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Learning Outcomes

By the end of the topic, you should:

- identify the different types of relationships we can have and describe how these can change as we grow
- explain how our families support us and how we can support our families
- identify how relationships can be healthy or unhealthy
- explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable

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Relationships

During this topic we are going to look at the relationships we have now, and the ones we may have in the future.

We will also consider how relationships can alter as we grow and change.

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Discussion time

As a class, small group, or in pairs, discuss the following:

What is a relationship?

Definition →

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Discussion time

A relationship is a connection between two people or things.

For example: Pet and pet owner

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Activity time!

Complete the activity in one colour pen or pencil

Note to teacher: If pupils are not recording their answers, please record these. You will need to return to their responses at the end of the topic. These can be written, photographed, or videoed.

Types of Relationships

List the types of relationships that we may have throughout our lives. Explain how each relationship fits into the topic.

Relationship	How it fits into the topic

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Share your ideas!

What types of relationships can we have throughout our lives?

As a class, or in small groups, share your ideas.

More ideas 





Here is an idea!

Teacher and pupil

More ideas →



Here are some other ideas!

Can you think of any more?

Cousins	Partners	Friends	Civil partners
Parent and child	Step-family members	Doctor and patient	Siblings
Aunt/uncle and Niece/nephew	Boyfriend/Girlfriend	Colleagues	Grandparent and grandchild
Neighbours	Coach and player	Employer and employee	Pet and owner

Return to the activity!

Is there anything you'd like to change?

(Make changes in a different colour to highlight your learning)

Types of Relationships

List the types of relationships that you may have developed over time.
 (Make sure completed the first one for you.)

Teacher and teacher	
	
	
	
	
	



Silent Reflection

On your own, and in silence, take a moment to think about the relationships you have.



Activity time!

Using Darlee's example, draw your own relationship diagram.

Draw yourself in the middle of the circle.

Then draw or write the different relationships you have.

The diagram shows a central girl character, Darlee, with red pigtails and a red beret, wearing a yellow shirt and blue overalls. She is surrounded by a large white circle. Four smaller colored circles are placed around her, each containing a relationship label: a blue circle for 'Mum', a light blue circle for 'Great Aunt', a green circle for 'Teacher', and a light green circle for 'Doctor'. The labels 'My Family' and 'My Community' are written in blue and green respectively, with arrows pointing to the corresponding relationship circles. A small 'Darlee' logo is in the top right corner.

Discussion time

Our main relationships feature within our families. Our families can all look very different, but all families are special and unique.

As a class, small group, or in pairs, discuss the following:

Do you know what the characteristics of healthy family life are?

Ideas →





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Here are some other ideas!

Can you think of any more?

Supporting each other

Sharing

Spending quality time together

Caring for each other

Having dinner together

Being thoughtful and kind



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Discussion time

Now let's think about our friendships.

As a class, small group, or in pairs, discuss the following:

What makes a healthy friendship?

How can friends offer you happiness and security?





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Discussion time

Most friendships have ups and downs but these can be worked through.

We can strengthen our relationships by remembering that ups and downs are normal.

When things are challenging, what can we do?

Ideas →





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Here are some other ideas!

Can you think of any more?

Take time to calm down before talking

Use "I feel..." statements

Listen without interrupting

Work together to find a solution



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Discussion time

Using 'I feel...' statements can help us be assertive.

Being assertive means expressing what you need or feel calmly and clearly. It's not about being bossy, it's about standing up for yourself without hurting others.

For example, telling someone:

"I feel upset when people laugh at my ideas. Please stop."





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Discussion time

As a class, small group, or in pairs, discuss the following:

Can you describe a time you spoke up kindly?



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Discussion time

Within our relationships, there may be differences. For example, others may:

- Look or sound different
- Believe different things
- Like different clothes, food, or hobbies

It is important to speak kindly, respect differences and do not tease or exclude others.



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Discussion time

Sometimes, instead of respecting differences, people make assumptions about others. These assumptions are called stereotypes.

A stereotype is a fixed idea about a person based on appearance, gender, culture, or other factors.

They can limit opportunities and sometimes lead to unkindness or bullying, leaving people feeling frustrated or lonely.



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Discussion time

Even when we're surrounded by family or friends, we might still feel upset, frustrated, or lonely at times.

These feelings are normal, and if we ever find relationships difficult, it's important to talk to a trusted adult who can help.

Remember, everyone has unique strengths and differences, and by showing kindness and respect, we can help each other feel included and valued.



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Discussion time

Being kind and respectful to others is important, but we also need to pay attention to our own needs and take care of ourselves.

Self-respect is valuing yourself, knowing your worth, and making choices that are good for you.

You can build self-respect by learning new skills, being honest with yourself, and speaking kindly to yourself.



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Discussion time

The more we practice kindness and respect, toward ourselves and others, the more our friendships and family relationships can grow and change.

As a class, small group, or in pairs, discuss the following:

How might our relationships change as we grow?

Ideas →



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Here are some other ideas!

Can you think of any more?

As you get older, your interests can change and this might affect your friendship circles

A friend or family member may upset you and this may change your relationship with them

When you start working, you may form lots of different relationships with business partners, colleagues, clients, and more

You might form new relationships if you move away from home

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Discussion time

As we grow, many of us start our own families, which come in all shapes and sizes.

Families often begin with the love and commitment of two adults. Some choose to make this official through marriage or civil partnership, while others stay committed without a legal declaration and may even live apart.

You may wish to explore these different relationships further.

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Discussion time

In some cultures, people can be forced to marry.

In the UK, this is a crime.

Help and support is available for people who are worried about this for themselves or others.

Let's continue to have a look at what makes a relationship healthy

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Silent Reflection

On your own, take a moment to think about the following:

What can make a relationship healthy or unhealthy?

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Activity time!

Complete the activity

29

Share your ideas!

What makes a healthy relationship?

As a class, or in small groups, share your ideas.

More ideas

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Here are some other ideas!

Can you think of any more?

Listening to each other

Supporting each other

Understanding differences

Having fun

Respect

Being kind and courteous

Trust and honesty

Using manners

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Discussion time

Although most of our relationships will be positive, unhealthy relationships can happen anywhere or at anytime.

For example: in school, at work, at home, and even amongst family and friends.

What advice would you give to someone who feels uncomfortable in a relationship?

Let's watch a video

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Watch the video clip!

Let's watch the *Relationships* video.

Before we make our decision, we will return to this lesson guide to discuss what is happening.

Note to teacher: minimise this lesson guide and play the video from the module screen.

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Discussion time

Now that you've watched the first part of the video, as a class, small group, or in pairs, discuss the following:

- What is happening in the clip?
- What decision does Ben need to make?
- Why do you think Ben doesn't want to tell anyone about his coach?
- How do you think Ben and Dylan are feeling?

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Decision time!

Return to the video to make your decision.

What choice do you think the characters should make?

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Discussion time - Best choice for all

As a class, small group, or in pairs, discuss the following:

- How do you think Ben may have felt when he told his Dad about how he was feeling?
- How do you think Ben's Dad was feeling when Ben told him?
- Did Ben's Dad react in the right way?
- What else might Ben's Dad have done?

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Discussion time - Not the best choice for all

As a class, small group, or in pairs, discuss the following:

- How do you think Ben might be feeling now he has decided not to tell anyone?
- Do you think the coach will make anyone else in the boxing club feel the same way if Ben is not there?
- How might Dylan be feeling?
- Does Ben's Dad feel any different?



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Did you make the best choice for all the characters?

More activities →



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What do you think happened next?

Ben's Dad and Dylan's Mum are going to meet. As a class, small group, or in pairs, discuss the following:

What might happen next?

What do you think should happen?



39

If Ben did not receive the correct support from his Dad, who else could he have approached for help?

As a class, discuss others way Ben could have found support.

Create a wall display with your best responses!

Ideas →



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Here are some other ideas!

Can you think of any more?

Another family member	Childline
A friend	A teacher
Teaching assistant	A carer/social worker
The police	A doctor

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Discussion time

Ben has the right to set his own personal boundaries.

Do you know what this means?

Personal boundaries →



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Discussion time

Personal boundaries are the limits and rules we set for ourselves within relationships.

For example: saying "no" to a distant family member who asks for a hug but saying "yes" to a friend or someone you feel comfortable with.

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Discussion time

Ben should feel comfortable to talk to his trusted adults about what happened and adults can normally help in most situations.

However, what if we are worried about something an adult or even a child tells us?

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Discussion time

As a class, small group, or in pairs, discuss the following:

What should we do if we feel nervous or scared about something someone told us?

Should we keep secrets?

What is the difference between secrets and surprises?

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Let's research!

Every child has the right to feel safe.

You can research the *'United Nations Declaration of the Rights of the Child'* for more information on what rights a child has.

You may also want to research UK laws that exist to protect you.

Everybody has the right to protect their body against inappropriate or unwanted contact.

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Discussion time

As a class, small group, or in pairs, discuss the following:

Who could we tell if we experienced something that made us feel uncomfortable?

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Activity time!

Complete the activity

48

Discussion time

In the video, Ben was uncomfortable with the way he was being touched.

As a class, small group, or in pairs, discuss the following:

What does it mean to touch someone inappropriately?

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Appropriate or Inappropriate Touch

Let's look at some different scenarios and discuss whether the action is an example of appropriate or inappropriate touch.

You may have different views and opinions.

Activity

50

A family member gave Laura a kiss on the cheek.

Next scenario

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Jack punched his classmate because he broke his pencil.

Next scenario

52

Sam poked Dan in the eye because he did not want to play.

Next scenario

53

Chloe's friend gave her a hug because she was upset.

Next scenario

54

Sana's PE teacher gave her a high five.

Next scenario

55

Leah was annoyed with her sister so she pulled her hair.

Next scenario

56

The team coach asked Adam to sit on his knee.

Next scenario

57

Evie kicked her cousin because he called her a mean name.

58

Activity time!

Complete the activity

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Discussion time

Look at the scenarios you marked as 'Inappropriate' from the 'Appropriate or inappropriate?' activity.

As a class, small group, or in pairs, discuss the actions each character could take.

For example: Jack's classmate could talk to a teacher.

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[illegible]

Ask Me a Question

Let's recap on our learning from today:

- What types of relationships are there?
- What can make a relationship healthy or unhealthy?
- What is the difference between secrets and surprises?
- How could you help someone who feels uncomfortable in a relationship?



Sentence Stems

As a class, finish the sentence stems below:

A healthy relationship is...

I can support someone by...

If I feel uncomfortable in a relationship, I can...





Great work everyone!

Well done, you have finished the Relationships topic!

You may wish to complete the extension activities.





Extension Activity

Create a checklist of all the positives we should look for in a healthy relationship.

Create a wall display or presentation to share with other students.



Extension Activity

A circular logo with a colorful globe in the background and the words "Decision Time" in a playful, rounded font.

An alien has arrived on Earth.

They want to know what a healthy relationship is.

Write a letter to the alien to explain what a healthy relationship looks like.

A cartoon illustration of a green alien with large, dark, almond-shaped eyes and a small, pointed head. The alien is wearing a blue hooded sweatshirt with white drawstrings and green boots. It is standing on a light purple rectangular background. The alien's right hand is raised, showing three fingers. Below the purple rectangle is a large orange arrow pointing to the right.

