

RELATIONSHIPS - ALL ABOUT BUILDING FRIENDSHIPS

SEND - LESSON OVERVIEW

This topic explores friendships and the features that make them healthy or unhealthy. It helps students recognise abusive behaviour and learn strategies to deal with this appropriately. It also encourages students to think about how they can foster positive friendships, including techniques for conflict resolution. Discussion and reflection are important elements of the activities, therefore, this topic can be delivered at the pace necessary to meet the class's needs.

WHAT YOU'LL NEED

Relationships – All About Building Friendships
PowerPoint presentation

SEND Teacher Guidance

Relationship circle activity sheet

Optional printing of slide 8- behaviour

- Growing & Changing - Real Teen Stories Video: bit.ly/3mA3jwp

- What Is Cyberbullying? Video: bit.ly/3jGJiCJ
- Healthy and Unhealthy behaviours Venn diagram
- Optional printing of slide
- Resolving Conflict Activity Sheet (one per person)

OBJECTIVE

To know the features of healthy friendships, how to recognise and deal with bullying and abuse, and how to build strong friendships.

OUTCOMES

- To be able to explain the characteristics of healthy and unhealthy friendships.
- To explore ways to foster healthy and positive friendships.
- To utilise a range of strategies to recognise and confront abusive behaviour and bullying.
- To know where to turn to get support.

DELIVERY

The activities in this topic have been designed for delivery in sequence; the topics are not designed to be completed in one lesson. There are four activities created to encourage discussion and lengthen reflection and processing time for a complex topic. Each slide has a 'Discover Vocabulary' section; this is a non-exhaustive yet comprehensive list that covers topic-specific language the students may not have encountered before. It is recommended that these vocabulary lists are explored via pre-teaching methods before engaging with the session content to assist with comprehension of materials. Activity 4 is intended as an extension activity.

INCLUSIVITY

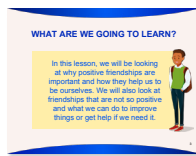
The About You programme is designed to be inclusive of all young people and all genders. When discussing changes to the adolescent body the terms 'male' and 'female' are used, whilst in other places, the resources simply refer to people and explore the wider spectrum of gender, including transgender and non-binary. You may wish to adapt the editable resources to suit your own school context. The resources are designed for low visual stress and language aimed to be decodable for early reader levels. More guidance on inclusivity and how this resource is specifically designed to meet SEND can be found in the SEND Teacher Guidance.

We recommend teaching the content to all students together, rather than separately, to ensure that everyone gets the education they need and to help promote healthy conversation between all young people and all genders.

LESSON PLAN

Section 1: Positive friendships

SLIDES 3-4



SLIDE 3: WHAT ARE WE GOING TO LEARN?

Share the purpose of the lesson with the students.

Discover Vocabulary: positive friendships

SLIDE 4: RESPECT YOUR RULES

Show students the keywords on the slide:

HEAR, RESPECT, KIND, LISTEN, UNDERSTAND, SPEAK.

Remind them they will join in with a lesson covering sensitive topics that may make some people feel worried or anxious. They will need to be supportive and understanding to all class members—direct learners to additional sources of support inside and outside the school.

Discuss and agree on the main rules that will be followed- these can be displayed in view as a reminder.

This lesson covers:

- Building positive friendships

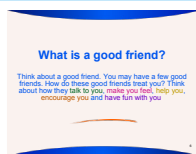
You may like to remind students that if they are worried a friendship is no longer fun and makes them nervous or sad they can talk to you or another trusted staff member in the school.

Discover Vocabulary: respect, sensitive



Starter

SLIDES 5-7



SLIDES 5-6: POSITIVE RELATIONSHIPS QUIZ

Explain to the students that they will be exploring what a good friend is, thinking about the friends they have or have had throughout their life. Remind them they all deserve to have good friends who support and care for them.

Slide 7: discuss what positive and healthy relationships are, explore the language of relationship to explain it does not mean intimacy but a connection and can be a working relationship, e.g., with teachers.

Discover Vocabulary: relationships, positive connection, romantic



SLIDE 8: on this slide there is a list of healthy and unhealthy behaviour traits (optional: to print or can be discussed as a group); the students will create their colour key to identify which are healthy and unhealthy behaviours.

Discover Vocabulary: jealous behaviour, belongings, behaviour traits, colour code



SLIDE 9: discuss the suggested answers to see if they agree, be watchful for any concerns relating to poor understanding of what healthy relationships look like and note in your safeguarding software.



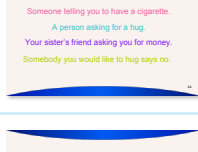
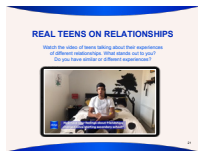
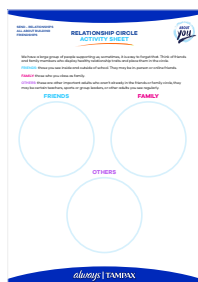
SLIDE 10-17: explain to the students they will be asked for their opinions on some questions. Remind them this is their opinion and to try not to follow what others choose. Read the seven questions aloud and ask students to use sliders on their desks to show their opinion, the sliders can be a thin strip of card (about an inch wide) and a paper clip placed on top. The students can add a tick on the left hand side and a cross on the right hand side to remind them which end is which.

Discover Vocabulary: communication



Activity 1: Positive friendships

SLIDES 18-24



SLIDE 18-19: the students will now be reflecting on what makes a good friend and which positive relationships they have in their life. Using the **'relationship circle' activity sheet**, they will add in all of the names (or draw pictures) of the friends they think are healthy relationships (this can be in school or outside school friends- for those who engage heavily in gaming online, make a note of any names they use for future possible safeguarding concerns). Family may be a challenging concept for any looked after children, be careful to explain they can use this box for any person (or animal) they consider to be in their family, they do not have to be related. Explain the difference between friends and family. Others can be other adults that don't fit into those two categories, often adults in their life or possibly siblings' friends. Remind them about the difference between teachers and friends and what a positive, respectful relationship looks like.

Discover Vocabulary: Vocabulary: healthy relationships

SLIDE 20: discuss with the students the need for friends when going through puberty because it is challenging, and because they may be going through it too.

Discover Vocabulary: puberty, support, relationship circle

SLIDE 21: watch the video on relationships and friendships, you may want to use this as a discussion starter on quality vs quantity for friendships.

Discover Vocabulary: boundaries, refined, compassion, communication, trust, rely, honesty, respect, comfortable

SLIDE 22: following on from the video, talk about boundaries. This is a complex topic that links to consent and knowing what is and what isn't acceptable behaviour for a friend and eventually for intimate relationships, too.

SLIDE 23: discuss how to set clear boundaries with friends - the video covers relationships too, but focus on friends for this discussion.

SLIDE 24: an important slide: 'no, means no' - this works both ways. If a person tries to touch or persuade them to do something that is against their boundaries (moral or physical), they must say no. This applies to others saying no to them and them listening, first time.



Section 2: SLIDES 26



HEALTHY AND UNHEALTHY BEHAVIOURS

SLIDE 26: explore what is and isn't acceptable, recapping the boundaries covered in the last section. Explain abuse is never acceptable from anyone, even people they have written in their healthy relationship circles in the last section.

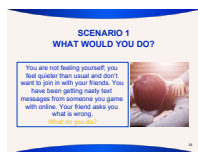
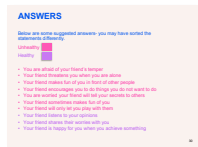
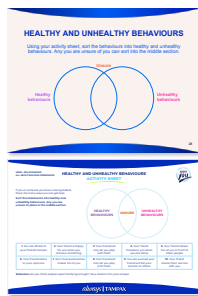
They can watch the cyberbullying video and discuss how they can ask for help and block inappropriate comments and people.

Discover Vocabulary: physical abuse, verbal abuse, intimidation, emotional abuse, cyberbullying, unacceptable



Activity 2:

SLIDES 28-34



HEALTHY AND UNHEALTHY BEHAVIOURS

SLIDE 28: Explain acceptable and unacceptable behaviours: refer back to their coloured behaviour activity from earlier in the lesson/a previous session. Students will use the **'Venn diagram' activity sheet** for this next task and sort the statements into healthy and unhealthy. This can be done as a class discussion, in pair work or independently. The students can cut and stick the statements from the sheet and place them into the category they feel applies. Circulate as they complete this task querying any able to expand on reasons behind their choice. There are two statements (You are worried your friend will tell your secrets to others; Your friend sometimes makes fun of you) that could be in the middle due to the sense of humour of both parties as well as not keeping unsafe secrets.

SLIDE 30: suggested answers to share with the students. They may have placed the statements in different places; encourage discussions to expand on their justifications, reminding them it is their opinion. Flag any concerns to your school's safeguarding department if you feel necessary.

SLIDE 31: Explain there are many places they can reach out to, to get help with unhealthy relationships, sharing the three sites:

www.nspcc.org.uk, www.familylives.org.uk and www.childline.org.uk

SLIDE 32: Put a stop to bullying. Discuss bullying and the impact it can have on a person with the students. You will be discussing two scenarios where they are imagining they are being bullied. Remind them they can always talk to you to get advice on bullying if it is them displaying bullying behaviours, being bullied themselves or having watched others being bullied.

SLIDES 33 AND 34: have the scenario on the board and discuss it in pairs before sharing it as a whole group to gain confidence and to give you a chance to circulate and hear the discussions.



Section 3:

SLIDES 37



RESOLVING CONFLICT

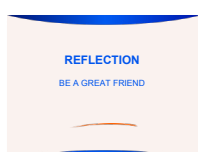
SLIDE 37: Students consider the phrases on the **'Resolving Conflict' activity sheet** and explore which phrases are better for dealing with conflict. Encourage them to explain why some are better than others. Finish the missing boxes by creating their own rephrased wording to resolve conflict and avoid further accusations and blame. Extension: ask students to work with partners and imagine scenarios where friends have fallen out. They will use the phrases they have just created to try to help resolve the conflict. You may want to think of scenarios that fit the nature of the class, using specific common examples for conflict and falling-out as the focus.

Discover Vocabulary: [resolving conflict](#), [tough times](#)



Section 4:

SLIDES 39-40



SLIDE 39: on this slide, there are six friendship traits (being supportive, having things in common, respecting you, making you laugh, caring about your feelings, and trust). The students will rank the traits in order of importance for them; they can add in any of their own they think might be more important too.

SLIDE 40: reflection. Explain to the students that they can try to use three of the healthy behaviour traits spoken about in today's lesson for their friends this week. They can write them down to remind themselves or discuss them with a partner. Remind them at the beginning of consecutive days to try to apply their knowledge of a healthy friendship.

CURRICULUM LINKS

England	<p>PSHE</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship; that the same principles apply to online friendships as to face-to-face relationships</p> <p>R14. that healthy friendship make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R2. indicators of positive, healthy relationships and unhealthy relationships, including online</p> <p>R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</p> <p>R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary</p> <p>SCIENCE</p> <p>SC1. reproduction in humans, including the structure and function of the male and female reproductive systems, menstrual cycle.</p>
Wales	<p>PSHE</p> <p>R11. Understanding the positive and negative characteristics and healthy or unhealthy aspects of a range of relationships including family, friendship, romantic and sexual.</p> <p>R12. Ability to develop and understand the importance of equity, mutual respect, and affection in relationships with others.</p> <p>R13. Understanding and use of effective communication, decision making, managing and resolving conflict, and refusal skills in a range of different contexts and types of relationships, offline and online, including intimate relationships.</p> <p>R14. Understanding how to speak out about harmful behaviours directed at them or others.</p> <p>R15. How relationships are positively and negatively impacted by social and cultural norms and laws in different ways around the world.</p> <p>ESR2. Recognising harmful, abusive or coercive behaviour in personal relationships including control, violence and sexual violence and how to respond and seek help for self and others. This includes all forms of violence based on sex, gender and sexuality.</p> <p>SCIENCE</p> <p>SC1. They should be given opportunities to study the basic structure and function of some cells, tissues, organs and organ systems (including reproductive) and how they support vital life processes.</p>
Scotland	<p>PSHE</p> <p>RSP1. Identifies different kinds of friendships and relationships.</p> <p>RSP2. Explains the impact of positive relationships on emotional wellbeing.</p> <p>RSP3. Identifies strategies to manage emotions, for example, relaxation techniques, speaking to someone, taking time out.</p> <p>RSP10. Distinguishes between a balance of power and abuse of power in relationships, for example, respect, trust, coercion, consent.</p> <p>RSP14. Demonstrates the skills needed to manage challenging situations within relationships, including sexual relationships, for example, compromise, empathy, decisiveness.</p> <p>SCIENCE</p> <p>SC2. develop their knowledge and understanding of the structure and function of body organs, including the senses. They learn about cells as the basic units of life and their organisation to form familiar body systems.</p>

CURRICULUM LINKS

Northern Ireland

- SA1.** Explore and express a sense of self: temperament, feelings and emotions, personal responsibility, personal needs, aspirations.
- SA2.** Investigate the influences on a young person: peer pressure, media, social and cultural trends, fears, anxieties and motivations.
- SA3.** Explore the different ways to develop self esteem: enhanced self-awareness, sense of security and self worth, setting achievable targets, developing resilience, new interests and skills, learning to recognise achievements.
- R1.** Explore the qualities of relationships including friendship, for example, conditions for healthy boundaries, gender issues in relationships, etc. relationships, types of relationships, healthy
- R2.** Explore the qualities of a loving, respectful relationship, for example, how choices within a relationship affect both physical and emotional development, friendships
- R3.** Develop strategies to avoid and resolve conflict.
- R4.** Explore the implications of sexual maturation: fertility, contraception, sexual health, conception.
- SCIENCE**
- SC1.** Explore emotional development: the changes associated with puberty.

Republic of Ireland

- PSHE**
- PSHE 2.4** distinguish between appropriate and inappropriate care giving and receiving
- PSHE 2.8** use the skills of active listening and responding appropriately in a variety of contexts
- PSHE 2.9** use good communication skills to respond to criticism and conflict
- PSHE 3.1** establish what young people value in different relationships and how this changes over time
- PSHE 3.2** evaluate attitudes, skills and values that help to make, maintain and end friendships respectfully
- PSHE 3.3** recognise their capacity to extend and receive friendship
- SCIENCE**
- SC1.** Describe asexual and sexual reproduction; explore patterns in the inheritance and variation of genetically controlled characteristics.
- SC2.** Explain human sexual reproduction; discuss medical, ethical and societal issues.