

KESTEVEN AND SLEAFORD HIGH SCHOOL

PSHE Scheme of Learning

8.3: Healthy relationships

Intent – Rationale

This unit fits within the *Relationships* theme as the second PSHE unit. Students will focus in on some characteristics of healthy relationships (and unhealthy relationship), gain an introduction to the concept of consent and better understand. The unit will ensure that students have an elemental understanding of consent. Within this unit our students will learn what elements define and underpin healthy relationships within a variety of contexts whilst also being taught why the notion of consent.

Furthermore, students will learn how to look after their mental health and how to promote emotional wellbeing and to build resilience

The topics will allow for positive discussions and for students to listen to the viewpoint of others and gain a common understanding of healthy relationships despite diverse lived experiences

The topics will allow for positive discussions and for students to listen to the viewpoint of others

KESTEVEN AND SLEAFORD HIGH SCHOOL

PSHE Scheme of Learning

8.3: Healthy Relationships

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

- The different types of relationship there are (e.g. with friends; siblings; parents; partners etc)
 - The definition of consent
 - Signs of when consent is given/not given
- The difference between somebody's sexual orientation and their gender identity

Apply

- Students will be able to describe healthy relationship behaviours
- Students will be able to describe unhealthy relationship behaviours
- Students will be able to describe the potential consequences of different communication styles in a relationship
 - Students will be able to identify signs of someone giving consent (or not)

Extend

- Students will be able to evaluate the most effective ways of giving consent (considering both words and actions)

What subject specific language will be used and developed in this topic?

What opportunities are available for assessing the progress of students?

KESTEVEN AND SLEAFORD HIGH SCHOOL

<ul style="list-style-type: none"> • Healthy relationships • Unhealthy relationships • Consent 	<ul style="list-style-type: none"> • Each lesson typically begins with a baseline assessment that is then returned to during the lesson which allows misconceptions to be identified and addressed. • Opportunities for staff to monitor progress through booklet use
---	---

Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
8.3.10 - Consent	To learn about consent – what it means and what it should look like in practice	To describe how consent is sought and given within the parameters of a relationship	Lesson 8.3.10 on Staff Drive
8.3.11 - Sexual Orientation and Gender	To learn about the difference between sexual orientation and gender identification	To explain why it is important not to make assumptions about others	Lesson 8.3.11 on Staff Drive
8.3.12 - Relationship Values	To learn about our own values and how they could affect the relationships that we have	To suggest safe and constructive ways of ending a relationship	Lesson 8.3.12 on Staff Drive