

## UNIT 1

# THE CHARACTERISTICS OF POSITIVE RELATIONSHIPS

**Note:** You should review this resource before use to check if it is appropriate for your pupils at Key Stage 3 and in line with your school's ethos and RSE policy, as approved by the Board of Governors.

### LEARNING INTENTIONS

Pupils are learning to:

- identify a range of relationships;
- discuss how some relationships are more important than others and can change over time; and
- consider the relationship characteristics that make it a positive experience.

#### SKILLS AND CAPABILITIES

- Working with Others
- Thinking, Problem Solving and Decision Making
- Communication
- Self-Management.

#### LEARNING EXPERIENCES

- Offers choice
- Supportive environment
- Ongoing reflection
- Active and enquiry-based learning.

#### ATTITUDES AND DISPOSITIONS

- Personal responsibility
- Concern for others
- Respect.

### Resources

- Resources A and B
- A3 paper
- Coloured markers
- [Active Learning and Teaching Methods for Key Stage 3](#)

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#### Activity 1

##### Types of relationships

- As a class, discuss the different types of relationships that the pupils currently experience in their lives.
- Give each pupil a copy of Resource A.
- Ask the pupils to complete the table by identifying as many different relationships as possible that start with each letter of the alphabet.
- Divide the pupils into small groups and, using Resource A, ask them to discuss:
  - Are all these relationships the same?
  - Have these relationships changed over time?
  - What are the characteristics of a positive relationship?
  - Should you be close to everyone on the list in the same way?
- Ask each group for feedback on their answers.
- Then facilitate a class discussion on different types of relationships and how and why they might change over time. This could include, for example, how our relationships with family members might change as we grow up. The class discussion will lead into Activity 2.



#### Activity 2

##### Close relationships

- Using Resource A, ask the pupils to identify their three current closest relationships.
- Then ask them to answer the following questions:
  - Are these the same relationships as five years ago?
  - If some have changed, why do you think they have changed?
- Give each pupil a sheet of A3 paper and coloured markers.
- Using their three closest relationships as examples, ask the pupils to create a mind map that shows the characteristics of a positive relationship.
- You can then display the mind maps on the board to facilitate a class discussion on positive relationships.

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#### Activity 3

##### Top four characteristics

- Divide the pupils into small groups and give each group a copy of Resource B.
- Ask the groups to discuss and agree on their top four characteristics of positive relationships.
- Then ask the groups to complete and decorate Resource B for displaying in the classroom.



#### Activity 4

##### Review of learning intentions

It's important that pupils have opportunities to reflect on their learning. You can choose from a range of methods detailed in our [Active Learning and Teaching Methods for Key Stage 3](#) resource, such as:

- Dartboard Evaluation
- Graffiti Board
- Fist-to-Five
- KWL (Know – Want to Know – Learned) Grid
- Post-It Collection
- Think, Pair and Share.

### RESOURCE A: A-Z OF RELATIONSHIPS

Complete the table below by identifying as many different relationships as possible that start with each letter of the alphabet.

	Relationship
A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	
M	
N	
O	
P	
Q	
R	
S	
T	
U	
V	
W	
X	
Y	
Z	

### Discussion Questions

- Are all these relationships the same?
- Have these relationships changed over time?
- What are the characteristics of a positive relationship?
- Should you be close to everyone on the list in the same way?

**RESOURCE B:  
TOP FOUR CHARACTERISTICS OF POSITIVE RELATIONSHIPS**