

SRE LESSON PLAN

Personal Relationships & Diversity

**Suggested
Year Group 7**

Unit Aims:	To understand that people have multiple roles and responsibilities in relationships and that making positive relationships important. To know the qualities that form positive relationships
Lesson duration:	1 hour
Organisation:	Mixed Sex
Resources required:	<ul style="list-style-type: none"> ✓ <i>What is a Relationship</i> ✓ <i>Relationship Qualities</i> ✓ <i>Relationship Scenarios</i>

Intended Learning Outcomes:

- Know that there are different types of personal relationships
- Start to consider their own feelings about different sexual relationships
- Explore the qualities that help to make a positive relationship
- Discuss ways to negotiate within relationships and start to develop the skills needed to minimise risk/harm in a relationship
- Know where they can access age appropriate help and support in and out of school

Introduction:	Time	Grouping
1. Ground Rules In a circle, go through the ground rules that you have set for these lessons. Ensure you explain - don't ask personal questions, confidentiality and the right to pass.	5 mins	Whole Group
2. What is a relationship? (a) Define what a relationship is (Using <i>What is a Relationship</i> resource) (b) Brainstorm 'Who do I have relationships with'? Explain that the type of relationships that the lesson will concentrate on is personal relationships. Define what a relationship is. Each group tries to define what a relationship is. <i>To ensure inclusivity do not use the words your boyfriend/girlfriend, use the word partner instead. Avoid confining the discussion to heterosexual relationships.</i>	20 mins	Whole Group
3. What qualities make a good/bad relationship? Students can use the enclosed <i>Relationship Qualities</i> cards to decide if the quality helps to make a good or bad relationship. Students can either use the enclosed cards which you will need	15 mins	Small Groups

<p>to cut up and laminate and have enough for the number of groups you have in your class between or you could use blank cards and ask the students to write their own words for qualities which make a good/bad relationship.</p> <p>The aim of the activity is for the students to discuss the words and to place them into two piles according to whether the word contributes to helping make a good/bad relationship. (Some words could be in both columns and the discussion should be led by the facilitator as to why they can be both)</p> <p>4. Scenario activity Students discuss the <i>Relationships Scenarios</i> in small groups and come up with a list of recommendations they could make to the young people involved.</p> <p>Before you use the scenarios check the names of the students in your class, the names in the scenarios should be different ones to the names of your students otherwise you might be personalising a situation unintentionally.</p> <p>Use the scenarios provided, give one to each group, (cut them up and make them into cards first). Ask the students in groups to discuss the scenarios and come up with a list of recommendations which might help the young people in each of the scenarios.</p> <p><i>Make reference to both same and opposite sex relationships to ensure inclusivity. Scenario 2 could be two females or a male and a female (to balance it out it might be best if the students discussed it as if it was two females), scenario 3 is two males.</i></p>	<p>10 mins</p>	<p>Small Groups</p>
<p>5. Feedback from Relationship Scenario activity Allow each group a few minutes to feedback their discussions to the whole class.</p> <ul style="list-style-type: none"> • What is the difference between those relationships and other relationships they may see in their lives? • What are some of the issues that came out? <p><i>Explain that there is always someone that young people can talk to if they need any help, (give examples of people from your own school).</i></p> <p>Conclude by stating that: Being in a relationship, or fancying a person is not easy, and that sometimes the other person will not feel the same way as they do, discuss feelings of hurt, rejection fear of doing things wrong, guilty about doing things their might not approve of. <i>(You might want to discuss conflicting religions here too, especially if it is relevant to your group).</i></p>	<p>10mins</p>	<p>Each group feedback to whole class</p>