








PSHE Friendship

	Weekly theme	Lesson outline	Key Questions	Suggested Activity	KS2 Extension
Week 1	BE CLEAR	<p>https://www.bbc.co.uk/bitesize/clips/zs8c87h</p> <p>After watching this clip, ask the children to consider what they think makes a good friend. This could be started by asking children who their best friends are and what they like about them. Through their discussions, the children could be encouraged to develop their understanding of the idea that even best friends disagree sometimes. This could be used as a prompt for further discussions exploring the ways in which conflicts and disagreements can be dealt with by trying to understand one another's point of view and showing respect for each other's feelings and the need to 'be clear' about how you are feeling in order to move forward. Being clear with your friends can also stop arguments happening in the first place.</p>	<ul style="list-style-type: none"> • What makes a good friend? • Do Bill and Owen ever fall out? • Who is the best at making up? • How does 'being clear' help them to resolve arguments? • Why is it important to be clear with your friends? • How does being clear help friendships become even better? 	<p>Ask every child to cut out a heart and list how they will be a good friend. Include- I will be clear if...</p> 	<p>https://www.bbc.co.uk/bitesize/clips/zjstsbk</p> <p>Share Ashley's story</p> <p>See ppt for questions</p>
Week 2		<p>Circle time activity – reflect on what we need to do in our friendships in order to 'Be clear' and finish off any activities.</p> <p>Talk about times this week that you have been able to do this. How did it go? How can this help you build positive friendships in the future?</p>			
Week 3	BE POLITE	<p>https://www.bbc.co.uk/bitesize/clips/z6rvr82</p> <p>This could be used to show how strong friendships can be and how friends understand each other. Why do we make friends? What makes a good friend? Encourage pupils to think of as many qualities as possible and write them on the board. Children could then work in pairs and discuss what makes their best friend the best and in what way they think they are good friends too. Could the whole class agree on maybe 3 characteristics for good friendship? How do Daisy, Rebecca and Naomi ensure they are always being polite and kind to each other in a friendship of 3?</p>	<ul style="list-style-type: none"> • How do we make friendships with other children? • Why is it important to be polite? • How does it feel when someone is not polite? • How does it come across if someone is not polite or doesn't have good manners? 	<p>Ask every child to cut out a hand print in groups and list good manners on each of the fingers</p> 	<p>https://www.bbc.co.uk/bitesize/clips/zhc3cdm</p> <p>Share Jimmy's story</p> <p>See ppt for questions</p>
Week 4		<p>Circle time activity – reflect on what we need to do in our friendships in order to 'Be polite' and finish off any activities.</p> <p>Talk about times this week that you have been able to do this. How did it go? How can this help you build positive friendships in the future?</p>			

<p>Week 5</p>	<p>BE KIND</p>	<p>https://www.bbc.co.uk/bitesize/clips/zxgygk7 Useful as an example of how children define the word 'friend'. Pupils could work in small groups and come up with their own definition. Ask: "What does it mean to be a good friend? Is it possible to have a bad friend? Are friends important and necessary?" Challenge pupils to share what they think their lives would be like without any friends. As a follow-up activity, pupils could create a profile about a good friend they have. This could include a picture and an example showing good things they have done for them.</p>	<ul style="list-style-type: none"> • What does it mean to be a good friend? • What does it mean to be kind? • How can you show kindness to your friends? • Why is this such an important thing to look for when making and keeping friends? 	<p>Create a class bubblegum machine display. Use this to display how we can be kind to our friends.</p>	 <p>https://www.bbc.co.uk/bitesize/clips/zkt2tfr</p> <p>Share Robyn's story</p> <p>See ppt for questions</p>
<p>Week 6</p>		<p>Circle time activity – reflect on what we need to do in our friendships in order to 'Be kind' and finish off any activities.</p> <p>Talk about times this week that you have been able to do this. How did it go?</p>			
<p>Week 7</p>	<p>BE RESPECTFUL</p>	<p>https://www.bbc.co.uk/bitesize/clips/zrxqxnb After watching this clip, the children could be encouraged to discuss the ways in which Sean is the same as other boys his age, as well as what makes him different. They could also look at the steps taken by the other children to help to make Sean feel less different and left out; ways in which they show him the same respect as other pupils. This could be used as a prompt to discuss other similarities and differences and how we can try to ensure that, within a group, everyone feels valued and respected. The positive aspects of Sean's disability, such as providing the other children with the opportunity to learn sign language, could also be highlighted.</p>	<ul style="list-style-type: none"> • How is Sean the same as you? • How is Sean different to you? • How does Sean communicate to his friends? • Why might some people not be respectful to Sean? • Why should we show the same level of respect to everyone? • How can you show respect to your friends? 	<p>Create a 'Blooming with respect' display using handprints and writing how we can show respect.</p>	 <p>https://www.bbc.co.uk/bitesize/clips/zgq8q6f</p> <p>Share Yonis' story</p> <p>See ppt for questions</p>
<p>Week 8</p>		<p>Circle time activity – reflect on what we need to do in our friendships in order to 'Be respectful' and finish off any activities.</p> <p>Talk about times this week that you have been able to do this. How did it go?</p>			

<p>Week 9</p>	<p>SAY NO</p>	<p>https://www.bbc.co.uk/bitesize/clips/zwstsbk Talk about what things in this clip tell us that she got bullied? What things did the bully do to hurt this little girl? Talk about what bullying looks like. How did she find a way to stop the bully? How did the bully make her feel? Where can the children go in their school to talk about being bullied? Why is it important to tell a teacher if you think you are being bullied? Reflect upon how the little girl gives advice about what happens if a teacher doesn't listen first time. This tells the children to persevere and gives hope.</p>	<ul style="list-style-type: none"> • What happened to the little girl? • Why did it keep happening? • When did it finally stop? • What is bullying? • Why is it important that we learn to 'say no' even with our good friends? • Can people who bully or who are mean change? 	<p>Ask every child to cut out a heart and</p>  <p>list how they will be a good friend. Include- I will be clear...</p>	<p>https://www.bbc.co.uk/bitesize/clips/zmbfb9q</p> <p>What is bullying?</p> <p>See ppt for questions</p>
<p>Week 10</p>		<p>Circle time activity – reflect on what we need to do in our friendships in order to 'Say no' and finish off any activities.</p> <p>Talk about times this week that you have been able to do this. How did it go?</p>			
<p>Week 11</p>	<p>BE FIRM</p>	<p>https://www.bbc.co.uk/bitesize/clips/zp9g9j6 You could ask the children to think about themselves playing with their friends. What games are they playing? What makes the games fun? What things do they sometimes disagree about when they're playing? What happens when they disagree? How do they feel? You could invite the children to role-play a situation where two (or more) friends are playing and fall out with each other. What has happened? Tell them that they want to be best friends again. What must they do? Reflect with the class on strategies for 'making up'.</p>	<ul style="list-style-type: none"> • What happened to Fajara and Shajara? • Why did they keep falling out? • Is it ok to have more than one best friend? • Do you always have to play with your best friends? • How can 'being firm' and letting other know how we feel help our friendships? • Can you find an example from the girls story? 	<p>Ask every child to come up with some ideas of how to be a good friend including how to firm e.g. I will be firm when one of my friends does not include someone else</p> 	<p>https://www.bbc.co.uk/bitesize/clips/zf8c87h</p> <p>Share Lexie's story</p> <p>See ppt for questions</p>
<p>Week 12</p>		<p>Circle time activity – reflect on what we need to do in our friendships in order to 'Be firm' and finish off any activities.</p> <p>Talk about times this week that you have been able to do this. How did it go?</p>			

<p>Week 13</p>	<p>BE BRAVE</p>	<p>https://www.bbc.co.uk/bitesize/clips/ztc3cdm Alvin, a young boy, explains how he feared he would be rejected at school due to scarring on his body. However, he made friends with a boy called Luke. He explains his initial fears of rejection and how he overcame this to sustain a strong friendship with Luke.</p>	<ul style="list-style-type: none"> • Why do Alvin and Luke have such a fantastic friendship? • Do you think Luke was brave? • Do you think anyone else was brave? • Who can help you to be brave? 	<p>Ask every child to come up with ideas on positive ways to be brave. Ask children to make a bravery badge for themselves or to award to someone else.</p>		<p>End of topic summary</p> <p>Be clear Be polite Be kind Be respectful Say no Be firm Be brave</p>
<p>Week 14</p>	<p>Circle time activity – reflect on what we need to do in our friendships in order to ‘Be brave’ and finish off any activities. Talk about times this week that you have been able to do this. How did it go?</p>					

