



Session 6 – Relationships and respect

Key themes:

Building on ideas about human value and empathy pupils will consider how we build and maintain good relationships and recognise bad relationships. Pupils will focus on positive communication skills and reflect on how relationships are not always easy.

Key Questions:

- What does respect look like in a relationship?
- How does disrespect sometimes hide behind “jokes” or “banter”?
- What are signs that someone is controlling or unkind?
- Do girls and boys get treated differently in friendships?
- How do I set boundaries and expect respect?
- How can I disagree with someone respectfully without hurting the relationship?

Curriculum Links: ([click here](#))

Delivery guidance: ([click here](#))

Aim – This lesson aims to help pupils understand what respect looks like in friendships and relationships. They will learn to spot healthy and unhealthy behaviours, including when disrespect hides behind “banter.” Pupils will practise empathy and respectful communication, including how to disagree well.

Ground rules:

- **Confidentiality:** We might talk about personal things, people will share their views, opinions or experiences. This is a safe place for you to be open and honest. We need to know that the things people say doesn't get talked about outside this room
- **Respect:** Discussions need to be respectful, allow people the chance to talk, don't talk over each other. Don't speak about other people in the group or in school.
- **Tolerance:** There will be lots of time to discuss, ask questions and express opinions. We may not always agree and this is ok.
- **Fun:** This is meant to be fun, we will talk about some things that will make you want to laugh, we will be able to be silly at times and laugh at each other. However, if it becomes unkind or rude then I will stop us. We need to know when to stop as some of the things we talk about will be important and serious.

Warm up – Priority Pyramid

(Why this? – pupils begin to reflect on the things that they value most in relationships, however, to do this they will need to negotiate with others and navigate differences of opinion)

Activity – (Access resources [here](#)) Show the blank pyramid. Explain: “We’re going to build a friendship pyramid. The top of the pyramid is the most important quality you look for in a friend – **top priority**. The bottom is still important, but less so.

We have more labels than spaces, so we’ll have to choose and discuss which qualities matter most.”

Initial Placement – In groups of 6 each pupil chooses one label to place on the pyramid – this is their top priority in a friend. Encourage discussion: “Why is this one more important than that one? Which ones have you left out? Why?”

Taking turns to adjust – Pupils then take turns to rearrange the labels. Each turn the pupil is allowed to either:

- replace a label on the pyramid with one that has been left out
- or move a label on the pyramid to a new position on the pyramid

Encourage pupils to justify each change: “I’m moving ‘funny’ higher because I think laughter is really important in friendship.”

Note how pupils manage and negotiate the interactions around this – what is their reaction to a label they chose being moved/replaced? etc.

Ask: “Which qualities were hardest to leave out?” “Did your idea of what’s important change after hearing others’ reasoning?”

Link back to respect: “Even if our top priorities differ, we can still value the opinion of others”



Definition – “Relationships”– “The connections we have with other people, close and important relationships can include friends, family, classmates, or teachers, but we can have all sorts of other relationships too. Whether a relationship is good or bad depends on how we choose to treat and care for each other.”

My circles

(Why this? – this activity gives pupils the chance to identify the different kinds of relationships they have in their lives)

Activity – Introduce the Circles – Explain that the circles represent levels of closeness:

Inner Circle = people who are closest to you (e.g., best friends, family you trust most)

Middle Circle = people you know and care about but aren’t as close (e.g., friends, classmates)

Outer Circle = people you know but aren’t very close to (e.g., acquaintances, people in clubs or teams)

Mapping Relationships –

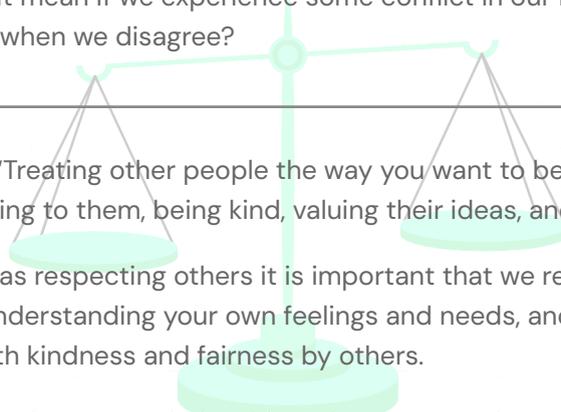
- Pupils draw 3 concentric circles – write the names of people in the appropriate circle. Encourage them to think about **how they interact with these people, how they feel about them**
 - Ask – what is different about the relationships in each circle? Is there anything that is the same across all these relationships?
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Happily ever after?

(Why this? – pupils consider how there are difficulties in every relationship. Relationships are not meant to be perfect)

Activity – Ask pupils to look at the relationships they have identified. Are there any relationships that are perfect? Do they have any relationships where there is no conflict, difficulty, disagreements or “ups and downs”.

Discuss – Children can discuss some of the most common “ups and downs” in their relationships. What does it mean if we experience some conflict in our relationships with friends or family? What happens when we disagree?



Definition – “Respect”– “Treating other people the way you want to be treated, viewing other people with value – listening to them, being kind, valuing their ideas, and noticing their feelings.

“Self-respect”– “As well as respecting others it is important that we respect ourselves. This means valuing yourself, understanding your own feelings and needs, and knowing that you have the right to be treated with kindness and fairness by others.

Reflection Question – Are there any relationships where respect is not important? What about people we don’t know – do we need to respect them? What about people who disagree with us or who believe things we don’t – do we need to respect them?

No offence

(Why this? – this activity gives pupils the chance to explore how to maintain relationships when we disagree)

Activity – Explain: *“Disagreements are normal in friendships and other relationships. What matters is how we disagree. We can share our opinions and express ourselves whilst being respectful and without hurting someone or causing conflict. This helps to maintain a relationship.”*

Work through the key steps for disagreeing well:

1. Listen first before responding.
2. Use “I feel” statements.

3. Focus on the issue, not the person.
4. Stay calm, polite and respectful.
5. Be willing to compromise or agree to disagree.

In pairs pupils will be given some scenario cards (click [here](#) for cards). Each pupil will need to take a "side" and argue from it. They are to practice being respectful and following the steps.

Encourage use of the sentence starters:

"I understand that you feel..."

"I see your point, but..."

"I hear what you're saying, and I think..."

"I disagree because..."

"I feel... because..."

"In my opinion..."

"I think... because..."

Reflection Question –What things might stop us from being respectful in disagreements (getting personal? getting emotional?) What should we do if this happens? Are there times when disagreement is good for a relationship? Why?

