

NSPCC

Healthy relationships

Talk Relationships

EVERY CHILDHOOD IS WORTH FIGHTING FOR

PSHE Association
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Resource

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Healthy relationships

Learning objective

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

Learning outcomes

- 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.

Baseline assessment



What does a healthy relationship look like?

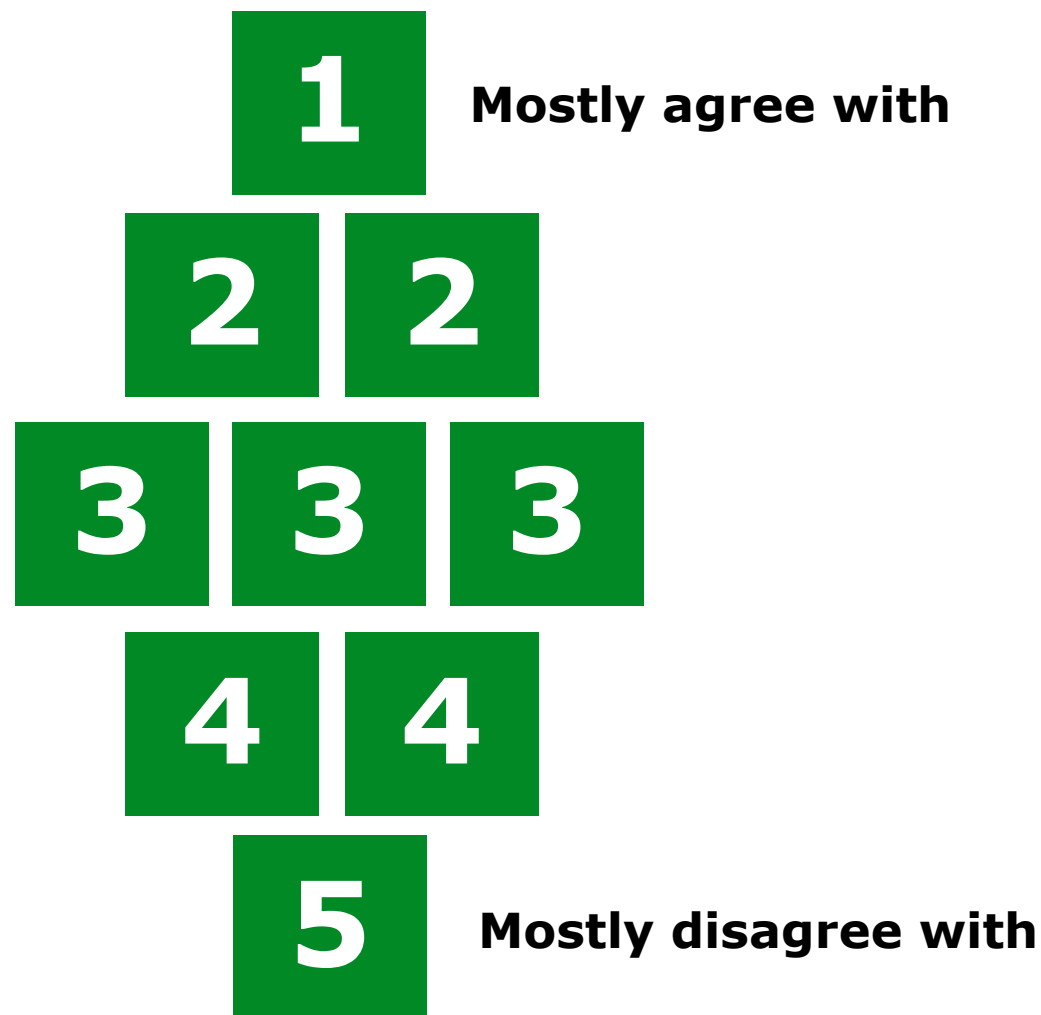
On your own, without sharing your ideas:

- Draw someone who is in a healthy relationship
- Then write around your picture all the things that make the relationship healthy

Rights and relationships

In pairs, sort the beliefs cards into:

- those you mostly agree with
- those you mostly disagree with



Rights and relationships

- Which of the beliefs on the cards support or go against these 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?

UNCRC Article 12

Young people have the right for their **views**, **feelings** and **wishes** to be taken seriously.

UNCRC Article 15

Young people have the right to **meet with others** and **join groups**, for example to meet with friends and other young people.

UNCRC Article 16

Young people have the right to **privacy**, including their private, family and home life.

UNCRC Article 19

Young people must be protected from **violence** and **abusive** behaviours.

These are articles from the United Nations Convention on the Rights of the Child - a legally-binding international agreement setting out the rights of every child.

Features of a relationship

How might the possible features below be either healthy or unhealthy in practice?

Spending time together

Being open and honest

Knowing each other's family and friends

Humour

Having lots in common

Never having an argument

Example: Giving gifts



Showing care and appreciation



Expecting things in return

Features of a relationship – answers

Spending time together can be a good thing as it helps strengthen relationship bonds.

But if spending time together reduces contact with friends and family, this could be unhealthy.

If someone makes their partner feel guilty for spending time with others, this could be an indicator of a controlling relationship.

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Knowing each other's family and friends can connect the people someone cares about and can deepen and strengthen relationship bonds. It's important that this is done at a pace both parties agree with.

But it can add pressure if family or friends find out about a relationship before both parties are ready. If a breakup occurs this can be more challenging to manage in a friendship group and requires both parties to be mature and thoughtful.

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But it can add pressure if family or friends find out about a relationship before both parties are ready. If a breakup occurs this can be more challenging to manage in a friendship group and requires both parties to be mature and thoughtful.

Having lots in common can be what initially sparks a connection with someone and maintains that connection over time.

However, if this affects the balance in how much time a couple spend together, and with friends, family or having time alone, then this could become unhealthy.

Features of a relationship – answers

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However, being so brutally honest that a person is disrespectful can damage others' self-esteem. For example, if someone is learning something, being a harsh critic can be discouraging.

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Humour and finding things to laugh about together is a healthy way for couples to connect.

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Never having an argument because a couple get along well can be a sign of a good relationship.

However, it could also be a sign that a person isn't communicating their wants and needs. Negotiation is a healthy part of a relationship, so disagreeing can happen sometimes; it is how these disagreements are managed that matters.

Case study



Head: What is the character thinking about?

Heart: How does the character feel in this relationship?

Hands: What should the character do next?

Mouth: Who can the character talk to for help and advice? What might they say?

Feet: What does the character need to walk away from?

For example, a belief, behaviour or worry that the character will be better off without.

Case study

Do either of the character's behaviours affect the other's rights?

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Reflection and endpoint assessment

Think back over everything you have learnt this lesson.

Based on your learning, write a sentence of advice to this person:

My partner says that honesty is the most important thing in a relationship, but there are some things I want to keep to myself right now.

What should I say to them?

Signposting support

If you need support or advice, or have concerns, seek help:



In school

- Teacher
- Tutor
- Head of Year



At home

- Parents or carers
- Other family members



Childline

If you need support or advice, or have concerns, seek help:

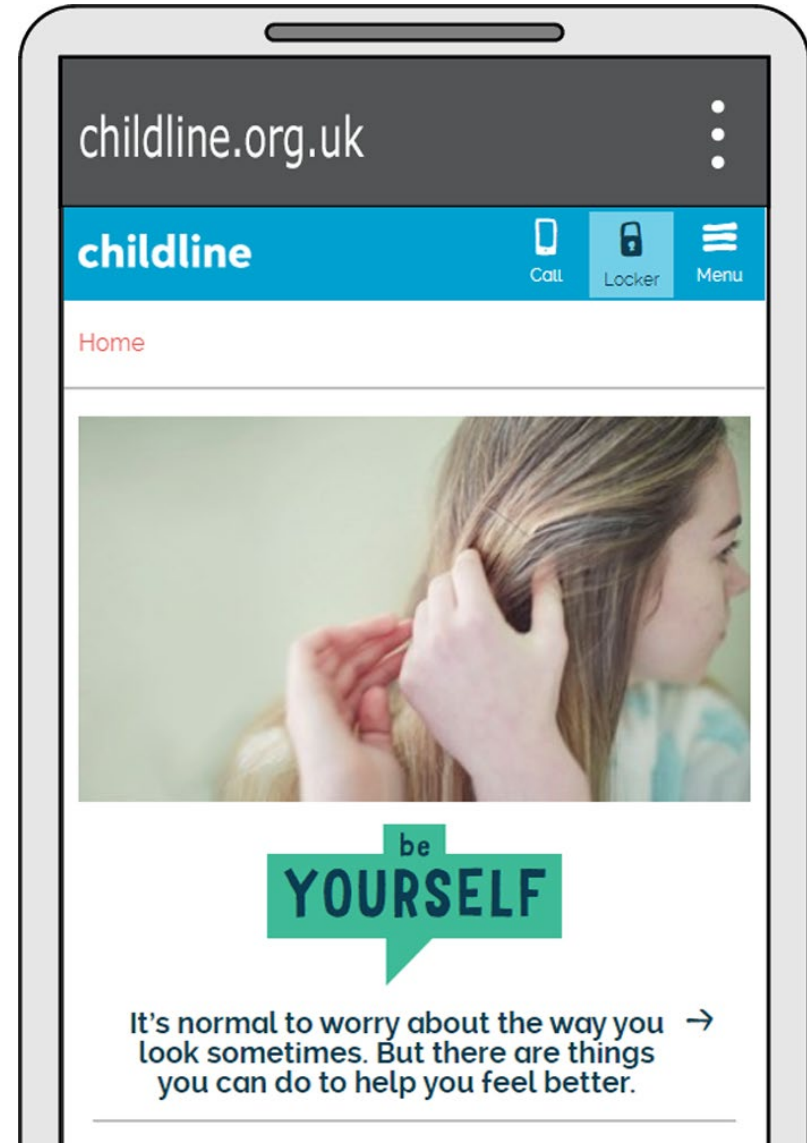


childline.org.uk



0800 1111

Childline is a free 24/7 service for children and young people.



Extension activity

Extension 1

Write a diary entry from the perspective of one of the characters in the Riley and Frankie case study. This diary entry can either be from a month before 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 happen?

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

Extension 2

Identify one to two articles of the UN Convention on the Rights of the Child that best link to what has been explored in this lesson.

Explain why you have chosen these articles.

Questions?