Let's talk about healthy relationships:
friendships and conflict assembly plan

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Resource information

- **Age group:** 10-11, KS2
- **Timings:** 20-25 minutes
- **Key words:** healthy relationships, friendships, respectful, disrespectful, disagreement, emotions, empathy, mental wellbeing.
- **Resources:** assembly presentation slides, screen.

Learning outcomes

By the end of the assembly, pupils will know that:

- our school values support healthy relationships
- friendships are one of our key relationships
- friendships are important and can support our wellbeing
- there are characteristics of a positive, healthy friendship
- we all experience situations differently and can feel differently to each other as a result.

Introduction (5 mins)

Slide 4: pizza voting activity
Ask pupils: raise your hand if you like pineapple on a pizza, then raise your hand if you don't...

Explain that we all think differently. You might all have different opinions on pizza choice, but this doesn't mean you'll fall out. However, there might be other things you feel more strongly about and so find it more difficult to understand another person's opinions.

Learning to navigate different opinions or choices is important for our friendships and how we relate to others. This is called healthy disagreement, which is a normal part of friendships.

Slide 5
Today's assembly is about healthy relationships. Relationships are the way people are connected and behave towards each other, and healthy relationships include mutual respect, honesty and trust. They also include valuing each other, understanding boundaries, respecting differences and disagreeing respectfully.

Use the slide to explain that friendships are an important type of relationship, and more about its features.

NB: please edit assembly presentation slides to include your own school values that are relevant to healthy relationships.

Main (15 mins)

Slide 6: friendship wish list
Ask the pupils to think about what qualities they would like in a friend.

Slide 7: key qualities of a friend
Highlight 'agree to disagree'. Do pupils understand what this means?

As we saw in our vote at the beginning of assembly, we all have different likes and interests. It is ok for us to be different from each other. It is ok that we sometimes disagree with our friends. *Highlight 'empathy'.*

We will focus on kindness, care and empathy in the next two slides, and will build on this learning in class.

Slide 8: key qualities of a friend – being kind and caring
We all have a role to play in being good friends. Think about some of the qualities you have and share with your friends. Sometimes we might notice when our friends are really happy, and feel happy with them. Sometimes we might notice that they are upset or different than usual, and we might be curious about how they are feeling.

Optional audience participation question

Slide 9: key qualities of a friend – empathy
See definition of empathy on the slide. Some people describe this using the metaphor of 'wearing someone else's shoes'.

Some of you will know what it feels like to move to a new school. Look at what's happening in these pictures.

Talk through the scenarios with the pupils.

Link and explain why we are focusing on empathy, using the skill of being able to observe others and how they present.

Slide 10: how would you feel? – scenario one
There are a range of feelings that we might experience every day. We can use measurements like a feelings thermometer to help us identify how we are feeling and use the best words to describe our mood or emotions.

Using the thermometer, how would you feel if the following scenarios occurred?

Slide 11: how would you feel? – scenario two
Optional audience participation – choose 2 or 3 pupils to note where they would be on the feelings thermometer, ask them to name the emotion.

Feedback can be used to highlight how we all have different feelings when presented with different experiences.

Slide 12: how might this impact your mental wellbeing?
Read definition on slide. Gesture to the spectrum as you explain the notes.

Explain: mental wellbeing is about how we think, feel, and cope with everyday life. Sometimes our mental wellbeing is good; we feel healthy, able to handle problems and cope with daily experiences. Other times, we might feel like things are a struggle and we might find our days really hard. These are normal experiences and we usually find ourselves returning to the coping and healthy end of the spectrum after a while. When we are finding things hard, it is important that we know how to look after ourselves and how to cope with the feelings we might be having, so we can get back to the healthy end of the spectrum.

Being aware of our wellbeing is important: if we can recognise when we are feeling good or when we are struggling, we can manage ourselves and get help if we need it. As the arrow shows, our mental wellbeing is not fixed in one place. It's really important to know that if we are struggling with our wellbeing, there are things we can do to help us feel better again.

How might the scenarios we saw earlier affect your mental wellbeing?

Explore with pupils using the graphic.

Use feedback from a scenario example to support definition of mental wellbeing.

Plenary - follow up (3 mins)

Slides 13/14
Explain how the learning from today's session will be followed up using the additional classroom and assembly resources.

Check in with pupils before they leave for class.