



**Lealands**  
High School

# Relationships and Sex Education programme

## **YEAR 7 LESSON 2:** **Healthy Relationships**



**Do Now:** On whiteboards:

List 3 ways in which puberty affects young people.

List 2 ways in which young people can cope with puberty

# YEAR 7 LESSON 2: HEALTHY RELATIONSHIPS

## Learning outcomes:

I can...

- identify healthy and unhealthy relationship behaviours
- describe the consequences of different relationship communication styles
- demonstrate active listening and assertiveness skills



# RIGHTS AND RESPONSIBILITIES WITHIN A RELATIONSHIP

## Discuss:

- Which are the most important rights within a relationship?
- Can you think of any more you want to add?

1. To feel safe
2. Honesty
3. To have choices and be able to say no
4. To be treated with respect
5. To have freedom
6. To be valued
7. To be able to change your mind
8. To be listened to

1. *For each right, suggest a responsibility that a person would have alongside this right.*
2. *Are these rights and responsibilities the same in all relationships or only in romantic ones?*

# RELATIONSHIPS TRAFFIC LIGHTS

Is this behaviour **supportive**, **it depends**, or **controlling**?

1. Holding their partner's hand and cuddling them all the time

2. Giving them a hug when they're upset

3. Telling them they're loved

4. Phoning them and texting them all the time

5. Smiling at them

6. Expecting them to wait for calls



7. Putting them down, especially in public

8. Taking them out somewhere they really want to go

9. Having to do what their partner wants just to avoid arguments

10. Telling them they look nice

11. Ignoring them when they're out with their friends

12. Turning up to surprise them

# MANAGING RELATIONSHIPS

Fill in the Scenario Quiz. How would you advise each character responds in these relationship difficulties?

1. Why do people sometimes respond in less helpful ways when they are having relationship difficulties?

2. Are there any times when behaving assertively would not be advisable?

3. Were there any scenarios where the behaviour of someone worried you?



# WHICH HAS MOST BENEFICIAL CONSEQUENCES?

Select a situation and suggest 3 or 4 possible responses based on the passive, assertive and aggressive communication styles.

1

*A classmate has just ruined your bag by spilling their bright pink drink all over it.*

2

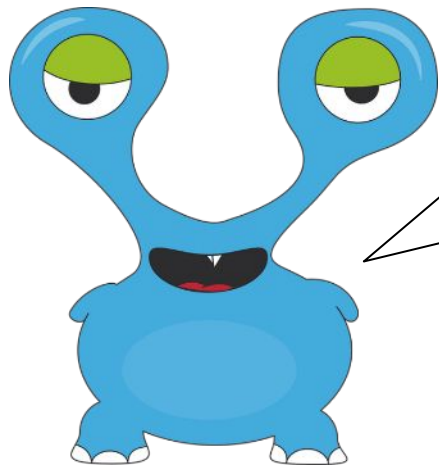
*A teacher has wrongly accused a student of forgetting to hand in their homework – they actually sent it via email last week.*

3

*A friend asked to borrow a game disk but they've passed it back with a scratch on it and it doesn't work properly any more.*

- Let your partner explain which was the best response in their opinion and why.
- Afterwards, swap roles and pick a new scenario.

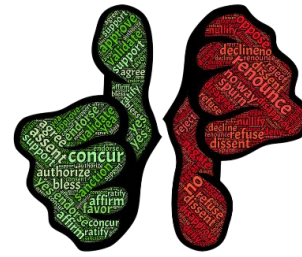
## EXPLAIN TO AN ALIEN



*We've heard that something called '**consent**' is really important in a healthy relationship with family, friends and romantic partnerships.*

*Explain what it means please Earthlings!*

# SIGNS OF CONSENT



Which column shows signs of consent?

I want to do this	I don't want to do this
I'm sure	I'm not sure
This is the right thing to do	I thought I wanted to, but...
I'm ready	This is the wrong thing to do
I feel good about this	This is the wrong thing to do
Direct eye contact	Avoiding eye contact
Nodding	Avoiding touch
Looking comfortable and relaxed	Looking uncomfortable/tense/frozen
Laughter and/or smiling	Shaking head
Laughter and/or smiling	Not actively taking part

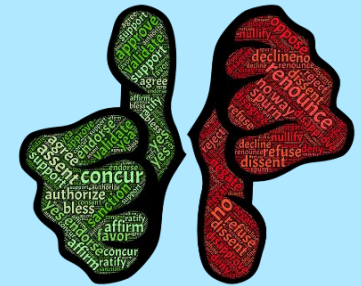
- Why is it important to look for visual signs as well as listening to someone's words?
- If we weren't sure whether the other person was giving their consent, how could we check?
- Think of two or three questions we could ask.



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**Some are verbal and some are visual signs.**

Which are verbal?

Which are visual?

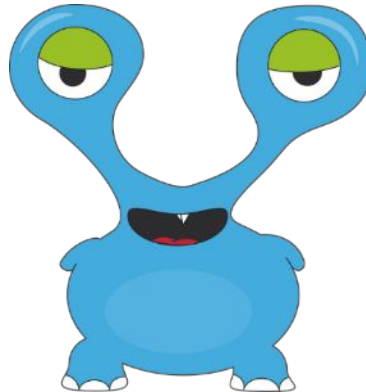
Why is it important we look out for both?

# ASSESSING PROGRESS

Go back to your explanation of consent to the alien and your definition of consent.

Add or refine anything you want, in the light of today's lesson, in another colour.

What would your top 3 key messages be from today's lesson?



# KEY MESSAGES

- ‘Not saying no’ is not giving consent.
- A key sign of consent is that the person clearly wants to engage in the activity and actively demonstrates this.
- Keep checking for consent.
- Responsibility for ensuring consent has been given lies with the person seeking consent, both ethically and in law.
- It is not consent if the other person is not actively consenting, does not have the capacity to consent (e.g. not old enough, impaired judgement due to alcohol etc), or is being manipulated, exploited or coerced.



# SIGNPOSTING

If you want to talk to someone about today's lesson:



- Tutor, PSM or Head of Year
- Childline
  - 0800 1111
  - Online chat available at [www.childline.org.uk](http://www.childline.org.uk)
- Relate Relationships Advice
  - 0300 100 1234
  - Online chat available at [www.relate.org.uk](http://www.relate.org.uk)
- Brook
  - 0808 802 1234
  - Website [www.askbrook.org.uk](http://www.askbrook.org.uk)