



Teacher's Notes

for Relationships



Personal, Social, Health & Economic Education



IMPORTANT

NOTE TO TEACHERS

Please ensure that all members of staff involved in the delivery of 1decision are fully up to date with safeguarding/child protection policies and procedures. For more details on how to use the portal, visit the 'How it Works' tab. Within this tab, you will find useful information on how to introduce 1decision to your students for the first time, examples of classroom groundrules, and much more.

Before using our resources in the classroom, we would advise all teachers to view the videos first to check the suitability for your students.

Our video series explores possible outcomes for the characters' choices by providing children with alternative endings from which to choose. In reality these choices would not always produce the same result. It is important to be clear with students that the many decisions we make throughout our lives do not always have right or wrong answers but that they do require careful consideration. It is essential that this is explored to give children a better understanding of each topic.

- It is important to inform students that the 1decision films have been created by actors to educate children on situations that 'could' happen
- It is important to point out to the students that the videos do not explore all possibilities
- The videos have not been created to scare or worry children and it is important to check that your students have not already been affected by some of the topics
- Whilst watching the videos, please remember to refer to the on-screen lesson guides to explore the discussion points with your students
- After each video, please discuss with your students other possible outcomes for each scenario

If you have any questions about our resources please contact:

schools@1decision.co.uk
01438 750330

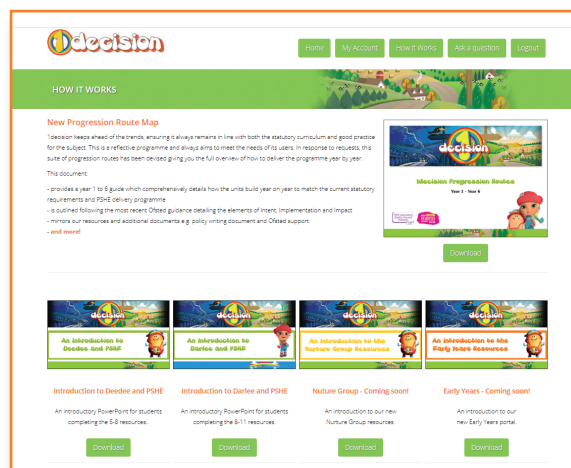


Introduction

If you are delivering a 1decision lesson for the first time, we would recommend visiting the **'How it Works'** tab within the online portal.

Our 'How it Works' page provides teaching staff with links to the PSHE Programme of Study, and information and guidance on how to deliver a 1decision lesson effectively.

Here you will find guidance on creating a safe learning environment, our Teacher's Introduction presentation, and many other useful PDFs.



1decision Learning Journey

The **Relationships** module helps children to explore and understand a range of feelings, how feelings can be communicated without words, and the importance of caring about other people's feelings.

The topics in this module help students to understand situations from another person's point of view.

Children will explore different types of relationships and from this they will gain an understanding of healthy and unhealthy relationships. They will also learn how to seek help and support if they feel uncomfortable in a relationship.

Topics do not have to be delivered in the recommended order.

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Module - Relationships

Please see below for the suggested order of delivery. The order of these topics can be changed to suit your educational establishment and the needs of your students.

Suggested order of delivery

Relationships



- **Assessment Guide** - *Baseline*
- **Topic** - *Bullying*
- **Topic** - *Friendship*
- **Topic** - *Body Language*
- **Topic** - *Touch*
- **Assessment Guide** - *Summative*



Topics within this module



Bullying

Suggested for Year 1/2

Bullying looks at how our actions and words can affect others, and it enables students to explore kind and positive behaviours.



Friendship

Suggested for Year 1/2

Friendship looks at how we behave within our friendships and how these behaviours can affect others.



Body Language

Suggested for Year 2/3

Body Language looks at recognising how other people may be feeling and allows students to explore different ways we can express our emotions.



Touch

Suggested for Year 2/3

Touch looks at appropriate and inappropriate touch and enables students to explore who they can talk to if they feel uncomfortable in a relationship.

Assessment Guide - Baseline

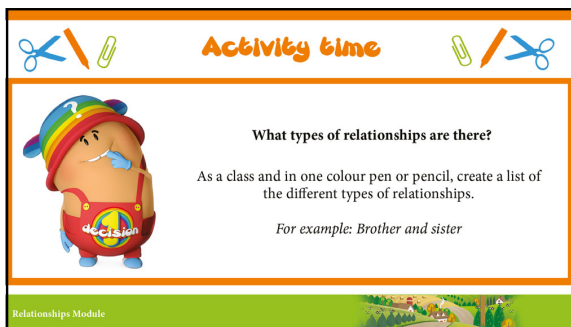
Step-by-step instructions for on-screen assessment guide



1 Starting point for this module.



2 Introduction to the module.



3 Ask your students to name different types of relationships and make a note of their answers.



4 Share Deedee's ideas with your students.



5 Ask your students if they'd like to add any more relationships to the class list.



6 Ask your students to complete the activity.

Assessment Guide - Baseline

Step-by-step instructions for on-screen assessment guide

Discussion time

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

Did you learn anything new about your relationships in the relationship web activity?

Some of our relationships are more important to us than others. Why is this?

Relationships Module

7 Use the prompts on screen to start a discussion with your students.

Discussion time

Sometimes we can have more feelings and a special place in our heart for someone or something.

For example: a family member or special photograph.

Relationships Module

8 Share the on-screen information with your students.

Discussion time

Who/What is special to Deedee?

Deedee loves her family who she lives with in the UK and her other family members who live in Rainbow World.

They are special because they make sure Deedee is safe and happy. Deedee's special people are not the same as any of her friends' special people, as some of Deedee's special people come from Rainbow World.

Relationships Module

9 Share the information about Deedee's special people with your students.

Discussion time

Deedee thinks we live in an amazing world where unique families can all live in the same community.

Relationships Module

10 Share the on-screen information with your students.

Discussion time

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

Who/what is special to you?

Why are they special?

Are all of our special people/things the same?

Relationships Module

11 Use the prompts on screen to continue a discussion with your students.

Activity time

Complete the activity

Who/What is special to me?

Relationships Module

12 Ask your students to complete the activity.

Assessment Guide - Baseline

Step-by-step instructions for on-screen assessment guide

Discussion time

Now that we've looked at who is special, we can see that we are all unique and that families play an important role in our lives because they can provide us with love, security, and stability.

Definitions →

Relationships Module

13 Share the on-screen information with your students.

Discussion time

- Love means strong feelings of affection for another person, activity, or object
- Security means feeling safe and free from fear or danger
- Stability means being reliable or unlikely to change suddenly.

Relationships Module

14 Share the definitions with your students.

Discussion time

As we grow, we may notice that some families look different to ours and we should respect our differences and understand that all families are special.

Let's work together as a class to show how special and unique our families are.

Activity →

Relationships Module

15 Share the on-screen information with your students.

Discussion time

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

- Do you all have the same name? Are you all the same age?
- Do you all have the same eye and hair colour?
- Were you all born in the UK? Does your family follow a religion?
- What special occasions do your family celebrate?
- Do you have family members who were born outside of the UK?

You may want to make an individual profile to show how your class is unique.

Relationships Module

16 Use the prompts on screen to allow your students to discuss how unique they are.

Discussion time

Let's celebrate how special and unique we all are.

Our country is filled with special families from all over the world.

Relationships Module

17 Share the on-screen information with your students.

Discussion time

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

- We all have special people/things. How can we show that we care about our special people/things?
- Do people always treat each other well?
- Can there be times when people are mean to one another?
- Can mean behaviour cause a relationship to be unhealthy?

Relationships Module

18 Use the prompts on screen to continue a discussion with your students.

Assessment Guide - Baseline

Step-by-step instructions for on-screen assessment guide



19

Close the assessment guide and work through the rest of the topics. Remember to return to the assessment guide when you have completed all of the topics.

END OF BASELINE ASSESSMENT



Topic - Bullying

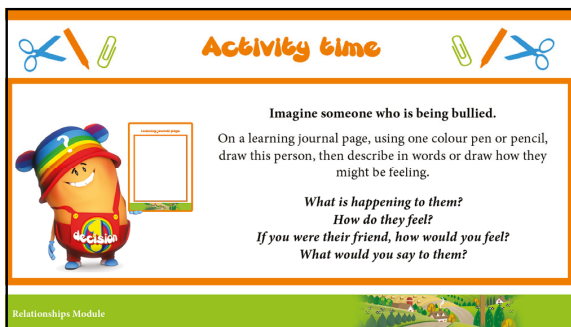
Step-by-step instructions for on-screen lesson guide



1 Starting slide for the lesson. *Whilst delivering this topic, please remember to refer to the procedures in your school that tackle bullying.*



2 Learning outcomes and expectations for this topic.



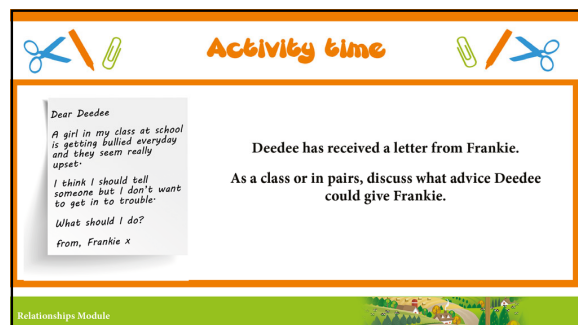
3 Ask your students to complete the baseline activity on a learning journal page at the back of their workbook.



4 Use the prompts on screen and allow your students to share their ideas.



5 Share the on-screen information with your students.



6 Share Frankie's letter with your students. As a class or in pairs, allow your students to discuss what advice Deedee should give Frankie.

Topic - Bullying

Step-by-step instructions for on-screen lesson guide

Activity time

Dear Deedee
A group of boys in my class keep calling me mean names everyday and won't let me play football with them.
I don't want to go to school anymore, it makes me really sad.
from, Tyler x

Deedee has received a letter from Tyler.
As a class or in pairs, discuss what advice Deedee could give Tyler.

Relationships Module

- 7** Share Tyler's letter with your students. As a class or in pairs, allow your students to discuss what advice Deedee should give Tyler.

Activity time

Dear Deedee
Everytime I try to play with the girls in my class, they run to the other end of the playground.
I have nobody to play with.
from, Sienna x

Deedee has received a letter from Sienna.
As a class or in pairs, discuss what advice Deedee could give Sienna.

Relationships Module

- 8** Share Sienna's letter with your students. As a class or in pairs, allow your students to discuss what advice Deedee should give Sienna.

Bullying

We're now going to watch a video about three young boys named D'Andre, Bailey, and Jack.
In the video, Bailey will need to make a decision.
Together, let's help him make a good decision.

Relationships Module

- 9** Introduction to the Bullying video.

Watch the video clip!

Let's watch the **Bullying** video.
Before we make our decision, we will return to this lesson guide to discuss what is happening.
Note to teacher: minimize this lesson guide and play the video from the module screen.

Relationships Module

- 10** Minimize the lesson guide and play the Bullying video.

Discussion time

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

- What is happening in the clip?
- Why do you think Bailey took the book Jack was reading?
- How do you think each of the characters are feeling?
- Should Bailey listen to his friend D'Andre?

Relationships Module

- 11** Use the prompts on screen to discuss what has happened in the video.

Decision time

Return to the video to make your decision.
What choice do you think the characters should make?

Relationships Module

- 12** Return to the video and allow your students to make their decision.

Topic - Bullying

Step-by-step instructions for on-screen lesson guide

Discussion time

A **Not the best choice for all**
Discuss the following:

- Why do you think Bailey chose to keep Jack's book?
- How might each of the characters be feeling now?
- Who could D'Andre have told about the situation?
- What could Bailey have done differently?

Relationships Module

13 Use the prompts on screen to discuss what has happened in the A ending.

Discussion time

B **Best choice for all**
Discuss the following:

- Why do you think Bailey chose to give Jack the book back?
- How might Jack be feeling now?
- What might Bailey's friend D'Andre be thinking and feeling?
- How else could D'Andre have stopped Bailey from being unkind?

Relationships Module

14 Use the prompts on screen to discuss what has happened in the B ending.

Decision time

Did you make the best choice for all the characters?

More activities →

Relationships Module

15 Did your students make the best choice for all the characters?

Discussion time

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

- If we thought someone was being bullied, what could we say?
- What could we do?
- Who could we tell?

Relationships Module

16 Use the prompts on screen to start a discussion with your students about bullying.

Discussion time

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

Should we ever be worried about telling an adult if we know someone is being bullied?

Relationships Module

17 Use the prompts on screen to continue a discussion with your students.

Activity time

Wall of Kindness!

Individually, create a brick for the wall of kindness to display on the classroom wall and share with other students.

On your brick you should include a message about how we can be kind to others.

I can be kind by...

Relationships Module

18 Allow each of your students to create a brick for the wall of kindness. *You may want to provide them with a brick template or allow them to draw their own.*

Topic - Bullying

Step-by-step instructions for on-screen lesson guide



Activity time

Sentence Stems

As a class, finish the sentence stems below:

I can be kind to someone by...

If someone is being bullied I can...

I should help to protect others because...

Relationships Module

19 Ask your students to complete the sentence stems.



Activity time

Complete the activity

Complete Deedee's Sentences

Note to teacher: This is a new activity and may need to be downloaded from the portal.

Relationships Module

20 Ask your students to complete the sentence stem activity. *Please note: this is a new activity and may need to be downloaded from the portal.*



Activity time

Return to the activity

Return to the activity 'Imagine someone who is being bullied'.

Is there anything you'd like to change?
(Make changes in a different colour to highlight your learning)

Relationships Module

21 Ask your students to return to the baseline activity. Would they like to add or change anything?



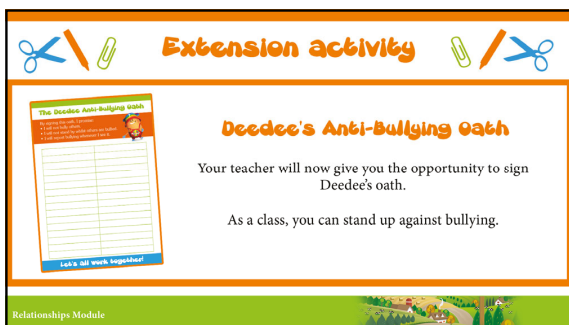
Topic complete

Great work everyone!

Topic extension activities →

Relationships Module

22 End of topic. You may want to complete our extension activities.



Extension activity

Deedee's Anti-Bullying Oath

Your teacher will now give you the opportunity to sign Deedee's oath.

As a class, you can stand up against bullying.

Relationships Module

23 If you would like to explore this topic further, follow the on-screen prompts to complete this extension activity. *You will find the anti-bullying oath in the online portal.*



Topic complete

Great work everyone!

Relationships Module

24 The extension activities are now complete and you have come to the end of the Bullying topic. Remember to revisit the assessment guide when you have completed all of the topics within the module.

Topic - Friendship

Step-by-step instructions for on-screen lesson guide



1 Starting slide for the lesson.



2 Learning outcomes and expectations for this topic.



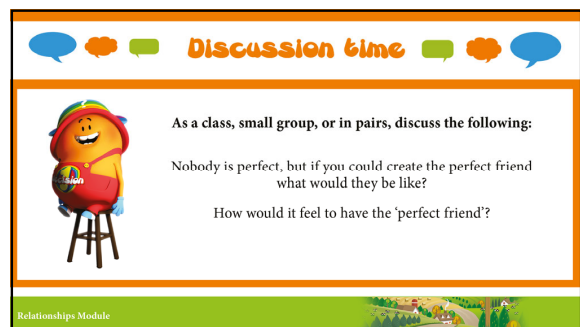
3 Use the prompts on screen and allow your students to reflect silently on their friendships.



4 Use the prompts on screen to start a discussion with your students about friends.



5 Use the prompts on screen to continue a discussion about friends.



6 Use the prompts on screen to continue a discussion about friends.

Topic - Friendship

Step-by-step instructions for on-screen lesson guide



Activity time

Complete the activity in one colour pen or pencil

Design the perfect friend

Relationships Module

7 Ask your students to complete the activity.



Share your ideas!

What would your 'perfect friend' be like?

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

Relationships Module

8 Use the prompts on screen and allow your students to share their ideas.



Discussion time

We are all different and sometimes friends can disagree or fall out.

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

What kinds of things can friends fall out over or disagree about?

Relationships Module

9 Use the prompts on screen to start a discussion about friends disagreeing and falling out.



Discussion time

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

What can we do if fall out with our friends?

Deedee's ideas →

Relationships Module

10 Use the prompt on screen to continue a discussion with your students.



Discussion time

Here are some of Deedee's ideas:

- Speak to a trusted adult
- Apologise if you have been unkind
- Count to 10
- Take some time out
- Write a letter to your friend to explain how you feel

Think about ways to resolve the problem.
For example: you may find a way to share or play nicely

Can you think of any more?

Relationships Module

11 Share Deedee's ideas with your students.



Friendship

We're now going to watch a video about two young boys.

In the video, one of the boys will need to make a decision about his friendship.

Together, let's help him make a good decision.

Relationships Module

12 Introduction to the Friendship video.

Topic - Friendship

Step-by-step instructions for on-screen lesson guide

Watch the video clip!

Let's watch the *Friendship* video.

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

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

Relationships Module

13 Minimize the lesson guide and play the Friendship video.

Discussion time

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

- What is happening in the clip?
- How are both of the boys feeling?
- Why do you think the boys want to play different games?
- What do you think the boys should do?

Relationships Module

14 Use the prompts on screen to discuss what has happened in the video.

Decision time

Return to the video to make your decision.

What choice do you think the characters should make?

Relationships Module

15 Return to the video and allow your students to make their decision.

Discussion time

Best choice for all

Discuss the following:

- Why do you think the boy agreed to play his friend's game?
- What might the boys be thinking and feeling now?
- What might have happened if the boys hadn't agreed on the game?
- Has this situation affected their friendship?

Relationships Module

16 Use the prompts on screen to discuss what has happened in the A ending.

Discussion time

Not the best choice for all

Discuss the following:

- How do you think each of the boys feel now?
- What has happened to their friendship?
- Why do you think Harrison is being a better friend?
- What could the boys have done differently?

Relationships Module

17 Use the prompts on screen to discuss what has happened in the B ending.

Decision time

Did you make the best choice for all the characters?

More activities →

Relationships Module

18 Did your students make the best choice for all the characters?

Topic - Friendship

Step-by-step instructions for on-screen lesson guide

 **Activity time** 



Kindness Detectives
We can all try to be kinder and more thoughtful within our relationships.
Let's now look at some different scenarios.
As a class, you will need to be kindness detectives and spot if someone is being kind or unkind.



Relationships Module

19 Ask your students to look at the following scenarios and decide if they are examples of being kind or unkind.

 **Activity time** 



Tommy is winning against his younger brother Max at a video game. He always wins and Max seems upset. Tommy is going to let his brother win the next game.

 **Unkind**
Kind

Relationships Module

20 Scenario one.

 **Activity time** 



Daisy is baking chocolate cupcakes for her friends. Daisy knows that one friend is allergic to chocolate and has made her some cookies instead.

 **Unkind**
Kind

Relationships Module

21 Scenario two.

 **Activity time** 



Lily and Mia are having a joint birthday party. Mia wants to invite her friend James but Lily tells her she isn't allowed to because she doesn't like him.

 **Unkind**
Kind

Relationships Module

22 Scenario three.

 **Activity time** 



Dom wants to play football but his friend Kian doesn't like football and wants to play basketball instead. Dom suggests they play football at break time and basketball at lunch.

 **Unkind**
Kind

Relationships Module

23 Scenario four.

 **Activity time** 



Lola has fallen over and really hurt herself. Lola's friend Heidi finds it really funny and laughs at her.

 **Unkind**
Kind

Relationships Module

24 Scenario five.

Topic - Friendship

Step-by-step instructions for on-screen lesson guide

Activity time



Katie is playing with the new family pet Rocko. Her brother Zach really wants to play with Rocko too but Katie won't let him.



Unkind
Kind

Relationships Module

25 Scenario six.

Activity time




Did you spot the kind actions?
Can you think of any other examples of when people can be kind?

Relationships Module

26 Did your students choose the right answers?

Discussion time



As a class, small group, or in pairs, discuss the following:
Can you think of a time when you have been kind to another person at school or at home?

Relationships Module

27 Use the prompts on screen and allow your students to share their own experiences of being kind.

Activity time



Return to the activity
Is there anything you'd like to change?
(Make changes in a different colour to highlight your learning)
Design the perfect friend



Relationships Module

28 Ask your students to return to the baseline activity. Would they like to add or change anything?

Friendships



As we grow, we may have lots of different types of friends.
We should always try to be kind and caring to others and make time to listen and understand. Friends do not always have to agree on everything.
Love Deedee X

Relationships Module

29 Share Deedee's message with your students.

Topic complete



Great work everyone!
Topic extension activities →

Relationships Module

30 End of topic. You may want to complete our extension activities.

Topic - Friendship

Step-by-step instructions for on-screen lesson guide



The screenshot shows an 'Extension activity' screen. At the top, there are icons of scissors and paper. The title is 'A Good Friend'. Below the title, there is a cartoon character wearing a rainbow hat and a backpack. The text on the screen reads: 'As a class, create a set of rules for the classroom to show others how to be a good friend. How should a good friend behave? What makes a good friendship?'. At the bottom, it says 'Relationships Module'.

- 31** If you would like to explore this topic further, follow the on-screen prompts to complete this extension activity.



The screenshot shows a 'Topic complete' screen. At the top, there are icons of three ribbons (blue, orange, green). The title is 'Topic complete'. Below the title, there is a cartoon character wearing a rainbow hat and a backpack with the word 'decision' on it. The text on the screen reads: 'Great work everyone!'. At the bottom, it says 'Relationships Module'.

- 32** The extension activities are now complete and you have come to the end of our Friendship topic. Remember to revisit the assessment guide when you have completed all of the topics within the module.

END OF TOPIC

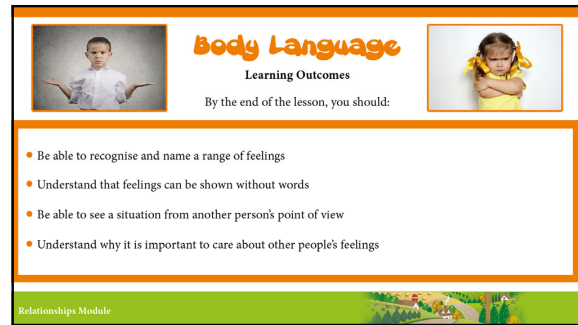


Topic - Body Language

Step-by-step instructions for on-screen lesson guide



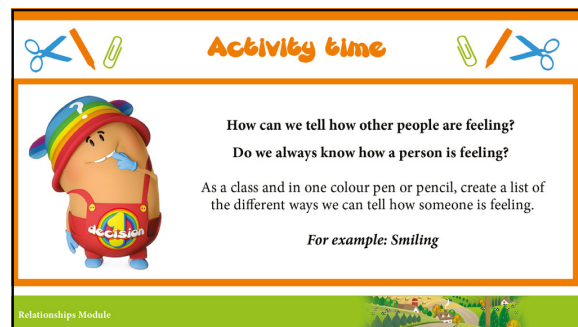
1 Starting slide for the lesson.



2 Learning outcomes and expectations for this topic.



3 Ask your students what kind of emotions we can feel and make a note of their answers.



4 Ask your students how we can tell how other people are feeling and make a note of their answers.



5 Share the examples of body language with your students. Can they think of any more?



6 Ask your students to use facial expressions and body language to show the emotions listed. Can they think of any more?

Topic - Body Language

Step-by-step instructions for on-screen lesson guide



Activity time

Complete the activity

Different Faces

Relationships Module

7 Ask your students to complete the activity.



Discussion time

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

- Have you ever felt unhappy?
- How did you show that you were unhappy?
- What made you feel better?

Relationships Module

8 Use the prompts on screen and allow your students to share their experiences of feeling unhappy or upset.



Body Language

We're now going to watch a video about Amber and her friends.

In the video, Amber's friends will need to make a decision.

Together, let's help them make a good decision.

Relationships Module

9 Introduction to the Body Language video.



Watch the video clip!

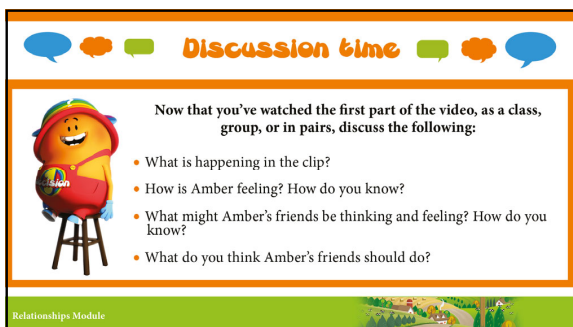
Let's watch the *Body Language* video.

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

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

Relationships Module

10 Minimize the lesson guide and play the Body Language video.



Discussion time

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

- What is happening in the clip?
- How is Amber feeling? How do you know?
- What might Amber's friends be thinking and feeling? How do you know?
- What do you think Amber's friends should do?

Relationships Module

11 Use the prompts on screen to discuss what has happened in the video.



Decision time

Return to the video to make your decision.

What choice do you think the characters should make?

Relationships Module

12 Return to the video and allow your students to make their decision.

Topic - Body Language

Step-by-step instructions for on-screen lesson guide

Discussion time

A **Best choice for all**
Discuss the following:

- Why was Amber upset?
- How might Amber be feeling now?
- What might Amber's friends be thinking and feeling?
- How did the girls help Amber?

Relationships Module

13 Use the prompts on screen to discuss what has happened in the A ending.

Discussion time

B **Not the best choice for all**
Discuss the following:

- Why do you think Amber's friend told her she was being 'moody'?
- How might Amber be feeling now?
- What might Amber's friends be thinking and feeling?
- What could they have done differently?

Relationships Module

14 Use the prompts on screen to discuss what has happened in the B ending.

Decision time

Did you make the best choice for all the characters?

[More activities](#) →

Relationships Module

15 Did your students make the best choice for all the characters?

Discussion time

In the video, Amber's friends could not tell how she was feeling.
As a class, small group, or in pairs, discuss the following:

What could Amber have done to let her friends know how she felt?

Relationships Module

16 Use the prompts on screen to start a discussion with your students about Amber.

Discussion time

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

If we are struggling to talk about how we feel.
What could we do? Who could help us?

Relationships Module

17 Use the prompts on screen to continue a discussion with your students.

Activity time

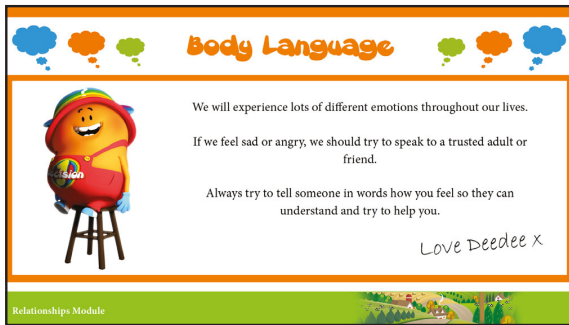
How can we tell how people are feeling?
Would you like to add anything to your list from the beginning of the session?

Relationships Module

18 Ask your students if they would like to add anything to their class list from the beginning of the session.

Topic - Body Language

Step-by-step instructions for on-screen lesson guide



- 19 Share Deedee's message with your students.



- 20 End of topic. You may want to complete our extension activities.



- 21 If you would like to explore this topic further, follow the on-screen prompts to complete this extension activity.



- 22 The extension activities are now complete and you have come to the end of our Body Language topic. Remember to revisit the assessment guide when you have completed all of the topics within the module.

END OF TOPIC

IMPORTANT NOTE

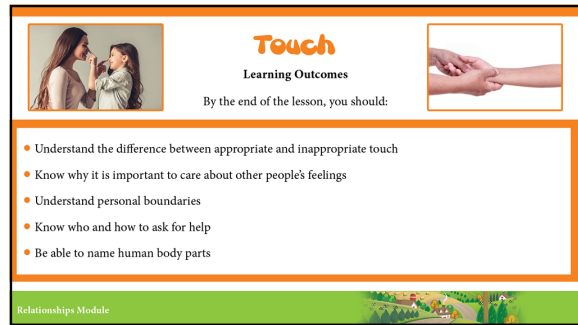
Before delivering the next topic, please note that it is possible a child could disclose something that could raise concern. In this instance, please refer to your child protection/safeguarding policy.

Topic - Touch

Step-by-step instructions for on-screen lesson guide



1 Starting slide for the lesson.



2 Learning outcomes and expectations for this topic.



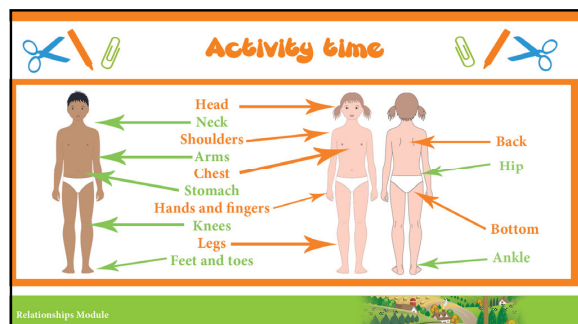
3 Share the on-screen information with your students.



4 Share the on-screen information with your students.



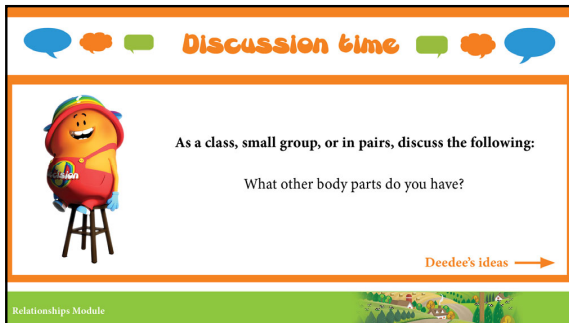
5 Use the prompts on-screen to continue a discussion about body parts.



6 Share the body parts with your students.

Topic - Touch

Step-by-step instructions for on-screen lesson guide



Discussion time

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

What other body parts do you have?

Deedee's ideas →

Relationships Module

- 7 Use the prompts on-screen to continue a discussion with your students.



Activity time

Here are some of Deedee's ideas...

Nose	Wrist	Forehead
Chin	Elbow	
Ear	Checks	Thigh

Can you think of any more?

Relationships Module

- 8 Share Deedee's ideas with your students.



Activity time

We've looked at some of the body parts we all have.

Now, let's talk about the different body parts that boys and girls have.

Relationships Module

- 9 Share the on-screen information with your students.



Activity time



Boys are born with a penis and girls are born with a vagina.

These are called our private parts.

The parts of the body covered by underwear are private. All humans have private parts and it is important that we respect each other's privacy.

Relationships Module

- 10 Share the on-screen information with your students.



Activity time

Now that you can name the body parts, let's discuss how we can use touch to communicate with others.

As a class and in one colour pen or pencil, create a list of the different ways we can communicate.

For example: shaking hands to say hello or goodbye

Relationships Module

- 11 Ask your students to share examples of how we can use touch to communicate with others and make a note of their answers.



Activity time



Sometimes we may be touched in a way that makes us feel uncomfortable or upset (for example: being kicked by another child at play time).

Let's look at the different types of touch and how they might make us feel.

It is okay to have different opinions.

Relationships Module

- 12 Share the on-screen information with your students. Ask them to look at the following actions and decide how each one might make them feel.

Topic - Touch

Step-by-step instructions for on-screen lesson guide

Activity time



Kicking



Not nice
OK sometimes
Nice

Are there any times when kicking someone is OK?

Relationships Module

13 How do your students feel about kicking?

Activity time



Hugging



Not nice
OK sometimes
Nice

Is hugging always appropriate?

Relationships Module

14 How do your students feel about hugging?

Activity time



Pushing



Not nice
OK sometimes
Nice

Is pushing ever OK?

Relationships Module

15 How do your students feel about pushing?

Activity time



Pinching



Not nice
OK sometimes
Nice

Is it ever OK to pinch?

Relationships Module

16 How do your students feel about pinching?

Activity time



Kissing



Not nice
OK sometimes
Nice

Is it OK to let anybody kiss us?

Relationships Module

17 How do your students feel about kissing?

Activity time



Poking



Not nice
OK sometimes
Nice

When is poking OK?

Relationships Module

18 How do your students feel about poking?

Topic - Touch

Step-by-step instructions for on-screen lesson guide

Activity time



Pulling Hair



Not nice
OK sometimes
Nice

Should we pull someone's hair?

Relationships Module

19 How do your students feel about pulling hair?

Activity time



Biting



Not nice
OK sometimes
Nice

When are we allowed to bite?

Relationships Module

20 How do your students feel about biting?

Activity time



Complete the activity

Appropriate Touching



Relationships Module

21 Ask your students to complete the activity.

Touch



We're now going to watch a video about a young boy called Theo.

In the video, Theo will need to make a decision.

Together, let's help him make a good decision.

Relationships Module

22 Introduction to the Touch video.

Watch the video clip!



Let's watch the *Touch* video.


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

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

Relationships Module

23 Minimize the lesson guide and play the Touch video.

Discussion time



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

- What is happening in the clip?
- What might Theo be thinking and feeling?
- How might Theo's sister Leah be feeling?
- Should Theo tell someone about his sister's behaviour?

Relationships Module

24 Use the prompts on screen to discuss what has happened in the video.

Topic - Touch

Step-by-step instructions for on-screen lesson guide

Decision time

Return to the video to make your decision.
What choice do you think the characters should make?

Relationships Module

25 Return to the video and allow your students to make their decision.

Discussion time

A **Best choice for all**
Discuss the following:

- What might Theo be thinking and feeling now?
- How might Leah be feeling?
- What has happened to help the situation?
- What might happen to Theo and Leah's relationship?

Relationships Module

26 Use the prompts on screen to discuss what has happened in the A ending.

Discussion time

B **Not the best choice for all**
Discuss the following:

- What might Theo be thinking and feeling now?
- How might Leah be feeling?
- What could Theo have done to prevent Leah from making him feel sad again?
- Could Jack have helped Theo? How?

Relationships Module

27 Use the prompts on screen to discuss what has happened in the B ending.

Decision time

Did you make the best choice for all the characters?

More activities →

Relationships Module

28 Did your students make the best choice for all the characters?

Discussion time

In the video, Theo's parents were able to help his situation by talking to his sister and encouraging her to stop being unkind.
If Theo's parents didn't or couldn't help, what else could Theo have done?

Relationships Module

29 Use the prompts on screen to start a discussion about Theo.

Discussion time

As a class, small group, or in pairs, discuss the following:
If you know of anybody who is upset about the way someone treats them, what could you do?

Relationships Module

30 Use the prompts on screen to continue a discussion with your students.

Topic - Touch

Step-by-step instructions for on-screen lesson guide

Activity time



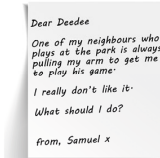
Deedee has received some letters from Samuel and Tallulah.

Let's help Deedee respond!

Relationships Module

31 Ask your students to respond to the letters Deedee has received.

Activity time




Dear Deedee
One of my neighbours who plays at the park is always pulling my arm to get me to play his game. I really don't like it. What should I do?
from, Samuel x

As a class or in pairs, discuss what advice Deedee could give Samuel.

Relationships Module

32 What advice could Deedee give to Samuel?

Activity time



Dear Deedee
My Mum's best friend always wants to hug me and it embarrasses me in front of my friends.
What can I do to make it stop? I don't want to upset her as she is a nice person.
From, Tallulah x

As a class or in pairs, discuss what advice Deedee could give Tallulah.

Relationships Module

33 What advice could Deedee give to Tallulah?

Discussion time



We all have the right to feel safe and happy.

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

If you feel uncomfortable in a relationship, what could you do?
Who could you talk to?

Deedee's ideas →

Relationships Module

34 Ask your students what they could do if they felt uncomfortable in a relationship. Who could they talk to?

Activity time

Here are some of Deedee's ideas...

Parent or carer	Auntie or uncle	Grandparent
Friend	ChildLine	Teacher
Sister or brother	Cousin	Parent of a friend
		Family friend

Can you think of any more?

Relationships Module

35 Share Deedee's ideas with your students.

Activity time



How can we use touch to communicate with others?
Would you like to add anything to your list from the beginning of the session?

Relationships Module

36 Ask your students if they would like to add anything to the class list from the beginning of the session.

Topic - Touch

Step-by-step instructions for on-screen lesson guide



37 Ask your students to complete the sentence stems.



38 End of topic. You may want to complete our extension activities.



39 If you would like to explore this topic further, follow the on-screen prompts to complete this extension activity.



40 The extension activities are now complete and you have come to the end of our Touch topic. Remember to revisit the assessment guide when you have completed all of the topics within the module.

END OF TOPIC

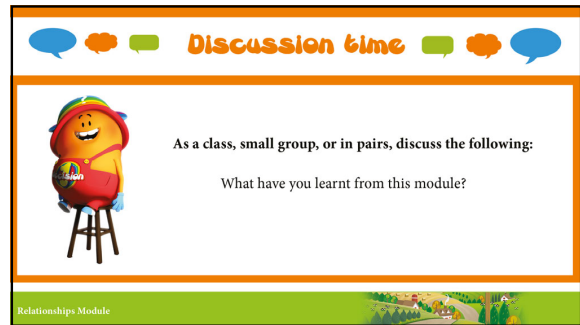


Assessment Guide - Summative

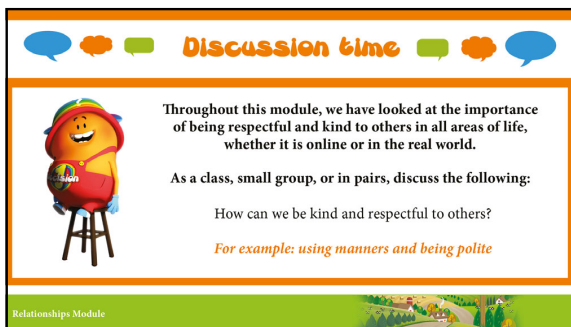
Step-by-step instructions for on-screen assessment guide



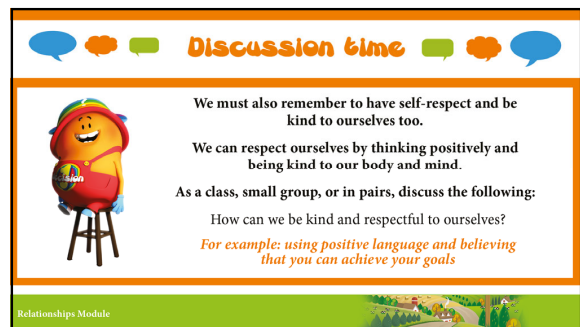
20 Now that you have completed the rest of the module, return to the assessment guide to complete the final activities.



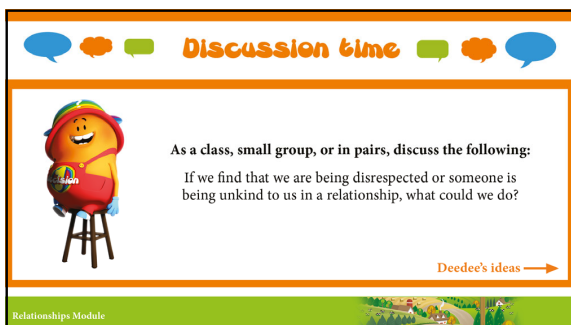
21 Ask your students what they have learnt from this module.



22 Use the prompts on screen to start a discussion about being kind and respectful.



23 Use prompts on-screen to continue a discussion.



24 Use prompts on-screen to continue a discussion.



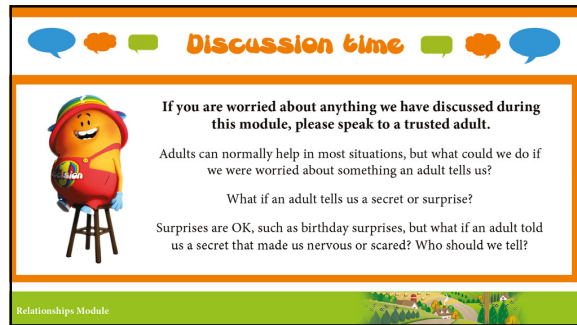
25 Share Deedee's ideas with your students.

Assessment Guide - Summative

Step-by-step instructions for on-screen assessment guide



26 Use the prompts on screen to continue a discussion about the knowledge your students have gained.



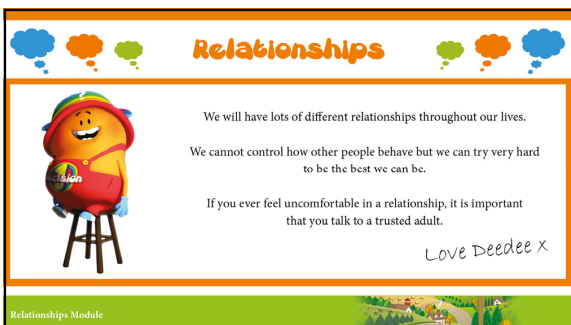
27 Use the prompts on screen to start a discussion about secrets and surprises with your students.



28 Share the on-screen information with your students.



29 Ask your students to complete the sentence stems.



30 Share Deedee's message with your students



31 End of module. If you would like to download a certificate for the class or individual students, please visit the portal.

Useful Links and Resources

Below you will find some useful links and resources that can be used to support our Relationships module.

Useful links and additional resources:

- www.standupfoundation.com
Mission: To raise awareness of the long-term, damaging effects of bullying, and to raise funds to support those doing real-world work to stop it.
- www.anti-bullyingalliance.co.uk
- www.childline.org.uk
- www.nspcc.org.uk/inform/.../bullying
- www.bullying.co.uk

For more information on teacher-child studies, please read:

- Kontos, S. & Wilcox-Herzog, A. (1997) **Teacher's Interactions with Children: Why are they so important?** *Young Children*, 52(2), 4-12 ISSN-0044-0728

END OF MODULE



Student Self-Assessment

With the current Ofsted inspection framework under review, we wanted to respond effectively to support schools.

The new proposed framework looks at focusing more closely on personal development for each student, within their educational setting. Therefore, we have now included Student Self-Assessments (I can statements) to every module.

Students can now assess their own understanding of Personal, Social, Health, and Economic (PSHE) education. These statements also offer teachers opportunities to review.

The image displays eight individual self-assessment worksheets, each for a different PSHE module. Each worksheet is color-coded and includes a title, a key for understanding levels, a list of 'I can' statements, and a table for self-assessment. The modules are: Keeping/Staying Safe, Keeping/Staying Healthy, Relationships, Being Responsible, Feelings and Emotions, Computer Safety, Money Matters, and Hazard Watch. Each worksheet also includes a 'Well done' message and a note for teachers to use the 'T' column to confirm or disagree with the student's self-assessment.



Visit each individual module in the portal to download our new Student Self-Assessment worksheets.