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We are therefore delighted to provide parent/carer copies of all PSHE Association member materials that cover RSHE (Relationships, Sex and Health Education).

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Healthy and unhealthy relationships



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Ground rules



Learning objective

To learn about the characteristics of healthy and unhealthy relationships.

Learning outcomes

We will be able to:

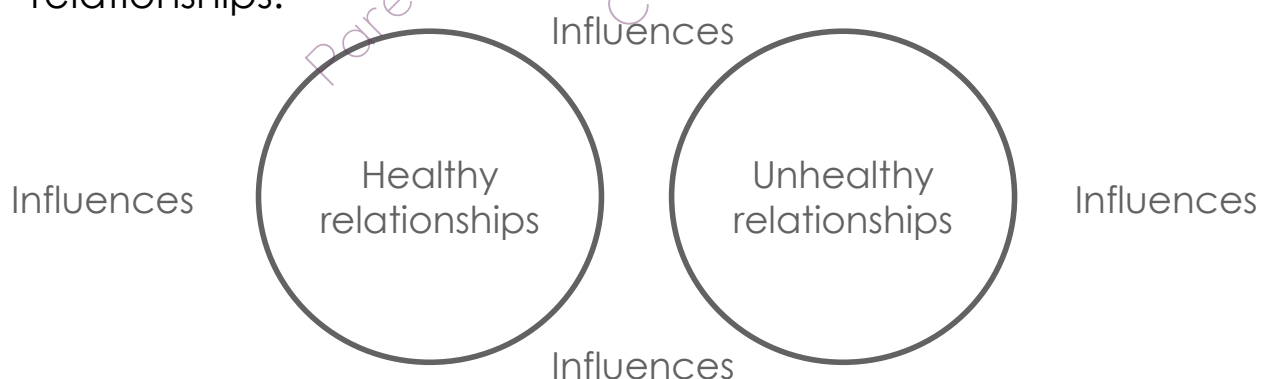
- describe healthy and unhealthy relationship behaviours
- assess factors that can influence someone's attitudes, expectations or behaviours in relationships
- identify the features of healthy, positive relationships
- explain how to respond to unhealthy behaviours in relationships

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What's our starting point?

Draw two large circles:

- In one, write the features and qualities of a healthy relationship.
- In the other, write behaviours and qualities that might be seen in an unhealthy relationship.
- Around the outside of both circles, write what might positively or negatively influence the way people behave in these relationships.



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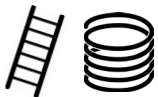
Healthy and unhealthy behaviours

Read the scenarios.

In pairs, highlight/underline behaviours that you think should be present in healthy relationships.

Then, in a different colour, highlight/underline examples of unhealthy relationship behaviours.

Annotate the scenarios with what healthy or unhealthy behaviours you think are being shown.



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.

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.

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.

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.

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.

Scenario 6

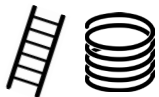
Yusuf has started spending time with someone who plays football every chance she gets. Even though they have different interests, they get on well. But everyone keeps commenting on how weird it is when they are together. Yusuf has always worried that girls won't like him because he prefers gaming to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

Attitudes, expectations and behaviours

What might be influencing the attitudes, expectations or behaviours of the characters in the scenarios – both positively and negatively?

Healthy relationships

In your group, create a list of qualities you think everyone should expect in a healthy relationship.



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Responding to healthy behaviours

In pairs, read your scenario and discuss:

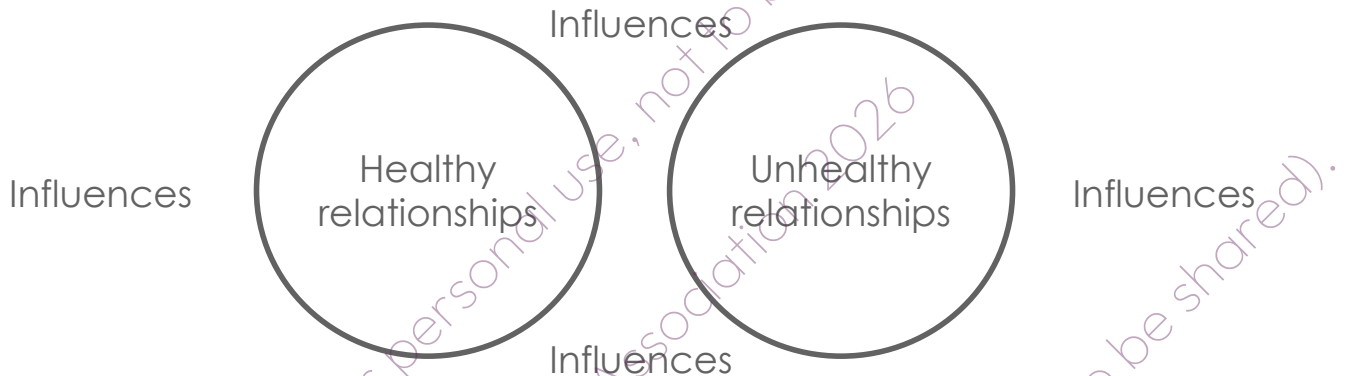
- What might the characters do or say next in response to the unhealthy behaviours/expectations/attitudes being shown?
- How might the relationship be improved in future?



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What have we learnt?

- What are the features of healthy and unhealthy relationships?
- What might influence someone's attitudes or behaviours in relationships?
- How might someone respond to unhealthy behaviours in relationships?



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Sources of support

If you have questions or concerns about relationships, you can always speak to your tutor, head of year, a member of the safeguarding team or another trusted adult in school or at home.

You can also contact:

Childline: www.childline.org.uk,
0800 1111

I need your help with something . . .

Something's worrying me, can I talk to you?

I have something that's been bothering me . . .

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Relationships on TV

Identify two relationships within a television show that you think show healthy or unhealthy relationships.

Explain the key reasons why.



Managing conflict



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Ground rules



Learning objective

To learn how to manage relationship conflict.

Learning outcomes

We will be able to:

- explain how effective communication can improve relationships in families
- explain different communication styles and their likely impacts
- assess examples of effective communication

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What's our starting point?

Divide a page into four, and answer the following questions:

How might it feel to argue or disagree with people?

How might these feelings impact someone's actions?

Why does the way someone responds to conflict matter?

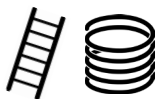
How might someone manage or respond to conflict?

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Communication strategies

Communicating effectively is an important skill, especially when managing conflict with others. Being aware of different communication styles and strategies can support this.

In pairs, read the different communication strategies on your handout. Add examples and a description of likely body language to each strategy.



Resource 1: Communication strategies ©PSHE Association 2026

Communication strategy	Description	Body language	Example of something said
Attacking	Insulting, judging, threatening, being aggressive		
Evasion	Down-playing, ignoring, putting off the conversation		
Informing	Sharing information, feelings and views		
Openness	Curiosity, active listening, summarising		
Uniting	Finding agreement/common values, building connection, finding solutions		

Conflict scenarios

In your group, discuss the scenario and decide how best to respond, thinking about different communication styles.

Remember, some situations may need a very different approach to ensure safety – for example, it can be dangerous to confront a violent or intoxicated person.



Managing conflict

In pairs, read your scenario and create a storyboard to demonstrate ways to manage the conflict, including speech and thought bubbles for the characters.

You should include:

- A realistic portrayal of a situation
- Positive conflict resolution strategies
- Sources of support



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What have we learnt?

Can you add anything new? Is there anything you would like to amend?

How might it feel to argue or disagree with people?

How might these feelings impact someone's actions?

Why does the way someone responds to conflict matter?

How might someone manage or respond to conflict?

Sources of support

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Blog post

Create a blog post featuring top tips for managing conflict.

This should include information about:

- different conflict management strategies
- effective communication styles
- sources of support



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