


# *What are the different relationships in my life?*

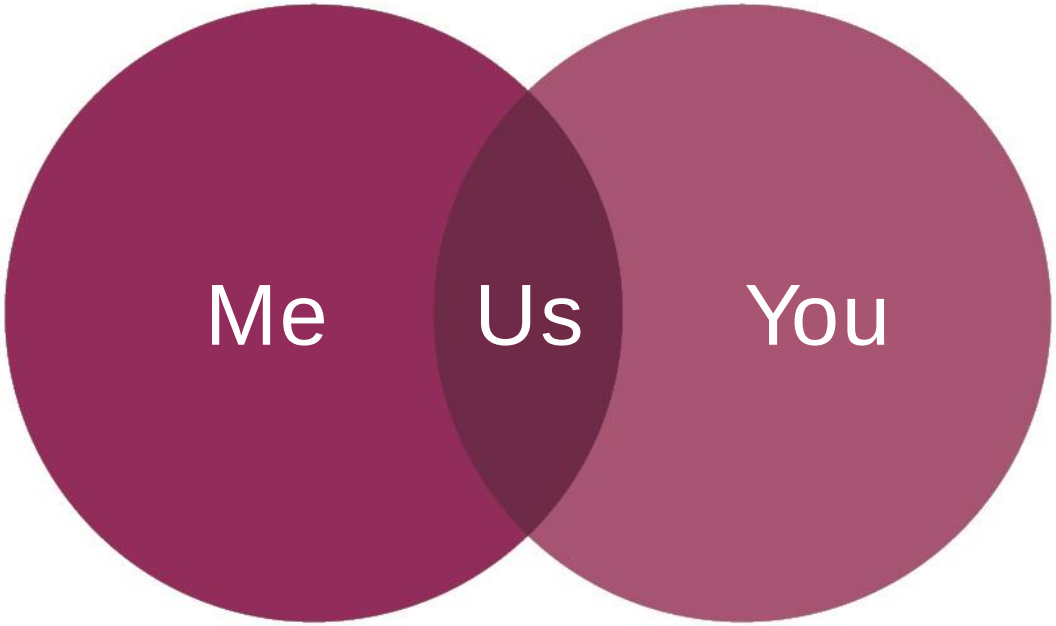
# Ground Rules

Respect

Listening












Confidentiality

To learn about the different relationships in my life.

To be aware of when someone is feeling lonely or excluded and how to respond to this.

## I can…

- Name different relationships in my life.
- List the roles of those that care for me.
- Describe what a healthy relationship looks like.
- Know who I would approach for help

# What is a relationship?

Write on the sheet what the word relationship means to you

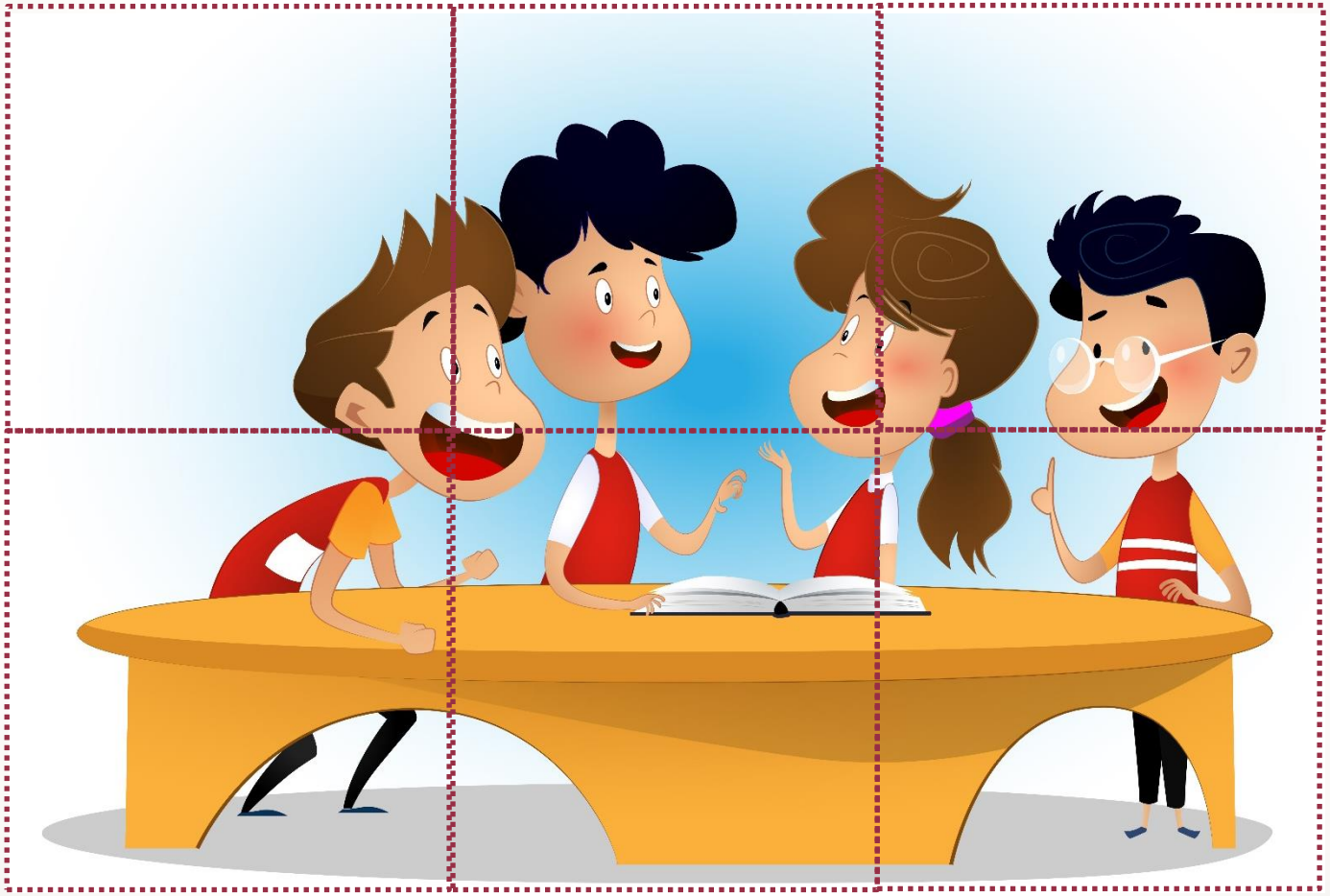
# How does a positive relationship make us feel?

Describe what makes it a happy, safe relationship.
What would we do if any relationship made us feel unsafe?


In pairs list all the different relationships you have in your life.

# How does my family / carer care for me?

**Take a piece of the jigsaw picture away each time something happens in the story to make Jamie feel bad.**



**Can you suggest how Jamie could respond?**
**For each suggestion add a piece of the puzzle back together**

Jamie attended breakfast club at his primary school and one of the other children started to call him names. He walked away but on the way to class, two children pushed him out of the way to go to the front of the class. This made Jamie feel unhappy.

At break he went to play football and the same group of boys would not let him join in. He went to get his snack out of his school bag and it was missing.

At lunch break the same group of children took his ball and threatened him not to tell anyone or he would regret it.

As he left school the same boy from breakfast club shouted names to him and the other boys laughed.

## Scenario:

**Keith moved to Year 4 at your school 3 months ago and you notice he is often on his own at break times.**

**How do you think Keith is feeling?**
**What could Keith do to make himself feel better ?**





# What we could do to stop someone feeling excluded or lonely? Can you think of other ideas?

## Idea bank

Ask them to join you at break time

Take an interest in them

Invite them to out of school activities

Ask them about themselves, what do they enjoy doing?

Listen. You may find you have shared interests or things in common

# What are secrets?

## Are all secrets good?

In small groups discuss if the following are good or bad secrets and put them in the correct box

| Safe Secrets | Bad Secrets |
| --- | --- |
| Bank account numbers | Safety words (if someone else has to pick you up they must tell you what the safety word is) |
| Saying you must not tell or someone will be in trouble | Birthday presents and cards |
| Buying flowers or gifts and asking you to keep this secret | Taking things from you and saying you must not tell |
| Stealing and taking things from shops and saying you must not tell | Secrets that make you feel unhappy |
| Someone who looks after you kissing you and asks this to be kept a secret | Secrets that will make people happy but are only kept as secrets for a short time – because everyone will know about it soon |
| Planning a surprise family trip or visit | Secret that makes you feel uncomfortable |

# You can talk to…

- Trusted adult
- Staff member at school
- School nurse
- Teacher
- Parent or carer
- ChildLine 0800 1111

# Extension activity

Write a **Thank you card** to someone who cares for you explaining why you are thanking them.

