

**NSPCC**

# **Rights, trust, and values**

**Talk Relationships**

**EVERY CHILDHOOD IS WORTH FIGHTING FOR**

PSHE Association  
Quality Assured  
Resource

PSHE  
Association

# Rights, trust and values

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## **Learning objective:**

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

## **Learning outcomes:**

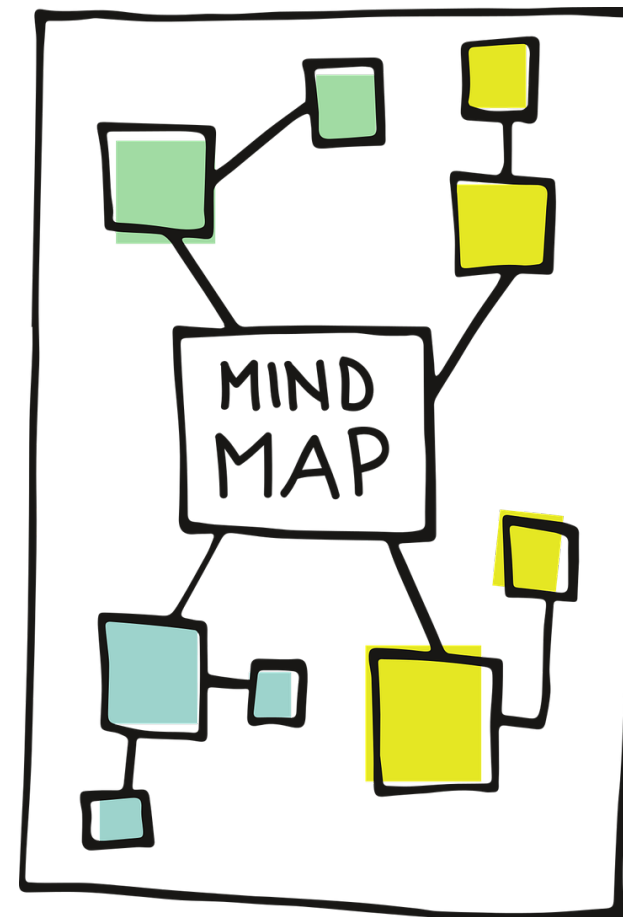
- Explain that everyone has rights and that these are respected in healthy relationships.
- Describe how people's values can vary, and explain how this can influence how they understand trust, their relationship expectations, and personal boundaries.
- Describe or demonstrate how someone can communicate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

# Baseline assessment

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Answer the questions in the mind map on your sheet.

Add one question that you hope to have answered by the end of this series of lessons.



# Rights in relationships

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Use the prompt words below to generate a list of rights in relationships.

Respect

Equality

Consent

Safety

Expression

Privacy

Boundaries

Freedom

Friends

Family

Comfortable

Identity

# Communicating about values

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Answer the questions below about the conversations between the characters on your sheet.

**1**

What values do you think each of the characters holds about relationships? What's important to them in a relationship?

**2**

Are any of the characters acting towards their partner in a way that's concerning, or that infringes on their rights?

**3**

Do you think any of the characters have different perspectives on trust to their partner, or to any other character?

**4**

Are any of the characters trying to establish boundaries in their relationship with their partner? Why might these be important?

# Communicating about values

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**4**

Are any of the characters trying to establish boundaries in their relationship with their partner? Why might these be important?

Now choose one couple, discuss what they might have been thinking and feeling before sending these messages and draft a more respectful set of messages the couple could have sent.

# Helping Bayley

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Read how Bayley and Blaise's scenario has developed:

I told Blaise he couldn't look at my phone, but he keeps asking and making me feel really guilty about it. He said all the other couples he knows are fine with it. I've tried to reassure him that there's nothing going on with anyone else, but he just won't believe me. He said if he can't trust me, then he shouldn't stay with me – but it feels like he doesn't trust me at all if he has to check.

I've got some really private messages from friends on there that I don't think they'd be happy for him to see. They weren't sent to him and I don't get how he can't see that's an issue? It's bad enough that he doesn't respect my privacy, but it would really break my friends' trust if he saw their messages too.

**1**

What might Bayley say to Blaise to manage the conversation if he asked to see their phone again?

**2**

If a friend of Blaise's heard that he was acting this way, what could they say to help Bayley and Blaise?

**3**

What advice might a trusted adult like a teacher, parent or carer give Bayley or Blaise?

**4**

What other support is available to Bayley or Blaise?

# Reflection and endpoint assessment

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Choose one of the words below.

Write down as many ways as you can that someone could demonstrate this in a relationship or friendship.

Respect

Equality

Consent

Safety

Expression

Privacy

Boundaries

Freedom

Friends

Family

Comfortable

Identity



# Signposting support

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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

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

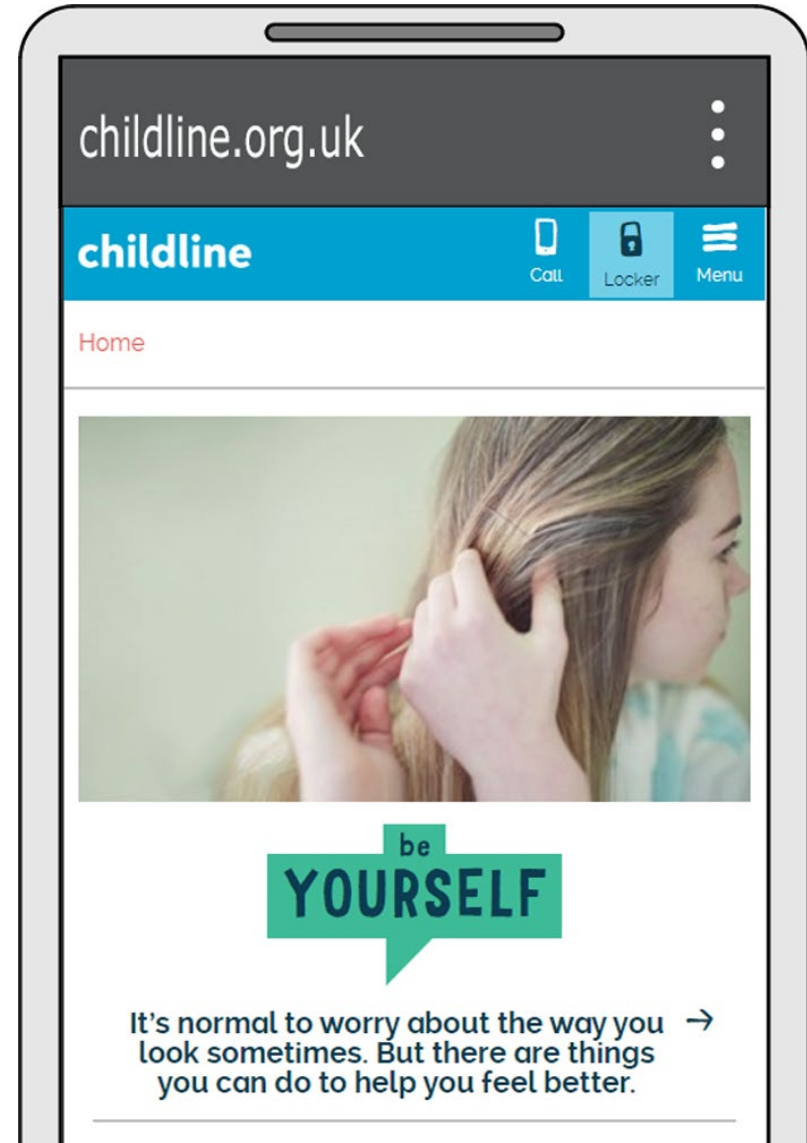


**childline.org.uk**



**0800 1111**

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



# Extension activity

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Reflecting on people's rights in relationships, draft a commitment for either the school or the wider community.

This might include:

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



# Questions?