



**Lesson context and overview**

This is the second of three lessons exploring ways to manage the increasing responsibilities and emotional effects of life changes as we grow older. This lesson considers the impact that the changes that puberty brings can have on close relationships.

**Curriculum links**

**Relationship education: Families and people who care for me**

Pupils will learn:

- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.

**Relationship education: Caring friendships**

Pupils will learn:

- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.

**Physical health and mental wellbeing: Mental wellbeing**

Pupils will learn:

- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.

**Physical health and mental wellbeing: Changing adolescent body**

Pupils will learn:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

**Resources**

Presentation slides  
 Pupil worksheet: *My relationships diagram*  
 Resources for letter writing

**Key vocabulary**

relationships, emotions

**Learning objectives**

We are learning:

- that puberty can impact our relationships with others
- different ways to help resolve relationship issues when they occur.

**Learning outcomes**

We will be able to:

- explain how relationships change as we grow older
- describe ways in which puberty can have an impact on our relationships
- identify ways to manage and resolve impact on our relationships.

**Essential teaching guidance**

Please ensure you have read the guidelines on creating a safe teaching and learning environment before delivering these lessons. To create a climate of trust for safe and effective learning, ensure that ground rules are established or revisited before delivery. It is especially important that pupils show respect and a non-judgemental attitude when discussing their relationships. If you have any safeguarding concerns as a result of discussions with pupils about their relationships, please refer to your school’s safeguarding procedures.

## Starter/baseline activity

Introduce pupils to the objectives and the key vocabulary for the lesson. Organise pupils into pairs and ask them to take it in turns to tell one another an example of a relationship that a person might have in their life. This could be a close relationship like a family member, or someone they know or come into contact with, such as a doctor or club leader or coach. Ask for feedback, and build a class list containing as wide a range of relationship examples as possible.

## Core activities

1. Ask pupils to complete the *My relationships diagram* worksheet by adding all the relationships they have in their own lives, using the class list to help them if they need it. In the circle closest to 'Me' they should list their closest relationships, working outwards so that the largest circle contains people they might come into contact with or say hello to, but not actually know.

After pupils have completed their diagrams, ask for volunteers to give some example of people in the different circles. Discuss any differences that arise. For example, one person might put 'aunty' in their inner circle; others might have her in their outer circle depending on family dynamics. It is important to ensure that these differences are discussed without judgement. Some pupils may list relationships they have made online, perhaps as part of a social networking group or interest club. Discuss whether they know these people offline, and their reasons for putting them into a particular circle. Remind pupils of online safety rules in relation to people they don't know.

Explain that sometimes during puberty our emotions and mood swings cause us to behave differently towards others, for example, arguing more with them, or challenging what they say. Establish that this can often happen with the people to whom we are closest, because while we feel as though we're growing up, they may still see us as a young child. Ask pupils to look at their diagrams and consider (privately) whether there is anyone on them that this might apply to in relation to their own behaviour.

2. Using slide 5, read part 1 of Bethany's story with the class. Organise pupils into small groups and give each group a piece of A3 paper. Ask them to divide the piece of paper in two and on one half write 'Dad' and on the other 'Bethany'. Around the outside of the characters' names, ask them to draw thought bubbles and inside write what Dad and Bethany might be thinking and feeling, using the information from the story to help them.

Read part 2 of Bethany's story on slide 6. On the other side of their A3 piece of paper, ask pupils to do the same again to show what Bethany and Dad might be thinking and feeling at this point in the story.

Finally, read part 3 of Bethany's story on slide 7. As a class, discuss all of the things Bethany could do to help persuade dad to let her go out with her friends, and the things both of them could do to help their relationship get better. Examples might include apologising, writing a letter to explain her feelings, thinking of a plan to make the cinema trip safe and talking about why they are feeling different things.

Take feedback from the groups and discuss how each solution might work. Explain that sometimes it is challenging for parents to realise that their 'babies' are growing up and becoming responsible. Explain that trust is needed in every relationship and that this is what Bethany and her dad need to establish.

After the discussion, organise the class into two large groups. Ask pupils to act as mediators between Bethany and her dad and do the following:

Group A: write a letter or email to Bethany acknowledging how she feels, and suggesting some good ways forward that would help her to develop a stronger relationship with her dad and help her persuade him to let her go out with her friends.

Group B: write a letter or email to dad explaining how Bethany feels, why she might feel this way, and what he can do to help her feel better and improve their relationship.

Alternatively, pupils could explain Bethany's and dad's story and their feelings, and how they might resolve their problem, through a cartoon strip.

### Extension activity

Ask pupils to create an information sheet, or a list of 'top tips' for parents and carers to help them when they have children going through puberty. What advice would pupils give them? What information do parents and carers need to help them understand their children better? The information could be presented on posters or in booklets to display on the parents' notice board or printed in the school newsletter for parents to read.

### Plenary

Return to the class list created in the starter activity. Ask pupils to give you an example of a way one of those relationships might change as they grow older. Responses could include: you might spend more time with a coach at a sports club as you get stronger; you might get to know your older cousin better if you go to the same secondary school; you might get closer to a parent by talking to them about things you're worried about.

Ask pupils to look again at their *My relationships diagram* worksheet and underline or circle the people they think they could trust and talk to if they needed some advice or help as they get older. Make clear that they do not have to share this with anyone.

### Assessment

Use the outcomes of activity 2 (Bethany's story) to assess pupils' understanding of different feelings and points of view within relationships, and ways to resolve these to create better relationships. Their *My relationships diagrams* could also be reviewed to assess their understanding of trusted adults and changing relationships.