

Learning Theme: Relationships								
Term 1 & 2	Learning Question & NC Link	Substantive Knowledge To know that	Disciplinary Knowledge I can	Vocabulary	Assessment opportunity	Equipment & resources	Lesson ideas	
Session 1	What makes a good friend?  To know how to be a good friend	Friends care for each other, they are kind and compassionate. Friends take turns and tell the truth.	Identify qualities that make a good friend	Kindness, honestly, arguments, unique, similarities, different, special, proud, pressure, bullying, peer pressure, unsafe, surprise/secret.	Keep the hands from this session to add to at the end of the topic with a different colour.  Complete engagement register each session in front of floorbook.  Record pupil voice on post its and keep a selection of photographs and examples of work.	Use topic books (in staffroom) to prompt discussions.	What makes you a good friend?  What could you do to get better?  What makes a good friend?  5 things that make a good friend	
Session 2	How do people make friends?  To know about different ways that people meet and make friends.	To know strategies for positive play with friends, e.g. joining in, including others, etc.	I can explain how I would ask to join in a game. I know what activities I enjoy doing. I can ask other people to join in my game	Kindness, honestly, arguments, unique, similarities, different, special, proud, pressure, bullying, peer pressure, unsafe, surprise/secret.	Complete engagement register each session in front of floorbook.  Record pupil voice on post its and keep a selection of photographs and examples of work.	Use topic books (in staffroom) to prompt discussions.  Twinkl ppts can be used to support but not as whole lesson.	Role play asking people to join in Create a class list of games we like to play Discuss importance of listening kindness and sharing. Circle time games	
Session 3	How can you sort out an argument and make friends? To know about what causes arguments between friends. To know how to positively resolve arguments between friends.	Friends do fall out and that is OK. We can make friends again by listening, caring and understanding. We shouldn't dwell on an argument.	Listen to my friend. Take time out to think about mine and my friend's feelings. I can make friends again.	Kindness, honestly, arguments, unique, similarities, different, special, proud, pressure, bullying, peer pressure, unsafe, surprise/secret.	Complete engagement register each session in front of floorbook.  Record pupil voice on post its and keep a selection of photographs and examples of work.	Use topic books (in staffroom) to prompt discussions. Twinkl ppts can be used to support but not as whole lesson.	Give children scenarios where friends have fallen out, what could they do to resolve the issues? Play games that involve taking turns  Read Sharing a Shell by Julia Donaldson	

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Session 4	Who would you ask	To know how to	I can identify people	Kindness,	Complete	Use topic books (in staffroom) to	https://www.youtube.com/watch?v=ThHsyCDOtAM
	for help if you felt	recognise, and ask for	that I can speak to if	honestly,	engagement register	prompt discussions.	Watch the friend I need
	upset?	help, when they are	I need help with my	arguments,	each session in front		
		feeling lonely or	feelings	unique, similarities,	of floorbook.	Twinkl ppts can be used to support	
		unhappy or to help	I can give people	different,		but not as whole lesson.	
		someone else.	space and support	special, proud,	Record pupil voice		
			them.	pressure,	on post its and keep		
				bullying, peer	a selection of		
				pressure,	photographs and		
				unsafe,	examples of work.		
				surprise/secret.			
Session 5	What can you do if	I know what unkind	I can tell an adult if	Kindness,	Complete	Use topic books (in staffroom) to	Children draw or write thought bubbles to show how they might
	you see someone	behaviour looks like	someone is being	honestly,	engagement register	prompt discussions.	help.
	being unkind in real	I know what unkind	unkind.	arguments,	each session in front		
	life or online?	behaviour online looks	I can report unkind	unique,	of floorbook.	Twinkl ppts can be used to support	
		like.	behaviour seen	similarities,		but not as whole lesson.	
		I know who to speak to if	online.	different,	Record pupil voice		
	To know how to	I am worried about		special, proud,	on post its and keep		
	recognise hurtful	unkind behaviour.		pressure,	a selection of		
	behaviour,			bullying, peer	photographs and		
	including online.			pressure, unsafe,	examples of work.		
	To know what to do			surprise/secret.	Cxampies of work.		
	and whom to tell if			surprise/secret.			
	they see or						
	experience hurtful						
	behaviour,						
	including online.	I I a series de l'efferment	<u> </u>	IC - I			Astala II assalla sa Aranga and A
Session 6	What is bullying?	I know the difference	I can name some	Kindness,	Use hands from first	Use topic books (in staffroom) to	Anti bullying alliance has resources available to use.
	To know about	between someone being unkind and someone	ways in which	honestly,	session and add on	prompt discussions.	Suggested book list for stories about bullying
	To know about	being a bully.	someone might be	unique,	additional learning		https://anti-
	what bullying is and	being a buny.	being bullied.	similarities,	from this term.	Twinkl ppts can be used to support	bullyingalliance.org.uk/sites/default/files/uploads/attachments/Anti-
	different types of	I know what it might feel	1	different,		but not as whole lesson.	bullying-week Recommended-reading 0.pdf
	bullying.	like to be bullied.		special, proud,			builting week necommended reduing organ
	To know how			pressure,	Complete		
	someone may feel	I know some different		bullying, peer	engagement register		
	if they are being	types of bullying.		pressure,	each session in front		
	bullied.			unsafe,	of floorbook.		
				surprise/secret.			
					Record pupil voice		
					on post its and keep		
					a selection of		
					photographs and		
					examples of work.		
Session 7	Are all secrets	To know about the	I can explain the	Kindness,	Complete	Use topic books (in staffroom) to	Pants rule- Pant a saurus song.
	good?	difference between	difference between	honestly,	engagement register	prompt discussions.	
		happy surprises and	a good and bad	arguments,	each session in front		
		secrets that make	secret.	unique,	of floorbook.	Twinkl ppts can be used to support	
		them feel		similarities,		but not as whole lesson.	
		uncomfortable or		different,	Record pupil voice		
		worried, and how to		special, proud,	on post its and keep		
		get help.		pressure,	a selection of		
		922		bullying, peer			
		L	<u> </u>	pressure,			

Session 8	How would you stand up for yourself in a tricky situation?	To know how to resist pressure to do something that feels uncomfortable or unsafe. To know how to ask for help if they feel unsafe or worried and what vocabulary to use.	I can stand up for myself.  I can ask someone for help if I am worried or feel unsafe	unsafe, surprise/secret.  Kindness, honestly, arguments, unique, similarities, different, special, proud, pressure, bullying, peer pressure, unsafe, surprise/secret.	photographs and examples of work.  Complete engagement register each session in front of floorbook.  Record pupil voice on post its and keep a selection of photographs and examples of work.	Use topic books (in staffroom) to prompt discussions.  Twinkl ppts can be used to support but not as whole lesson.  Scenario cards E.g  Peer Pressure Thinking Cards What Would You Do? Joe dares his friend Kyle to steal a pencil from the teacher's desk. Why might Kyle feel as if he has to do it? Does he have a choice?  Peer Pressure Thinking Cards What Would You Do? Max and Billy are friends. Max tells Billy to rip up Charlie's art work. Max is really upset because he thinks Charlie's picture is better than his. Max says he won't be happy until Billy does it. Billy rips the corner from Charlie's picture. Charlie is very upset and Billy gets into trouble. Max is happy. What could have happened differently? Is Max a good friend?	Explain to the children that all children have the right to feel safe at all times. Discuss as a whole group what safe means, when children feel safe, where they feel safe and how they feel when they are safe? As a whole class, list as many words as you can that mean safe. For example, warm, cosy, locked, parent, secure, etc.  Repeat the activity for unsafe.  Who can the children talk to if they are feeling unsafe? Record responses for the floor book. Remind the children that they can talk to all of the adults in school, and any adults they trust at home. Share the poster with the children.  Look at various scenario cards, what would they do? Is it always easy to stand up for yourself?
Session 9	Can you be friends with someone if they are different to you? How are you the same as and different to your friends?	To know about the things they have in common with their friends, classmates, and other people. To know how friends can have both similarities and differences.	I can say how I am the same and different to my friends.	Kindness, honestly, arguments, unique, similarities, different, special, proud, pressure, bullying, peer pressure, unsafe, surprise/secret.	Complete engagement register each session in front of floorbook.  Record pupil voice on post its and keep a selection of photographs and examples of work.	Use topic books (in staffroom) to prompt discussions.  Twinkl ppts can be used to support but not as whole lesson.	Play toy story theme tune, listen to the words about how they are different but good friends and support each other. <a href="https://www.youtube.com/watch?v=nMN4JZ8crVY">https://www.youtube.com/watch?v=nMN4JZ8crVY</a> Complete an activity where they compare and contrast themselves to their best friend.
Session 10	How do we share our ideas with other people?	To know how to play and work cooperatively in different groups and situations. To know how to share their ideas and listen to others, take part in discussions, and give reasons for their views	I can take turns in a discussion. I can put my ideas across calmly and respectfully	Kindness, honestly, arguments, unique, similarities, different, special, proud, pressure, bullying, peer pressure,	Complete engagement register each session in front of floorbook.  Record pupil voice on post its and keep a selection of photographs and examples of work.	Use topic books (in staffroom) to prompt discussions.  Twinkl ppts can be used to support but not as whole lesson.	Have a class debate about something getting children t take tuns and express their views calmly and respectfully giving reasons for their beliefs.  Or do a similar activity but as a whole class discussion.

		unsafe,			
		surprise/secret.			
Session	.RSE session- see		Record pupil voice		
11	CWP planning		on post its and keep		
			a selection of		
			photographs and		
			examples of work.		
Session	One session kept		Record pupil voice		
12	free for circle time/		on post its and keep		
	school rules/ colour		a selection of		
	monster as needed		photographs and		
	during terms 1/2		examples of work.		
Notes					