

Name _____

Class _____

Teacher _____

Y7 Personal Development

UNIT 7.1 – Building Healthy Relationships



Lesson Sequence

Contents

1	Lesson Sequence	2
2	Curriculum Map.....	3
3	Glossary of key terms	4
4	Knowledge Organiser	7
5	British Values	10
6	Protected Characteristics	11
7	Ground Rules	12
8	Lesson 1: Building healthy friendships	13
9	Lesson 2: Safe Online Relationships.....	20
10	Lesson 3: Bullying vs. Banter	27
11	Lesson 4: Managing conflict	35
12	Lesson 5: Pressure in Relationships	42
13	Lesson 6: Consent	51
14	Lesson 7: British Values and Relationships	60

Curriculum Map



AUTUMN 1: Building healthy relationships

- Healthy relationships
- Staying safe online
- Banter vs. Bullying
- Consent

Consent

SPRING 1: Puberty

- What is puberty?
- Healthy lifestyles
- Personal hygiene
- Periods and the Menstrual Cycle



SUMMER 1 : Digital Safety

- Online grooming
- Deepfakes and AI
- Fake news and biased information



AUTUMN 2: Staying safe

- Vaping
- Smoking
- Road safety
- Railway safety
- Water safety



SPRING 2: Identity and Equality

- What is identity?
- Prejudice
- Discrimination
- Stereotypes
- Embracing diversity



SUMMER 2 : Finance and Careers

- Needs and wants
- Budgeting
- Inflation
- Future ambitions



Glossary of key terms

Term	Definition
Aggressive	Behaving in a forceful or hostile way that may upset, intimidate or hurt others.
Amygdala	A small part of the brain that helps us notice danger and react to strong emotions like fear or anger.
Assertive	Communicating your thoughts, feelings and needs clearly and respectfully.
Banter	Joking or teasing between people. It should be kind and mutual; if someone feels hurt, it is not just banter.
Block	A tool used online to stop someone from contacting you or seeing your content.
Boundary	A personal limit that helps you feel safe, comfortable and respected.
British values	Shared values in the UK, including democracy, rule of law, individual liberty, mutual respect and tolerance.
Bullying	Repeated unkind behaviour that is intended to hurt, upset or control someone.
Communication	Sharing thoughts, feelings or information through speaking, writing, actions or body language.
Conflict	A disagreement or argument between people or groups.
Consent	Giving clear permission or agreement. Consent must be freely given and can be changed or taken back.
Consequences	The results or outcomes of an action or choice.
Direct pressure	When someone clearly tells or pushes you to do something.
Emotional pressure	When someone tries to influence you by making you feel guilty, worried or responsible for their feelings.
Empathy	Understanding and caring about how someone else might be feeling.
Fight-flight-freeze response	The body's automatic reaction to fear or danger: you may feel ready to fight, run away, or freeze.

Group chat	An online conversation involving three or more people.
Healthy relationships	Relationships where people feel safe, respected, listened to and able to be themselves.
Inappropriate image	An image that is unsuitable, upsetting, unsafe or not respectful to share or view.
Indirect pressure	When someone influences you without directly asking, such as through hints, jokes, expectations or group behaviour.
Individual liberty	The freedom to make your own choices, as long as you respect the rights and safety of others.
Limits	The point at which something stops being okay, safe or comfortable for someone.
Nudification	Using technology or AI to create or alter an image of someone in a harmful or inappropriate way. This is not okay and should be reported to a trusted adult.
Online pressure	Pressure that happens through digital spaces, such as messages, social media, games or group chats.
Online relationship	A relationship or connection with someone that happens mainly through the internet.
Passive	Not clearly saying what you think, feel or need, often to avoid disagreement.
Peer pressure	Feeling influenced by people your own age to act or think in a certain way.
Power imbalance	When one person or group has more control, status, confidence or influence than another.
Pressure	Feeling pushed or persuaded to do something, especially something you may not want to do.
Private message	A message sent directly to one person or a small group, rather than posted publicly.
Protected characteristics	Personal features protected by law, such as age, disability, race, religion, sex and others. People should not be treated unfairly because of these.
Purposeful	Done on purpose, with intention.
Report	To tell a trusted adult, school, website or app about something unsafe, harmful or worrying.
Respect	Treating yourself and others with kindness, fairness and consideration.

Rule of law	The idea that everyone should follow the law and that laws help keep people safe and treated fairly.
Screenshot	A picture taken of what is shown on a phone, tablet or computer screen.
Sexual harassment	Unwanted comments, actions or behaviour of a sexual nature that make someone feel uncomfortable, unsafe or disrespected.
Stress	A feeling of pressure or worry that can affect your thoughts, emotions and body.
Tolerance	Accepting that other people may have different beliefs, backgrounds or opinions from your own.
Trust	Believing that someone is honest, reliable and will treat you safely and respectfully.
Trusted adult	An adult you can go to for help, advice or support, such as a parent, carer, teacher or safeguarding lead.
Undermine	To weaken, damage or make something seem less important or less respected.
Uphold	To support, protect or keep something going, such as a rule, value or right.
Warning sign	A clue that something may be unsafe, unhealthy or wrong.
Wellbeing	Your overall health and happiness, including your physical, mental and emotional health.

Knowledge Organiser

SAMPLE

	Question	Answer
1	What are three features of a healthy friendship?	Respect, communication and trust
2	What is a 'boundary' in a relationship?	Rules that help us feel safe and respected.
3	What are three features of an unhealthy friendship?	Pressure, control and lack of respect
4	What is respect?	A positive way of treating or thinking of someone.
5	What is trust?	Believing that someone will be honest and do what they say they will do.
6	What are the risks of sending a nude image to someone?	Can be saved, shared or used without your permission
7	What are privacy settings?	Controls that limit the information we share on the internet.
8	What is a screenshot?	When someone takes a picture of what is displayed on their screen.
9	What should you do if an image online worries you?	Speak to a trusted adult
10	What is banter?	Banter playful teasing or joking between people who know each other.
11	Can you excuse a negative comment about a protected characteristic as banter?	No
12	What is bullying?	Behaviour that is hurtful, repeated, purposeful and involves a power imbalance.
13	What are the 9 protected characteristics?	D – Disability R – Race G – Gender reassignment R – Religion or belief A – Age M – Marriage or civil partnership P – Pregnancy/Maternity S – Sexual Orientation S - Sex
14	Which law are protected characteristics linked to?	Equality Act 2010

15	Who can you speak to in school about any worries or concerns?	Any trusted adult, Head of Year, Designated Safeguarding Lead
16	What does it mean to be assertive?	Speaking up calmly and clearly for what you think and feel, while respecting others.
17	What does it mean to be passive?	Not speaking up for yourself, even if something is bothering you.
18	What does it mean to be aggressive?	Being too forceful or angry when trying to get your point across.
19	What is peer pressure?	Feeling like you have to do something to fit in with your friends
20	What is fight, flight, freeze?	A stress response.
21	What part of the brain triggers the body's stress response?	The amygdala
22	How can you calm your stress response?	Using techniques such as deep breathing, taking a break, or talking calmly.
23	What can be a positive way to speak to someone about a conflict?	Using When.. and I feel statements
24	What is empathy?	Understanding how someone is feeling.
26	What is consent?	Agreeing to something freely, with full understanding and without any pressure.
27	What are the five British Values	Democracy Rule of law Tolerance Respect Individual Liberties
28	What is tolerance?	Accepting and respecting others, even if they have different views, cultures, or identities.

British Values



Astrea Academy Trust
LEARN, THRIVE, SUCCEED

BRITISH VALUES

We support a positive outlook towards school and the wider community by applying these British Values.

TOLERANCE OF DIFFERENT CULTURES & RELIGIONS

Together we are one community who care, respect and understand one another.

RULE OF LAW

We respect the rules of school and laws in society.

MUTUAL RESPECT

We respect others and expect them to show us respect.

DEMOCRACY

We all have a say.

INDIVIDUAL LIBERTY

We know our human rights and exercise these in school life and beyond.



Protected Characteristics



It is against the law to discriminate
against someone because of these

PROTECTED CHARACTERISTICS

and remember... **DR GRAMPSS**

Ground Rules

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

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

Ground Rules

1	
2	
3	
4	
5	

Lesson 1: Building healthy friendships

Do Now (2 minutes)

1. Name a quality of a good friend.....
2. Name a quality of someone who is not a good friend.....
3. Can friendships change over time?.....
4. True or false: Strong friendships are shown to make you happier and live longer.....
5. Have you made a new friend since starting secondary school?.....
6. Where could you go to meet a new friend?.....
7. True or false: Respect is a British Value.....
8. Name one way you can show respect to someone.....
9. True or false: All friends must like the same things you do.....
10. Who can you report any worries to at school?.....

Core Vocabulary

New: boundaries, mutual respect, trust, communication, wellbeing, British Values

Revisited:

Context: In primary school, you may have learned about friendships and kindness. In this lesson, you will build on this by thinking about what healthy friendships look like as you start secondary school.

- 1 Personal Development lessons are part of the PSHE curriculum. These are lessons you will already
- 2 have experienced in primary school and include important topics such as friendships and
- 3 relationships, online safety, mental health and **wellbeing**, and staying safe.
- 4 These lessons help you to understand the world around you, make safe choices,
- 5 and know where to go for support if you ever need it. They are also a chance to



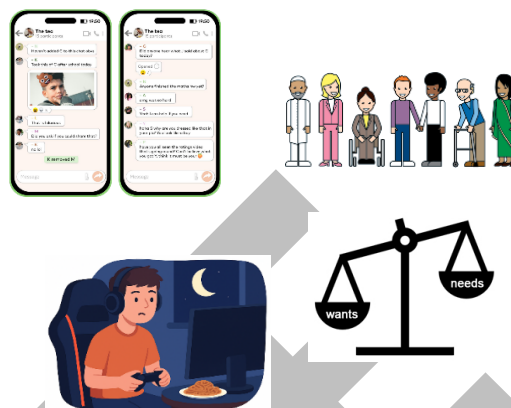
Turn and Talk: What topics do you remember learning about in PSHE at school?



discuss different opinions and ideas, learn how to respond respectfully to others as well as prepare for situations you may experience as you grow up. You will learn more about **British Values** and how these help to build respectful communities.

In Year 7, you will learn more about:

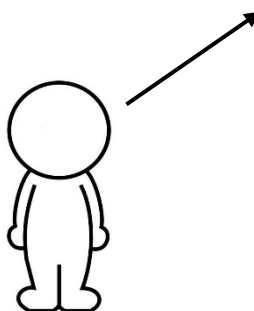
- healthy relationships and friendships
- physical and emotional wellbeing
- digital safety
- identity and equality
- managing risk and staying safe
- financial decision-making and careers



We begin Year 7 by learning about **healthy relationships**. This is because you have just started secondary school and so you are meeting lots of new people and building new friendships. Sometimes friendships from primary school might drift apart and new ones begin. This can feel unsettling at first, but as you get used to life at secondary school, you will gradually find where you belong.

As you make friends, it's important to think about whether someone is a positive influence in your life. Good friendships are powerful. They can help lift your mood, reduce stress, and help us feel less alone. Research even shows that a strong group of friends, along with a healthy lifestyle, can help us live longer and feel more fulfilled. However, some friendships can also have a negative impact, especially if someone pressures us into doing things we do not feel comfortable with.

Task 1: Think about the qualities of a good friend. Write your ideas around the person below.



1 Friendships can look very different from one person to another. You do not need to enjoy all the



Turn and Talk: Does everyone look for the same qualities in a good friend?

2 same things to be friends, and sometimes friendships help us discover completely new interests.

3 Imagine if all your friends were exactly the same — how boring would that be! Friends might

4 support different football teams, have different opinions, and introduce each other to new

Task 2: Select whether you think the qualities and behaviours below are important.

5 experiences. Although friendships may look different, *all* healthy friendships are built on some

6 important core qualities such as **respect, trust** and **good communication**.

Qualities and behaviours	Yes	It depends	No
1. A friend must share your interests	☐	☐	☐
2. A friend is someone you can trust	☐	☐	☐
3. A friend should have a similar personality to you	☐	☐	☐
4. A friend is someone who respects you	☐	☐	☐
5. A friend should always stick up for you	☐	☐	☐
6. A friend should always cover for you	☐	☐	☐
7. A friend is someone who won't tease you	☐	☐	☐
8. A friend must be approved by your parents	☐	☐	☐
9. A friend is someone who will forgive you	☐	☐	☐
10. A friend should always agree with you	☐	☐	☐
11. A friend must've known you for a long time	☐	☐	☐
12. A good friend should tell you all of their secrets	☐	☐	☐

Choose **two** statements where you selected "**It depends...**". Explain why different people might have different opinions about them. Use the word "**but**" in your explanation. *E.g. A good friend should stick up for you, **but** they should not ..*

.....

Check for understanding: True or False

1. Friends can have different interests
2. A healthy friendship can still work without good communication
3. All healthy friendships include respect

Healthy boundaries in friendships

- 1 New friendships can develop quickly at secondary school, and it is
- 2 important to know how to build them in a healthy way. One way
- 3 to do this is by setting **boundaries**. **Boundaries** are personal rules
- 4 that help protect our **wellbeing** and let others know what makes
- 5 us feel safe and respected. For example, you might set a boundary
- 6 that you don't reply to messages after 9pm. Good friends will
- 7 listen to **boundaries** and should not pressure you to change them.
- 8 Respecting **boundaries** links closely to the **British Value** of **mutual respect** — treating other people
- 9 kindly and recognising that everyone has different comfort levels.
- 10 Having **boundaries** does not mean someone is being rude— it means they are looking after
- 11 themselves. Some people enjoy playfighting and joking around, while others may dislike it. Some
- 12 people enjoy being in busy group chats all the time, while others prefer more privacy or quiet time
- 13 away from their phones — and that is completely okay.



Check for understanding: What are personal rules that helps to protect our wellbeing known as?



Turn and Talk: Why might different people have different boundaries or comfort levels in friendships?

Stop and Jot:

Task 3: Read each statement. These are things people might say in friendships or online.

For each one, decide if it is:

- **Healthy**
- **Unhealthy**
- **Depends**

Be ready to explain your answer.

Statement	Healthy	Unhealthy	Depends
1. You should always join in when your friends are messing around	☐	☐	☐
2. I need some time away from my phone at times	☐	☐	☐
3. You are not allowed to spend time with other people if you are my friend	☐	☐	☐
4. You should let me look through your phone if we are close friends.	☐	☐	☐
5. It is okay if we disagree sometimes.	☐	☐	☐
6. I don't like people making fun of my hobbies and interests	☐	☐	☐
7. If you ignore my messages, I will stop being your friend	☐	☐	☐
8. I really don't like you calling me that name	☐	☐	☐
9. I don't like people posting photos of me without asking	☐	☐	☐
10. I don't always want to be added to group chats.	☐	☐	☐

What to include

- Qualities of a good friend
- Qualities of a unhealthy/healthy relationship
- Why boundaries are important

Key words: Respect, Good Communication, Trust, Boundary, Wellbeing

Independent Practice: Read the scenario and decide whether Alex and Ali have a healthy friendship.

- | | | | |
|---|-----------------------|-----------------------|-----------------------|
| 11. I don't want my messages shared with other people. | ☐ | ☐ | ☐ |
| 12. A good friend should always keep secrets, even if someone could get hurt. | ☐ | ☐ | ☐ |

- 1 Alex and Ali are friends, and they spend most of their time together. At break and lunch, Alex often
 2 messes around by pushing and playfighting with Ali — even when Ali does not seem to enjoy it. Ali
 3 is trying hard to do well in school this year because he often got into trouble in Year 6. However,
 4 Alex sometimes encourages Ali to be disrespectful in lessons and laugh at teachers. Alex tells Ali

- 1 that this behaviour makes him look “funny”, but Alex usually avoids getting into trouble himself.
- 2 Recently, Ali has started to feel uncomfortable and frustrated, but he worries that if he says
- 3 anything, Alex might stop being friends with him.

I think that Alex and Ali have a healthy/unhealthy relationship because.....

.....

.....

.....

.....

Ali does not respect Ali’s boundaries. For example.....

.....

.....

.....

.....

In a healthy relationship you would expect.....

.....

.....

.....

.....

.....

I would advise Ali to.....

.....

.....

.....

.....

.....

Check for Understanding

1. What word means personal rules that help us feel safe and respected?.....
2. Respect is one of the five British, what?.....
3. True or false: A healthy friendship should include respect and good communication.....

Lesson 2: Safe Online Relationships

Do Now (2 minutes)

1. What word means treating someone in a positive and considerate way?.....
2. What are personal rules that help us feel safe and respected?.....
3. Is a friend saying "You can't talk to anyone else if you're my best friend" an example of a healthy or unhealthy friendship?.....
4. True or false: A healthy friendship involves good communication.....
5. What can a positive friendship help to improve?.....

6. What British Value links closely to respecting other people's boundaries?.....
7. Is saying "It's okay if we disagree sometimes" an example of a **healthy or unhealthy** friendship?.....
8. True or false: Strong friendships are shown to make you happier and live longer.....
9. Give an example of an online messaging app.....
10. True and false: A good friend is allowed to ignore your boundaries.....

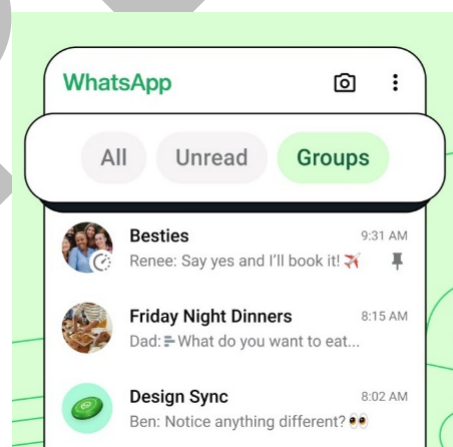
Core Vocabulary

New: online relationships, group chat, screenshot, private message, warning sign, inappropriate image, pressure, block, report, trusted adult

Revisited: boundaries, respect, trust, wellbeing,

Context: This lesson helps you recognise healthy and unhealthy online relationships, the impact of group chats, risks around private messages and online pressure, and how to respond.

- 1 **How many messages do you think are sent on WhatsApp every**
- 2 **day?** Across the world, people send more than 100 billion
- 3 WhatsApp messages daily — more than 1 million every second.
- 4 This shows how much people use online spaces to stay
- 5 connected. Last lesson, we learnt that healthy friendships
- 6 include **respect** for each other's **boundaries**, while unhealthy
- 7 friendships involve **pressure** or ignoring someone's **boundaries**.
- 8 In this lesson, we will apply those ideas to **online relationships**.
- 9 Without **respect** and **boundaries**, online spaces can quickly become unsafe. This might include
- 10 pressuring someone to send something, sharing **screenshots** without permission, editing someone's
- 11 image, excluding someone from a group chat, or sending hurtful messages.



Task 1: Read through the statements below and decide whether you agree or disagree.

Statement

Agree Disagree

1. Group chats are a useful way to share information quickly.

☐ ☐



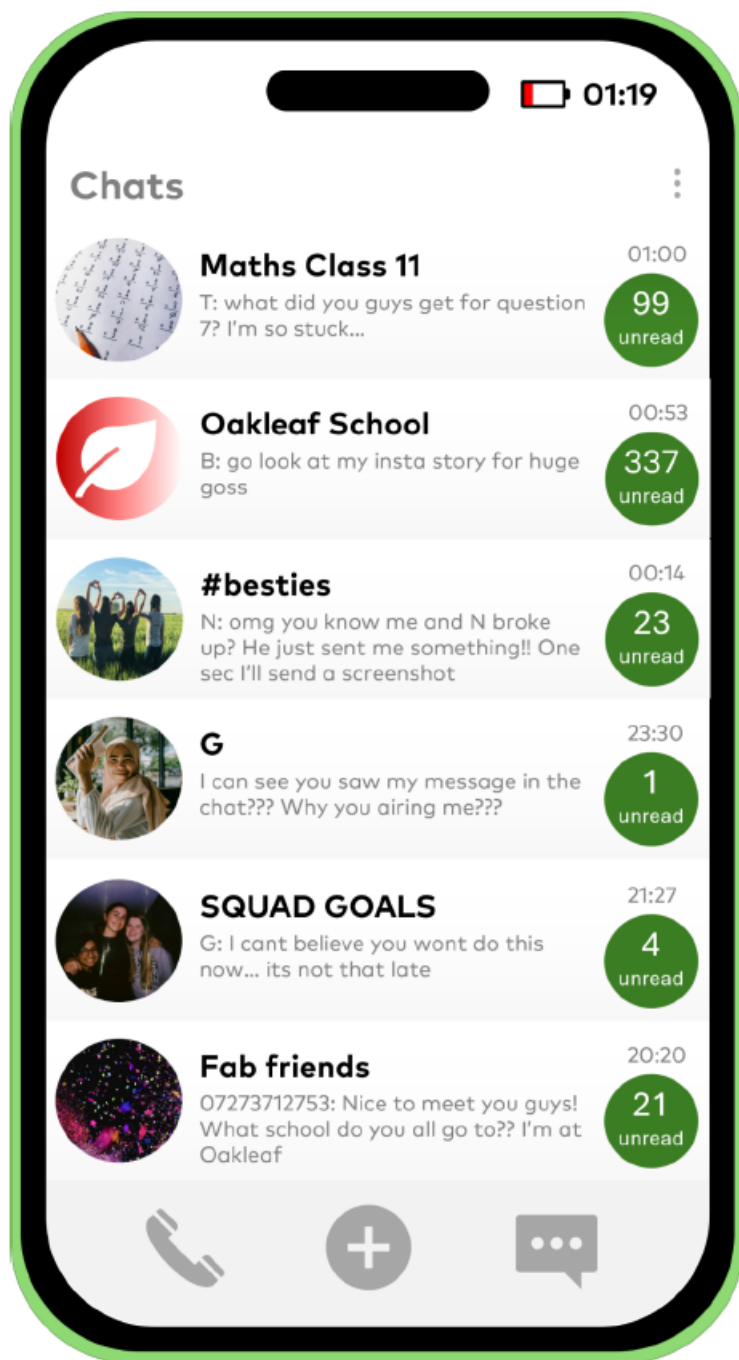
Turn and Talk: Why might people behave differently in a group chat compared to face-to-face?

- | | | |
|--|-----------------------|-----------------------|
| 2. Group chats can sometimes feel overwhelming. | ☐ | ☐ |
| 3. It is easy for arguments to start in group chats. | ☐ | ☐ |
| 4. Sometimes people laugh along in a group chat even when they do not really find something funny. | ☐ | ☐ |
| 5. Being left out of a group chat can make someone feel isolated. | ☐ | ☐ |
| 6. It can be hard to challenge hurtful messages in a group chat. | ☐ | ☐ |
| 7. Whole-class or whole-year group chats are always helpful. | ☐ | ☐ |

Stop and Jot:

When group chats cross the line

- 1 **Group chats** can help people share information quickly, such as plans for after school. When
- 2 starting secondary school, some students set up group chats for friendship groups, a class or even a
- 3 whole year group! These chats can help people feel included, but often become very difficult to
- 4 manage. Lots of notifications, late-night messages and arguments can feel overwhelming.
- 5 Sometimes one comment can lead to lots of replies, with more people joining in without thinking.
- 6 This means rumours can spread quickly. In larger group chats, you may also be connected with
- 7 people you do not know well, or people you would not usually message privately. **Group chats** can
- 8 impact on someone's **wellbeing** as they may feel worried about what others are saying or thinking.
- 9 Like any healthy conversation, group chat should still include **respect** and **boundaries**. This means
- 10 not sharing **screenshots** without permission, not excluding people on purpose, not pressuring
- 11 others to reply, and not joining in with messages that could hurt someone.

Task 2: Answer the questions below using the image of groups chats


1. Are there any clues that show that this person has been on their phone for a long time?

.....

.....

.....

2. How many unread messages can you see in the first group chat?

.....

3. How might someone feel if they opened their phone and saw this many unread messages?

.....

.....

.....

4. What signs suggest that gossip, pressure or screenshots might be happening?

.....

.....

.....

.....

5. Why might large group chats be difficult to manage?

.....

.....

6. What boundary could someone set if a group chat felt overwhelming?

.....

.....

.....

Check for understanding:

Group chats can be useful **because**.....

....., **but**

....., **so**

it is important to.....

.....

- 1 Group chats can become unhealthy when people ignore
- 2 **boundaries** or **pressure** others. However, online pressure
- 3 can also happen in **private messages**, where there are fewer
- 4 people to challenge what is being said. Messages may seem
- 5 friendly at first but can become unsafe if someone sends
- 6 repeated messages, asks for personal information, asks to
- 7 keep a conversation secret, or asks for an image or video
- 8 that makes someone feel uncomfortable. **If anyone online asks for an inappropriate image, such as**
- 9 **a photo without clothes or showing private parts of the body, you should never feel you have to**
- 10 **send it — even if it is someone you think you can trust.** Once an image is sent, someone could
- 11 screenshot, save or share it without permission, meaning the person who sent it can lose control of
- 12 where it goes or who sees it. A real friend would understand this risk and would never pressure
- 13 someone to send this type of image. If a message feels wrong, say no, stop replying, **block** or **report**
- 14 the person, and speak to a **trusted adult**.

don't tell anyone

send us a pic

what is your address so I
can send you something

Task 2: Read through the statements below and decide whether you agree or disagree.

Message	Warning Sign	Not a warning sign
1. Don't tell anyone I asked you.	☐	☐
2. Why haven't you replied? Don't be rude.	☐	☐
3. Don't tell anyone we're talking.	☐	☐
4. You don't have to reply tonight.	☐	☐
5. Send me something to prove you trust me	☐	☐
6. What school do you go to?	☐	☐

○  ○

Key words
Respect, Boundaries, Warning Sign, Wellbeing, Notifications, Screenshot, Permission

SAI

What should Ella do and why?

.....

.....

.....

.....

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Check for Understanding

1. What word means taking a picture of what is on your screen?.....
2. What are personal rules that help people feel safe a respected?.....
3. True or false: Sharing screenshots without permission can break someone's trust.....

Lesson 3: Bullying vs. Banter

Do Now (2 minutes)

1. What word means treating someone in a positive and considerate way?.....
2. What are personal rules that help people feel safe and respected?.....
3. What is it called when someone takes a picture of what is on a screen?.....
4. What type of chat can include lots of people messaging at once?.....
5. True or false: A healthy friendship should include trust and boundaries.....
6. What should you not share with someone online?.....
7. True or false: It is okay to share a screenshot of someone's private message if it is funny.....
8. What British Value links to healthy relationships?.....
9. Someone should never you to send an inappropriate image online
10. What should you do if you receive a message that makes you feel unsafe?.....

Core Vocabulary

New: banter, bullying, power imbalance, purposeful, consequences, sexual harassment, rule of law, individual liberty, tolerance, protected characteristics

Revisited: boundaries, respect, British Values, upholds, undermines

Context: This lesson builds on what you have already learned about respect and boundaries. You will think about when joking becomes harmful, why some behaviour can never be excused as banter and where to get help if needed.

- 1 Every morning, Liam walks through the school gates and sees the same group standing near the
- 2 entrance. As he gets closer, one of them shouts, *"Alright, weirdo!"*. A few people laugh. Liam looks
- 3 up and gives a small laugh too, even though he does not find it funny. One of the group says, *"Mate,*
- 4 *stop calling him that. He clearly doesn't like it."* But the other student shrugs and replies, *"What? It's*

1 *not that deep. It's just banter. He knows I'm joking, don't you, Liam?"* Everyone looks at Liam. His
 2 face suddenly feels hot as he notices everyone waiting for his reaction. He nods and laughs again.
 3 But inside, Liam is not laughing. His stomach feels tight, his heart is pounding, and he just wants to
 4 get away. It is not just once. It happens most mornings, at break, at lunch, and on the way home. No
 5 one else says anything, and Liam starts to think, *"What's the point? If I say something, they'll just*
 6 *tell me I can't take a joke."* So Liam says nothing. He keeps his head down and tries to get through
 7 the day. To everyone else, it might look like banter. But to Liam, it does not feel like banter at all.

Stop and Jot: Look back at Liam's story. Write down two signs that show Liam does not really think this is funny.



Turn and Talk: Why might Liam laugh along even though he feels uncomfortable?

8 How many times have you heard conversations like Liam's? Comments
 9 such as *"calm down," "it's not that deep," "can't you take a joke?"* or *"it's*
 10 *just banter"* are often used when someone says they feel hurt. These
 11 phrases can make it harder to speak up. Research from the Anti-Bullying
 12 Alliance found that more than 1 in 5 school children are frequently bullied,
 13 so it is important to understand the difference between **banter** and
 14 **bullying**. The impact on the person matters more than whether someone
 15 says they were *"only joking."*



Bullying vs Banter

- 1 **Banter** is playful joking or teasing between people who know and **trust** each other. When banter is
 2 healthy, everyone understands the joke and no one feels targeted or embarrassed. **Bullying** is
 3 different. **Bullying is hurtful behaviour that is repeated, purposeful and usually involves a power**
 4 **imbalance**. A **power imbalance** means one person may find it harder to defend themselves because
 5 the other person is older, stronger, more popular, part of a group, or has something private they
 6 could use against them. Bullying can happen both face-to-face or online. It might include name-
 7 calling, spreading rumours or excluding someone.

Task 2: Tick if each behaviour is OK or not. Then decide: banter, bullying or something else?

Check for understanding:

1. Playful joking or teasing amongst friends is known as?.....
2. Hurtful behaviour that is repeated, purposeful and involves a power imbalance is known as?.....
3. If one person finds it harder to defend themselves because of the older person is part of a group, what is this known as?.....
4. Give an example of bullying behaviour.....
5. Tell your partner the difference between **banter** and **bullying**.

Behaviour	OK	Not OK	Is this Bullying, banter or something else?
1. Spreading a rumour about who someone fancies	☐	☐	
2. Pretending to trip someone up as a 'joke' whenever you see them	☐	☐	
3. Making fun of someone's accent whenever you are talking to them	☐	☐	
4. A friend says "classic you" when someone forgets their pen, and they both laugh	☐	☐	
5. Sharing an edited image of someone in a group chat "as a joke"	☐	☐	



Turn and Talk: What are the three most serious behaviours and why?

6. Running past someone and lifting up someone's skirt ☐ ☐
7. Using an app to change a photo to make it look like someone is not wearing clothes ☐ ☐
8. Repeatedly telling someone to "stop being gay" ☐ ☐
9. Making comments about someone's religion or what they believe ☐ ☐
10. A friend uses a nickname that the other person likes and uses too ☐ ☐

Stop and Jot:

.....

.....

Some behaviour is never banter...

It's not banter if...

- 1 Some behaviours are serious,
2 even if they only happen once.
3 They can never be excused as
4 "just banter" and have
5 consequences.

- 6 Sharing or editing images of
7 someone without permission is
8 never acceptable. This includes

- 9 using an app or AI tool to change a photo so it looks like someone is not wearing clothes or editing
10 them in a way which is embarrassing. Even if the image is fake, the harm is real. Images can
11 humiliate someone, spread quickly, and be difficult to delete because people can save and share
12 them again. Creating, keeping or sharing images like this can also be against the law, especially
13 when it involves someone under 18.

- 14 Banter should never cross someone's **boundaries**. Lifting or pulling at someone's clothing, or
15 touching a private part of someone's body is never a joke. Lifting someone's skirt is one example of



1 **sexual harassment.** This is unwanted behaviour that involves someone's body, clothing and private
 2 boundaries. It is disrespectful and can make someone feel unsafe and embarrassed.

3 Some comments are serious because they target who someone is. These parts of someone's
 4 **identity** are known as **protected characteristics.** In the UK, the law helps protect people from unfair
 5 treatment because of: **disability, gender reassignment, marriage and civil partnership, pregnancy**
 6 **and maternity, race, religion or belief, sex, and sexual orientation.** You will learn more about these
 7 in Personal Development lessons. We use the acronym DRGRAMPSS to remember them all.

Check for understanding:

1. Lifting someone's skirt is an example of.....
2. Some parts of people's identity are protected in law, these are called.....
3. If a behaviour crosses a boundary or targets their identity it is not.....
4. Practice using DRGRAMPSS with your partner to remember all 9 protected characteristics.

Bullying, harmful behaviour and British Values

8 Bullying and harmful behaviour **undermines** British Values. This means they go
 9 against what British Values stand for. In this lesson, three are especially
 10 important.

- **Rule of Law** means rules and laws matter, and actions can have consequences.
- **Individual Liberty** means people have rights over their own body and privacy.



- **Mutual Respect and Tolerance** means treating people with respect, even when they are different from us or have different beliefs.

Check for understanding: Upholds or Undermines?

Upholds = supports or shows the value.

Undermines = goes against what the value stands for.

1. Sharing an edited image without permission individual liberty because it ignores someone's privacy.
2. Treating someone respectfully even when they are different from you mutual respect and tolerance.
3. Lifting or pulling at someone's clothing individual liberty because everyone has rights over their own body.
4. Making comments about someone's religion mutual respect and tolerance.
5. Following school rules and understanding consequences the rule of law.
6. Asking a trusted adult for help British Values because it helps protect people.

What should you do?

- 1 If you see or experience harmful behaviour, do not join in, laugh or share it. If
- 2 it is safe, you could tell the person to stop, walk away, support the person
- 3 affected or ask for help. Speak to a trusted adult if something is serious. This
- 4 could be a parent/carer, teacher, tutor, Head of Year or safeguarding team
- 5 member. In school, you can also report concerns using:

School reporting email:

.....

- 6 You can contact **Childline** for free support by calling **0800 1111** or using their online chat.



childline

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

Independent Practice: Read the scenario. Identify and explain **three examples** of British Values being **upheld** or **undermined**. For each example, you should:

- name the British Value
- say whether it is being **upheld** or **undermined**
- use evidence from the scenario
- explain how the evidence links to the British Value

You can use the same British Value more than once.

1 A group of pupils are in a class group chat after school. At first, people are joking about the lesson
2 and sharing memes. Then one pupil, Noah, posts a picture of Amira from earlier in the day and adds
3 a comment making fun of how she looks. A few pupils reply with laughing emojis, and someone says,
4 "Relax, it's just banter". Amira asks them to stop and says she does not find it funny. Noah replies,
5 "You're too sensitive. It's not that deep.". Noah sends the photo to some other group chats who start
6 to make more jokes about Amira. Another pupil, Ella, messages the group and says, "If Amira has
7 asked you to stop, then stop. It's not funny." Ella then messages Amira privately and encourages her
8 to speak to someone for some support if it continues and says she is happy to share screenshots.

Plan your answer first:

Planning Grid:

British Value	Shown (✓) or Undermined (X)	Evidence from the scenario	How does this uphold or undermine the value?

SAMPLE

Check for Understanding

1. What type of joking is respectful and done amongst friends?.....

2. What are three key words or phrases used to describe bullying?.....
3. True or false: Your eye colour is a protected characteristic.....

Lesson 4: Managing conflict

Do Now (2 minutes)

1. Banter is playful teasing between, who?.....
2. What is hurtful behaviour that is repeated and involves a power imbalance?.....
3. What are parts of someone's identity that are protected by law known as?.....
4. What British Value does bullying undermine?.....
5. True or false: A racist joke can be excused as banter.....
6. All healthy relationships includes trust, good communication and r.....
7. What email address can you report bullying to at school?.....
8. True or false: Your best friend should always be allowed to see all your messages.....
9. What are personal rules that we put in place to support our wellbeing known as?.....
10. Tolerance is one of the five British, what?.....

Core Vocabulary

New: conflict, stress, amygdala, fight-flight-freeze response, empathy

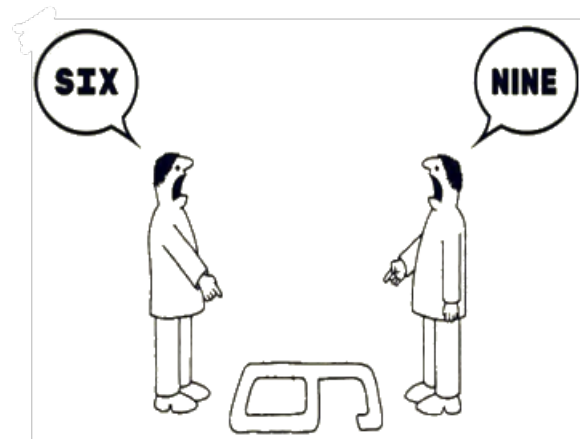
Revisited: respect, boundary, healthy relationship, bullying

Context: Healthy relationships can still involve disagreements. What matters most is how we manage them. In this lesson, you will learn how conflict can affect your body, why it helps to pause before reacting, and how empathy and “When you... I feel...” statements can help you resolve conflict more respectfully.

- 1 **Have you ever had an argument and later thought, “I wish I hadn’t said that”?** Maybe it happened
- 2 in a group chat after a message was taken the wrong way or maybe you felt left out because a
- 3 friend from primary started spending more time with someone new. In the moment, conflict can
- 4 feel huge, especially when you are angry or upset. Later, when you have had time to calm down,
- 5 you might realise that your emotions got the better of you. Today, we are learning how to manage
- 6 conflict with **respect**. This means calming a situation down, thinking before we react, and trying to
- 7 understand how someone else might feel. If conflict is managed well, it can sometimes help a

1 friendship become stronger because both people understand each other's feelings and boundaries
2 more clearly

3 **Conflict** means a disagreement or argument. It is a
4 normal part of relationships because people do not
5 always see things in the same way. Friends might fall
6 out because one person feels ignored, because a joke
7 has gone too far, or because someone thinks a
8 **boundary** has been crossed.



9 However, conflict is never an excuse for **bullying** or
10 hurtful behaviour. Even when we are upset, it is not
11 okay to spread rumours, or share private information, this only makes the situation worse.

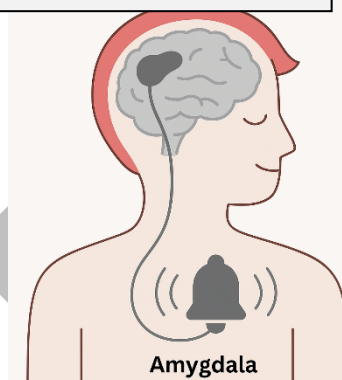
Task 1: Around the image, label reasons why friends might fall out or misunderstand each other.





Turn and Talk: Are all conflicts avoidable?

The amygdala



Understanding Conflict

1 Now that we have thought about what can spark **conflict**, it is
2 helpful to understand what can happen in our bodies when **conflict**
3 starts.

4 Think about what happens when you fall out with someone. You
5 might get a sinking feeling in your stomach. Your face might feel hot.

6 Your heart might beat faster. You might feel angry and want to say something straight away. Or you
7 might go quiet and not know what to say at all. These are all signs that your body is reacting to
8 **stress**.

9 When we feel under pressure, our brain activates an internal alarm system called the **amygdala (uh-**
10 **mig-duh-luh)**. Its job is to help keep us safe by spotting anything that feels stressful or threatening.

11 When this alarm goes off, our body may go into **fight, flight or freeze**.

- **Fight** means your body wants to defend itself. In conflict, this might look like arguing back or shouting
- **Flight** means your body wants to get away. In conflict, this might look like walking off or avoiding the person
- **Freeze** means your body feels stuck. In conflict, this might look like going quiet or finding it hard to reply.

12 These responses are normal, but they do not always help us make good choices. Learning to notice
13 your own signs can help you pause, calm down and manage conflict with more **respect**.



Pause and Reflect: Does conflict trigger your flight, fight or freeze response?

Stop and Jot: What does your body do when there is conflict?

Task 2: Identify whether the response shows fight, flight or freeze. Then answer the questions.

Check for understanding:

1. What part of the brain is activated when we have an argument?.....
2. What is a sign that your **fight** response has been activated?.....
3. What is a sign that your **freeze** response has been activated?.....
4. What is a sign that your **flight** response has been activated?.....

Response	Fight	Flight	Freeze
1. Yelling or swearing	☐	☐	☐
2. Walking away	☐	☐	☐
3. Sending an angry message	☐	☐	☐
4. Blaming the other person straight away	☐	☐	☐
5. Ignoring the situation	☐	☐	☐
6. Feeling shaky or hot	☐	☐	☐
7. Saying "I don't know" again and again	☐	☐	☐
8. Blocking someone after an argument	☐	☐	☐
9. Going quiet and not knowing what to say	☐	☐	☐
10. Tearfulness	☐	☐	☐

Choose two fight, flight or freeze responses that could make conflict worse. Explain your answer using **because**.

The response I chose is.....

This could make conflict worse because.....

The response I chose is.....

This could make conflict worse because.....

Calming the Amygdala

- 1 When we are in fight, flight or freeze, we might react before thinking clearly. We might send a
- 2 message too quickly, say something unkind, walk away without explaining, or shut down. Pausing
- 3 does not mean ignoring the problem. It means giving your brain and body time to calm down so you
- 4 can respond with **respect**.
- 5 Once we are calmer, it is easier to use **empathy**. **Empathy** means trying to understand how
- 6 someone else might be feeling, even if we do not fully agree with them. For example, if a friend
- 7 reads your message but does not reply, they might not be ignoring you. They might be busy,
- 8 worried, unsure what to say, or dealing with something else.
- 9 **Empathy** does not mean letting someone treat you badly. It means pausing before assuming the
- 10 worst. You could calm down by taking slow breaths, stepping away for a few minutes, or waiting
- 11 before replying. Then it is easier to listen, explain how you feel and think about how to resolve the
- 12 conflict.

Check for understanding:

1. What word means trying to understand how someone else might feel?.....
2. Sometimes we assume someone is annoyed with us, but there could be another reason.

What else might be happening if someone:

- a. Does not reply to a message?.....
- b. Waks home with someone else one evening?.....
- c. Says no to going out?.....

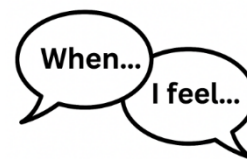


Turn and Talk: What else could you do to calm down?

Stop and Jot: Think about face-to-face arguments, arguments online.

Talking through conflict

Once your **amygdala** is calm, you can then start to think about how to resolve arguments in a positive way, rather than overreacting. When you talk through your problems try using **when and I feel statements**. This avoids blaming or making accusations of another person which might spark another argument.



Task 3: Rewrite each sentence using “When... I feel...”

You always leave me out. It's so unfair!

When

I feel

You haven't talked to me all day. Why are you being horrible?

When

I feel

You always get your own way. It's not fair!

When

I feel

It's okay when you do something, but not okay when I do it.

When

I feel

Why are you spreading rumours about me? They are not true.

When

I feel

Independent Practice:

A Year 7 student says:

"I have fallen out with my friend, they didn't walk home with me as planned and went with new friends they've made at school. I feel angry and embarrassed. I want to send a message that says "Thanks again for waiting for me, Seems you've forgot I even exist", but I also do not want to make things worse."

Key words: Fight, flight, freeze response, amygdala, respect, empathy

Things to include: What a fight response feels like, how to calm down, When and I feel statements.

Write some advice to help them manage the conflict **respectfully**.

They might be experiencing a response, which could make them.....

Before replying, they could calm their amygdala by.....

Empathy could help because.....

A respectful message could be.....

If the conflict becomes harmful or unsafe they should.....

Check for Understanding

1. What part of the brain is activated when you have an argument?.....
2. What words can you use to try and talk through a disagreement?.....
3. True or false: Using empathy means you ignoring someone's bad behaviour.....

Lesson 5: Pressure in Relationships

Do Now (2 minutes)

1. What word means a disagreement or argument?.....
2. What means trying to understand how someone else might feel?.....
3. What part of the brain works like an alarm system when we feel stressed?.....
4. True or false: It is best to reply straight away when you are angry in a group chat.....
5. Give one way someone could calm down before responding to conflict.....
6. What type of joking is done between friends and is respectful?.....
7. What is hurtful behaviour that is repeated, purposeful and involves a power imbalance?.....
8. True of false: Lifting or pulling at someone's clothing can be sexual harassment.....
9. What phrase means part of someone's identity that are protected by law?.....

10. Which British Value means people have rights over their own choices.....

Core Vocabulary

New: peer pressure, direct pressure, indirect pressure, emotional pressure, online pressure, passive, aggressive, assertive

Revisited: respect, conflict, boundaries

Context: You have learnt about qualities of good friends, bullying, banter and conflict. We are now going to look at pressure in relationships, what this looks like and how to respond to it.

1 Maya is in a group chat after school. Ava says she is going to the park later and that
2 someone is bringing a vape. A few people send laughing emojis. Then Ava
3 messages Maya: "You're coming, right? Don't be boring." Maya does not want to
4 go. Her dad thinks she is staying at home, and she does not like the idea of trying a
5 vape. But she also does not want people to think she is scared or leave her out next
6 time. Her phone keeps buzzing. Jay writes, "I knew you'd bail." Then Zara adds,
7 "You wouldn't dare do it anyway." Ava sends another message: "Fine, we'll just go
8 without you." Maya stares at the screen. She feels stuck. Part of her wants to say
9 no, but another part of her worries that saying no will change how the group sees
10 her.



Stop and Jot: Look back at Maya's story. Write down two signs that Maya is feeling pressured.

.....

.....



Turn and Talk: Why might it be difficult for Maya to say no?

11 In the scenario, Maya is experiencing **peer pressure**. **Peer pressure** means feeling forced to do
12 something you don't want to do because of other people. This might come from friends, people
13 online, or a group you want to fit in with. Pressure can be **direct**, such as someone saying, "**Go on,**
14 **do it.**" But it can also be **indirect**, where nobody tells you what to do, but you feel like you need to
15 copy others so you are not left out or feel

- 1 Whilst pressure might sound like a bad thing, not all pressure is negative. Sometimes people
2 encourage us to try our best, join an after-school club or make a better choice. But pressure
3 becomes unhealthy when it makes someone uncomfortable or worried about saying no.

Check for understanding:

Feeling forced to do something by friends is known as.....

Task 1: Around the image below, write examples of pressure someone in Year 7 might experience.



Pressure can happen in different ways.

- **Direct pressure** is when someone clearly asks, dares or tells you to do something.
For example: *"Go on, try it. Don't be boring."*
- **Indirect pressure** is when nobody tells you directly, but you feel like you need to copy others to fit in. E.g. everyone else is joining in with a joke, so you feel like you have to as well.
- **Emotional pressure** is when someone uses guilt, friendship or feelings to make you do what they want. E.g. *"If you were really my friend, you would do this."*

- **Online pressure** is when messages, group chats, social media or influencers make you feel pushed to act in a certain way. For example: feeling like you have to reply late at night because everyone else is still messaging.

Task 2: Read each example and decide which type of pressure it shows.

Direct Pressure	Indirect Pressure	Emotional Pressure	Online Pressure
-----------------	-------------------	--------------------	-----------------

1. A friend says, "Go on, try the vape. I've done it, it's your turn."
.....
2. Everyone in a group chat is laughing at someone, and you feel like you have to join in.
.....
3. A friend says, "If you were really my friend, you would lie for me."
.....
4. You see lots of people online doing something risky and feel like you should copy it.
.....
5. A friend keeps messaging late at night and gets annoyed when you do not reply.
.....
6. Someone says, "Come on, skip the lesson. Everyone does it."
.....
7. A friend says they will fall out with you if you don't buy their dinner for them.
.....
8. A teacher encourages you to keep trying when you are stuck on a hard question.
.....
9. Someone dares you to throw something at someone in the street because "it will be funny."
.....
10. You feel like you need to buy something because everyone else seems to have it.
.....

How do people respond to pressure from others?

Similar to when we learnt about **conflict**, people can respond to **pressure** in different ways. When someone feels pressured, they might not always know what to do straight away.



Passive

- Some people respond **passively**. This means they go along with something even when they feel uncomfortable. For example, someone might say, “*Fine, I’ll do it,*” even though they do not really want to.

- Some people respond **aggressively**. This means they react in a hurtful, threatening or disrespectful way. For example, someone might shout, insult someone, or try to force their opinion onto others.



Aggressive

- The healthiest response is usually to be **assertive**. This means being clear and honest about what you think, feel or need, while still being **respectful**. Being assertive helps you protect your **boundaries** without being aggressive.



Assertive

You should not be afraid to say what you are comfortable with. In healthy friendships, people should be able to say “no” without being guilt-tripped or left out.



Pause and Reflect: How do you respond to pressure?

Stop and Jot: Are you passive, aggressive or assertive?

.....

Check for understanding:

1. What word describes going along with something without reacting?.....
2. Give an example of an aggressive response.....
3. What word means being clear and honest about how you feel, whilst still being respectful?.....

Are these behaviours passive, aggressive or assertive?

4. Swearing at someone
5. 'No, I don't want to come with you'
6. Staying silent
7. Walking away when you feel uncomfortable

- 1 When you feel pressured, it can be hard to know what to say. The **KEEP** strategy can help you
- 2 respond assertively. This means being clear, calm and respectful while protecting your boundaries.
- 3 **K — Keep calm:** Pause before you respond. Take a breath and give yourself time to think.
- 4 **E — Explain your boundary:** Say clearly what you are not comfortable with.
- 5 **E — Explain your reason, if you want to:** You do not always need to give a reason, but it can
- 6 sometimes help.
- 7 **P — Plan what to do next:** This could mean walking away, changing the subject, messaging later,
- 8 staying with someone you trust, or speaking to an adult.

Task 3: Read each pressure example. Write an **assertive** response using the KEEP strategy.

1. Someone says, "Go on, try the vape. I've done it, it's your turn."

My assertive response:

.....

.....

2. A friend says, "If you were really my friend, you'd lie for me."

My assertive response:

3. People in a group chat are making unkind comments and say, “Go on, your turn.”

My assertive response:

4. A friend keeps messaging late at night and gets annoyed when you do not reply.

My assertive response:

Independent Practice: Read the scenario and answer the questions that follow using what you have learnt this lesson.

1 Ethan’s friends start picking on Kai in their year. At lunch, the group push in front of Kai in the queue
 2 and laugh when Kai tries to say something. In lessons, they make comments under their breath and
 3 call Kai names. They look over at Ethan and smirk, as if they are waiting for him to join in. Sam, one
 4 of Ethan’s friends in the group, nudges him as they leave lesson to trip Kai up, nodding towards his
 5 feet and gesturing him to do it. That evening, Ethan is added to a WhatsApp group chat called “Kai
 6 Watch.” People in the chat start sending unkind comments about Kai and laughing emojis. Then one
 7 person writes, “Add more people. This is funny.” Another message says, “Ethan, do you fancy Kai or
 8 what? Say something.” Ethan does not think it is funny, but he also does not want the group to turn
 9 on him. He feels pressured to join in.

1. Highlight/Underline where Ethan is put under pressure.

2. What type of pressure is happening? Tick all that apply:

- | | |
|--------------------|--------------------------|
| Direct pressure | ☐ |
| Indirect pressure | ☐ |
| Emotional pressure | ☐ |
| Online pressure | ☐ |

3. Choose two types of pressure and explain where you see them

One type of pressure I have identified is.....

This is shown

when.....

Another type of pressure I have identified is.....

This is shown

when.....

4. Is the behaviour towards Kai bullying or banter? Explain your answer using the word 'because'.

5. What British Value is being undermined in this scenario and why? Explain why.

Respect ☐

Tolerance ☐

Individual Liberty ☐

Rule of law ☐

.....

.....

6.Explain the different ways Ethan could respond, and which response would be healthiest. Give clear examples in your explanations and use your knowledge from the lesson.

At the moment, Ethan is responding passively because.....

.....

.....

.....

.....

He could respond aggressively by.....

.....

.....

.....

.....

But, this could make the situation worse because.....

.....

.....

.....

.....

Ethan could use the KEEP strategy by

.....

.....

.....

.....

If the pressure continues, Ethan should.....

.....

.....

.....

Check for Understanding

1. What is used to describe feeling forced by your friends to do something? P..... P.....
2. What are the three ways people can respond to pressure?.....
3. True or false: Pressure undermines the British Value of Individual Liberty.....

Lesson 6: Consent

Do Now (2 minutes)

1. What phrase means feeling pushed to do something because of other people?.....
2. What word, beginning with **a** describes speaking up and setting boundaries?.....
3. True or false: Being passive means going along with something when you don't want to.....
4. What strategy can help someone respond to pressure calmly and clearly?.....
5. What are personal rules that help us to feel safe and respected?.....
6. What British Value means treating someone in a positive and considerate way?.....
7. What part of the brain is triggered during an argument?.....
8. True or false: Sexual orientation is a protected characteristic.....
9. What word means taking a picture of what is on your screen?.....

10. Is saying “It’s okay if we disagree sometimes” an example of a **healthy or unhealthy** friendship?.....

Core Vocabulary

New: consent, limits

Revisited: boundaries, respect

Context: This lesson builds on your knowledge of healthy relationships and boundaries by exploring consent. You will learn what consent means, why it matters in everyday interactions and relationships, and how asking, listening and respecting someone’s answer helps keep us all safe.

- 1 So far, you’ve learned a lot about healthy relationships,
 2 setting boundaries, and recognising when someone is
 3 putting pressure on you. All of this links to something
 4 really important — **consent**. **Consent means giving**
 5 **clear permission or agreement for something to**
 6 **happen**. It means someone has a choice and is able to
 7 say **yes** or **no** without being pressured, guilt-tripped,
 8 threatened or made to feel embarrassed. Consent is
 9 part of everyday life. It might be about personal space, borrowing something, sharing information,
 10 or joining in with something that affects another person. Asking first shows **respect** because it gives
 11 the other person a choice.
- 12 Consent is only real when it is **freely given**. This means the person feels comfortable, understands
 13 what they are agreeing to, and knows they can change their mind. If someone is unsure, silent,
 14 pressured, or too worried to say no, that is not proper consent.
- 15 Consent links closely to **boundaries**. Boundaries are personal rules that help people feel safe and
 16 respected. Asking for consent respects a boundary. Ignoring consent crosses one.



Task 1: When might someone need to ask for consent?



Watch: What is everyday consent?

Stop and Jot: Is consent as simple as yes or no? Why?

.....

.....

A simple yes or no?

- 1 Consent is not just about asking a question and
- 2 hoping for the answer you want. **It is about**
- 3 **listening to the answer you get and respecting**
- 4 **it.** If someone says no, seems unsure, or does
- 5 not want to join in, the respectful response is
- 6 to accept it. You might feel disappointed, but it
- 7 is never okay to pressure someone, guilt-trip them, keep asking, or make them feel embarrassed for



- 1 saying no. This crosses **boundaries** and goes against **individual liberty**, because everyone has the
 2 right to make choices about themselves.
- 3 Sometimes someone might say yes, but still not feel completely comfortable. Are they joining in
 4 willingly? Do they seem relaxed and confident? Or do they seem quiet, withdrawn, unsure, or
 5 worried? If someone does not seem comfortable, the respectful thing to do is pause and check.
 6 This shows **mutual respect**, because you are thinking about how the other person feels, not just
 7 what you want.



Turn and Talk: How could you check if someone is ok with something?

Stop and Jot: Is consent as simple as yes or no?

- 8 Consent also comes with **limits**. Someone might agree to one thing, but not another. For example,
 9 someone might agree to being in a photo, but not to it being posted online. Someone might agree
 10 to join a group chat, but not want private messages shared with others. Someone can also change
 11 their mind at any point. So, if they stop, say no, move away or look uncomfortable then you should
 12 listen straight away. Healthy relationships include trust, respect, good communication and clear
 13 boundaries. Asking for consent helps protect these things. Ignoring consent can damage trust and
 14 make someone feel unsafe or disrespected.

Task 2: Read each behaviour carefully. Tick whether it shows **consent**, **not consent**, or **consent**

1. Ignoring consent means you have disrespected someone's, what?.....
2. What British Value(s) is **undermined** when you ignore consent?.....
3. Give an example of giving **consent with limits**.....

Behaviour	Consent	Not Consent	Consent with Limits
1. Zach asks to sit next to Lexi and Lexi says, "Ok," with a smile.	☐	☐	☐

2. Sam dares Rob to send a message to someone.

Rob sends it because he does not want Sam to laugh at him.

☐ ☐ ☐

3. Ali says “yes” to Jozef because Ali is afraid Jozef will get mad if the answer is “no.”

☐ ☐ ☐

4. Sara grabs Louise’s hand and pulls her towards Maryam, even though Louise does not want to go.

☐ ☐ ☐

5. Aisha asks Ben if she can borrow his ruler. Ben says yes, and Aisha gives it back at the end of the lesson.

☐ ☐ ☐

6. Freddie says Kai can borrow his football at lunch, but not take it home after school.

☐ ☐ ☐

7. Layla agrees to be in a photo, but says she does not want it posted online.

☐ ☐ ☐

8. Noah takes a photo of Isla without asking because he thinks “she won’t mind.”

☐ ☐ ☐

9. Priya says Hadi can tell one trusted adult what happened, but not share it with the whole group.

☐ ☐ ☐

10. Marcus keeps asking Ella for her sandwich after Ella has already said no.

☐ ☐ ☐

11. Grace says yes to joining a group chat, but later asks to be removed.

☐ ☐ ☐

12. Omar asks Ruby if she wants a hug. Ruby says no, so Omar says, “That’s fine,” and gives her space.

☐ ☐ ☐

Choose one example where consent is not being shown.

The example I chose is:.....

This does not show consent because:

.....

.....

Choose one example where consent is being shown with limits.

The example I chose is:.....

This shows consent with limits because:

.....

.....

.....

Task 3: Consent is not always just about hearing the word “yes.” We also need to notice whether someone seems comfortable, confident and free to choose. Complete the table below with examples of how someone might **show consent** or **not show consent**.

Consent in words	Consent in facial expressions	Consent in body language
		

- 1 Consent is important in all relationships, including friendships and especially boyfriend/girlfriend



Turn and Talk: Why is consent so important in boyfriend/girlfriend relationships?

- 2 relationships.

Stop and Jot: Think about how these relationships are different

- 1 Consent should never be assumed. Just because someone likes you, is going out with you or has
- 2 agreed to one thing before, it does not mean they have agreed to everything else. Consent has
- 3 limits, even in boyfriend/girlfriend relationships and people can change their mind.

Independent Practice: Answer the questions below.

1. What does Naomi say that shows she might not be fully sure? Write one quote or detail from the messages.

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2. Should Zac assume Naomi wants to leave the party early?

☐ Yes

☐ No

Explain your answer.

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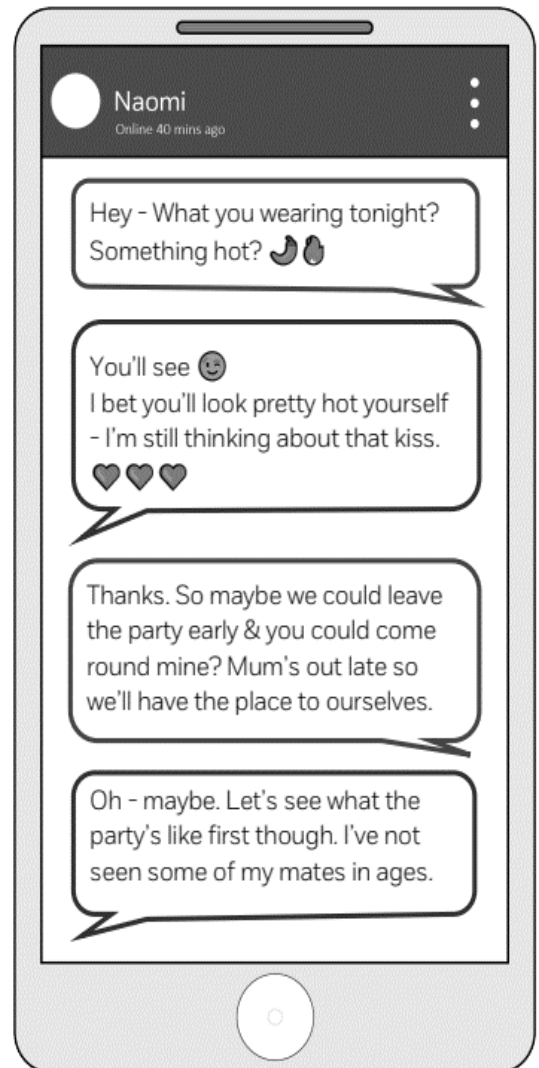
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3. What could Zac say to check for consent respectfully? Write one message Zac could send.

.....



- ☐ It shows respect
- ☐ It helps build trust
- ☐ It gives the other person a real choice
- ☐ It avoids pressure
- ☐ It means one person gets their own way

A strong answer should include:

- Zac should check Naomi is comfortable because...**

SAFARI

Check for Understanding

1. What means giving clear permission for something?.....
2. Can you change your mind after giving consent?.....
3. True or false: If you keep asking someone and they eventually say yes, this means you have got consent?.....

Lesson 7: British Values and Relationships

Do Now (2 minutes)

1. What word means giving clear permission for something to happen?.....
2. What should you do if someone says “maybe” or seems unsure?.....
3. True or false: Consent is only real when it is given without being under pressure.....
4. Given an example of something you must ask consent for.....
5. What are personal rules that help us to feel safe and respected?.....
6. What British Value means people have rights over their own body and privacy?.....
7. What response does the body have when the amygdala is triggered? (FFF).....
8. True or false: It is okay to ignore boundaries if someone is your boyfriend or girlfriend.....
9. What is purposeful, repeated and involves a power imbalance?.....
10. If someone makes fun of another person’s religion or beliefs, which British Value is being undermined?.....

Core Vocabulary

New:

Revisited: respect

Context: This lesson brings together what you have learned about healthy friendships, boundaries, respect, consent, peer pressure and managing conflict. You will think about what healthy behaviour looks like in different relationships, what can influence the way people behave, and how someone can respond if a relationship starts to feel unhealthy.

- 1 Healthy relationships are not perfect all the time. Friends
- 2 and people who like each other can disagree, feel
- 3 confused or make mistakes. What matters is whether
- 4 people treat each other with **respect** and try to make
- 5 things right. A healthy relationship should help people
- 6 feel safe, valued and comfortable being themselves.
- 7 Unhealthy behaviour can include pressuring someone,
- 8 ignoring their feelings or not respecting when they say no. Sometimes people’s behaviour in



- 1 relationships is influenced by beliefs about how people “should” act. This does not excuse harmful
- 2 behaviour, but it can help us understand where some ideas come from.

Task 1:

- a.** In the circles write the features and qualities of a healthy and unhealthy relationships.
- b.** Around both circles, write what might positively or negatively influence the way people behave in these relationships.

Healthy relationships

Unhealthy relationships

Influences on relationships

People's behaviour in relationships can be influenced by lots of things. These influences can be positive or negative. For example, friends might encourage someone to be respectful, but they might also pressure someone to act in a way that is unkind or embarrassing. Influences on relationships might include:

- **Friends or peers** — wanting to fit in or impress others
- **Family expectations** — ideas about what relationships should look like
- **Culture or religion** — beliefs or values that influence choices
- **Social media, TV or music** — seeing relationships shown in certain ways
- **Gender stereotypes** — ideas about how boys, girls or others "should" behave
- **Past experiences** — what someone has seen or experienced before
- **Personal values** — what someone believes is right or important

Stop and Jot: Choose one influence and explain how this might effect someone's behaviour in a relationship.

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Healthy relationships must uphold our British Values. Being influenced by friends, social media, past experiences or our own values is never an excuse to ignore these. **Individual Liberty** reminds us that people should have choices about themselves and their relationships. **Mutual Respect and Tolerance** reminds us that people should be treated respectfully, even when they are different from us or make different choices. **Rule of Law** reminds us that bullying or pressure can have serious consequences.



- 1 As you read the scenarios, look for both the **behaviour** and what might be **influencing** it.
- 2 Remember, an influence does not excuse unhealthy behaviour, but it can help us think about how
- 3 someone could make a healthier, more respectful choice.

Independent Practice: Read the scenarios and answer the following questions:

1. What behaviour is happening?
2. What might be influencing it?
3. Which British Value is being **upheld** or **undermined**? And why.

Scenario 1 Ava likes someone in her year, but her friends tell her that girls should wait for boys to ask them out first. Ava decides to ask him out anyway, and he says yes. His friends make a few jokes about it, but they are both excited to meet up. They spend the next few days deciding what to do at the weekend, to make sure they both have a good time.

1. What behaviour is happening?

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2. What might be influencing it?

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3. Which British Value is being upheld or undermined? Why?

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Scenario 2 When a girl Theo likes spends time with him on a school trip, he wonders if she'd like to go out with him. He tells his friends about it, and they tell him to whistle at her and comment on how she looks to get her attention. Theo does this at lunch, but she looks shocked and walks away. His friends say he just needs to keep trying until she agrees to hang out with him again.

1. What behaviour is happening?

.....

2. What might be influencing it?

3. Which British Value is being upheld or undermined? Why?

Scenario 3 Pria keeps messaging someone she likes but he stops replying. When Pria next sees him, he ignores her, and later she overhears him and his friends laughing about her messages. Pria feels embarrassed and upset - she can't stop thinking about him, and her friends tease her for having such a big crush. But she decides to stop contacting him and to focus on spending time with her friends instead.

1. What behaviour is happening?

2. What might be influencing it?

3. Which British Value is being upheld or undermined? Why?

Scenario 4 Georgie wishes she saw more of her girlfriend, but Yana is always so busy. At the weekend, Georgie sees Yana in the shopping centre with friends, so she asks her to grab some lunch together. But Yana tells her she's busy and promises she will message her later. By Monday morning, Yana still hasn't messaged, even though Georgie can see she's been messaging in a group chat. Georgie feels really hurt.

1. What behaviour is happening?

.....

2. What might be influencing it?

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3. Which British Value is being upheld or undermined? Why?

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Scenario 5 Otis has started liking someone and is really pleased when they ask him to hang out after school. But Otis' parents often talk about what kinds of relationships are acceptable, and how boys and girls are expected to behave in certain ways in relationships. Otis feels confused because what his parents expect is different to how he feels. When the bell rings at the end of the day, Otis leaves school quickly and pretends he's forgotten his earlier plans.

1. What behaviour is happening?

.....

2. What might be influencing it?

3. Which British Value is being upheld or undermined? Why?

Scenario 6 Yusuf has started spending time with someone who plays football every chance she gets. Even though they have different interests, they get on well. But everyone keeps commenting on how weird it is when they are together. Yusuf has always worried that girls won't like him because he prefers gaming to sport and thinks she probably doesn't really like him. He stops answering her messages.

1. What behaviour is happening?

2. What might be influencing it?

3. Which British Value is being upheld or undermined? Why?

1 The scenarios show that relationships can be influenced by lots of different things. Now that you
 2 have looked at these behaviours and influences, consider what are the most important qualities for
 3 any healthy relationships. For example, you might suggest good communication because it is
 4 important that each person is able to share how they are feeling with the other so they know what
 5 they like and what they don't like.

Task 2: Create a list of qualities that **everyone** should expect in a healthy relationships and explain why they are so important.

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Turn and Talk: What do you think is the most important quality and why?

Stop and Jot:

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6 Throughout this booklet, you have been
 7 learning about how to build healthy
 8 relationships. When you are making
 9 friends, it is important to look for qualities
 10 that make someone a good friend, not just
 11 spend time with people because others
 12 expect you to or because you feel pressure
 13 to fit in.



1 Friendships can make us feel happy, supported and understood, but there will still be times when
2 people disagree, fall out or feel upset. What matters is how we deal with these moments. Healthy
3 relationships involve communicating respectfully, listening to each other and being assertive when
4 something does not feel right.

5 A good friend should not make you feel unsafe, pressured or unhappy. They should respect your
6 boundaries, even if they do not fully understand them. Any fall out, argument or disagreement is
7 never an excuse for bullying, pressure or unkind behaviour. Even in difficult moments, we can still
8 choose to be respectful, honest and kind.



Pause and Reflect: What have you learnt about relationships in this topic?

Stop and Jot:

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Check for Understanding

1. What word means treating someone in a positive and considerate way?.....
2. What are personal rules that help people feel safe and respected?.....
3. True or false: Influences can help explain someone's behaviour, but they do not excuse unhealthy behaviour.....

Where can you find support?

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



Speak to your tutor, head of year or other trusted member of staff in the school.

Email itstopsnow@astrea-longsands.org



Fearless is the youth service from Crimestoppers. It gives young people information about crime and lets them pass on information 100% anonymously



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



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

For advice on a range of issues from bullying, mental health, relationships and more contact Childline
www.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



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