

<p><b>Learning Objective: Relationships</b></p>		<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• To know what a healthy relationship looks like</li> <li>• To understand the difference between rights and responsibilities</li> <li>• To understand your own privacy rights and when they might be broken</li> <li>• To know how to be respectful in different situations</li> <li>• To understand the consequences of behaviour (online)</li> </ul>	
<p><b>Vocabulary:</b> Responsibilities, privacy, confidence, discrimination, prejudice, inappropriate, empathise, stereotype, equality, human rights, consequences, communication, compromise, commitment, respect, rights</p>		<p><b>Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>• Empathise with how others are feeling/thinking about something</li> <li>• Encourage others to join in discussion</li> <li>• Draw upon evidence and own experiences</li> <li>• Suggest reasoned conclusions</li> <li>• Show a willingness to illustrate the ideas of others with own experiences</li> <li>• Identify associated concepts and explain their relevance and connections</li> </ul>	
<p><b>Suggested Lessons</b></p>	<p><b>Aims of Sessions:</b></p>	<p><b>Content:</b></p>	
	<p><b>Recap of prior learning:</b></p>		
<p><b>1</b></p>	<ul style="list-style-type: none"> <li>• To know what makes me and other people special</li> <li>• To explore similarities and differences</li> <li>• To recognise how different people care for me</li> <li>• To know who to tell if I'm worried</li> <li>• To know what makes me uncomfortable and how to respond</li> <li>• To be resilient when asking for help</li> <li>• To know how to make friends and be a good friend</li> <li>• To know how to resolve arguments</li> <li>• To know how actions can affect others feelings</li> <li>• To understand how families should care for each other</li> </ul>	<p>L.O. What does a healthy relationship look like?</p> <p>Skills Focus: Draw upon evidence and own experiences Identify associated concepts and explain their relevance and connections</p> <p>Start the session by discussing the word relationship. Whom could you have a relationship with? Is there anyone you have a strong relationship with?</p> <p>What are your responsibilities within a relationship? What do you have to do to make sure the relationship you have is a healthy one?</p> <p>Work together to create a list of qualities needed within a healthy relationship that we can control.</p> <p>There's lots of advice for healthy relationships. One of them is the three Cs, which stand for Communication, Compromise and Commitment.</p> <p>Ask the children to work with their learning partner to create examples of how these three Cs could be expressed/defined.</p> <p>Are there any qualities that are important to you? Discuss and note down some key ideas.</p> <p>Activity – Children to create their own advice for what should be included within a healthy relationship and what they would want.</p>	

		<p>E.g., what would you want the ideal friend to have? What qualities do your friends have that make you happy?</p>
<p><b>2</b></p>	<ul style="list-style-type: none"> <li>• To explore similarities and differences</li> <li>• To respect all types of family</li> <li>• To know what exclusion is</li> </ul>	<p>L.O. To understand the difference between rights and responsibilities</p> <p>Skills Focus: Suggest reasoned conclusions</p> <p>Provide groups of children with a range of different statements that are either a right or a responsibility e.g. to be heard and to keep the classroom tidy.</p> <p>Throughout the activity, give children support in recalling what a responsibility is. Allow the children to feedback with their responses and then use these to help you create a class definition for right and responsibilities with a few examples for each.</p> <p>Activity – Provide the children with some different scenario cards e.g., Gary is physically bullying Jeff every break time. What are Jeff’s rights and responsibilities?</p> <p>Challenge: can you do this for all characters in the scenario?</p> <p>Children to feedback with responses.</p>
<p><b>3</b></p>	<ul style="list-style-type: none"> <li>• To explore similarities and differences</li> <li>• To respect all types of family</li> <li>• To know what exclusion is</li> </ul>	<p>L.O. To understand your own privacy rights and when they might be broken</p> <p>Skills Focus: Encourage others to join in discussion</p> <p>Start the session with the focus on the word ‘private’. What does this word mean to you? Can you think of things that people would keep private?</p> <p>Take examples from the children (however these do not have to be the children’s own secrets or private items) E.g., Some people may keep their address private; they may keep passwords private or maybe a private diary.</p> <p>Privacy is a human right stated in the 1948 Universal Declaration of Human Rights. However sometimes the right to privacy might be broken.</p> <p>E.g. If you are hurt and someone needs to use your phone to call for help but don’t know the private password. You may give them the password as this would get you help and keep you safe.</p> <p>Sometimes a secret could also be a private thing. Can you think of a time when you would need to break that privacy? (link back to Year Three lesson on safe and unsafe secrets)</p> <p>Activity – Children to write down examples of when it would be ok to break someone’s privacy and who they would tell. Stick these onto a flipchart to discuss at the end of the session.</p>

<p>4</p>	<ul style="list-style-type: none"> <li>• To explore similarities and differences</li> <li>• To respect all types of family</li> <li>• To know what exclusion is</li> </ul>	<p>L.O. To know how to be respectful in different situations</p> <p>Skills Focus: Empathise with how others are feeling/thinking about something</p> <p>Start the session by discussing formal and informal language. How would you change the way you speak to your friend and the queen? Why would do this?</p> <p>Does this apply to any other areas? Do you think people might change the way they behave or talk in different situations?</p> <p>Provide the children with a range of examples of messages etc., which show someone (who is anonymous) saying something hurtful to someone else.</p> <p>How would this make them feel? Why do you think the person would be saying this? Would they say it if they were face to face with the other person? If not, why not?</p> <p>Activity – Link back to rights and responsibilities. Everyone has the right to feel safe and seek help if needed. What would you consider your own rights online? If someone was saying something cruel, could his or her privacy be broken to find out whom it is?</p>
<p>5</p>	<ul style="list-style-type: none"> <li>• To explore similarities and differences</li> <li>• To respect all types of family</li> <li>• To know what exclusion is</li> </ul>	<p>L.O. To understand the consequences of behaviour (online)</p> <p>Skills Focus: Show a willingness to illustrate the ideas of others with own experiences</p> <p>What are the laws when being online? Take responses from the children and use this as a form of assessment to gauge their current understanding of online laws.</p> <p>Then propose the question of, what would the consequence of threatening to hurt someone be, if it happened out in the public? Again, discuss and highlight that this could be considered harassment and therefore could be reported to the police.</p> <p>Is it the same online? What if someone threatened someone else over the internet? Take responses</p> <p>Explain to the children that the government believes that what is illegal offline is also illegal online. This could be cyberbullying or online harassment because the laws for offline apply online too. There a number of existing offences, that can apply to various kinds of online abuse.</p> <p>What should you do? Well you can report any incidents online or contact the police on the 101 number.</p> <p>What types of harassment would be bad enough for you to contact the local authority? Take examples and make it clear that repeated or serious threats should be reported; however, if someone has</p>

		<p>used a rude word then you may want to protect yourself by leaving the website or telling an adult who may be able to help you immediately.</p> <p>Activity – Create a poster to help people understand the laws for online activity.</p>
<p><b>Evidence for assessment will be from:</b></p>		<p>Recognise how people’s behaviour affects themselves and others, including online</p> <p>How to be polite and courteous in different situations and recognise the respectful behaviour they should receive in return</p> <p>About the relationship between rights and responsibilities</p> <p>That people have the right to privacy and how to recognise when a confidence or secret should or should not be kept (shared with a trusted adult)</p> <p>How to recognise and respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concern</p>
<p><b>Resources needed for project:</b></p>		<p>Scenario cards</p>
<p><b>Challenge:</b> All tasks are accessible but there is room for stretch or solo taxonomy.</p> <p><b>SEND:</b></p>		<p>Scaffolds or in class support</p>