



Y4.

TERM 4 – LESSON 5

Term Theme

Connect With Others

Focus DNA-V Skill

Flexible Social-View

Lesson Resources

- Lesson PowerPoint.
- Mindfulness Script: *Heads, Shoulders, Knees & Toes Body Scan*.
- One large sheet of flip chart paper per group of 4-5 students.
- Flip chart marker pens (at least one per group).

Success Criteria

- I can work as part of a group to explore and learn about the benefits, as well as some of the challenges, of being part of a loving, caring partnership relationship.

Learning Objectives

- To understand the various ways in which couples can form partnerships, including choosing not to marry, choosing to marry or choosing to live in a civil partnership.
- To understand that some people choose not to be in a partnership in life and that this is fine too.

PSHE Association Curriculum Objectives

- R4: “Pupils should have the opportunity to learn to recognise different types of relationships, including those between acquaintances, friends, relatives and families”.
- R19: “Pupils should have the opportunity to learn that two people who love and care for one another can be in a committed

relationship and not be married or in a civil partnership”.

Starter Exercise

10 mins

Open the lesson PowerPoint. Remind the children of the Term Theme (Connect With Others) and tell them the DNA-V focus skill for today's lesson (Flexible Social-View). Click to the next PowerPoint slide ('Learning Objectives') and read out the LOs to the class.

Invite your students to prepare for a guided mindfulness exercise by either sitting up straight or by resting their heads in folded arms on the table, and by gently closing their eyes.

Read *Heads, Shoulders, Knees & Toes Body Scan* Mindfulness Script.

Enquiry (giving praise and recognition for demonstration of any examples of DNA-V skills, including noticing the tendency of the mind to wander):

- What did you notice?
- Was this pleasant or unpleasant?
- What feelings, thoughts or sensations did you notice?

Reflection and Celebration

5 mins

Reflection Question:

“In our last lesson, we focused on our Values skills within the context of Connect With Others. Our main activity was Using Values To Manage Dares. Does anyone have any examples they'd be willing to share with the class of skilful use of their Values to manage dares since the last Connect lesson? What was the dare? What did you do?”

Celebration (and reinforcement of key wellbeing skills):

Allow a few minutes for some responses to the above question. When students' responses include behaviours and skills directly related to the relevant Term Theme and the relevant DNA-V focus skill:

- Provide verbal praise to reinforce the skill.
- Ask students what they noticed as a consequence of doing this (in order to help them connect with the consequences of their actions as naturally-occurring positive reinforcers).

Consider making a brief note of any particularly strong examples shared by students as you may choose to give them one of the end-of-term DNA-V awards.

Teacher's Introduction to the Lesson

15 mins

Opening discussion about the different kinds of adult partnership-relationships

Click to the next PowerPoint slide ('Introduction'). Opening a whole-class discussion with this question:

- *"What are some of the common relationships that people have in their lives?"* (Note that at this stage, all different kinds of relationships are fine to mention, including the various family relationships, friendships, relationships with staff within schools and with staff in clubs we attend etc. Also ensure that husband and wife are mentioned in the list the class generates, as it is needed for the next segment of the lesson).

Highlight that one of the relationships we noted is that of husband and wife. Point out that this is one type of partnership relationship that two adults can enter into and ask:

- *"What other kinds of romantic partnership relationships are there?"* (Here, we are seeking examples such as being in a same-sex marriage, being in a civil partnership, and being in a non-married partnership (homosexual or heterosexual)).

Share some Values-based reflections about how our U.K. culture has changed over recent years, suggesting we now demonstrate, in relation to different kinds of partnerships, important Values like:

- Tolerance
- Open mindedness
- Diversity
- Understanding
- Openness

Invite students to add any other Values they feel they can see demonstrated in the U.K. today, as regards to the different kinds of partnership relationships.

How we can apply our DNA-V skills to build loving and caring relationships

Examples of possible DNA-V specific questions to draw upon:

- **Values:**
 - So there is no absolute right and wrong, with regards to the kind of partnership relationship people choose to engage in as adults. And many adults choose not to have a long-term partnership relationship and this is fine too. But regardless of the kind of partnership relationship you choose to have, what kinds of Values, or qualities, are important to show to those we love?

Activity: A Loving Partnership Relationship

35 mins

Click to the next PowerPoint slide ('A Loving Partnership Relationship'). This activity is designed to get students working together to explore:

- Some of the Values that can be helpful to guide our actions when in a loving, caring relationship.
- Some of the ways in which we might see a couple act toward one another when in a loving, caring relationship (i.e. specific behaviours).
- Some of the challenges of being in a loving, caring relationship.

Step 1: Arrange your students into groups of around 4-5. Pass around one large sheet of flip chart paper and one marker pen for each group.

Step 2: Explain this section of the activity in the following way, which is written as a bullet-pointed script that can be followed verbatim or just used as a rough guide, depending upon what individual teachers find most useful:

- *“Working in our groups, our next task is to do a thought shower (come up with some ideas) about being in a loving, caring relationship.”*
- *“It doesn’t matter what kind of relationship. Whether it’s a husband and wife, a gay marriage, a civil partnership, an unmarried partnership or something else; it’s the same qualities that make up a successful partnership.”*
- *“So first of all, decide who is going to be the writer/note-taker in your group [give praise to the students who show a willingness to be the note-taker].”*
- *“Note-takers; please write in the centre of your sheet of paper ‘Being in a loving, caring relationship’ and draw a square around this.”*
- *“Next, draw three lines going from the square out to the edges of the sheet to create three sections of roughly the same size.”*
- *“Next, write at the edge of the paper in the three different sections:”*
 - *Values.*
 - *Values-based actions.*
 - *Some of the challenges.”*
- Each group’s sheet of paper should end up looking something like the example on the PowerPoint slide.

Step 3: Explain the next step in the following way:

“As a group, identify and write down some of the Valued qualities you think are helpful for people who are in a loving, caring relationship. Just come up with as many as you can and write them down in the ‘Values’ section of your flip chart paper.”

Give groups about four or five minutes to write their Values down.

Step 4: Explain the next step in the following way:

“As a group, see if you can write down some things you would see people do to, or for, each other if they were in a loving, caring relationship. What actions might they take to show the Values you wrote down in the first section of your flip chart paper? There are an almost infinite number of possibilities so just write down a few examples.”

Give groups about four or five minutes to write their Valued Actions down.

Step 5: Explain the next step in the following way:

“But we know that sometimes, relationships can be tricky. And that’s true for all kinds of relationships – including friendships, right?! We all experience tricky emotions and thoughts from time to time, don’t we?! So, in your group, see if you can write down a few of the challenges that could happen from time to time between two people who are in a loving, caring relationship. You can include tricky emotions and tricky thoughts here if you like.” [It can be helpful to offer the class an example or two here, such as ‘disagreeing about something’ or ‘feeling tired and irritable’ etc.]”

Step 6: Finally, invite each group to share with the wider class one Value, one Values-based action and one Challenge that their group generated through their discussions, providing praise and recognition for all contributions and highlighting that demonstrating those qualities in relationships are important, but also recognising that doing so is not always easy. Also point out that the Values, Actions and Challenges we’ve talked about are important for, and relevant to,

all kinds of relationships, whether married, unmarried or in a civil partnership, and whether you are in a same-sex relationship or a different-sex relationship.

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