

Term: Spring 2017-2018	Year: KS4	Class: Mandela	Topic: <ul style="list-style-type: none"> Relationships
Aim 1: To explore what is important to us and how this affects our relationships.			
Objectives	Activities	Outcomes	
<ul style="list-style-type: none"> To identify what our core values are and think about where these come from To understand that we have rights but with rights come responsibilities To apply these ideas to their personal experience of relationships 	<ul style="list-style-type: none"> List their core values – survey others Student article – respect, stability, communication – thought triggers group mind map Focus on ‘rights and responsibilities in a relationship’ – respect, express feelings, opinions, feel safe, not be pressured, ask for what I want – performance poetry - drama activity – freeze frame or other to demonstrate each one If I have the right to be respected I have the responsibility to respect 	<ul style="list-style-type: none"> Pupils are able to identify what their core values are Pupils understand that relationships are about give and take and that everyone needs to work at them Pupils understand what healthy relationships look like and know that they must seek help if they are not in one 	
Aim 2: To consider different types of relationships and how these differ from each other.			
Objectives	Activities	Outcomes	
<ul style="list-style-type: none"> To know that there are lots of different types of relationships To recognise that some relationships are harder than others and identify why this may be To become more aware of how they can impact on the relationships they have To know the differences between romantic relationships and friendships and the ways in which they are similar 	<ul style="list-style-type: none"> Competition – list as many relationships as possible Easy and hard – name, describe, explain, compare, Snakes and ladders – create game about easy and hard relationships Private letter to someone you care about – what would you like to say to that person – how much you love them, sorry, what you’d like to do together, what you would change etc. Venn diagram – romantic relationships / friendships 	<ul style="list-style-type: none"> To understand that healthy relationships have the same things in common To identify the differences between romantic relationships and friendships To begin to become more self-aware about the impact they have on their relationships 	
Aim 3: To explore good communication in relationships			
Objectives	Activities	Outcomes	
<ul style="list-style-type: none"> To know that there are different ways of communicating: passively, aggressively and assertively To become more aware when they are behaving in these ways To practice assertive behaviour in case scenarios 	<ul style="list-style-type: none"> Case-study someone talking in the cinema – how would you respond? Role play different scenarios – dealing with these in aggressive, passive and assertive ways Create posters to explain aggressive, passive and assertive behaviours 	<ul style="list-style-type: none"> Pupils are able to identify aggressive, passive and assertive behaviours in other people as well as themselves Pupils know that assertive behaviour is best and are able to apply phrases, gestures to role-play scenarios and real life if possible 	
Aim 4: To explore how our emotions affect our relationships			
Objectives	Activities	Outcomes	

<ul style="list-style-type: none"> • To consider what affects our emotions • To identify a range of different emotions • To try out some different techniques that people use to cope with difficult emotions • To be aware of our usual emotional responses and try to change these if they are not helpful – e.g. shout, eat unhealthy food, drink alcohol, physically harm ourselves etc. 	<ul style="list-style-type: none"> • List what affects our emotions: (Include: puberty, self-confidence, how other people are towards us) • A-Z alphabet of emotions • Chatterboxes – different emotions how you react, emotion spinner – ‘spin the bottle’ a time I felt...(emotion) • Ideas share – tips for coping with difficult emotions – trial and assess effectiveness, e.g. writing things down, meditating, listening to calm music, punching a cushion, doing some exercise – try out some of these techniques 	<ul style="list-style-type: none"> • Pupils understand that they will feel a range of emotions and these are affected by a variety of things – e.g. hormones • Pupils are aware of what is a healthy way to express these emotions and practice doing so •
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