

Principles of healthy relationships

Duration: 45 minutes

Learning objective:

To understand the core principles of healthy relationships

Learning outcomes:

- I can identify qualities of healthy romantic relationships
- I can describe factors that may challenge healthy relationships
- I can assess how to overcome the challenges to healthy relationships

Resources:

- Ask-it-basket
- Slides: Principles of healthy relationships
- Handout: Relationship qualities symbols (**alternative activity**)
- Handout: Principles of healthy relationships symbols (optional communication tool to support additional learning needs)

Before using this resource, it is your responsibility to ensure that:

- You have read all of the advice in the 'Respecting me, you, us introduction and guidance' document.
- You have considered adapting the content to meet the needs and characteristics of individuals, or the class as a whole. We recommend using:
 - **Key vocabulary** lists and **alternative activities** to support young people with different learning needs.
 - **Extension activities** and **optional homework** to support young people who finish the activities quickly, or need further challenge.
 - **Editable worksheets** and **slides** to make content changes for young people with special educational needs or difficulties.

(Further information can be found on [page 4- 6](#) of the introduction document)
- You are following your organisation's policies and procedures for safeguarding and delivering Relationships and Sex Education.



- The designated person responsible for safeguarding in your setting is aware that you are delivering this resource.

Key vocabulary

Respect: having due regard (taking into consideration) the feelings, wishes and rights of others.

Equality: being treated fairly and having the same rights and opportunities as others.

Relationship: the way in which two people are connected.

Romantic relationships: relationships with physical or emotional closeness, a boyfriend, girlfriend or partner.

1. Introduction (5 minutes)

Slide 2. Introduce the learning objectives and outcomes for this lesson. Explain that the lesson is about healthy romantic relationships.

Slide 3. Share the ground rules, adding any additional rules that are relevant.

Introduce the **Ask-it-basket**. Explain that young people can write questions anonymously and put them in the box at any time throughout the lesson or as exit cards. Let young people know when you will answer important questions (this could be at the end of the lesson or at another point over the next week. For example, schools may wish to answer these during form time). Remind young people that the ground rules also apply to the use of the Ask-it-basket.

2. Baseline activity - Word sort (10 minutes)

Slide 4. Ask young people to individually write lists sorting the words on the slide into three groups: 'always' (this quality should always be present in a healthy relationship); 'sometimes' (this might sometimes be present in a healthy relationship); 'never' (this should never be present in a healthy relationship).

Alternative activity (practical)

Ask young people to individually reflect on which of the qualities of healthy relationships on the slide they think should always be present. Next, ask young people to share their answers with the group, moving around the room to different areas for 'always', 'sometimes' and 'never'.

You may also want to use the accompanying **Handout: Relationship qualities symbols** for the lesson to help illustrate each or some of the qualities shown.



For example, you could have the images for anger, jealousy, humour, silence and rules printed out and ask learners to sort these qualities into the above categories.

Note: A number of the words are deliberately vague and open to interpretation (many of these words being right for the 'sometimes' list). If young people ask 'what do you mean by...?' you can give them one of these examples:

- **Silence** can mean a) giving someone the silent treatment (a form of passive aggression) or b) a comfortable silence between two people who are relaxed in each other's presence.
- **Rules** could mean a) a collaborative agreement between two people about how the relationship is going to work best or b) pressured by one person onto the other.

Extension activity

Ask young people to add an additional quality (of their own) to each list. Ask young people to explain the reasons why they chose one of the additional qualities to the person next to them.

3. Principles of healthy relationships (5 minutes)

Slide 5. Explain that all relationships are different but there are six key principles that should always be present in a healthy relationship between two people:

- **Communication.** They are both able to talk about how they are feeling and express their emotions. They also really listen to how each other are feeling.
- **Respect.** They respect each other. This includes respecting the right to each have their own thoughts, feelings and interests.
- **Best interests.** They act in line with what is in both of their best interests.
- **Trust.** They can trust and rely on each other.
- **Equality.** What they need and want is just as important as what their partner needs and wants. Both people are equally valued in the relationship.
- **Honesty.** They tell each other the truth and are open about their feelings. Honesty in relationships can help both people to make small changes which make the other person happy.

Explain that these principles help to ensure the relationship is enjoyable and non-harmful for both people. It is important to apply each principle equally to both people in the relationship.



4. Film – Principles of healthy relationships (15 minutes)

Slide 6. Play the ‘Principles of healthy relationships’ film. The film depicts Kieran and Jamie discussing their social plans for the weekend.

At the pause point, ask young people to discuss answers to the question: *Should Kieran expect Jamie to invite him to Louis’ house?*

Feedback thoughts as a class before playing the rest of the film, answers may include:

- It is ok for Kieran to ask whether he can go, but he shouldn’t expect Jamie to invite him just because they’re in a relationship.
- It is healthy for both people in a relationship to have independent social lives.

Slide 7. Ask young people to write down:

- Which principles of healthy relationships are present between Jamie and Kieran.
- How these principles are shown in the film.
- For example: Honesty – Jamie feels comfortable to tell Kieran the truth about why he doesn’t want to take him to his new friend’s house.

As a class, discuss the answers to the questions. Possible answers:

- Communication – Jamie is able to explain his feelings to Kieran who shows he has listened.
- Respect – Kieran respects Jamie’s decision to go out without him.
- Best Interests – Kieran wants Jamie to go to the party alone if that makes him happy. Jamie is happy for Kieran to catch up with a friend.
- Trust – Kieran says that he trusts Jamie.

5. Challenging factors (5 minutes)

Slide 8. Ask young people to list some of the factors that might make having a healthy relationship more difficult. Make a class mind map or ask young people to write their answers on post it notes and put them on the wall.

Slide 9. Explain that there are some common things that can harm relationships, including:

- Strong feelings that people act on without thinking (such as anger or jealousy)



- Unhelpful ideas or beliefs that people have picked up without reflecting on
- Stressful things in life
- Things people think they should do to be 'normal'

6. Closing activity – Thought bubbles (5 minutes)

Slide 10. Read the thought bubbles out to the class. Explain that we will be discussing what challenges to healthy relationships are shown in the thought bubbles. Ask young people to think individually about what these might be, then discuss it with the person next to them, and finally share their answers with the class. Possible answers:

- **Anna.** 'Unhelpful beliefs or ideas that people have picked up without reflecting on' and 'Things people think they should do be 'normal'.
- **Josh.** 'Strong feelings that people act on without thinking' and 'Stressful things in life'.

Ask young people to write down advice for Anna and Josh, including what they know about what should 'always' be present in healthy relationships. For example, their advice for Anna could be:




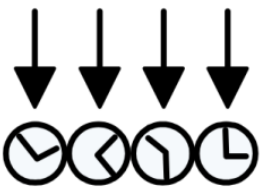
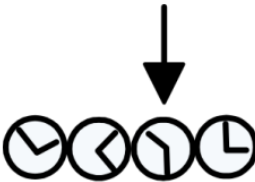
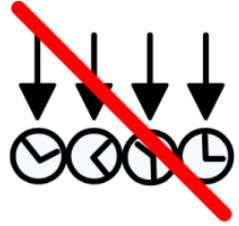



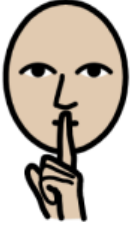


- Don't compare yourself to others, every relationship is different. What matters most is that you and Ali both feel respected, valued and that you can communicate your feelings to each other.

Slide 11. Explain that the slide shows the definitions of the six key principles of healthy relationships that were discussed in the lesson.

Slide 12. Explain that there are sources of support available to young people who are worried about something that's happened to them or others.

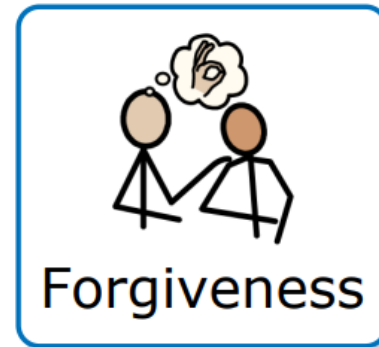
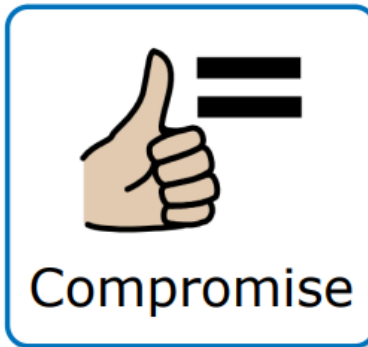
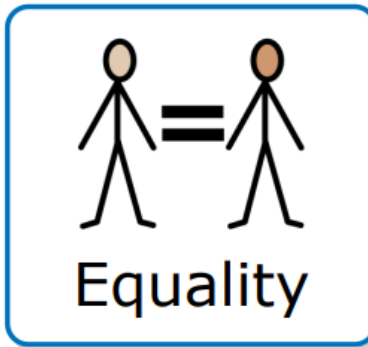
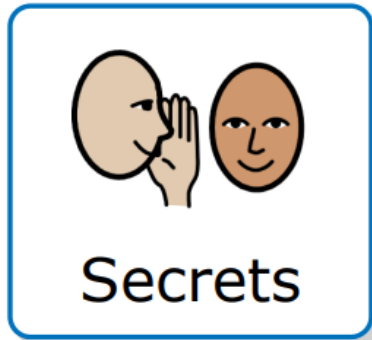


Handout: Relationship qualities symbols (alternative activity)

 <p>Relationships</p>	 <p>Healthy relationship</p>	 <p>Qualities</p>
 <p>Always</p>	 <p>Sometimes</p>	 <p>Never</p>
 <p>Anger</p>	 <p>Jealousy</p>	 <p>Humour</p>
 <p>Silence</p>	 <p>Rules</p>	 <p>Trust</p>

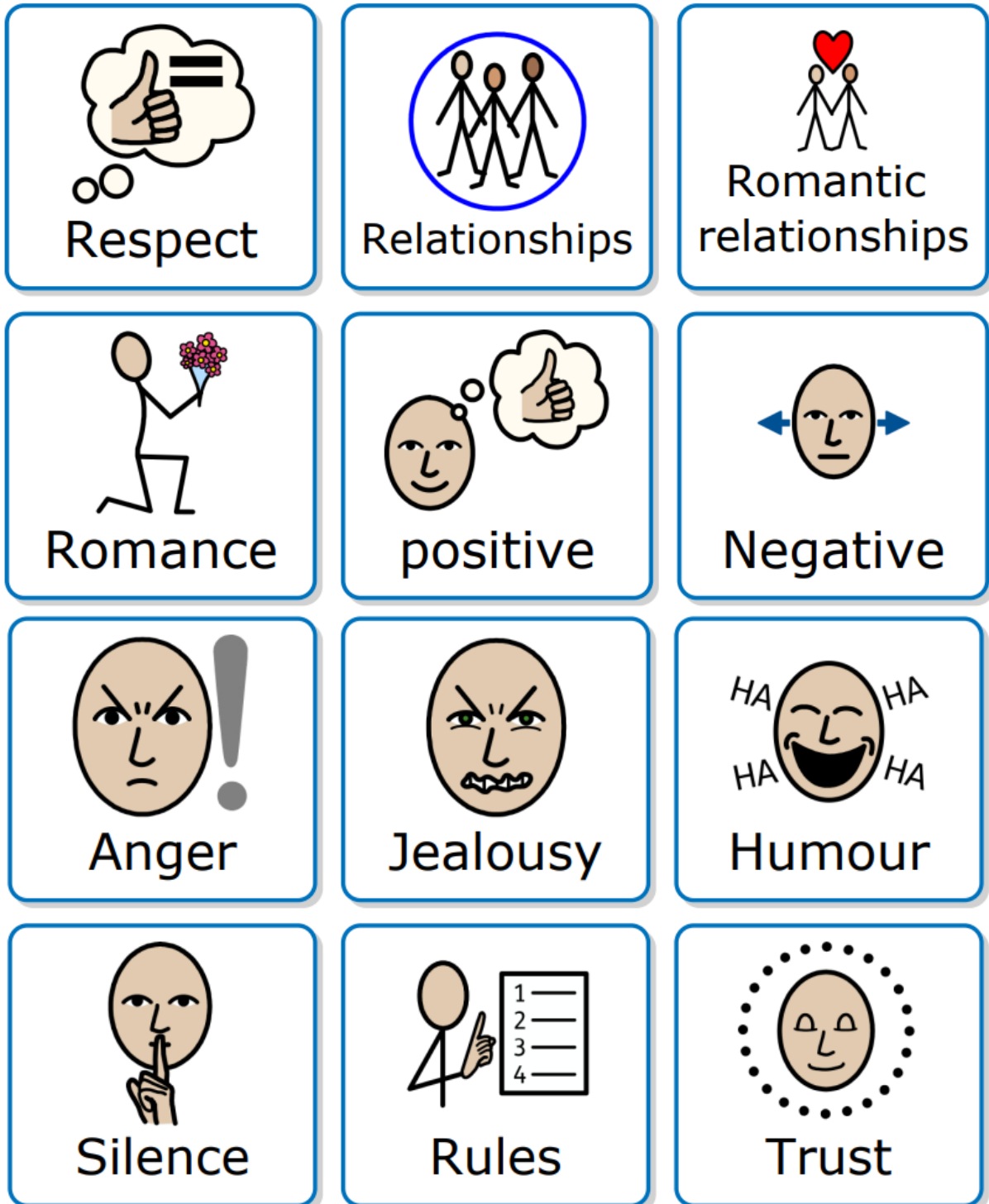


Handout: Relationship qualities symbols (alternative activity)





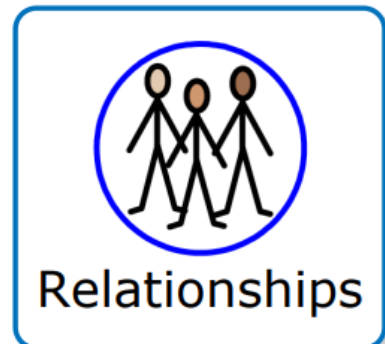
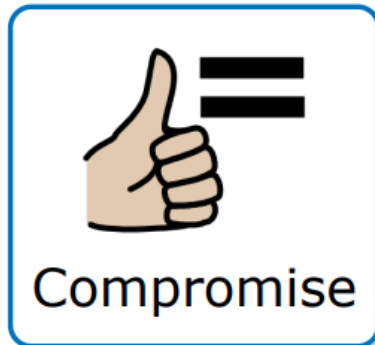
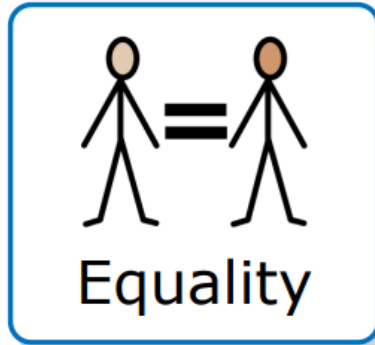
Handout: Principles of healthy relationships symbols (optional)



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Handout: Principles of healthy relationships symbols (optional)



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