

The Character Curriculum

Flourishing for Life



<p>Y10: Healthy Relationships L2 - What makes a healthy relationship?</p>	<p>Learning objective:</p> <ul style="list-style-type: none"> - To develop an understanding of the elements of a healthy relationship and knowing how to seek advice if we are concerned for ourselves or someone we know. 	<p>Key vocabulary: Healthy relationship, abuse, worry, mental health, emotional wellbeing, wellness, support Key virtues: Compassion, resilience, courage</p>
<p>Resources: PowerPoint presentation, paper debate materials</p>	<p>Statutory links: PSHE guidance (2020) Students learn...</p> <ul style="list-style-type: none"> - understand the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality; - to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary; - strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed. 	
<p>Key questions:</p> <p>What are the features of a healthy relationship?</p> <p>What are the features of an unhealthy/abusive relationship?</p> <p>How do your relationship values relate to your character? Are they the same?</p> <p>How does developing your character impact on your relationships?</p> <p>Does someone's character matter to you when developing a relationship</p>	<p>Learning activities:</p> <p>Starter:</p> <p>What words would you use to describe the features of a positive, healthy relationship? Discuss with a partner. Use post it notes to add to a 'graffiti wall' at the front of the class.</p> <p>Ask students to write down a quick summary of the most common words, such as honesty, trust, respect, love and understanding. Before exploring unhealthy relationship behaviours, it is really important that pupils have a clear idea what a positive, healthy relationship is like, and what someone in a relationship has a right to expect.</p> <p>Activity 1: Paper debate</p> <p>Using the large A3 sheets with prompt questions – move around the room and write your ideas onto them. You are allowed to:</p> <ul style="list-style-type: none"> - respond to the question by explaining your idea or viewpoint; - respond to an idea or viewpoint someone else has written (either agreeing or disagreeing); - ask a question or respond to a question written by someone else. 	

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with them?	<p>All written comments must be respectful of others' opinions, and they must not use inappropriate language or share personal experiences. Discuss the main themes from the responses as a group.</p> <p>Activity 2: My values</p> <p>What matters to you in a relationship? Read the statements on the PowerPoint and place each statement on a continuum from strongly disagree to strongly agree. Make this exercise a quiet, personal reflection.</p> <p>Invite pupils who are confident and willing to do so to share their views with the class.</p> <p>If you know the classroom climate is secure you may wish to explore these statements:</p> <ul style="list-style-type: none">- Which of these beliefs is most likely to lead to a healthy relationship?- Why or how do you know?- Are there any beliefs that might lead to an unhealthy relationship?- Why or how do you know?- How might these beliefs affect how someone behaves in a relationship? <p>Activity 3: Features of a relationship</p> <p>Read the six possible features of a relationship below on the PowerPoint. With a partner give an example of how each of these features of a relationship might be either healthy or unhealthy in practice.</p> <p>A model may need to be given to help pupils recognise that some features of relationships can be both healthy and unhealthy: For example: giving gifts can be a really healthy thing to do to show someone you appreciate and care about them, especially if you have put a lot of thought or time into making or finding the gift. However, if gifts are given expecting something in return, or to make the other person in the relationship feel like they owe the gift-giver something, this can be unhealthy and might be interpreted as blackmail.</p> <ol style="list-style-type: none">1. Spending time together2. Knowing each other's family and friends3. Having lots in common4. Being open and honest5. Humour6. Never having an argument
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Activity 4: Friends and family survey – ‘My Values’

Ask pupils to design a five-question survey for friends and family about their relationship values. Encourage pupils to be sensitive in their choice of questions and who they ask. The questions should encourage debate about what makes a healthy relationship. Pupils could conduct the survey as part of their home learning with up to ten participants and write a reflection on the results, identifying common themes.

