

Name

Class

Tutor
Group

Year 7 – Personal Development

Relationships: Building Healthy Relationships



KEY VOCABULARY LIST

Ground Rules	Boundaries that a class sets at the start of a Personal Development lesson
Gender Stereotype	Pre-judged ideas about how men and women are expected to act, speak, dress, and conduct themselves
Banter	Playful and friendly exchange of teasing remarks which can be damaging
Bullying	The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online
Consent	An agreement which is given willingly and freely without threat or fear, and by a person who has the capacity to give their agreement

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EXPECTATIONS

- Always write in black or blue pen.
- Always use a ruler for straight lines.
- If you make a mistake, cross it out with a single line.
- Always draw diagrams, tables and graphs in pencil with a ruler if necessary.
- Always mark and correct your work in green pen.
- Respond to any feedback your teacher gives you in green pen.
- Take pride in your work, make it neat!
- All tasks should be completed in silence and by yourself unless your teacher tells you otherwise.

What is Personal Development?

In Personal Development lessons you will be taught about three key topics. These include:

- **Health and Wellbeing** (E.g. Healthy eating, mental health, puberty and self examination)
- **Relationships** (E.g. Healthy relationships, respect for others, consent and sexual harassment)
- **The Wider World** (E.g. The law, citizenship, anti-discrimination, finance and careers)

Sometimes these lessons are called **PSHE**. This stands for **Personal, Social, Health and Economic Education**.

In Personal Development, you will learn about **British Values**. These are:

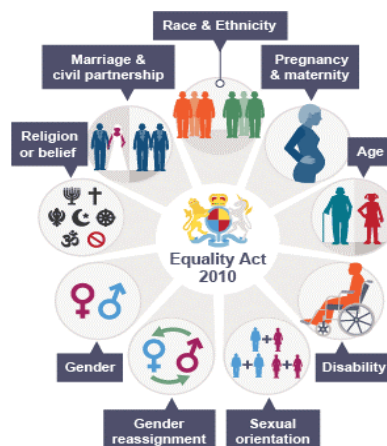


1. Democracy
2. Rule of Law
3. Tolerance of different cultures and religions
4. Mutual respect
5. Individual liberty

In Britain, our **British Values** are protected in the law. In Personal Development, you will learn to recognise **protected characteristics** which are part of the **Equality Act 2010**. This law helps to stop **discrimination** and ensure everyone is treated fairly. There are 9 protected characteristics, these are:



1. Race and ethnicity
2. Pregnancy and maternity
3. Age
4. Disability
5. Sexual orientation
6. Gender reassignment
7. Gender
8. Religion or belief
9. Marriage and civil partnership



Personal Development – Ground Rules

Some topics in Personal Development may be challenging depending on your own experiences. Therefore, it is important that there are clear **ground rules** for every lesson. Every scholar will follow these in lessons so everyone feels comfortable.

Class Task: As a group, agree on your ground rules for Personal Development lessons and write these below. The teacher will refer to these ground rules regularly so that all scholars feel safe and able to share ideas.



Ground Rules

1	
2	
3	
4	
5	

Subtopic 1 – Healthy and unhealthy relationships

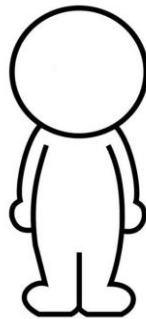
Learning Objectives

- Identify the qualities of healthy and unhealthy relationships

Do Now: Consider the traits you like in yourself now, your friends, what you would look for in a partner and finally who you would like to be in the future. **There are some ideas on P29 to help.**

a. Me now

b. Me in the future



b. My friends

d. My partner



Silent &
Solo

Qualities of a healthy relationship

Knowing our own qualities as well as qualities we like to see in others, can help us to find healthy relationships. Although some qualities that we seek in friends and partners are unique to us, there are also some qualities **all healthy relationships** should include. For example:



- **Respect** – Each person has their own **individual freedoms**. Boundaries are respected and there is equality, no one person has more power than the other.
- **Communication** – Each person will talk to each other and **actively listen**, removing distractions and giving the other person time. There will be forgiveness and affection, as well as kind disagreements and understanding when conflicts happen.
- **Safety** – Each person will always feel supported by the other, especially in difficult times. Each person will act with honesty and trust.



Turn and Talk: What qualities are the **most important** in maintaining a healthy relationship?

Task 1: Read the statements below. Highlight examples of **healthy behaviours and unhealthy behaviours**.



	Healthy behaviours		Unhealthy behaviours
1.	Jess has left it until the last minute to do her homework. She urgently needs the computer but her brother is using it with his mates. He doesn't let her use it when she asks so she pulls the wires out to stop his game.		
2.	When a girl Lee likes starts spending time with him on a school trip, he wonders whether she might want to date him. His mates say he should whistle at her and tell her she looks hot. He follows their advice but she just looks really shocked and walks away.		
3.	Georgie wishes she saw more of her girlfriend but Yana is always so busy. That weekend, Georgie sees Yana in the shopping centre with friends so invites her to grab a milkshake together, but Yana tells Georgie she's busy and will message her some time to hang out.		
4.	Jackson wants to end his relationship with his girlfriend. He felt pushed into having a girlfriend by his friends, who kept saying he should go for it and 'be a man'. But now he just finds it awkward, so he decides to ignore her in school and not respond to her messages. He uploads an image to his social media that just says 'Single again'.		
5.	Danny's boyfriend Shane is borrowing money from him. When Danny says 'no', he humiliates him in front of their friends and threatens to tell everyone Danny is a bad kisser if he says no.		

Challenging gendered expectations

Some people believe that there are clear roles in relationships – certain behaviours expected of boys and other behaviours expected of girls. These are known as **gender stereotypes**.



In a survey in 2023, 9% of people agreed that "a man's job is to earn money and a woman's job is to look after the home". In the mid 1980s, this was 48%.



Show me: More examples of a gender stereotypes

Turn and Talk: Do you think some gender stereotypes are a good thing?



Task 2: Read the statements below, each is related to a gender stereotype or gender expectation. Answer the questions which follow.

1.



My boyfriend says it is his job to make sure I'm safe. He walks me to every lesson, sits with me at break and lunch and meets me at the gate when it is home time. He walks me back to my front door every day. I sometimes wish I could walk with my friends, but I know I shouldn't question him.

What are your views on this?

How can we challenge this behaviour?

2.



I cried when my girlfriend and I split up - it really hurt. One of my friends told me to 'man up' but another said I should go out with them when I needed a distraction - that really helped me. I think that stuff about boys not showing their feelings is old news and not a good way to be. Being open with friends meant they could help me out and I got over the breakup quicker.

What are your views on this?

How can we challenge this behaviour?

Reflection task: Summarise what you should expect in a healthy relationship.

Subtopic 2 – Safe online relationships


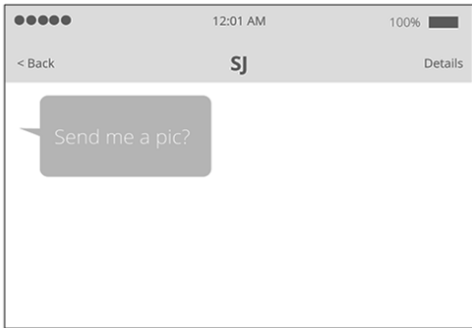
Learning Objectives

- To learn about the benefits, challenges and risks involved in the use of social media and about the ways to manage risk online

Do Now:		
1. Write down 3 British Values		
2. Name 3 qualities you would find in an unhealthy relationship (e.g. dishonesty)		
3. Give 2 examples of what you might see in a healthy relationship		
4. What are protected characteristics?		
5. Give an example of 3 protected characteristics?		

In the first subtopic, you looked at healthy and unhealthy behaviours in relationships – but what about online relationships? Some people use their phone to send messages and visit online chat rooms where they can talk to people online. In Personal Development, everyone must learn about staying safe online, the signs of healthy and unhealthy relationships online and where to report concerns.



Baseline Activity: Look at the image below and complete the questions	
 <p>Silent & Solo</p> 	a. What does this message make you think?
	<hr/> <hr/>
	b. When might someone say this?
	<hr/> <hr/>
c. What might happen next?	
<hr/> <hr/>	

Young people may decide to chat online for many different reasons, often it is a quick way to stay in touch with friends when you can't be close to them. Some young people have positive experiences online and only talk to people they know and trust. Others, however, engage in conversations which put them at risk, sometimes with people they don't know, which can lead to negative experiences online.

Legal Ages

- You must be 13 to use Facebook, Twitter, Snapchat or Instagram
- The legal age for using WhatsApp is 16
- YouTube users must be 13+ (meaning parental permission is needed until you are 18)




British Values



Turn and Talk: Do you agree or disagree with the legal ages above? Why?

Task 1: Read the online conversation below and answer the questions which follow. As you are reading, think about how healthy the relationship is.

JR
Listening to this right now...



DC
Love it

JR
Same
It could be our song now 😊

DC
😊
What u doing?

JR
Nothing much

U?

DC
Need to go to the shop for some food

JR
Nice, I'm so bored

DC
Ummm, so I wanted to tell you something...

JR
Yeah...?

DC
You looked sexy today

JR
Awww
Thx
U did too

DC
😊

JR sent an image

DC
Wow, you look 🔥 in that
😊

JR
Thanks!
Lookin forward to seeing you tomorrow ❤️
Not lookin forward to our test tho haha

DC
Yeh me too
Off to the shop now
Gonna play our song on repeat 😊

JR
Haha 😊

DC
I'll message you later on x

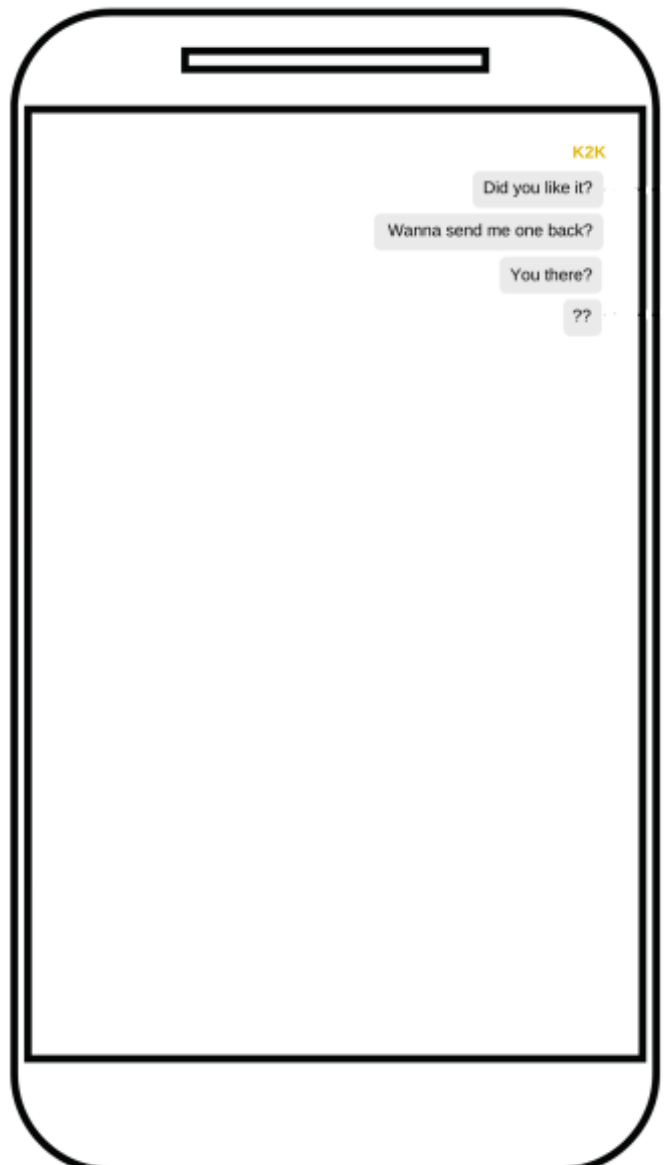
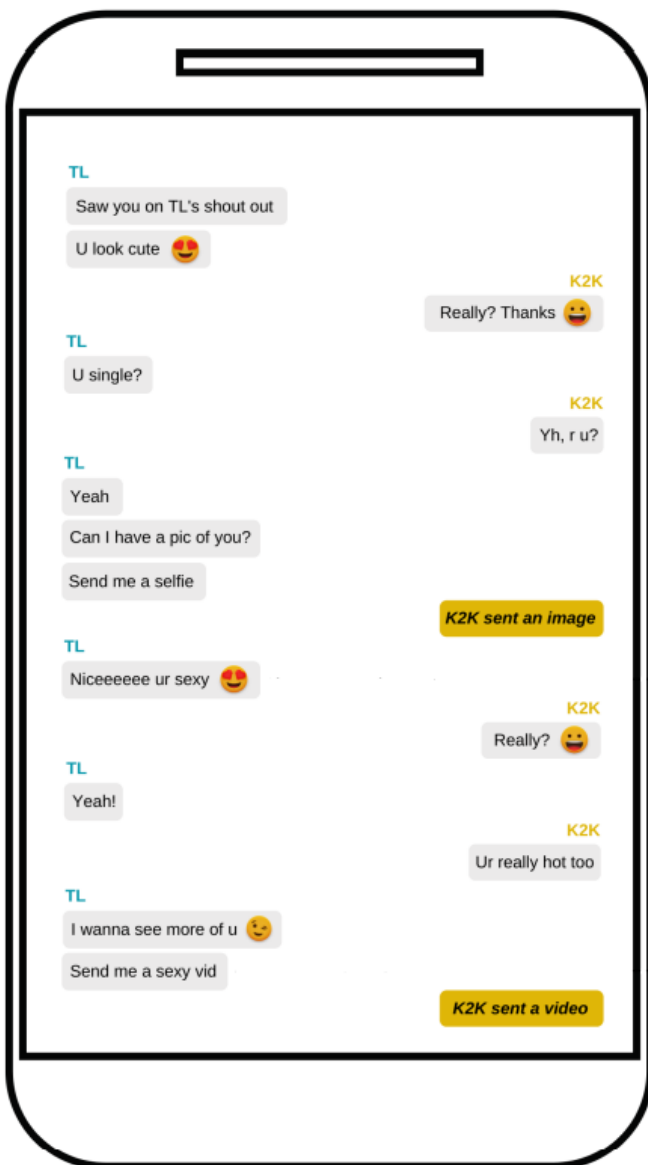
JR
Ok babe x

Task 2: Answer the following questions:

a. What is happening in this chat?

b. What type of relationship does it show? Explain why you think this.

c. Write down 3 words to explain how JR and DC might be feeling about this chat?



Task 3: Answer the following questions:		
a. What is happening in this chat?		
b. Write down 3 words to explain how K2K might feel?		
c. How does this conversation differ to the previous conversation with DC and JR?		

What does the law say about sending nude images?

- It is an offence for a person to take, distribute, possess, or publish indecent photographs of a child under 18
- This law was created to **protect** young people
- The police work under clear guidance that young people should not be criminalised for sending nude images of **themselves**
- However, it's always wrong to share nude images of another young person without their **consent** and in cases like this, there is the possibility that the police may get involved
- If you have any worries at all about an incident involving nudes, you can get help from **CEOP** or **Childline**.



Reflection task: Return to Task 1. In the space below, write down how you would respond to this text message:
Why would you respond in this way?

Subtopic 3 – Managing conflict

Learning Objectives

- To learn to recognise hurtful behaviours and strategies to manage conflict

Do Now:

1. What is a gender stereotype?

2. Give an example of a gender stereotype

3. What 3 words describe a healthy relationship?

4. Why might someone decide to talk to someone online?

5. Which 2 organisations could you speak to about someone forcing you to send a nude image?

Baseline Activity: Read the diary extract below and answer the questions which follow.

Something happened at school today. I know it wasn't right, but I don't know what to do. It happened with someone else in class. They thought it was funny, but I didn't. My friends thought it was funny too. I wanted to stay 'stop'. I wasn't expecting it and it made me feel uncomfortable. I was really embarrassed. Now I feel worried about going into school tomorrow in case it happens again.



Silent &
Solo

Lexi

a. What might have happened?

b. What is the problem with what has happened?

c. What can Lexi do about it now?



Turn and Talk: What is the difference between banter and bullying?
If something is **just banter** does this mean it is ok?

It is unclear what has happened to Lexi, but it has certainly upset her even though others in class seem to have found it funny. Often someone might suggest that their behaviour is ‘**just banter**’ but this is never an excuse for treating someone in a way that makes them feel uncomfortable.

Bullying is:

Intentional	Hurtful	Repetitive	Involves a power imbalance
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Just because ‘banter’ doesn’t include all these doesn’t mean it’s acceptable. All offensive, threatening, violent and abusive language and behaviour is **always** unacceptable. This includes any negative language or behaviour about a **protected characteristic** under the **Equality Act 2010**.



Protected Characteristics

Importantly, just because you think something is banter or a joke doesn’t mean other people will. Many people won’t feel confident to speak up if they are offended by something. They might even go along with it so as not to draw attention to themselves. It is important that you are aware of how you make others feel with your words and actions.

It’s not banter if....					
1. You would be upset if someone said it to you	2. It’s hurtful	3. You’re not friends	4. Someone’s asked you to stop	5. The target isn’t laughing	6. It focuses on someone’s insecurities.



Banter or Bullying?

Task 1: Read each behaviour and tick whether you think it is ok, not ok or it depends.			
Behaviour	Ok	Not ok	It depends
1. Spreading rumours about someone and who they fancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Swearing when you are talking to someone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Lifting up someone's skirt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Sending someone a video that you think is funny	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Giving someone a hug	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Making someone kiss someone else	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Telling someone they look nice today	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Telling someone to 'stop being gay'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Taking something out of your friend's bag	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Telling someone to stop saying hurtful things about someone else	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

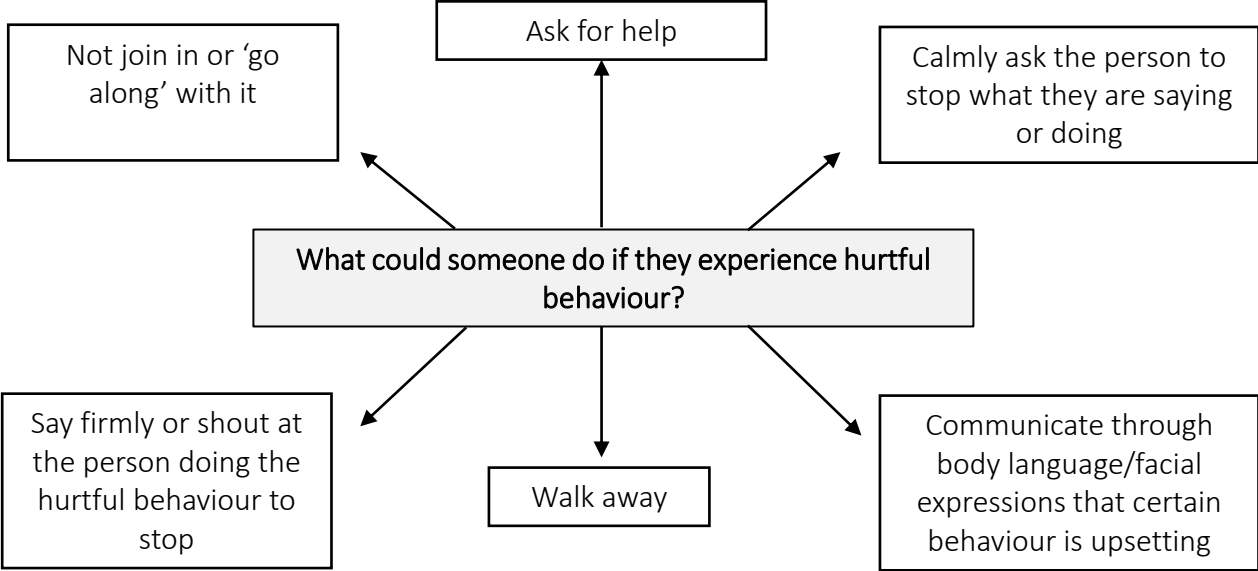
Respectful and disrespectful behaviours

- Respectful or disrespectful behaviour can be through actions or how someone speaks
- Respectful behaviour is acceptable and desirable. By treating each other with respect, we can create a fair environment for everyone
- Disrespectful behaviour is hurtful to others and the opposite of respectful behaviour
- Respectful behaviours include being polite, noticing personal space, asking for consent/permission, considering other people's feelings
- Disrespectful behaviours include being impolite, doing something to someone without asking first, excluding others, not being considerate to other people's privacy or feelings, doing something which might make someone feel uncomfortable or unsafe.



Turn and Talk: What should someone do if they experience hurtful behaviour?

Task 2: Answer the questions below
1. What could someone do if unacceptable behaviour happened to them?
.....
2. What could someone do if they saw (or heard) unacceptable behaviour happening to someone else?
.....



After the incident has occurred, the person should:

- inform a trusted adult such as a teacher, parent, or carer
- talk to a friend for support, or ask for more help or advice if they want it

Task 3: Read the scenarios below and answer each question:



Samia

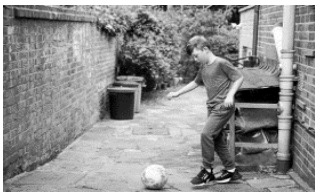
Saima’s class were getting changed for PE. Some of the other girls started whispering to each other and laughing. They were looking at Saima. Saima turned away and tried to ignore them. She could feel them staring at her. Then she heard one of them say something nasty about her body.

The others laughed. Saima felt her face turn red. She quickly pulled on her t-shirt. The girls ran out to the playground, giggling. Saima sat down to lace up her trainers. She didn’t want to join them.

How might this person be feeling?

What might they be thinking?

What could they do next?



Jack

Jack and his friends share pictures of football players all the time. They swap player cards and make collections of their favourites. One of the friends showed the others a photo of woman in her underwear. He said it was rude but very funny.

Jack didn't want to look at it, but the others did, so he looked too. Jack just wanted to play football and swap player pictures. He didn't want to see photos like this, but the friend sent more photos like this to the group.

How might this person be feeling?

What might they be thinking?

What could they do next?



Estelle

Estelle was lining up outside a classroom when it started happening. It was a joke at first. Pulling her hair or slapping her bottom seemed like silly fun. But then it was happening a lot and not just to her. Then it started happening at other times during the school day.

Sometimes it hurt, and it was embarrassing. She asked them to stop, but she was ignored. Estelle was starting to think that this was just part of growing up and there was nothing she could do.

How might this person be feeling?

What might they be thinking?

What could they do next?

Reflection– Return to Lexi's diary entry from the start of the subtopic. Using a different coloured pen add to or change your original ideas

Subtopic 4 – Consent

Learning Objectives

- To learn about what consent means and what it looks like in practice

Do Now:

1. Name 2 British Values

2. Give an example of a healthy relationship behaviour

3. What can you report to CEOP?

4. What is the difference between banter and bullying?

5. What could someone do if they experience hurtful behaviour?

Baseline Activity: Add your ideas to each section of the diagram below

Synonyms: What other words have a similar meaning?

Example: When might someone need to ask for consent?

Consent



Silent
& Solo

Context: Where have you heard this word used before?

Behaviour: How might someone know that someone is giving their consent?

What is consent?

Consent: is an agreement which is given **willing and freely** without threat or fear, and by a person who has the **capacity to give their agreement**.

Task 1: Answer the questions below:

1. What do the words 'willingly' and 'freely' mean in this definition?

2. How can we know if consent is willingly and freely given?

3. What does it mean for someone to have **capacity** to give their agreement?




4. Why is someone unable to give consent if they are threatened or afraid?



Task 2: Complete the table below using as many examples as you can think of.

How people behave when they are happy with what someone is suggesting or doing	How people might behave when they don't like (or no longer like) what someone is doing or suggesting

Task 3: Read through the lists you have written and separate them into the columns below, add any extra that you think of as you are completing this task.

How people show with their words	How people show with their facial expressions	How people show with their body language
		



Turn and Talk: If someone wasn't sure whether the other person was giving their consent, how could they check?





Checking for Consent

It is always worth checking for consent, even if you are only a little unsure. It is respectful and helps us to build healthy relationships where each person is clear about expectations.

Naomi and Zac have been seeing each other for a fortnight. They have been to the cinema together and had a dates at their local burger place. Naomi and Zac are getting along well and enjoying spending more time together.

Task 4: Answer the question below:

1. How could Zac check for Naomi's consent about what she wants?

2. How could Zac show respect for Naomi's decision?

Reflection– Return to your baseline task. Using a different coloured pen add to or amend your original ideas

Subtopic 4 – British Values: Tolerance

Learning Objectives

- To learn about what tolerance means and the importance of kindness towards others

Do Now:

1. Aside from tolerance, name 2 British Values

--	--

2. What is consent?

--

3. How might someone check for consent?

--

4. Why is it important to check for consent?

--

5. What might happen if you do not check for consent?

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Baseline Activity: Think about the word **tolerance**. What ideas come to mind? Can you give some examples?

Tolerance



Silent
& Solo

How might tolerance apply to our subtopic of healthy relationships?

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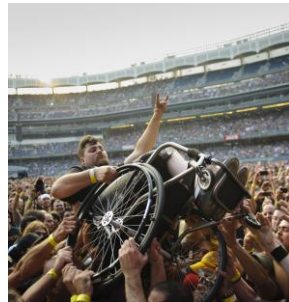
Tolerance

Tolerance means understanding that we all don't share the same beliefs and values. It means respecting the values, ideas and beliefs of others whilst not forcing our own on them. Tolerance means we respect other people, no matter how they might look and accept that everyone manages life differently. Sometimes people might need extra help at certain times and that requires tolerance, kindness and support.

- Democracy
- Rule of Law
- **Tolerance**
- Mutual respect
- Individual liberty



Kindness: the quality of being friendly, generous and considerate



Task 1: Write down 5 different people we can be kind to and how we can show kindness

Who can we be kind to?	How might we show them kindness?
1.
2.
3.
4.
5.

Tolerance and kindness towards others is promoted by the **Equality Act**. Any discrimination towards others which targets any protected characteristic is illegal.



Equality Act 2010

The science of kindness

When we perform a random act of kindness, our body releases several chemicals that can have a positive impact on our physical and mental health.

- **Dopamine** associated with feelings of pleasure and reward. This makes us feel good and motivates us to continue with kind behaviours.
- **Serotonin** plays a role in regulating mood, appetite, and sleep. It can have a calming and mood-boosting effect.
- **Oxytocin** is often referred to as the "love hormone", which can strengthen social bonds and increase feelings of trust and empathy.
- **Endorphins** can create a sense of euphoria and reduce feelings of physical pain.



Turn and Talk: Celebrities are treated in a kinder way than most people in society – do you agree?

Stop and Jot: Write down your ideas below

<hr/> <hr/> <hr/> <hr/> <hr/>

By being tolerant and showing kindness we can avoid prejudice, stereotypes and discrimination which can make others feel isolated and afraid.

Task 2: Match up the definitions below with a ruler.

1. Prejudice
2. Stereotypes
3. Discrimination

a. A widely held and oversimplified idea or belief about a particular group of people, often based on incomplete or inaccurate information.
b. When you pre-judge someone or a group of people often accompanied by feelings of hostility or dislike
c. When you act on a prejudice. It's treating someone or a group of people in a different way because of who they are



Watch me: Don't put people in boxes

The clip talks about 'us and them', and those people we feel comfortable around and those who we don't feel comfortable around.

Reflection: How does this clip demonstrate the importance of tolerance?

ASSESSMENT

What are 4 qualities of a healthy relationship?

1.

2.

3.

4.

What are 4 qualities of an unhealthy relationship?

5.

6.

7.

8.

Explain the term 'gender stereotype'

9.

Give 2 examples of gender stereotypes

10.

11.

Who should you never speak to online?

12.

What information should you avoid sharing online?

13.

14.

15.

11 is the legal age to use the messaging app Whatsapp – True or False?

16.

It is an offence to take, distribute, possess or publish indecent photos of children under the age of what?

17.

If you are concerned about an incident involving nude images being shared, who can you speak to?

18.

19.

20.

What 4 words or phrases can be used to describe bullying

21. In

22. Hu

23. Re

24. Involves a power I

If someone says a comment is only banter, is this a good excuse for making someone feel uncomfortable?

25.

Any negative language or behaviour which is about a protected characteristics is never acceptable under the terms of which act?

26.

Name 5 protected characteristics

27.

28.

29.

30.

31.

If someone experiences hurtful behaviour what can they do?

32.

33.

34.

35.

What is consent?

36.

What a three things someone might say to give consent?

37.

38.

39.

What a 3 types of body language you might see if someone does not show consent?

40.

41.

42.

How might someone check for consent?

43.

What might happen if someone does not check for consent?

44.

Everyone has the right to withdraw consent at any time – true or false?

45.

Name 5 British Values

46.

47.

48.

49.

50.

Total		%	
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Qualities

Thinker	Well dressed	Mature	Emotional
Bubbly	Hard worker	Thoughtful	Lively
Enthusiastic	Good friend	Funny	Organiser
Easy going	Artistic	Creative	Dramatic
Clever	Musical	Loving	Self-believer
Dreamer	Neat	Warm	Sensible
Brave	Determined	Wise	Nice smile
Open minded	Big heart	Geeky	Romantic
Relaxed	High standards	Leader	Curious
Powerful	Ambitious	Positive	Sensitive
Sociable	Calm	Good listener	Team player
Generous	Excitable	Honest	Strong
Good to talk to	Funny	Good with money	Good judge
Reliable	Takes charge	Kind	On time
Tolerant	Independent	Serious	Forgiving
Bounces back	Responsible	Behaves!	Loyal
Into looks	Outgoing	Into fashion	Into safety
Attentive	Hopeful	Laid back	Deep
Loves cuddles	Adventurous	Head strong	Into food
Smart	Caring	Spontaneous	Loud
Powerful	Into music	Likes time alone	Party animal
Makes good decisions	Attractive	Fair	Into sport

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Where can you find support?

Remember, if you are concerned or have questions, there is always someone you can speak to.

At Longsands Academy, we are a Telling School. If you are experiencing any issues or problems either in or out of school, you can speak to your tutor, head of year or other trusted member of staff or email: tellus@astrea-Longsands.org or itstopsnow@astrea-longsands.org



- For accurate, reliable health information, visit www.nhs.uk



- For support around mental health, visit Young Minds at www.youngminds.org.uk For help, text SHOUT to 85258 or call



- For advice on drugs, their effects and the law, visit talktofrank.com



- For advice on a range of issues from bullying, mental health, relationships and more contact Childline www.childline.org.uk 0800 1111

childline

ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111

- If you are worried about online abuse or the way someone is communicating, you can contact CEOP:
<https://www.ceop.police.uk/Safety-Centre/>



- If you want to report a crime anonymously you can contact Crimestoppers on 0800 555 111

CrimeStoppers.
0800 555 111
100% anonymous. Always.

- You can also report concerns directly to the police by calling 101 or 999 in the case of an emergency

