

## **ABSTRACT**

The diploma thesis is focused on interpersonal relations in curriculum at chosen primary school. Both formal and informal curriculum of the lower secondary school are studied here and also the integration of the interpersonal issues.

The social psychology importance in the influence of the social background issue on upbringing and education of children is described in theoretical part of this thesis, just as the application of the social psychology in pedagogy for understanding children and adolescents in their pupils' social circumstances, integration of the interpersonal issues in the teaching document – curriculum, chosen primary schools and term definition in the form of literary research.

Practical part is divided into two sections. The first section includes quantitative research accomplished among teachers and pupils at lower secondary school by the qualitative method, in which teachers and pupils answer questions. The questionnaires survey the point of view from both sides of teachers and pupils and mutual interaction. Teachers and pupils assess everybody they meet daily. The second section includes qualitative research in the form of structural interviews with five school representatives – a pupil, a teacher, a cleaning lady, a school caretaker and a female cook. These structural interviews are used for more effective school climate monitoring. The research survey outcome is the school evaluation in the assessment area of relations among teachers, pupils and non-pedagogical staff, comparison of the results with the school auto-evaluation in last years and the subsequent reflection of that situation.

## **KEY WORDS**

Formal and informal curriculum, school norms, the assessment of the school, relations, communication