



Lesson Delivery and Activity Guidance

Healthy Relationship Awareness

Please be reminded that this is **NOT** a standalone resource; it is designed as a toolkit to support teachers to deliver information specific to the Law and Personal Safety only. The resources in this tool-kit can be used over multiple lessons and can be adapted to suitability for KS3 & KS4.

Lesson Framework

Base Knowledge -1 stage: activity options range from 5 to 10 minutes.

Core Learning - 2 stages: activity options range from 10 to 45 min per stage

Sign-Posting -1 stage: information of local and national support

Knowledge Check - 1 stage: activity options range from 5 -10 minutes

Home Learning: Optional resources to support follow-on learning

Parent Notice: Optional parent home-link

Base Knowledge: ranging from 5 - 10 minutes

4 activity options

Activities used in this section can be re-visited at the **end** of the lesson to evidence learning. Pupils can return to base work to add points using a different colour pen.

Activity can also be used as ice-breakers.

Resources needed:

A-board or white board

Suitable pens

Before & After Knowledge Sheet can be used an alternative option as per option 4.

Option 1: Class Graffiti Wall (5 min)

- Using an A-Board or white board, write RELATIONSHIPS in the middle and invite pupils to come forward to write something they know or want to know related to relationships.

Quick fire option: to encourage contribution from every pupil.

Arrange class into 2 lines either side of the board. A pupil from each line is to write at the same time, moving onto the next 2, and so on.

Option 2: Class Board Blast (5 – 10 min)

Divide A-Board or white board into 4 sections as follows:

Types of relationships (i.e. family, school, work-place, friends, boy/girlfriend)

Healthy/Respectful factors (i.e. kind, compassionate, reliable, understanding, loving)

Unhealthy/Disrespectful factors (i.e. unkind, obsessive, unfaithful, disloyal, aggressive)

What do I want to know...

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- Encourage individual pupils to provide one example under headings. Aim for a minimum of **5** examples under each heading before moving on.



Option 3: Small Group Discussion (15 min)

- As above, divide board into **4** headings and arrange class into **3** mixed groups
- Each group given a heading to discuss and share views/knowledge/values (**5 min**)
- Provide flip chart paper and pens for group to record findings and what they want to know.
- In turn, each group to provide/present the class with 1-2 examples from their heading. (**10 min**)

Option 4: Before & After Knowledge Sheet (5 min)

- Print one per pupil
- Pupils to complete first section before lesson commences
- Second section to be completed at the end of the lesson

TIP: Pupils to remain in groups if group work options are to be continued.
Keep base information on display throughout lesson as a visual reference.

Ensure different types of relationships have been explored as the core learning looks at friendships, relationships and romantic relationships.

Types of relationships (i.e. family, school, work-place, friends, boy/girlfriend)



Core Learning: 2 Stages

Stage 1

Scenarios: Healthy or Unhealthy Friendship?

Meets learning objectives 1 and 3: The aim of this stage is to build on the base knowledge by identifying what traits and behaviours make a *friendship* healthy and respectful or unhealthy and disrespectful.

Activity Options: 1 available with 2 delivery options ranging from 5 to 10min - When planning for time, teacher to decide if one or both scenarios are to be used.

Links to materials are underlined below

Resources needed:

Friendship Scenarios Activity consists of 2 different scenarios and corresponding answer tables; print Friendship Scenarios
Number of copies will depend on chosen activity.

Option 1= One copy per pupil

Options 2 = One copy per group

Teacher answer reference sheet; print Friendship Scenario Teacher Answer Sheet

Option 1: Scenario Class Task (10-15 min per scenario)

- Read out, display on white board or provide copy to each pupil to read to themselves.
- Decide to use 1 or both of the scenarios. Consider dividing the class to do one or the other.
- Explain instructions for completing the activity.
- Pupils to record their answers in the table attached to the scenario, based on what acts in the scenario constituted unhealthy/disrespectful factors and why.
- Pupils are then required to complete the 2nd section of the table to identify what the character could have done differently to be a respectful friend.
- Pupils to present their observations and rationale to the class and promote discussions.
- Refer to TEACHER answer sheet as a reference to ensure all points are covered, and to introduce points not yet mentioned.

Option 2: Scenario Group Task (20 – 30 min)

- Arrange pupils into groups or continue in the groups formed at the start.
- Provide each group with 1 or the other of the 2 friendship scenarios and the answer table.
- Explain instructions for completing the activity.
- Group to read the given scenario and discuss views/values to determine the unhealthy friendship acts within the story and why they are so, recording answers in the table.
- Each group to share/present 1 example of an unhealthy/disrespectful act from their given scenario.

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- Groups then to complete 2nd section in the table - identify ways the acts could be made healthy and respectful; each group to share/present 1 example with the class.
- Refer to TEACHER answer sheet as a reference to ensure all points are covered, and to introduce points that not yet mentioned.

Consider RRR discussion: Encourage pupils to explore the ethos of RRR regarding treating others with respect and a person's rights not to be violated by another; not doing to others what you wouldn't want to be done to you, one's freedom to make own choices etc.

Move on to stage 2

Stage 2

What makes a romantic relationship healthy and respectful?

Meets learning objectives 2 and 3: The aim of this stage is to build on the base knowledge and the learning from stage 1 to increase pupils' awareness of what can make a romantic relationship healthy and respectful or unhealthy and disrespectful.

Activity Options: 1 available with 3 delivery options ranging from 10 – 25 minutes. When planning for time, teacher to decide option to be used.

Links to materials are underlined below

Resources needed:

Romantic Relationships comments and statements activity: consists of 10 statements: print [Romantic Relationship Statements](#)

Number of copies will depend on chosen activity.

Option 1 = One copy per pupil/group

Options 2 = One copy between class

Option 3 = One copy between class

Reference sheet for teachers; print [Romantic Relationship Statements Teacher Answers](#).

DISCUSSION: What is a 'romantic relationship'?

Begin with asking pupils what a romantic relationship is to identify understanding and values.

Definition: A romantic relationship is any relationship between people with the desire to become intimate with each other. Both parties must feel a mutual attraction to each other.

For a romantic relationship to be healthy & respectful, both parties must be willing and have freedom to consent and choice. (No duress, pressure or blackmail.)

Option 1: Romantic Relationship Statements - Group Task (15-25 min)

- Arrange class into mixed groups or continue in the groups formed at the start.
- Explain instructions for completing the activity.
- Provide a copy of the Romantic Relationships Statement sheet: 1 per pupil in the group or 1 per group.
- Group to discuss and complete by circling choice answer for each statement. (5 –10 mins)
- One statement at a time, teacher to ask the group to share/present their answer to the statement and why, open discussion to whole class to explore differing opinion/values (15 min)
- To conclude discussion of each statement – refer to answer and reason from the Teacher Reference sheet.

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Option 2: Romantic Relationship Statements – Group Presentation (30 -45min)

- Arrange class into mixed groups or continue in the groups formed at the start.
- Explain instructions for completing the activity.
- Separate the statements in the activity sheet into separate cards.
- Provide each group 1-2 cards to discuss as a group if the statement is healthy or unhealthy and why.
- Encourage pupils to express the different values and opinions of the group.
- Each group to prepare a short presentation or role play relating to 1 of the statements. Include any differing values and how the statement may be reversed.
- Teacher to add any points/reason not yet mentioned from the Teacher Answers Sheet.

Option 3: Romantic Relationship Statements - Class Task (10 - 20 min)

- Separate the statements in the activity sheet into separate cards.
- Explain instructions for completing the activity.
- Fold and place cards into container. Pupils to volunteer to pick and read a card.
- Class to discuss if the statement is healthy or unhealthy and why.
- Encourage pupils to express their values if their opinion is different from that of others.
- Clarify answers and reasons from the Teacher Answers Sheet.
- Choose as many/few of the 10 statements according to time.

Consider RRR discussion: Encourage pupils to explore the ethos of RRR regarding treating others with respect and a person's rights not to be violated by another; not doing to others what you wouldn't want to be done to you, one's freedom to make own choices etc.

[Move to sign-posting to support](#)

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Sign-Posting to Support:



Meets learning objective 4: The purpose of this section is to make pupils aware of relevant support services available to them in school, locally, and nationally including how and where to access them.

Options for providing this information to pupils are listed below. Depending on the chosen option, you may need to print resources as handouts/display, or consider sending them electronically.

To ensure the information is available and accessible to pupils following this lesson, consider the following methods:

- Use the “IS THIS GOOD FOR ME?” Pupil Assessment Support & Advice sheet. Print to display in school, hand out to pupils or send electronically/place a link on school website
- Tell students verbally of the support available to them (copy information to a ppt. slide)
- Print mini Domestic Abuse Support Cards as a hand out to pupils

Remind Pupils:

1. True friends and respectful partners will not try to change you
2. True friends and respectful partners will accept you for who you are
3. True friends and respectful partners will not ask you to do things you are not comfortable with
4. If you feel the pressure from friends or partner - tell someone. Talking can help.

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Knowledge Check: ranging from 5 - 10 minutes



As mentioned in the Base-Knowledge section, activity options can be re-visited Here. Pupils can add points to evidence their knowledge, understanding and learning journey.

This is an opportunity to encourage peer-learning by pupils sharing their learning with the class.

Activity options: 2 options available

There is a separate Student Evaluation sheet as an alternative option if preferred; print Student Evaluation Sheet

Reflect: Ask pupils to think about what they have learnt: What makes a relationship healthy? Has your opinion changed?

Option 1: Re-visit the base knowledge activity used at start.

Class Graffiti Wall

Class Board Blast

Group Presentation

Before & After Knowledge Sheet

Using a different colour pen, pupils are to add something learnt or confirm something they wanted to know at the start that they now do.

Option 2: Student Evaluation Sheet (5 min)

A copy to be given to each pupil to complete (records evidence of learning for individual pupils)

[Move onto home-learning & Parent Guardian Notice](#)

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Home Learning



The aim of this section is to take the learning wider by developing follow-on work linked to Healthy Relationships by bridging to a related topic: **Domestic Abuse**

The resources provided are optional and are designed to be used according to need and choice. **Please be mindful of pupils known to be affected by abuse when setting home learning tasks.**

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Below are some short ideas for home learning tasks. Some expand the thinking of Healthy Respectful Relationships and others bridge into the topic of Domestic Abuse.

Activity Options: 2 for Domestic Abuse; 2 for Healthy Relationships

Links to materials are underlined below

Healthy Relationships Task 1: Key Word Short Story

Pupils to write or role-play a short relationship story

Written: Pupils to choose 5 words that describe a healthy and respectful relationship and 5 describing an unhealthy abusive relationship from which they are to create a fictional short story. The story should depict either a HEALTHY or UNHEALTHY relationship or can show how one can transform into the other.

Pupils to present to class, or to submit for individual marking

Role-play: Pupils to discuss a scenario which should depict either a HEALTHY or UNHEALTHY relationship or can show how one can transform into the other – consider factors that can contribute to abuse such as drug & alcohol influences.

Pupils to present to class, school or parents

Healthy Relationships Task 2: Baking a relationship cake

Pupils to choose what relationship cake they would like to 'bake', choosing from a Friendship, Romantic or Family Relationship cake.

Each pupil should form 2 lists of 'descriptive' ingredients, one list to formulate what is a healthy relationship cake, and one for an unhealthy relationship cake.

Compare which one they would prefer to have themselves and why?

Which one they would prefer to give to someone else and why?

Present findings to class or submit for marking as individual work

Domestic Abuse Task 1: Clare's Law

Pupils to research and prepare a presentation about 'Clare's Law': What Clare's Law is, when it was introduced and why.

Research to include finding out what a Domestic Violence Protection Order (DVPO) is, and why and how it is used.

Teacher reference sheet to support answers: print Clare's Law Teacher Reference Sheet

Domestic Abuse Task 2: Domestic Abuse Support Services

Pupils to research and design a poster for a chosen DA support service: 1 local and/or 1 national DA support service/organisation. Include a brief summary about who they support, how they can help and how they can be contacted.

Display in class, present to class or submit as individual work.



Parent and Guardian Notice

This notice takes the topic of Domestic Abuse into the home to promote parent awareness and encourage parent support. It provides a brief summary of the value of the topic for the child, the aims of the lesson, and contains details of relevant support.

They can be printed or sent home electronically via parent mail.