



**RELATIONSHIPS AND
SEX EDUCATION**



Sex, the Law & Consent

**Monday, 05
October 2026**

Relationships and Partners

LEARNING OUTCOMES

Knowledge, Skills
& Actions



To understand the meaning of a healthy relationship

To understand the non-physical characteristics someone might look for in a future partner

To understand the factors necessary to develop a healthy relationship

NEW VOCABULARY



Relationships, Affection,
Bonding, Attraction,
Independence, Expectations



GROUND RULES



Be open and honest
No Personal Comments
Discussions must be about
'general situations'



You don't have to say
things about yourself if
you don't want to

It's OK to be embarrassed
by a topic but don't show
that you are embarrassed
through silliness



Be Respectful

Listen & don't interrupt others
Only 1 person talking at a time
Use the agreed appropriate
Language (Avoid slang terms)



Don't Make Assumptions
about people's values,
attitudes, behaviours, life
experiences or feelings

PSHE CLASSROOM RULES

DEALING WITH SENSITIVE TOPICS

SAFEGUARDING YOUR WELFARE & HAVING YOUR INTERESTS AT HEART

There are **no stupid questions**
It's OK to get things wrong

Be Non-Judgemental
No put-downs. Challenge
the opinion, not the
person



Conversations on sensitive
topics stay in the
classroom unless it is a
safeguarding issue

Enjoy the lesson, challenge your perceptions and understand how to seek further advice and support

HOW?					
WHAT?					
WHERE?					
WHO?					
WHY?					
PAIR & SHARE THOUGHTS & FEELINGS	SECOND				
	DID?	MIGHT?	COULD?	CAN? / WILL?	IS? DOES?
 Tasks	Use the grid above to help you come up with three questions about the image				2 Minutes 

The image features a romantic scene with a couple's silhouette in the foreground. They are standing on a grassy hill, looking at each other. The background consists of layered mountain ranges under a warm, orange-hued sky. A large thought bubble is positioned on the right side of the image, containing the text. The overall mood is intimate and contemplative.

**What should you
look for in a positive
healthy relationship?**

Healthy Relationships



8 Habits of Healthy Relationships

Task: Pick one or two coloured hats and answer all the related questions



5 Minutes



What facts do I know? What else do I need to know? What do I want to know?

INFORMATION



How do I feel about this? What don't I like about this? What do I like about this?

FEELINGS



Can something be done? New ideas? What are the solutions/suggestions?

CREATIVITY



What thinking is needed? Next steps? Where are we now?

THINKING



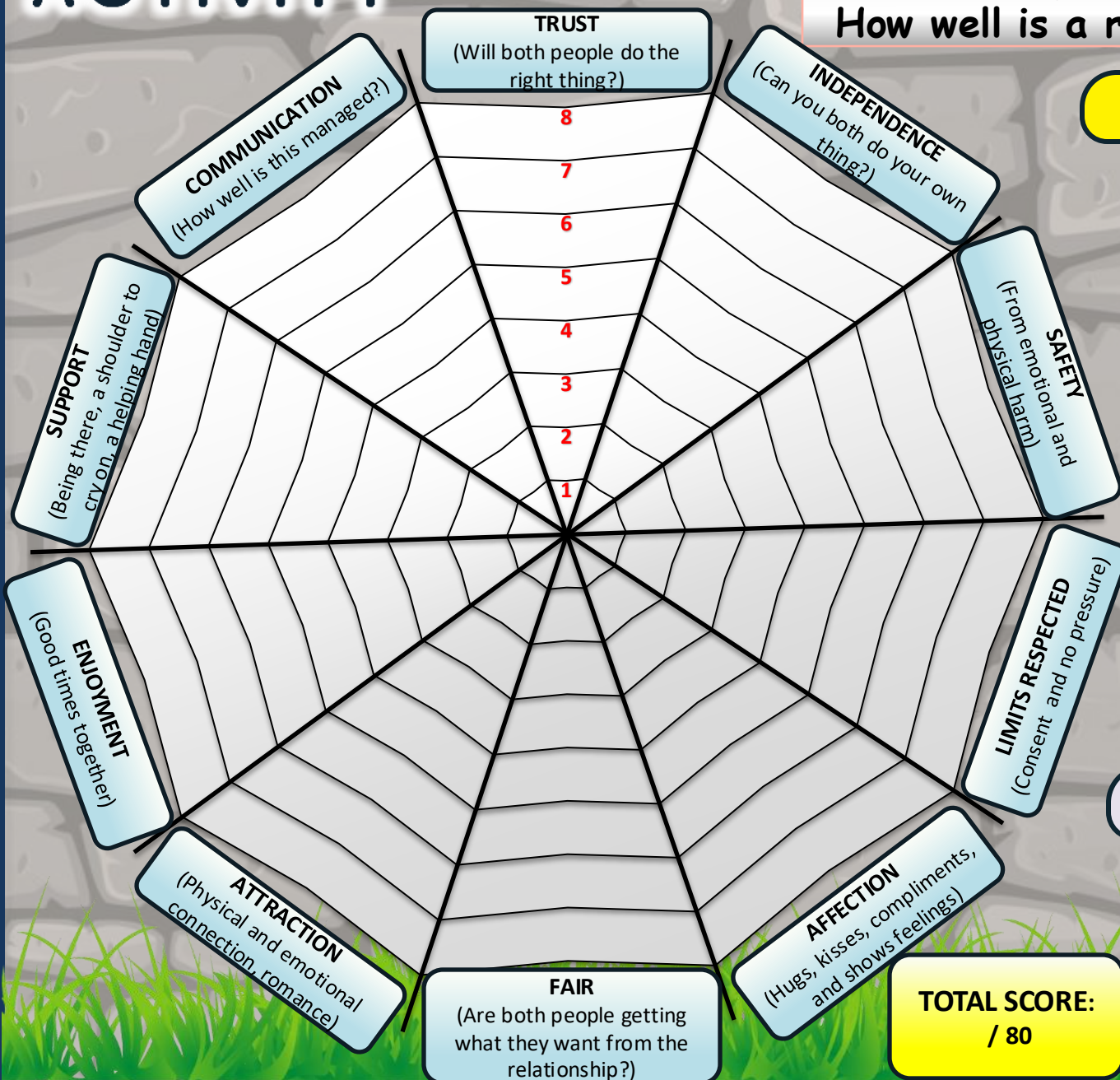
What is wrong? Is it safe? Can it be done?

JUDGEMENT

ACTIVITY

Relationships & Love Spiderwebs

How well is a relationship working?



Task

Think about either a personal relationship, or a relationship of a tv couple (from a soap opera or Netflix show).

Complete the handout based on this relationship

TASK OR CHALLENGE

Challenge

If you were to create your own Relationship Spiderweb, what 10 categories would you choose?

Think About These Romantic Relationships

Homer and Marge
Simpson

Aladdin & Jasmine

Kate Middleton &
Prince William

Meghan Markle &
Prince Harry

Ryan Reynolds and
Blake Lively

Barack and
Michelle Obama

Task

Give them a score from 0-10 for each area of their relationship, or N/A if you are unable to tell. Explain whether you think this is a healthy, respectful relationship or not. Suggest three areas that need to be worked on in order to improve.

SUPPORT

(Being there, a
shoulder to cry on, a
helping hand)

COMMUNICATION

(How well is this
managed?)

TRUST

(Will both people do
the right thing?)

SAFETY

(From emotional
and physical harm)

AFFECTION

(Hugs, kisses,
compliments and
show feelings)

ENJOYMENT

(Good times
together)

INDEPENDENCE

(Can you both do
your own thing?)

FAIR

(Are both people
getting what they
want from the
relationship?)

LIMITS

RESPECTED
(Consent and no
pressure)

ATTRACTION

(Physical and
emotional
connection,
romance)

Relationship Scenario

“Rachel and Ross have been hanging out together lately after school at the local coffee shop. One day, while they were alone together, Rachel put her head on Ross’s shoulder. He then put his arm around her, there was a lot of body contact, and Rachel kissed Ross lightly on his neck. A week later, when Ross was flirt texting Rachel, she told him that she couldn’t “reciprocate” his feelings! Rachel ignored Ross for the next week. Then, she started texting him again with flirty texts. Ross doesn’t know what to do. Should he just be friends, try for something more, just link, or ignore her”

Task

Give them a score from 0-10 for each area of their relationship or N/A if you are unable to tell. Explain whether you think this is a healthy respectful relationship or not. Suggest three areas that need to be worked on in order to improve.

SUPPORT

(Being there, a shoulder to cry on, a helping hand)

COMMUNICATION

(How well is this managed?)

TRUST

(Will both people do the right thing?)

SAFETY

(From emotional and physical harm)

AFFECTION

(Hugs, kisses, compliments and show feelings)

ENJOYMENT

(Good times together)

INDEPENDENCE

(Can you both do your own thing?)

FAIR

(Are both people getting what they want from the relationship?)

LIMITS RESPECTED

(Consent and no pressure)

ATTRACTION

(Physical and emotional connection, romance)

ACTIVITY

CLASS ACTIVITY - FIND A LARGE SPACE



Rule 1

Sit in a large circle around the continuum line

Rule 2

Everybody will be given one or two cards

Rule 3

Take turns to place one, and explain why

Rule 4

At the very end you all take turns to move one of the cards already placed and must explain why

ACTIVITY

SMALL GROUP ACTIVITY



Rule 1

Lay out the categories

Rule 2

Shuffle the cards and hand them out

Rule 3

Take turns to place one, and explain why

Rule 4

At the very end you all take turns to move two of the cards already placed and must explain why

COMPLETELY
AGREE



AGREE



IT DEPENDS



DISAGREE



COMPLETELY
DISAGREE



Think about the things
that change when people
get older, and the things
that stay the same.

What does the class look
for in a partner?

Look for in a partner (Click to highlight)

Money

Fit Body

Morals

They Can
Make You
Laugh

Body Shape

Their Size

Honesty

Caring

They
Respect You

Nice Face

Height

Same
Interests

Their
Religion

Maturity

If They Are
Cool

Commitment

Intelligence

Personality

Nice
Features

Modesty

Their Age

Their
Background

Open About
Their Family

How They
Smell

Fashion
Sense

Music Taste

Their Job
Or Career

Confidence

Nice Family

Their
Reputation

What Do You Think?



“Young people care too much about the way someone looks when it comes to choosing a boyfriend or girlfriend ”

Talking Points



I think that ...
I don't think... is right because...
My opinion is...
I would argue the same because...
I disagree with... because...
Building on what... said. I think...
An alternate way of looking at this is...
I sort of agree, however....
I would challenge what.. said because ...

Do you agree or disagree? Why?

Can you add to the statement?

Do you have a question about the statement?

Would you like to challenge what is being said?

Do you have an alternative idea?





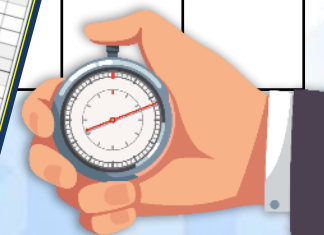
REVIEW YOUR LEARNING OUTCOMES

ASSESSMENT
FOR LEARNING

CONFIDENCE CHECKER



AFTER THE LESSON	NOT CONFIDENT				CONFIDENT				VERY CONFIDENT	
Knowledge, Skills & Actions	1	2	3	4	5	6	7	8	9	10
I understand the main features that help to build a healthy relationship										
I know a range of non physical characteristics to look for in a partner										
I am able to evaluate if a relationship is positive and healthy or not										



3 Minutes



Complete the confidence checker of where you think you are at for this lesson

(Discussion or complete sheet)



I'm not confident at all on this topic



A little confident



Confident



Very confident



I am super confident on this topic



IMPORTANT INFORMATION



2 Minutes



FOR MORE INFORMATION ABOUT THE TOPICS COVERED IN THIS UNIT
WE WOULD ADVISE ONE OF THE BELOW:

SPEAK TO YOUR PARENTS/GUARDIANS, HEAD OF YEAR,
A TRUSTED ADULT OR FRIEND.

IF YOU HAVE ANY CONCERNS ABOUT YOURSELF OR SOMEONE YOU KNOW.
IT IS IMPORTANT TO SPEAK UP AND TELL SOMEONE!

SPECIFIC FURTHER INFORMATION ON THIS TOPIC CAN BE FOUND HERE:

- ☐ <https://www.loveisrespect.org/> : This website is dedicated to providing information and support to young people who are experiencing dating abuse.
- ☐ <https://www.gottman.com/> - provide a research-based approach to relationships
- ☐ <https://www.childline.org.uk/> - support on all sorts of topics
- ☐ Call the national sexual health helpline on 0300 123 7123 for details

RELATIONSHIPS
& SEX EDUCATION

SEEKING
SUPPORT

REFLECTION PLENARY



A problem I overcame today was...

**Before I only knew...
now I also know...**

**The key words for this lesson
were...**

I'm really proud of the way I have...

Today I have tried to...

**The most important thing I have
learnt today is...**

I used to feel ... but I now feel ...

**Before I would have done...
Now I will ...**

Next lesson I would like to...

**A question I would like to ask
is...**

**I would like to learn more
about...**

**I know if I need further support
or help I could speak to.... or
contact...**

**I now know I can supported
others by...**

**One thing I didn't realise was...
this will help me to...**

2 Minutes

