

Lesson 2

Understanding Relationships

Learning Intention

To consider physical and emotional behaviour in relationships

Learning Outcomes

Discuss different types of adult relationships with confidence

Know what form of touching is appropriate in relationships

Resources

[Relationship pictures](#)

Squares of paper/sticky notes

[Anonymous Questions template](#)

Activities

1. Re-cap and ground rules

In a circle, remind the class of the ground rules from the last lesson. Ask the class what they remember about puberty and reproduction from that lesson. Encourage pupils to share any new science words for male and female body parts and explain their function.

2. Learning Outcomes

Refer to the learning outcomes on the whiteboard and discuss what they mean. Ensure the children understand the word relationship and ask for examples of different types of relationships (including friendship).

3. Relationship Pictures

Display one of the [Relationship pictures](#) on the whiteboard. Ask the class to give responses to the pictures and to explore these questions: *What kind of relationship is shown in the picture? Do you think it is a positive relationship or not? How can you tell? What are the physical signs that these people like each other? What makes a person feel safe in a relationship?* In small groups, give each group a Relationship picture and ask them to discuss the same questions for their own pictures. As a whole class, ask each group to hold up their picture and give their feedback. Alternatively, display the relevant pictures on the whiteboard. Use the discussion and the range of pictures to reflect the diversity of relationships and families.

4. What's important in a relationship?

Write the word 'Friendship' on the board. In pairs, ask the class to write down three qualities of a good friend on three separate sticky notes; give a couple of examples e.g. trust, sense of humour, kindness. Ask one child from each pair to stick their three ideas up on the whiteboard. Ask the class to consider whether any of the qualities would also be important in an adult relationship. Use a coloured pen to ring all the ideas that are the same for both friendships and adult relationships; it should emerge that all the qualities are valid for both. Ask the group what is the essential factor that makes an adult relationship different from a friendship - i.e. only an adult relationship can be a sexual relationship.

5. Touching

Ask pupils to consider the different ways people touch each other in a friendship or relationship to show how they feel about one another. Call out the list of touches below in turn and ask pupils to put their hand up, or use coloured cards for yes and no, if they think it is a kind of sexual touching:

High five
Pat on the back
Stroking the head/hair
Holding hands
Linking arms

Kiss on the lips
Hugging
Arm around the shoulders
Touching private parts

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Ask the class what other body parts might be considered private apart from the private parts/genitals i.e. bottom, breasts, lips and discuss whether this also constitutes 'sexual touching' and is therefore only appropriate in a sexual relationship between two adults. Reflect that appropriate behaviour can depend on a number of factors e.g. friendship, family relationship, age, previous physical contact with that person, but the most important issue is that each person agrees or consents to the touching and that it feels right. Establish that some sexual touching can lead to sexual intercourse or 'having sex' and that this will be covered in the next lesson.

6. Anonymous Questions

Ask the pupils to write anonymous questions using the template: *After the lesson I wanted to know ...* Explain that, where relevant, these questions will be answered in the next lesson.

7. Closing Round/Review

In pairs, ask the children to complete a sentence using a sentence stem: *One important thing to have in a relationship is...* Finish with a closing round using the same sentence stem.

Additional Activities

How Babies Are Made DVD Programme

All About Us: Living and Growing Alternative: Unit 3, Programme 7, How Babies are Made. Available to purchase from www.channel4learning.com/

Tell the class that they are going to watch a film about relationships and in particular about relationships between adults. Explain that the film also includes a cartoon animation of sexual intercourse, which is one of the ways adults express their feelings in a sexual relationship. The cartoon will also show how a baby is made. Explore how the class might feel about this and discuss strategies to help them manage their feelings during the film.

After the film, ask the children to reflect in pairs on what they've seen; e.g. *What did they like/not like about the film? What surprised them?* Share ideas and discuss the film with the whole class; ask open-ended questions such as: *What were the different relationships we saw in the film? What qualities did each person value in their friend or partner? Why had one particular couple decided to have a baby?* Refer back to the list of words on the board about what makes a positive relationship. Review sexual intercourse, checking understanding and clarifying any misunderstandings.

Diamond Nine

In pairs, ask the class to write at least three qualities of a good friend on three separate squares of paper. Ask the pairs to join up to make a group of four and together think of some more qualities until they have nine squares of paper. Ask each group to arrange the squares in order of importance using a diamond or pyramid shape. Feedback and discuss.