

Relationships – VIPs

PSHE and Citizenship | UKS2 | Planning Overview

About the Topic

This unit entitled VIPs (Very Important Persons) will focus on relationships. Children will identify who their VIPs are within their families and friendship groups and how important kindness and respect are within these relationships. The unit addresses conflicts and resolutions in relationships. The children will also look at the secrets and dares as well as healthy and unhealthy relationships.



Home Learning

Disagreement Resolution: In this activity, children will draw a time when they have resolved a falling out within the home.

Kindness and Respect: In this activity, children will reflect on times they have shown kindness and respect at home and will keep a record of this.



Wider Learning:

Draw on the lessons within this unit beyond the classroom, for example, on the playground, on school trips and at whole school events. This will ensure the children have the behaviours reinforced in different environments.

www.bbc.com has lots of clips that could be watched to reinforce this unit.

Assessment Statements

All children should be able to...

- share ideas for ways we can care for our VIPs;
- identify some aspects of healthy and unhealthy relationships;
- discuss a range of calming techniques with support;
- discuss ways to handle a disagreement with support;
- explain ways to resist pressure with support;
- identify which secrets are OK to keep and which need to be shared with support;
- list factors that might show a relationship is unhealthy.

Most children will be able to...

- list different ways we can care for our VIPs;
- talk about ways that healthy relationships make people feel;
- discuss calming techniques and explain how people might identify when they need to calm down;
- give clear examples of how different opinions can be given in a respectful way;
- offer examples of what we can do if feeling pressured;
- explain what to do if a secret makes us feel uncomfortable;
- talk about ways an unhealthy relationship might make someone feel.

Some children will be able to...

- generate further ways we can care for our VIPs;
- take part in a discussion on how unhealthy relationships could be identified;
- identify the best calming technique to use in a particular situation;
- explain the benefits of showing respect when disagreeing with someone and how respectful disagreements can make people feel;
- consider different ways to resist behaving under pressure, in a range of situations;
- explain what emotions someone might feel if a secret makes them uncomfortable and suggest people we can talk to if we need support;
- identify ways to spot if a relationship is unhealthy and talk about reflection techniques and boundaries we can set to help check how healthy our relationships are.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

Lesson Breakdown

Resources

1. People We Love

R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

I can explain how VIPs who love and care for each other should treat each other.

- Sticky notes
- Pieces of paper



2. Think Before You Act

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

I can identify different ways to calm down when I am feeling angry or upset.

- Colouring pens or pencils



3. It's OK to Disagree

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

I understand that people have different opinions that should be respected.



4. You Decide

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

I can identify negative influences on my behaviour and suggest ways that I can resist these influences.



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5. Secrets

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

I can explain when it is right to keep a secret, when it is not and who to talk to about this.



6. False Friends

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.

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 R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R26. about seeking and giving permission (consent) in different situations

I can recognise healthy and unhealthy relationships.

- Sticky notes

