



Summer 1 – What does a positive relationship look like?

British Value Link: Individual Liberty

Lesson	Activity Outline	Knowledge and Skills	Context
1	<p>Objective: Who do I have a relationship with? Love Makes a Family by Sophie Beer</p> <p>Before starting the lesson, assess the students' prior knowledge about relationships. This can involve asking questions such as:</p> <ul style="list-style-type: none"> • Can you name some people who are part of your family? • Who are your friends? • What activities do you enjoy doing with your family and friends? • Why do you think it is important to have positive relationships? <p>These questions will help you gauge the students' existing understanding of relationships and serve as a starting point for the lesson.</p> <p>Starter: Start the lesson by showing a picture of a family and asking the students to identify the people in it. The students can discuss within small groups and then share their responses with the whole class. This will introduce the idea of different relationships within families.</p> <p>Input: Explain that relationships are connections that people have with others. They can be with family, friends, or even people in the wider community. Show pictures or use visual aids to describe different relationships, such as parent-child, sibling, grandparent-grandchild, and friend relationships. Discuss the importance of positive relationships in making us feel happy,</p>	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as</p>	<p>The learning objective for this lesson plan is aligned with the 2014 National Curriculum in England for PSHE. It specifically aligns with the objective "Who do I have a relationship with?" outlined in the Key Stage 1 section of the curriculum.</p> <p>Outcome: By the end of the lesson, students will be able to identify and describe different types of relationships they have in their lives, such as family, friends, and community members.</p> <p>NSPCC - Relationships play a key part in every child or young person's wellbeing.</p>



Summer 1 – What does a positive relationship look like?


British Value Link: Individual Liberty

<p>loved, and supported. As part of the input, share personal stories or anecdotes to illustrate the different types of relationships and the positive impact they can have on our well-being. Introduce key vocabulary related to relationships and provide definitions. Some key vocabulary may include:</p> <ul style="list-style-type: none"> • Family: A group of people who are related to each other by blood or marriage. • Friend: A person who you like and enjoy spending time with. • Relationship: The way in which two or more people or things are connected or behave towards each other. • Wider community: People who live in the surrounding area or neighbourhood. <p>Use discussion prompts, such as:</p> <ul style="list-style-type: none"> • What types of relationships do you have with your family? • How do your friends make you feel? • Can you think of ways we can show kindness and support to others? <p>Activity: Provide each student with a worksheet containing a simple diagram representing different types of relationships. The children will be asked to identify and label the people in their own family and draw simple pictures to represent their relationships. After completing their worksheets, children will have an opportunity to discuss their diagrams with a partner,</p>	<p>their teacher) if something about their family makes them unhappy or worried</p>	<p>Healthy relationships can help a child feel secure and supported, but unhealthy relationships can have a long-lasting negative impact.</p> <p>Teaching about families can provide an opportunity for pupils to appreciate diversity within their school and wider community.</p>
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Summer 1 – What does a positive relationship look like?

British Value Link: Individual Liberty

	<p>explaining the different relationships within their families. As an extension activity, children can also draw pictures or write about their friends and the activities they enjoy doing together.</p> <p> Plenary: Marvellous Me ‘Activity’ Floorbook expectation: QR codes, pupil voice, videos, and images.</p>		
2	<p>Objective: What are friendships? Book Link: Do You Want to Be My Friend</p> <p>Assess the students' prior knowledge by asking the following questions:</p> <ol style="list-style-type: none"> 1. Can you tell me what a friend is? 2. How does it feel when you have someone to play with during break time? 3. Have you ever felt lonely before? How did it make you feel? <p>Starter: Start by eliciting responses from the students regarding their understanding of friendship. Write down the students' ideas on the board. Use a visual aid with images depicting different aspects of friendship, such as sharing, helping, and listening. Guide a discussion around these images, asking questions such as: "what do you think is happening in this picture?", "how do you think the characters in the picture are feeling?", and "what do you think they might say to each other?"</p>	<p>R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do</p>	<p>This lesson plan aligns with the 2014 National Curriculum in England for Personal, Social, Health and Economic (PSHE) Education. The specific objective addressed in this lesson is taken from the Key Stage 1 Program of Study, which states that students should be taught to "develop knowledge, skills, and understanding of what makes a healthy, respectful and successful friendship."</p>



Summer 1 – What does a positive relationship look like?


British Value Link: Individual Liberty

<p>Input: Introduce the concept of friendship and explain that friends are people who care about each other, play together, share with each other, and support each other. Provide examples of positive qualities that make a good friend, such as being kind, helpful, and understanding. Show a short video or read a storybook that portrays strong friendship, ensuring the students can identify the positive qualities displayed by the characters.</p> <p>Activity: Divide the class into small groups and provide each group with a set of picture cards depicting different scenarios related to friendships, including situations involving potential loneliness. The students will discuss each picture card within their groups, sharing their thoughts on how the characters might be feeling, whether they are showing qualities of a good friend, and suggesting possible actions to support each other. After the group discussions, facilitate a class discussion to gather students' views and opinions on the picture cards.</p> <p>Plenary: lead a whole-class discussion on the topic of loneliness. ask questions such as: "What does it mean to feel lonely?", "Have you ever felt lonely?", and "What are some things you could do if you feel lonely?" Encourage students to share their strategies for coping with loneliness, such as talking to a trusted adult, finding an activity to enjoy, or reaching out to others.</p>		<p>Friendships help children develop emotionally and morally. In interacting with friends, children learn many social skills, such as how to communicate, cooperate, and solve problems. They practice controlling their emotions and responding to the emotions of others.</p> <p>Children's and young people's experiences of loneliness - Office for National Statistics (ons.gov.uk)</p>
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Summer 1 – What does a positive relationship look like?

British Value Link: Individual Liberty

	<p>To conclude, summarise the key points discussed and reinforce the importance of supporting each other in times of loneliness.</p> <p> Plenary: Marvellous Me ‘Activity’ Floorbook expectation: QR codes, pupil voice, videos, and images.</p>		
<p>3</p>	<p>Objective: What do I do if a friendship upsets me? Book Link: The Not-So-Friendly Friend: How To Set Boundaries for Healthy Friendships by Christina Furnival</p> <p>Conduct a brief class discussion to assess students' prior knowledge and experiences related to friendships. Ask questions such as:</p> <ul style="list-style-type: none"> • What does it mean to be a good friend? • How do you feel when a friend upsets you? • Can you think of a time when a friend upset you? How did you handle it? • What do you think you could do if a friendship upsets you? <p>Starter: Begin the lesson by showing a picture of two friends playing happily together and ask the students to discuss what they see. Prompt the students to share their thoughts and feelings about the picture, encouraging them to use descriptive words. This will help activate their prior knowledge and engage them in thinking about friendships.</p> <p>Input:</p>	<p>R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy</p>	<p>This lesson plan aligns with the Personal, Social, Health, and Economic (PSHE) Education aspect of the 2014 National Curriculum in England for Year 1 and Year 2 students. It specifically addresses the learning objective: "What do I do if a friendship upsets me?" This objective is derived from the PSHE Education Programme of Study for Key Stages 1 and 2.</p> <p>The proportion of children aged 10 to 15 years reporting high or very high happiness with friends fell significantly</p>



Summer 1 – What does a positive relationship look like?


British Value Link: Individual Liberty

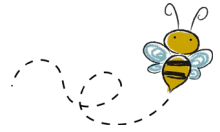
<p>Introduce the topic of the lesson by asking the following questions: "have you ever had a friendship that made you feel upset or sad?" "why do you think friendships sometimes make us feel this way?" Explain that it is normal for friendships to sometimes have ups and downs. They will emphasise that it is important to understand our own feelings and find ways to deal with them. Introduce the concept of emotional well-being and explain that it involves recognising and managing our emotions.</p> <p>Introduce a range of emotions (e.g., happy, sad, angry, frustrated) using visual aids (widgets) or gestures. Ask the students to identify and discuss these emotions, focusing on how they might experience them in the context of a friendship that upsets them.</p> <p>Explain that there are various strategies for handling the emotions associated with an upsetting friendship. Model and provide examples of positive strategies, such as expressing feelings through words, finding solutions together, and seeking support from trusted adults.</p> <p>Activity: Divide the class into small groups and provide each group with a scenario card. The scenario cards will describe different friendship situations that may cause negative emotions. The students will discuss the emotions they might have in each scenario and brainstorm possible ways to handle them effectively.</p>		<p>from 85.8% in 2015 to 80.5% in 2017, with boys being the main driver of this change. Children’s well-being and social relationships, UK - Office for National Statistics</p>
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Summer 1 – What does a positive relationship look like?

British Value Link: Individual Liberty

	<p>After the group discussions, facilitate a class discussion, allowing each group to share their scenarios and strategies. Encourage students to listen actively to their peers and ask questions to deepen their understanding.</p> <p>Plenary: To conclude the lesson, remind the students that it is normal for friendships to have challenges and that it is important to express and manage their emotions appropriately. Reinforce the key strategies discussed during the lesson (e.g., using words to express feelings, finding solutions together, seeking support). Encourage students to reflect on their own experiences and create a class "friendship toolkit" that includes their suggested strategies.</p> <p> Plenary: Marvellous Me ‘Activity’ Floorbook expectation: QR codes, pupil voice, videos, and images.</p>		
4	<p>Objective: What is bullying? Book Link: Llama llama and the Bully Goat by Anna Dewdney-Book Prior to this lesson, students should have some understanding of what it means to be kind and considerate towards others, as well as an understanding of different types of communication (e.g., face-to-face, digital). It would be helpful if students already have some awareness of the concept of bullying, although it is not essential for this lesson.</p> <p>Starter:</p>	<p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience</p>	<p>This lesson plan is aligned with the 'Personal, Social, Health and Economic (PSHE) Education' subject and the '2014 National Curriculum in England' for Year 1 and Year 2. It specifically addresses the learning objective: "What is bullying (online and offline)".</p>



Summer 1 – What does a positive relationship look like?


British Value Link: Individual Liberty

<p>Show students images of different scenarios, both online and offline, that may involve bullying. Ask students to share their initial thoughts about these images, focusing on what they think may be occurring and how it may make the people involved feel. Facilitate a brief class discussion, encouraging students to think about the behaviour in the images and whether they think it is kind or unkind.</p> <p>Input: Introduce the concept of bullying using child-friendly language. Explain that bullying is when someone repeatedly hurts, upsets, or scares another person on purpose. Provide examples of different types of bullying both online (e.g., sending mean messages, excluding someone from a game) and offline (e.g., hitting, name-calling). Use visual aids, such as images or props, to help illustrate the examples and make them more relatable for the students. Discuss the feelings that bullying can cause in the person being bullied (e.g., sadness, fear, loneliness). Introduce the idea that bullying is never acceptable and that it is important to stand up against it.</p> <p>Activity: Divide the class into small groups. Provide each group with a set of scenario cards depicting different instances of bullying (online and offline). In their groups, students should discuss each scenario and consider what they would do as a bystander or supporter. They should consider how they can help the person being bullied and what actions they can take to prevent or stop the bullying. Encourage students to think about empathy and kindness when considering their responses. After</p>	<p>hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p>40% of young people were bullied in the last 12 months 6% of all young people had experienced bullying daily. 9% between once a week and once a month. Most common form of bullying was name calling (including via text and email) at 26%, followed by exclusion from social groups at 18%</p> <p>Prevalence of bullying (anti-bullyingalliance.org.uk)</p>
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Summer 1 – What does a positive relationship look like?

British Value Link: Individual Liberty

	<p>discussing each scenario, groups can share their ideas with the whole class.</p> <p>Plenary: Gather the class together and ask a few groups to share their responses to the scenarios. Facilitate a class discussion to explore the different approaches and actions suggested by the various groups. Summarise the key points discussed, emphasising the importance of supporting others and the impact of bullying on individuals. Reinforce the idea that everyone has a responsibility to be kind, inclusive, and supportive towards others.</p> <p> Plenary: Marvellous Me ‘Activity’ Floorbook expectation: QR codes, pupil voice, videos, and images.</p>		
5	<p>Objective: What is stranger danger? Please find a suitable video from YouTube to introduce this lesson.</p> <p>Before starting the lesson, it would be helpful to assess the students' prior knowledge about strangers and personal safety. Initiate a class discussion by asking questions such as:</p> <ul style="list-style-type: none"> • What does the term "stranger" mean? • Can you think of examples of strangers you might encounter? • How do you know if someone is a stranger? • What should you do if a stranger approaches you? 	R15. how to respond safely to adults they don't know	This lesson plan aligns with the 2014 National Curriculum in England for PSHE for Year 1 and Year 2 students. The specific objective addressed in this lesson is: Year 1 and Year 2: Understand the concept of "stranger danger" and how to respond in



Summer 1 – What does a positive relationship look like?


British Value Link: Individual Liberty

<p>Starter: Begin the lesson by showing the students a picture or video of a variety of people, some familiar and some unfamiliar. Engage the students in a class discussion about the people in the picture/video. Ask questions to stimulate their thinking and generate responses, such as: Do you know any of these people? Who are these people? How do they make you feel? Would you feel comfortable talking to any of them? Are any of them strangers to you?</p> <p>Input: Introduce the concept of "stranger danger" by explaining that a stranger is someone you don't know. Define "stranger danger" as the idea that not all strangers are safe and that we need to be cautious and aware of potential dangers. Discuss different scenarios where students might encounter strangers, such as walking to school, playing in the park, or being approached by someone unfamiliar. Explain that it is essential to not talk to strangers or go anywhere with them without permission from a trusted adult. Emphasise that "stranger danger" is not about being scared all the time but about being smart and staying safe.</p> <p>Activity:</p>		<p>different situations to stay safe.</p> <p>Surveys suggest that roughly 1 in every 100 children experiences a stranger trying to lure them away to do them harm. Roughly 1 in every 600 children will, at some point in their childhood be made to go with a stranger. Some will be forced to touch, or be touched by, the perpetrator.</p> <p><u>Stranger Child Abduction - Action Against Abduction</u></p>
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Summer 1 – What does a positive relationship look like?

British Value Link: Individual Liberty

	<p>Divide the students into small groups and provide each group with pictures or flashcards depicting various scenarios. In their groups, students should discuss the scenarios and decide if they involve "stranger danger" or are safe situations. After the group discussions, bring the class back together and have each group share their findings, explaining their reasoning behind categorising the scenarios as safe or involving "stranger danger."</p> <p>Lead a class discussion about each scenario, asking questions like: Why did you categorise this scenario as "stranger danger" or safe? What could you do if you found yourself in this situation? Who could you talk to or seek help from?</p> <p>Plenary: Recap the key points of the lesson by asking students to summarize what they have learned about "stranger danger." Encourage students to share any questions or concerns they may have regarding personal safety. Provide reassurance and guidance on how to approach potentially dangerous situations.</p> <p> Plenary: Marvellous Me 'Activity' Floorbook expectation: QR codes, pupil voice, videos, and images.</p>		
6	<p>Objective: Why is my behaviour important? Book Link: Rhino Learns to be Polite</p>	R21. about what is kind and unkind behaviour, and how	This lesson plan aligns with the 2014 National Curriculum in England for Personal, Social, Health and Economic



Summer 1 – What does a positive relationship look like?

British Value Link: Individual Liberty

Before beginning this lesson, it would be helpful to assess students' prior knowledge by asking them open-ended questions related to behaviour and cooperation. Examples of questions to ask include:
 "What does it mean to behave well?"
 "Why is it important to share and take turns?"
 "How can we work together as a team?"
 This will give the teacher an idea of students' understanding and can be used as a starting point for further discussions.

Starter:

Begin the lesson by showing the students a picture of a group of children playing nicely together. Ask the students to describe what they see in the picture and discuss why they think the children are playing nicely together. Encourage students to share their own experiences of playing cooperatively with others.

Input:

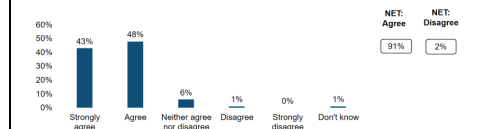
Introduce the concept of behaviour by explaining to the students that behaviour refers to how we act or conduct ourselves. Discuss the importance of good behaviour in different contexts such as at home, school, or in public places. Use real-life examples and scenarios to help students understand the impact of good and bad behaviour on themselves and others. Define key vocabulary terms such as cooperation, sharing, listening, taking turns, and being kind. Write these words on the board or create a word bank for students to refer to throughout the

this can affect others
 R22. about how to treat themselves and others with respect; how to be polite and courteous
 R24. how to listen to other people and play and work cooperatively

Education (PSHE) for Year 1 and Year 2. The specific outcome from the curriculum this lesson plan is based on is as follows:

"Pupils should be taught about the importance of good and bad behaviours and the choices they can make about these." (PSHE Education Key Stage 1, Relationships, Pupils should know)
 "Being part of a class, school and community; working and playing cooperatively." (PSHE Education Key Stage 1, Relationships, Pupils should know)

Figure 3: Extent to which pupils agree they know how their school expects them to behave (June 2022)



National behaviour survey



Summer 1 – What does a positive relationship look like?


British Value Link: Individual Liberty

<p>lesson. Show images or videos that illustrate cooperative and uncooperative behaviour and ask students to identify which ones represent good or bad behaviours.</p> <p>Discuss the consequences of good and bad behaviour, both positive and negative.</p> <p>Activity: Divide the class into small groups or pairs. Provide each group with a scenario card that describes a situation where cooperation is required. For example, "You are building a tower with blocks, and you need to work together to make it as tall as possible." Ask students to discuss and come up with strategies or actions they could take to work cooperatively in that scenario. Encourage students to share their ideas and reasons behind their choices. Afterward, have each group present their strategies to the class.</p> <p>As a whole class, identify common themes or strategies for cooperation that emerged from the activity.</p> <p>Plenary: Summarise the main points discussed during the lesson, emphasizing the importance of good behaviour and cooperation. Facilitate a class discussion on specific situations where students found it challenging to cooperate or behave well. Encourage students to share their experiences and suggest potential solutions for the difficulties they faced. End the lesson by revisiting the picture shown at the beginning and asking</p>		<p>Findings from Academic Year 2021/22</p> <p>National behaviour survey report (publishing.service.gov.uk)</p>
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Summer 1 – What does a positive relationship look like?

British Value Link: Individual Liberty

	<p>students to reflect on how they can apply what they have learned about cooperation and good behaviour.</p> <p> Plenary: Marvellous Me ‘Activity’ Floorbook expectation: QR codes, pupil voice, videos, and images.</p>		
7	<p>Assessment</p> <p>Objective: Big Finish – What does a positive relationship look like?</p> <p>To assess students' prior knowledge and understanding, ask the following questions:</p> <ul style="list-style-type: none"> • What is a relationship? • Can you think of any examples of positive relationships? • How do you feel when someone is kind to you? <p>Starter (Engagement):</p> <ol style="list-style-type: none"> 1. Begin the lesson by asking students about the people they interact with regularly, such as family members, friends, or classmates. 2. Show students pictures depicting different relationships, such as family members playing together, friends helping each other, or classmates sharing toys. 3. Engage the students in a discussion by asking questions such as: <ul style="list-style-type: none"> • What do you notice in these pictures? • Can you guess what kind of relationship the people in the pictures have? 	As above	



Summer 1 – What does a positive relationship look like?

British Value Link: Individual Liberty

	<p>Input:</p> <ol style="list-style-type: none"> 1. Recap the concept of positive relationships. Explain that positive relationships are those where people treat each other with kindness, respect, and care. 2. Discuss the characteristics of positive relationships, using examples and visuals. Use the following key vocabulary and definitions: <ul style="list-style-type: none"> • Kindness: treating others with care, compassion, and consideration. • Respect: showing admiration, consideration, and recognition of others' rights and feelings. • Cooperation: working together towards a shared goal. • Empathy: understanding and sharing another person's feelings or experiences. 3. Provide real-life scenarios to help students understand how positive relationships can be demonstrated. For example: <ul style="list-style-type: none"> • Helping a friend who is sad or in need. • Sharing toys or belongings with others. • Listening and taking turns when talking. • Offering praise and encouragement to others. <p>Activity:</p> <ol style="list-style-type: none"> 1. Divide the students into small groups. 2. Provide each group with a set of picture cards depicting different scenarios representing positive or negative relationships. 		
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Summer 1 – What does a positive relationship look like?

British Value Link: Individual Liberty

3. Ask the groups to sort the cards into two categories: positive relationships and negative relationships.
4. Allow the students time to discuss their choices within their groups, explaining the reasons for their categorisation.
5. As a class, allow each group to share their choices and explain their reasoning. Encourage respectful discussions and provide guidance where needed.

Plenary: Marvellous Me ‘Activity’

1. Review the key vocabulary and definitions discussed earlier in the lesson.
2. Gather the students together and ask them to share one example of a positive relationship they have experienced or observed.
3. Discuss why positive relationships are important and how they contribute to our overall well-being and happiness.



Plenary: Marvellous Me ‘Activity’

Floorbook expectation: QR codes, pupil voice, videos, and images.