

# Lesson three: My relationships



## Lesson aim:

Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.



## Learning outcomes:

- I know what a relationship is and the different types of relationships that people enjoy
- I can identify the different types of relationships that I am in
- I have considered ways people show that they care for each other within a relationship



## Resources required:

- Resource sheet: Spinner wheel (printed onto card)
- Resource sheet: Spinner characters
- Resource sheet: Bee pledge card
- Paper fasteners

## Key words: relationship

### Teacher notes:

It is important pupils feel comfortable to talk about all the relationships that matter to them, including those with non-blood relatives, pets etc. It is also important that pupils can equally celebrate the different types of families within which they live including foster families, same sex parents, grandparents etc.

Be mindful that some pupils will have normalised unhealthy relationship behaviours from their own home environments. These pupils may therefore find the contents of the lesson challenging. It would be inappropriate to comment negatively on any examples of perceived unhealthy relationship behaviours. Feedback discussions could focus on considering how the pupil felt in the circumstance, or if there was a kinder way to express the view etc.

## Begin the lesson by...

Explaining that in this lesson we will be learning about a wide range of relationships. A relationship describes how people are connected to each other. They may be connected by blood such as a parent or brother/sister, through marriage/civil partnership, by choosing to spend time with and care for each other, such as a friendship or when in a relationship and have chosen not to get married or enter a civil partnership. Reassure pupils that all relationships are valuable if they are meaningful to the people within them. Remind pupils of the working agreement.



### Activity one: Relationship roulette

Give each pupil a spinner template. Instruct pupils to cut the spinner and arrow templates out, stick a character of their choice into each space on the spinner then attach the arrow to the spinner using a paper fastener.

Divide the class into pairs. Tell pupils to simultaneously spin their arrows. Once the arrows have settled ask pupils to look at the characters their arrows have landed on and decide what type of relationship the two characters are in. Ask pupils to share with the class some examples of relationships they discussed. Highlight any missed examples such as two dads, living in a children's home together etc.

Summarise this activity by reassuring pupils that all types of relationships are important. It is also important that the people in the relationship love, respect and take care of each other in a healthy and respectful way.



### Activity two: Relationship map

Give each pupil a piece of paper and ask them to draw a basic picture of themselves in the middle of the paper. Ask pupils to think about the people they are in a relationship with. Tell pupils to write the names, or if time allows illustrate the people who they identify as being in a relationship with around them, placing the relationships that are closest nearest to the illustration of them.



## Activity three: Respectful relationships

Tell pupils to look at their picture from Activity two and think about the ways these people help to care, love and respect them.

Assign each pupil a letter of the alphabet. Tell them to think of something starting with this letter that people can do to show they care, love and respect someone. Once pupils have had a chance to reflect and generate an idea, ask them to shout out their ideas as you call out the alphabet. Below are some possible suggestions if they become stuck for ideas:

- Ask them how they are
- Be kind to them
- Care for them
- Do nice things for them
- Everyday try to do something nice
- Forgive them if they do something to you by accident
- Give them a present on special days
- Help them
- Interested in what they say
- Joke with them
- Kind
- Listen to them
- Make time to be with them
- Not be unkind to them
- Open with them about your feelings
- Polite
- Question their views
- Remember their birthday
- Smile when you see them
- Talk with them
- Undo their shoes for them
- Videos can be made with them to enjoy watching together
- Wait for them so you can walk to school together
- X – give them a kiss
- You could give them a compliment
- Zoo – take them to the zoo and have a fun day!

Finish the task by asking pupils what they thought was the thing that they would most like someone to do for them to show them that they cared. If presents are suggested as a way of showing someone you love and care for them, remind pupils that presents are not the only way and if presents are given they should always be given freely without any expectation of anything in return.



## Extension:



**What relationship behaviour is most important to you, so you can enjoy respectful relationships? Is this something that you can pledge to be like yourself within your own relationships?**

**Suggested answers:** *I pledge to be kind; fair; encouraging; supportive; positive; helpful; forgiving; tolerant; honest; reliable; considerate; compassionate; responsible; thankful.*

Give each pupil a bee. Tell pupils to write and complete the statement 'I pledge to be...within my relationships.' Pupils can decorate their pledge bees and give them to someone they are in a relationship with. Alternatively, you can adapt the activity to make pledges of respectful relationship behaviours for use within the classroom. These can be stapled together and displayed within the classroom as a visual reminder to support classroom relationships and pupil behaviour.

### Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share examples of respectful, healthy relationship behaviours. Reassure pupils that there are a diverse range of relationships, all are valuable if they are important to the people involved in them. Remind pupils that it is important that the people in the relationship love, respect and take care of each other in a healthy, respectful way. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



## Assessment:

**Activity one:** Pupils identified a wide range of relationships by playing relationship roulette. The random connection between the two characters enabled them to broaden their relationship knowledge beyond that of their personal experiences.

**Activity two:** Pupils identified the special people that they are in a relationship with, reflecting on the context of the relationship.

**Activity three:** Pupils identified a wide range of respectful relationship behaviours as a class, using the alphabet to stimulate a wide range of suggestions.

**Evidence of assessment:** Relationship spinners; relationship maps; pledge bees, if extension activity completed.





