



# Feelings & relationships

## **L** Lower

- Lesson 1: Fear
- Lesson 2: Loneliness
- Lesson 3: Teasing and bullying

## **LU** Lower/Upper

- Lesson 4: Trust
- Lesson 5: Good and bad secrets
- Lesson 6: Bereavement

## **U** Upper

- Lesson 7: Playground behaviour
- Lesson 8: Responding to bullying
- Lesson 9: Diversity
- Lesson 10: Supporting diversity – the case of LGBT relationships

## Love, sex and marriage

- Lesson 11: Sex, love and relationships
- Lesson 12: Marriage
- Lesson 13: Marriage break-ups and divorce

# Lesson 4: Trust

LU  45-60 mins

## Aim

To help children understand the meaning of trust.

## Learning outcomes

Children should be taught:

- to talk and write about their opinions, and explain their views, on issues that affect themselves and society;
- to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.

## Resources

- Pieces of fruit or other objects that can be cut, but cannot be put back together exactly as before
- Knives
- Sticky tape, glue, paper clips, masking tape

## Activity

Without discussing what the lesson is about, put the children in pairs or small groups to cut up a piece of fruit or an object that cannot be put back together as before.

First remind the children how to use knives safely.

Then ask the children to put the item back together, giving them a wide variety of materials to help them – glue, sticky tape, paper clips, masking tape etc. The children should find it almost impossible to put the object back exactly as it was before.

Discuss the meaning of trust and compare the fruit to trust. Once it is broken, it is often difficult to build up the trust again and to put the pieces of the relationship back together. Therefore it is important to be honest and trustworthy in a relationship.

Explore with the children their ideas of what trust is, and how to become trustworthy. (Being reliable or dependable, doing what you say, being honest and open, keeping confidences, showing loyalty, etc.)

Play different trust-building games – e.g. blindfold a child and ask another child to direct him or her around an obstacle course.

Alternatively, blindfold the whole class in a line of pairs. Ask each child to hold the shoulder of the person in front and the hand of the person next to them. Lead them on a journey around the school or playground, making sure they maintain their hold and help to guide one another.

After either or both of these activities, in a plenary session, reinforce ideas about what trust is and what it involves. Make the points that it means that you can have faith in someone, being able to count upon them being honest, reliable and concerned for your best interest; you can feel comfortable and safe with them, as they care about you and will try to look after you.

## Differentiation

**SEN:** Some children may need to watch the activity or participate without a blindfold at first, before they are able to take part confidently.

**More able:** By outcome.