

the **primary**  
resource

## What is the Restored Primary Resource?

Restored is a charity dedicated to transforming relationships and ending violence against women (visit: [www.restoredrelationships.org](http://www.restoredrelationships.org) to find out more.)

Approximately 1 in 5 children in England and Wales will witness domestic violence a year, which can lead to some children holding a normalised view of such damaging relationships (Radford et al. (2011); Wood et al. 2011). Therefore, educating children about relationships is essential.

The Restored Primary Resource (aimed for use in upper KS2) is designed to support relationship education. At primary level, we don't want to explore the devastating results of unhealthy relationships and domestic violence explicitly. With this resource we are aiming to lay the foundations and focus on the **fundamental** elements of **healthy and unhealthy relationships**.

This resource contains a variety of **handouts**, **worksheets** and **activities**, accompanied by four **lesson plans** (pgs. 18-25). The handouts and activities can be used in line with the lesson plans provided, or as **individual ideas** for teachers to create their own lessons from.

There are sections that challenge the children to **apply** what they have learnt, as well as a **video resource** and opportunities for **role-play**.

We're aiming to share the meaning of a healthy relationship with the next generation. This is in the hope that they will go on to have happy, strong and healthy relationships of their own in future life.

Use of this resource may encourage disclosures. Ensure children are signposted to the appropriate member/s of staff, and if you have a cause for concern about a student, we advise you to follow your school's safeguarding procedures. If you would like additional support you may wish to contact the **NSPCC**:  
Tel. no. **08088005000** Website <http://www.nspcc.org.uk>



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# Relationships

What they are and why it's important to make them awesome!



## What Does the Word 'Relationship' Actually Mean?

Take a look in the dictionary and write the definition of the word **relationship**...

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...hmm... that's what the word means, but we all know that *our relationships with people* can't really be defined by a dictionary! They are defined by how we feel about those who are close to us.

**They're about sharing life with other people!**

We all have **relationships** with the people close to us in our lives, for example with our family, friends, classmates and many more people.

However, what we're going to focus on are the types of relationships two people have where they are lovingly committed to one another and think of each other as **partners**. This is when people are said to be **in a relationship**.


Ensure you understand and make notes on the **key words** related to unhealthy and healthy relationships – if you're not sure, ask your teacher!

*Activity burst:*  
Character Role-play!

### A Healthy Relationship...

If both partners treat each other well they are in a **healthy relationship**. This could include being...





Activity burst:  
Character Role-play!

## Role-play instructions

In small groups, **choose one of the healthy relationship words** you have learnt about and **create a role-play to demonstrate it**. This could involve different techniques: One group might create a scene with a made up group of friends or family, whilst another might use 'hot-seating' – asking one of the 'partners' about what their relationship is like.

If a group is feeling super confident, they could try adding a second healthy relationship word.

Groups will then take turns to perform their role-play; whilst the rest of the class tries to guess which healthy relationship word/s they chose to act out.

## Key Features of a Healthy Relationship

Fill in the missing words and draw a happy couple!

When both partners treat each other well they are in a **healthy relationship**.  
This could include being...

\_\_\_\_\_

\_\_\_\_\_

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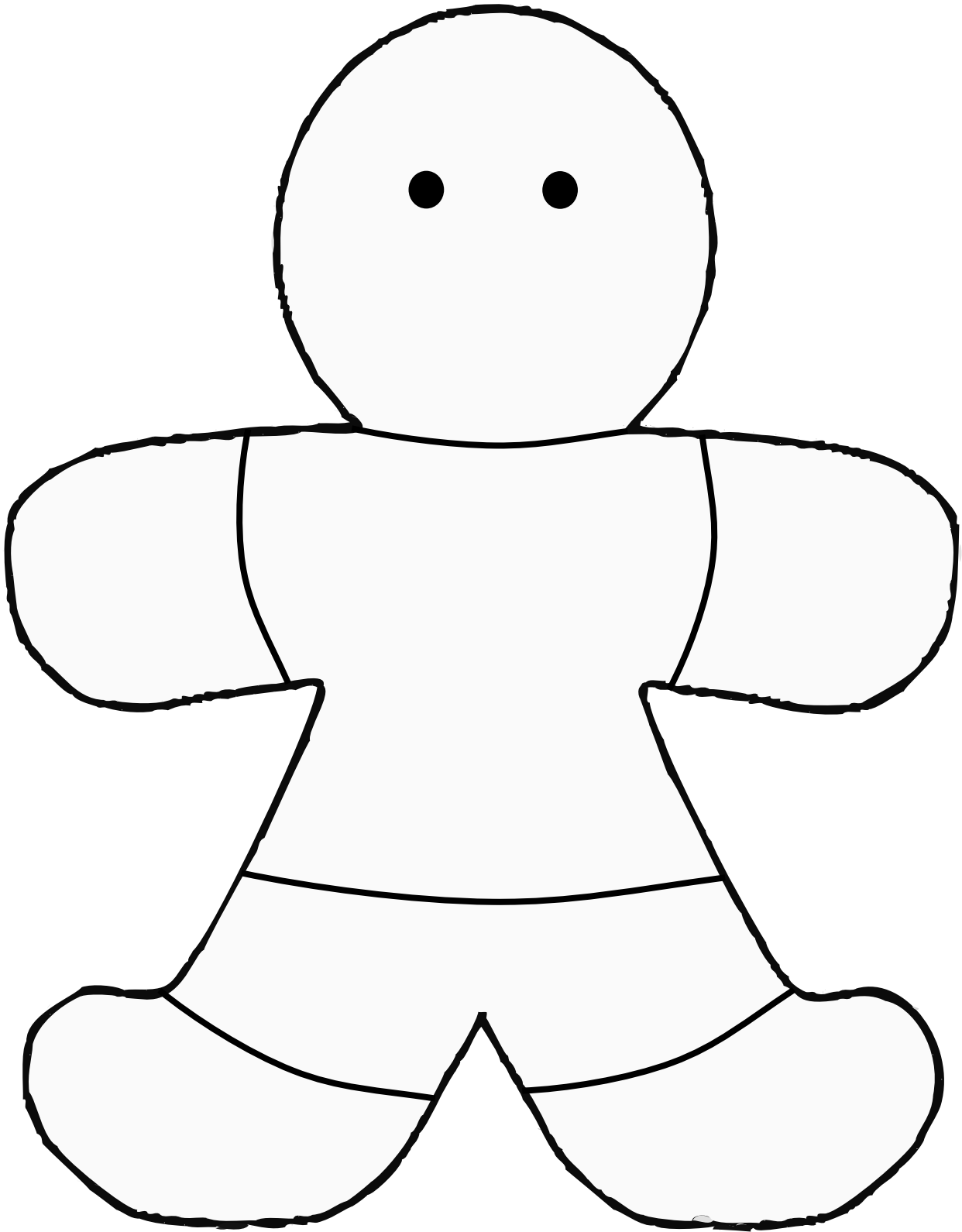
Activity burst:  
Paper People!

## Paper people – teacher instructions

This activity illustrates the damaging effects of unhealthy relationships without explicitly revealing what that might include, and also shows how healthy relationships can help us to become even better people.

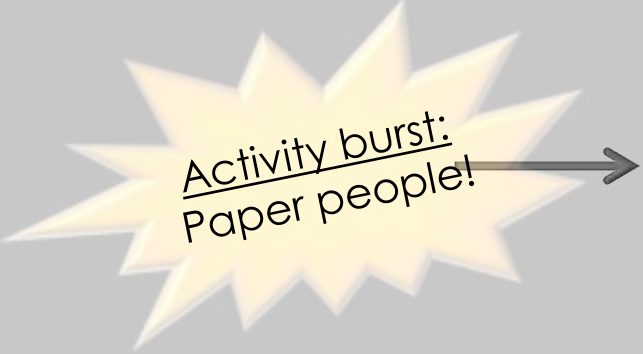
For '**Paper People 1**', give each student a paper person (*found on page 7*) and tell them to destroy it, they can do whatever they like to it (using pens, screwing it up, throwing it across the room etc.), but they must not rip it. After about 5 minutes, ask them to flatten it out and say sorry to it. Now ask the class, do they think that makes everything better? Is it the same piece of paper it was before? Or do the scars of the damage it has experienced still remain? Relate this to **unhealthy relationships**.

For '**Paper people 2**', ask the children this time to make the paper person beautiful and fantastic in whatever way they like (using pens, pencils, decorations etc.) and to treat it well. After about 5-10 minutes, ask the children if how well they have treated their piece of paper shows. Discuss how they have helped the paper person to be even better than it was before, and relate this to **healthy relationships**.





## The Result of Unhealthy Relationships



*Activity burst:  
Paper people!*

*When you said sorry to the paper person... do you think it made everything better?*

Of course not! While it is important to apologise for the mistakes we make in life, it is also important to not make them deliberately. After deliberately damaging that piece of paper in

whatever way you liked, no matter how much you said sorry or tried to undo the damage done, the scars still remained. **People involved in damaging, unhealthy relationships also have remaining scars.**

This reminds us how important it is to think about how we treat other people, especially those who are closest to us. When someone is in a relationship, they should always want to be the best they can be for their partner. Now, this doesn't mean being perfect at everything, it just means **always trying their best to treat their partner well and make them happy.**

*Does how well you have treated the paper person show?*

Of course it does! You have tried your best to make this paper person beautiful and fantastic, and have treated it as well as you can, therefore you have helped it to become even better than it was before! **People involved in healthy relationships help each other to be better people.**

When we treat others well, especially those closest to us, it makes everyone happier!



*Activity burst:  
Paper people 2!*

## Unhealthy and Healthy Relationships

Whether a **couple** have been together for a few months, or have been in a **marriage** or **civil partnership** for years, it's important for both partners to be happy in the relationship. Being happy in a relationship has a lot to do with **how partners treat one another**.

### An Unhealthy Relationship...

If both partners always treat each other badly, or one always treats the other badly, they are in an **unhealthy relationship**. This might include being...



## Identifying Negative Behaviours

People may behave in a negative way for many different reasons. Sometimes it's due to **personality**, but it can be due to stress, being unhappy, illness or sometimes it can be due to a misunderstanding. It is important to remember that it's when negative behaviours happen a lot, that a relationship can be considered unhealthy.

Let's relate the negative behaviours we've been discussing to the relationships we have with friends and family. **Look at these different situations and label the negative behaviours that match the examples.**

	Hannah didn't like how her friends never helped to tidy their school table, so she would often say, "I'll clear everything on my own again then."
	James knows calling his brother 'Fatty Matty' really annoys him. He likes winding up his little brother.
	Rachel gets really stressed at school because she doesn't understand the work; she often bangs the desks and pushes her classmates.
	William tells his friend he has to spend time with him at lunch even though his friend wants to go to a lunchtime club.
	Sam is supposed to be looking after his little sister in town but leaves her alone to play with his friends.
	Lily told her friend that she would meet her in the park, but decides she'd rather go to her friend's house last minute. Lily's friend waits in the park.
	Bethany lost her necklace and asked her sister if she'd taken it. Though her sister told her she definitely hadn't taken it, Bethany thinks she stole it.
	Keiran speaks over his friends when they're talking. He thinks that what he has to say is more important.
	Emma's brother asked if she had broken his phone. She had by accident, but didn't want to get into trouble, so said their little sister broke it.

**Finished? Discuss with a partner:**

- How could these people change their behaviour positively?
- How should we react to such negative behaviours?

## The Power of Healthy Relationships

So let's recap, through treating others well everyone is happier, and through being the best for someone else, you help them to be the best they can be! Sounds like relationships can be pretty awesome!

Let's have a look at the powers of a healthy relationship...

With **Kind Words** you can... **Build Confidence!**

Letting someone know when they've done well and saying kind things (like: "You're a great singer" or "You're really funny!") really helps someone to feel valued and boosts their self-esteem.

With **Encouragement** you can... **Help Dreams Come True!**

Encouraging someone to go for their dreams and believing in them can help those dreams to come true. What's more you can build dreams together, explore the world and achieve even greater things together!

With **Love** you can... **Make Someone Feel Loved!**

By telling someone you love them, they feel loved. It sounds so simple, but it's true! So many people hide their feelings from the people they care about, and it doesn't do anyone any good. However, through telling someone you love them with words, and showing them through the things you do for them, you can make them and yourself so much happier.

With **Friendship** you can... **Take On The World!**

When someone is in a relationship, their partner should be like their best friend! Friendship involves being there for someone through good times and difficult times, treating each other well, talking about the things that matter to you and most of all enjoying being with each other. The world can become a lot more fun, as you have someone to experience it with.

## The Power of Healthy Relationships!

Write in an example for each 'relationship power!'

Example:

With <b>Kind Words</b> you can... <b>Build Confidence!</b>	Jen and Robert have been married for 6 years. Whilst they've been together, Robert has had some difficult times.  However, Jen was always there to support him and helped him to stay strong through the hard times. Together they fought what the world had to throw at them.
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With <b>Kind Words</b> you can... <b>Build Confidence!</b>	    
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With <b>Encouragement</b> you can... <b>Help Dreams Come True!</b>	    
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With <b>Love</b> you can... <b>Make Someone Feel Loved!</b>	    
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With <b>Friendship</b> you can... <b>Take On The World!</b>	    
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## Resolving Conflict

Give half of the class scenario A, and half of the class scenario B. Both scenarios are accounts of the same conflict, but are from different people's perspective. NOTE: The children should believe that they are ALL reading the same thing.

Discuss as a class, or in smaller groups:

- What does the word 'conflict' mean?
- Whose fault is the accident?  
(The aim is for the children to realise there are different points of view in difficult or conflicting situations.)
- How could this accident be resolved fairly?  
(Some key words to include: communication, assertive, honesty, fair.)



### Scenario A:

It's the school sports day and Andy is running in the 100-meter sprint! He is extra excited because for the first time his family have come to watch. Andy has a slow start but starts to find his stride, speed up and begin to overtake people. Just before Andy reaches the finish however, the girl in front of him, Suzanne, sticks her leg out, causing Andy to trip and fall! Andy had been running really well, but now instead of finishing near the front he finishes last. Andy is really upset and embarrassed; some people in the crowd start to laugh at Andy and he is so upset that he shouts at Suzanne. Andy does feel bad for shouting, but he is angry that Suzanne has cheated and deliberately tripped him up.

Whose fault do you think the accident was?

What are bad ways of dealing with conflict?

What are good ways of dealing with conflict?



### Scenario B:

It's the school sports day and Suzanne is running in the 100-meter sprint! Suzanne is a confident runner; she quickly takes the lead, overtaking all the others. Just before Suzanne reaches the finish however, she twists her ankle and stumbles! As she falls over, another runner, Andy, catches her leg and trips up! Suzanne manages to pick herself up quickly and finish the race in a good position; Andy however takes much longer and ends up finishing last. Suzanne feels bad even though it was an accident and tries to apologise to Andy. Andy doesn't listen though and is so angry that he starts to shout loudly at Suzanne, making her feel embarrassed in front of everyone. Suzanne leaves in tears.

Whose fault do you think the accident was?

What are bad ways of dealing with conflict?

What are good ways of dealing with conflict?

## What Can We Take From This?

How do you think we can take what we've learnt and apply it to our own lives?

Think now about someone close to you, for example your mum, dad, sister, brother or maybe a close friend.

Think about the relationship you have with the person you have chosen, is it a good relationship? It's important to try our best to have healthy relationships with the people in our lives, so whether it is good or bad, think of at least **2 things you could do to improve it or make it even better!**

**Example:**  
 To make my relationship better with my brother .  
 I will try to argue with him less and try to respect his opinions more.

To make my relationship better with \_\_\_\_\_

I will

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Finished? Take look at these quotes...

***“Treasure your relationships, not your possessions.”***

- Anthony J. D'Angelo

***“Focus on loving others, and you'll have a life full of love and happiness and be a great encourager to others.”***

- Joyce Meyer

***“Have a heart that never hardens, and a temper that never tires, and a touch that never hurts.”***

- Charles Dickens

***“Love begins by taking care of the closest ones - the ones at home.”***

- Mother Teresa

Have a think about which is your favourite and why?

## What have you done differently?

Have a think about the time from our last lesson to today. Have you helped improve a relationship with someone close to you by acting differently? **Answer the questions.**

Who did you want to make your relationship better with?

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What have you done differently? How did it go?

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What have you learnt about improving relationships?

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## Video Burst – teacher instructions

Visit <http://www.restoredprimaryresource.co.uk/> to find the film, and discuss with the class.

Discussion points:

Do you think the people in this clip were in a healthy or unhealthy relationship? Why? (*Are they disrespectful/selfish/aggressive/unkind towards one another?*)

What do you think this film would have shown if these people were in a healthy relationship? (*This leads into role-play below.*)



## Role-play – teacher instructions

In pairs ask the children to create a role-play of a similar situation to the one shown in the video, but as if the relationship was a healthy one.

## Community Values



Think of and write down some of the different **rules that** your school has, which **help people to get on** with each other:

1.

2.

3.

How might these rules **encourage healthy relationships** in your school community?

1.

2.

3.

**Can you think of some** extra rules that would be good for your school to have?

1.

2.

3.

## Staying Safe

If you are worried, upset or scared about a relationship, it is important to talk to someone about it.

**Who could you talk to?** List below the different people you might talk to if you were worried, upset or scared about a relationship:



**Who would be the best person to speak to in school?** Write the name of an adult in school that you trust and can talk to if you are worried, upset or scared about a relationship:

<p><b>Lesson 1</b> <b>LO: To describe healthy relationships</b></p>	<p><b>Date:</b></p>		
<p><b>SC:</b> I know what the word 'relationship' means I know how people treat each other in a healthy relationship I know and understand the key words that signify healthy relationships</p>	<p><b>Resources:</b></p>	<p>SMART notebook (maybe an idea if use of IWB), KWL grids, examples of key words, resources on <b>pages 2, 3, 4 and 5</b> of Restored Primary Resource, dictionaries, flip chart/white board.</p>	
	<p><b>Vocabulary:</b></p>	<p>Relationship, KWL grid, knowledge, prior, healthy, describe, marriage, civil partnerships, commitment, behaviour, understanding, long term</p>	
<p><b>Lesson Starter</b></p>	<p><b>Teacher Input</b></p>	<p><b>Differentiated Activities</b></p>	<p><b>Plenary</b></p>
<p><b>Ground Rules</b> – Start the lesson by establishing some ground rules with your class e.g. 'listen to each other'. Write these on a flip chart/white board as a 'class contract'.</p> <p><b>TP:</b> Can you tell your talk partner what a relationship is? <b>Discuss and feedback ideas.</b></p> <p>Children to fill out a <b>KWL grid</b>. (What they already know, what they would like to know and what they have learned). This grid needs to be filled out at the beginning to see children's prior knowledge and then at the end of the topic to see progress.</p> <p>For this lesson, ask the children to</p>	<p>Explain to the children that in today's lesson they will be learning about relationships. Introduce the learning objectives.</p> <p>Using the resource on <b>page 2</b>, ask the children to find the word 'relationship' in a dictionary and write down the definition.</p> <p>Discuss as a class what types of relationships the children have. <b>TP:</b> What relationships do you have? <b>Discuss and feedback ideas.</b></p> <p>BE CAREFUL of certain children who may not want to talk about their relationships. You may wish to touch on this point by saying that every child will have a</p>	<p><b>TP:</b> What type of behaviours would show people are in a healthy relationship and treat each other well? <b>Discuss and feedback ideas.</b></p> <p>Ask children to discuss the words they used to describe healthy relationships.</p> <p><b>Lower: CT</b> Children to work with the CT to establish the meanings of the words shown on <b>page 3</b>. How do they link to healthy relationships? Focus on the ideas that they are all happy words. Ask the students to draw some speech bubbles from the characters mouths saying how they might feel.</p> <p><b>Middle:</b> Children to work independently to</p>	<p><b>TP:</b> What have you learnt about healthy relationships? <b>Discuss.</b> Children to fill out resource on <b>page 5</b> to check their understanding of healthy relationships. Ask them to draw a picture of a healthy relationship and write down some words used to describe this type of relationship.</p>

<p>fill out the first two columns: 'what I already know' and 'what I would like to know'.</p>	<p>different situation at home.</p> <p>Focus on the relationships two people have where they are lovingly committed to one another and see each other as partners.</p> <p>Discuss the term 'in a relationship' and how this may mean marriage, civil partnerships or long-term commitments.</p> <p><b>TP:</b> Have you heard of these terms before? <b>Discuss and feedback ideas.</b></p> <p><b>TP:</b> Where have you heard them and what do they mean? <b>Discuss and feedback ideas.</b></p>	<p>establish the meanings of the words shown on <b>page 3</b>. How do they link to healthy relationships? Children to write sentences saying how each word signifies a healthy relationship. Ask the students to draw some speech bubbles from the characters mouths saying how they might feel.</p> <p><b>Higher:</b></p> <p>Children to work independently to establish the meanings of the words shown on <b>page 3</b>. How do they link to healthy relationships? Children to write sentences saying how each word signifies a healthy relationship. Children to write down other words that they think signify a healthy relationship. Ask the students to draw some speech bubbles from the characters mouths saying how they might feel.</p> <p><b>Activity Burst – Role-Play (page 4)</b></p> <p>– In small groups, ask the children to choose one of the healthy relationship words they have learnt, and create a role-play to demonstrate it. The groups take turns to perform their role-play with the rest of the class trying to guess which word they have chosen to act out.</p>	
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<p><b>Lesson 2</b> <b>LO: To describe unhealthy relationships</b></p>	<p><b>Date:</b></p>		
<p><b>SC:</b> I know the typical behaviour of unhealthy relationships I know the key words that signify unhealthy relationships I know how to identify negative behaviours in different situations I know how make negative behaviour more positive</p>	<p><b>Resources:</b></p>	<p>SMART notebooks, resources on <b>page 6, 7, 8, 9 and 10</b> of the Restored Primary Resource.</p>	
<p><b>Vocabulary:</b></p>		<p>Healthy, unhealthy, relationships, signs, happy, sad, represent, behaviours</p>	
Lesson Starter	Teacher Input	Differentiated Activities	Plenary
<p><b>Ground Rules</b> – Start the lesson by reminding the class of the ground rules you set in lesson 1.</p> <p><b>RECAP</b> last lesson on healthy relationships.</p> <p><b>TP:</b> What are they? <b>Discuss.</b> <b>TP:</b> What are the signs? <b>Discuss.</b> <b>TP:</b> Would you like a happy relationship? Why? <b>Discuss.</b></p>	<p>Introduce the lesson and learning objectives. Children to start the lesson using resource from <b>page 7</b>. Instructions found on <b>page 6</b> under '<b>Activity Burst: Paper people</b>' heading.</p> <p>Give children a copy of the 'paper person' found on <b>page 7</b>. Instruct them to destroy it by scribbling over it and screwing it up. Then ask the children to say sorry to their paper person.</p> <p>Bring children back together and discuss. Use resource on <b>page 8</b> for guidance. <b>TP:</b> Does this represent a healthy or unhealthy relationship? When you said sorry to the paper person, do you think it made</p>	<p><b>TP:</b> Being in a happy/healthy relationship has a lot to do with how partners treat one another. How might people treat each other in an unhealthy relationship? <b>Discuss and feedback ideas.</b> Ask children to discuss the words they used to describe unhealthy relationships.</p> <p><b>Lower: CT</b> Children to work with the CT to establish the meanings of the words shown on <b>page 9</b>. How do they link to unhealthy relationships? Focus on the ideas that they are all sad words.</p> <p><b>Middle:</b> Children to work independently to establish the meanings of the</p>	<p><b>TP:</b> What have you learnt about in today's lesson? <b>Discuss.</b></p> <p><b>TP:</b> What are the differences between healthy and unhealthy relationships? <b>Discuss.</b></p>

	<p>everything better?  <b>Discuss.</b>          Introduce unhealthy relationships and get children to discuss what they are.          Feedback ideas.</p> <p>Hand out a second 'paper person' (found on <b>page 7</b>) and get children to nicely colour it in, treating it with care.</p> <p>Bring children back together and discuss. Use resource on <b>page 8</b> for guidance.  <b>TP:</b> Does this represent a healthy or unhealthy relationship? Does how well you have treated the paper person show?  <b>Discuss.</b></p>	<p>words shown on <b>page 9</b>. How do they link to unhealthy relationships? Children to write sentences saying how each word signifies an unhealthy relationship  <b>Higher:</b>          Children to work independently to establish the meanings of the words shown on <b>page 9</b>. How do they link to unhealthy relationships? Children to write sentences saying how each word signifies a unhealthy relationship. Children to write down other words that they think signify a unhealthy relationship.</p> <p>Using resource on <b>page 10</b> – Looking at the examples provided, get the children to try to identify the negative behaviours being demonstrated e.g. being selfish.</p> <p><b>TP:</b> How could these people change their behaviour positively? How should we react to such negative behaviours?  <b>Discuss.</b></p>	
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<p><b>Lesson 3</b> <b>LO: To resolve conflicts</b></p>	<p><b>Date:</b></p>		
<p><b>SC:</b> I know the power of healthy relationships I know how healthy relationships can affect people I know how to resolve conflict fairly</p>	<p><b>Resources:</b></p>	<p>SMART notebook, word bank, resources from pages 11, 12, 13 and 14 of the Restored Primary Resource, a3 sugar paper</p>	
	<p><b>Vocabulary:</b></p>	<p>Word bank, healthy, unhealthy, relationships, encouragement, power, kind words, love, friendship, positive, effect, demonstrate, scenario, conflict, accident, points of view, resolved, conflict</p>	
<p><b>Lesson Starter</b></p>	<p><b>Teacher Input</b></p>	<p><b>Differentiated Activities</b></p>	<p><b>Plenary</b></p>
<p><b>Ground Rules</b> – Start the lesson by reminding the class of the ground rules you set in lesson 1.</p> <p>Give children a word bank of words that could link to healthy relationships or unhealthy relationships.</p> <p><b>TP:</b> Which words belong to which relationship? <b>Discuss and feedback.</b></p>	<p>Explain that in today's lesson the children will be looking at resolving conflict.</p> <p><b>TP:</b> When talking about resolving conflict, would we be referring to unhealthy or healthy relationships? <b>Discuss and feedback ideas.</b></p> <p>Use what the children have learned about healthy relationships to discuss the '<b>Power of Healthy Relationships</b>'. Use resource on <b>page 11</b> to help with discussion.</p> <p><b>TP:</b> Discuss how the four ideas 'kind words', 'encouragement', 'love' and 'friendship' can have a positive effect on people.</p>	<p><b>Resolving Conflict</b> activity. Use the resource from <b>page 13</b>. Give half of the class scenario A, and half of the class scenario B. Both scenarios are accounts of the same conflict, but are from different people's perspective. Children to work in mixed ability groups. Ensure that higher, middle and lower children all get a chance to say their views. Lower ability children should be able to feed off ideas of other children.</p> <p><b>Discuss the following:</b></p> <p>What does the word 'conflict' mean? Whose fault is the accident? (The aim is for the children to realise there are different points of view in difficult or conflicting</p>	<p>Children to complete resource on <b>page 14</b>, reflecting on how they can apply their learning from the lesson to their own lives. Ask children to identify someone they want to improve their relationship with and how they plan to do this.</p> <p>If finished, get the children to focus on the quotes at the bottom of the page and discuss as a class.</p> <p><b>TP:</b> What do you think the quotes mean? <b>TP:</b> How do they relate to our topic?</p>



	<p>Get children to discuss how they can demonstrate these behaviours themselves on a daily basis. Use resource on <a href="#">page 12</a> for children to write their ideas.</p>	<p>situations.)          How could this accident be resolved fairly?          (Some key words to include: communication, assertive, honesty, fair.)</p> <p>Children to use a3 sugar paper to answer the questions.          Children to present findings to class and see if other children agree.  <a href="#">Class discussion.</a></p>	
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<p><b>Lesson 4</b> <b>LO: To summarise unhealthy and healthy relationships</b></p>	<p><b>Date:</b></p>		
<p><b>SC:</b> I can define healthy relationships I can define unhealthy relationships I can talk about how this affects me I know how to stay safe and who to talk to if I am worried</p>	<p><b>Resources:</b></p>	<p>SMART notebook, resources on <b>page 15, 16, 17 and 18</b> of the Restored Primary Resource, Video – found at <a href="http://www.restoredprimaryresource.co.uk">www.restoredprimaryresource.co.uk</a>, KWL Grid</p>	
	<p><b>Vocabulary:</b></p>	<p>Relationships, summarizing, quotes, KWL grid, staying safe</p>	
<p><b>Lesson Starter</b></p>	<p><b>Activity 1</b></p>	<p><b>Activity 2 + 3</b></p>	<p><b>Plenary</b></p>
<p><b>Ground Rules</b> – Start the lesson by reminding the class of the ground rules you set in lesson 1.</p> <p>Give children resource from <b>page 15</b> and ask children to complete questions. This is a <b>reflection</b> on their plenary activity from last lesson; looking back at how they have tried to improve a relationship since then and reviewing what they have learnt from trying.</p>	<p>Explain to the children that in today's lesson they will be summarising everything they have learnt in this topic.</p> <p><b>Video Burst</b> – Instructions found on <b>page 16</b>. <b>TP:</b> Does the video show a healthy or unhealthy relationship? What negative behaviours are shown in the video? <b>Discuss.</b></p> <p><b>Activity Burst – Role-play.</b> Instructions found on <b>page 16</b>. In small groups ask the children to create a role-play of the same situation shown in the video, but as if the relationship was a healthy one.</p>	<p><b>Community Values</b> worksheet. Using the resource on <b>page 17</b> help your class to consider what different rules the school has e.g. no littering, listen to each other, respect one another, or look after equipment. Then ask them to think about how those rules encourage healthy relationships and whether they can think of any more rules to add.</p> <p><b>Staying Safe!</b> Before bringing the lesson to a close, you need to complete the Staying Safe activity on <b>page 18</b> with the children. This activity asks the children to identify appropriate people to talk to if they are worried, upset or scared about a relationship. You will need to facilitate and</p>	<p>Children filled out a <b>KWL grid</b> in lesson one. Remind them of how to fill this out and instruct them to now focus on the final part of the grid (what have I learnt?).</p> <p>Children to fill in the grid with everything they now know about relationships.</p> <p>This activity is differentiated by their outcomes.</p> <p>If time remaining, discuss and recap the following:</p> <p><b>TP:</b> How do relationships affect you? <b>Discuss.</b> <b>TP:</b> How do they make you feel? <b>Discuss.</b> <b>TP:</b> How can you change</p>

		guide this so as to ensure the children name an appropriate school staff member.	relationships? Discuss.
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## KWL Grid

K - What I already know	W - What I would like to know	L - What have I learnt?

## **The Restored Primary Resource Teacher Guidance:**

Welcome to the Restored Primary Resource. We believe every relationship is important to helping us grow as people, and that our understanding of how to make these relationships healthy is key. We have created a primary school resource aimed at Key Stage 2, in particular year 6 students, to guide them on how to make their own relationships healthy.

### **What is the Restored Primary Resource and how can it be used?**

The resource is all about teaching pupils what healthy relationships look like in an everyday setting. It contains lesson plans, which link into the national curriculum guidance for PSHE (Personal, Social, Health and Economic education) and SRE (Sex and Relationships Education). Various worksheets are also provided for the students to use. The resource takes a very practical approach, with drama, discussion, drawing and a video all included. The video can be accessed online at [www.restoredprimaryresource.co.uk](http://www.restoredprimaryresource.co.uk).

The resource is split into four lessons: Defining healthy relationships, defining unhealthy relationships, resolving conflict, and a summary. The first lesson aims to build students' understanding of what makes a healthy relationship, as well as how to recognise them. The second lesson does the same for unhealthy relationships, whilst also exploring the potential results of an unhealthy relationship compared to the results of a healthy one. The third lesson concentrates on resolving conflict, especially through using the 'power' of healthy relationships and being able to see situations from another person's perspective. The fourth lesson consolidates learning by looking at what students have learnt over the series.

Each lesson has activities to complete, resources attached and links to videos where necessary. The resource has been developed for you to use as and how you like; if you want to use whole lesson plans, the guides are all in the resource pack for you to photocopy as needed, or if you prefer you can just use bits and pieces from the resource to craft your own personal lessons.

### **How does it fit into Key Stage 2 PSHE and SRE?**

Our resource fits perfectly within the PSHE and Citizenship framework for Key Stage 1 and 2 in regard to 'developing good relationships and respecting differences between people'. The whole aim of the resource is to provide students with a basic understanding of how to develop these skills in their own lives. The Department for Education also states PSHE is 'to equip pupils with a sound understanding of risk, and with the knowledge and skills necessary to make safe and informed decisions'. We strongly believe it is our responsibility as teachers to aid in educating students on healthy relationships as this will help them make safe and informed decisions. We also believe PSHE and SRE should be taught in all schools through distinctive lessons, combined with other learning opportunities, such as encouraging students to reflect on their own behaviour at school following learning from the resource. This resource fits perfectly with the Department for Education's SRE guidance for all schools.

OFSTED's key judgement for PSHE is about personal development, behaviour and welfare. The Restored Primary Resource fits into this criteria well, as it promotes students' own development and understanding of the key relationships in their life, better equipping them to make positive choices as they are able to recognise the difference between healthy/unhealthy relationships and resolve conflict if appropriate. With this in mind, the resource also sits inline with the 2015 OFSTED Framework for PSHE as it fulfills aspects within promoting and supporting students understanding of how to keep themselves safe. The Restored Primary Resource builds a foundation for students to recognise unhealthy relationships (such as abusive relationships) and provides an environment in which to explore how to make their own relationships healthy.

### **Establishing a Safe Learning Environment**

It is essential that whilst using this resource pupils are able to feel safe to discuss their own views of relationships. There are many ways that this can be achieved and we have a few ideas to help you establish this. This is guidance for all teachers and we strongly recommend reading these before embarking on teaching this resource.

Ground rules - when teaching a new class it is always important to set ground rules for students to abide by in your lesson. This is even more vital in a PSHE lesson where sensitive topics may be discussed. You may already have an idea of 3 rules which students should be able to work to; however, it is always good to ask the students themselves what they feel they would be comfortable with.

Questions - Students may ask difficult and sensitive questions; it is important that they are able to do this in a safe way. Always ensure that you are answering the students' questions appropriately; if you are unsure of how to respond, be honest with them. Be sure to read the school's policy regarding SRE and if you feel you need more support or preparation in delivering SRE then consult your line manager. If any issues/comments raised by students concern you, then it is important you follow the schools safeguarding policy.

Trust and Safeguarding - as teachers we are responsible for keeping our students in a safe learning environment. In this position of trust we must ensure all safeguarding policies are followed; therefore be aware of your own schools guidelines. If a student does decide to disclose, speak to your safeguarding officer at the earliest opportunity. Remember to never promise confidentiality and to make sure your students are aware of this stance.

### **Engaging Parents**

Every parent has the right to withdraw their child from any part of SRE; it is therefore very important to engage parents with what students are learning. The importance of engaging parents is particularly prudent during a student's transition year from primary to secondary, as this can be a challenging year for any child. Parents should be kept informed of what their child is learning so that they can support learning at home and encourage their child's development.

Should you wish to inform parents of the Restored Primary Resource lessons by letter, you may find the below sample a useful starting point:

*Dear Parent/Carer,*

*As part of our schools' PSHE (Personal, Social, Health and Economic) education, we are looking to implement four lessons focusing on Healthy Relationships. We will be using a resource called the 'Restored Primary Resource' to assist with this, a tool specifically aimed at Key Stage 2 students to help them consider how they can make their own relationships healthy. The four lessons will cover: Defining healthy relationships, defining unhealthy relationships, resolving conflict, and a summary.*

*We wanted to take the opportunity to inform you of this in advance, as we know how important the parent/carer role is with regards to encouraging and supporting learning. Should you have any questions or queries, or would simply like to find out more, please contact (insert contact details).*

*Kind Regards,*

*(Staff Name)*

### **Useful Websites and Further Guidance**

#### **NSPCC:**

Tel. no. **08088005000** Website **<http://www.nspcc.org.uk>**

#### **PSHE Association:**

<https://www.pshe-association.org.uk/>

#### **Sex and Relationship Education Guidance from the DfE:**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/283599/sex\\_and\\_relationship\\_education\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf)

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