



# ReSPECTful Relationships



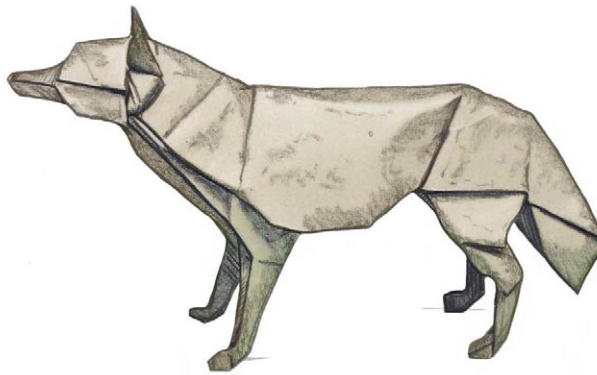
## Lesson Plans and Resources

### Key Stage 2: Years 5 & 6

#### Lesson 1: Families, Communication and Feelings

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# Lesson 1: Families, Communication and Feelings

KS2  
Y5 and 6

## Session Aim

- Children can discuss the role of families.
- To educate children that abusive behaviour in relationships is never ok.
- To ensure the children know who to contact if they're worried.
- To provide access to support and guidance.

## Learning Outcomes

All students can:

- Identify different methods of communication and how these affect other people.
- Identify ways that feelings manifest in their bodies.
- Articulate it's not ok to hurt someone or let someone hurt them physically or emotionally
- Know where to access support and guidance

Some students will:

- Explain sources of help available to victims.



TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
15 mins <b>Getting to know you!</b>	<p>Pair the children and ask them to find out two three things out about their partners family.</p> <p>Encourage pupils to consider that all families are different and present this as a positive fact.</p> <ol style="list-style-type: none"> <li>1. What is a human family?</li> <li>2. Why do humans have families?</li> <li>3. What kinds of people are in human families? (encourage discussion on a spectrum of family members; step families, foster families etc.)</li> <li>4. What is the difference between adults and children in families?</li> </ol>	Whole group setting – children will be encouraged to consider different family dynamics.		<p>Children will consider that all families are different and that this is a positive fact.</p> <p>All children will be involved in these activities. Children with any additional needs and those children where English is their second language will be supported to participate and contribute in the activities.</p>
20 mins <b>Communication</b>	<p>Clarify the term ‘partner’ with the class: “a person in a romantic relationship with another person. This might be a boyfriend/ girlfriend/husband/wife/someone they live with/or people who have children together”.</p> <p>Clarify the term “communication” with the class: “things we say and do to show others what we think or how we feel”.</p> <p>Read the <b>Communications Questions</b> to the class one at a time (there may not be enough time or engagement to read all the scenarios). Ask pupils to identify how the adults in the scenarios are communicating (discuss body language, facial expressions etc.) and how they are feeling. Consider alternative feelings. Record this on whiteboard/flipchart.</p> <p>Optional extra activity - worksheet exercise</p>	If children have whiteboards they could write answers down and hold the boards up to ensure maximum participation.	<p><b>Communications Questions</b> (see resource pack)</p> <p><b>Worksheet exercise</b> (see resource pack)</p>	<p>Children will consider how adults are communicating and how they feel.</p> <p>Most children will be able to describe and discuss the different types of communication.</p> <p>If pupils have individual wipe-boards they may write the answers down and hold the boards up; this will ensure maximum participation from all pupils.</p>

TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
20 mins <b>Hand drawing</b>	<p>Who would I tell if I was worried, who would you tell if you are worried?</p> <p>Children will draw around their hands and write the person in their handprint.</p>	<p>These handprints will be kept by teacher and used during the last lesson so that we are able to identify if the children have learnt about trust with different adults since the beginning of the project.</p>	<p>Paper</p> <p>Pens</p>	
5-10 mins <b>Plenary</b>	<p>Clarify learning with the following points:</p> <p>Humans have different adults in their lives that can be important and special to them.</p> <p>Humans express emotions in different ways including facial expressions and body language.</p> <p>Adults communicate in lots of different ways; children may communicate in some of these ways too.</p> <p>The way adults communicate and behave with each other in relationships can make the other adult feel good or bad.</p> <p>Children practice 'emotion faces': i.e. ask pupils to pull an angry' or 'excited' face.</p> <p>Remind young people who they can go to talk to if they have any concerns.</p> <p>Highlight the role of <b>Bridges</b>, the counselling available (<b>Off the Record</b>) and the role of the police and local authorities.</p>			

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