sharing private messages to prove they are trustworthy, it is likely that Blaise is not ready to be in this relationship.
- Services like Childline could be helpful for Bayley or Blaise as they can talk through their concerns with a counsellor or share a query through the 'Ask Sam' page.

## Plenary/assessment for end of learning

### ➤ Reflection and endpoint assessment – 5 mins

Encourage the class to privately reflect on what they have learnt in the lesson and then pick one of the words from Slide 8. The young people should list as many ways as they can, that someone could demonstrate this in a relationship or friendship.

### ➤ Signpost support – 5 mins

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

- Childline: [childline.org.uk](https://www.childline.org.uk) 0800 1111

## Extension activity

Ask the young people to reflect on rights within relationships and to draft a commitment to support respectful behaviours in relationships, that they would like to advocate for either in the school or wider community.

This might include safely challenging disrespectful or harmful relationship behaviours, or explaining people's rights in relationships, the behaviours that support respectful relationships, or the support and services available to young people experiencing relationship challenges.