

Year Five

Lesson 3

Lesson length: 60 minutes

Unit title: Keeping relationships healthy and safe

Lesson title: Unhealthy relationships

Please ensure that there is an opportunity to debrief pupils if they are worried and signpost them to additional support if a disclosure is made

Year
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Learning Objectives

To recognise ways in which a relationship can be unhealthy and who to talk to if they need support

Relationships and Health Education

Learning Outcomes

Families and people who care for us

- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Respectful relationships

- practical steps they can take in a range of different contexts to improve or support respectful relationships

Being safe

- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Mental wellbeing

- how to recognise and talk about emotions, including having a varied vocabulary of words to use when talking about own and others' feelings

Suggested Activities

Activity Recap the different relationships we have in our lives e.g. with family members, with friends and with peers. What makes a positive relationship?

Affirm that people in positive relationships care for and respect one another. Discuss the things we can do that show that we care about the people in our lives. Recap previous learning in this unit about problems that may occur within relationships with friends and how these can be resolved.

Activity Think about when relationships within families might make someone unhappy or upset. Ask children in groups to identify some issues that might create stress within a family (for example, a parent loses their job, someone is ill, the house needs repairing, siblings fall out, a new baby, divorce/ separation) or alternatively give them a selection of scenarios (see resource sheet) and ask groups to sort them from least to most stressful.

Discuss that all families have problems sometimes and it's normal for family members to fall out or have different opinions, especially as children grow up. If you are worried or unhappy it can help to talk about how you're feeling with your family or with another trusted adult.

Sometimes there may be more serious issues in families and these are never okay. Share definitions of different types of abuse: See below scenario examples

- Physical abuse: This is when someone does anything to physically injure you on purpose
- Emotional abuse: When someone is always putting you down, shouting at you, ignoring you or making you feel bad about yourself
- Sexual abuse: If someone forces, pressures or tricks you into doing something sexual. (Remind pupils of the NSPCC underwear rule)
- Neglect: This is when you don't get what you need to survive and feel safe at home; including things like food or having someone take care of you
- Domestic abuse: When someone abuses someone in a relationship. It can affect you if it's your relationship or between people in your family

What should a child do if they feel unhappy or unsafe, or are worried they or someone they know may be being abused?

Activity Discuss with children the importance of talking to a trusted adult even when;

- they have been asked to keep it a secret
- someone they love is hurting them or someone else in their family or close relations/family friends
- they are worried that no-one will believe them
- they have already tried telling someone who didn't listen

Debrief Ask all children to identify a trusted adult they could speak to, and also explain how they can contact ChildLine. Discuss how asking for advice or help, or reporting abuse can be very difficult but it is vital to speak up about it and seek help.

[Childline.org.uk](https://www.childline.org.uk)

Unicef Articles

Article: 3-32, 35,36

Resources

Definitions of types of abuse taken from [Childline.org.uk](https://www.childline.org.uk)
PANTS Underwear rule resources at <https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/>

Key vocabulary

Relationships
Family
Abuse (physical, emotional, sexual)
Neglect
Domestic abuse
Trusted adult
Advice
ChildLine



Scenario 1

A child is being ignored at home by not being fed or given clean clothing to wear

Scenario 4

A boy continually kicked another pupil outside the school gates

Scenario 2

A woman is hitting her husband and taking away his money and has to borrow from his friend to go to work

Scenario 5

A pupil is being called names because he enjoys dance lesson rather than athletics

Scenario 3

A child has sent a semi-naked picture of themselves to an unknown contact on-line via social media

Neglect

Domestic Abuse

Sexual Abuse

Emotional Abuse

Physical Abuse