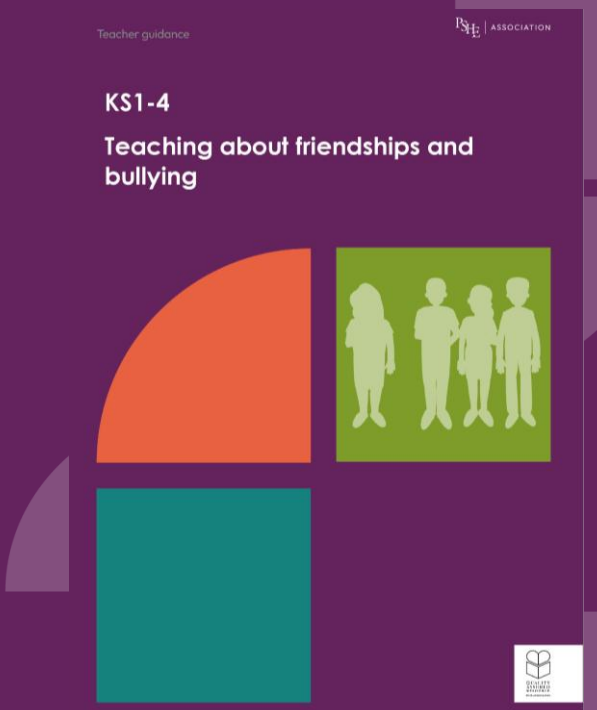
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Friendship and Bullying

Let's be friends
KS1 lesson 1



Teacher slide | *Ensure you have read the teacher guidance before teaching the lesson

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Using this PowerPoint

The slides in this presentation are divided into two sections:

i. ***Teacher slides (purple)*** – provide key information regarding lesson preparation

ii. ***Pupil slides*** – provide a visual focus point for pupils during the lesson and delivery notes for teachers about the activities. Click 'notes' to view these.

Ensure that you select 'Use Presenter View' under the 'Slide Show' tab – this will allow you to preview the teaching notes on your monitor while the main presentation is displayed on a screen/smartboard.

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Challenge and Support

The lesson includes suggestions for challenge and support activities, to help you differentiate appropriately for your class.

Challenge activities deepen and extend the learning for those who need more challenge or who finish the activity quickly.

Support activities are adapted to be more accessible for those who need it.

Look for these icons on the pupil slides. See delivery notes for details of the activities.

Challenge



Support



Teacher slide

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Context

This is the first of three lessons about friendship and bullying for key stage 1. This lesson explores how friendships are formed and looks at common features of friendships.

No lesson should be taught in isolation, but always as part of a planned, developmental PSHE education programme. These lessons would work well as part of wider learning about respectful relationships, including friendships, and being safe.

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Learning Objective

To learn how friendships are made

Learning Outcomes

Pupils will be able to:

- identify different ways that people meet and become friends
- describe some things that friends and classmates have in common
- recognise that friends can have similarities and differences
- demonstrate some ways of being a good friend

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Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include relevant subject knowledge and guidance on establishing a safe classroom environment, including sharing ground rules, the limits of confidentiality, approaching the topic sensitively and handling questions effectively.

Further guidance

Members of the PSHE Association can access our website for further guidance http://www.pshe-association.org.uk/

Duration

This has been designed to be taught as a **60 minute** PSHE education lesson.

Resources required

- Box or envelope for questions
- A large sheet of flipchart paper with a drawn-on basic body outline (one per group)
- Flipchart pens
- Different colour sheets of paper cut into wrist band sizes, or gummed paper chains
- Resource 1: Bingo Amigo (one card per pupil)
- Resource 2: Talking frame (optional)

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Lesson summary

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Activity	Description	Timing
Introduction	Agree ground rules and introduce the question box. Share the learning objective and learning outcomes.	3 mins
Baseline assessment	Pupils demonstrate their understanding of 'what is a friend' by adding their thoughts and ideas to person outline.	10 mins
How friends meet	The class create a spider diagram about how friends meet and form friendships.	10 mins
Bingo Amigo!	Pupils play a bingo game designed to show what they have in common with classmates and share strategies for making new friends.	10 mins
Difference is good	Pupils explore differences in friendships and respond to questions.	10 mins
You've got a friend in me	Pupils annotate friendship bands with words and phrases which demonstrate features of good friendships.	10 mins
Endpoint assessment	Pupils reflect on some strategies they will use for making new friends. Returning to the baseline assessment, pupils add any new learning or questions they still have.	5 mins
Signpost support	Identify sources of support at school and at home.	2 mins

Lesson 1

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Let's be friends



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Ground rules



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Learning Objective

To learn about how friendships are made.

Learning Outcomes

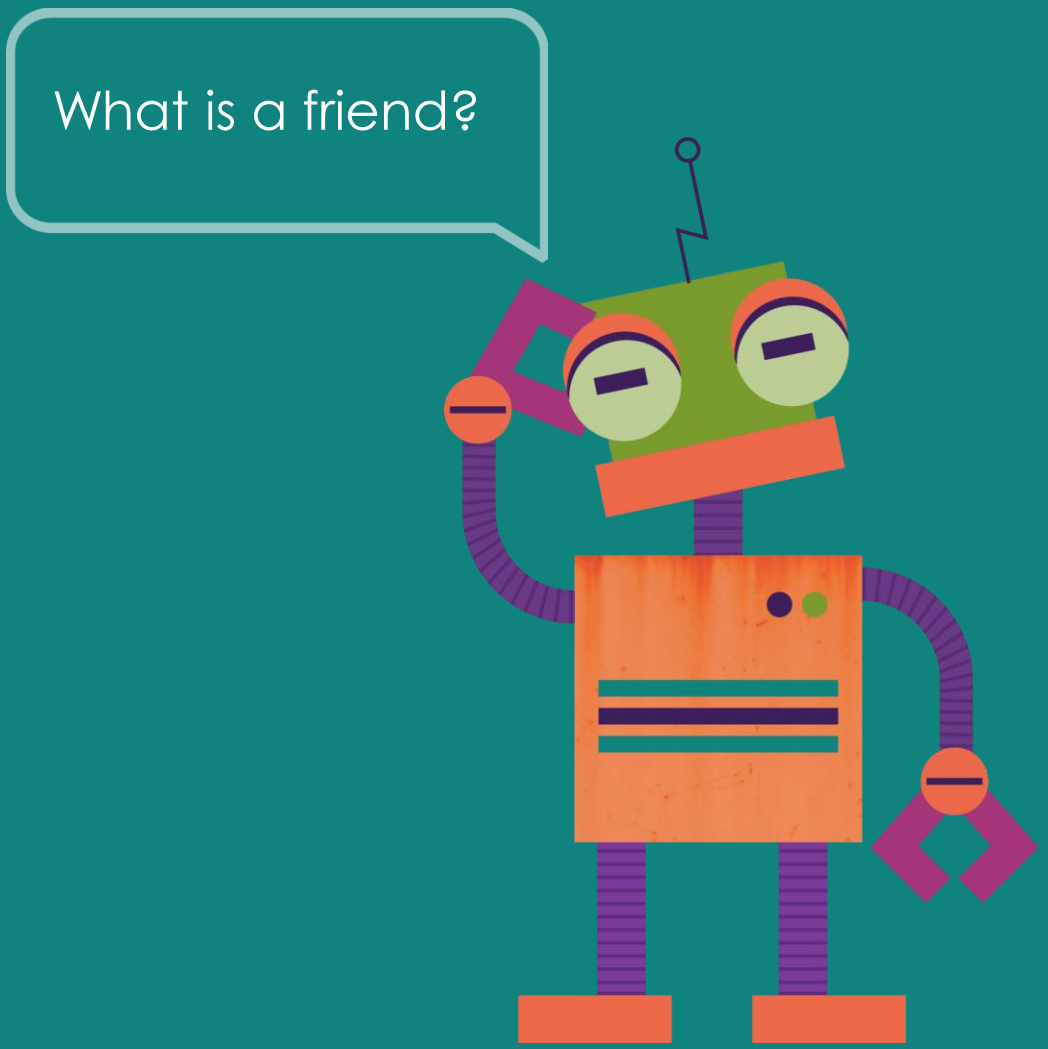
We will be able to:

- identify different ways that people meet and become friends
- describe some things that friends and classmates have in common
- recognise that friends can have similarities and difference
- demonstrate some ways of being a good friend

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What's our starting point?

Draw or write everything that you know about what a friend is.



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How friends meet

Meet Dex and friends. How do you think they met?



Friends can like the same things

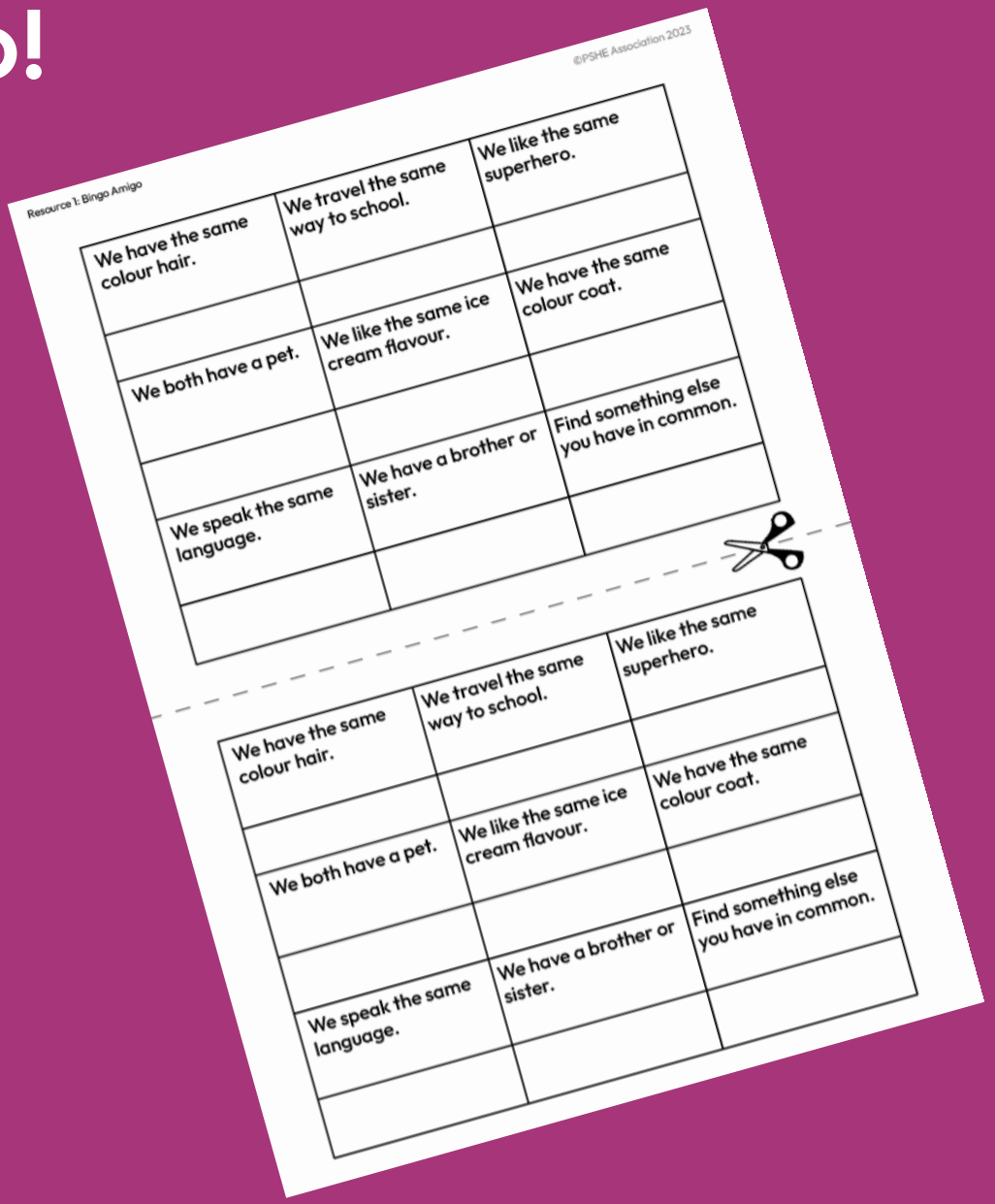
Sofia is 6 and is best friends with Dex. She is learning to skateboard and goes to running club with Dex.

Dex is 7. He likes to play outdoors with his best friend. He loves running and is learning to roller skate.



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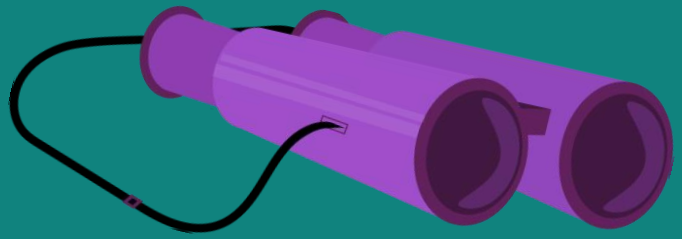
Bingo Amigo!

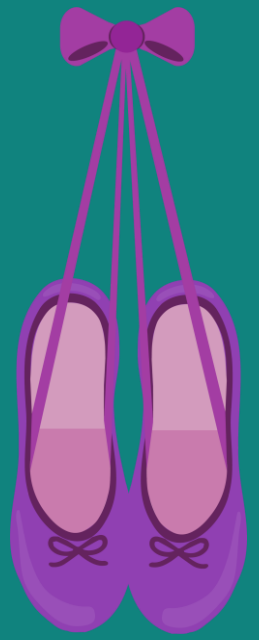


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Friends can like different things







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You've got a friend in me

1. What are they doing that shows they are friends?
2. How do you think Dex feels? How does Sofia feel?
3. How do they play that shows they are friends?
4. Jamal sees them playing and asks to join in. How can Dex and Sofia be friendly?

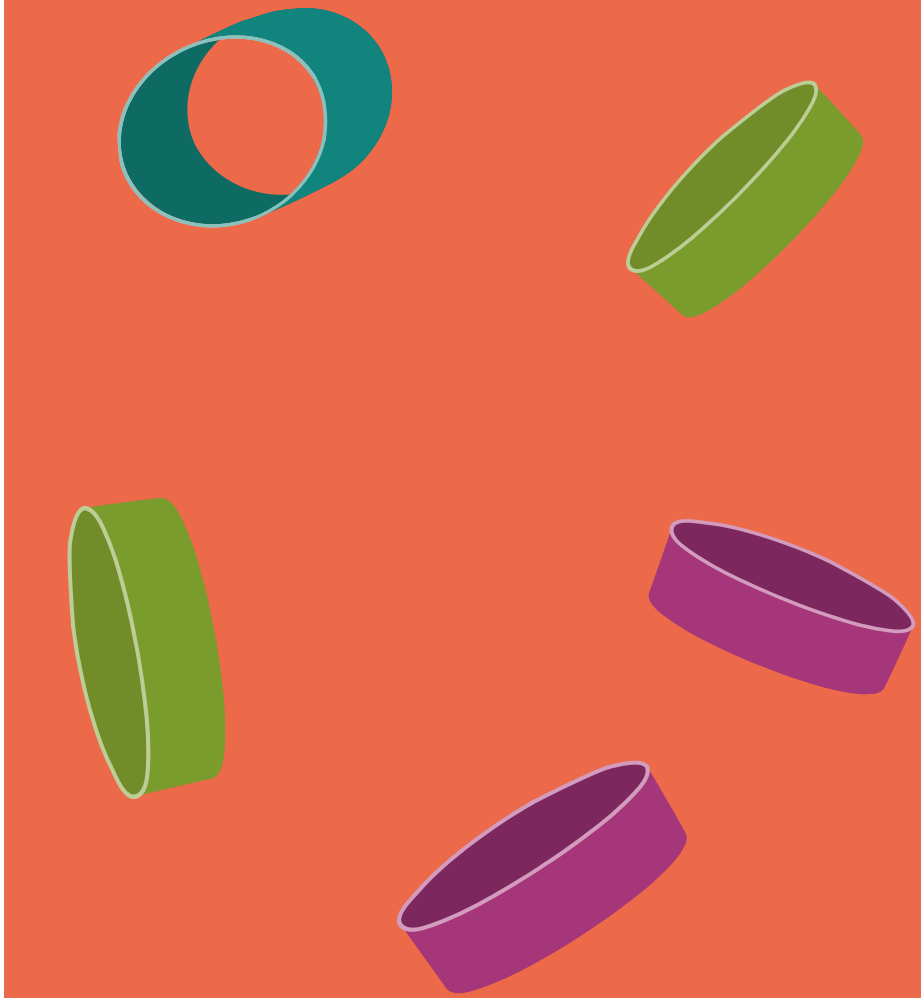


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You've got a friend in me

Dex and Sofia enjoy being with each other. They share toys, like playing games, are kind and trust each other. They have fun together.

Challenge: Jamal is feeling too shy to join in Dex's game. What could Jamal do or say?



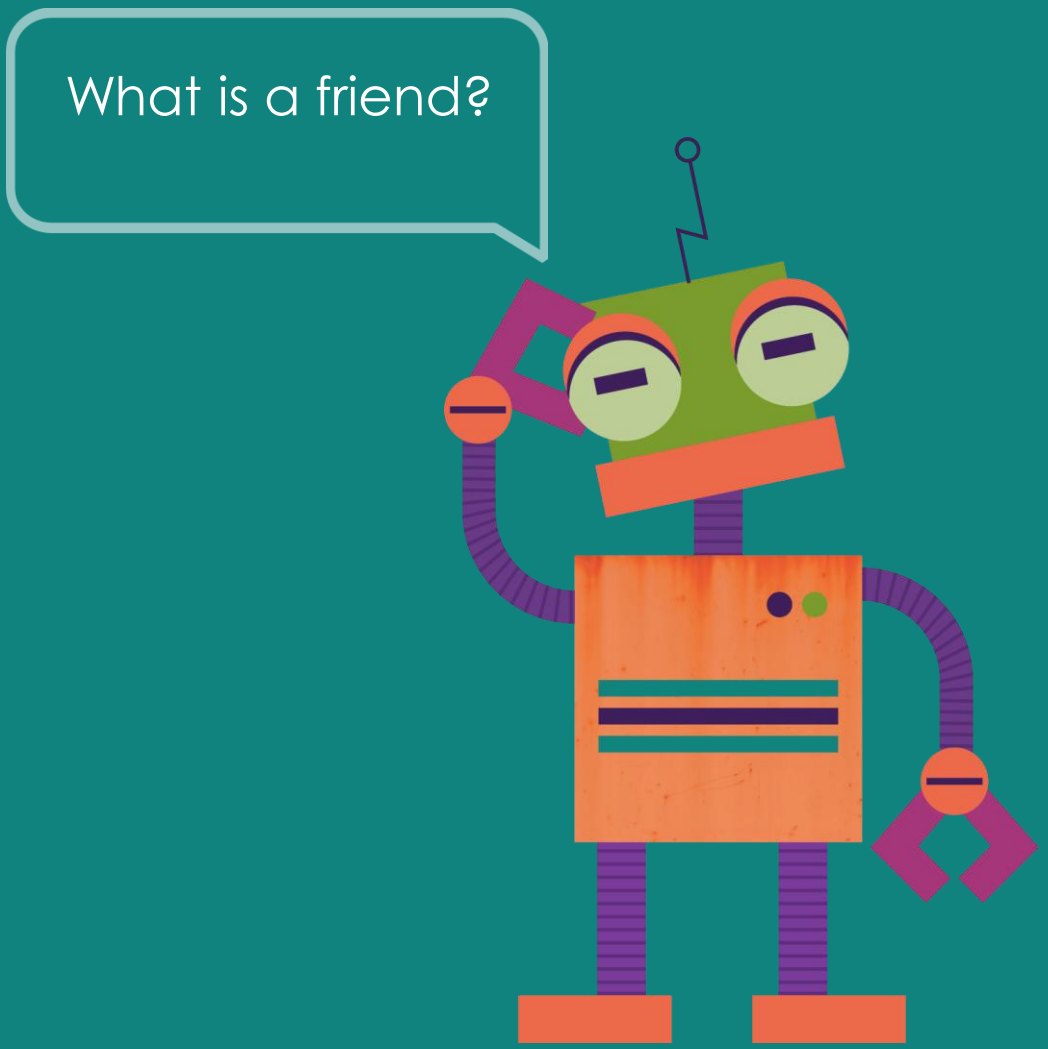
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Our end point

Use a different colour pencil.

Draw or write what you have learned about friendship, how people become friends, and what friends do.

Is there anything you want to add or change?



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Getting help

If you have any questions or concerns about friendships, talk to an adult you trust at home, outside your family or at school.



I need your help with something . . .

Something's worrying me, can I talk to you?

I have something that's been bothering me . . .

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Extension activity

Ask some adults in school for any suggestions they have for making friends.

Share these with the class. Try some out for yourself.



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