

# Relationships and Partners



## LEARNING OUTCOMES

### Knowledge, Skills & Actions

To understand the meaning of a healthy relationship between a couple and the expectations that form a positive relationship

To understand the non physical characteristics someone might look for in a future partner

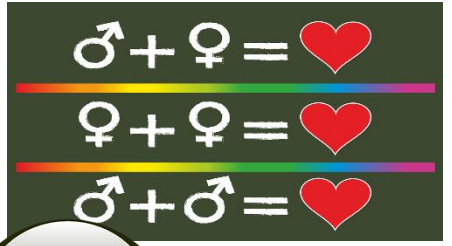
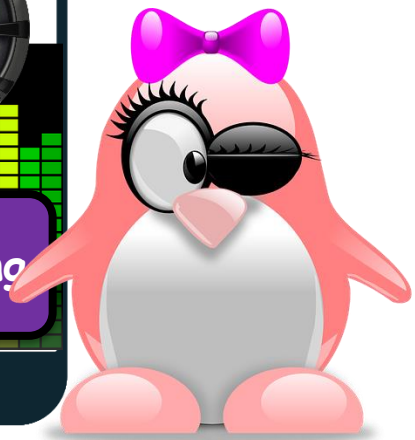
To look at relationships and understand the factors necessary to develop a relationship

### New Vocabulary

Relationship, Intimate, Friendship, Familial, Professional, Abuse, Psychological, Emotional, Sexual



## STARTER ACTIVITY



Come up with a caption for the penguins  
What do the equations mean on the chalk board?  
What message are the song lyrics trying to put across? Do you agree with it?

EFFECTIVE GROUND RULES

CREATIVE CURRICULUM

# PSHE

EFFECTIVE GROUND RULES

CREATIVE CURRICULUM

### Show respect

- By listening
- Not interrupting
- Only 1 person talking at a time

Be open and honest but **no personal comments** – Discussions will be about **'general situations'**

**Don't make assumptions** about people's values, attitudes, behaviours, life experiences or feelings

You don't have to say things about yourself if you don't want to (**You have the right to pass**)

## PSHE CLASSROOM RULES DEALING WITH SENSITIVE TOPICS

There are **no stupid questions**. A question box for anonymous Questions

It's OK to get things wrong

## SAFEGUARDING YOUR WELFARE & HAVING YOUR INTERESTS AT HEART

Have a **non-judgemental approach**. No put downs and challenge the opinion not the person

Enjoy the lesson, Challenge your perceptions and **understand how to seek further advice and support**

Use the agreed appropriate Language (**Avoid slang terms**)

Don't show the fact you are embarrassed through silliness

Conversations stay in the room unless it is a **safeguarding issue**



# Relationships and Partners



ASSESSMENT FOR LEARNING

## BASELINE CONFIDENCE CHECKER



BEFORE THE LEARNING	1	2	3	4	5	6	7	8	9	10
	NOT CONFIDENT				CONFIDENT				VERY CONFIDENT	
I understand the main features that help to build a healthy relationship										
I know a range of non physical characteristics to look for in a partner										
I am able to evaluate if a relationship is positive and healthy or not										



Complete a baseline assessment of where you think you are at for this lesson  
(Discussion or complete sheet)



2 Minutes



I'm not confident at all



I'm getting more confidence



Confident



Very confident



Super confident

PAIR & SHARE  
THOUGHTS & FEELINGS

DID?

MIGHT?

COULD?

CAN? /  
WILL?

IS?  
DOES?

SECOND

HOW?

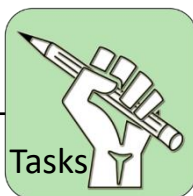
WHAT?

WHERE?

WHO?

WHY?

FIRST




Using the grid above come up with three questions about the image

**What do you think has happened?**

2 Minutes

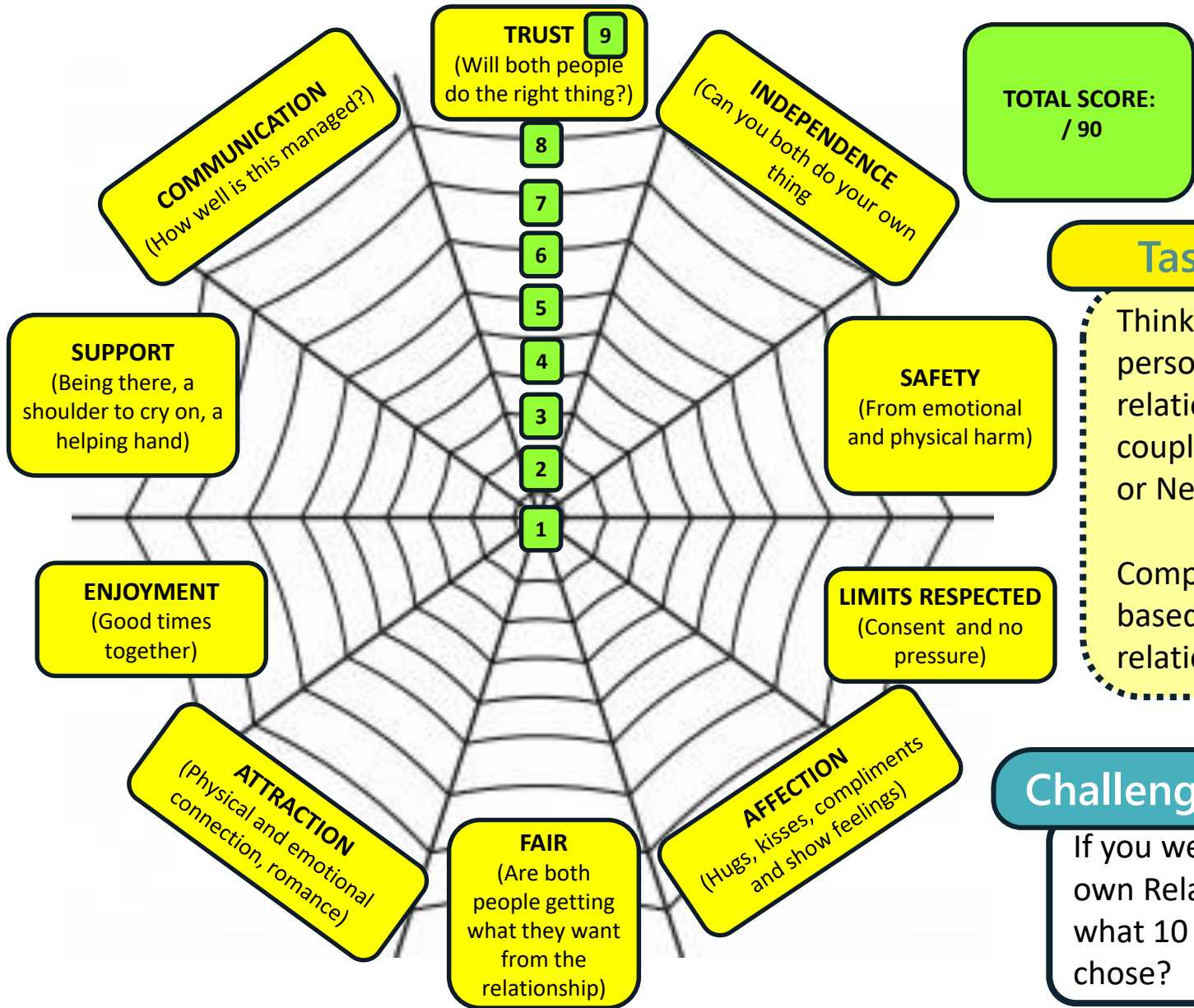


The image features two black silhouettes of men in profile, facing each other in a close embrace. They are set against a purple background with a bokeh effect of out-of-focus white and light purple circles. A large white thought bubble with a black outline is positioned on the left side of the image, containing the text. Two smaller white circles with black outlines are connected to the main thought bubble by thin lines, suggesting a thought process.

**“What should you look  
for in a positive  
healthy relationship?”**



# Relationships & Love Spiderwebs – How well is a relationship working



**Task**

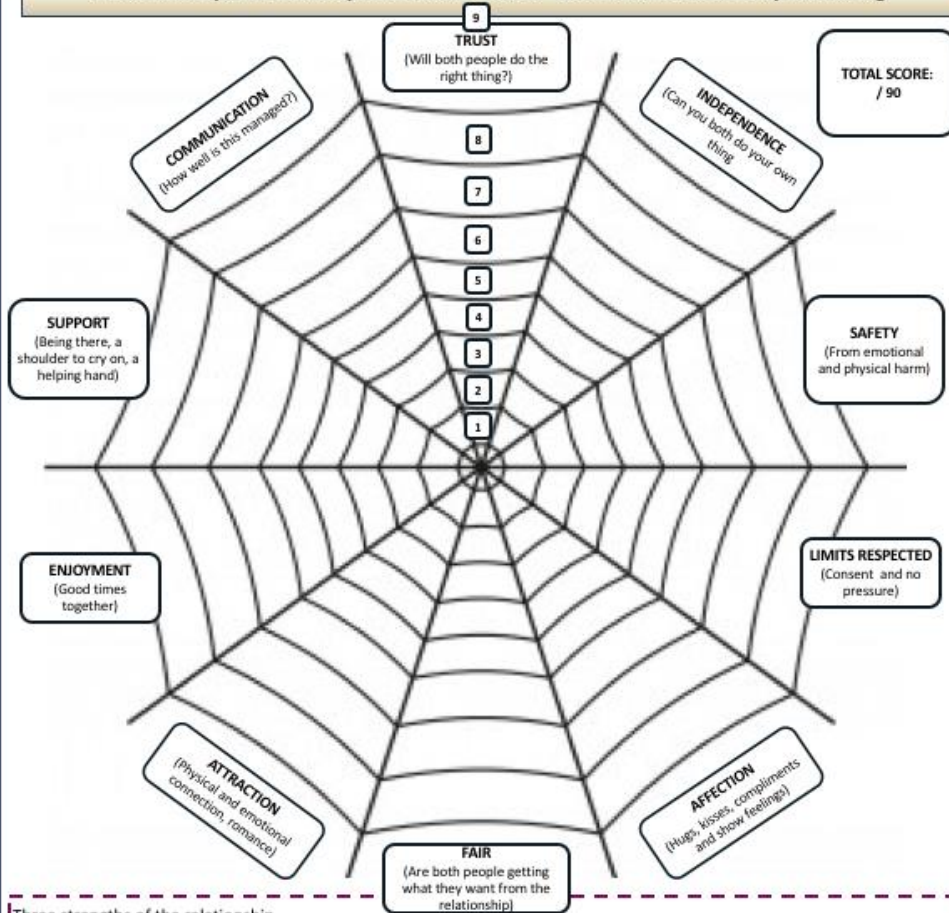
Think about either a personal relationship or a relationship of a TV couple from a soap opera or Netflix TV series.

Complete the handout based on this relationship

**Challenge**

If you were to create your own Relationship Spiderweb what 10 categories would you chose?

## Relationships & Love Spiderwebs – How well is a relationship working



TOTAL SCORE:  
/ 90

Three strengths of the relationship



What areas of the relationship need to be worked on? How can they be improved?

Four horizontal lines for writing answers to the question above.



### Task

Think about either a personal relationship or a relationship of a TV couple from a soap opera or Netflix TV series.

Complete the handout based on this relationship

### Challenge

If you were to create your own Relationship Spiderweb what 10 categories would you chose?

# THINK ABOUT these relationships



Homer Simpson and Marge Simpson

Phil Mitchell & Sharon Mitchell

Aladdin & Jasmine

Kate Middleton & Prince  
William

Meghan Markle  
& Prince Harry

## Task

Give them a score from 0-10 for each area of their relationship or N/A if you are unable to tell. Explain whether you think this is a healthy respectful relationship or not. Suggest three areas that need to be worked on in order to improve.

### SUPPORT

(Being there, a shoulder to cry on, a helping hand)

### COMMUNICATION

(How well is this managed?)

### TRUST

(Will both people do the right thing?)

### SAFETY

(From emotional and physical harm)

### AFFECTION

(Hugs, kisses, compliments and show feelings)

### ENJOYMENT

(Good times together)

### INDEPENDENCE

(Can you both do your own thing)

### FAIR

(Are both people getting what they want from the relationship)

### LIMITS RESPECTED

(Consent and no pressure)

### ATTRACTION

(Physical and emotional connection, romance)



## Read the relationship scenario

“Rachel and Ross have been hanging out together lately, after school at the local coffee shop. One day, while they were alone together, Rachel put her head on Ross’s shoulder. Then he put his arm around her and there was a lot of body contact and Rachel kissed Ross lightly on his neck. A week later when Ross was flirt texting with her, Rachel told him that she couldn’t “reciprocate” his feelings! Rachel ignored Ross for the next week. Then she started texting him again with flirty texts. Ross doesn’t know what to do. Should he just be friends or try for something more, just link or ignore her”

### Task

Give them a score from 0-10 for each area of their relationship or N/A if you are unable to tell. Explain whether you think this is a healthy respectful relationship or not. Suggest three areas that need to be worked on in order to improve.

#### **SUPPORT**

(Being there, a shoulder to cry on, a helping hand)

#### **COMMUNICATION**

(How well is this managed?)

#### **TRUST**

(Will both people do the right thing?)

#### **SAFETY**

(From emotional and physical harm)

#### **AFFECTION**

(Hugs, kisses, compliments and show feelings)

#### **ENJOYMENT**

(Good times together)

#### **INDEPENDENCE**

(Can you both do your own thing)

#### **FAIR**

(Are both people getting what they want from the relationship)

#### **LIMITS RESPECTED**

(Consent and no pressure)

#### **ATTRACTION**

(Physical and emotional connection, romance)

# CLASS ACTIVITY – FIND A LARGE SPACE

**Intelligence**  
What do you think?  
Completely Agree Possibly Completely disagree

**Openess**  
What do you think?  
Completely Agree Possibly Completely disagree

**adventure**  
What do you think?  
Completely Agree Possibly Completely disagree

**background**  
What do you think?  
Completely Agree Possibly Completely disagree

**Nice Family & friend**  
What do you think?  
Completely Agree Possibly

**Their weight**  
What do you think?  
Completely Agree Possibly Completely disagree

**Money**  
What do you think?  
Completely Agree Possibly Completely disagree

**Honesty**  
What do you think?  
Completely Agree Possibly Completely disagree

**Race & Ethnicity**  
What do you think?  
Completely Agree Possibly Completely disagree

**Confidence**  
What do you think?  
Completely Agree Possibly Completely disagree

**How the smell**  
What do you think?  
Completely Agree Possibly

**Weight**  
What do you think?  
Possibly Completely disagree

**FIT body**  
What do you think?  
Completely Agree Possibly Completely disagree

**Career prospects**  
What do you think?  
Completely Agree Possibly Completely disagree

**Family**  
What do you think?  
Completely Agree Possibly

**Nice face**  
What do you think?  
Completely Agree Possibly Completely disagree

**Commitment**  
What do you think?  
Completely Agree Possibly Completely disagree

**??**  
What do you think?  
Completely Agree Possibly Completely disagree

**??**  
What do you think?  
Completely Agree Possibly Completely disagree

**Rule 1:** Sit in a large circle around the continuum line  
**Rule 2:** Everybody will be given 1 or 2 cards  
**Rule 2:** Take turns to place one and explain why  
**Rule 3:** At the very end you get to each take turns to move 1 of the cards already placed (Must explain why)

# SMALL GROUP ACTIVITY

**Intelligence**  
What do you think?  
Completely Agree Possibly Completely disagree

**Openess**  
What do you think?  
Completely Agree Possibly Completely disagree

**adventure**  
What do you think?  
Completely Agree Possibly Completely disagree

**background**  
What do you think?  
Completely Agree Possibly Completely disagree

**Nice Family & friends**  
What do you think?  
Completely Agree Possibly

**Their weight**  
What do you think?  
Completely Agree Possibly Completely disagree

**Money**  
What do you think?  
Completely Agree Possibly Completely disagree

**Honesty**  
What do you think?  
Completely Agree Possibly Completely disagree

**Race & Ethnicity**  
What do you think?  
Completely Agree Possibly Completely disagree

**Confidence**  
What do you think?  
Completely Agree Possibly Completely disagree

**How the smell**  
What do you think?  
Completely Agree Possibly

**Weight**  
What do you think?  
Completely Agree Possibly Completely disagree

**FIT body**  
What do you think?  
Completely Agree Possibly Completely disagree

**Career prospects**  
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**Family**  
What do you think?  
Completely Agree Possibly

**Nice face**  
What do you think?  
Completely Agree Possibly Completely disagree

**Commitment**  
What do you think?  
Completely Agree Possibly Completely disagree

**??**  
What do you think?  
Completely Agree Possibly Completely disagree

**??**  
What do you think?  
Completely Agree Possibly Completely disagree

**Rule 1:** Lay out the categories  
**Rule 2:** Shuffle the cards and hand them out  
**Rule 2:** Take turns to place one and explain why  
**Rule 3:** At the very end you get to each take turns to move 2 of the cards already placed (Must explain why)

**COMPLETELY  
AGREE**



Think about the things that change when people get older and the things that stay the same.

**AGREE**



**IT DEPENDS**



**DISAGREE**



What does the class look for in a partner?

**COMPLETELY  
DISAGREE**





# look for in a partner

MONEY

FIT BODY

MORALS

They can  
make you  
laugh

BODY  
SHAPE

THEIR  
SIZE

HONESTY

CARING

They  
respect  
you

Nice Face

HEIGHT

Same  
Interests

Their  
Religion

MATURITY

If they  
are cool

Commitment

Intelligence

Personality

Nice  
Features

MODESTY

Their age

Their  
background

Open  
about  
their  
family

How they  
smell

FASHION  
SENSE

MUSIC  
TASTE

Their job  
or career

Confidence

Nice  
Family

Their  
reputation



"Young people care too much about the way someone looks when choosing a boyfriend or girlfriend"

## Talking points

- I think that ...
- I don't think... is right because...
- My opinion is...
- I would argue the same because...
- I disagree with... because
- Building on what ....
- An alternate way of looking at this is...
- I sort of agree, however....
- In my view...
- I would challenge what... said because ...

AGREE

DISAGREE

DEVELOP

CHALLENGE

ALTERNATE IDEA

# LEARNING OUTCOMES



# STOP!



Let us review our learning outcomes for this lesson  
**Knowledge, Skills & Actions**

PAIR & SHARE

ASSESSMENT FOR LEARNING

## Confidence Checker



AFTER THE LEARNING	1	2	3	4	5	6	7	8	9	10
	NOT CONFIDENT				CONFIDENT				VERY CONFIDENT	
I understand the main features that help to build a healthy relationship										
I know a range of non physical characteristics to look for in a partner										
I am able to evaluate if a relationship is positive and healthy or not										



Complete the confidence checker of where you think you are at for this lesson (Discussion or complete sheet)



3 Minutes



	I'm not confident at all		I'm getting more confidence		Confident		Very confident		Super confident
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# REFLECTION PLENARY

I know if I need further support or help I could speak to.... or contact...

Before I could/would say and do ... but now I feel I am able to say

Before I only knew ... now I also know ...

I supported others by...

One thing I didn't realise was... now I know that...

The key words for this lesson are...

I always knew ... but now I can see how it connects to...

The most important thing I have learnt today is...

I'm really proud of the way I have...

I used to feel ... but I now feel ..

I would like to learn...

A question I would like to ask is...

Before I thought that ... but now I realise..

One assumption of mine that was challenged was...

Today I have tried to...

Next lesson I would like to..

Before I would have done... Now I will ...

Before I would have said ... but now I will say...

A problem I overcame today was...

2 Minutes





IMPORTANT INFORMATION

# SEEKING SUPPORT

Enjoy the lesson, Challenge your perceptions and understand how to seek further advice and support

IMPORTANT INFORMATION



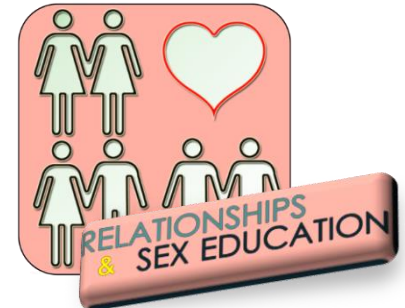
FOR MORE INFORMATION ABOUT THE TOPICS COVERED IN THIS UNIT WE WOULD ADVISE ONE OF THE BELOW:

SPEAK TO YOUR PARENTS/GUARDIANS OR HEAD OF YEAR, TRUSTED ADULT OR FRIEND IF YOU HAVE ANY CONCERNS ABOUT YOURSELF OR SOMEONE YOU KNOW - IT IS ALWAYS IMPORTANT TO TELL SOMEONE!

VISIT THE BROOKE WEBSITE <https://www.brook.org.uk/> FOR ADDITIONAL SUPPORT ON SEXUAL HEALTH AND WELLBEING FOR UNDER 25s

SPECIFIC FURTHER INFORMATION ON THIS TOPIC CAN BE FOUND HERE:

- some pharmacies
- a sexual health clinic (GUM clinic)
- a contraception clinic
- some young people's services - call the national sexual health helpline on 0300 123 7123 for details
- Brook centers - for under-25s
- GP surgeries
- NHS Website <https://www.nhs.uk/live-well/sexual-health/>



2 Minutes

SIGNPOSTING SUPPORT

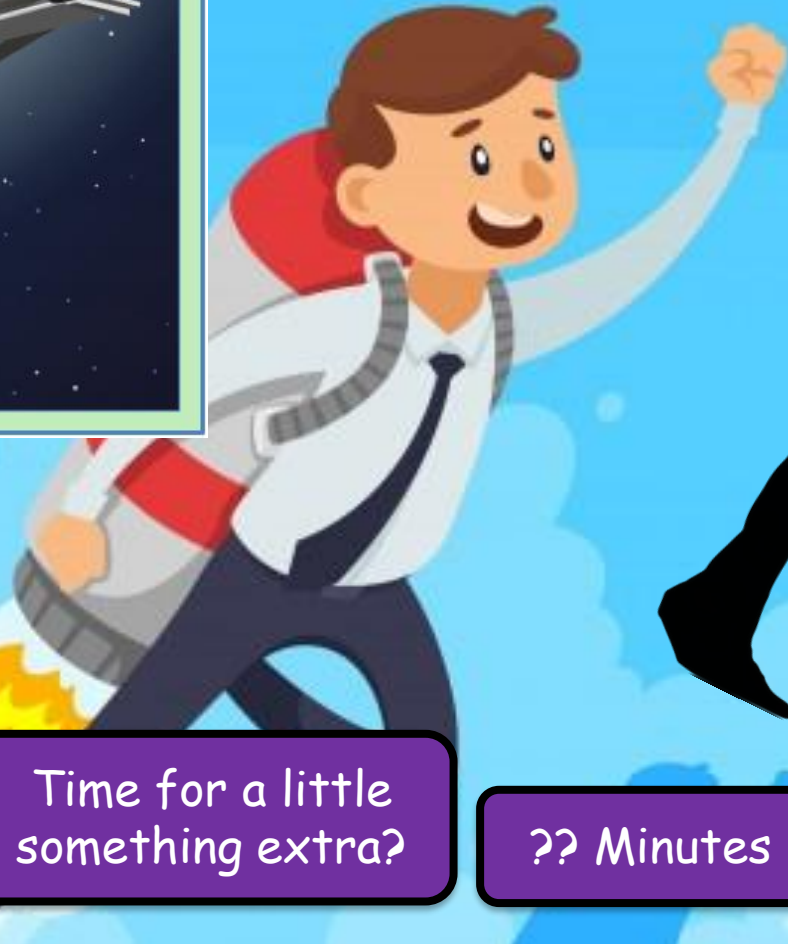
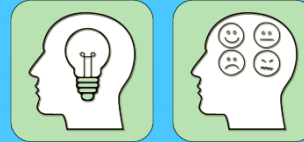
HELP & SUPPORT SERVICES

FURTHER INFORMATION



**REFER TO MINDFULNESS**

**▶▶▶ POWERPOINT**



Time for a little something extra?

?? Minutes

