

Respectful relationships

Who is this resource designed for?

To explore friendships and relationship with others

Respectful relationships are built on a shared understanding of one another's needs and not exploitation of one another in that relationship. Respectful relationships include qualities such as kindness, consistency and boundaries.

In the circles below we have posed different questions to help you think about some key themes relating to respectful relationships.

What does respect mean?

What qualities do you think a respectful relationship has?

How does it feel to be treated with respect?

How can I show respect to others in relationships?



Respectful relationships case studies

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Have a look at the case studies . You can either work through these on your own or with others. Highlight the elements that you think demonstrate a respectful relationship and in another colour where you think the relationship

Case 2

Simon likes to meet with friends after school . He goes to the park with them and sometimes they stop off at the shops to buy snacks. Every week Simon's friends Pete buys the food whilst Simon buys the drinks. It costs about the same amount and they then pool together what they have to share

Case 1

Andrea has started dating an older teenager, Phillip. Phillip is 19 and Andrea is 15. She enjoys spending time with him but worries that she isn't allowed to do the things that he can do. He wants her to go bars but she doesn't like alcohol. Philip has said that as he will be 20 next week he really wants her to come out and have fun. He tells her that if she doesn't then it means she isn't interested in a serious relationship with him and he will split up with her.

Case 3

Jasmine is 15 and dislikes another boy in her class. She tells her boyfriend this and he arranges to beat him up when he leaves school.

Case 4

Mariam loves computer games and she and her friend Daniel meet after school to play online. They take it in turns to choose which different computer games to play each week, every third week they randomise what they play to try something new.

Case 4

Olivia has Tourette's syndrome. This means she makes noises and sometimes different gestures with her hands. Her friend Ryan has said that he is embarrassed by her and if she can't control it then he won't sit with her at lunch time. He says he is okay about spending time with her after school if no one else is around.



Your relationships

Who is this resource designed for?

To explore friendships and relationship with others

Our relationships include family and friendships, Some of these relationship may feel very positive ad strong. These are often built on characteristics such as trust, respect and kindness. Other relationships may feel more difficult for lots of reasons. We are going to explore what makes a positive relationship and how you can use these strategies to develop further positive relationships

In the circles below write down the names of people that you have positive relationships with.

Underneath have a think about what makes them positive and think of the characteristics of the relationships that you think helps make them positive

My friends

My family

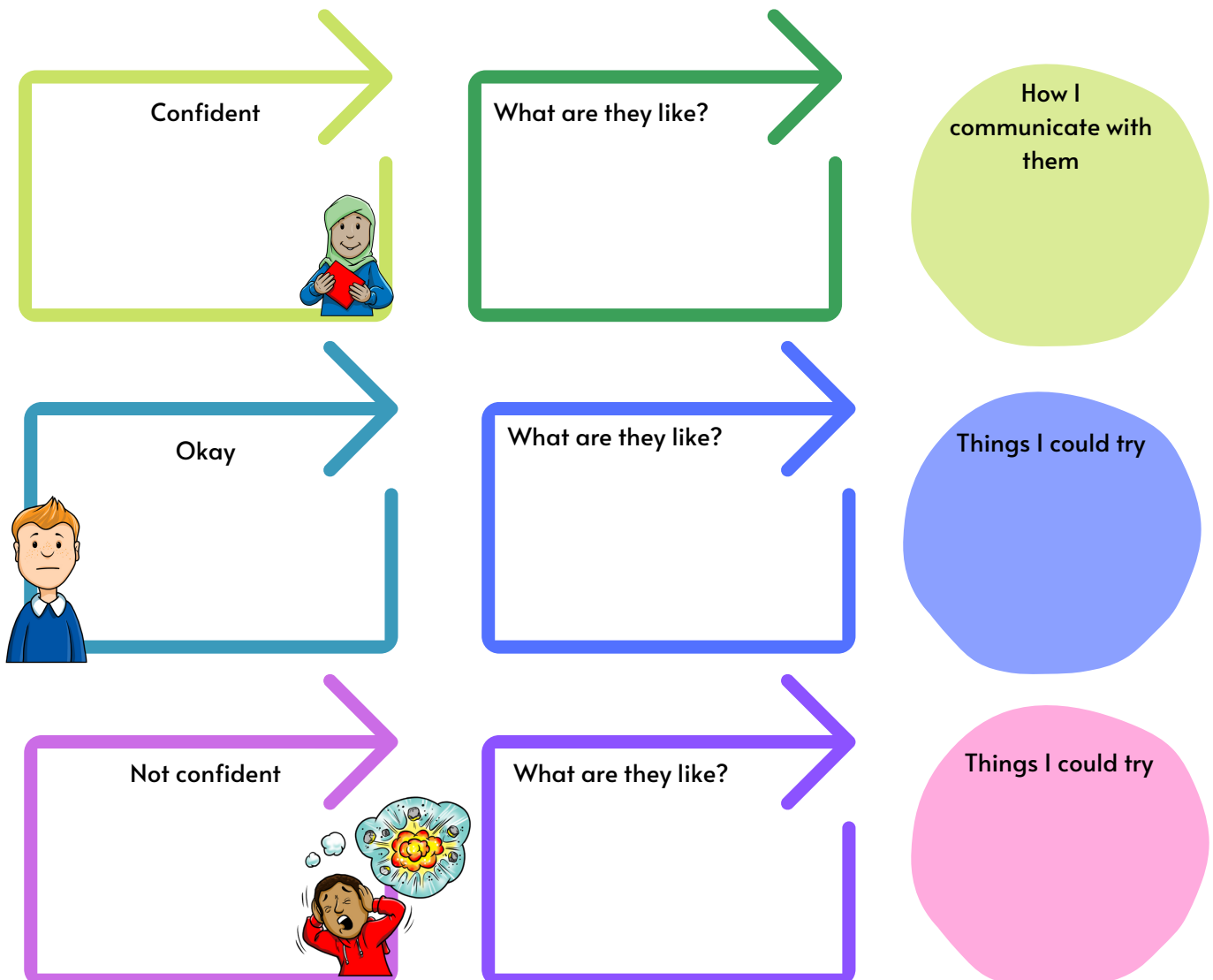


Talking with others

Who is this resource designed for?

For children to explore friendships and relationship with others

Talking to different people takes a lot of skill. Communication is reciprocal, it is more than just listening and talking. Have a think about the person that you feel confident in talking to. What makes it easier to communicate with these people compared to others? How about the people that you find it more difficult to talk to? What do you think makes it more difficult to talk to them? How can you develop different approaches to help you communicate with the other people you feel less confident in talking to?



Using kind words

Who is this resource designed for?
For children to explore what they say and to develop better ways to express their emotions

What would you do or say?

Sometimes people say things that upset and hurt other people. This may happen if you feel angry, upset or sad. However, they are unlikely to change the situation or to make things better. Have a think of a situation and use the boxes below to explain what happened, what was said, and what was done. What were the alternatives?

What happened?

What did you say?

What did you do?

What may have been a different way to say how you felt?



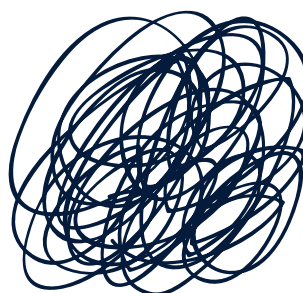
Scribble game

Who is this resource aimed for?

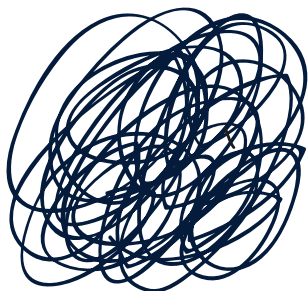
This resource is for children that may not be able to see one another face-to-face but want to have an opportunity to play with others.

The great thing about this game is that you can do it face-to-face or use an app on your phone or computer to share pictures.

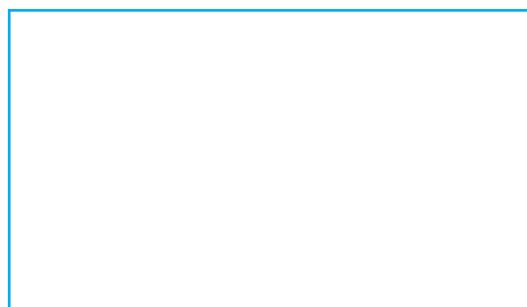
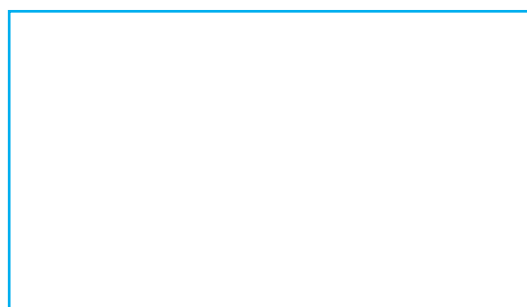
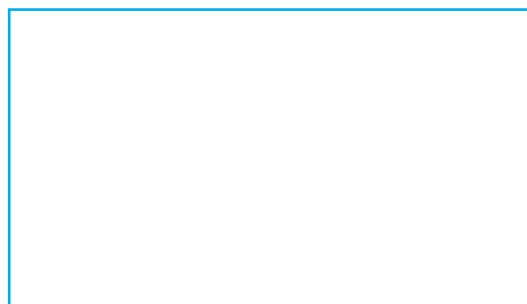
The idea is that one of you draws a scribble like this;



Then the other person turns it into a picture!



Draw some scribbles in the boxes;



Social media and friendships

Who is this resource aimed for?

This is a universal resource for secondary aged students but is also specifically helpful for those with a high volume of friendships.

It is not surprising that social media has changed the way that friendships have developed. In the past, friendships were often formed from face-to-face contact such as meeting in schools, neighbourhoods or community groups. Now there is also the option for people to make friends through a range of social media activities.

Social media can be really helpful, especially for people that may find it more difficult to go outside or communicate with others. It can mean that people plan what they are going to say (or type) and can

meet people with a shared interest that they may not be able to meet otherwise.

Different social media have different advantages and limitations. Some may be easier to block things that you feel uncomfortable with, others you can report things that contravene (break) the rules. Sometimes people meet in person those that they have meet online.

Have a look at the statements below and make a decision which ones are a **must**, a **maybe**, and a definite **no**.



Meeting a person you have met online but not telling anyone where you are meeting	Arranging to play online with a friend	Meeting a person online and meeting them at their home to play computer games
Muting a person online because they are annoying	Using the chat function to talk to people	Blocking/mute all chat functions on games
Opening up an image that someone has sent you online	Sharing a private picture of yourself with another person online	Following someone online in every media channel and sending them messages asking where they are and what they are doing on a regular basis
Joining groups online and reading about how they wish to hurt other people	Meeting a person face to face in a public place after talking to them online	Talking about how you want to hurt another person online

Look at the decisions you have made and share with another person. Do they have the same opinion or do they disagree? ?

Here are some specific organisations that might help you if you are worried or want to find out more;

CEOP (Child Exploitation and Online Command)
<https://www.ceop.police.uk/safety-centre/>
 Childline www.childline.org.uk - 0800 1111

childline

ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111

PHOENIX
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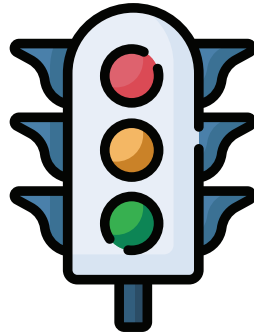
What are the qualities of a good friend?

Who is this resource aimed for?

This resource is aimed towards secondary students who are interested in friendship and how to maintain positive relationships

Friendships are often complicated and sometimes people may disagree. Sometimes friendships end because people drift apart and they may not want to spend time with one another. Maintaining friendships and relationships has been particularly hard during COVID-19 as there has been less opportunities to spend time with one another, and perhaps do the activities that were shared interests.

Have a look at the statements below and decide whether you;



- Believe it is a vital part of friendship
- That you may disagree but could still be friends
- That it would mean you couldn't be friends with that person

Have the same religious beliefs	Have the same political beliefs	Enjoy the same hobbies
Like the same people	Able to spend time together outside (such a to the park or going for a walk)	Enjoy playing computer games together
Not get bored with each other	Always have something to say to one another	Be able to enjoy the same food
Enjoy the same subjects at school	Have a similar upbringing	Able to spend time together watching TV

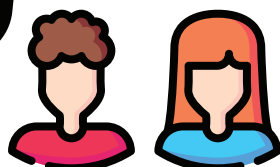
Can you think of your own examples of things that is a vital part of your friendships?

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Think of the things above that have been affected by COVID-19.

What things were affected by COVID-19?

How did you manage your friendships during COVID-19?





When someone else needs help

Who is this resource aimed for?

This is a useful resource for those who may find it difficult to understand the emotion of others but also to be used universal for a children who just want to explore the feelings of others.



- Crosby's dad is not well.
- He is in hospital at the moment.
- Crosby has had a day off school to see his dad but now is back at school.
- Write down the things you might notice about how Crosby is behaving.

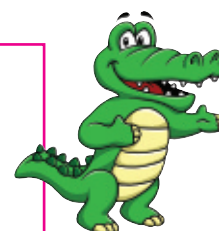
Now think about the reasons why Crosby might be feeling this way

Circle the different **feelings** that Crosby could be feeling that might be a reason why he is behaving this way at school.

sad happy worried angry
 disappointed confused cheerful
 embarrassed excited proud
 nervous



What advice would you give Crosby to help him?



How can I be a good friend?



Who is this resource aimed for?

This is for any child working from the friendship part of the Reintroduction Hub

What things do you think a good friend would do?

Read the sentences below and decide which one a good friend would do.

Laugh if I trip over

Help me up if I fall

Do my homework for me

Help me with my reading

Tell a grown-up a lie to stop me getting into trouble

Invite me to play a game

Take something from my bag without asking

Lend me a pencil if I have forgotten mine

Tell me I can't play with them

Think about last week...

Can you give an example of how you were a good friend?

Write a way you can try and be a good friend in the next few days;



We have written some ideas to help you.

- I was patient with a friend
- I helped a friend when they needed
-
-
-
-

Crosby the Crocodile sometimes finds it difficult to share things. What advice would you give him?

It can be hard to share, but I can help!

Try...

.....
.....
.....

Managing change in friendships

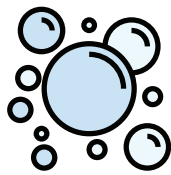
Who is this resource aimed for?

This is for secondary school students who have had a lot of change in their relationships.

People may have a change in friendship groups for lots of reasons. Circle the ones that you have experienced directly;



Moving school



Changing bubbles



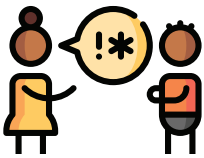
Being excluded from school



Moving to another area



Moving from another country



Arguments with a friend



Being unwell and not attending school

Think about your own reasons that may have led to a change in friendships;

When there is a change in friendships you might feel;

- Lonely
- Isolated or
- Excluded

Other times you might feel;

- Relieved
- Excited or
- Indifferent

Sometimes friendships can improve and get better and other times they drift apart. In managing these changes you may wish to;

Talk to your friend You might feel comfortable letting them know how you feel, they could be feeling the same and be relieved that you have brought it up.

Take some time If the change in friendship means that you are feeling worried or anxious, it might be that having a bit of space from one another could be a good thing. You might want to focus on existing friendships

Express your feelings you might want to write down your feelings in a diary, journaling, writing poetry or drawing. Having an outlet to express how you feel can

Talk to someone else You might be feeling very low and feel the need to talk to someone else about you feel. You could speak to a trusted adult such as a parent or someone from school. It may be that you are finding things very difficult emotionally and you might want to seek extra help from a professional such as your GP.

continued overleaf



Managing change in friendships

What is your own action plan to manage a change in friendships?

How I feel	What I am going to do?	Who might help me?	How do I know if it has worked?
<i>Angry</i>	<i>Take some time to play computer games on my own</i>	<i>No one, I can do this on my own</i>	<i>I might feel more relaxed afterwards</i>

childline

ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111