

Theme: Relationships

Term: Summer

Year group: 2

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:

- Differences
- Boy
- Girl
- Male
- Female
- Penis
- Vagina
- Pride
- Achievements
- Friendship
- Qualities
- Good friendship
- Conflict
- Resolution
- Different
- Similar
- Stereotype
- Private
- Boundaries
- Baby
- Adult
- Toddler
- Child

External links and links to themed weeks:

- World Red Cross Day
- Child Safety Week
- Oxfam Water Week
- NSPCC

<ul style="list-style-type: none"> - 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. - 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. - C2: practical steps they can take in a range of different contexts to improve or support respectful relationships. - C3: the conventions of courtesy and manners. - C4: the importance of self-respect and how this links to their own happiness. - C5: that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority - C7: what a stereotype is, and how stereotypes can be unfair, negative or destructive. - C8: the importance of permission-seeking and giving in relationships with friends, peers and adults - E1: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - E2: about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - E3: that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. - E4: how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. - E5: how to recognise and report feelings of being unsafe or feeling bad about any adult. - E6: how to ask for advice or help for themselves or others, and to keep trying until they are heard. - E7: how to report concerns or abuse, and the vocabulary and confidence needed to do so. - E8: where to get advice e.g. family, school and/or other sources. - F1: that mental wellbeing is a normal part of daily life, in the same way as physical health. - 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. 	<ul style="list-style-type: none"> ◦ Elder 	
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<ul style="list-style-type: none"> - 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. - F4: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - F6: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 		
<p>Links to Ofsted:</p> <p>Intent: 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>Implementation: 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 'Statutory Relationships, Sex and Health Education guidance'. 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. 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.</p> <p>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</p>	<p>Assembly ideas:</p> <ul style="list-style-type: none"> ◦ Positive relationships ◦ Recap of Anti Bullying policy ◦ Being a good friend ◦ Keeping Safe (NSPCC link) ◦ Red Cross assembly ◦ Oxfam link 	

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>Links to national guidance</p> <ul style="list-style-type: none"> - B1, B2, B3, B4, B5 <p>Resources needed:</p> <ul style="list-style-type: none"> o PowerPoint o Good friend template <p>External resources used:</p> <p>NA</p>	<p>Introduction:</p> <ul style="list-style-type: none"> o After launch assembly all children to return to their class. o Teacher to recap message from assembly with the class o What does it mean to be a good friend? What is a good friend? How can we be a good friend? <p>Main:</p> <ul style="list-style-type: none"> o Hand the friend template to each child. o Explain to the class that you would like the children to write what a good friend is to them. o What does a good friend say? What does a good friend do? What does a good friend mean to you? What do you look for in a friend? What is important to you? o All children to complete the template in one colour. Keep as baseline assessment evidence <p>Plenary:</p> <ul style="list-style-type: none"> o Class to come together and share what they write about a good friend. o Is your ideal friend similar to anyone else's? How is it similar? How is it different? What do you write? Why? 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> o I like you o I'd like to say well done <p>Curriculum links:</p> <ul style="list-style-type: none"> o Story about friendships o Links to story writing

Lesson:	Learning Objective:		Ideas for further development/circle time
2	<p>To understand and learn the PANTS rules</p> <p>Links to national guidance</p> <ul style="list-style-type: none"> - E1, E2, E3, E4, E5, E6, E7, E8 <p>Resources needed:</p> <ul style="list-style-type: none"> o PowerPoint o Video link o Art materials o PANTS outline o Human puzzle <p>External resources used:</p> <ul style="list-style-type: none"> o NSPCC PANTS rule 	<p>Introduction:</p> <ul style="list-style-type: none"> o Introduce the ROCK rules to the class. o Explain to the class that over the next 2 lessons we will be learning how to keep ourselves safe. o Introduce the PANTS rules to the class using the PowerPoint. o Then show the Pantosaurus video to the class. https://www.youtube.com/watch?v=fn6AVSZk008 This song covers the main points of PANTS and is a good way to introduce the topic. <p>Main:</p> <ul style="list-style-type: none"> o Show children the PANTS acrostic to explain the main messages. Take each sentence in turn and explain what each letter of PANTS stands for. o Check that the children understand each phrase. Encourage them to say it out loud as a chant. o Explain to the class that they are going to designing their own PANTS. o Provide a variety of arts materials so that the class can design their own pants. This can include sheets of plain paper, wrapping paper, tissue paper, colouring pencils, pens and paints. o In pairs/small groups ask children to design and make their own pants using the pants templates. Each pair can use one of the PANTS letters so that there are multiple complete versions of PANTS to display o When the children are finished display the pants in the classroom as part of the ongoing objective to reinforce the PANTS rules. Keep as evidence <p>Plenary:</p> <ul style="list-style-type: none"> o Create a large representation of the human body so that the children can help to label key body parts and identify what area is covered by pants (use the pants from main for this). Use human outline resources for this section. o As a class discuss what areas are private and what areas are covered by PANTS. Why do we need to know our private parts? o Ask the children to help you label each part of the body. And use this activity to lead on to discussing the appropriate language we may use to describe parts of our body, as per the agreed list o Curriculum guidance says that pupils aged 5-7 should know the terms penis and vagina. Introduce this vocabulary in measured terms when explaining that the pants region shouldn't be touched. Say that there are special circumstances when touching is OK, which you will cover next. 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> o Stand up and turn around o Kind deed o Hello, how are you? <p>Curriculum links:</p> <ul style="list-style-type: none"> o Art and design

Lesson:	Learning Objective:		Ideas for further development/circle time
3	<p>To understand that they have the right to say “no” to unwanted touch</p> <p>Links to national guidance</p> <ul style="list-style-type: none"> - E1, E2, E3, E4 <p>Resources needed:</p> <ul style="list-style-type: none"> o PowerPoint o Who can I trust sheet <p>External resources used:</p> <ul style="list-style-type: none"> o NSPCC PANTS rule 	<p>Introduction:</p> <ul style="list-style-type: none"> o Introduce ROCK rules. Recap learning from last week’s lesson. As a class discuss the difference between appropriate/‘good’ touch, and inappropriate/‘bad’ touch. Explain that touch can be good, bad or unwanted. What is good touch? Can you give me an example? What is bad/unwanted touch? Can you give me an example? o Move on to a teacher-led discussion about positive and negative feelings linked to ‘good’ touch/‘bad’ touch. Say that ‘good’ touch should make you feel positive. o Talk about why people might touch you: to show affection (hugs, kisses, cuddles) to keep you safe (holding your hand when you cross the road) if you’re ill or hurt (doctors and nurses). <p>Main:</p> <ul style="list-style-type: none"> o Then talk about touch which maybe doesn’t feel good but is necessary such as grabbing you to stop you running into a busy road, or other danger, examination by a doctor or nurse (explain that you can always ask for a trusted adult to be present). o Reinforce that if someone needs to break any of the rules of PANTS they should explain why. Children can say no, and should never be forced to keep secrets that make them feel worried or uncomfortable. o Make sure the children understand that they should not be asked to keep secrets that involve touch. Give this example: A parent’s friend comes into your room and gives you a hug and a kiss, and then they tell you it’s a secret and you shouldn’t tell anyone. Explain to pupils that if they are being asked to keep secrets by people and don’t understand why, they should talk to someone they trust about them. o Finally explain ‘bad touch’. Again, this needs to be teacher-led. Avoid discussions about abuse, reinforce that if they feel uncomfortable about touch they can talk to someone they trust. o Lead a discussion and ask the children to think of different types of helpful people. Explain that people who you can trust and who can help might be very different for different people and could include a parent, a sibling, a friend’s parent, a teacher, a police officer etc. o Who do you trust? As a class write a list of people they trust most. You should offer guidance on who this might be but make sure this does not include generalised statements of people who can definitely be trusted. Each child then creates their own individual list using template. Encourage them to make it more personal. Ask them to think of people in their life who they feel they could confide in and trust. Encourage the children to keep their list somewhere safe. <p>Plenary:</p> <ul style="list-style-type: none"> o Review and reinforce the PANTS acrostic. See if the children can remember it. Working in small groups, give each group one letter from PANTS, and ask them to say it to the class. Ask the children to call out key words from PANTS, e.g.: ‘private’, ‘your body’, ‘no’, ‘secrets’, ‘help’. o Encourage the children to use the pants they designed earlier to consolidate their understanding. 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> o What am I? o All lit up <p>Curriculum links:</p> <ul style="list-style-type: none"> o Art and design

Lesson:	Learning Objective:		Ideas for further development/circle time
4 Relationships Education lesson 1	To explore stereotypes To explain personal boundaries Links to national guidance <ul style="list-style-type: none"> - C7, E1, E2, E3, E4, E5, E6, E7, E8 	Introduction: <ul style="list-style-type: none"> ◦ Hand each child boy and girl assessment sheet. Ask the children to draw on the outlines the ways boys and girls are different using one colour only. Keep as assessment evidence. ◦ Ask the class what their favourite toys are and why. Are there toys that both girls and boys in our class like? ◦ If there is time, arrange an anonymous poll the previous day or lesson: ask each child to write down their favourite toy and why they like it on a piece of paper and put it in a box. Collate the answers in a chart. Create another chart during the lesson of the children's favourite toys and see how that second chart compares to the first anonymous chart. Main: <ul style="list-style-type: none"> ◦ Choose a selection of toys: a doll, a car, a pink toy, a board game, loom bands or another topical toy (see PP for some examples). ◦ Show to the class and ask them 'Who is this toy for?' Wait to see if the children respond with ideas of gender. If so, ask why they think it's a girl toy or a boy toy. ◦ Encourage children to challenge the stereotypes that may arise in the class. Ask the children where this thinking may come from. Explain that of course it is ok for children to play with whatever they want – there is no such thing as a boy toy or a girl toy. ◦ Explain to the class you are going to read some statements. Explain if they agree with the statement they should stand up and if they disagree, they should stay sitting. After you read each statement from PP, ask the children to explain why they have remained sitting, or have stood up. Challenge gendered stereotypes for all statements. ◦ Reinforce that there is no such thing as a boy or girl thing and it is important that we play with what we like and we do things that make us happy. Plenary: <ul style="list-style-type: none"> ◦ Display the term personal boundaries on the board. Explain to the class that this term links to our previous lessons on the PANTS rule. Explain that the PANTS rule tells us that our bodies belong to us. Explains that personal boundaries refer to the rules we set for our bodies. What rules do you set for your body? What are your personal boundaries? E.g. likes hugs/doesn't like hugs, don't stand too close ◦ Recap then PANTS rule with the class. 	<i>Some of the following may be used for circle time activities:</i> <ul style="list-style-type: none"> ◦ Keeping healthy ◦ Guessing health
	Resources needed: <ul style="list-style-type: none"> ◦ PowerPoint 		Curriculum links: <ul style="list-style-type: none"> ◦ Link to KS1 Science curriculum
	External resources used: <ul style="list-style-type: none"> ◦ NA 		

Lesson:	Learning Objective:		Ideas for further development/circle time
5 Relationships Education lesson 2	To understand how boys and girls are different and to name boy and girl body parts To understand the stages in the human lifecycle Links to national guidance - E1, E2, E3, E4, E5, E6, E7, E8	Introduction: <ul style="list-style-type: none"> Explain to the class that today we will be learning about growing and changing. Ask the children to think back to year 1 when they learned about babies, toddlers and children. What do these words mean? How are they different? How have babies/toddlers grown and changed to become children? Do you know what the next stage is? Explain to the class that after child comes teenager. Explain that today we will be learning about the human lifecycle. What other lifecycles have you learned about? What are the different stages of these lifestyles? Explain that the human lifecycle has 6 stages. Main: <ul style="list-style-type: none"> Using the PP, explain the different stages of the human lifecycle: baby, toddlers, child, teenager, adult and elder. Explain that we grow and change between all these stages, and every human goes through these stages. Split the class into small groups and give them lifecycle cards. Ask the children to sequence and label the lifecycle. Keep as evidence Have the children explain the different stages of the lifecycle and how they are different. Explain to the class that would be going to tell them a story about the baby stage of the human lifecycle. Use PP to tell story. Stop on slide 57 and ask the children if they know how the doctor is able to tell Justin's mum if she has a boy or a girl. If she has a son or a daughter? Take some feedback from the class. Explain to the class, that doctors have a very special way of knowing if a baby is a boy or a girl. Explain that baby boys will have a penis, this is the special part of their body that is covered by their pants. Explain that baby girls will have a vagina, a vagina is the special part of a girl's body that is covered by her pants. Explain that these private parts of our body's were what told the doctor we were boys or we were girls. Explain boys/males/men had a penis Explain girls/females/women have a vagina Use slide 58 and 59 to recap this vocabulary with the children. Plenary: <ul style="list-style-type: none"> Recap the PANTS rules with the class explain that the parts of our body's that are covered by our PANTS (penis for boys, vagina for girls) these body parts are private, and nobody should be looking at, or touching or seeing these parts of our bodies Remind the children that sometime our parents/carers/doctors or nurses may need to look at these parts for example if we have been hurt/we are being washed or changed, however we should still feel comfortable and safe and we always have the right to say no. 	<i>Some of the following may be used for circle time activities:</i> <ul style="list-style-type: none"> Keeping healthy Guessing health
	Resources needed: <ul style="list-style-type: none"> PowerPoint Lifecycle cards 		Curriculum links: <ul style="list-style-type: none"> Link to KS1 Science curriculum
	External resources used: <ul style="list-style-type: none"> NA 		

Lesson:	Learning Objective:		Ideas for further development/circle time
6 Relationships Education lesson 3	To identify the people in my family, while recognizing that not all families look like mine To explain where I can get help and support. Links to national guidance - A1, A2, A3, A4, A6	Introduction: <ul style="list-style-type: none"> Begin the lesson by recapping the new vocabulary from lesson 5. Can you remember the correct word for a boy's private parts? Can you remember the correct word for a girl's private parts? Remind the children that these body parts are covered by our pants and are private. Explain to the class that in today's lesson we will be learning about each other's family. Ask the children to think about why families are important to everyone. Then ask them to think about how our family makes us feel. Take feedback as a class. Explain to the children that families make us feel loved and happy. These positive feelings are what keeps us safe and makes sure we have people to help us when we are worried or feel down. Main: <ul style="list-style-type: none"> Using the PP, explain to the class that we all belong to a family group. Explain that these family groups can look different and will have different people in them. Explain that it is important to remember that we are respectful of all types of families, because it is important to remember that regardless of what families look like their job is to look after one another and keep each other loved and safe. Ask the children to share who is in their family with a partner. Discuss the importance of family networks. Ask the children to think about the different occasions when we need our families and explain how our family can help us. Ask the children to share examples of when people in their family have helped them, if they feel happy to do so. Record responses. Keep as evidence. Highlight that families can go through challenging times and that it is important to talk to someone we trust if we are worried about anything at all. Talk to the children about getting help from a trusted adult if there is ever anything that a family member does that makes them feel unsafe, hurt or scared, reminding them that every child has the right to feel happy and safe in their family home. Ask the children to work individually to complete the My Family Sheet on which they draw their family network and then add reasons why each family member they have chosen to draw is important to them. Allow time for the children to share their reasons at the end of the activity. Keep as evidence. Plenary: <ul style="list-style-type: none"> Show the slide 67 and ask the children to share how the family are helping each other. Explain that it is important we all do what we can to show care and kindness to the special people in our families. 	<i>Some of the following may be used for circle time activities:</i> <ul style="list-style-type: none"> Keeping healthy Guessing health
	Resources needed: <ul style="list-style-type: none"> PowerPoint Worksheet 		Curriculum links: <ul style="list-style-type: none"> Link to KS1 Science curriculum
	External resources used: <ul style="list-style-type: none"> NA 		

		<p>Ask the children to take a moment of quiet to think about how they can help the special people in their families. Invite the children to share their thoughts, if they feel happy to do so.</p> <ul style="list-style-type: none"> ◦ Hand each child assessment sheet from lesson 4. Ask the children to add differences to the outlines using a different colour. Keep as assessment evidence 	
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Lesson:	Learning Objective:		Ideas for further development/circle time
7	<p>To understand pride</p> <p>Links to national guidance</p> <ul style="list-style-type: none"> - C4, F2, F3, F4, F6 	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ Display slide 59 for the children. ◦ Ask the children what the word proud means? Have the children discuss the meaning of proud/pride. ◦ Explain to the class that over the next few lessons we will be focusing on being proud and what makes us proud. <p>Main:</p> <ul style="list-style-type: none"> ◦ Display Slide 60 for the children. Ask the children to think of words to describe the feeling of being proud. Why is pride important? What makes you feel proud? ◦ Take feedback from the class and note down words on large sugar paper to display in the classroom. ◦ Display slide 61 for the children. Then ask the children to think of things they are proud of. ◦ Explain that you can be proud of many things: <ul style="list-style-type: none"> - Your achievements - Things you have done - How you treat others - Parts of your personality - A way you handled a situation - Doing the right thing ◦ You may choose to display these suggestions for the class (Slide 62). ◦ Allow the children time to discuss things that make them proud. Take feedback as a class. ◦ Explain to the children that we are going to be creating a 'Proud Wall' in the classroom. 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ Candle meditation ◦ For my birthday ◦ Greetings
	<p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ Proud card 		<p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ Story writing ◦ Looking at people in history who felt proud

	<p>External resources used:</p> <p>NA</p>	<ul style="list-style-type: none"> ◦ Explain to the class that they will be given a proud sheet and they must draw one thing they are proud of on the sheet. ◦ Explain that they can draw anything they are proud of. ◦ As a class discuss possible drawings before asking the children to begin. ◦ Children to have 10 – 15 minutes to draw one thing they are proud of on their Proud Sheet. ◦ Teacher to walk around the classroom listening to and responding to drawings. <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Children to sit in a circle, invite the children to share their drawings with the rest of the class, explaining what makes them proud ◦ Display all Proud Sheet in the classroom, labelling it Our Proud Wall. Keep as evidence or take photographs as evidence 	
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Lesson:	Learning Objective:		Ideas for further development/circle time
8	<p>To explain different types of feelings</p> <p>Links to national guidance E8, F1, F2, F3, F4</p> <hr/> <p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ Feeling cards <hr/> <p>External resources used: NA</p>	<p>Introduction:</p> <ul style="list-style-type: none"> - This quick activity encourages pupils to begin to think about their own feelings. Responses should not be shared with the class. Ask ‘How do you feel today?’ Without telling anyone else, pupils should think quietly to themselves about how they feel. <p>Main:</p> <ul style="list-style-type: none"> - Draw a simple alien figure on the flipchart and add the heading ‘Feelings’. Explain that the alien, Maz, is visiting earth to discover more about people, and today Maz wants to learn all about feelings. Ask pupils to tell Maz everything they know about feelings, recording their responses on the flipchart. Keep as evidence. The purpose of this baseline activity is to enable you to find out the pupils’ existing knowledge, understanding and attitudes about feelings. - Following on from the baseline activity, tell pupils that Maz wants to know the names of the feelings that we might have every day. From the pupils’ responses, create a list on the flip chart and include any feelings given in the baseline activity. If necessary, support pupils with keywords from the vocabulary section above. After the lesson, display this list on the working wall or similar as this will be returned to in next lesson - Explain that we all have different feelings — some we might feel every day, and others just sometimes. Our feelings can come and go and can change over time. - Using the feelings listed, pupils show Maz what different feelings might look like on people’s faces and bodies. For example, ask: <ul style="list-style-type: none"> - Can you show Maz a happy face? What does an angry face look like? - How do we look when we are excited? Can you show Maz a happy body? - What does an angry body look like? How does our body look when we are excited? - Organise pupils into groups and give each group one or two of the cut-out word cards from feeling cards. Each group should discuss and describe how the word on their card might feel in Maz’s body. Ask: <ul style="list-style-type: none"> - Where in his body might Maz experience this feeling? - What might happen to his face when he feels it? - What might happen to his body when he feels it? - Using flipchart paper and pens, groups should record some sentences to describe how Maz might experience the feeling. For example: Worried: Maz might...clench his fist. Maz’s legs start feeling shaky. Maz’s tummy hurts. Maz bites his nails. Maz’s teeth start to chatter. <p>Plenary:</p> <ul style="list-style-type: none"> - Ask the class to identify who might need help with their feelings. Pupils should discuss how effective each of the suggestions is in helping the characters and put them in order of usefulness. - Explain to the class that if they are ever worried about their feelings they should talk to a trusted adult. 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ I like you ◦ Helping my friend ◦ Making up <hr/> <p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ Story telling ◦ Creative writing

Lesson:	Learning Objective:		Ideas for further development/circle time
9	<p>To explore different emotions</p> <p>Links to national guidance</p> <ul style="list-style-type: none"> - E8, F1, F2, F3, F4, <p>Resources needed:</p> <ul style="list-style-type: none"> o PowerPoint o Feeling cards o Scenario cards <p>External resources used:</p> <p>NA</p>	<p>Introduction:</p> <ul style="list-style-type: none"> - Display the Everyday Feelings list that pupils created in previous lesson and add any new feelings to the list. Ask pupils to decide if each of the feelings is a good or not so good feeling and draw or display a 'happy' face or a 'sad' face next to each of the feelings. Draw a question mark by any feelings that pupils are unsure how to classify. Display the Everyday Feelings list on the working wall. Keep as evidence <p>Main:</p> <ul style="list-style-type: none"> o Pin up the feelings words from feeling cards: Display words individually, in different areas around the room — use feelings picture cards for those pupils who may require support - and ask pupils to put themselves in the role of Maz. Read out the first scenario. Pupils decide which of the displayed words best represents how they think Maz might feel and stand next to that word. Repeat for remaining scenarios. o Ask: <ul style="list-style-type: none"> o Does everyone agree on how Maz feels? Does everyone feel the same? o Think about how someone else might feel in this situation? Would they feel the same as Maz? o Why might they feel different? o This is a personal reflection activity where pupils think about how they feel about certain everyday things and situations. o Using My feelings frame, pupils identify if the situation gives them a good or not so good feeling and write their feeling in the box. Share their responses with one other person of their choice and compare their feelings about different things. Discuss as a class and ask questions to elicit the understanding that not everyone will feel the same. Ask: does everyone like sweets/ the sun/ pop music? Is everybody scared of the dark/spiders? o Explain that all feelings come and go, even happy and good feelings can sometimes change to not so happy and good feelings. <p>Plenary:</p> <ul style="list-style-type: none"> o Ask pupils to discuss some of the things that we can do to help us feel better when we're feeling not so good. Display a large postcard, addressed to Maz and write down some of the ideas the pupils have for what Maz could do to help himself feel better when feeling not so good. o Are there any strategies for Maz that they could also use to help themselves to feel good? Discuss where at home and at school they can go to for support with their feelings. o BBC teach videos https://www.bbc.co.uk/teach/ks1-pshe/zfyskmn 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> o Kind deed o Mirrors o Tangles <p>Curriculum links:</p> <ul style="list-style-type: none"> o Story telling o Creative writing
Lesson:	Learning Objective:		Ideas for further development/circle time

10	<p>To understand what makes a good friend</p> <p>Links to national guidance</p> <ul style="list-style-type: none"> - B1, B2, B3, B4, B5, C1, C2, C3, C5 	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ Display slide 85 for the class. Ask them to think about what a friend is. Allow children time to think about this and then take feedback as a class. ◦ Split children into small groups. Each group to receive Gingerbread man template. Explain to the class that they must imagine that they are making a good friend. What qualities would this good friend have? What strengths would they have? ◦ Allow children some time to do this then take feedback as a class. Teacher to display gingerbread man on large paper and as a class decide what qualities we would like this friend to have. Keep as evidence <p>Main:</p> <ul style="list-style-type: none"> ◦ Introduce the “A Recipe for Friendship” on PowerPoint. What is a recipe? Why do people use recipes? ◦ Discuss how a recipe can be used to make something special. ◦ Again split the class into small groups, explain that together they must create a friendship recipe, including ingredients and directions. ◦ Be sure that students include both visible and invisible qualities. What ingredients would you need for a good friend? What is important? What inside qualities do we need to include? What outside qualities do we need to include? ◦ Students use the recipe template to create their own recipe ingredients. This may be written or illustrated. Keep as evidence ◦ Bring class back together. As a class create a class recipe for friendship. Display in classroom. Keep as evidence <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Ask students think back to the original statement A friend is ... ◦ Do you think any differently about this now after the lesson? What has changed? What makes a good friend? 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ Helping my friend ◦ Making up
	<p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ Gingerbread template ◦ Recipe template 		<p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ Recipe writing in English ◦ Looking at stories about friendship
	<p>External resources used:</p> <ul style="list-style-type: none"> ◦ http://www.ophe.liaproject.org/teaching/LetsBeFriends.pdf 		

Lesson:	Learning Objective:	Ideas for further development/circle time
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11	<p>Identify ways to be a friend to someone else</p> <p>Links to national guidance</p> <ul style="list-style-type: none"> - B1, B2, B3, B4, B5, C1, C2, C3, C4, C5, C8 	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ Display slide 94 to the class. Ask the children to think about how they are a good friend to others. Allow the children time to think about this and then have them share as a class. Teacher to note down what the children say on flipchart paper. Keep as evidence. ◦ Explain to the class that today we will be doing (or watching) several role play situations. We will explore examples of how friends can hurt each other. We will then brainstorm ways to change this hurtful behaviour into something more positive. <p>Main:</p> <ul style="list-style-type: none"> ◦ Explain to the class that most conflicts require some kind of problem solving skill in order to resolve them. ◦ Display the ABC's of Problem Solving chart on PowerPoint: Ask, "What is the problem?" Brainstorm some solutions Choose the best one Do it Evaluate the solution ◦ Break the class up into groups of three or four and assign students various scenarios to act out. Distribute story cards (one scenario per group) and allow approximately ten minutes for the groups to review and practice the role play. ◦ Ask the first group to perform its scenario for the class. Explain that the students are an audience and are watching this all happen as a third party. They are bystanders. Encourage them to think about how it makes them feel to watch these situations happen to some of their classmates. What did you notice? What was the role play about? What do you think/feel after watching it? Can you describe what happened? How did you feel watching the aggressor behave that way toward the target? Have you ever seen something like this happen before? ◦ Then ask the children who were acting in the role play; what were you thinking during the role play? How did you feel? Describe what was done to you (e.g., left out). Questions for the aggressor: What were you thinking about in this situation? Why did you act this way (e.g., kept her from joining the game)? How and what were you feeling? Take videos of role plays for evidence <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Ask the class to work through the "ABC's of Problem Solving" chart and begin to brainstorm new, more positive and constructive behaviours in each role play situation. What could the target do differently? What could the child in the middle do? ◦ Emphasise the importance of the child in the middle or the target doing something to improve the situation. Encourage positive change from both perspectives. ◦ Select the best solution for chosen situations and have the group perform the role play again, this time with the new solution. Afterward, ask for feedback from the group. ◦ Return to the original question: How am I a good friend to others? Ask students to share their answers based on what they have learned. 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ Kind deed ◦ Here it comes ◦ Relax
	<p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ Scenarios ◦ ABCs of problem solving 		<p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ Drama – role play ◦ Story writing
	<p>External resources used:</p> <ul style="list-style-type: none"> ◦ http://www.opheliaproject.org/teaching/LetsBeFriends.pdf 		

Lesson:	Learning Objective:		Ideas for further development/circle time
12	<p>To recap what a good friend is.</p> <p>Links to national guidance</p> <ul style="list-style-type: none"> - B1, B2, B3, B4, B5, C1, C2, C3, C4, C5, C8 	<p>Introduction:</p> <ul style="list-style-type: none"> ◦ After end assembly discuss content of assembly in class. ◦ 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? <p>Main:</p> <ul style="list-style-type: none"> ◦ As a class, recap what we have learned about being a good friend <ul style="list-style-type: none"> - Feel proud of us - Feels proud of themselves - Kind - Generous - Sticks up for us - Resolves conflict positively ◦ 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. <p>Plenary:</p> <ul style="list-style-type: none"> ◦ Hand the children their initial assessment sheet from lesson 1. ◦ Explain to the class that you would them to add to their good friend drawing in a different colour. Is there anything you will add? Why? Is there anything you will remove? Why? ◦ Keep as end assessment evidence 	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> ◦ Meditating on the present ◦ Something kind ◦ I'd like to say well done
	<p>Resources needed:</p> <ul style="list-style-type: none"> ◦ PowerPoint ◦ Friend template from lesson 1 		<p>Curriculum links:</p> <ul style="list-style-type: none"> ◦ Stories linked to friendship
	<p>External resources used:</p> <p>NA</p>		