

YOUR ACCESS TO PSHE ASSOCIATION MATERIALS AND INTELLECTUAL PROPERTY RIGHTS

PSHE education is the school curriculum subject designed to keep children and young people safe, healthy and prepared for life, and work, in modern Britain. The best PSHE education is a partnership between parents/carers and schools — and this includes transparency regarding curriculum content and materials.

We are therefore delighted to provide parent/carer copies of all PSHE Association member materials that cover RSE (Relationships and Sex Education).

This is an example of such a resource. It has been shared with you as a parent/carer by the school or individual who is a PSHE Association member.

We are happy to grant access on this basis of giving you full, personal access to the resource contents, but appreciate your adherence to the following requirements regarding intellectual property rights given the resource is otherwise only accessible to schools and individuals that subscribe to PSHE Association membership.

INTELLECTUAL PROPERTY RIGHTS

We are the owner or the licensee of all intellectual property rights in the materials. These works are protected by copyright laws and treaties around the world. All such rights are reserved.

You may print off one copy, and may download extracts, of any page(s) for your personal use as a parent/carer of a pupil at your child's school.

You must not modify the paper or digital copies of any materials you have printed off or downloaded in any way, and you must not use any illustrations, photographs, video or audio sequences or any graphics separately from any accompanying text.

Our status (and that of any identified contributors) as the authors of the materials must always be acknowledged. You must not use any part of the materials for commercial purposes without obtaining a licence to do so from us or our licensors.

You are not permitted to copy, share — electronically (including social media) or otherwise — any part of our materials in breach of these terms of use. Your right to use such materials will cease immediately upon such a breach and you must, at our option, return or destroy any copies of the materials you have made.



Relationship values

KS3 Year 8 Lesson 1

© Medway Council 2021



Learning objective

- We are learning to develop realistic and healthy relationship values and expectations.

Learning outcomes

- I can reflect on and articulate relationship values
- I can identify health and unhealthy relationship behaviours and suggest ways to respond

© Medway Council 2021

Values



What do we mean by the word values?

1. Think quietly to yourself
2. Chat to a partner
3. Get ready to share with the class

© Medway Council 2021

Relationship values

Prima has been dating Dee for 6 months and they've had a great time so far. But there's been one big row – Prima has been hanging out with her ex and it's making Dee feel uncomfortable.

When Dee complains about it, Prima accuses Dee of being paranoid and dictating who she spends time with. Prima feels her social life and freedom are too important to her to compromise on.

Dee's now feeling really unsure as Prima didn't mention she'd met up with her ex last night – as if Prima's keeping it a secret.

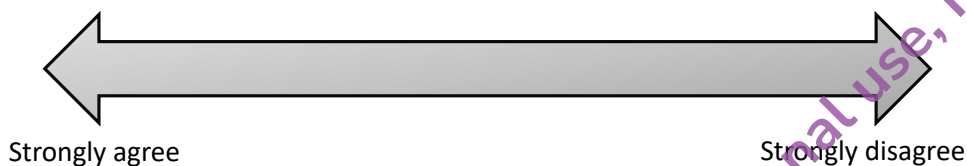
What values seem important to each of the characters in this relationship?

What advice would you give to the characters?

© Medway Council 2021

Values continuum


Place the statements on a continuum line to show the extent to which you agree or disagree with them.



© Medway Council 2021

Red flags: part one





What relationship red flags and warning signs are discussed in the film?

© Medway Council 2021

Red flags: part two

Read through the relationship red flags.



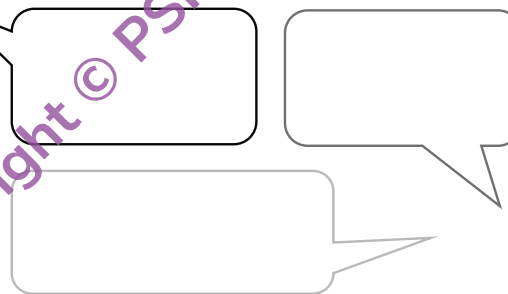
1. Are there any red flags you feel are missing from the list?

2. Consider which could be solved using effective communication and which are indicators of a coercive relationship.

© Medway Council 2021

Exiting a relationship

Draw three speech bubbles with examples for how a person might start a conversation to appropriately end a relationship.



© Medway Council 2021

Relationship scenarios

Read the relationship scenarios and highlight behaviours in the following colours:

- red – behaviours which are concerning
- orange – anything that is not quite right
- green – positive relationship behaviours



For any concerning behaviours you have highlighted, what should the characters do to make sure they are safe?

© Medway Council 2021

Relationship scenarios: key points

Scenario 1

Jamil and Amari have swimming in common which provides a positive way to connect.

Having conversations to figure out what each other is happy with – ‘checking in’.

Jamil went to a friend’s party without inviting Amari.

Amari’s upset so they don’t go to the swimming game as agreed.

Scenario 2

Jenna and Harry are already friends which shows they can enjoy time together.

Jenna is rushing Harry into moving faster than he wants to, based on behaviour in previous relationships.

© Medway Council 2021

Relationship scenarios: key points

Scenario 3

Veeda and Edris have similar values as they share a common culture and faith.

They enjoyed seeing each other at family events.

They discussed and agreed that there will be no intimacy before marriage as this is in-keeping with their culture and faith.

Veeda and Edris want the relationship to move at a different pace. (‘It depends’ as there is no evidence that they discussed their differences.)

Veeda is being pressured into a (potentially forced) marriage abroad.

© Medway Council 2021

Relationship scenarios: key points

Scenario 4

Taylor and Addison seem quite happy together.

Taylor gets upset when Addison messages and goes out with friends.

Addison put down on going out with friends to make Taylor happy. (Note that a reasonable request for a partner to spend a balance of time between friends and their partner is different to stopping someone seeing or messaging their friends.)

Taylor has taken Addison’s phone and was violent towards them.

© Medway Council 2021

Signposting support

If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted member of staff in the school

Visit:

- A Better Medway: www.abettermedway.co.uk
- Brook: www.brook.org.uk/help-advice
- Childline: www.childline.org.uk 0800 1111
- Freedom Charity www.freedomcharity.org.uk 0845 607 0133
or text 4freedom to 8802



© Medway Council 2021

More activities

Advice flyer

Investigate the different sources of help with relationship difficulties and create a flyer which explains what support each organisation can provide.



© Medway Council 2021

Parent/Carer copy (for personal use, not to be shared).
Copyright © PSHE Association 2023
Parent/Carer copy (for personal use, not to be shared).
Copyright © PSHE Association 2023