

Year 5&6 Key Stage 2



# RELIGIOUS EDUCATION

Resource File

**Year 5** units of work - Marriage - Relationships





# Lesson 1 Relationships

## The big picture

This lesson gives people a chance to consider relationships in general before going on to study the institution of marriage. It is important that your class understands that many of the issues to be discussed when looking at marriage are not only relevant to married grown-ups, but are in fact relevant to people of all ages. The word 'relationship' is introduced in an age-appropriate way, before people are given a chance to identify the relationships they have and their varying degrees of intensity. The lesson ends with a reflection on relationships, setting the scene for subsequent lessons.

## Learning objective

- To understand the term 'relationship' and how this applies to them.

## Success criteria

### Learning about:

- Pupils will have learnt about the interdependent nature of human relationships.

### Learning from:

- Pupils will have considered how their behaviour has different effects on the people in their lives.

## Religious Education Council Requirements

A1, A3, B1, B2, B3, C1

## Resources

- RE books or A4 paper and writing materials for the 'Me in the middle' diagrams

## Vocabulary

Intensity, relationship

## Key questions ?

*What is a relationship?*

*What does the quote, 'No man is an island' mean?*

## Introduction

Put the quote on the board, 'No man is an island'. Give people a moment of quiet to think about it and then ask them to share, firstly in pairs, then as a whole class, what it means.

Explain that this was written by a famous English poet called John Donne. Share how when he said this, he was trying to explain that no one can thrive in complete isolation from everyone else. What we do affects other people and what they do affects us. The word that describes the way we interact with one another is 'relationship'. Put the word on the board and explain to the class that they are going to be thinking about the relationships they have and the different forms they take.

Share the learning objective: 'In this lesson, you are going to think about why some people in your lives are more important than others, and how that affects you.'

## Activities

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### Stimulus

The word 'relationship' may produce many different thoughts and reactions from people in your class. Give them a chance to laugh and giggle, then ask them to share any thoughts, words or feelings the word provokes, first with each other and then with you.

Introduce the idea of different levels or intensity of relationship. Explain how you have a relationship with your parents/spouse that is very important and deep. You also have relationships with pupils and colleagues at the school, your postman, your neighbours, and so on, but these relationships are not all as important as each other. Discuss together why this might be and what determines how important a relationship is.

Lead the class towards an understanding that the importance and intensity of a relationship is determined by the extent to which the actions and behaviour of that person affects you. For example, if the postman is rude to you in the morning, you are likely to think they must have had a bad morning but it won't ruin your day. How would that be different if someone in your close family was rude to you? You could also explore this in the terms of the playground. Ask people to compare how they would feel if they were told to go away by a friend on the one hand or someone they didn't know on the other. How would they feel if it was a teacher who said this to them?

### Response

Give people some time, either in pairs or as a class group, to brainstorm all the people we have relationships with. When this is done, ask them to put the word 'me' in the middle of either a piece of A4 paper, or a page in their RE books. They can then draw concentric rectangles out from the middle and fill each with representative relationships, the most important ones nearest to them and the least important furthest away.

When people have completed their 'Me in the middle' relationship diagrams, they could write down their observations and thoughts. You may wish to give them prompts, such as:

- My closest relationships are with...

- These relationships are important because...
- One way of having good relationships is...
- Relationships can be ruined by...

## Plenary

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Explain to the class that part of being human is enjoying close relationships with others, and that over the next few weeks, they will be looking at how different religions help believers keep good, close relationships with the ones they love.

Encourage them to ask the people who care for them at home what they think makes a strong relationship.

After time to think, people could copy and complete the following sentence:

- Looking at relationships today, I have been thinking about...

## Differentiation

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All members of the class should be able to access this lesson if grouped as suggested. It may be appropriate to form a group which either you, or another adult can lead, scribing the ideas as the group generates them.

## Extension

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More able people will be able to work at this open-ended task at a level and in a style appropriate to their abilities.