# Conflict Resolution - Year 6

Positive relationships with others provide us with our basic social and emotional needs for love, security and acceptance among many others. Therefore, being able to form and sustain positive friendships and relationships is vital for positive mental health. Relationships between people can sometimes be challenging, and conflict between people is a normal and unavoidable part of life. Learning about the nature of conflict and successful ways of resolving conflict peacefully is a vital part of helping children maintain and foster positive relationships.

This film focuses on pupils’ interpersonal conflicts including disagreements about friendships, games and objects, name-calling and bullying. It explores how people respond to conflict including behaviours which can escalate a situation and those that can lead to a positive resolution. The pupils are taught the skills of conflict resolution and how they can be used to resolve conflicts peacefully. This film demonstrates PSHE teaching and learning methodologies including Circle Time, small group work and role play.

## Sensitive Issues

When teaching about conflict it is important to be aware of pupils who are experiencing conflict including family situations and conflict at home. Some pupils may have troubling experiences of quarrels, family break-up or domestic violence, or may have a limited number of trusted adults to whom they can go for support. Be aware of pupils’ backgrounds including those that may have experienced extreme forms of conflict such as from civil war. It is advisable to ensure that the ground rules you have negotiated with the children include strategies that will enable all children, including those who are experiencing conflict in some way, to participate safely and contribute with security and confidence. These rules should include not mentioning or naming individual pupils when discussing examples of conflict. It is particularly important when using role play to ensure that all pupils are comfortable with the roles that they undertake, for example, a pupil who has recently been involved in a conflict may feel uncomfortable taking on the part of a disputant. Pupils should be given the freedom of choice about contributing and the permission to ‘pass’ in activities such as Circle Time. If concerns or disclosures are raised, follow your school’s Safeguarding and Child Protection policy and procedures. Wider Context

Teaching about conflict resolution should form part of a whole school approach and become an integral part of the way in which schools promote and encourage positive relationships. The conflict resolution process demonstrated in this film will link to and complement any whole school Restorative Approaches schools may be adopting, where the emphasis is placed on repairing harm caused to relationships rather than blaming individuals. Some schools may also provide a peer mediation service as part of their whole school approach, where pupils are trained to support others to resolve minor disputes.

Conflict resolution will be most successfully taught within the context of a comprehensive PSHE programme of work including complementary learning around ‘Healthy Relationships’, ‘Emotions’, ‘Anti Bullying’ and ‘Personal Safety’.

|  |  |  |
| --- | --- | --- |
| Activity | Content | Methodologies |
| **Introduction**  | Welcome Aims of sessionGround Rules. | Circle Time. |
| **Activity 1** | Exploring a definition of conflict including what causes conflicts to arise and people to fall out.  | Circle Time and rolling ball. |
| **Activity 2** | Exploring helpful and unhelpful ways of responding to a conflict and the impact of this behaviour on the people in the conflict and everyone else around them. | Small group work. |
| **Activity 3** | Exploring how we can resolve a disagreement peacefully using the steps in The Conflict Resolution Circle. | The Conflict Resolution Circle. |
| **Activity 4**  | Resolving a disagreement and finding a ‘win-win’ solution using the ‘My Turn Your Turn’ script’. | My Turn Your Turn - Role play. |