**FACILITATORS NOTES**

**Session NINE: HEALTHY RELATIONSHIPS**

Key Stages 3 and 4

|  |  |
| --- | --- |
| OVERVIEW: | This session considers what constitutes a healthy or unhealthy relationship by comparing and contrasting different relationships using Beth and Elisha's experiences. |
|  |  |
| LEARNING OBJECTIVES: | *SKILLS*   * Talk about sexual relationships and associated feelings * Detect emotional nuances, from tone of voice and body language * Recognise when others are taking advantage and resist it * Resist pressure to behave in a way which would make them feel uncomfortable   *KNOWLEDGE*   * Know that there are different social norms in society today in sexual relationships and family life * Understand the pressures on relationships and the changing nature of them * Have a sense of their own identity and know the roles they have and want to have * Understand what exploitation in relationships means   *ATTITUDES AND VALUES*   * Have a sense of purpose about their future * Be positive about the control they have over their own behaviour * Consider whether personal values and attitudes have to be the same as other people’s * Respect that peoples have different needs in relationships |
|  |  |
| PSHE Key Concepts | **Personal Identities**   * Understanding that identity is affected by a range of factors, including a positive sense of self * Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self esteem * Understanding that self-esteem can change with personal circumstances such as those associated with family and friendships   **Healthy Lifestyles**   * Recognising that healthy lifestyles and the well being of self and others depend on information and making responsible choices * Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives and that there is help and support available when they are threatened * Dealing with growth and change as normal parts of growing up   **Risk**   * Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations. * Appreciating that pressure can be used positively or negatively to influence others in situations involving risk * Developing the confidence to try new ideas and face challenges safely individually and in groups   **Relationships**   * Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised * Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups teams and communities is important. * Understanding that relationships cause strong feelings and emotions   **Diversity**   * Appreciating that in our communities there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation * Understanding that all forms of prejudice & discrimination must be challenged at every level in our lives |
|  |  |
| YOUNG PEOPLES SERVICE | **CURRICULUM TOPICS**   * **Alcohol** * **Crime** * **Harm Reduction** * **Illegal drugs** * **Impact on relationships, sexual health** * **Impact on personal safety** * **Peer pressure and belonging** * **Physical health** * **Role of media** * **Law and consequences for young people** |
|  |  |