

**Theme:** Relationships

**Term:** Summer

**Year group:** 1

**Whole school launch event:**

- Whole school launch assembly based on being a good friend.
- Discussing what it means to be a good friend and what qualities good friends have.
- Children go back to class and set themselves a goal 'Be the friend you want to have.'
- Children to draw/write about what qualities and skills they will need to be a great friend to someone.
- Create a whole school display.

**Whole school end event:**

- Throughout the unit, celebrate friends and kindness through an appreciation board in classrooms and in staffrooms.
- Have a secret spotter who looks out for people being kind, these people (staff and adults) are celebrated in assembly.
- Whole school to come together at the end of the theme to discuss good friends and good friendships

**Links to national guidance:**

- A1: that families are important for children growing up because they can give love, security and stability.
- A2: the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- A3: that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- A4: that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- A6: how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. B1: how important friendships are in making us feel happy and secure, and how people choose and make friends.
- B2: the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- B3: that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- B4: that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

**Key words:**

- Friend
- Compliment
- Achievement
- Pride
- Safe
- Trusted adult
- Qualities
- Secrets
- Help and support
- Keeping clean
- Hygiene
- Differences
- Family
- Clean
- Hygiene
- Healthy
- Family
- Grown
- Changed

**External links and links to themed weeks:**

- World Red Cross Day
- Child Safety Week
- Oxfam Water Week
- Visit from NSPCC
- Visit from red cross
- Visit from Oxfam

<ul style="list-style-type: none"> <li>• B5: how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> <li>• C1: the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• C2: practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• C3: the conventions of courtesy and manners.</li> <li>• C4: the importance of self-respect and how this links to their own happiness.</li> <li>• C8: the importance of permission-seeking and giving in relationships with friends, peers and adults</li> <li>• F2: that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• F3: how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• F6: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• K4: about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• K5: about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>		
<p><b>Links to Ofsted:</b></p> <p><b>Intent:</b> Our school's PSHE planning is ambitious for all pupils and is coherently planned and sequenced to ensure that pupils build on and gain new knowledge and skills as they progress through primary school. Our curriculum is broad and balanced to ensure that pupils leave primary schools with the knowledge and skills to keep themselves physically healthy, mentally healthy and safe. We also aim to equip our pupils with the knowledge, skills and attitudes they will need to be active, respectful and engaged citizens of modern Britain.</p> <p><b>Implementation:</b> Our PSHE curriculum has a wide range of child-centred activities to ensure the learning is enjoyable for pupils. The scheme of work is based on the learning descriptors laid out in the DfE's '<a href="#">Statutory Relationships, Sex and Health Education guidance</a>'. These learning descriptors are outlined at the beginning of each unit of planning to ensure teachers know the expected standard of learning that pupils should attain at the end of each unit of work.</p>	<p><b>Assembly ideas:</b></p> <ul style="list-style-type: none"> <li>◦ Positive relationships</li> <li>◦ Recap of Anti Bullying policy</li> <li>◦ Being a good friend</li> <li>◦ Keeping Safe (NSPCC link)</li> <li>◦ Red Cross assembly</li> <li>◦ Oxfam link</li> </ul>	

Our scheme of work contains both formative and summative assessment opportunities that support teachers to assess PSHE knowledge, and how these are applied within social and emotional skills development. PSHE is taught as a discrete lesson once a week but also forms an integral part of the values and ethos of our school.

**Impact:**

The impact of our PSHE curriculum is measured against the standardised descriptors laid out in the DfE's '[Statutory Relationships, Sex and Health Education guidance](#)'. These descriptors are used as benchmarks for progression. The impact of our PSHE curriculum is also seen in the way pupils interact with others, the way in which can keep themselves mentally and physically healthy, the respect pupils have for other people and the way in which pupils can keep themselves and people around them safe. The impact of PSHE is not just seen in academic progress within the subject, it is also seen in the way pupils become active, respectful and engaged citizens of modern Britain.



Lesson:	Learning Objective:		Ideas for further development/circle time
1	<p>To identify the qualities of a good friend</p> <p><b>Links to national guidance:</b></p> <ul style="list-style-type: none"> <li>- B1, B2, B3, B5</li> </ul> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>o PowerPoint</li> <li>o Outline</li> </ul> <p><b>External resources used:</b></p> <p>NA</p>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>o After launch assembly all children to return to their class.</li> <li>o Teacher to recap message from assembly with the class</li> <li>o <b>What does it mean to be a good friend? What is a good friend? How can we be a good friend?</b></li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>o Hand the children an outline of a person. Explain to the class that you would like them to draw a good friend. <b>What does a good friend say? What does a good friend do? What will you draw?</b></li> <li>o All children to draw a good friend. <b>Keep as baseline assessment evidence</b></li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>o Class to come together and share what they drew with a partner/ the class.</li> <li>o <b>Was your drawing similar to anyone else's? Was it different to anyone else's? Why do you think it was similar/different?</b></li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>o About my partner</li> <li>o I like you</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>o Stories based on friendship</li> <li>o Links to story writing in English</li> </ul>

Lesson:	Learning Objective:		Ideas for further development/circle time
2	<p>To explain the importance of compliments</p> <p><b>Links to national guidance:</b></p> <ul style="list-style-type: none"> <li>- F2, F3, F6, C4</li> </ul> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ Compliment wall template</li> </ul> <p><b>External resources used:</b></p> <p>NA</p>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ Explain to the class that today we will be looking at compliments.</li> <li>◦ <b>Ask the children if they know what a compliment is?</b> Use talk partners to discuss this.</li> <li>◦ Explain that a compliment is when you say something kind about another person. Ask the children for examples of this.</li> <li>◦ Ask the children how it feels when someone says something kind about them – record their words on whiteboard.</li> <li>◦ Ask the children how it might feel when you give a compliment to someone else – again record words on whiteboard – compare the words. <b>Take pictures to keep as evidence</b></li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ Explain to the children that today we will be creating a compliment wall in the classroom.</li> <li>◦ Have each child's name written on a piece of card – shuffle the pieces of card. Then give each child in the class a card – do not give a child a piece of card with their own name on it.</li> <li>◦ Explain to the class they must write a compliment or draw a picture showing a compliment about the person written on their card – explain to then children that they must not share who they are writing about with anyone else.</li> <li>◦ You may need to brainstorm compliments with the class before they begin the main activity.</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ Once the children have finished writing or drawing their compliments, invite each child to stand up and read or describe their compliment and explain who it was about. Give each child a round of applause and invite them to stick their compliment on the 'Compliment Wall.' <b>Take pictures to keep as evidence</b></li> <li>◦ Once all the children have shared their compliments invite the children to share how they are feeling – record these feeling words beside the compliment wall.</li> <li>◦ <b>Why is it important to compliment others? Do you think a good friend would compliment their friends? Why is this?</b></li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>◦ I like you</li> <li>◦ What I'm good at</li> <li>◦ Here I come</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Stories based on good friends</li> <li>◦ Story writing based on friendship</li> </ul>

Lesson:	Learning Objective:		Ideas for further development/circle time
3	<p>To recognise positive qualities in themselves.</p> <p><b>Links to national guidance:</b></p> <ul style="list-style-type: none"> <li>- F2, F3, F6, C4</li> </ul> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>o PowerPoint</li> <li>o Compliment template</li> </ul> <p><b>External resources used:</b></p> <p>NA</p>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>o Explain to the class that they will now be identifying compliments about themselves. <b>Ask the children why it is important to compliment yourself.</b></li> <li>o Use talk partners. You may also choose to use this as an opportunity to discuss being humble – depending on the children in your class.</li> <li>o Share some of the compliments as a class – teacher to model complimenting themselves (try to encourage children to offer compliments about personality, traits, skills, talents rather than materialistic things)</li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>o Provide the children with a piece of card with their own name on it.</li> <li>o Explain to the children that must write a compliment about themselves or draw a compliment about them on the piece of card.</li> <li>o As a class discuss what you could write or draw before beginning.</li> <li>o Teacher may also choose to participate in this activity as it will demonstrate good teacher modelling to the children.</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>o Children to share their own compliments with the rest of the class. Give each child a round of applause when they have spoken and ask them to stick their compliment on the 'Compliment Wall.' <b>Take pictures to keep as evidence</b></li> <li>o Once all the children have shared their compliments invite the children to share how they are feeling – record these feeling words beside the compliment wall.</li> <li>o Also use this as an opportunity to discuss the importance of complimenting ourselves and recognising what we are good at or what we do well. <b>Why do we need to recognise what we do well? Should a good friend recognise what we do well? What would it be like if a friend did not recognise our strengths?</b></li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>o What can you do now?</li> <li>o What I'm good at</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>o Stories based on characters strengths</li> <li>o Stories based on recognising our strengths and what we are good at</li> </ul>

Lesson:	Learning Objective:		Ideas for further development/circle time
4	<p>To recognise achievements</p> <p><b>Links to national guidance:</b></p> <ul style="list-style-type: none"> <li>- C4, F6</li> </ul> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>o PowerPoint</li> <li>o Achievement template</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>o Explain to the children that today we will be looking at our achievements. Ask the children to discuss in talk partners the meaning of achievements.</li> <li>o Explain to the class that this can be personal achievements (e.g. dressing themselves, tying their shoes) academic achievements (learning to read a tricky word, knowing number bonds) or other achievements (being on time for school, helping their parents at home, learning to ride a bike).</li> <li>o Ask the children to give examples of their achievement – record on the whiteboard. <b>Take pictures to keep as evidence</b></li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>o Provide each child with a blank photo frame.</li> <li>o Explain to the children that they must draw a picture their achievement in the frame.</li> <li>o Discuss this activity as a class before beginning.</li> <li>o Allow the children 10 – 15 minutes to draw their achievement.</li> <li>o Use mini plenary during activity to allow the children to share their achievement with the class.</li> <li>o During mini plenary ask questions such as <b>why is it good to recognise what we do well? If a friend did something well what would you say? Why is it good to recognise what we did well and what our friends did well?</b></li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>o Put the children into pairs – ask the children to share their achievement with their partner.</li> <li>o Then create a gallery walk – where the children leave their pictures of their desk and everyone else walk around looking at the drawings. <b>Keep as evidence</b></li> <li>o As a class allow the children to share their achievements with the class.</li> <li>o Ask the children to discuss why it is important to recognise our own achievements and why it is important to celebrate our achievements.</li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>o What I'm good at</li> <li>o We're all good at something</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>o Stories where characters have made achievements</li> <li>o Looking at achievements in History</li> </ul>

	<b>External resources used:</b> NA	<ul style="list-style-type: none"><li>◦ Display pictures in the classroom.</li><li>◦ <b>Would you compliment a friend on their achievement? Why? Would you like if a friend complimented you on an achievement? Why?</b></li></ul>	
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Lesson:	Learning Objective:		Ideas for further development/circle time
5	<p>To celebrate achievements</p> <p><b>Links to national guidance:</b> - C4, F6</p>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Recap learning from last week's lesson. <b>What is a compliment? What is an achievement? Why is it important to recognise the achievements of others and recognise our won achievements?</b></li> <li>Explain to the class that today we will be sharing achievements with a partner</li> <li>Ask the children to line up in height order – this will help to randomly group the children. Explain to the class that they will be working in a pair with the child next to them.</li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>Provide children with an outline of a person blown onto A3 paper.</li> <li>Explain to the children that they must discuss their own achievements with their partner and they must then write or draw a combination of the achievements on the outline of the person.</li> <li>Use a mini plenary during the lesson to have the children share what they are drawing and writing with the rest of the class. <b>What have you both achievement? Do you have any different achievements? Why do you think it is important to talk about achievements?</b></li> <li>Each pair to feedback to the rest of the class. Children to discuss what achievements they drew or wrote and whose achievement this was.</li> <li>Display outlines around the classroom. <b>Keep as evidence</b></li> <li>As a class discuss what it is important to share our achievements with others and also discuss how sharing our achievements makes us feel.</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>Explain to the children that they are now going to get their own worksheet where they must draw a picture of an achievement they have met in the following areas:</li> <li>Home</li> <li>School</li> <li>Myself</li> <li>My proud moment</li> <li>To help support the children take the worksheet one sections at a time, allowing for class discussion, sharing of ideas and time for the children to draw a picture to represent this achievement</li> <li>Repeat this structured support for the remainder of the sections. <b>Keep as evidence</b></li> <li><b>Use prompt questions such as:</b></li> <li><b>What have you achieved at _____?</b></li> <li><b>How did this make you feel?</b></li> <li><b>Why is it important to celebrate this achievement?</b></li> <li><b>Did anyone help you achieve this?</b></li> <li><b>How will you draw a picture to represent this?</b></li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>Faces</li> <li>Nervous</li> <li>Word game</li> </ul>
	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>PowerPoint</li> <li>Body outline</li> </ul>		<p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>Stories where characters have made achievements</li> <li>Looking at achievements in History</li> </ul>
	<p><b>External resources used:</b> NA</p>		

Lesson:	Learning Objective:		Ideas for further development/circle time
6	<p>To identify the qualities of a good friend.</p> <p><b>Links to national guidance:</b></p> <ul style="list-style-type: none"> <li>- B1, B2, B3, B4, B5, C1, C2, C8</li> </ul> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>o PowerPoint</li> <li>o Good friend template</li> <li>o Relaxing music</li> </ul> <p><b>External resources used:</b></p> <p>NA</p>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>o Ask the children to discuss in their talk partners what it means to be a good friend. Share ideas as a class and then record suggestions.</li> <li>o Use Slide 46-51 to discuss some of the ways we can be a good friend.</li> <li>o Use Slide 53 to display some words to discuss a good friendship. Explain the meaning of these words to the class and then have the children give examples for each word.</li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>o Split the class into pairs (using lollipop sticks to ensure the children are randomly grouped).</li> <li>o Explain that each pair is going to design a 'Good Friend.'</li> <li>o Explain to the class that they must create an image of a good friend and then think about the type of personality they would have.</li> <li>o Model doing this for the class. Emphasise the fact that the appearance of the friend does not matter it's what is inside that counts.</li> <li>o Provide children with an outline of a person. The children must then identify the type of personality a good friend would have by adding images/word inside the outline.</li> <li>o The pair may then choose to add external features also.</li> <li>o Before beginning discuss the paired work with the class: <ul style="list-style-type: none"> <li>- <b>How will you share ideas?</b></li> <li>- <b>How will you induce your partner's ideas?</b></li> <li>- <b>What will happen if you disagree?</b></li> <li>- <b>What will you do if your idea is not chosen?</b></li> <li>- <b>How will you combine ideas?</b></li> </ul> </li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>o Children to then share their friends with the class.</li> <li>o As a class discuss the friends created. Discuss are similar qualities and discuss why these qualities may be similar.</li> <li>o Play some relaxing music</li> <li>o During this time allow the children time to reflect on the qualities of a good friend they have and the qualities they would like to develop. Allow time for children to share these reflections with the class if they wish.</li> <li>o Remind the class that in any good friendship it is important to show respect to our friends by listening, being caring and helpful. Explain that we should also expect the same respect in return.</li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>- About my partner</li> <li>- Relax</li> <li>- Hedgehogs</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>o Stories about friendship</li> <li>o Story writing link</li> </ul>

Lesson:	Learning Objective:		Ideas for further development/circle time
7	<p>To identify what to say to a new friend.</p> <p><b>Links to national guidance:</b></p> <ul style="list-style-type: none"> <li>- B1, B2, C2, C3</li> </ul> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>o PowerPoint</li> <li>o Nemo video</li> <li>o Agree disagree cards</li> </ul> <p><b>External resources used:</b></p> <ul style="list-style-type: none"> <li>o Expect Respect Toolkit</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>o Explain to the class that today we will be building on the learning we have done about friendships.</li> <li>o First, ask the children to walk round room as if they have no friends and are surrounded by children they don't know.</li> <li>o <b>How do you feel? How do you move? Where do you look?</b> Next, ask the children to walk around as if they have just seen some friends – <b>how do they feel/move, where do you look?</b> Divide the class into two halves: first one half of the children watch the other half, who decide in their heads how they are moving (friends or no friends) and the observers guess which by their behaviour; then swap.</li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>o Show the children the 'Finding Nemo' clip <a href="https://www.literacyshed.com/the-thinking-shed.html">https://www.literacyshed.com/the-thinking-shed.html</a></li> <li>o As a class discuss how Nemo might be feeling about his first day at a new school? As a class discuss how he will make friends at his new school. Have the children imagine that they are starting in a new school and they have no friends. Have a brief whole class discussion about how they would choose their new friends – what would they look for in a friend? Collect ideas verbally for the class to consider (e.g. looks welcoming, is friendly, makes me feel happy, has good ideas and so on).</li> <li>o Then play the agree/disagree game lesson 7 resource sheet. These are things that children might say to a new child to get them to be their friend. After you read out each statement, ask if the children think this might be someone who will be a good choice of friend.</li> <li>o The children show their choices by moving to the 'agree' or 'disagree' parts of the room. Ask some children to explain their reasons.</li> <li>o Discuss both sides of the arguments (if there are any). Encourage children to think critically and carefully about their choices.</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>o As a class create a list of things that would be good to say to a new friend or to someone new.</li> <li>o Display these in the classroom as a point of reference to the children. Explain that these sentences can be used with someone new or with someone in the class who you are not very friendly with.</li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>- All lit up</li> <li>- Kind deed</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>o Stories about new arrivals</li> <li>o Story writing based on new arrivals</li> </ul>

Lesson:	Learning Objective:		Ideas for further development/circle time
8	<p>To understand the qualities of a good friend</p> <p><b>Links to national guidance:</b></p> <ul style="list-style-type: none"> <li>- B1, B2, B3, B5, C1, C2, C3</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ Recap work done on friendships over the last number of weeks. <b>What is a good friend? What do you look for in a good friend? How can you be a good friend?</b></li> <li>◦ Explain to the class that today we are going to further explore friendships.</li> <li>◦ To begin with, as a class write a 'Good Friend List'. To do this, ask the children to list what qualities make a good friend. For example, someone who shares toys, someone who doesn't yell, etc. then record these on the whiteboard. <b>Keep as evidence</b></li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ Explain to the class that today we are going to make a friendship wall. Explain that this wall is to celebrate all the amazing friendships within our class.</li> <li>◦ Reinforce that sometimes people have a best friend – and this is fine – however today we are going to celebrate how you have been a friend to people who are not classed as your best friend. This will help the children to think about friendship more widely and outside of their immediate friendship group.</li> <li>◦ Explain to the class that in order to build the friendship wall we need to put the bricks in place. Ask the children to think about the things that make a good friend or the qualities of a good friend. Children to discuss the qualities of a good friend in pairs – then share as a class</li> <li>◦ As the children share their ideas – write the responses on the brick template resource. <b>Keep as evidence</b></li> <li>◦ Then give each child their own blank brick template, ask the children to write or draw a time when they have been a good friend to someone. Ask them to think about the qualities they displayed in their scenario.</li> <li>◦ Once children have finished their template, ask them to share as a class. <b>Keep as evidence</b> When children are feeding back, ensure the discussion is focused around the qualities they demonstrated in their scenario.</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ Give each child is given a slip of construction paper. On their paper, they write what they think is the most important quality in a friend. Those slips then get taped together to form a chain, which can be hung in the classroom and referred to throughout the year. <b>Keep as evidence</b></li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>◦ Smile</li> <li>◦ Feelings</li> </ul>
	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ Lesson 8 brick template</li> <li>◦ Construction paper</li> </ul>		<p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Stories about friendship</li> <li>◦ Story writing link</li> </ul>
	<p><b>External resources used:</b></p>		

Lesson:	Learning Objective:		Ideas for further development/circle time
<p>9</p> <p><b>Relationships Education lesson 1</b></p>	<p>To understand how to keep myself clean and healthy and explain why it is important</p> <p><b>Links to national guidance:</b></p> <ul style="list-style-type: none"> <li>- K4, K5</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ Hand each child assessment sheet. This sheet is split into 3 columns. Ask the children to draw/write all the things they already know about each column i.e. how to keep clean, growing and changing and family. Ask pupils to do this in one colour only. <b>Use as assessment evidence.</b></li> <li>◦ Explain to the class that today we will be learning about keeping ourselves clean.</li> <li>◦ Ask children to discuss in small groups or pairs how they keep clean. <b>What do you know about keeping clean? How do you keep clean at home? How do you keep clean in school?</b> Take feedback from the class and record answers. <b>Keep as evidence.</b></li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ Explain to the class that you are going to introduce them to a boy called Dirty Bertie. Explain that Dirty Bertie is not very good at keeping himself clean. Use the PP to go through the Dirty Bertie slides.</li> <li>◦ Stop on slide 78. Ask the children to think about the questions on the PP. <b>Is Bertie doing the right things? What should he be doing?</b></li> <li>◦ Explain to the class that it is up to you to make sure that Bertie knows how to do the right thing and keep himself clean. Using the group work resources (slides from PP) split the class into pairs or small groups and give each group a picture of Bertie.</li> <li>◦ Explain to the groups that they must draw or write what Bertie should do and should also explain why it is important e.g. instead of refusing to bath or shower, the children could draw Bertie taking a shower, smelling nice, being clean.</li> <li>◦ Use regular mini plenaries to have the children share what they are writing or drawing and also share the importance of each task.</li> <li>◦ Bring the children back together again. Ask the children to share what they have written or drawn for each Bertie picture. <b>Keep as evidence</b> Using slide 79 ask the children to think about <b>why keeping ourselves clean in these ways is important?</b></li> <li>◦ Explain to the children that after listening to their advice, Bertie has agreed to make some new promises. Display Bertie's promises on the PP.</li> <li>◦ <b>Ask the children to think about the promises they should make to make sure they are keeping themselves clear.</b> Have the children discuss and then share with the class.</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ To finish have the children play a game of Bertie says (Same as Simon says)</li> <li>◦ The teacher calls out an action such as 'Bertie says brush your teeth twice a day'. The children should all mime brushing their teeth. If the teacher does not say 'Bertie says' e.g. wash your hands, the children should not do the action.</li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>◦ Keeping healthy</li> <li>◦ Pass it on</li> </ul>
	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ Group work sheets</li> </ul>		<p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Science Curriculum for KS1</li> </ul>
	<p><b>External resources used:</b></p> <p>NA</p>		

		<ul style="list-style-type: none"> <li>Children may also wish to call actions to the rest of the class.</li> </ul>	
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Lesson:	Learning Objective:		Ideas for further development/circle time
<b>10</b>  <b>Relationships Education lesson 2</b>	To understand how I have grown and changed since birth  <b>Links to national guidance:</b>	<b>Introduction:</b> <ul style="list-style-type: none"> <li>Explain to the class that this lesson is all about growing and changing. Explain to the class that we all grow and change in different ways and today we will be thinking about how we have grown and changed since we were babies and will also be thinking about how we will continue to grow and change.</li> <li><b>Ask the children to think about some of the things they can do now that they could not do when they were babies.</b> Allow the children some time to think and discuss and then share suggestions as a class. <b>Keep as evidence.</b></li> </ul> <b>Main:</b> <ul style="list-style-type: none"> <li>Explain to the class that there are lots of ways we have grown and changed since we were babies, there are also lots of ways we have grown and changed since we started school. <b>Ask the children to think about some of the ways they have grown and changed since they started school.</b> then share examples with the class.</li> <li>Explain to the class they will continue to grow and change as they get older. Explain to the class that there are things only older children or adults can do. <b>Ask the children if they can think of examples</b> e.g. have a job, drive a car etc.</li> <li>Explain to the class that we all grow and change at different times and in different ways it does not matter how fast or slow we grow or change.</li> <li>Explain to the class we all started as babies. Use the PP to explain baby. Explain to the class, as we grew and changed, we then became toddlers. Explain toddlers to the class using the PP.</li> <li>Explain to the children that they are now. Use PP to explain children. <b>Ask the class if they know what the next stage will be?</b> Explain to the children when they turn thirteen, they become teenagers.</li> </ul>	<i>Some of the following may be used for circle time activities:</i> <ul style="list-style-type: none"> <li>Keeping healthy</li> <li>Pass it on</li> </ul>
	<b>Resources needed:</b> <ul style="list-style-type: none"> <li>PowerPoint</li> <li>Worksheet</li> </ul>	<b>Curriculum links:</b> <ul style="list-style-type: none"> <li>Science Curriculum for KS1</li> </ul>	

Lesson:	Learning Objective:		Ideas for further development/circle time
<p><b>11</b></p> <p><b>Relationships Education lesson 3</b></p>	<p>To identify the people in my family, while recognizing that not all families look like mine</p> <p>To explain where I can get help and support</p> <p><b>Links to national guidance:</b></p> <ul style="list-style-type: none"> <li>- A1, A2, A3, A4, A6</li> </ul>	<p><b>Introduction:</b></p> <p>Explain to the class that today we will be talking about our family. <b>What does family mean?</b> Have the children discuss in small groups and then share with the rest of the class. <b>Keep as evidence.</b></p> <p><b>Plenary:</b></p> <p>Explain that families can look different and have different people in them. Explain that sometimes families are very big, sometimes families are very small, sometimes families live in different houses or different countries. Explain that it does not matter what your family looks like, they job is still to keep you safe and happy.</p>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>o Keeping healthy</li> <li>o Pass it on</li> </ul>
	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>o PowerPoint</li> <li>o Family worksheet</li> </ul>	<p><b>Main:</b></p> <ul style="list-style-type: none"> <li>o Sit the children in a circle. <b>Ask who in your family? why are these people special to you? What sirt of things do you do together?</b></li> <li>o When the children are discussing the people in tier family. encourage the children to share how their family is the same or different to each other's families. Remind the children that families can be different, but it is important that all families show love and care for each other.</li> <li>o Explain to the children they are going to be drawing pictures of their family. you could also have parents and carers bring in photographs of their family and the children could share these photographs with the rest of the class. <b>Keep as evidence</b></li> <li>o Give each child worksheet and ask them to draw and label their family</li> <li>o When the children have finished, encourage the children to share their drawings with each other.</li> <li>o Sit the children back in a circle. Ask the children to complete the following sentence stems in the circle: My family is similar to XXX because...my family is different to XXX because...</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>o Ask the children to think about who they would talk with if they were worried about something at school or at home. Have the children hold up their hand. Explain that you would like them to think of a person who you could talk to for each finger (5 people in total).</li> <li>o Share examples as a class, parents/carers/teacher/police/ChildLine/aunt/carer/social worker etc. make a list of these people and display in the class. <b>Keep as evidence.</b></li> <li>o Revisit the assessment sheet from lesson 9. Hand each child their original assessment sheet. Ask the children to draw/write in a different colour everything they have learned about how to keep clean, growing and changing and family. Ask pupils to do this is one colour only. <b>Use as end assessment evidence.</b></li> </ul>	
	<p><b>External resources used:</b></p> <p>NA</p>		<p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>o Science Curriculum for KS1</li> </ul>

Lesson:	Learning Objective:		Ideas for further development/circle time
12	<p>To recap what a good friend is.</p> <p><b>Links to national guidance:</b></p> <ul style="list-style-type: none"> <li>- B1, B2, B3, B4, B5, C8</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ After end assembly discuss content of assembly in class.</li> <li>◦ <b>What have you learned about being a good friend? What is a good friend? How can you be a good friend? Who would you talk to if you were worried about a friendship?</b></li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ As a class, recap what we have learned about being a good friend               <ul style="list-style-type: none"> <li>- Gives compliments</li> <li>- Recognises achievements</li> <li>- Says well done</li> <li>- Makes us feel safe</li> <li>- Doesn't ask us to keep secrets</li> <li>- Is kind</li> </ul> </li> <li>◦ Ask the children to think about friends who demonstrate these things. Share as a class. Use this as an opportunity to celebrate positive friendships and good friends within the class.</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ Hand the children their initial assessment sheet from lesson 1.</li> <li>◦ Explain to the class that you would them to add to their good friend drawing in a different colour. <b>Is there anything you will add? Why? Is there anything you will remove? Why?</b></li> <li>◦ <b>Keep as end assessment evidence</b></li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>◦ Well done</li> <li>◦ Share a chair</li> <li>◦ Something I achieved was</li> </ul>
	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ Friend template from lesson 1</li> </ul>		<p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Stories based on friendship</li> <li>◦ Links to story writing in English</li> </ul>
	<p><b>External resources used:</b></p> <p>NA</p>		