PSHE ASSOCIATION

Friendship and bullying

KS1 lesson 1: Let's be friends



QUALITY ASSURED RESOURCE
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Let's be friends

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.

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

Resources required

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

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Lesson summary

Activity	Description	Timing (Total: 60 mins)
1. **Introduction**	Agree ground rules and introduce the question box. Share the learning objective and learning outcomes.	**3 mins**
2. **Baseline assessment**	Pupils demonstrate their understanding of 'What is a friend?' by adding their thoughts and ideas to a person outline.	**10 mins**
3. **How friends meet**	The class creates a spider diagram about how friends meet and form friendships.	**10 mins**
4. **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**
5. **Difference is good**	Pupils explore differences in friendships and respond to questions.	**10 mins**
6. **You've got a friend in me**	Pupils annotate friendship bands with words and phrases which demonstrate features of good friendships.	**10 mins**
7. **Reflection and endpoint assessment**	Pupils reflect on 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**
8. **Signpost support**	Identify sources of support at school and at home.	**2 mins**

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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.

Key words

friend | friendship | cooperation | fairness

Baseline assessment

3 mins

Introduction [slides 9-10]

Agree ground rules for the session. Make pupils aware of the question box, which will be available throughout and after the lesson. Explain that if they have questions or worries during or after the lesson, that they do not want to raise in front of the class, they can draw or write their question on a piece of paper, with or without their name, and put it in the question box. Introduce the learning objective and outcomes. Explain that the lesson will explore how friendships are made and will look at some of the features that most friendships share.

10 mins

Baseline assessment activity [slide 11]

Show **slide 11**, introducing Rusty the Robot. Rusty is learning what it is to be a human and wants to know about having friends. Using the prepared flipchart paper and working in groups of four, pupils respond to the question, 'What is a friend?' by annotating the body outline with their thoughts and ideas, to share with Rusty. This can be done with words, phrases, and drawing.

Circle the room looking at what pupils are producing, and feedback on any positive responses, whilst noting any misconceptions. Adapt teaching to address any gaps or misconceptions that arise from this assessment activity. Keep the outlines to hand (noting pupils' names in each group), as they will be returned to at the end of the lesson and again at the end of the third lesson.

Core activities

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10 mins

How friends meet [slide 12]

Working as a whole class, show **slide 12** and introduce Dex and some of his friends. Ask pupils to make suggestions as to how Dex met his friends.

Group their responses, for example: *they met through **family** – cousins; they met at **a club** – karate, drama; they met through **family friendships**: Mum's best friend's children; through **worship –** at church, mosque, temple; they met **at a baby group/in the neighbourhood/on holiday/at the park/at school.***

With a focus on meeting friends at school, explain that in school Dex has a few friends that he likes to play with all the time, and some that he likes to play with sometimes. Ask pupils to identify if these are different types of friends.

Pupils might say: *some are his best friends; some he likes to play with only sometimes; they are friends but not best friends*. Tell pupils that some people don't have a best friend but like to be with different friends at different times, or for playing different games. Some people have one or two friends, and some people have lots of friends – either is ok. Summarise that we have lots of opportunities to meet friends and make friendships in different ways.

10 mins

Bingo Amigo [slides 13-14]

Tell pupils that friends often have something in common, like Dex and Sofia who both love to run, then take responses as to what things the other friends might have in common.

Pupils might say: *games they like to play; they all like dinosaurs; they play spies and follow the rules*.

Explain to pupils that they will play a game to find out if they have anything in common with others in the class. Do they know what AMIGO means? *Friend in Spanish.*

Show **slide 14** and, using **Resource 1: Bingo Amigo**, pupils move around the classroom talking to classmates and finding out what they have in common, as listed on the bingo card. When they find someone that they match with, they should write that child's name on the space on the sheet. They can shout BINGO AMIGO! when they get a line (i.e., they fill every square in a line across or down) or a full house (i.e., they fill every square).

Gather pupils together and talk about how some of the classmates that they have things in common with, might already be friends, and some might be classmates whom they haven't yet made friends with.

Explain that when Dex played Bingo Amigo, he found out that although he and Jamal had never played together, they both liked playing spies. Dex wants to be friends, but Jamal is feeling a bit shy. Ask pupils to suggest how Dex and Jamal could start to become friends.

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Pupils might say*: they could smile at each other; Dex could ask Jamal if he wants to play spies at playtime; they could sit together at lunch; Dex could be friendly to Jamal, so Jamal is friendly back; they could share a snack at playtime.*

10 mins

Difference is good [slide 15]

Show **slide 15**. Discuss how friends often like different things, such as different kinds of shoes; different interests like scooting and cycling; playing spies and playing superheroes. Ask children to find a person that they had something in common with in Bingo Amigo, and now find out something that is different about them. For example: A has a brother, B has a sister; A likes pineapple on pizza, B doesn't like pineapple on pizza.

Find out what pupils think about friendships by asking:

- How can we get to know what our friends like?
- What do friends like doing together?
- Do friends have to like all the same things?
- What is good about liking different things?

Explain that friendships are formed when people meet others who like similar things, or have something in common, but friends can have differences too, and it is ok to like different things.



Support: Pupils use the prompts on **Resource 2: Talking frame** to support their discussion.

10 mins

You've got a friend in me [slides 16-17]

Show **slide 16** and read out some of the characteristics of Dex and Sofia's friendship. Draw attention to some features of positive play: sharing, cooperation, fair play/sticking to the rules.

Tell pupils that they are going to discuss ideas about Dex and Sofia's friendship. Give table groups a whiteboard and pen, and ask pupils to discuss and respond to the following questions:

1. What are the characters doing that shows they are friends? (*Playing together, laughing, having fun, sharing)*
2. How do you think Dex feels? How do you think Sofia feels? (*Both happy, enjoying themselves*)
3. How do they play with each other that shows they are friends? (*Include each other, play fairly, follow the rules of the game*)
4. Imagine that Jamal sees them playing and asks to join in. How can Dex and Sofia be friendly? (*Smile, let him join in, tell him what the rules of the game are, show him how to play)*

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Ask the groups to share their responses, and record ideas on the board.

Show **slide 17** and hand out the strips of paper cut into wrist band sizes. Ask pupils to annotate the wrist bands with words, phrases or pictures that identify features of good friendships, such as: friends share; friends are kind; friends like to laugh; a friend is someone you trust; etc. Pupils can each make their own band to wear, or they can be used as a class display.



Challenge: Jamal is feeling a bit shy about asking to join in with Dex and Sofia. What could he do or say to join their game?

Reflection and endpoint assessment



[Slide 18]

Return the baseline body outlines to the groups. Ask pupils to use a different colour pencil to add the things they have learned about friendship, how people become friends, and what friends do. Refer to the list of things that friends do and ask pupils to choose one thing to try with someone in their class.

Check the question box and respond to any remaining questions.

Signposting support



[Slide 19]

Remind pupils that if they have any concerns about friendships, they can always speak to:

- trusted adults at home, such as parents or carers
- a teacher, a teaching assistant, midday supervisor, other staff member, or any support system in place in school

Extension Activity

Ask and report [slide 20]

Ask pupils to ask an adult in school for any suggestions that they have for making friends. If there are any different suggestions to those covered in the lesson, pupils could report these back to the class in the next PSHE lesson. Add these to the class list and try them out throughout the week.

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