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| Lesson | Activity Outline | Knowledge and Skills | Context |
| 1 | **TBQ: What is a relationship?** Learning Objective: Students will understand what constitutes a relationship and how to respect others' relationships.**Learning Sequence:** The teacher will introduce the topic by asking students what they think a relationship is. Students will share their ideas in pairs before discussing them as a class. The teacher will then present the learning objective and introduce the key vocabulary words, writing them on the board. Students will be divided into small groups and given different scenarios depicting various relationships (friends, family, classmates). Each group will discuss their scenario, identifying the types of relationships involved and what respect looks like in that context. They will then share their findings with the rest of the class.  As a class, engage in a discussion about respect in relationships. The teacher will facilitate by asking questions such as, “What does respect mean to you?” and “How can we show respect to others in relationships?” The class will brainstorm a list of actions that demonstrate respect, which will be noted on the board.  Students will complete a Venn diagram on paper, comparing the relationships they have with friends and family. They will identify overlapping traits of respect in each type of relationship. This activity promotes individual reflection and understanding of respect in different contexts.  The teacher will summarise the key points discussed throughout the lesson. Students can then volunteer to share their Venn diagrams with the class, highlighting one key aspect of respect they identified in both friends and family relationships. | R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.  **Key Vocabulary:**  Relationship, respect, boundaries, communication, empathy | This lesson plan aligns with the 2014 National Curriculum for PSHE, specifically focusing on the topic of relationships. According to the National Curriculum, students should be taught about how to develop a healthy lifestyle and how to form positive relationships with others. This lesson will help students understand the essence of relationships, how relationships can vary, and the importance of kindness and respect in building them. |
| 2 | **TBQ: How can I show respect and empathy?** Learning Objective: Students will understand how to show respect and empathy towards others in their relationships.Learning Sequence: Begin the lesson with a brief discussion on what relationships are and why they are important. Pose questions such as "What is a healthy relationship?" and "How do we show respect to others?" Elicit responses from the students, guiding them towards the concepts of respect and empathy. Divide the class into small groups of 6-7 students. Each group will brainstorm ways to show respect in different relationships (friends, family, etc.). Provide each group with a large sheet of paper and markers to write down their ideas. After 10 minutes, reconvene and ask each group to share their thoughts, encouraging discussion.  Present three short case studies on different relationships (e.g., a friendship in conflict, a family disagreement, a challenging peer situation). Each group will select one case study to discuss. They will identify the issues presented, the feelings involved, and how respect and empathy can be shown in that situation. After 10 minutes, groups will present their findings to the class.  Facilitate a whole-class discussion encouraging students to reflect on what they learned about respect and empathy. Ask questions such as "How can showing respect change a situation?" and "What impact does empathy have in resolving conflicts?”. Reinforce the importance of both concepts in maintaining healthy relationships.  Ask students to write a reflection on how they can show respect and empathy in their own relationships. This can be done in their PSHE journals or as a homework task if time does not allow. | R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.  **Key Vocabulary:**  Respect, empathy, boundaries. Support | This lesson plan aligns with the 2014 National Curriculum for PSHE, specifically focusing on the topic of relationships. According to the National Curriculum, students should be taught about how to develop a healthy lifestyle and how to form positive relationships with others. This lesson will help students understand how they can show respect and empathy towards others and their relationships. |
| 3 | **TBQ: How can I communicate respectfully?** Learning Objective: How can I communicate respectfully?Learning Sequence: Start with a brief introduction about the importance of respecting others' relationships. Use an engaging icebreaker activity where students share what they believe respect looks like in a relationship. Ensure that each student has a chance to contribute to foster inclusivity. Facilitate a class discussion on key vocabulary, encouraging students to define each term and give examples. Use questioning techniques to prompt deeper thinking, such as: "Why is empathy important in communication?" and "How can boundaries affect relationships?"  Divide the students into small groups. Provide each group with a scenario involving communication in different types of relationships (friendships, family, etc.). Students should role-play the scenario, demonstrating both respectful and disrespectful communication. After the role-play, each group will discuss what worked well and what could be improved.  Bring the class back together to reflect on the role-playing sessions. Ask students to share their observations about respectful communication and its impact on relationships. Highlight the importance of empathy, understanding boundaries, and conflict resolution in maintaining healthy relationships.  Conclude the lesson by revisiting the main points discussed. Ask students to write a short reflection on a time they communicated respectfully or could have done so. Encourage them to think about how that experience affected their relationships. | L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.  **Key Vocabulary:**  Respect, communication, empathy, boundaries. Conflict resolution | This lesson plan aligns with the 2014 National Curriculum for PSHE, specifically focusing on the topic of relationships. This lesson will help students understand the importance of communication. |
| 4 | **TBQ: How can I resolve conflicts?** Learning Objective: How can I resolve conflicts?Learning Sequence: Begin by discussing what conflicts are and the importance of resolving them. Ask students to share examples of conflicts they may have experienced in their own lives, either personally or in media (e.g., stories, films). Highlight the key vocabulary words and their meanings, ensuring students understand how each term fits within the context of resolving conflicts.  Divide the class into small groups of 5-6 students. Each group will be given a scenario involving a conflict (e.g., disagreements over games, sharing resources, or misunderstandings). Students will discuss the scenario and then role-play a resolution, demonstrating the use of empathy and communication. Provide scaffolding by offering prompts or frameworks for resolution, e.g., "I feel...," "I would like...," and "Can we agree to...?"  Bring the class back together and invite each group to share their scenario and resolution. Facilitate a discussion on the different ways conflicts can be resolved. Encourage the students to reflect on what worked well and what could be improved in their approaches. Highlight the role of compromise and empathy in successful conflict resolution.  Have each student write a brief reflection on a conflict they experienced and how they might resolve it using the strategies discussed in class. Prompt them to consider what they learned from their peers’ role-plays. Provide sentence starters if necessary (e.g., "In the future, I will try to..."). | L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.  R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with.  **Key Vocabulary:**  Conflict, resolution, empathy, communication, respect, compassion, compromise | This lesson plan aligns with the 2014 National Curriculum for PSHE, specifically focusing on the topic of relationships. According to the National Curriculum, students should be taught about how to develop a healthy lifestyle and how to form positive relationships with others. This lesson will help students understand the essence of relationships, how relationships can vary, and the importance of kindness and respect in building them. |
| 5 | **TBQ: How can I respect the differences of others?** Learning Objective: How can I respect the differences of others?**Learning Sequence:** Begin with a whole-class discussion on what respect means. Ask students to provide examples of respectful behaviour they have observed in their own relationships, both with peers and adults. Write key ideas on the whiteboard. Introduce the topic of diversity and different relationships within the classroom. Divide students into small groups of 5. Each group will receive a set of scenario cards depicting various relationships (e.g., friendships, family dynamics, cultural differences). Groups will discuss their scenarios, focusing on how to show respect for different perspectives and situations. They will then present their scenario and findings to the class, allowing for questions and further discussion.  Students will be provided with a worksheet that includes prompts for reflection. They will answer questions such as: - What does respecting differences look like in my life? - Can I identify a time when I acted respectfully towards someone with different views? - How can I encourage others to show respect for different relationships? Students can also illustrate their responses to express creativity.  Bring students back together as a whole class to share insights from their reflections. This will provide an opportunity for students to express their thoughts and experiences. Facilitate a discussion that reinforces the key message of respecting differences, highlighting various cultures and backgrounds within the classroom.  Summarise the key points discussed during the lesson. Reiterate the importance of respect in relationships and how students can actively demonstrate this in their daily lives. Encourage students to think about one action they can take this week to show respect for someone else's differences. | R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.  **Key Vocabulary:**  Respect, diversity, inclusivity, differences | This lesson plan aligns with the 2014 National Curriculum for PSHE, specifically focusing on the topic of relationships. According to the National Curriculum, students should be taught about how to develop a healthy lifestyle and how to form positive relationships with others. This lesson will help students understand the essence of relationships, how relationships can vary, and the importance of kindness and respect in building them. |
| 6 | Assessment:  - Class discussion on personal growth in respecting relationships.  - Write a letter to oneself on how to maintain respectful relationships. | As above |  |