

# Year Six

## Lesson 4

Lesson length: 60 minutes

### Unit title: Being a respectful and responsible individual

Lesson title: Healthy and unhealthy relationships

Year  
6

#### Learning Objectives

To understand how important it is to know your own qualities

To be aware of and know how to and set your own boundaries and expectations

To reflect on the differences and similarities in different relationships

To know that there are qualities that are not conducive to positive relationships

**Activity** Begin the lesson by defining what a 'healthy' and 'unhealthy' relationship is. What type of characteristics do we expect to see in both? Make a list with the class. Explore the different types of relationships that people might find themselves in as they grow and mature. Discuss how friendships might change as young people move throughout puberty. Explore what might make friendships change.

As young people move into new friendships

- Why is it important to be clear about what you expect from the friendship/partnership?
- What are some of the qualities you would expect good relationships to have- are these the same in any type of relationship?
- What do you expect to give in a friendship?

#### Relationships and Health Education

##### Learning Outcomes

##### Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

##### Caring friendships

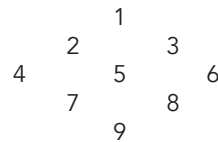
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

##### Respectful relationships

- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

##### Activity Ranking Qualities

In groups, sort the qualities then put them into a diamond 9 in order of importance.




- Take Feedback from groups - highlight that these qualities should be evident in friendships
- Discuss the importance of valuing the contributions of others in friendships - different friends bring different qualities. Valuing the contributions of others.
- Also, there is an expectation that you give as good or better than you receive

Now further the discussion and talk about unhealthy relationships identify what happen when a relationship becomes toxic?

- How could a person prepare so that they do not get hurt, targeted or used?
- Implementing personal boundaries in healthy relationships
- Identify what personal boundaries are - use definition
- Why they are important in any type of relationship?

Continued



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<p><b>Relationships and Health Education</b></p> <p><b>Learning outcomes</b></p> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> </ul>	<p><b>Activity</b> Ask pupils to work in pairs and come up with a selection of healthy boundaries and the benefits.</p> <p><b>Discuss</b> What are the signs of unhealthy boundaries?</p> <p>Statements:</p> <ul style="list-style-type: none"> <li>• Saying 'Yes' when you mean 'No'</li> <li>• Allowing people to continue with actions when you feel uncomfortable</li> <li>• Talking on a personal level when you have just met a person (in person/ virtual)</li> <li>• Completely trusting someone you have just met</li> </ul> <p>Which types of relationships do not respect personal boundaries?</p> <p><b>Expand discussion</b> Abuse in relationships (DV) Forced marriage, bullying in friendships, unpick why these do not respect a person's boundaries.</p> <p><b>Debrief</b> Pupils should have time to reflect on their feelings and emotions about their friendships and challenging relationships e.g. pupils could write a 'Top Tips' guide to managing friendships.</p>	
<p><b>Unicef Articles</b> Article: 3-6,8,12-16, 19, 31, 33-36</p>	<p><b>Resources</b> Qualities cards Paper Pens Statements You may want to invite Women's Aid to deliver a presentation for primary pupils on the issues of Domestic violence/Forced marriage</p>	<p><b>Key vocabulary</b> Domestic abuse Healthy Unhealthy Boundaries</p>

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respect	honesty	helpful
loyalty	communication	friendly
truthful	good sense of humour	trustworthy