

# Forming Positive Relationships

**L.O: to explore the different ways to maintain positive relationships and consider these in the context of family and friends.**

## **DNA:**

What are the different relationships that we experience in our lifetime?

*“Friendships and relationships usually change because we get older and more mature.” To what extent do you agree with the statement?*



# Who is Special to me?

Think about the special people in your life (people you know well).

What do they do that makes them special to you? What characteristics do they possess?

*Good listeners*

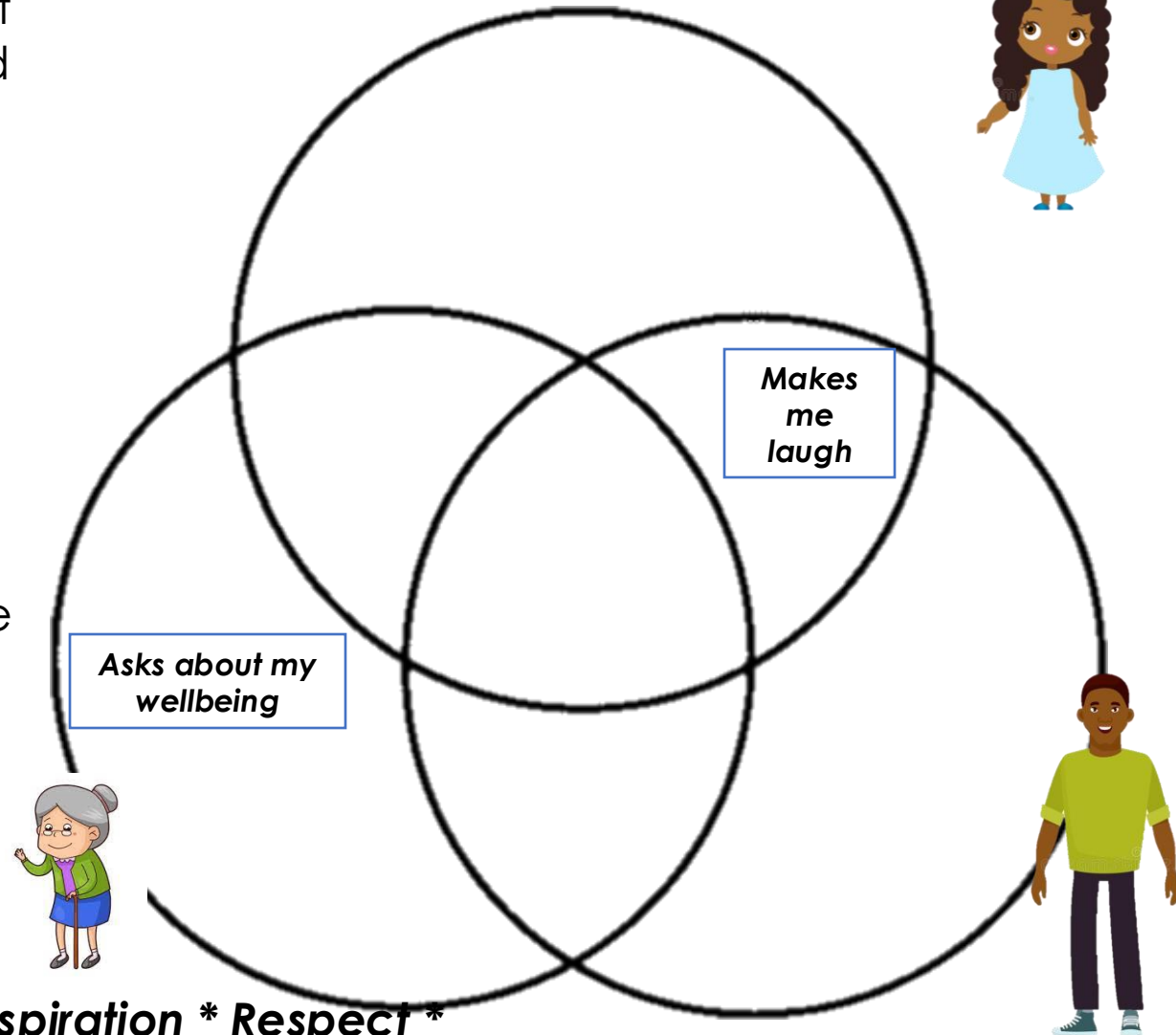
What makes  
people  
special to  
me

*They are kind  
and  
compassionate*

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# Common Qualities of Good Relationships

- We all will have different people who are the most special to us, sometimes they are in our family and sometimes they are not. Sometimes they may not be blood related but they feel like the person you are closest to.
- Pick 3 people who are special to you. If you cannot think of 3, you can write down generic examples that others may include e.g. a best friend.
- Fill in this venn diagram with qualities these people have.
- If you're not sure what should go in each section, make sure you ask.
- After we are going to share what the most common qualities are.



# What qualities are the most important for positive relationships?

Cheering each other up if one person is sad

Staying in touch

Talking to each other often

Helping each other

Sharing things

Living near each other

Listening

Not getting cross with each other

Being related/part of the same family

Seeing each other often

Giving presents

Making each other laugh

Holidays or special days out together

Having fun

Giving hugs

Being the same religion

Being kind

In groups, sort the statements from most to least important to make a good relationship with your family/friends. There is no correct answer, everyone will value some things more than others. However, it will be interesting to see if most of us end up with the same things as the most important and least important.

**Challenge:** justify the reasoning for your top 3 qualities.

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# ***What advice would you offer in these scenarios to maintain a good relationship?***

Libby and Alex have been best friends since nursery. They have always been in the same class in primary school and spend lots of time together out of school too. When they start secondary school, Libby meets Sunni. They really like one another and start spending time together. Libby wants Alex and Sunni to be friends too, but Sunni and Alex don't like one another very much. They both want Libby for a friend, but don't want to hang out with one another.

Dev and Chris are part of a big group of friends who always go round together. On their recent transition day to secondary school, their new class lists showed that they would be in different classes. Dev is with some of the rest of the group, but Chris only knows one other person in the class and they're not really friends.

Kelly is going to meet her dad's new girlfriend tonight and she is apprehensive. This is the first girlfriend he has had since her mum passed away. She wants to be welcoming but is also worried her life is going to change a lot.

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# What advice would you offer in these scenarios to maintain a good relationship?

Mohammad is really close with his twin sister, Amara. They usually do everything together, like going to the park or cycling, but last week Amara was injured and she will have to be in a wheelchair for a long time. Mohammad hasn't had much attention from his parents as Amara needs lots of help. He isn't sure what to do and is worried his bond with Amara will disappear now they can't play together in the way he is use to.

Naila and Robin are best friends and do everything together, in and out of primary school. Now they have started different secondary schools. Robin's new school is up the road from where they live, but Naila's is a long bus journey away. Before they started their new schools they promised that they would keep in touch by texting or calling every day, and that they would see each other whenever they could. In the first week, Robin keeps texting Naila, but Naila hasn't replied. Robin wonders if Naila really wants to stay friends.

Jessica has found out her mum has accepted a job offer in Spain so she is moving to Spain with her mum and brother next month. She has friends here and can't yet speak Spanish. She wants to keep her friends but isn't sure how when she'll be so far away from them.

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# Family responsibilities

Look at the list of tasks below. Which ones do you think it's reasonable to ask a 12 year old to carry out? **Write down the numbers of the tasks you think are fair.**

1. Keep your own bedroom tidy	2. Make a meal for other family members	3. Make a meal plan or weekly shopping list for the family
4. Wash and dry your own clothes	5. Earn enough money to support the family	6. Buy food for family (with parents' or carers' money)
7. Manage the household budget, making sure bills are paid on time	8. Hide all of your negative feelings in case they upset others	9. Do homework without being reminded or told

# Family responsibilities

Some people might think it's fair to ask a 12 year old to do these tasks. However, all families are different and you might disagree – that's ok!

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3. Make a meal plan or weekly shopping list for the family

4. Wash and dry your own clothes

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8. Hide all of your negative feelings in case they upset others

9. Do homework without being reminded or told

# Family responsibilities

Most people would see these tasks as the responsibilities of **parents or carers**. This is because they are about taking full responsibility for the **whole family**.

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# Family responsibilities

This task should be no-one's responsibility. You might choose to delay expressing your feelings, but trying to hide them on a long term basis is bad for your mental health.

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# The role of a parent or carer

In a family, a parent or carer has three main roles. They try to make sure the family is:

**safe**

physically and  
emotionally

**healthy**

physically and  
emotionally

**thriving**

growing or  
developing well

Choose one of the three areas above, and list **three** actions a parent or carer might do to carry out that role. There are some ideas on the next slide.

# The role of a parent or carer

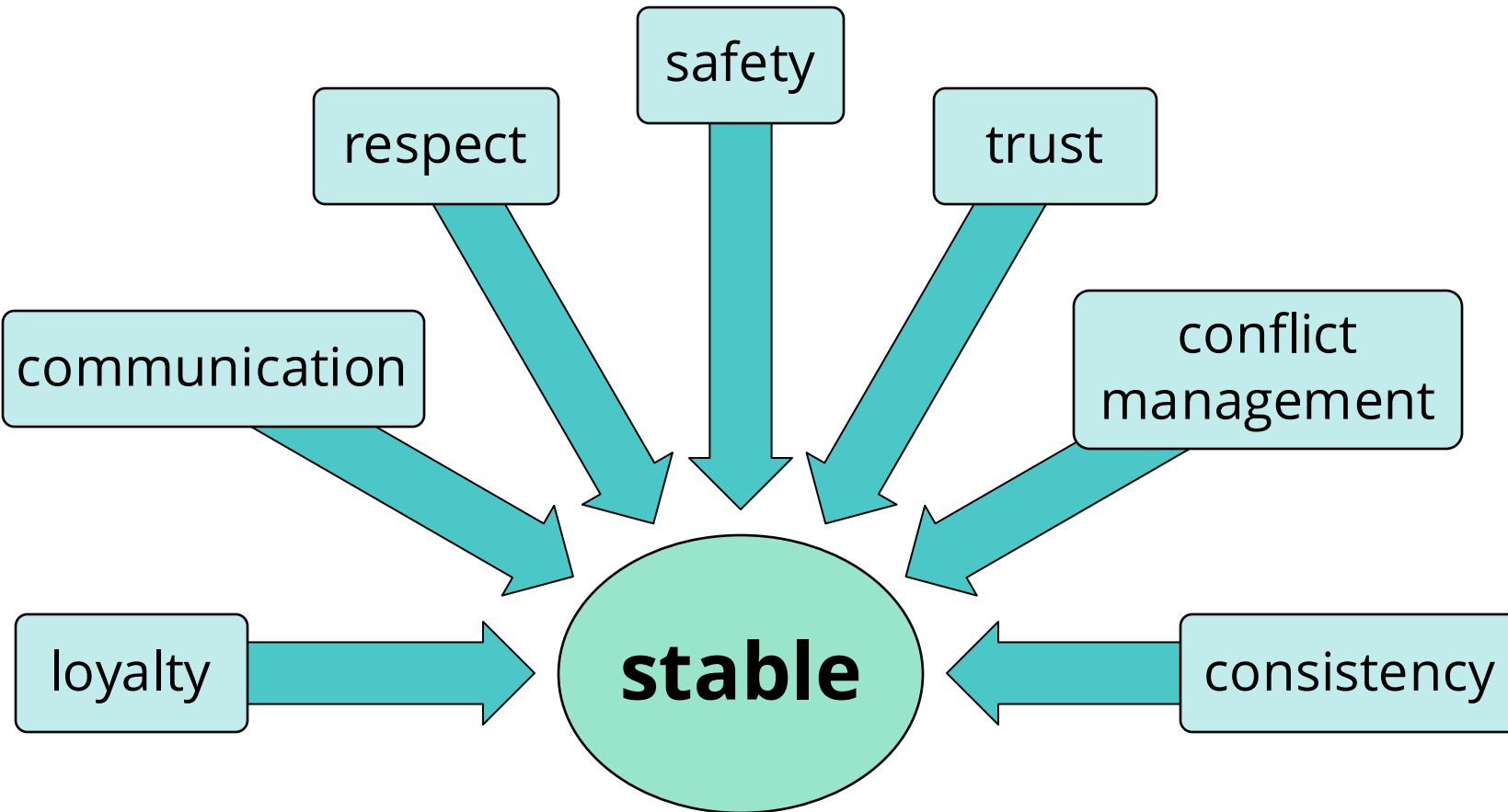
Tip: use the icons to help you think of actions a parent could do!



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# Stable, long term relationships

A stable relationship has several features:



## Long term relationship

A serious relationship that has continued for a long time and will continue for a long time in the future.

What might an **unstable** relationship look like?

Name **one** feature.

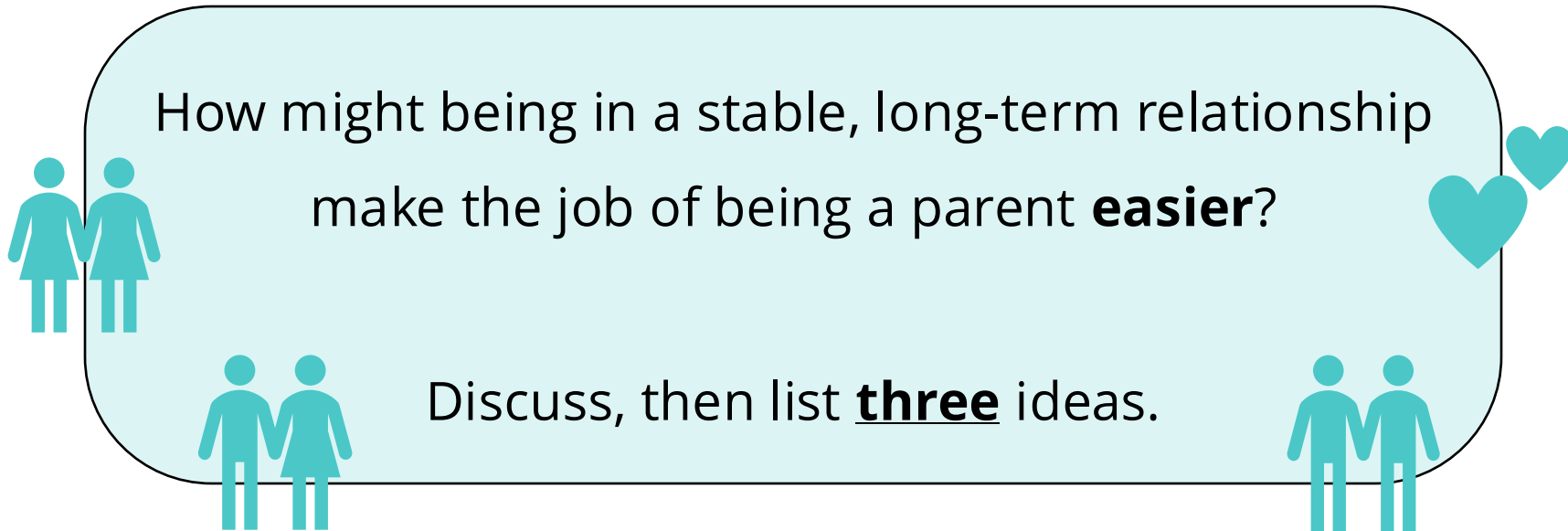


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# Stable, long term relationships

You do not have to be in a relationship to be a parent, and it's perfectly possible to provide a loving, stable home without having a partner.

However, thinking about all the responsibilities we've just discussed:



How might being in a stable, long-term relationship make the job of being a parent **easier**?

Discuss, then list **three** ideas.

# What makes a successful parent or carer? (3 mins)

Which **three** goals do you think are most important if you want to be successful parent or carer? You can use ideas from this slide, or write your own!

Children are kind and respectful to others

Children get top grades in every test

Children feel safe and secure

Children discuss their problems with you

Children make good choices

Children have designer clothes

Children never disagree or answer back

Children are happy 100% of the time

Children understand and manage emotions

Children can cope with failure

# Organisations that help with family relationships

Searching 'relationship support' or 'support for young carers' in your internet browser will bring up helpful resources and guide you with the first step in finding support.

- **NSPCC** – [nspcc.org.uk](https://www.nspcc.org.uk)
- **Childline** – [childline.org.uk](https://www.childline.org.uk)
- **Refuge** (domestic violence support) - [refuge.org.uk](https://www.refuge.org.uk)
- **Mind** (mental health support) [mind.org.uk](https://www.mind.org.uk)
- **Carers Trust** (support for carers in the UK) [carers.org](https://www.carers.org)
- **Relate** (young adults with relationship problems) - [relate.org.uk](https://www.relate.org.uk)
- **Childhelp** (US) - [childhelplineinternational.org](https://www.childhelplineinternational.org)
- **Euro Carers** (European voice for informal carers) [eurocarers.org](https://www.eurocarers.org)
- **UN Women Asia & Pacific helpline directory** (Asia & Pacific) - [asiapacific.unwomen.org/en/focus-areas/end-violence-against-women/shadow-pandemic-evaw-and-covid-response/list-of-helplines](https://asiapacific.unwomen.org/en/focus-areas/end-violence-against-women/shadow-pandemic-evaw-and-covid-response/list-of-helplines)
- **Child Helpline International** - [childhelplineinternational.org](https://www.childhelplineinternational.org)

# Avoiding Dangerous Relationships

**Sometimes, relationships that are being formed can have negative effects. We have to ensure that when forming new relationships, we are vigilant and aware of the impact of our decisions.**

**We will explore negative relationships in more detail in the next few weeks.**

**Watch the video below and fill out the table.**

<https://www.bbc.co.uk/programmes/p0110gpz>

**Task:** Explain how you would discourage a friend from meeting a person they met online (who you suspect was not who they said they were). Write 2 paragraphs.

Ways the girls found themselves in danger	How could they have avoided this?

# Plenary

How could the internet be made safer to avoid dangerous situations occurring like the one in the video?



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