

LESSON 3

POSITIVE AND HEALTHY RELATIONSHIPS

CONTEXT

Increasing pupils' understanding of what is meant by a positive, healthy and loving relationship is an important part of safeguarding their health and wellbeing. This lesson looks at different kinds of relationships, and the values, expectations and responsibilities within healthy, positive relationships. It also helps pupils to understand that relationships can change over time and explores some ways that changing relationships can be managed—ensuring behaviour is respectful, even when things do change. The focus for this lesson is on pupils of a similar age (or secondary school age). See *Teaching the Y6 lesson plans: Additional notes section before teaching the lesson*.

LEARNING OBJECTIVES

We are learning:

- about what constitutes a positive, healthy relationship
- that relationships can change over time

INTENDED LEARNING OUTCOMES

- identify different kinds of loving relationships
- describe the qualities that enable these relationships to flourish
- explain the expectations and responsibilities of being in a close relationship
- recognise how relationships may change or end and what can help people manage this

RESOURCES REQUIRED

- 'Ask-it-basket' and pieces of paper (see teacher guidance section)
- Pencils or pens, including coloured pencils or pens
- A4 paper for baseline and end-point assessment activity: mind-maps — 1 or 2 sheets per pupil
- Range of pictures of different kinds of relationships (cut from magazines, greetings cards, postcards) – displayed on tables or around the classroom (see lesson notes section)
- Blue/white tack or sticky tape

- Blank flipchart paper – 1 piece for each group
- Marker pens – 1 for each group
- **Resource E: Life stages** – displayed for the class
- **Resource G: Relationships stories – Part 1** – 1 example per group of pupils
- **Resource H: Relationships stories – Part 2** – 1 example per group of pupils
- Optional: Sticky notes – for each group – for extension activity

CLIMATE FOR LEARNING

Make sure you have read the accompanying teacher guidance and lesson notes before teaching this lesson, for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

KEY WORDS

Relationship, friendship, couple, love, positive, qualities, values, expectations, responsibility, responsibilities

LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils create individual mind-maps around the phrase 'positive, healthy relationships'	5-15 minutes
Pictures of a relationship walk around and discussio	Pupils study a range of pictures depicting 'relationships' and feedback on the types of relationships displayed. Pupils use Resource E: Life Stages to discuss different relationships people have in their lives.	15 minutes
Annotate a picture	Pupils annotate a chosen picture with the qualities of a healthy relationship that it depicts.	10 minutes
Relationships story – part 1	Pupils consider positive behaviour and responsibilities within different relationships.	10-15 minutes
Relationships story – part 2	Pupils consider changes within a relationship and how they may affect the people in it.	10-15 minutes
Extension activity: diamond 9	Pupils use their features of positive relationships to create a Diamond 9 ranking.	10-20 minutes
Plenary and assessment	Pupils complete the sentence ' <i>A loving relationship needs...</i> ' Pupils return to their original mind-map and add any additional information.	10-15 minutes

BASELINE ASSESSMENT

MIND - MAPS

Ensure this activity is completed before delivering the lesson. See teacher guidance for further information.

Pupils make a mind-map around the words 'positive, healthy relationships'.

Heading stems could include: 'types of relationship', 'feelings', 'responsibilities' or 'important things'.

Pupils work individually (some may need a scribe to record their ideas). Remember not to prompt them in any way. When finished, ask them to put their name on their work and collect them in. Check through them, noting responses and any misconceptions that need addressing.

Keep their work safe – these will be used to assess learning at the end of the lesson

CORE ACTIVITIES

15 MINS

PICTURES OF RELATIONSHIPS WALK AROUND AND DISCUSSION

Before the lesson, gather pictures of different types of relationships (from magazines etc.) and display them on tables or around the classroom so it is the first thing pupils see when they enter.

Avoid ambiguous images or those that promote stereotypes, ensuring you include different ethnicities and cultural groups, in lots of different types of relationships (e.g. parent and child, siblings, romantic relationships, grand-parent and grandchild).

Pupils walk around the classroom, look at the pictures and, working in pairs, list all the different types of relationships displayed, as well as any others they can think of.

Pupils might say: marriage, partnership, couple, friends, aunt/uncle and niece/nephew, cousins, step-siblings, boyfriend/girlfriend, intimate relationship, same-sex relationships etc.

If pupils suggest inappropriate terminology (e.g. homosexual couple), check their understanding of the words they have used and model more acceptable terminology (e.g. same sex couple).

Ask pupils to feedback what this makes them think about relationships and elicit that people are likely to have lots of different relationships throughout their lives. Display **Resource E: Life Stages** and invite pupils to suggest all the different relationships that people may have at different stages of their life.

10 MINS

ANNOTATE A PICTURE

Working in small groups, ask pupils to choose one of the pictures and stick it in the middle of a piece of flipchart paper. Ask the groups to discuss all the 'qualities'

that would make this a healthy, positive relationship: What would the relationship need to make it positive and healthy? What kinds of things would they do for each other? Pupils write all the key words they discuss around the picture.

Qualities they suggest might include: honesty, reliability, respect, kindness, love, listening, trust, friendship, care, closeness.

Afterwards, ask one pupil from each group to go to the front and hold up their annotated picture. With the class, compare the different pictures and notes made. Discuss that even though the pictures show different types of relationship, many of the qualities listed are the same—meaning that even though relationships may be different, they can thrive if they have these similar qualities. Discuss that both people in the relationships have the responsibility to help keep the relationship positive and healthy.

10-15 MINS

RELATIONSHIPS STORIES – PART 1

Change the pupils' working groups. Give each group one of the stories from **Resource G: Relationships stories – Part 1**.

Pupils read the relationship story, and discuss how the people within it should behave to keep the relationship positive and healthy.

If required, use prompt questions, such as: 'How would they be around each other, or other people?'; 'How would they speak to each other?'; 'What sorts of things would they do together?'; 'What rules might there be in the relationship?'

10-15 MINS

RELATIONSHIPS STORIES – PART 2

Discuss how sometimes things happen that may cause a relationship to change. Ask pupils to discuss what might cause this, for example: someone moving away, or someone deciding they don't want to be a part of the relationship anymore.

Share the examples from **Resource H: Relationships stories — Part 2** by giving the groups the correlating second part of the story.

Ask pupils to read part 2 of the story and discuss: How are the characters feeling? How can they each best manage the change that is happening? What might happen in the future?

Whilst this lesson does not explicitly address separation and divorce, if pupils raise these in the discussion, it may be useful to reflect with the class that adult relationships can also go through times of change. Explain that some changes are joyful or happy occasions, and others might be sad or confusing—both for the

adults involved, and for the people around them. Remind pupils that people can ask for help and advice, and signpost them to whom they can talk to (at home, in school and online) if they have concerns.

Take feedback. Discuss how the people involved still have a responsibility to keep the relationship as positive as possible, in spite of the change. Stress that changes in relationships—although difficult at the time—usually feel better in the future.

For those students who may need further support:

Pupils can draw one of the relationship stories in a cartoon format, and add speech and thought bubbles for one of the characters

For those students who may need further challenge:

Pupils could write a diary extract from the point of view of one of the characters, describing their feelings; how they think they can best manage the situation; and explaining their hopes for the future.

10-20 MINS

RELATIONSHIPS DIAMOND 9 (OPTIONAL)

Pupils work in groups to choose some of the features of a positive relationship given in Activity 2 (annotate a picture), and write each one on a sticky note: until they have nine. Ask the pupils to rank each one in order of importance in a 'diamond nine'.

Pupils can repeat this activity thinking of different types of relationships, for example: friendships, teams, parent-child relationships, intimate relationships, neighbours. Would they move any of their sticky notes into a different order or would they change any of the cards for a different word?

Ensure you have some blank sticky notes, in case pupils want to add different ideas to the diamond 9s. Ask the pupils to draw out the similarities and differences between the features of different types of relationships.

PLENARY/ASSESSMENT FOR AND OF LEARNING

10-15 MINS

Ask pupils to complete the sentence: **A loving relationship needs...**

This could be done as a spoken 'round', with each pupil saying the sentence aloud. Alternatively, pupils could be given strips of paper on which to draw or write a response. These could be used to make a class display.

At the end of the lesson, give the pupils back their mind-maps they did at the beginning and a different coloured pen or pencil. Ask them to add anything they think they missed; correct anything they think wasn't quite right or add their new learning to the mind-maps.