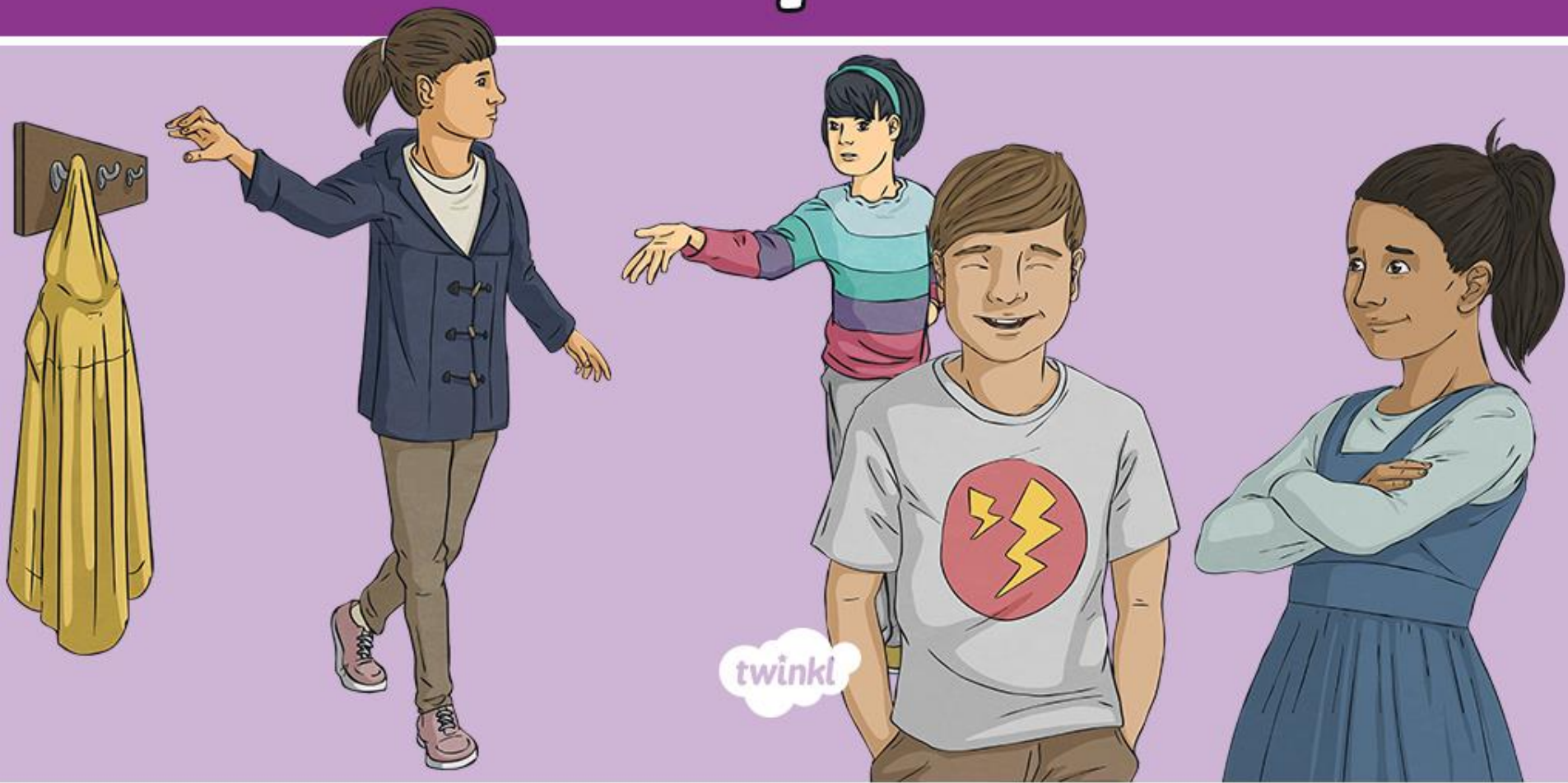


Is This a Good Relationship?



Aim

- I can identify my own support network.

Success Criteria

- I can identify healthy and unhealthy behaviours within relationships.
- I understand when secrets are OK or not OK.
- I know how to access my support network if a relationship doesn't feel good.

The Big Questions



What makes a good relationship?

What can we do if one of our relationships is not good?



Write your answers to the Big Questions on sticky notes and then stick your answers on the Big Questions Poster.



Reconnecting

Ourselves



How can we ensure that we are in a good relationship with others based on how we are with them and how they are with us?

involve our support network if our friendship needs support

say what we are thinking

be fair

be honest

have self-respect to ensure we are treated how we treat others

listen to our friends

Exploring

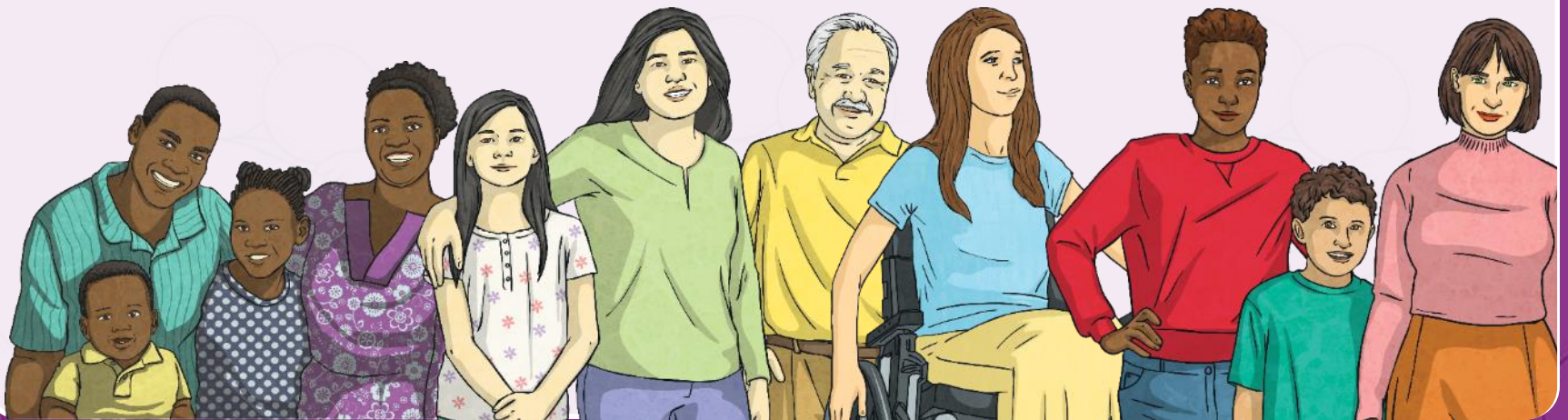
Relationship Map



In our lives, we all have different important relationships. These are very important people (VIPs) in our lives.

These people might be family members, friends or other adults we know and trust, like our teachers.

These people are those we can turn to for help if we need to.



Relationship Map



Our VIPs include our family, our friends and other adults we know and trust. These relationships should make us feel happy and safe. Sometimes, we may feel unhappy, for example, if we are told we need to wear a coat on a cold day, but we do not want to. However, the unhappiness felt we know, deep down, is for a good and positive reason (to stop us getting unwell!).



Relationship Map



However, if a relation

We all have a right to live a
y and safe life and if
is affecting that we
me help, someone to
some advice.

us feel
of our VIPs

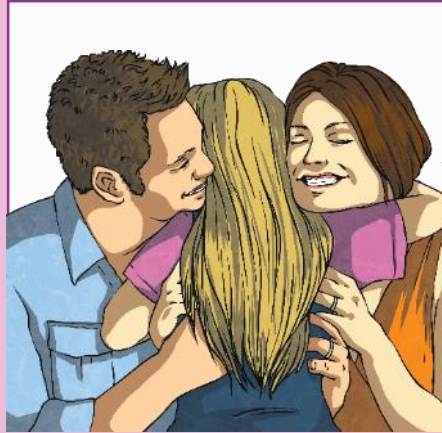
This includes how someone else
speaks to us, how someone else
makes us feel and how someone else
makes physical contact with us.



Relationship Map



Spend a few moments thinking about times when it is OK for one of our VIPs to physically touch us.



Relationship Map



There may be many times when we have physical contact with a VIP. This might be holding hands, hugging goodbye, kissing goodnight or a VIP giving us a piggyback ride. If a VIP is touching you in a way that you do not like, for example, it is considered inappropriate. It is important for us to feel able to tell our VIP that we do not want physical contact so we can discuss this. For example, we might say 'I know you like to hug me goodbye at the school gates but I just want to go and see my friends then. Could we say goodbye in the car instead?' If, however, we don't feel comfortable discussing it with our VIP, or if we have discussed it but it has carried on, it is important that we talk about this with another one of our VIPs to get support and advice about this.



Relationship Map



Remember, a VIP should never be asking us to keep a secret that makes us feel uncomfortable.

It is always OK to talk to someone if we feel uncomfortable about anything.

Remember, a VIP should want us to be happy and safe and would encourage us to talk to someone else if we didn't.



Relationship Map



Here is Pete's Relationship Map. He is in LKS2, just like you.

Acquaintances –
children in Pete's class
teachers
friends of the family

Relatives –
grandparents
cousin
aunts and uncles

Friends –
friends within school
friends outside of school

Family –
parents
grandparents
siblings



Dares



The following story is about something that happened to Pete.

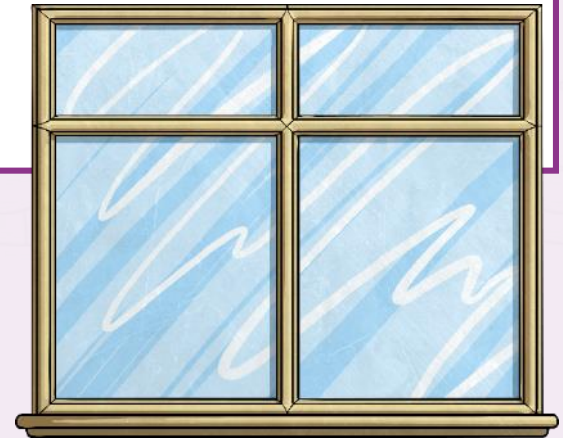
Pete went over to his friends on the school playground and asked what they were playing. His friends whispered to each other and one, Billy, said to Pete, 'We can't tell you as you're not grown up enough to play this game'. Pete felt sad and said, 'I am grown up enough, please tell me the game'.



Dares



The rest of the friends smiled to each other and said to Pete that they were playing a game called Dares. They told Pete that if he wanted to play with them he had to prove he was grown up enough by doing the first dare. Pete agreed. The group of friends dared Pete to throw a stone at the classroom window. They said that if he didn't, he was a chicken and would not be able to play with them.



Dares



Pete agreed, because he wanted to be included in the game and threw a stone towards the classroom window. The stone missed the classroom window but hit another child who was in year 3. A teacher came running over and took Pete in to see the headteacher.



In pairs, reflect on the different characters within the story and why they did what they did. Think about how each character felt and what their individual outcome would be.

Dares

Complete the table below to help you reflect on the Dares story.

Pete	Billy
What he did	What she did
How he felt	How she felt

Who's in Charge?



Playing running games at lunchtime is so boring. We should just sit and chat and never do running games.

I love running games but Mia is my best friend and I don't want to have a falling out.



Who's in Charge?



However, Jordan is showing he is having different thoughts to Mia. He now has a choice. He could decide to go along with Mia's ideas and not run anymore. However, this means he is not doing what he enjoys and is choosing to do this to avoid upsetting Mia, rather than because he actually wants to.

Mia has voiced what she wants to play. She is in charge of her thoughts, her behaviour, her actions and her body. She has clearly expressed her own thoughts about lunchtime games and is using her control to make this choice and her behaviour, actions and body are following through by sitting down and chatting with her friend, Jordan.

Who's in Charge?



What could Jordan do?

What would you do?



Who's in Charge?



If Jordan did go along with what Mia wants, who is in charge of this decision?

Sometimes we need to express what we want to do, other times we might negotiate with a friend and finally, there may be times when we decide our friend's idea is one we want to go along with. How we respond is our choice.

We are always in charge of our own mind and our own choices.

How can we voice our thoughts and opinions without getting into an argument?

It's easy and hard to negotiate or to stand up for our own ideas or to be harder to what we want.

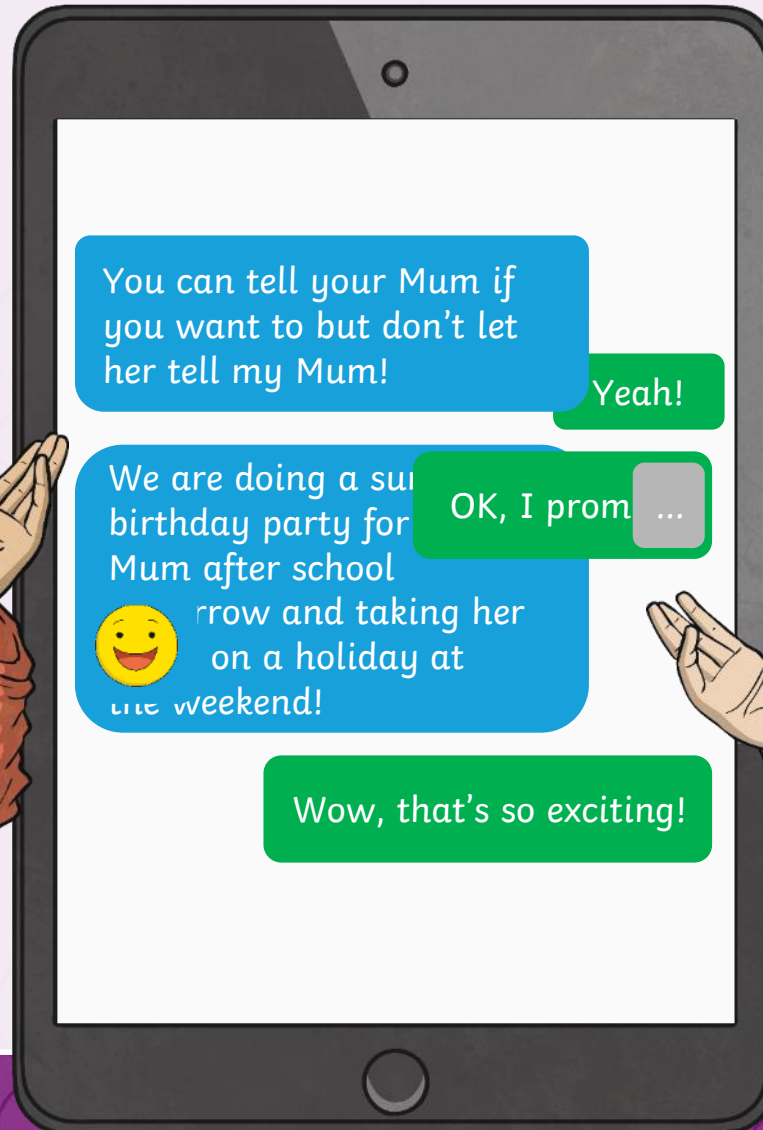
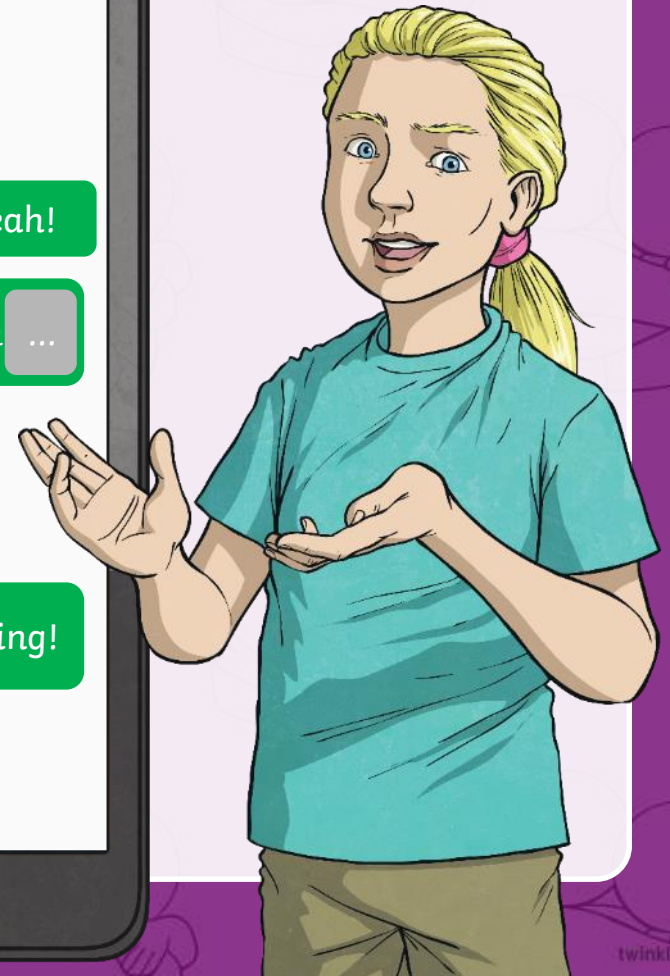


Who's in Charge?



Dougie

Imran



Who's in Charge?



Dougie

Imran

Dougie and Imran are communicating online. Dougie has asked Imran to keep a secret.

Is this OK? When would it not be OK to keep a secret?

Would it be OK for Imran to share the secret with Dougie's mum? Why not?

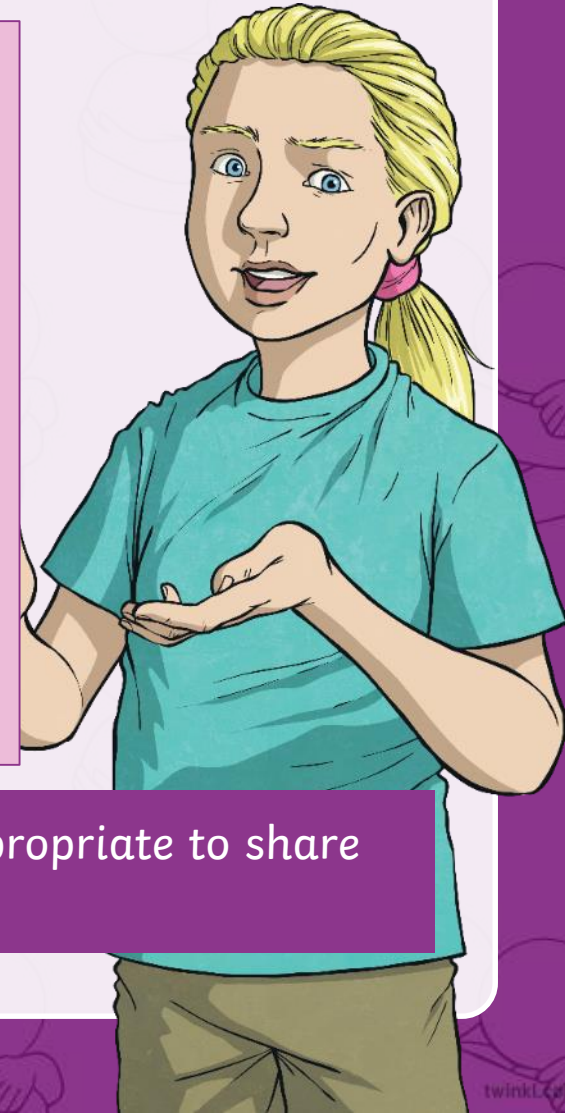


Who's in Charge?



There can be times when keeping a secret can be OK and there can be times when it is not OK. If being asked to keep a secret makes you feel uncomfortable or worried then it is important to talk about it with a trusted adult. Dougie's secret wasn't something that caused Imran any worry so it was OK. Imran sharing the secret with Dougie's mum would have spoiled his surprise so it wouldn't be OK to share it with Dougie's mum. However, Imran could share the secret with his own mum (like Dougie suggested) but also he could share it with another trusted adult if he did feel worried or uncomfortable.

Discuss which of the following secrets might be appropriate to share with a trusted adult.



Who's in Charge?



A friend tells you they don't eat any breakfast in the morning before school.



Your dad tells you the present he is going to buy your mum for her next birthday.



Which of these might you talk to a **trusted** adult about? Why?

Consolidating

What Should I Do?



Look together at the **Is This a Good Relationship? Scenario Cards** and discuss in pairs what the friends could do in each situation.



Now, as a class we will reflect on all the different ideas we have to resolve the Relationship Scenarios.

Why do we all have different ways to resolve situations?

Are some of the solutions more effective than others?

What should we do if we are unsure what to do in a situation like these?

Reflecting

Support Networks



Support networks are the people around us who are there to help us when we need help; those we can trust, who will look out for us.

Our support networks are made up of our families, relatives, friends and acquaintances. Different situations may mean we need different members of our support network.

If we are having difficulties with our friends then we would need to reach out to our families, relatives or acquaintances.

If we are having difficulties with our family, who could we reach out to for support?

Think about your own support network.

The Big Questions



What makes a good relationship?

What can we do if one of our relationships is not good?



Do you have any new answers to add to the Big Questions Poster? Write your new answers on a sticky note and add it to the Big Questions Poster.



Aim

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Success Criteria

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