



## PSHE TEACHING GUIDE – KEY STAGE 4: WORKING OUT RELATIONSHIPS? PART 2

### **Learning Objectives:**

- **To learn about healthy and unhealthy one-to-one intimate relationships and strategies to build healthy lasting relationships**

### **Learning Outcomes:**

#### **Pupils will be able to:**

- **Evaluate whether a relationship is healthy or unhealthy**
- **Identify strategies to build a healthy lasting relationship**
- **Define a healthy relationship**

### **1. How the lesson fits within the new RSE curriculum**

In September 2020, Relationship and Sex Education (RSE) becomes compulsory in secondary schools. The statutory guidance issued by the Department for Education states that by the end of secondary school pupils should know ‘how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.’<sup>1</sup> For Key Stage 4, the PSHE Association’s ‘Programme of Study for PSHE Education’ specifies that pupils should have the opportunity to learn ‘the characteristics and benefits of strong, positive relationships.’<sup>2</sup> ‘Working Out Relationships?’ is an evidence-based two-part programme to help pupils to learn the *characteristics* of positive, supportive,

<sup>1</sup> Department for Education, ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers’, June 2019, p. 29 available at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

<sup>2</sup> PSHE Association, ‘Programme of Study for PSHE Education Key stages 1-5’ (2020), 4<sup>th</sup> edition, at p. 26 available at: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

equal one-to-one intimate relationships and strategies for forming and maintaining such relationships.

## 2. Building on Prior Learning

This two-part programme, aimed at Key Stage 4 pupils, draws on research from the University of Exeter on the key attributes of healthy, thriving, long-lasting one-to-one intimate relationships. The researchers carried out a longitudinal study of marriages over the first 10 years and cross-sectional study of relationships of at least 15 years duration (married/cohabiting and same sex/opposite sex) to gain insights into what helps long-term relationships to thrive. A summary of the research report (The Shackleton Relationships Project Summary Report) and an infographic and accompanying video (Working Out Relationships?) summarising the research messages can be found at: [www.exeter.ac.uk/shackleton](http://www.exeter.ac.uk/shackleton). It is not necessary to read the report to deliver this lesson. Laminated A4 and A3 copies of the infographic for classroom walls are available free of charge by contacting Dr Jan Ewing ([J.Ewing@exeter.ac.uk](mailto:J.Ewing@exeter.ac.uk)). The infographic aims to encourage discussion among pupils upon which the lesson will build. It also provides a focal point for pupils to reflect upon and to be reminded of following the lesson.

This is the second of two lessons in the programme 'Working Out Relationships'. It builds on lesson 1, which analysed an unhealthy relationship scenario of fictitious 16-year olds to emphasise the key signs of an unhealthy relationship, to give advice on how to avoid such relationships and, where necessary, how to exit one safely. In lesson 2 the focus is on recognising healthy relationships and strategies to start and to build healthy, potentially lasting, relationships. The 'Working Out Relationships' programme can be used to revisit and reinforce other learning on one-to-one intimate relationships in your school's PSHE curriculum. Much of the available teaching resources focus on negative relationship behaviours such as coercive control or violence (physical and sexual). Reflecting the change of emphasis within the new PSHE curriculum, this programme builds from the consideration an unhealthy relationship in lesson 1 to applying the 10 critical questions that the University of Exeter's researchers suggest each partner should ask themselves and each other before committing to a relationship intended to be long-lasting to ensure that the relationship is healthy and fulfilling.

The aim of this lesson is to equip pupils with knowledge on the attributes of healthy one-to-one intimate relationships and skills and strategies to be able to make healthy, informed and safe decisions about forming and maintaining such relationships, now and in the future.

Further PSHE Association's quality assured resources are available on the PSHE website (<https://www.pshe-association.org.uk>). These can be used to embed this programme within a full RSE programme.

## 3. Creating a safe teaching and learning environment

The lesson uses buzz groups: the class will be divided into several sub-groups to discuss for a short, specified period, the relationship of a fictitious couple aged 16. They will be asked to decide how the relationship measures against research on healthy relationships. Then they will come back together as a class to share their ideas. This distancing technique should help pupils to discuss their views without attracting personal feedback and help teachers to become more confident about delivering what can be a sensitive topic. Other distancing techniques, such as the use of inclusive language should be employed.

The relationship discussed is healthy and no personal feedback is sought. Nonetheless, any discussion on relationships has the potential to stir up some uncomfortable feelings for pupils in unhealthy relationships or with difficult home lives. Teachers must therefore make it clear to pupils at the outset that they should consult a named member of the pastoral staff team if anything discussed in the lesson has made them feel uncomfortable.

Limits of confidentiality - teachers should be prepared to deal with any concerns they have about a pupil resulting from the lessons. It is important that at the beginning of the lesson the teacher explains to the pupils the limits of confidentiality, in that if something is said or a behaviour causes concern, teachers will speak to another member of staff. Pupils should be informed that it may also be necessary to speak with parents/carers about a concern or a question raised by pupils. Should this become necessary, it is good practice to talk to the pupil(s) concerned before raising it with parents/ carers.

Teachers should liaise with pastoral staff in advance of the lesson to plan how to manage pupils who find any part of the teaching distressing. Staff should also be ready to signpost pupils to appropriate websites and organisations that can support their learning and further develop their understanding of issues covered within this PSHE lesson. Details of appropriate support websites and organisations are outlined at the end of the Teaching Guide.

Teachers should also familiarise themselves with the protocols laid out in the school's child protection policy and safeguarding policy. A teacher who has concerns about an individual's safety, must report their concerns to their Designated Safeguarding Lead and follow the school's child protection policy. In following the school's child protection policy, it may be necessary (working with the Designated Safeguarding Lead) to report concerns to social services or the police.

Teachers should ensure that pupils are able to ask anonymous questions or talk about any concerns that the sessions raise. An 'Ask-It-Basket', or similar, can support pupils in asking anonymous questions. An anonymous question box encourages all pupils to submit questions and allows time for the teacher to prepare their answers.

Teachers should establish ground rules for safe engagement at the outset. These should include:

- encouraging pupils not to disclose personal information
- keeping anything that others say confidential; "keep the conversation in the room"
- not judging others
- not putting anyone on the spot
- talk about 'someone I know...' rather than using a person's name
- comment on what is said, not who has said it

#### **4. Differentiation and extension tasks**

The topics covered are relevant for all pupils. Plan how you can differentiate your teaching to include and support pupils who may be less able, have specific or additional learning needs, or who have English as an additional language. A teaching assistant may be helpful to support such pupils. There is a suggested support activity 7 (highlighted in purple) which teachers may wish to consider

using with less able pupils or if engagement is flagging towards the end of the lesson. There are also extension tasks highlighted in green at activities 2 and 4.

## 5. Format of the teaching notes

The teaching notes below provide a full guide to teaching. In the notes section of the PowerPoint slides, guidance on what the teacher should be doing at each step is summarised. At the beginning of each activity below, this summary guidance is reproduced for ease of teaching.

## 6. Equipment

The teacher will require the PowerPoint slides for lesson 2.

## 7. Timing

|  |               |
|--|---------------|
| Introduction and recap   | 5 mins        |
| Activity 1: (Baseline assessment)  | 5 mins        |
| Activity 2: (Jess and Ethan and 'Working Out Relationships?' video)  | 5 mins        |
| Activity 3: (Jess and Ethan scenario and the critical questions)   | 10 mins       |
| Activity 4: (Application: 'Hard' and 'soft' start-ups)   | 10 mins       |
| Activity 5: (The effect of the media and social media on relationships)  | 5 mins        |
| Activity 6: (Quick fire questions on signs of healthy relationships and strategies to build healthy lasting relationships) | 5 mins        |
| Activity 7: ('Healthy relationships' sentence)   | 5 mins        |
| Activity 8 : (Revisit baseline assessment/ wrap up)  | <u>5 mins</u> |
|  | Total 55 mins |

## 8. Introduction and recap (5 minutes)

- This lesson builds on Lesson 1 which looked at recognising an unhealthy relationship. Here the focus is on recognising a healthy relationship: what are the key attributes of such relationships and what are the skills and strategies needed to build healthy lasting relationships?
- **RUN THROUGH the learning objectives (slide 1) and learning outcomes (slide 2).**

The lesson is based on research from the University of Exeter on the key attributes of healthy, thriving, long-lasting one-to-one intimate relationships. Many pupils will not be looking to form a serious relationship at this stage in

their lives. The central aim is to ensure that any one-to-one intimate relationship that they form is 'healthy' i.e. safe, free from controlling behaviour and mutually respectful. Getting pupils to think more widely about the key attributes of healthy, thriving long-lasting relationships will give them insights into the building blocks of such relationships for the future.

This teaching guide is to be used in conjunction with the 'Working Out Relationships' (Lesson 2) teaching slides. All the information required for the lesson is contained in the slides, so no printing of handouts is needed.

Try to have pupils sitting in mixed gender groups so that they get to consider matters from the opposite gender's point of view. As some activities involve group work, teachers should carefully consider their groupings.

### SLIDE 1

#### ❖ LEARNING OBJECTIVES

Lesson 1 considered an unhealthy relationship. The learning objective for this lesson (Lesson 2) is for pupils to learn about healthy one-to-one intimate relationships and strategies to build healthy lasting relationships. To begin, run through the learning objectives as detailed on slide 1.

### SLIDE 2

#### ❖ LEARNING OUTCOMES

Next, run through the learning outcomes as detailed on slide 2. By the end of the lesson pupils will be able to:

- Evaluate whether a relationship is healthy or unhealthy
- Identify strategies to build a healthy lasting relationship
- Define a healthy relationship

## 9. Activity 1 – Baseline assessment (5 mins)

**Ask the whole class** to think about the extent to which they agree that 'If a relationship is good, it shouldn't be hard work.'

### SLIDE 3

Without speaking to one another or sharing their ideas, ask students to copy out the statement and annotate their thoughts around it, or write a sentence responding to the statement and explaining, on a scale of 1-5, how strongly they agree with the statement. Alternatively, ask students to stand along an imaginary continuum, with 'strongly agree' on one side and 'strongly disagree' at the other side, in order to see their initial thoughts. This initial baseline assessment provides an opportunity to assess how pupils feel about the level of effort involved in making a healthy relationship succeed. The photoshopped images on social media often portray relationships as 'perfect'.

In the lesson we will be normalising that relationships take effort to keep them vibrant.

## 10. Activity 2 – ‘Working Out Relationships?’ video - application (5 mins)

- Lesson 1 introduced the Working Out Relationships? video on the key components of healthy, lasting relationships drawn from the Shackleton Relationships project findings.
- To consolidate learning, pupils will watch the video again (1 minute 13 seconds). In lesson 1 pupils noted the key characteristics of a healthy relationship. Here, the emphasis is on applying the characteristics identified to a fictitious healthy relationship scenario.
- Before showing the video, ask the pupils to read the Jess and Ethan scenario. Show the video and ask the pupils to make a note of and then feedback on whether Jess and Ethan’s relationship displays the four things that the video suggests are needed to keep a relationship strong. (It does).

This activity introduces pupils to the Jess and Ethan scenario. Ask the pupils to read the scenario set out on slide 4.

**SLIDES 4  
and 5**

Show the class the ‘Working Out Relationships?’ video. The video uses a gym scenario with the key message that, just like keeping physically fit, keeping a relationship ‘fit’ and healthy requires effort, even when you don’t feel like it. The emphasis here is on normalising that relationships take work (but that this should also be fun if the couple are a ‘good fit’).

In lesson 1 pupils noted the key characteristics of a healthy relationship. Here, the emphasis is on applying the characteristics identified to a fictitious healthy relationship scenario.

As they watch the video ask the pupils to make a note of whether Jess and Ethan’s relationship displays the four things that the video suggests are needed to keep a relationship strong and to then feed these back. These are:

| Key signs of healthy relationship  | Jess and Ethan’s relationship   |
|--|---|
| Building a relationship on friendship and being a good team                              | They like each other/ have fun together/have lots in common/ are equals/ respect and see the best in each other |
| Being realistic in your expectations and putting in effort                               | They don’t expect to spend all their time together or the relationship to be perfect                            |
| Communicating well dealing constructively with issues when they first arise              | Dealt well with Jess not always attending football  |
| Having good support networks of friends and family around you to help when life is tough | They have a healthy balance between time together and time apart with friends                                   |

N.B. At this stage the emphasis is on recognising a healthy relationship. The pupils will look in more detail at the '10 critical questions' in activity 4 below.

**Activity 2 extension task: Ask pupils to discuss what they think are the top three questions that young people of around their age should ask themselves when entering a new relationship.**

## 11. Activity 3 – Jess and Ethan scenario and the critical questions (10 mins)

- GIVE THE PUPILS 5 MINUTES ON THEIR TABLES TO CONSIDER: Which of the ten attributes of healthy relationships do Jess and Ethan's relationship display now? Which apply to longer term relationships? They should nominate someone to feedback. Give the class 5 minutes for feedback.
- ANSWER: The couple seem to have the basis of a good relationship. They display: 1, 2, 4, 5, 6, 7, 10. They have dealt well with the potential issue over Jess watching Ethan play football but have not had any major challenges. 3, 8 and 9 are more for the future.

### SLIDE 6

Ask the pupils to apply the questions below to Jess and Ethan's situation. Give pupils 5 minutes to consider the questions on their tables then ask them to nominate one pupil to feed back.

Stress that this couple are not looking for a serious relationship. The emphasis here is on recognising whether a relationship has the necessary foundations to be healthy long term. Not all the questions apply to relationships at the stage of Jess and Ethan's relationship. Where the question is not applicable directly it is still important to get pupils to think about why these issues might be important for relationships that they intend to be long-lasting as they get older. Below are some of the things that the pupils should be identifying:

1. Are they a 'good fit'? (Can they work well as a team? Do they have similar values and outlook on life?)

*Ethan and Jess got to know each other doing an activity they both enjoy. It is early days, and neither are likely to be looking for a long-term relationship but, so far, they seem to be a good fit. Their ability to reach healthy and constructive agreements (see below) points to them being capable of building a good team.*

2. Do they have a strong basis of friendship? (Do they have fun together? Share interests and humour? Appreciate each other?)

*Ethan and Jess seem to be building a good friendship. They have fun together and share a similar sense of humour.*



3. Do they want the same things in their relationship and out of life? (Do they each feel that they can jointly agree a plan for their lives together? Can they negotiate?)

*Ethan and Jess are not at a stage where they would be considering this for their relationship. However, their ability to negotiate is a good sign for the future.*

4. Are their expectations realistic? (Do they accept there will be ups and downs? Understand the need to make effort?)

*Both Ethan and Jess seem to have realistic expectations. They don't expect the other to fulfil all their needs and seem to have a healthy balance in their relationship.*

5. Do they generally see the best in each other? (Can they accept each other's flaws? Respect their differences?)

*Both seem to see the best in the other. Jess describes Ethan as 'kind'. They recognise the things that are important to the other and support each other.*

6. Do they both work at keeping their relationship vibrant? (Do they make time to spend together and time apart? Each show the other that they care?)

*Jess and Ethan make time to do things together that they both enjoy but also have a good balance with friendships and interests outside of the relationship. Jess's support for Ethan's football (including watching him play) and his support for her schoolwork demonstrate that they care.*

7. Do they both feel they can discuss things freely and raise issues with each other? (Do they deal with issues promptly and constructively? Enjoy talking and listening to each other?)

*Jess and Ethan dealt constructively with the situation over Jess watching Ethan play football. They clearly enjoy each other's company and can talk freely.*

8. Are they both committed to working through hard times? (Do they both 'give and take'? Work on themselves? Look to a positive future together?)

*This is more for the long term, but the signs are good so far. There has been healthy give and take in the relationship.*

9. When they face stressful circumstances would they pull together to get through it? (Can they each adapt well to change? Would they seek professional help if needed?)

*This is more for the long term, but the signs are good so far; they pulled together well and dealt constructively with the football issue.*

10. Do they each have supportive others around us? (Do they each have a good support network they can turn to or call on for help if needed?)

*Ethan and Jess seem to have a good support network of friends.*



## 12. Activity 4 – (Application: ‘Hard’ and ‘soft’ start-ups) (10 mins)

- This activity gets pupils to practise a strategy for effective communication. By practising a ‘harsh’ and a ‘soft’ start-up to a potentially difficult conversation, pupils will learn how the choice of words at the beginning of the conversation may determine what follows. Give pupils 5 minutes to suggest how each conversation proceeds. Suggested answers can be clicked through on slideshow mode.
- As an extension exercise pupils could be asked to repeat the exercise but with a ‘harsh’ and a ‘soft’ start up from Jess (suggestions in green below).

On their tables, pupils could be asked to consider how the conversation between Jess and Ethan over Jess not watching Ethan play football often might develop following a ‘harsh’ start-up and a ‘soft’ start-up to the conversation.

Give pupils 5 minutes to suggest how each conversation proceeds. Suggested answers can be clicked through on slideshow mode, but the pupils should be encouraged to come up with their own versions. The emphasis is on recognising how the choice of words for starting a discussion can determine how the conversation unfolds.

An example of a harsh-start-up would be:

### SLIDE 7

- Ethan: Why do you never come to watch me play football? All the other lads’ girlfriends come to watch them play. Maybe that’s because they like their boyfriends more than you like me.
- Jess: That’s not fair! I do come sometimes. You know I have to work hard if I’m going to get into 6<sup>th</sup> form – not that you care about that.
- Ethan: I’m sick of hearing about how hard you are working. I’m working hard too you know!

An example of a soft-start-up would be:

- Ethan: I wish you could come to watch me play football more often. I like it when you come to watch me play.
- Jess: I like it too. But I’ve got to keep up the hard work if I’m going to get into 6<sup>th</sup> form.
- Ethan: I know, and I really want you to do well. Pretty and hard-working – no wonder I fell for you!

### Activity 4 extension task:

To practice applying ‘soft’ start-up skills pupils could be asked to repeat the exercise but with a ‘harsh’ and a ‘soft’ start up from Jess, e.g.

**Harsh:** “Urgh, I’m really stuck on how to do this maths homework. Not that you’d care, all you ever think about is football.”

**Soft:** “Urgh, I’m really stuck on how to do this maths homework. After football practice, please would you explain it to me? You seemed to get in class better than I did.”

**A suggested response might be:**

**Harsh:**

**Jess:** Urgh, I'm really stuck on how to do this maths homework. Not that you'd care, all you ever think about is football.

**Ethan:** That's not fair, I spent ages explaining the algebra question to you last week. I wish you were as supportive about my football sometimes.

**Jess:** You only helped because your football was rained off, and in any case, I watch you play far more than you help me to revise.

**Soft:**

**Jess:** Urgh, I'm really stuck on how to do this maths homework. After football practice, please would you explain it to me? You seemed to get in class better than I did.

**Ethan:** Sure, I'll try my best. Then maybe afterwards we could go for a walk if the weather stays nice.

**Jess:** Sounds good to me. I hope the practice goes well.

**Getting pupils to think about the trajectory of a conversation depending on how it is started/how someone responds should help them in their wider relationships more generally.**

### **13. Activity 5 – The influence of the media and social media (5 mins)**

Activity 5 asks the pupils to consider the influence that the media and social media has on the way that relationships are portrayed and therefore young people's expectations around relationships. Using the three bullet points on the slide to guide discussion give the pupils 5 minutes to consider these issues and to feedback their views.

**SLIDE 8**

The messages from the research around the need to put in work if relationships are to thrive go against the messages from popular soap operas/ reality tv/ the photoshopped lives of celebrities online which tend to portray relationships as 'perfect' and 'romantic' with couples moving on to a new relationship quickly if this is not the case. Activity 5 asks the pupils to consider the influence that the media and social media has on the way that relationships are portrayed and therefore young people's expectations around relationships. Using the three bullet points on the slide to guide a 5-minute class discussion on these issues. Pupils are likely to discuss the pressure that this puts them under/ the disappointment this may cause if their own relationship is not 'perfect' or they are not yet in a relationship.

### **14. Activity 6 – Quick fire questions on signs of healthy relationships and strategies to build healthy lasting relationships (5 mins)**

- ASK the whole class to feedback on the four statements on Slide 11 then the five statements on Slide 12.
- In slideshow mode each statement in the left-hand box is followed by a statement in the right-hand box indicating whether this is a sign of a healthy or an unhealthy relationship (Slide 11) or a strategy to build a lasting healthy relationship (Slide 12).

**SLIDES  
9-10**

To consolidate learning there are two 'quick-fire' exercises to which the whole class should respond. These exercises are aimed at all ability ranges. The first lists attributes of a relationship (Slide 11) and the class should be invited to indicate whether they are healthy or unhealthy. In slideshow mode the answers on the right can be clicked through:

1. The relationship is built mostly on friendship and fun  
HEALTHY: Attraction is important, but friendship is fundamental
2. Expect perfection – if it's anything less move on  
UNHEALTHY: All relationships go through ups and downs
3. Partners feel able to talk openly to each other and deal with conflict at an early stage  
HEALTHY: Good communication and respectfully dealing with issues as they arise is healthy
4. If it's the 'right' relationship you only need each other  
UNHEALTHY: Time apart and time together is healthy

**SLIDE  
11**

The second lists strategies to build a lasting healthy relationship (Slide 12). The class should be invited to indicate whether they are effective or not. Each strategy uses 'work' to reflect the title of the programme, the gym theme, and the fact that healthy relationships require work. In slideshow mode the answers on the right can be clicked through:

1. Know yourself and work out if you'd make a good team  
YES: Strong relationships are built on friendship and teamwork
2. Put work in to develop a good relationship  
YES: Good relationships require time, work and commitment
3. Work to change yourself to be the person your partner wants  
NO: Partners should respect and accept each other as they are
4. Work at problems as they arise to reach a compromise  
YES: Dealing with issues as they crop up is healthy
5. Work through hard times with help from family and friends  
YES: When we face tough times, good support is vital

## 15. Activity 7 – ‘Healthy relationships’ sentence (5 mins)

- ON THEIR TABLES GIVE PUPILS 5 MINUTES to define a ‘healthy relationship’ in 30 words or fewer.
- A possible answer would be: Healthy relationships are fun and mutually supportive. Partners are open, honest and deal with problems constructively. They don’t expect perfection but work at keeping things good, with support where needed.
- If pupils are struggling, get them to at least list some key attributes of healthy relationships: friendship, good teamwork, dealing with conflict constructively, supportiveness, trust, honesty, realistic expectations, good support.

### SLIDE 12

Ask the pupils, on their tables, to agree a sentence summing up a healthy relationship in not more than 30 words. The baseline assessment in lesson 1 asked pupils to think of one word to sum up a healthy relationship. At the start of this lesson, the baseline assessment asked pupils to reflect on the extent to which they thought that a good relationship requires work. This task allows the pupils to bring together the learning into a more detailed consideration of the key attributes of a healthy relationship. Pupils should come up with something like:

Healthy relationships are fun and mutually supportive. Partners are open, honest and deal with problems constructively. They don’t expect perfection but work at keeping things good, with support where needed.

**Activity 7 support task: If pupils are struggling or for less able pupils, ask them to list some key attributes of healthy relationships: friendship, good teamwork, dealing with conflict constructively, supportiveness, trust, honesty, realistic expectations, having good support around you.**

## 16. Activity 8 - Revisit baseline assessment/ wrap up (5 mins)

- **Ask the whole class** to reconsider the extent to which they agree that ‘If a relationship is good, it shouldn’t be hard work.’
- Draw out the difference between relationships being ‘hard work’ and the need to ‘work hard’ to ensure that relationships remain positive and strong, using the ‘gym analogy’ to emphasise that, like keeping fit, keeping a relationship healthy requires effort.

### SLIDE 13

Ask the whole class to reconsider the extent to which they agree that ‘If a relationship is good, it shouldn’t be hard work.’ Ask pupils to edit/add to what they

think about this based on their learning during the lesson. This will give teachers the opportunity to measure pupils' progress. It also provides a higher-level opportunity for pupils to recap key learning at the end of the lesson.

Try to draw out the difference between relationships being 'hard work' and the need to 'work hard' to ensure that relationships remain positive and strong. You may wish to use the 'gym analogy' from the video to emphasise that, like keeping fit, keeping a relationship healthy requires effort to normalise the message that healthy relationships take effort to build and maintain.

**SLIDE  
14**

**HOMEWORK TASK:** To finish, ask pupils to create a poster aimed at their year group setting out the key attributes of a healthy relationship. This can include the attributes discussed in the lesson but encourage pupils to think of and include additional attributes that they think are important. They should bring this to their next PSHE lesson.

The emphasis of the lesson has been on recognising healthy relationships but if this has stirred up uncomfortable emotions for any pupil they should be signposted to pastoral support (see above). Details of further support available are also listed below.

### Available support:

BBC Bitesize has further information on healthy relationships at:

<https://www.bbc.co.uk/bitesize/tags/zdnx8xs/healthy-relationships/1>

The Mix has a toolkit to assess whether a relationship is healthy and links to support at:

<https://www.themix.org.uk/apps-and-tools/is-my-relationship-healthy>

Relate has support for young people whose parents argue lots at:

<https://www.relate.org.uk/relationship-help/help-children-and-young-people/common-problems-children-and-young-people/my-parents-are-always-arguing-and-i-dont-have-anyone-talk>

Pupils who have concerns about their own relationship or homelife should be supported to contact Childline at: (<https://www.childline.org.uk/get-support/>)

Women's Aid has advice for teenage girls at risk of abuse at: <https://lovespect.co.uk/>

Men's Advice Line has advice for teenage boys at risk of abuse at:

<http://www.mensadviceline.org.uk/>