

Lesson three: My relationships



Lesson aim:

Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.



Learning outcomes:

- I can recognise that some things can be done in public and some things should only be done in private
- I have thought about different types of touch within relationships and how to respond
- I have thought about types of behaviours within relationships and how to respond



Resources required:

- Resource sheet: Public or private?

Key words: public, private

Teacher notes:

The contents of this lesson may expose a range of personal views based on a pupil's individual experiences, family values and culture. It is important to remind and reassure pupils before sharing a response to an activity that it is OK to have different views to each other. This lesson has the potential to lead to safeguarding disclosures. It is therefore important that pupils know who they can talk to both during and after the lesson if they have any concerns that they would like to share. Ensure familiarity with the safeguarding policy and protocols. Advise other staff including safeguarding leads that this lesson is being taught so they can be prepared for any disclosures.

Begin the lesson by...

Explaining that in this lesson we will be learning about what behaviours and touch are OK and comfortable and those which are not. We will consider if the place where the behaviour occurs affects whether it is appropriate or not appropriate. People have different ideas about what is appropriate behaviour. Reassure pupils that different ideas are fine, although there are some things that are never acceptable to do to another person or for someone to do to you. Let pupils know what to do if there is anything that concerns them during this lesson including if they need to leave the classroom because they feel upset. Remind pupils of the working agreement.

Activity one: Public or private?

Draw two overlapping circles on the board. Add the heading 'private' in one circle, 'public' in the other circle and 'both' where the circles overlap.

Tell pupils that a public place is somewhere where other people can see you.

Tell pupils that a private place is somewhere where people cannot see you, are less able to see you or where only a few other trusted people may be.

Ask pupils to pair, square and share ideas about whether the following places are public or private:

- Bedroom
- Home
- School
- Classroom
- Toilet
- Beach
- Shop
- Park
- Friend's house
- Restaurant

Ask groups to share their views. Write the areas as decided by the class under the appropriate headings.

Discuss pupil responses as a class. Highlight how some places are public but can still offer a level of privacy, such as a toilet within a restaurant. Some private spaces can also become public.



If a bedroom is considered a private place, does it become more public if the bedroom door is left open? Does it become more public if you have a webcam on?

Ask pupils for further examples of public and private spaces to check their understanding.

Divide the class into small groups. Give each group one of the behaviour cards. Ask the groups to look at their behaviour card and decide if the behaviour can be done in public places, private places or both. Swap the cards around until all the groups have considered all the behaviours.

Discuss pupil views on the behaviour cards. Reassure pupils that it is OK to have different views to each other.

Points to consider/discuss:

- **Going to the toilet** – some families may be comfortable to do this in front of each other, but it is not appropriate to do this in another person's house or public spaces like a school or restaurant.
- **Being dressed in your underwear/swimwear** – although there may be the same amount of body exposed, it might be OK to wear your swimwear in some public places such as a beach or swimming pool, but unacceptable in other public places such as a café or the shops.

- **Crying** – Discuss if it is more acceptable for a girl to cry than a grown man? Explain that everyone has emotions and feels like crying at times.
- **Shouting/arguing** – Is it OK for a person to shout at another person? Why would someone behave like this in private but not in public?
- **Being on webcam** – Does being on webcam make an otherwise private place, a public place?

Remind pupils that people may have different views based on their culture and family values, and that this is OK.

Activity two: Touching hands

Give each pupil a piece of paper. Tell pupils to draw around both of their hands.



Was one hand easier to draw around than the other?

Explain as we do not usually use our opposite hand to draw, it can feel uncomfortable. In the same way, some touches can feel uncomfortable.

Tell pupils to write all the comfortable and safe touches they can think of within their writing hand and all the uncomfortable, painful or unsafe touches they can think of in the opposite hand. If it depends who is touching them, tell pupils to write the touches in both hands or in between the two hands.

Remind pupils that it is important to tell a trusted adult if anyone touches them in a way that makes them feel uncomfortable, in pain or that they find scary. Reassure pupils that this is the right thing to do even if they have been told that something bad will happen to them if they do.



Activity three: Conscience alley

Ask the class to form two equal sized lines facing each other, leaving enough space for you to walk in between the two lines.

Read out the scenarios below. After each scenario, walk slowly down the space between the lines asking pupils to say one or two words that describe how the behaviour could make them feel as you pass them. Once you have reached the end of the line highlight some of the comments and feedback general points. Return down the line inviting pupils to say a response or something they could do if the scenario happened to them. Feedback the best ideas and explain how these could be used effectively.

- Someone pushes in front of you in a queue
- A friend talking about you behind your back
- Someone online asks you to send them a picture of yourself wearing your favourite swimwear
- A teacher tells you off for talking in front of the whole class but it wasn't you who was talking
- An older brother/sister comes into your bedroom when you are getting dressed in the morning
- A parent tripping you over on purpose and laughing at you in front of the rest of the family
- A stranger asking you to sit on the bench with them

Suggestions for responses may include: *Removing themselves quickly from the situation, speaking to a trusted adult about the situation, shout or scream as loudly as they can, speaking confidently and directly to the person, telling the person that you do not like what they are doing in front of others.*



Extension:

Divide the class into groups. Tell pupils to select a scenario of their choice from Activity three and role play an effective suggested response. Remind pupils that they are not to actually push/trip each other when roleplaying the scenario.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share with the class some places that are public and why they are public. Ask pupils to share with the class some places that are private and why they are private. Encourage pupils to suggest an effective way to respond if someone behaves inappropriately towards them. Reassure pupils that whilst we all have different ideas about what are and are not appropriate public and private activities. It is not OK to do something to someone who does not like the behaviour even if you would be OK with it. Reassure pupils that it is important to tell a trusted adult if a touch or behaviour has made them feel uncomfortable. 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 range of behaviours that are acceptable in private, public and both.

Activity two: Pupils identified a range of different types of touch, categorising these into comfortable and uncomfortable touch.

Activity three: Pupils considered a range of unhealthy relationship behaviours, identifying how this could cause them to feel and offered appropriate verbal responses through the conscience alley activity.

Evidence of assessment: Hands with comfortable and uncomfortable touches.











