

<p>Learning Objective: Relationship</p>		<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • To know how friendship affects our wellbeing • To recognise qualities of a good friend • To recognise unhealthy friendships • To recognise emotions in others through body language • To know what exclusion is • To use peer mediation to resolve difficulties
<p>Vocabulary: Like, dislike, special, features, strengths, common, similar, different, gender, private, school, friends, clubs, love, care, trust, trusted, manners, polite, courteous, respect, respectful, contribute, opinions, structure, shared, experiences, celebrations</p>		<p>Thinking Skills:</p> <ul style="list-style-type: none"> • Identify big ideas in a stimulus and ask questions related to these • Support and build on the ideas of others • Keep focussed on the matter at hand • Explain how ideas are linked • Explore a range of different possibilities
Suggested Lessons	Aims of Sessions:	Content:
	<p>Recap of prior learning:</p>	
<p>1</p>	<ul style="list-style-type: none"> • To know what makes me and other people special • To explore similarities and differences • To know about different community groups I am a part of • To recognise how different people care for me • To know who to tell if I'm worried • To know how to make friends and be a good friend • To know how actions can affect others feelings • To know what bullying is • To recognise why someone needs help and what you can do • To know what makes me uncomfortable and how to respond • To be resilient when asking for help 	<p>L.O. To know how friendship affects our wellbeing</p> <p>Skills Focus: Explore a range of different possibilities</p> <p>Start the session by unpicking the word wellbeing. What does this mean? Does anyone do anything to support their wellbeing?</p> <p>Take ideas of things the children do to create positive wellbeing. Take a note of the children's suggestions and, if necessary, give a few examples such as giving yourself enough sleep or spending time with loved ones.</p> <p>Once complete expand upon the idea of how friendships can also support our own wellbeing. What different ways do friends help us to feel positive? Take the children's ideas.</p> <p>Next, explain to the children that sometimes friends can have a negative impact on our wellbeing. Now normally a friend would be kind and helpful, but you might have a friend that doesn't make you feel great. Perhaps they upset you or say mean things to you. What would you do in this situation?</p> <p>Can you think back to anything in Year Two that could help with solving an argument that might help? (Telling them how you feel)</p> <p>Well sometimes, a friend might not know they are hurting your feelings and one of the things you could do is talk to them. Tell them about the things you don't like and ask them to stop, a good friend would listen to this.</p> <p>Activity – Provide the children with a range of drama scenarios</p>

		<p>where a friend is acting in an unusual way. Ask the children to think about what they would say in this situation and how it could be resolved. Scenarios to be presented to the class and discussed.</p>
<p>2</p>	<ul style="list-style-type: none"> • To know what makes me and other people special • To explore similarities and differences • To recognise how different people care for me • To know who to tell if I'm worried • To know how to make friends and be a good friend • To know how actions can affect others feelings 	<p>L.O. To recognise qualities of a good friend</p> <p>Skills Focus: Keep focussed on the matter at hand Explore a range of different possibilities</p> <p>Recap the previous less and ask the children to describe the qualities a friend may show if they talked to each other about their problems (emphatic, understanding, resilient, brave, forgiving). All of the different qualities would be considered quite important within your friendship groups.</p> <p>Focus on the word qualities, can the class give a definition as to what a quality is when thinking about people. Guide the children to the definition of personal qualities being the personal characteristics of a person; it's what makes them special. Ask the children to think of different qualities, good and bad and list them on a board.</p> <p>Pose the question to the children 'What qualities would you want in a friend?' children to respond.</p> <p>Activity – Get out gingerbread people (check for any allergies within the class) and then ask the children have a go at writing the qualities within icing on the inside.</p> <p>If this cannot be done with biscuits, then use paper.</p>
<p>3</p>	<ul style="list-style-type: none"> • To know what makes me and other people special • To explore similarities and differences • To recognise how different people care for me • To know who to tell if I'm worried • To know how to make friends and be a good friend • To know what I can do when I'm lonely • To know how to resolve arguments • To know how actions can affect others feelings • To know what bullying is • To recognise why someone needs help and what you can do • To know what makes me 	<p>L.O. To recognise unhealthy friendships</p> <p>Skills Focus: Keep focussed on the matter at hand Explore a range of different possibilities</p> <p>Recap the previous lesson by asking the children to think about the qualities that make a good friend.</p> <p>Are all friendships good for you and can you have a bad friendship? How would you know if someone was not being a good friend?</p> <p>Show the children the flip chart with the good and bad qualities listed from the previous session and ask them to consider which qualities a not so great friend might have. Explain to the children that sometimes we are in friendship groups with people who are not being good friends. This is not good for your wellbeing and sometimes people can feel trapped.</p> <p>Activity – Show the children a template with a super friend on one side and a villain friend on the other. Ask the children to include the qualities of a good friend on one side and the qualities of a bad friend on the other.</p>

	<p>uncomfortable and how to respond</p> <ul style="list-style-type: none"> To be resilient when asking for help 	<p>Finish the session by sharing the work and then discussing what you could do if you are in an unhealthy friendship. Could you talk to an adult? Could you be brave and ask to play with others and create new friendships?</p>
4	<ul style="list-style-type: none"> To know what makes me and other people special To explore similarities and differences To recognise how different people care for me To know who to tell if I'm worried To know how to make friends and be a good friend To know how to resolve arguments To know how actions can affect others feelings To understand what is meant by personal space To know what bullying is To recognise why someone needs help and what you can do To know what appropriate and inappropriate touch is To know what makes me uncomfortable and how to respond To be resilient when asking for help 	<p>L.O. To recognise emotions in others through body language</p> <p>Skills Focus: Support and build on the ideas of others Keep focussed on the matter at hand Explore a range of different possibilities</p> <p>Start the session by showing the children a range of different faces that express different emotions. Ask the children to work together to determine which emotions are being shown.</p> <p>Explain to the children that sometimes people won't tell you they are happy or sad but they might give you clues through the way they appear or act.</p> <p>Ask the children; Is showing emotions on your face the only way people can show their feelings?</p> <p>Model to the class someone who is sitting upright and ready to go and then compare it to someone who is sitting in the back of the chair with their arms crossed. Which emotions are being shown here?</p> <p>Activity – Children to work in small groups on given different emotions. Challenge them to express these emotions through actions or body language. Come back together and get the class to guess the emotion.</p>
5	<ul style="list-style-type: none"> To know what makes me and other people special To recognise how different people care for me To know who to tell if I'm worried To know how to make friends and be a good friend To know what I can do when I'm lonely To know how actions can affect others feelings To understand what is meant by personal space To know what bullying is 	<p>L.O. To know what exclusion is</p> <p>Skills Focus: Support and build on the ideas of others Keep focussed on the matter at hand Explore a range of different possibilities</p> <p>Ask the children to think back to their bullying lesson in Year Two. What different ways could someone bully someone else?</p> <p>Next, introduce the word exclusion. Can the children tell you what this means? Explain that exclusion is when you deliberately leave someone out or don't involve them.</p> <p>Can anyone think when this might happen? How would this make the individual feel? How would you spot someone who has been excluded?</p>

	<ul style="list-style-type: none"> • To recognise why someone needs help and what you can do • To know what makes me uncomfortable and how to respond • To be resilient when asking for help 	<p>Thinking back to the qualities of a good friend, you might say they were the opposite of exclusive and this would be inclusive. An inclusive individual would involve everyone regardless of whether they were a good friend or not. This would take a lot of bravery as well.</p> <p>Activity – Conscience alley</p> <p>Line the children up in two rows, facing each other. Ask the class if someone would like to be brave and be the person excluded in our situation.</p> <p>Explain to the class a situation that may occur where this person is excluded and then ask them to think about the advice they could give them. The excluded pupil will walk down the alley, listening to the advice and would then let the class know what they plan to do next.</p>
<p>6</p>	<ul style="list-style-type: none"> • To know about different community groups I am a part of • To recognise how different people care for me • To know who to tell if I'm worried • To know how to make friends and be a good friend • To know what I can do when I'm lonely • To know how to resolve arguments • To know how actions can affect others feelings • To recognise why someone needs help and what you can do • To know what makes me uncomfortable and how to respond • To be resilient when asking for help 	<p>L.O. To use peer mediation to resolve difficulties</p> <p>Skills Focus:</p> <p>(This lesson will require pre planning through the discussion of using peer mediation with an older year group. Ask the Year 6 teacher for examples of children who would be good role models or able to provide advise in solving issues and, if possible, ask them to join the second part of the lesson)</p> <p>Ask the children to think back to their previous lessons and consider who could help them if they were facing any difficulties.</p> <p>Either introduce or expand on the idea of their peers supporting them through a difficult time.</p> <p>Explain to the children that one way this could be resolved would be to ask another child in a different year group to support.</p> <p>Ask the children to think of different issues they may be having, old or new, and prepare a question for the peer mediators.</p> <p>Introduce the peer mediators and allow them to answer the children's questions (if you are unable to acquire peer mediators then do this with a child in the class with the hot seat activity). Any questions that are not answered encourage the children to ask for their help during break or lunch time.</p>
<p>Evidence for assessment will be from:</p>	<ul style="list-style-type: none"> • Understand how wellbeing can be supported by friendships and the importance of seeking support if you are feeling lonely or excluded • Learn strategies to include children that are feeling lonely and excluded as well as how to spot those that are • How to build healthy friendships and identify qualities that contribute to positive friendships 	

	<ul style="list-style-type: none">• Recognise that sometimes friendships have difficulties and identify how to manage problems or arguments and resolve problems or differences of opinion• How to recognise and get support if a friendship is making you feel unhappy, unhealthy or unsafe
Resources needed for project:	Books or video links Bibs Scenario cards
Challenge: All tasks are accessible but there is room for stretch or solo taxonomy. SEND:	Scaffolds and in class support