

# Lesson three: My relationships



## Lesson aim:

Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.



## Learning outcomes:

- I can identify the relationships that I am in
- I can recognise healthy and unhealthy relationships, and how these can make me feel
- I recognise the skills to respond to an unhealthy relationship



## Resources required:

- Resource sheet: Relationship web
- Resource sheet: Relationship behaviours
- Ball of wool
- Balloons
- Small strips of paper
- Pens

## Teacher notes:

Pupil views on healthy and unhealthy relationships may vary depending on their family norms, and personal experiences. It is important to focus on how relationships make a pupil feel, the skills and confidence to respond to unhealthy relationships and the importance of not replicating unhealthy relationships towards others. This lesson has the potential to lead to safeguarding disclosures. It is important to remind pupils who they can talk to in and out of school if they are concerned about an unhealthy relationship behaviour of someone they know. It may be helpful to inform other staff that this lesson is being taught so they can prepare for potential disclosures.

## Begin the lesson by...

Explaining to pupils that in this lesson they will be learning about different types of relationships, how people might behave within relationships, including acceptable and unacceptable behaviours. Explain that the relationships we are in can impact on how we feel about ourselves. A healthy relationship is likely to help them feel confident and mostly happy. Remind pupils of the working agreement, including the agreed process for sharing information and asking for help outside of the lesson.



## Activity one: Relationship webs

Tell pupils that a relationship describes the way in which two or more people are connected to each other.



**What different types of relationships can people be in?**

**Suggested answers:** *immediate family; extended family; friendships; school; sports teams; formal relationships such as with a doctor etc.*

Tell pupils to stand in a circle. Explain that they are going to take it in turns to name someone in the circle and explain a way in which they are connected to them. Explain that pupils will throw a ball of wool to the person they have named to create a 'web'. Pupils will need to wrap the wool around one of their hands before throwing the ball. Keep passing the ball of wool until every pupil has been connected and all the pupils are joined together by a web of wool. If it is hard to connect a pupil consider them as connected by belonging to the same class.

**Suggested answers:** *Sit next to them; walk into school with them; go to the same lunchtime club; are friends, on the same football team etc.*

Explain the web of wool shows how people are often connected to each other. People can be connected in many ways. Some relationships feel closer and can be more enjoyable than others.

Give each pupil a relationship web worksheet. Tell pupils to imagine that they are at the centre of the web. In each section ask pupils to identify different people that they are in a relationship with. They can be close, distant, happy or less happy relationships. The closer and happier the relationship, the closer to the centre of the web they can position it. Pupils can either write the name of the person, or draw a face/colour to represent the relationship.



## Activity two: Relationship behaviours

Display the thumbs up, sideways and downwards signs to represent a spectrum.

Read out each of the following scenarios, asking pupils to position themselves on the spectrum according to how healthy they feel the relationship is. Reassure pupils that there is not necessarily a right or wrong answer and it is important not to move with their friends.

**Scenario 1:** Charlie and Lucas have been friends since they started school. Two weeks ago, a new boy called Hanni joined their class. Charlie and Hanni have been spending lots of time together, which is making Lucas feel left out and annoyed. Lucas has told Charlie that he must choose who he wants to be his mate, either him or Hanni.

**Scenario 2:** Elsie and Akira have been girlfriends for three weeks, they agreed to keep this a secret and not tell anyone. Elise keeps trying to break up with Akira, but every time she does, Akira threatens to tell everyone about their relationship, so Elise remains her girlfriend.

**Scenario 3:** Hannah has been chatting to a new friend Sophia who she met online. She is really enjoying how much Sophie messages her. They really seem to know each other. Hannah is excited that Sophia wants them to meet in person one day. Hannah doesn't have many friends at school and her chats with Sophia make her feel more confident and happy.

Invite pupils to share their views once positioned. Highlight any examples of how the relationship is healthy, might be unhealthy or could be unsafe.



## Activity three: Relationship feelings

Divide the class into three small groups. Provide each group with some small strips of paper and a balloon. Allocate each group a scenario from Activity two. Ask the group to identify at least five inner thoughts and feelings that their character (Lucas/Elise/Hannah) might be experiencing. Tell the groups to write these onto small strips of paper, roll them up and put inside the balloon. Blow up and knot the balloon. Tell pupils to write on the outside of the balloon the ways in which their character might behave because of their relationship experience. Finally, ask pupils to discuss the ways in which they might respond towards someone who is behaving this way.

Repeat reading out the scenarios to the class. Following each scenario ask the relevant group to present their balloon to the rest of the class, explaining:

- The feelings that they have put inside the balloon
- The external behaviours
- How they felt they might react towards someone who is behaving this way



**What could (Lucas/Elise/Hannah) do to manage the unhealthy relationship behaviour?**

Remind pupils that if they are finding a relationship difficult to manage it is helpful to be honest about this and talk to someone that they trust.



## Extension:

Tell pupils to write a text message to Lucas, Elise or Hannah that gives them some helpful advice on how to respond to and manage the unhealthy relationship behaviour they are experiencing. Invite pupils to share their advice. Discuss the ideas as a class. Highlight effective strategies.

### Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to tell you some examples of unhealthy relationship behaviours that they have learned to identify. Ask pupils to tell you something they could do if they or someone they know experiences an unhealthy relationship behaviour within a relationship. Reassure pupils that it is natural for some relationships to be closer and more enjoyable than others but it is not OK for someone to behave in unacceptable ways within a relationship. Remind pupils that if they are finding a relationship difficult to manage, it is helpful to be honest about this and talk to someone that they trust. Signpost pupils to who they can talk to if they have any concerns or questions about what has been taught in the lesson.



## Assessment:

**Activity one:** Pupils identified the different ways in which they are connected to other members of their class and identified people they are in a relationship with outside of school.

**Activity two:** Pupils considered different relationship scenarios, identifying healthy and unhealthy relationship behaviours within them.

**Activity three:** Pupils recognised the different ways in which relationship behaviours can cause someone to think and feel about themselves, including how they may behave towards others.

**Evidence of assessment:** Relationship web worksheet, balloon models, text message, if extension activity completed.









