

Teacher's slide

Key lesson information



Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Explain the differences between healthy and unhealthy relationships • Identify how to have healthy relationships with a variety of people, including families, friendships, or romantic relationships
Main student tasks	1. List the types of relationships people have 2. Order a range of relationship descriptors into healthy, unhealthy and abusive 3. Read four messages and identify what makes them healthy or unhealthy 4. Think about a positive relationship from a movie and explain what makes it healthy
Keywords	Relationship, friendship, families, connection.

Teacher preparation



Provide	Lined paper, exercise books or laptops to work on.
Familiarise yourself	Unifrog's Know-how library tool (Student side>Know-how library). Students can use this for independent research after the lesson.

Know-how library



Know-how library	Students can also search for these guides using the Know-how library tool.
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Tracking progress on Unifrog



Add as an Interaction	Click Advanced view>Sort by school leaving year>[filter for specific students]>+interaction.
Track on Charts	Click Usage charts>Customise and filter> 'Know-how library: Favouriting over time'.
Tracking individual students	Advanced view>Sort by>Library profiles in Favourites

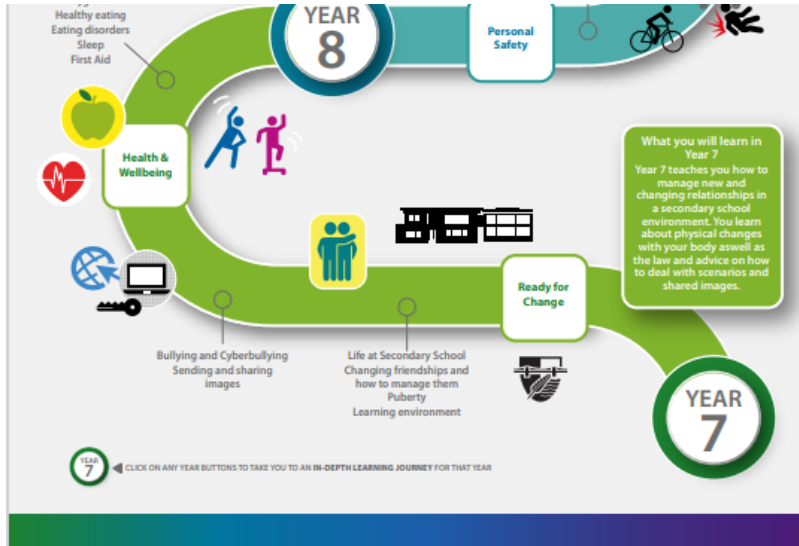
Benchmarks and standards



PSHE Association	Positive relationships, Relationship values, Forming and maintaining respectful relationships
CASEL 5	Relationship skills
ISCA	SE:A1:6, SE:A2:1, SE:A1:3, SE:A1:4, SE:C1:3
Skills	Caring, communication, reflectiveness, and responsibility.

Year 7 RSHE: Theme – *Relationships*

Last Lesson: Managing
Friendships
Title for this Lesson: What
Makes A Healthy Relationship



Lesson 3 Objectives/ Outcomes:

- Explain the differences between healthy and unhealthy relationships
- Identify how to have healthy relationships with a variety of people, including families, friendships, or romantic relationships

Starter activity: Recap from last lesson..... what are the benefits of new friendships?

Be ready to feedback in four minutes!

Reading: Me, My Dad and the End of the Rainbow by Benjamin Dean & Sandhya Prabhat

The 6 Rs:

- Resilience
- Responsibility
- Respect



Career/Future You:

- Working to support people and their mental health
- Managing relationships in the workplace

Safeguarding:

- Your ability to navigate changes effectively among your peers

Keywords: Relationship, friendship, families, connection.



RSHE Ground Rules

- Everyone has the right to be heard and **respected**.
- We will use **language** that won't offend or upset other people.
- We will use the correct **terms**, and if we don't know them, we'll ask the teacher.
- We will **reflect** on what was said, not the person who said it.
- We won't share our own, or our friends', personal experiences.
- We won't put anyone on the spot and we have a right to pass.
- We won't judge or make assumptions about anyone.

Teacher's slide – teaching about relationships

This lesson covers values and social skills that support students' abilities to build positive relationships. This slide gives a brief guide for teachers to handle these topics sensitively.

One in seven (14.2%) children and young people under the age of 18 will have lived with domestic violence at some point in their childhood (Women's Aid, 2018). **Always work on the assumption that at least one student in the class will have had childhood trauma. Discuss relationships and personal boundaries sensitively.**

Talk to your school or college's mental health, wellbeing, pastoral, or safe-guarding lead before delivering the lesson. This will flag to them that there may be students in your class seeking further help on this issue after your lesson. They should also provide you with support and guidance for covering sensitive issues.

Use ground rules for classroom discussions. This will help keep the discussion respectful and prevent it from contributing to further stigmatisation of mental health issues. An example of a ground rule might be to remain honest and open, but to not directly discuss your own personal experiences or the private lives of others (i.e. leave out names and identifying descriptions from examples).

Encourage students to contribute, but allow them the right to pass on a question or activity. Students might feel uncomfortable discussing certain issues, so never force anyone to share or contribute.

In the class, always put the emphasis on seeking help and support. The information and activities in this lesson are intended to be practical; they are aimed at giving students the language, information, and confidence to seek support, as needed, for themselves or others.

The ONS estimated that 5.5% of adults aged 16 to 74 years (2.3 million) experienced domestic abuse in the UK in 2019/20. The NCADV states that, on average, nearly 20 people per minute are physically abused by an intimate partner in the United States. **Developing the ability to build and maintain healthy relationships of all types informs students' behaviour later in life. It could decrease the rate at which people in relationships resort to unhealthy or abusive behaviours. Equally, it might increase the likelihood of them leaving an unhealthy or abusive relationship later in life.** There is great potential and responsibility in supporting students finding ways of setting boundaries that keep them safe, communicating peacefully, and respecting others.

Remember that 'healthy relationships' include all kinds of connections we have with others. **The relationship skills developed in these lessons should be applicable to all types of connections, sexual orientations, gender identities, and backgrounds.**

Teacher's slide – FAQs

Students may have additional questions after completing this lesson. This page is intended to give you answers to questions that aren't covered in the main lesson.

What should I do if I have a relationship that's difficult? Sometimes relationships become unhealthy. They might make us feel drained of energy, isolated from others, or unsafe. Whether we try to make it better or not, it is always okay to end a relationship and ask for help. You might find it helpful to speak to a friend, teacher, school counsellor/nurse, or trusted adult about how you feel.

How can I make friends? Making new friends normally takes lots of small steps over time. Beginning a conversation with someone new is always a good start. You might want to speak to someone who's on their own, especially if large groups aren't your thing. Asking open-ended questions and replying in a way that shows you're interested in that person will help to get a discussion going. It can also be helpful to find someone who shares an interest with you. For example, if you join a new hockey team, you then have lots of hockey-related things to chat to other people about when you're there. And you have a reason to meet people regularly!

What should I do if I experience bullying? If you find that you're being bullied, it's important to tell someone – ideally a friend, teacher, school counsellor/nurse, or trusted adult. You are not alone, and it is not your fault.

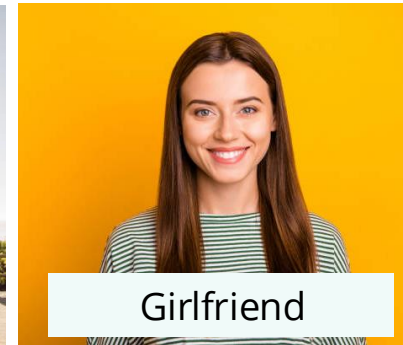
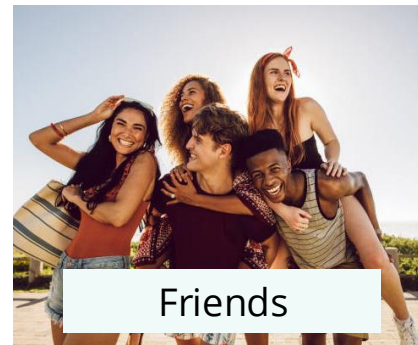
What should I do if I see someone else being bullied? If you feel safe, ask that person if they are okay, and if they need help. Do not join in or watch the bullying take place. Instead of focusing on the person doing the bullying, focus on getting the person being bullied away from the situation. Staying calm, reassuring them, and being a friend they can rely on is helpful. If you think the person is in immediate danger, speak to a trusted teacher or adult, or call the police.

What should I do if I'm worried about a friend or relative who's in an unhealthy relationship? If you're worried about the safety of a friend or relative in an unhealthy or abusive relationship, you could gently direct them to professional support (such as the resources at the end of this lesson.) You can also talk to a teacher, school counsellor/nurse, GP, or support organisation for advice that's specific to your situation.

People in our lives (5 mins)

Jamie lives away at university. During the holidays, he stays with his parents. He has a part-time job at a coffee shop. He tries to see his girlfriend as often as possible, but he's very busy and plays sports every weekend.

Look at all the people Jamie connects with. Use the images as clues



These are just a few examples of the types of relationships people have.

People in our lives

Jamie lives away at university. During the holidays, he stays with his parents. He has a part-time job at a coffee shop. He tries to see his girlfriend as often as possible, but he's very busy and plays sports every weekend.



Look at all the people Jamie connects with. Use the images as clues



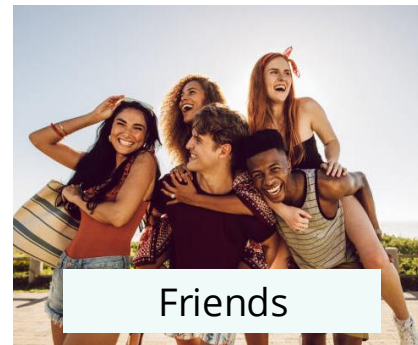
Parent/guardian



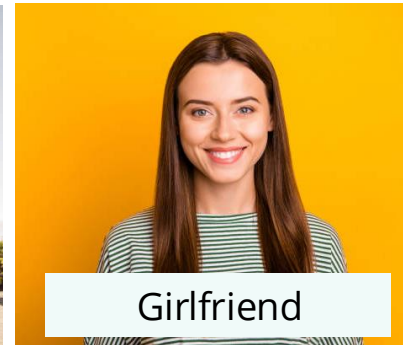
Sports coach



Teachers



Friends



Girlfriend



Work colleagues

How can you tell that these are **positive** relationships? Refer to details you see in each picture.

What shared interests, values or goals help people build strong friendships and relationships?

Relationship spectrum (10 mins)

Read the descriptors and **sort** them into one of the three categories on the relationship spectrum:

1. Healthy

2. Unhealthy

3. Abusive

A. Being open and honest

B. Physically hurting others

C. Ignoring boundaries

D. Forcing others to do things

E. Respecting each other

F. Making fun of others

G. Lying to each other

H. Feeling forced to tell them everything

I. Ignoring someone

J. Emotionally hurting others

K. Listening to others

L. Enjoying spending time together

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A healthy relationship doesn't mean we're perfect; it's ok to make mistakes and say sorry.

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Sometimes, unhealthy relationships can become healthy, but they can also become abusive.

Relationship spectrum

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Talk to a trusted adult if you're experiencing abuse in a relationship.

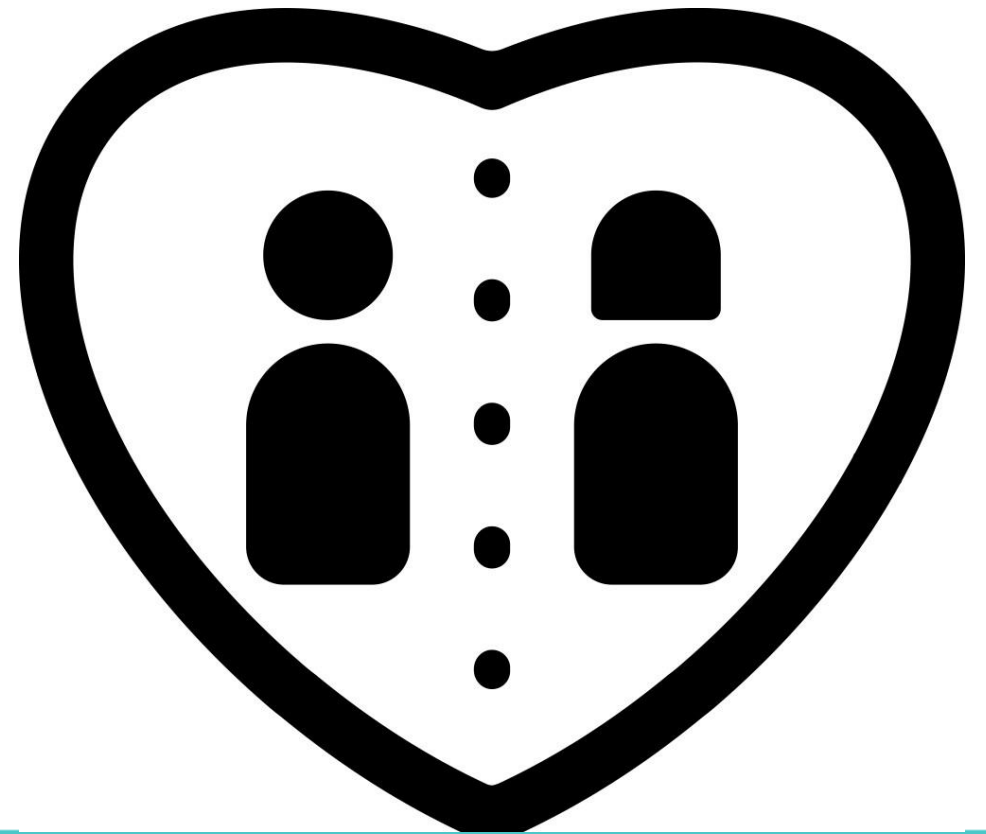
Who could you trust?

Imagine:

- a) someone keeps ignoring your boundaries
- b) a friendship makes you feel unsafe
- c) someone is bullying you online

Who could help? (Click for answers!)

- **parent/carer**
- **trusted family member**
- **teacher**
- **school safeguarding team**
- **school counsellor**
- **Childline**



Who could you trust?

What makes someone trustworthy?



If something feels wrong, talk to a trusted adult rather than dealing with it alone.

Possible answers:

- a) listens
- b) takes concerns seriously
- c) respects privacy
- d) helps you stay safe
- e) helps you get support

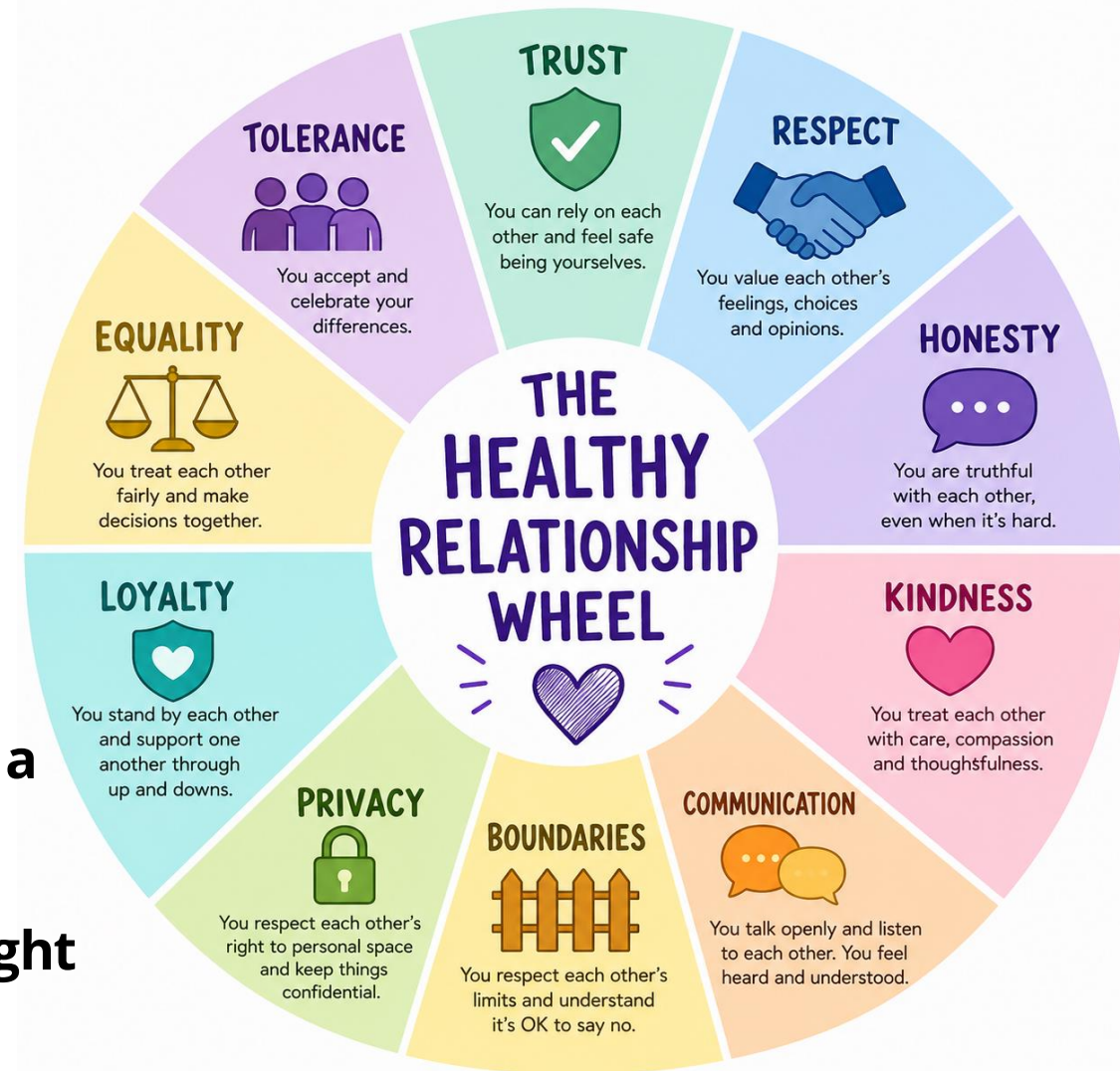
The Healthy Relationship Wheel

These are examples of healthy relationship characteristics. Throughout secondary school we will revisit and develop these ideas.

Which three are most important to you and why?

Why might patience also be a characteristic of a healthy relationship?

How is generosity also important and what might this actually mean as part of a healthy relationship?



Healthy Relationship Detective: which characteristics can you spot?

Scenario: Two friends disagree about where to sit at lunch. They talk about it, compromise and move on.

Second scenario: A friend tells you something private and you keep it confidential.

Which positive relationship characteristics can you identify in both scenarios?



Let's practice further: spot the characteristics in the following messages...

Loyalty

Which of these behaviours show loyalty?

- Keeping a friend's confidence
- Standing by a friend when they've made a small mistake
- Supporting someone respectfully
- Covering up harmful behaviour

Discuss: Being loyal does not mean helping someone do something unsafe or wrong.



What makes a healthy relationship?



HEALTHY!

New message 1

Amy: Hey. Why did you post those pictures of me online that I said I didn't like? It's really upset me.

Beth: I'm sorry!

Amy: Would you mind asking me beforehand when you want to do that in future?

Beth: I understand. Yes, I will ask in future. Thanks for letting me know!



1. Stand up if you think this is an example of a healthy relationship.

2. What did Amy say that demonstrated a characteristic of a healthy relationship?

3. What did Beth say that demonstrated a characteristic of a healthy relationship?

Use the icons as clues!

What makes a healthy relationship?



UNHEALTHY

New message 2

Amara: Hey <3 I won't be able to do the double date at the cinema this weekend because I haven't got enough money.

Joe: Oh right...

Amara: Do you mind if we plan more activities together that don't involve spending money?

Joe: It's not my fault you're skint. Everything isn't about you!



1. Put your hand on your head if you think this is an example of a healthy relationship.

2. What did Amara say that demonstrated a characteristic of a healthy relationship?

3. Write how Joe could reply in a healthy way?

Use the icons as clues!

What makes a healthy relationship?



HEALTHY!

New message 2



Amara: Hey <3 I won't be able to do the double date at the cinema this weekend because I haven't got enough money.

Joe: I'm sorry! We didn't mean to leave you out, but our tickets are booked now.

Amara: Thanks! Do you mind if we plan more activities together that don't involve spending money?

Joe: Sure. Why don't we do a picnic in the park next weekend?



1. Put your hand on your head if you think this is an example of a healthy relationship.

2. What did Amara say that demonstrated a characteristic of a healthy relationship?

3. Write how Joe could reply in a healthy way?

Use the icons as clues!

What makes a healthy relationship?



HEALTHY!

New message 3



Felix: Hi Dad. Can I talk to you about something? Can you let me know when you're free and I'll message you.

Dad: Yes, I'm free now!

Felix: It makes me sad that you never check in or message me anymore. I know you're busy, but I miss you.

Dad: I'm really sorry. You're right. I have been really distracted with work and I need to do better. I'll make more of an effort.



1. Put your hand on your heart if you think this is an example of a healthy relationship.

2. What does Felix do that demonstrates a characteristic of a healthy relationship?

3. What did Dad do that demonstrates a characteristic of a healthy relationship?

Use the icons as clues!

What makes a healthy relationship?



UNHEALTHY

New message 4



Kaya: Sir is going to give me a detention! I didn't do the homework. I've had so much going on at home. Can I copy yours?

Bridie: I don't feel comfortable with you copying my homework. Why don't I go with you to explain to Sir why you forgot yours? You've had a lot on at home. I can help you with this week's homework if that helps.

Kaya: You're a rubbish friend. That's so unfair. You're dropping me in it.

1. Raise your hand if you think this is an example of a healthy relationship.

2. What does Bridie do to make this a healthy relationship?

3. Write how Kaya could reply in a healthy way? Use the icons as clues.



Use the icons as clues!

What makes a healthy relationship?



HEALTHY

New message 4



Kaya: Sir is going to give me a detention! I didn't do the homework. I've had so much going on at home. Can I copy yours?

Bridie: I don't feel comfortable with you copying my homework. Why don't I go with you to explain to Sir why you forgot yours? You've had a lot on at home. I can help you with this week's homework if that helps.

Kaya: That's fair enough. Thanks for offering to help me. I appreciate it.

1. Raise your hand if you think this is an example of a healthy relationship.

2. What does Bridie do to make this a healthy relationship?

3. Write how Kaya could reply in a healthy way? Use the icons as clues.



Use the icons as clues!

Independent work

It can be difficult to know which information you can trust online!

The **Know-how library** is a reliable source of information about this topic and lots of others.

Open the 'student side' of your Unifrog account and click these links:

- [Building healthy friendships](#)
- [Building healthy family relationships](#)
- [Building healthy romantic relationships](#)

Search by the keyword 'relationships' in the Know-how library.

Remember to favourite things you'd like to come back to later!



Building healthy family relationships



Sometimes getting along with your family takes work

[Read the guide >](#)



Building healthy friendships



How to build friendships that last a lifetime

[Read the guide >](#)

Plenary: healthy relationships in movies (10 mins)

Everyone has different relationships with different people in their lives, whether it's a romantic relationship, family member or friend.

In pairs, think of a healthy relationship in a film. Use the examples as prompts.

Write down one example of what makes the relationship healthy.



**Anna and
Olaf**



**Antonio and
Mirabel**



**Shrek and
Fiona**



**Timone and
Pumba**

Which healthy relationship characteristic do you think is hardest to show consistently?

Organisations that help with abusive relationships

If you are experiencing unhealthy and abusive relationships, don't suffer on your own. You can reach out to the resources below.

CHILDLINE (Helpline for children) childline.org.uk 0800 1111

NSPCC (Helpline for children) [NSPCC.org.uk](https://nspcc.org.uk) 0808 800 5000

Refuge (Support for domestic violence) refuge.org.uk 0808 2000 247

Mankind (Helping men experiencing abuse) mankind.org.uk 01823 334229

Childhelp (USA charity to support children with child abuse) childhelpline.org (1-800) 422-4453

Child Helpline International (Global network of child helplines) childhelplineinternational.org

European Commission Helpline (Ending violence to women) ec.europa.eu/justice/saynostopvaw/helpline

UN Women Asia & Pacific helpline (Support helplines) asiapacific.unwomen.org/list-of-helplines

Plenary

Task: Note down, underneath your title and work for this lesson, **three** important thoughts or facts from this lesson.

